

Oscott Manor School Local Offer - Special Educational Needs and Disability

Oscott Manor is a secondary school for pupils with autism. Our pupils have a wide range of diagnoses associated with the autism spectrum, and many have more than one area of significant need.

Provision to facilitate/support access to the curriculum/independent learning		
Staffing	Approaches	Resources
<ul style="list-style-type: none"> • High staffing ratios, typically 1:4 • ASC trained staff • Fully qualified SENCO • On-going CPD for staff • Trained dyslexia staff • In-house Makaton tutor • Occupational therapist (part-time) • Speech, language and communication co-ordinator • Pastoral Manager • Access to behaviour outreach support • Access to educational psychology service • Access to school nurse 	<ul style="list-style-type: none"> • Picture Exchange Communication System (PECS) • Wide use of symbols including Communicate in Print • TEACCH strategies and interventions • Use of Makaton • Personalised targets • Parent workshops • Autism Education Trust progression framework 	<ul style="list-style-type: none"> • Communication development project • GCSE, Functional Skills, B-tech, ASDAN qualifications • Broad and balanced curriculum • College links • School allotment • Therapy breaks as required • Forest Schools • Safe spaces • Occupational therapy sensory gymnasium • Life skills room

The school is a safe and inspiring place to learn and we encourage and support pupil progress by ensuring:

- Excellent relationships between pupils, staff and parents/ carers.
- Clear rules and expectations
- Highly personalised learning support
- All young people are nurtured and given the opportunity to thrive
- A curriculum that is challenging, creative, age appropriate and relevant
- A positive learning culture
- A holistic approach to the pupils learning, health and welfare
- Pupil's confidence and self-esteem is developed
- Restorative approaches promote positive behaviour
- Strong links with the community

Planning and Assessment:

- Modified and adapted sensory /thematic curriculum
- Secondary National Curriculum
- Annual Reviews for EHC plans
- Individual Behaviour Plans
- Positive Handling Plans
- Individual risk assessments
- Transition Plans
- In-house Assessment System using The Mastery Pathway
- Examinations from Yr 9 to Yr 14 for appropriate verified courses

Strategies to support and develop literacy & numeracy:

- Phonics based reading scheme
- Handwriting Programme.
- Individual Communication
- Mastery pathway
- Singapore maths teaching strategy
- Practical application of knowledge
- Multi-sensory approaches

Strategies to support and develop social and communication skills:

- Access to a speech, language and communication co-ordinator
- Speech, language and communication skills small group or 1-1 interventions
- FRIENDS programme
- School snack shop run by pupils
- Access to structured clubs at break and lunchtimes
- Use of PECS, Makaton, social stories and comic strip conversations

Support for break and lunchtimes and Personal Care:

Our aim is to promote pupils' independence in all areas. We offer a range of lunchtime activities:

- Lego Club
- Reading club
- Computer club
- Walking club
- Structured play activities

Some pupils have Personal Care Plans which detail the support required. We ensure needs are met and dignity is protected.

Strategies to enhance self-esteem and promote emotional wellbeing:

Our ethos recognises the value of the individual. Pupil achievements are celebrated. We provide:

- Signposting of support for young people and families via our Pastoral Manager
- Residential visits
- PSHCE Curriculum
- Work experience and volunteering opportunities

Access to Medical Support:

We recognise that many of our pupils have medical conditions.

We offer:

- Healthchecks with a visiting school nurse
- Staff trained in administration of medication
- EpiPen trained staff
- Diabetic trained staff
- Visiting Consultant Health Professionals / health clinics by appointment
- Epilepsy trained staff
- Trained first aiders

**Arrangements to promote Access:
(Building, Curriculum, Information)**

We comply with the general and specific duties of the Equality Act (2010)

In accordance with the duty we publish information that demonstrates that we have due regard to the need to:

- Eliminate unlawful discrimination.
- Advance equality of opportunity.
- Foster good relations

<p>Engagement with Parents/Carers:</p> <p>We are committed to developing positive partnerships with parents and carers and welcome their views and contributions. We communicate regularly via:</p> <ul style="list-style-type: none"> • Pupil planners • Phone calls home • Weekly letters from the Headteacher • Regular Parents Evenings • Website • Twitter feed @oscottmanorsch • Annual review process 	<p>Specialist Expertise in School</p> <ul style="list-style-type: none"> • Staff with specialist Qualifications in Autism/Aspergers • SENCO • Makaton tutor • Positive listening trained staff • Staff with communication qualifications • Manual Handling trained staff • "Positive Behaviours" trained staff • Pivotal level one instructor • Qualified Mini-bus drivers • Qualified First aiders 	
<p>Liaison with Professionals:</p> <p>We work closely with many professionals from health and social care coordinating all our efforts to best support our pupils:</p> <ul style="list-style-type: none"> • Education Psychologist • Forward Thinking Birmingham • Occupational Therapy • Visiting school nurse • Visiting school paediatrician 	<p>Access to a supportive environment:</p> <ul style="list-style-type: none"> • Interactive whiteboards • Access to computers/laptops/ ipads • Occupational Therapists • Occupational Therapy equipment • Staff trained to use specialist OT equipment • School nurse support • Safe space 	<p>Strategies to Support Behaviour:</p> <p>We recognise that there is an underlying reason for all behaviour. We will make our expectations clear through explicit written rules, role modelling the behaviours we expect from others, teaching good behaviour through the curriculum and through structured and unstructured social activities.</p> <p>All staff are trained in de-escalation and positive handling. Pupils have individual positive handling plans where necessary.</p> <p>Some pupils have behaviour support plans in place. We adopt restorative approaches in order to promote personal responsibility and swift resolution.</p>

Pupil premium:

- Personalised planning for individual pupil premium pupils to close the gaps
- Detailed analysis of the impact of pupil premium spend

Monitoring and Evaluating the impact of the 'additional and different' arrangements – on progress and outcomes for pupils with SEN:

- Achievement data analysis by SEND, gender and vulnerable group