

# Coppice Primary Academy: Special Needs Educational and / or Disabilities Information Report: 2018 - 2019



## **Summary of Provision for children with Special Educational Needs or Disabilities (SEND)**

At Coppice Primary Academy we believe that all children have the right to an inclusive learning curriculum and have the equality of opportunities regardless of need. We aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs.

**If a child has a Statement of Special Educational Needs or an Education, Health and Care Plan, then we provide the support detailed in the plan.**

Please click on the link below to find Oldham Local Offer.

[www.oldham.gov.uk/localoffer](http://www.oldham.gov.uk/localoffer)

**Who are the best people to talk to at Coppice Primary Academy about my child's difficulties with learning / Special Educational Needs/Disability (SEND)?**

**Your child's class teacher is recommended as the first point of contact if you have any concerns.**

**S/he is responsible for:**

- ❖ Ensuring that all children have access to at least good teaching and that the curriculum is adapted to meet your child's individual needs.
- ❖ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Inclusion Leader as necessary.
- ❖ Ensuring that all members of staff working with your child in the Academy are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- ❖ Ensuring that all staff working with your child in the Academy are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress from individual starting points. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- ❖ Implementing recommendations from external agencies and professionals working in conjunction with the Inclusion Leader and other adults working with the child.
- ❖ Ensuring that the school's Inclusion Policy is followed in their classroom and for all the pupils they teach with any Special Educational Needs or Disabilities.

**They can be contacted by: speaking to them at the end of a school day to arrange an appointment or telephoning the school.**

### **Mr Hulmes is the Strategic Inclusion Lead at Coppice Primary Academy.**

He is responsible for:

- ❖ Coordinating all the support for children with Special Educational Needs (SEN) and or Disabilities, and developing the Academy's Inclusion Policy to make sure **all children** get a consistent, high quality response to meeting their individual needs in school.
- ❖ Ensuring that you are involved in supporting your child's learning through termly Individual Assessment Plan reviews and / or Mini Individual Assessment Plans as part of the graduated response as outlined in the Code of Practice 2015 alongside the Assistant Heads and Phase Leaders.
- ❖ Ensuring that you are kept informed about the support your child is receiving and the rationale behind the additional support.
- ❖ Ensuring that you are involved in reviewing how they are progressing and identifying next steps (short term: 10 /12 weeks) / medium term: 6 months and long term: 12 months). This may be adapted to the needs of individual children.
- ❖ Ensuring that you are fully involved in planning ahead for them. This includes transitions within the school or to and from other settings.
- ❖ Liaising with all the other people, who may be coming into school to help support your child's learning e.g. Additional and Complex Needs Service, Speech and Language Therapy, Educational Psychology, Health, School Health Advisors including Occupational Therapy, Physiotherapy, Visual Impairment Service and Hearing Impairment Service etc.
- ❖ Providing specialist support for teachers and support staff in the Academy so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential and make at least sufficient progress from their individual starting points.
- ❖ Supporting your child's class teacher to write Individual Assessment Plans (IAP) that specify the targets set for your child to achieve working in partnership with parents / guardians / carers and specialist advice from outside agencies.
- ❖ Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our Academy.
- ❖ Ensuring that your child / children have access to an inclusive curriculum including before and after school provision.
- ❖ Reporting to the Teaching and Learning Governors on a termly basis and ensure that the Teaching and Learning Governing Body is kept up to date about any issues in the school relating to SEND.
- ❖ Meeting with the Special Educational Needs and or Disabilities Governor on a half termly basis.

***Mr Hulmes can be contacted by asking the class teacher to arrange for him to contact you or by telephoning the Academy to make an appointment.***

***Mr Hulmes is supported by Mrs N. Padley (Early Years Phase Leader), Mrs J. Mears (Key Stage 1 and Lower Key Stage 2 Phase Leader) and Mrs E. Williams (Upper Key Stage 2 Phase Leader Year 4, Year 5 and Year 6) who coordinate the support for children with Special Educational Needs and / or Disabilities on a daily basis.***

They are responsible for:

- ❖ Working in partnership with the Strategic Inclusion Lead to support in the identification of children with / possible Special

Educational Needs and / or Disabilities.

