



## The Oaks Community Primary School's SEN Information Report

September 2019

### Introduction

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

### What is the Local Offer?

#### The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### **How does The Oaks Community Primary School know if my child needs extra help? What should I do if I think my child needs additional support?**

At The Oaks, we monitor all children's progress and attainment through continuous assessment and pupil progress meetings that are held each term. Staff also monitor progress each day using our online tracking system - Balance. All of the lessons are differentiated to meet the needs of the children in the class and children are expected to make progress in every lesson. If a teacher or a parent has a concern about their child's progress and they feel that they require additional support, this should be shared with the SENDCO - Mrs L. Roberts.

At the end of each term, the assessment lead with the head teacher & SENDCO, analyse data and identify any children who are not making as much progress as we feel they should. Following this, targeted interventions are put into place to provide additional Maths and/ or English support.

The class teacher will discuss your child's progress with you at our parents' meetings when you will be informed of your child's progress and any additional support being given.

If your child is then identified as not making progress, the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. Should your child receive intervention, they will have a document called a 'My Child's Learning Plan' created which will be discussed with you. If you have any concerns, we would always recommend you speak to your child's class teacher initially, and at the earliest opportunity.

We have an open door policy and we encourage parents' to share any concerns that they have with school.

### **How will I know how The Oaks Community Primary School supports my child?**

At The Oaks, children are supported in all 4 areas of need and we strive to be an inclusive school. Staff regularly attend training and share their expertise when they return to school.

A child who wishes to join our school who currently has an Education and Healthcare Plan (EHCP) will have their plan sent to the school and parents are usually invited in to discuss their child's needs. We will work alongside parents to identify whether we are the most suitable setting for their child and will take advice from both external professionals and the local SEN team. Children who enter school with an EHCP will take part in a detailed transition including an action for inclusion meeting and usually a home visit (particularly in the early years).

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that work is adapted to enable your child to access their learning as independently as possible.

All classes in school have a class-based teaching assistant for English and Maths lessons. At The Oaks, we have teaching assistants who have a wealth of knowledge about SEND children and interventions. We allocate Intervention Champions to ensure that high quality interventions are delivered regularly and consistently. Specific resources and strategies will be used to support your child and at The Oaks we focus on gaps in learning and using named interventions.

Children who have been identified as having additional needs are tracked and monitored vigorously by the SENDCO through our normal assessment procedures including monitoring progress against 'My Child's Learning Plans'.

The Governing Body receives a termly SEND report from the SENDCO, which details the provision and identifies the numbers of children with SEND in each cohort (year group). There is also a link SEND Governor who meets regularly with the SENDCO during the school year to discuss and monitor that the provision we provide is of high quality.

Some children may require further support and school can apply for additional funding to support your child. This funding will be a 'top up' to the school budget. This is decided by a panel of people who meet monthly and includes head teachers, SEN consultants and other professionals.

If it is decided that your child requires additional funding, school will liaise directly with parents to discuss the best approach to ensure that your child continues to achieve.

### **How will the curriculum be matched to my child's needs?**

At The Oaks we have a broad and balanced curriculum and we provide a variety of specialist teachers that help our children to achieve in different areas. Class teachers plan to meet the needs of individuals within the classroom and they ensure that children are appropriately challenged. Our school day provides our children with structure and routine, we use visual aids and simplified language when appropriate to aid children's learning. Sometimes additional support will be from our Pastoral Manager, Mrs C.

Roberts or from teaching assistant trained in Emotional Literacy Support (ELSA) or further specialist help may be sought e.g.: CAMHS, Art/ LEGO Therapy, Educational Psychologist or Education Access Team.

### **How will both you and I know how my child is doing and how will you help me to support my child's learning?**

At The Oaks, children are continually assessed through daily lessons using our assessment tool, Balance. A combination of written and verbal feedback is given to children and 'Learning Goals' are given to children as short-term goals. We also hold termly pupil progress meetings and any child identified as falling behind will have a 'My Child's Learning Plan' co-constructed with the SENDCO and class teacher and this will be communicated with you during a meeting. School subscribes to a suite of online learning tools for which children have a password so that they can access this from home. This includes Bug Club, Mathletics & Times Table Rockstars.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENDCO and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home depending on the individual needs of your child. You can also access information on Cheshire's Local Offer, which also suggests ways to support your child.

Some children may have an EHCP (Education Health Care Plan) in that case parents are invited into school for an annual review. During this meeting, the child's progress and the support in place will be discussed. Parents and children are always invited to an annual review and will be asked for their input both before and during the review process. We will look over your child's outcomes (both long and short term) and discuss the progress that has been made. Parents and carers are always welcome to join the meeting and we ask that they complete 'Our Story' which is for parents to share the child's background and history and this is updated each year.

### **What support will there be for my child's overall wellbeing?**

At The Oaks we recognise the importance of a child's overall wellbeing and we appreciate that children need to have high self-esteem and that they need to feel safe and secure while in our care.

The class teacher has overall responsibility for every child in their class; this would be the parents' first point of contact. If further support is required, the class teacher can liaise with the pastoral manager, Mrs C. Roberts.

Mrs Roberts is our full time pastoral manager and she offers support and guidance to children and parents. She can be contacted via the school office.

