



Oakfield Primary School



SEND Local Offer for Oakfield Primary School

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

Oakfield Primary School is a mainstream setting. We are highly committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. The school seeks to raise the achievement, remove barriers and increase physical and curricular access to all. We aim to enable every child to learn as effectively as possible, to enjoy his/her learning and to provide a foundation for life-long learning. All children with SEND are valued, respected and are equal members of the school.

For more detailed information, please see our Special Educational Needs Policy.

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.

How will the school staff support my child?

All children receive class teacher support through excellent class teaching (Quality First Teaching).

For your child this would mean:

- The teacher is aware of every child's specific and individual need.
- The teacher has the highest possible expectations for all children in the class.
- Different teaching styles and strategies are in place to ensure that your child is fully involved and engaged in his/her learning.

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 on to the school SENC register. If they are placed on the register an IEP is written which will have small targets set for each half term. These may be supported within the classroom or through small group intervention work.

The majority of children with SEND will have their needs met through quality first teaching, intervention support or involvement from specialist professionals. There are some cases where the support the child needs cannot reasonably be provided from the resources normally available to a mainstream school. In such cases, the Local Authority must carry out an assessment of education, health and care needs, and prepare an EHCP.



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The EHCP process:

- An EHC needs assessment by the Local Authority and can be requested by the school or by you.
- A panel of professionals from the Local Authority SEN team will decide whether your child's needs seem complex enough to require a statutory assessment. They will take into account the views, wishes and feelings of you and your child, as well as evidence of progress in school and the impact of any support already in place.
- If the LA decides to conduct an assessment, it must ensure that you are fully included from the start. They will ask you, the school, and any other professionals involved with your child to complete a report outlining your child's needs.
- Once the reports are all in, the panel will decide whether an EHCP is needed, or whether support can continue at the current level in school.
- The plan will outline the number of hours of 1:1/small group support your child will receive – this additional support might be needed in class or out of class.

The whole EHCP process, from the point the assessment was requested to the final EHC plan being issued, must take no more than 20 weeks (there are some exceptional circumstances).

- 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 Teaching Assistants. 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.
- 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, core and extension).
- 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?

- As a school we measure children's progress in learning against National Age Related Expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 6, using a variety of different methods which are tracked on a half termly basis.
- Children who are not making expected progress are picked up through pupil progress meetings with the Class Teacher and Head Teacher. In this meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. If your child is discussed at one of these meetings parents will be informed if it leads to an IEP or SEN.
- When a child's IEP is reviewed, comments are made against each target to show what progress the child has made. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make
- 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 along with standardised scores from reading, spellings and maths tests.

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. From this it is then decided what the best programme will be to support each child individually.
- 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



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support them. The SEND governor comes in regularly to work with the SENDCo. This is Mr Stuart Baldwin.

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

- Our SENDCo regularly attends meetings with other SENDCos which is run by the local educational psychologists.
- 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.
- Primary Behaviour Team regularly support staff with strategies for children with more complex needs.

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

- Our SENDCo is a fully qualified teacher. Our Nurture and ELSA 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 are an inclusive school; we welcome and celebrate diversity. All staff believe that having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Service.

The school also has an ELSA (Emotional Literacy Support Assistant) who works under the direction of the SENDCo, with vulnerable children and parents during the school day.

- 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



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are encouraged to have experience of these throughout their time at the school.

What support is there for behaviour, avoiding exclusion and increasing attendance?

As a school we have a very positive approach to managing all types of behaviour with a clear reward system that is followed by all staff and pupils. If a child has behavioural difficulties an Individual Behaviour Management Plan (IBMP) is written alongside the child and parents to identify the specific issues, put relevant support in place and set appropriate targets for improvement.

Attendance of every child is monitored on a daily basis by the schools Admin Team. Lateness and absence are recorded and reported upon to the Head Teacher. Good attendance is actively encouraged throughout the school.

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

- All children are included in all parts of the school curriculum in line with our inclusion policy. We therefore aim for all children to take part in all school trips. We will provide the necessary support to ensure that this is successful.
- 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.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for an individual child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school. Parents of such children will be involved in this decision making process.

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 completed a DBS (Disclosure and Barring Service) check.
- The Oakfield Parent Teacher Friends Association (OPTFA) 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



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their home learning and by celebrating their successes in our regular family celebrations.

- The class teacher will meet with parents twice yearly at Parents' Evening to discuss your child's needs, support and progress. For pupils of a higher need there will be more regular meetings throughout the year. In the mornings our ELSA greets children as they come into school and is available to speak with parents.

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 SENDCo/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 session of transition (Headstart) so they start to find the environment more familiar.

Who can I contact for further information?

- Contact the school Admin office to arrange to meet either the Headteacher or SENDCo who will willingly discuss how the school could meet your child's needs.
- For more information on our policy please take a look at our school website
- You are also able to contact Parent Partnership at:
www3.hants.gov.uk/parentpartnership
- If you have any concerns or issues about the provision your child is receiving, then please speak to our SENDCo or Headteacher who will be more than happy to listen to your concerns and resolve them appropriately.

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