- ❖ Implementing the support for children with Special Educational Needs (SEN) and or Disabilities, and working in partnership with the Strategic Inclusion Lead in developing the Academy's Inclusion Policy to make sure **all children** get a consistent, high quality response to meeting their individual needs in school.
- ❖ Ensuring that you are kept informed about the support your child is receiving and the rationale behind the additional support.
- ❖ Ensuring that you are involved in reviewing how they are progressing and identifying next steps (short term: 10 /12 weeks) / medium term: 6 months and long term: 12 months). This may be adapted to the needs of individual children.
- ❖ Ensuring that you are fully involved in planning ahead for them. This includes transitions within the school or to and from other settings.
- ❖ Liaising with all the other people, who may be coming into school to help support your child's learning e.g. Additional and Complex Needs Service, Speech and Language Therapy, Educational Psychology, Health, School Health Advisors including Occupational Therapy, Physiotherapy, Visual Impairment Service and Hearing Impairment Service etc.
- ❖ Providing specialist support for teachers and support staff in the Academy so they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential and make at least sufficient progress from their individual starting points with a focus on early communication and implementation of language development strategies.
- ❖ Supporting your child's class teacher to write Individual Assessment Plans (IAP) that specify the targets set for your child to achieve working in partnership with parents / guardians / carers and specialist advice from outside agencies.
- ❖ Working in partnership the Strategic Inclusion Lead, organise and facilitate training for staff and parents so they are aware and confident about how to meet the needs of your child and others within our Academy.
- ❖ Ensuring that your child / children have access to an inclusive curriculum including before, during (lunchtime learning) and after school provision.
- ❖ Meet with the Special Educational Needs and or Disabilities Governor Mrs Swift on a half termly basis alongside the Strategic Inclusion Leader.

#### **Executive Principal – Mrs Needham & Head of Academy – Mr Taylor**

They are responsible for:

- ❖ The day to day management of all aspects of the Academy, this includes the support for children with SEN and/or disabilities. They will give responsibility to the Inclusion Leader and class/subject teachers but are still responsible for ensuring that your child's needs are met.
- ❖ Making sure that the Governing Body is kept up to date about any issues in the Academy relating to Special Education Needs and / or Disabilities.

***They can be contacted by contacting the Academy office to make an appointment.***

#### **SEND Governor – Mrs Swift**

She is responsible for:

- ❖ Making sure that the Academy has an up to date SEND Policy, school offer and the information is published on the school website.
- ❖ Making sure that the Academy has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- ❖ Making sure that the necessary support is made available for any child who attends the school who has SEN and/or disabilities.
- ❖ Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential at Coppice Primary Academy. This includes meeting the Inclusion Leader, Phased Leaders, talking to children and observing intervention on a half termly basis.

**Mrs Swift can be contacted by writing to the Special Educational Needs and / or Disabilities Governor via the Academy office.**

### **How do we identify individual special educational learning needs at Coppice Primary Academy?**

- ❖ When pupils have identified SEN and / or Disabilities (SEND) before they start at Coppice, we work with the people who already know them and use the information already available to identify what their SEND will be in our school setting. This will involve early years practitioners or/and Inclusion Leader attending the pre-school or school setting to observe and collect information about your child. This will help us to plan the transition and the level of support needed to ensure they remain inclusive.
- ❖ If you tell us you think your child has SEND we will discuss this with you and investigate your concern. We will share what we find out with you and explain what is going to happen next and what you can do to help your child at home. We will keep you involved throughout the process. This is through Individual Assessment Plan meetings, structured conversations and / or formal / informal meetings.
- ❖ If our staff think that your child has a SEND this may be because they are not making the same progress as other pupils; for example they may not be able to follow instructions, they may have difficulties with making themselves or their needs understood, or need additional support to enable them to access their learning. We will observe them; we will assess their understanding; review what they are currently accessing or the level of support and sometimes if appropriate use tests to pinpoint what is causing difficulty (i.e. *what is happening and why*). We will keep you informed of any findings / concerns and what we are going to do about them and how you can support them at home.
- ❖ We may ask you to give consent to allow us to follow up our concerns and request support from outside agencies. This information will help us to have a greater understanding of the help your child may need both in the Academy and at home. We will discuss and share the findings with you as soon as possible. This may include referrals to the Educational Psychologist, the Additional and Complex Needs Service, Speech and Language Service, Occupational Therapy, Physiotherapy or other outside professionals.

### **How do we involve pupils and their parents/carers in identifying SEND and planning to meet them?**

- ❖ We are child and family centred so you will be involved in all decision making about your child's support.
- ❖ When we assess SEN and / or D the Strategic Inclusion Leader and / or Phase Leader alongside the class teacher, will discuss our concerns and if these concerns / behaviours are the same at home, we take this into account and work with you so that we are all helping your child in the same way to make progress
- ❖ Together we write and review Individual Assessment Plans (IAPs), Mini Individual Assessment Plans with parents/carers, children (as appropriate) and professionals. You may be asked to attend an Individual Assessment Plan meeting to discuss your child's strengths, what's important to them, what's working well, what they need help with and what's important for them in the future. This may involve professionals from outside agencies. This may include health professionals, Educational Psychologists, Speech and Language, Community Paediatrician, School Health Advisor or QEST.
- ❖ The Individual Assessment Plan will also include your child's aspirations, parental / carer's aspirations and aspirations of the professionals working with your child.
- ❖ We may use home-learning to repeat and practise activities that are new and present an achievable challenge for the individual pupil. You will be invited into the school to be shown how to do activities and will be given resources to help your child with their learning at home. This may involve a home school book.
- ❖ Following Individual Assessment Planning meetings you will be invited into the Academy to further discuss how you can support your child at home and implement the targets. This may involve sharing of resources and observing practitioners implementing the targets.