Many the staff have a first aid qualification and are able to administer medication to children that has been prescribed by a doctor however this is usually completed by the bursar in the office, Miss McGuinness. Medication must be labelled clearly with the child's name and the date on which it was prescribed. If medication is to be given in school, a form must be completed in the school office. Medication that has been delivered is recorded and securely kept in school.

Children who have asthma keep their inhalers in the teacher's storeroom in their classroom. This is given to the children by the teaching assistant within their classroom or they may self-medicate.

A number of staff are qualified Mental Health First Aiders and are trained to support children with mental health issues. Several of our teaching assistants are also trained in Emotional Literacy Support (ELSA)

### **What specialist services, experience, training and support are available at or accessed by the school?**

In school, we have a number of staff that are trained to work with children with a variety of needs. Many teachers and teaching assistants have 'Team Teach' Training in de-escalation strategies and safe handling. At the start of each academic year, any staff training needs are identified and training is sought from outside agencies. There are several Teaching Assistants with 'Elklan' training (speech and language). Our pastoral manager is 'ELSA' (Emotional Literacy Support Assistant) trained along with 2 further members of staff.

The SENCO attends regular cluster meetings that provide professional development delivered by lead autism professionals and other SENCO's, which is then fed back in the staff weekly professional development meetings.

As a school, we work very closely with a wide range of outside specialist agencies and have a very good working relationship with all of these. We currently work with:

- Educational Psychology Service - Dr Daniel Small
- Speech and Language Service - Lisa Simpson
- School SEN consultant - Tracy Rimmer

- School Health (Nurse) - Jessica Hunt
- Community Paediatrics

Through these we also have links to CAMHS and Occupational Therapy. If your child needs referring to these agencies, the SENDCO will liaise closely with them to refer. Your permission will always be sought before a referral is made and we will always explain why we are seeking advice from an outside agency.

Usually, a report is then written and the advice is followed in school on a programme of work to support your child. This is often administered by teaching assistants in school and monitored by the SENDCO.

### **How are staff trained to support children with SEND?**

Each week staff attend professional development meetings. Through these staff share expertise once they have attended training. Individual teachers will also access training specific to children in their class. Our teaching assistants are also trained in a range of small group and 1:1 interventions including

#### Reading

- Better Reading Programme,
- ReadingWise
- Accelerated Reader
- Bug Club
- Precision Teaching

#### Writing

- 1:1 RWI
- Beat Dyslexia
- Rapid Write

#### Maths

- Rapid Maths
- Addacus
- Clever Counting

### **How will my child/young person be included in activities outside the classroom including school trips?**

We are extremely inclusive at The Oaks and all children are included in all elements of the school curriculum including school trips.

Before any trip a risk assessment is completed, on the risk assessment any children requiring additional support are identified and any additional provision is put in place. All staff attending the trip receive a copy of the risk assessment and in most cases a meeting is set aside to discuss any additional needs during the trip. At The Oaks classes from Year 2 upwards have the opportunity to go on a residential and stay overnight. If a child with additional needs attends, then a meeting with parents is planned beforehand in order to make the visit for the child as inclusive and exciting as possible.

### **How accessible is the school environment?**

The teaching and learning environment is inclusive and teachers adapt the classroom and wider school environment to meet individual pupil's needs. At school we have a disabled toilet and the school is accessible for wheelchair users. Children who join our school with EAL receive additional support in learning English through small group intervention.

### **How will the school support my child to join the school, transfer to a new school or onto the next stage of education and life?**

If appropriate, an 'Action for Inclusion' meeting is held to ensure a smooth transition takes place. Also the SENDCO and class teachers liaise closely with the establishment the child is transferring to or from. Notes/information is shared between institutions/services/outside agencies to ensure the highest standard of provision is in place and considerations are made before the child/children start school. We can also provide additional transition time or we can accommodate additional visits.

When leaving The Oaks for high school a meeting will take place between parents/carers, the SENDCo and a member of Cheshire West and Chester SEN team. During that meeting schools will be discussed that will best meet the child's needs.

If a child is on the SEN register as they are academically behind and have been receiving additional support in class, they will be highlighted to the SENDCo from the high school and any additional transition that may be required will be planned.

### **How is the decision made about what type and how much support my child/young person will receive? How are disabled pupils supported and treated fairly in school?**

Our primary aim is to ensure children are able to access the curriculum as independently as possible and to develop key self-help strategies for learning/socialising.

Support is reviewed termly, as part of an 'assess, plan, do, review' process. Decisions are based on progress and the level of need and can be linked to areas other than attainment.

The school adheres to the 'graduated response' to SEN and in some cases guidance on progress will be sought from appropriate outside agencies.

**How are parents involved in the setting / school / college? How can I be involved?**

Your first point of call in school, for any question, is your child's class teacher. Mrs L. Roberts is available on most days as well to discuss provision.

**Who can I contact for further information?**

If you are considering applying for a place at The Oaks Community Primary School and your child has SEND please contact our school office to arrange a visit. Our SENDCo is Mrs L. Roberts - Assistant Headteacher and can be contacted via the school office or via email [louise.roberts@theoaks.cheshire.sch.uk](mailto:louise.roberts@theoaks.cheshire.sch.uk)