

SEND Local Offer for Oakfield Primary School

What type of school are you and how will my child fit in?

We are a small mainstream primary school. We have one class per year group and in each class there is a teacher full time and a TA for at least each morning. We cater for children with a range of needs and have the facilities to support children with varying levels of SEND.

How does the school know if children need extra help and what should I do if I think my child has Special Educational Needs?

- If you think your child has Special Educational Needs (SEND) then the first thing to do is to come in and talk to your child's class teacher about your concerns.
- In school there is regular communication about children between the staff team including class teachers, TAs (Teaching Assistants) and SENDCo (Special Educational Needs and Disabilities Coordinator). Through regular assessments the children are marked against age related expectations. Any child who is working below these expectations will be identified as potentially needing extra help. We take seriously any concerns that parents or adults who work in school make about a child and investigate it thoroughly. Children who may need extra help can often be brought to the schools attention also through the involvement of outside agencies and referrals made by them.

How will the school staff support my child?

- By assessing their needs and creating their own IEP (Individual Education Plan) with relevant targets for them to work on.
- The SENDCo will timetable any additional support or interventions the child may need in addition to good quality first teaching in the classroom.
- Sometimes a TA may work with your child on a 1:1 basis or in a small group both within the class and outside of lessons.

How is a decision made about the type and how much support my child will receive?

- The school follows the Hampshire guidance on the criteria for a child to receive SEND support.
- If concerns are raised about a child then discussions take place about the particular areas of need for them and then if appropriate they are put onto the school SEND register at the correct level of need. The different levels of need will determine the additional support they are given and what form this will take. When an Educational Healthcare Plan (EHCP) has been awarded, it is the county that decides the amount of additional hours that child needs to be supported for, and the school facilitates this.
- The SEND budget is allocated on a needs basis. The children who have the most complex needs are given the most support, often involving support from TAs. However, we do recognise the importance of developing a child's independence so the support given is designed to enable them to achieve success at all learning, including working independently.
- Throughout the day there are wide range of staff available to support the children. For those with more complex needs systems are put in place to ensure that during free time (lunch and break) they continue to do well. Our ELSA and Nurture team is available to work alongside children who need some additional

support and some of our children with an EHCP also have funded hours to cover their lunch breaks.

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

- The school offers a broad and balanced curriculum which is designed to appeal to the children in each class and is adapted where appropriate. Key skills are taught progressively throughout the school.
- All work is pitched to the individual child's needs and is differentiated, so typically in a lesson there will be three levels of learning happening (supported, the majority and the more able).
- Staff at Oakfield recognise the importance of pupil voice in their learning and children are asked to talk about what helps them learning and have an input into identifying their own targets and their role in achieving them.
- With each new curriculum topic, learning overviews and suggested home learning projects are sent home so you are informed about what your child will be learning.
- During years where national tests are taken (year 2 and year 6) appropriate support is put in place for children with SEND, for example social stories to prepare them for it, scribing the written answers and applying for additional time or a reader to support them.

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

- There are letters which keep parents informed about interventions and IEPs are completed by the class teacher in liaison with the class TA. These are reviewed every few weeks and sent out to parents after each data drop (4 times a year).
- Each child on the SEND register is carefully tracked to ensure that they make progress in their maths, reading and writing.
- Where appropriate home/school diaries are kept to ensure good communication happens.
- There are regular assessments which are shared at termly parents evenings- these include sharing the attainment and progress of children and generic reading and spelling tests.
- Through relevant meetings such as SENSAs (Special Educational Needs Support Agreement) or Annual reviews (for children who have an EHCP) and communicating with parents as necessary.

How do we measure the impact of the support?

- There are regular meetings in school with staff members when children with SEND are discussed. These include meetings between the class teacher and headteacher and deputy head about academic progress after each assessment phase. Regular meetings take place with the TAs supporting the SEND children and the SENDCo.
- At each assessment stage the intervention programs being run are evaluated and where possible numerical progress is recorded. Where the intervention programs do not allow for such measurable progress to be seen, discussions happen about each child and recorded work from the sessions are reflected on.
- Impact can also be seen through the achievement of IEP targets and for academic subjects by the completion of literacy and numeracy targets.

- The governing body has an allocated SEND governor whose role is to evaluate the provision for SEND and look at the impact of what is being put in place to support them. The SEND governor comes in regularly to work with the SENDCo.

What training have the staff supporting SEND had or what training are they having?