### **How do we adapt the curriculum so that we meet SEND?**

- ❖ All our staff are trained to make learning easier or more challenging so that every child is able to learn at their own pace and in their own way. This includes referring to and implementing the advice and recommendations from outside agencies
- ❖ We may use additional interventions so that we can deliver learning at the right level for pupils who have gaps in their learning, are struggling with a specific aspect of their learning or have SEND.

Area of need:	Possible Interventions / support linked to best practice and advice from outside agencies and professionals
Language and Communication	ELKLAN strategies, Forest School, EALIP, REAL, Readiness for School, WELLCOMM, Hands and Voices, BLAST, Social Communication Groups, Lego Therapy and targeted Continuous Provision.
Social, Emotional and Mental Health (Wellbeing)	Play Therapy, Learning Mentor Support, 1:1 mentoring, Forest School, Lego Therapy, Social Communication Groups, targeted lunchtime learning provision, sports leaders, school council, educational visits and visitors.
Reading	Bespoke reading interventions, which are tailored to meet your child's individual needs. This includes; Fisher Family Trust, Better Reading Partners, EALIP, Reading Buddies, 1:1 reading, targeted phonics groups and targeted early morning reading and specific interventions to

	support comprehension for reading.
Writing	Tailored interventions for writing, pre and post teaching, targeted sentence, punctuation and spelling groups and Forest School.
Mathematics	Numicon, Plus 1, Power of 2, pre and post tutoring and Egg Box Maths.
Sensory and / or Physical Needs	Working in partnership with health professionals to implement the recommendations to enable children to access a fully inclusive learning curriculum (Speech & Language, School Health Advisors, Occupational Therapy, Community Paediatrician, Physiotherapy and Community Health Services, Hearing Impairment and Visual Impairment Service) as well as referring children to these services. This includes targeted lunchtime provision and targeted fine and gross motor skills groups.

- ❖ **We will ensure** that the intervention is matched to your child's needs and will review the progress your child has made to ensure that the intervention is suitable.

### **How do we modify teaching approaches to enable all children to make progress and access the curriculum?**

- ❖ All our staff are trained so that we are able to adapt to a range of SEN; Specific Learning Difficulties (including dyslexia) (LD); Autistic Spectrum Disorder (ASD); Speech, Language and Communication Needs (SLCN); and Social, Emotional and Behaviour Difficulties (SEBD).
- ❖ We use a number of approaches to teaching and try to meet the needs of individual pupils at all times. We specialise in learning outside the classroom, as we believe that experiential learning benefits all pupils but specifically those with SEND. All pupils have access to Forest School throughout the year.
- ❖ Many of our Learning Support Assistants are specially trained to work with pupils with SEN and to deliver our extensive list of interventions (see above)
- ❖ Staff training is forward thinking and is developed to meet the changing needs of the school population.

### **How do we assess pupil progress towards the outcomes we have targeted for pupils? How do we review this progress so that pupils stay on track to make at least good progress? (including how we involve pupils and their parents/carers)**

- ❖ We use Early Years Development Matters, P Scales, Autism Education Trusts Schools Autism Progression Framework and PIVATS to assess progress that is in smaller steps and at a slower pace than the usual end of year expectations for children who are working below end of year expectations including those who are not yet ready to access the National Curriculum. During the year we will be trialling a new assessment format to implement the recommendations from the Rockford Report. This is for children who are not ready to access the National Curriculum as they start in Year 1.
- ❖ We regularly use staff meetings for all teachers to assess anonymous pieces of work to check our judgements are correct and

consistent across other academies. This includes attending Local Authority and Focus Trust Academy moderations.

- ❖ We check how well a pupil understands and makes progress in each lesson through observations, discussions with the child and what they have learnt / produced in line with our feedback policy.
- ❖ Our senior leadership team check the progress of pupils termly through pupil progress meetings. At these meetings we discuss what we are doing to make sure all pupils make at least sufficient progress from their individual starting points and how to narrow the gap with their peers.
- ❖ The Strategic Inclusion Leader, alongside other members of the senior leadership team including the SEND Governor undertake half termly learning walks to monitor the provision, learning diet and progress of the children with SEND.
- ❖ For pupils with SEN, teachers discuss progress with parents every term or more often if we believe this will help. This is through a Mini Individual Assessment Plan or through an Individual Assessment Plan meeting. These conversations allow parents to talk about their aspirations for their child and how they and school can work **together in partnership** to help their child achieve them. Following Individual Assessment Planning meetings we actively seek feedback about the process and how we can improve it.

#### **What equipment or resources do we use to give extra support?**

- ❖ We use workstations; visual timetables; concrete objects of reference; countdown timers and other specialist resources for pupils who need them. We implement the advice and recommendations from outside agencies and provide the children with the necessary equipment to ensure that they are able to access a broad and balanced inclusive curriculum. This may also include sloping boards, coloured acetates and window frames.
- ❖ We use a range of technology including iPad Apps for pupils with communication difficulties and those with Autism.
- ❖ We work in partnership with external agencies and professionals and with parents to ensure that the equipment and resources are given to match the needs of the child and the wider Academy to ensure that all children make at least sufficient progress from their individual starting point.
- ❖ All children who require additional support to meet their personal needs have an individualised personal care plan, which is produced in partnership with the child (as applicable), parents, members of staff and outside agencies and professionals.

#### **What extra support can we bring in to help us meet SEND including specialist services, external expertise? How do we work together collaboratively so that you only need to tell professionals the information once?**

- ❖ We can access support from specialist teachers and expertise from within the Academy to support children access the curriculum and to support members of staff including parents / carers to work on SEND related needs. This includes support from: The Speech & Language Team, Educational Psychologist, Hearing Impairment Service, Visual Impairment Service, QEST, School Health Advisors, Physiotherapy, Occupational Therapy, Audiology and many more.
- ❖ We are able to get support from local authority services and from Springbrook and Kingfisher Schools if required.
- ❖ We get support from speech and language therapy (S&LT) to train our staff; advise on strategies and programmes; we refer pupils for assessment if we believe they need a period of therapy or whether further assessment is required.
- ❖ We get support from the moving and handling team and assistive technology to help those children with physical difficulties.



- ❖ We get support from Occupational Therapy (OT) for pupils who need assessment for their fine and gross motor skills and for physical disabilities.
- ❖ We get support from Physiotherapy for pupils who need it including specific exercise programmes and equipment.
- ❖ We receive support from the School Health Advisor to provide support to both pupils and their families.
- ❖ Together with the pupil and the parents we review the pupil's progress; agree what everyone will do to make teaching more effective and to support learning; agree targets for the pupil's achievement; agree how we will work together and what we will each do; agree a date to review how well the pupil is doing and whether we are making a difference, and what we need to do next. This information is recorded to ensure accountability.
- ❖ We use Individual Assessment Plans and Mini Individual Assessment Plans to provide a holistic approach to children's learning focusing short term, medium and long term needs starting with the child's views.

### **Are extra-curricular activities available for pupils with SEND?**

- ❖ We have a number of before school, lunchtime and after school activities, which are publicised on the school website and in half termly newsletters. All pupils with SEND are included in clubs and activities that they wish to take part in. If necessary we may provide a Learning Support Assistant to support their equal access. Children with SEN and / or D are able to access extra-curricular sports activities during the school holidays through clubs led by Mr Nuttall.
- ❖ We have regular educational and residential visits. Pupils with SEND are always included in these. We provide additional adults to support their full inclusion. We choose visits that are accessible to all. All children with an Education, Health & Care Plan or those who are vulnerable have an individual risk assessment. All children with an Education Health & Care Plan or are deemed highly vulnerable have a Personal Emergency Evacuation Plan (PEEP) and a bespoke forest school / outdoor learning risk assessment.

### **How do we support pupils in their transition into our school and when they leave us?**

- ❖ When pupils have identified SEND before they start at Coppice, we work with the people who already know them and use the information already available to identify what their SEN will be in our school setting. This will involve early years practitioners or/and Inclusion Leader attending the pre-school or school setting to observe and collect information about your child. This will help us to plan the transition and the level of support needed to ensure they remain inclusive.
- ❖ We will carry out a home visit if your child does not attend a pre-school setting.
- ❖ We will invite the child accompanied by their parents to visit the school on pre-visits before starting at Coppice.
- ❖ We will provide children with SEND with a phased intake (if recommended from outside agencies) to allow them to familiarise themselves with the setting, routines and the activities.
- ❖ We will work in partnership with outside agencies to implement the recommendations. Follow up meetings are held regularly to discuss the recommendations, targets, strengths and next steps.
- ❖ When pupils leave Coppice at the end of Year 6, or at any point during their time at Coppice, a transition plan may be produced if the child is at risk or is a vulnerable pupil. This transition plan is drawn up in consultation with a range of outside agencies and will incorporate additional visits prior to commencing at the new setting. Parents are consulted at each stage of this transition plan.



- ❖ Parents will be encouraged to visit a range of secondary schools to provide the most appropriate setting for their child.
- ❖ We will meet with the SENCo of the new setting to share the information on a specific pupil, the child's strengths and next steps.
- ❖ Children who are deemed as vulnerable will attend additional transition days to ensure a smooth transition to the secondary school alongside a Learning Support Assistant.
- ❖ All records are shared and passed onto the receiving school or academy using the agreed transferring of information proforma. This ensures that all the information is shared with all professionals.