- Our SENDCO has the NASENCO (National Award ofr Special Educational Needs Co-ordination) accreditation award regularly attends meetings with other SENDCos which is run by the local educational psychologists.
- Various members of our TA staff have been trained to work with children with autism and speech and language needs.
- All staff have attended maths training, literacy training and support in managing behaviour from the Behaviour Support team.
- Within the staff team intervention programs are taught and shared within the team so that all adults working with children who would benefit from that support are able to use it.
- Resources are available in school to support children with a wide range of needs and staff use these to ensure that they are trained up to deal with the individuals in their class.

What specialist services and expertise are available at or accessed by the school?

- Our SENDCO is a fully qualified teacher who is currently completing the accreditation course. Our Nurture team have also completed the relevant training.
- As a school we work closely with any external agencies that we feel are necessary to involve in meeting the needs of each individual. These include- GPs, the school nurse, clinical psychologists, paediatricians, speech and language therapists, occupational therapists, behaviour services and social services including locality teams, social workers and educational psychologists.

What support will there be for my child's overall well being?

- We recognise as a school that a child's emotional well being is very important for them to feel happy and confident in school. All our staff work hard to ensure that every child in their classes have a high self esteem. The class teacher has the overall responsibility for the social, medical and pastoral care of each child in their class therefore if a parent has any worries or information that they think it is important for the school to know, the class teachers are the first point of call.
- The school has trained nurture staff who run nurture sessions for those that are vulnerable.
- The class teachers and SENDCO will liaise with outside agencies such as Health and Social services and/ or the Behaviour Support Team when more specialist support is necessary for the child.
- The school also has support from Youth and Families Matter (a local charity) to support children each week. Their school's worker comes in to talk to the children during lunchtimes then, with parental permission, works further with individuals during the afternoon.

- The school has a wide range of opportunities for children to take on additional responsibilities like school councils and monitor roles. All children are encouraged to have experience of these throughout their time at the school.

How will my child be included in activities outside the school classroom including school trips?

- We are an inclusive school and wherever possible all children are offered the same opportunities for an enriched curriculum through activities outside of the classroom and school trips. All staff complete risk assessments for any trips which children go on and follow the relevant adult to staff ratios for the age of the children in their care.
- Where some children need more personalised support, additional adults may also accompany them. In some cases we may request that parents or other family members also come on the trip to support their children.

How accessible is the school both indoors and outdoors?

- The school site is wheelchair accessible and has an accessible toilet. The school is all on one floor so there are no staircases.
- Parking permits can be requested from the school office to assist with dropping off/collecting children when either children or carers have a disability.

How are parents involved in the school? How can I get involved?

- The school encourages all parents to feel welcome in school and the teachers are very appreciative of any parental help in the classrooms. This can vary from hearing readers, accompanying school trips, assisting in curriculum activities or supporting school events. All parents are required to complete a DBS (Disclosure and Barring Service) check.
- Our Parent Teacher Association (PTA) is always looking for volunteers to help with fund raising in the school.
- We believe in the importance of working with parents and good home to school links and one of the best ways to do this is to support the children in their home learning and by celebrating their successes in our regular family celebrations.

How will the school prepare and support my child when joining the school or transferring to a new school?

- When new children start at the school they are encouraged to visit with their parents and meet their teacher. To ensure that the child feels as settled as possible we liaise with the previous setting (school/preschool) to discuss their needs and look at what needs to be set up to make the transition as smooth as possible. When a child is either arriving or leaving us we make sure that all paperwork accompanies that child including any IEPs or records of meetings or interventions that have been put into place.
- For children with more complex needs who are starting at our school we arrange a meeting with the previous preschool/school's SENCo/discussion with the child's class teacher or key worker to look in more detail about the provision for them. If your child currently has any meetings, SENsAs or Annual reviews then we will arrange a transition meeting with staff from both schools.

- When the children leave us in year 6 our feeder schools SENDCos come and meet with our SENDCo and we discuss what will need to be set up for our children with SEND. For some children this means that the school ELSAs come to Oakfield during the summer term and meet them so they have a familiar adult that they know before they start there. For others it may mean that they attend an additional sessions of transition (Headstart) so they start to find the environment more familiar.

Who can I contact for further information?

- The first place to start is with your class teacher. You could also arrange for a meeting with Mrs Beckie Courcoux the school SENDCo.
- For more information on our policy then look on our school website (or come in and ask the admin staff, Mrs Barker, Mrs Head or Mrs Elizabeth Smith the Headteacher for a copy).
- You are also able to contact Parent Partnership at www3.hants.gov.uk/parentpartnership

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