### How does additional funding work?

- ❖ Academies receive funding for all pupils including those with Special Educational Needs and Disabilities and they meet pupils' needs from this (including equipment). The local authority may contribute if the cost of meeting an individual pupil's needs is more than £6,000 per year.
- ❖ If the assessment of a pupil's needs identifies something that is significantly different to what is usually available, there will be additional funding allocated. Parents will have a say in how this is used. You will be told if this means you are eligible for a personal budget. This must be used to fund the agreed plan.

### How can pupils get extra support?

- ❖ Your views are important and it is important that people listen to them and that you are satisfied with what happens
- ❖ If your child has significant SEND, the school can complete a submission to the local authority for an Educational Health and Care plan (EHC). The submission will be evaluated by a wide range of professionals and a decision will be made to undergo an assessment for an EHC or recommendations to be put in place by the Academy.
- ❖ All the staff in school are here to support you, you can speak to any member of staff at any time if you have a problem or a worry.
- ❖ The Youth Service provide support for young people with SEND so that their voice is heard  
[https://www.oldham.gov.uk/info/200250/young\\_people](https://www.oldham.gov.uk/info/200250/young_people)

### Where can parents/carers get extra support?

- ❖ Please click on the link to find Oldham response to the changes to the law on Special Educational Needs and Disability and Oldham's Local Offer. [www.oldham.gov.uk/localoffer](http://www.oldham.gov.uk/localoffer)
- ❖ There are a number of parent support groups. Click on the links below to access parental support groups.  
[www.oldham.gov.uk/localoffer](http://www.oldham.gov.uk/localoffer)
- ❖ <https://www.point-send.co.uk>
- ❖ <http://www.netmums.com/oldham-tameside/local/index/support-groups/special-needs-other-needs>
- ❖ The Oldham SEND Information Advice Support Service helps parents and carers of children who have special educational needs. This service offers: Personal and confidential help, one-to-one advice and support, independent information about Special

Needs Education, details about how Special Education is organised, advice about working with those involved with your child's education. <http://www.point-send.co.uk>

- ❖ Pennine Care Health Team for Children's Disabilities Services / ACNS Social Work Team are based at Werneth Primary Care Centre, Featherstall Road South, Oldham, OL97AY. Contact details: Social Work Team (01614841240); Health Team (01614841252) and Child Development Service (CDS) (01614841261)
- ❖ Oldham's parent/carer forum is called POINT (Parents of Oldham in Touch). This is an umbrella organisation for all parents and carers of children & young people with Special Educational Needs, disabilities and complex medical needs. They work with Oldham Council, education, health and other providers to make sure the services they plan and deliver meet the needs of disabled children and families. <http://www.point-send.co.uk>

### **List of services and activities available in Oldham for Children and Adults (September 2018)**

SERVICE	AGE RANGE	EMAIL/ CONTACT	DAYS/ TIMES	COST IF KNOWN
<a href="#">Ability Thai Boxing</a> Mahdlo Youth Zone, Egerton Street, Oldham OL1 3SE	From 13 to 25 years old	0161 770 4864 or 0161 770 3676	A weekly fitness session	£2.50
<a href="#">Ability Wheelz Cycling Centre</a> Alexandra Park, Kings Road, Greater Manchester OL8 2BH	From 5 to 11 years old	Kevin Lanham 07703468294 <a href="mailto:kevin@pointoldham.co.uk">kevin@pointoldham.co.uk</a>	Tuesday 10am - 3pm, Wednesday 10am - 3pm, Friday 10am-3pm, Sunday 11am-3pm, Wednesday Evening Sessions available 3pm - 7pm throughout the summer.	
<a href="#">Adventure Based Learning</a> 1 Tanner's Mill, Greenfield, Oldham OL3 7NH	From 7 to 70 years old	Mark Hilton 0145 787 1617 <a href="mailto:info@adventurebasedlearning.org.uk">info@adventurebasedlearning.org.uk</a>		Varies (sometimes free).
<a href="#">AJ Academy</a> 839 Moston Lane, Moston, Manchester, M40 5RT AJ's Academy is an exceptionally different, independent service for adults with learning difficulties/disabilities. We are a professionally trained and competent		Kimberley Heaton, Manager, 01612226011 <a href="mailto:manager@ajsacademy.co.uk">manager@ajsacademy.co.uk</a> <a href="http://www.ajsacademy.co.uk">http://www.ajsacademy.co.uk</a>	Open Monday to Friday 8:30am - 6:00pm, Saturday 10:30am - 3:30pm	

service providing individuals with an excellent array of activities and opportunities. Our service is stimulating, challenging and exciting, but most of all fun!				
<u><a href="#">Alexandra Junior Parkrun</a></u> Alexandra Park, Kings Road, Oldham, OL8 2BH	From 4 to 14 years old		Every Sunday at 9.00am	
<u><a href="#">Ambitions</a></u> All Nations Church OL1 3SE.		Contact Jonathon Griffiths Barnes 07977075998 <a href="mailto:Jonathon.ambitions@hotmail.co.uk">Jonathon.ambitions@hotmail.co.uk</a> <a href="http://www.ambitionsoldham.co.uk">www.ambitionsoldham.co.uk</a>	Monday Social Club 11am-3pm	Cost £15 incl 2 course lunch and activities.
<u><a href="#">Ambitions Disco</a></u> Three Crowns Pub, 1-3 Manchester Street OL1 1LE Wide range of individuals attend with varying needs, individuals with complex needs would require support to maintain their safety and wellbeing.	From 18 to 70 years old	Jonathan Griffiths-Barnes <a href="mailto:jonathan.ambitions@hotmail.co.uk">jonathan.ambitions@hotmail.co.uk</a>	Thursday's 6-10pm, Sunday's 12 noon-4pm	Small cost per week - contact Ambitions for details
<u><a href="#">Autism Friendly Cinema Screenings</a></u>		Cineworld / Odeon Showcase / Vue	All times, dates, contact details, films and cinema locations can be checked on the <a href="#">dimensions website</a>	<b>Discounted Cinema Card for Carer to go FREE.</b>
<u><a href="#">Autism Friendly Monthly Activities at Manchester Museum</a></u> The Manchester Museum The University of Manchester, Oxford Road, Manchester M13 9PL	5 - 16 years	Victoria Grant 0161 306 1779 <a href="mailto:victoria.grant@manchester.ac.uk">victoria.grant@manchester.ac.uk</a>		FREE activity Parent/carer must stay, siblings are also welcome
<u><a href="#">Autism Youth Club</a></u> New Bridge School, Roman Road, Hollinwood Lancs OL8 3PH	Children and young people under 26	0161 770 8614 (Monday and Thursday only) <a href="mailto:kevin.lanham@oldham.gov.uk">kevin.lanham@oldham.gov.uk</a>	Open Monday's and Thursday's 6pm to 8.15pm Open all year apart from Bank Holiday and	

			Christmas period	
<u>Barrier Breakers</u> Youth Council Offices Room 222, The Civic Centre, West Street, Oldham OL1 1UL	From 11 to 21 years old	Dayna Brannick 0161 770 4288 0161 770 3116 <a href="mailto:dayna.brannick@oldham.gov.uk">dayna.brannick@oldham.gov.uk</a>	Monday evenings 6pm to 8pm	
<u>Blue Badge Department</u> The Link Centre, 140 Union Street, Oldham OL1 1DZ	over 18	Jane Hanna 0161 770 4242		
<u>Caremark Oldham - Social Activities</u> Unit 7a - Ground Floor, County End Business Centre, Jackson Street, Springhead, Oldham OL4 4TZ	Any age	Carol Liaster 0161 627 0891 <a href="mailto:oldham@caremark.co.uk">oldham@caremark.co.uk</a>		
<u>Cerebral Palsy Football (Chaddy Park Juniors)</u> Oldham Academy North, Broadway, Royton, Oldham, OL2 5BF	From 3 to 16 years old	<a href="mailto:Jason@Chaddypark.co.uk">Jason@Chaddypark.co.uk</a>	Sunday's 10am to 12pm (every two weeks)	
<u>Choice Support &amp; Transport</u> Viking House 449 Middleton Road, OL9 9LB	over 18	Contact Keith – 07944 810 883 or 0161 628 0477 <a href="mailto:choice.support.transport@googlemail.com">choice.support.transport@googlemail.com</a>		
<u>DIY Lego</u> The Link Centre, 140 Union Street, Oldham, OL1 1DZ	From 5 to 12 years old	Debbie 0161 770 4786 <a href="mailto:link.centre@oldham.gov.uk">link.centre@oldham.gov.uk</a>		
<u>Extreme Air Oldham</u> Unit 1 B, Alexandra Retail Park, Park Road, Oldham, OL8 1DB	Any age	0161 622 3733 <a href="mailto:bookings@extremeair.co.uk">bookings@extremeair.co.uk</a>	Evening, Afternoon, Morning	
<u>Funky Fitness and Fun</u> Boarshurst Bandclub Greenbridge Lane, Greenfield, OL3 7EW	over 18	Carita Smith 07706 709 492 <a href="mailto:treborbd@hotmail.co.uk">treborbd@hotmail.co.uk</a>	9.30am - 3.30pm every Tuesday and Friday	Cost around £45 per day
<u>Gateway</u> Social club based at Rock St Resource centre Social group individuals with LD, autism and other needs.			Weds eve 7pm-9pm	Nominal cost per week
<u>Heathbank (Scope)</u> Day provision for individuals with complex				£45 per day including

physical and learning disabilities, autism and other complex needs				freshly prepared lunch
<u><a href="#">Heyside FC - Ability Counts and Disability Football Mash Up Sessions</a></u> Crompton House School Rochdale Road, Shaw, Oldham, OL2 7HS	10 years upwards	Mark Senior 0776 495 328 <a href="mailto:marksenior3864@hotmail.com">marksenior3864@hotmail.com</a>		
<u><a href="#">Hydrotherapy Outreach Service</a></u> Bridge College Openshaw Campus, Whitworth Street, Manchester, M11 2GR	Any age	Karien Van Elk <a href="mailto:admin@bridgecollege.ac.uk">admin@bridgecollege.ac.uk</a>	45 minutes slots are available: 3.30pm, 4.15pm and 5.00pm	
<u><a href="#">JIGSAW Youth Club</a></u> The Honeywell Centre Hadfield Street, Oldham, Hathershaw, OL8 3BP	From 5 to 11 years old	Martin Vose 0161 785 5176 <a href="mailto:martin.vose@oldhamathletic.co.uk">martin.vose@oldhamathletic.co.uk</a>	Monday, 6-8pm	
<u><a href="#">Link Centre Social Groups in conjunction with Oldham Disability Art Forum</a></u> The Link Centre, 140 Union Street, Oldham	over 16	Myra Wyers 0161 626 5303 or 0161 770 4786 <a href="mailto:linkcentre@oldham.gov.uk">linkcentre@oldham.gov.uk</a>		
<u><a href="#">Mahdlo Youth Zone</a></u> Mahdlo Youth Zone Egerton Street, Oldham OL1 3SE	From 8 to 19 years old, or 25 with a disability	Amy Taylor 0161 624 0111 <a href="mailto:amy.taylor@mahdloyz.org">amy.taylor@mahdloyz.org</a>	Open 7 days a week. A range of sessions are available through the week	
<u><a href="#">Oldham Active</a></u> Various locations	Any age	0161 207 7000 <a href="mailto:info@ocll.co.uk">info@ocll.co.uk</a>		
<u><a href="#">Oldham Phab Club</a></u> The Link Centre, 140 Union Street, Oldham Oldham Phab Club	Any age	please contact Link for details		There is a small Charge
<u><a href="#">OPAL</a></u> Based at Millennium Centre. Support for individuals with LD and other needs. Very flexible services "My day, My way". Opportunities to access crafts, IT, cooking, films, access to community and other activities. Additional groups also run some evenings and advocacy is available if needed.		Contact Cath Rafferty 0161 633 5544		Cost £55 per day. 27.50 per half day or £9.00 per hour
<u><a href="#">Pathways to Opportunities</a></u> 3 Bentley St Chadderton. Behind Chadderton Town Hall.		0161 652 6466 contact Lila or Vicki. <a href="mailto:info@pathways-to-">info@pathways-to-</a>	Service open 7 days a week	Cost from £50 per day dependent on

Support individuals with LD, Autism, complex physical needs, and offer support in community as well as from base. Individuals have opportunity to access activities in the base eg computers, music sessions, crafts, cooking. Also accessing local community swimming, leisure activities and shopping.		<a href="http://opportunities.co.uk">opportunities.co.uk</a>		level of need, 1-1 support 15.00 ph
<u>Pure Innovations</u> Boathouse Café Individuals with an LD or autism. Individuals have an opportunity to explore all aspects of working in a café including snack and drink preparation, stock rotation and ordering, customer services, cleaning and health and safety tasks. Support provided as required to meet needs. Individuals also have the opportunity to access other provisions within Pure Innovations Group.		0161 628 8224 Joe Williams 07703 887 466		Cost £44 per day 1-1 13.50 ph
<u>Pure Innovations (Middleton)</u> Wide range of activities and opportunities in local area including luncheon clubs, community shops, social activities etc.		Contact Diane Barnes 0161 643 8146		Cost £44.00 per day
<u>Selecta Day Service for Vulnerable Adults</u> The Canon George Community Hall Chapel Road, Hollinwood, Oldham OL8 4QQ		Selecta is staffed by highly skilled and experienced staff with language skills in Pushto/Urdu and Punjabi. Mrs Shagufta Khan 07866791238 <a href="mailto:selecta@gmx.co.uk">selecta@gmx.co.uk</a>	Tuesday to Friday 9am to 3pm Female only on Wednesday, Thursday and Friday Mixed male and female group on Tuesdays.	Cost £45 per day or £10 per hour
<u>Shaw Centre in Harpurhey Manchester</u> Day provision, access to local community and various activities. Cost of activities and lunch paid via personal finances.		Nicola Whitehead <a href="mailto:nicola.whitehead@theshawcentre.org.uk">nicola.whitehead@theshawcentre.org.uk</a>		Cost of £29 per day plus activities and lunch at nominal cost, visits welcome and trial day available on request.

<p><u>The Terence O'Grady Club (For Adults with a Learning Disability)</u> St Anne's ARLFC Higginshaw Road Oldham OL1 3JY</p> <p>Social club for adults with a Learning Disability</p>	over 16	<p>Phill Webber 0161 620 7986 or 07972501837 <a href="http://www.terenceogradyclub.co.uk">http://www.terenceogradyclub.co.uk</a> Leader Carole Kindon - 07780778810 Evening/Weekend Leader Carol Stacey - 07989423597 Evening/Weekend</p>	Tuesday evenings from 19.00 to 21.00	Nominal cost per week
<p><u>V.I. Bees</u></p>	Any age	<p>Ruth Walmsley 07780 466 410</p>		
<p><u>Vestacare Oakdene Day Centre</u> 1067 Rochdale Road, Blackley, Manchester M9 8AJ</p>	18 to 45 years	<p>Dianne Newell 0161 220 5840 <a href="http://www.vestacare.co.uk">http://www.vestacare.co.uk</a></p>		
<p><u>Visual Impaired Youth Group</u> The Link Centre, 140 Union Street, Oldham</p>	From 11 to 18 years old	<p>Keryn Green 0161 770 3110 <a href="mailto:keryn.green@oldham.gov.uk">keryn.green@oldham.gov.uk</a></p>		
<p><u>Wellbeing Service-</u> various work based projects across area Grassroots Failsworth – Allotments. Chadderton Park Garden Centre – woodwork, gardening, crafts etc. Support provided to a individuals with LD, autism and physical care needs Work based activity to work on employment skills and team work, Individuals have opportunity to work alongside others on practical skills.</p>				£43.05 per day, £25.00 half day
<p><u>Wheelchair Football</u> New Bridge School Roman Road Hollinwood OL8 3PH</p>	From 7 to 18 years old	<p>0161 883 2401 <a href="mailto:info@newbridgeschool.net">info@newbridgeschool.net</a></p>		
<p><u>Youth Council Champions</u> Oldham Youth Council Offices Room 222, Civic Centre, West Street,</p>	11 - 21 years	<p>Chris Lewis <a href="mailto:chris.lewis@oldham.gov.uk">chris.lewis@oldham.gov.uk</a></p>	Thursday evenings from 6pm to 8pm	



Oldham OL1 1UL				
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### What do you do if you are not satisfied with a decision or what is happening? (parents)

- ❖ Your first point of contact is always the person responsible – this may be the class teacher or the Inclusion Leader. Explain your concerns to them first. If you are not satisfied that your concern has been addressed speak to the Head of Academy or Executive Principal then ask for the school Governors representative.
- ❖ If you do not feel the issues have been resolved, we will provide you with the contact details of the chair of Governors.
- ❖ If your concern is with the local authority, contact the Complaints and Representations Officer, contact details as follows:
  - Complaints and Representations Officer
  - Freepost - RRGY-TJSR-GHGZ
  - PO Box 40
  - Level 8, Civic Centre
  - West Street
  - Oldham, OL1 1XJ
  - Tel: 0161 770 1129
  - [cypf.complaints@oldham.gov.uk](mailto:cypf.complaints@oldham.gov.uk)
- ❖ The Parent Partnership Service provides independent, individual information and advice for parents of children with special educational needs. Visit [www.oldham.gov.uk/pps/info/12/about\\_the\\_service](http://www.oldham.gov.uk/pps/info/12/about_the_service) for more information.

Academy Offer - September 2018

# Oldham's Parental and Young Persons Engagement Values

I am unique... Value me as an individual

## Equal Partnership

- Treat me as an equal.
- Engage me in all aspects of support planning and delivery
- Involve me fully. Include me in decision making.
- Empower me by supporting my understanding.
- Respect my right to participate.
- Embrace my knowledge
- Be flexible... My time is as valuable as yours.

## Communicate & Consult

- Give me the time and information I need to prepare.
- Inform me of what support is available to enable me to contribute.
- Choose your language carefully and avoid abbreviations.
- Involve me in the planning, design and delivery of support and take my views seriously.
- Implement, maintain and update support.
- Keep me involved & informed about outcomes and next steps.

## Be Transparent

- No surprises and No shocks.
- Be open and honest
- Keep me updated
- Prepare me for meetings. An agenda is always useful.
- No conversations behind closed doors.

## Be Accountable

- Take ownership
- Be clear who is responsible for actions.
- Be clear about timeframes.
- Be honest if something cannot be done.
- Don't give false hopes.
- Commit to participation and where things arise have a Plan B.

## Value My Contribution

- Give me opportunities to share my skills, knowledge and expertise
- I can learn a lot from you.. You can learn a lot from me.
- My opinion counts so allow my voice to be heard in the way that meets my needs.

Working together delivers better outcomes. We need each other to achieve success.



*A. H. R. Khan*

Chief Executive Officer



*Dominic Gifford*

Managing Director,  
NHS Oldham Clinical Commissioning Group



Oldham  
Council

*Sheab Akhtar*

Cabinet Member,  
Education and Skills