



Oaklands Community Primary School – SEND Information Report

Updated May 2021

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<p>1. Who are the best people at Oaklands to talk to about my child's difficulties with learning/ Special Educational Needs or</p>	<p>Class teacher Responsible for:</p> <ul style="list-style-type: none"> • Monitoring your child's progress and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support). The class teacher will inform the Inclusion Leader as necessary if a pupil has any gaps in their understanding or challenges with their learning so that additional support can be planned and provided. • If needed, writing Individual Education Plans (IEP) known as a pupil One Page Profile. These profiles are written with pupils and shared and reviewed with the Inclusion Leader and parents at least once each term in order to plan provision and outcomes for the next term.
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disability
(SEND)?

[\(Top\)](#)

- Ensuring that all staff working with your child in school are supported and informed to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work or resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The Inclusion Leader – Mrs Ali Gray

Responsible for:

- Coordinating the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that parents are:
 - involved in supporting their child's learning
 - kept informed about the support their child is getting
 - involved in reviewing the progress their child is making
- Contacting parents and meeting as necessary to discuss the progress, needs and provision of pupils with SEND.
- Liaising with all the other people who may be coming into school to help support your child's learning for example Speech and Language Therapy, Educational Psychology, Advisory teachers.
- Updating the school's SEND records (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that detailed records of your child's progress and needs are kept up to date.
- Providing support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Evaluating the effectiveness of intervention and provision for pupils with SEND alongside the Deputy Head Teacher and other senior leaders.

For pupils in the Autism Base Mrs Filtness - AB leader will coordinate and ensure the above.

The Inclusion Support Teacher – Mr Carl Hancock

Responsible for:

- Working with pupils, families and staff to support individual needs during the school day, including play and lunchtime.
 - Leading intervention to support pastoral care.
 - Working with Children’s Social Care to ensure pupil safety and wellbeing.
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The Parent and Family Support Advisor – Mrs Fi Evans

Responsible for:

- Working with families in the home and at school providing help with a number of daily challenges which may impact on your child’s ability to attend school and engage in learning.
 - Deliver Tuning into Kids parenting workshops.
 - Work with pupils to support needs and challenges which may prevent them from engaging in learning.
 - Support staff with provision for pupils for our ‘Armed Forces families’ including co-delivering the Armed Forces after school club.
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Headteacher – Miss Parr

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
 - She will give responsibility to the class teachers and Inclusion Leader but is still responsible for ensuring that your child’s needs are met.
 - She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.
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	<p>SEN Governor – Mrs Diane Brown Responsible for:</p> <ul style="list-style-type: none"> • Making sure that the necessary support is made for pupils who attend the school who has SEND. • Meeting with the Inclusion Leader at least termly
<p>2. What are the different types of support available for children with SEND at Oaklands? (Top)</p>	<p>Class teacher input via targeted classroom teaching also known as Quality First Teaching. For your child this would mean:</p> <ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical or visual methods of learning. • Specific strategies (which may be suggested by the Inclusion Leader or outside professionals) are in place to support your child to learn. • Additional or specific resources to support individual needs are used as recommended by the Inclusion Leader or outside professional. <p>All children in school should be getting this as a part of excellent classroom practice when needed.</p> <p>Specific group work with in a smaller group of children. This group, often called an intervention group, may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. • Run by a teacher or a teaching assistant. <p>**Please note that not all intervention groups are to support pupils with SEND.</p> <p>For some pupils more specific, target led, small group or individual work will be needed to support their progress in school. This may involve working with a teacher, teaching assistant or other professional for example a speech therapist. This additional support may take place in or out of the classroom depending on the needs of all pupils.</p>

	<p>If your child has an Education, Health and Care Plan (EHC Plan) or has specific needs which require specialist intervention their provision will be planned and reviewed through a Person Centred Review meeting to inform the Annual review of their plan or their SEN Support Review held annually. This meeting will be centred around your child and planning the outcomes for their provision and progress. It will be an opportunity to share your child’s successes, likes and dislikes as well as their progress in school and an opportunity to plan for the future. The annual meeting will be attended by you, school staff and any other professionals working with your child (these meetings can be held at more regular intervals if needed).</p> <p>Current interventions used at Oaklands Community Primary School: Follow the link below to view our provision map. The provision available may vary dependent on the needs of individuals, groups, the whole class and current staff training.</p> <p>Pupils with medical needs:</p> <p>If your child has a medical condition you will be invited to meet with the Inclusion Leader before your child starts and thereafter at regular intervals to write a medical healthcare plan. This plan will ensure all staff in school are aware of your child’s medical needs and how to support your child to manage their condition. Staff working directly with your child will be trained appropriately before your child starts alternatively there may be a period when you are required to be support your child with their medical needs whilst staff training is arranged. More information can be found within the policy for ‘Supporting pupils with medical needs’.</p>
<p>3. How can I let the school know I am concerned about my child’s progress in school?</p> <p>(Top)</p>	<p>Who to contact:</p> <ul style="list-style-type: none"> • If you have concerns about your child’s progress you should speak to your child’s class teacher initially. • If you have further questions, you not happy that the concerns are being managed or that your child is still not making progress you should speak to the Inclusion Leader or Headteacher • If you are still not happy you can speak to the Chair of the Governing Body. <p>Please contact the school office to make appointments to see members of the inclusion team, the Headteacher or governors.</p>

<p>4. How will the school let me know if they have any concerns about my child's learning in school?</p> <p>(Top)</p>	<p>If your child is identified as not making progress despite intervention and support the school will invite you in to discuss this with you in more detail and to:</p> <ul style="list-style-type: none"> • listen to any concerns you may have • plan any additional support your child may need • discuss with you any referrals to outside professionals to support your child's learning • set a review date to meet again
<p>5. How is extra support allocated to children?</p> <p>(Top)</p>	<ul style="list-style-type: none"> • The school budget, received from Somerset Local Authority, includes money for supporting children with SEND. • The Head Teacher and Senior Leadership Team discuss all the information they have about SEND pupils in the school, including those already receiving extra support, the pupils who need extra support and the pupils who have been identified as not making as much progress as would be expected. • The Headteacher, alongside the Inclusion Leader decides the budget for Special Educational Needs in consultation with the school governors, on the basis of needs in the school. • The Inclusion Leader, in partnership with the family may submit a request to Somerset Local Authority for an Educational Health and Care Plan to support the ongoing, high level needs of some pupils (2% of pupils within school) who are not making expected progress despite significant intervention, support and multi-professional working.
<p>6. Who are the other people providing services to children with an</p>	<p>Staff at Oaklands work alongside other professionals and agencies to support the needs of individuals. These agencies/additional services include:</p> <ul style="list-style-type: none"> • Educational Psychologist (Local Authority) • Virtual School and Learning Support Advisory Teachers including support for specific learning difficulties e.g. dyslexia (Local Authority)

<p>SEND at Oaklands?</p> <p>(Top)</p>	<ul style="list-style-type: none"> • Social Emotional Mental Health Advisory Teachers (SEMH) (Local Authority) • South Somerset Partnership School – alternative provision and outreach work • SENATAS – Special Educational Needs Information Technology Advisory Service • Autism outreach –Autism, Language and Communication Team (Local Authority) • Physical Impairment and Medical Support team (PIMS) (Local Authority) • Hearing Support Team (Local Authority) • Vision Support Team (Local Authority) • Parent/Carer Forum (Local Authority) • Speech Therapist/ Therapy Assistants (NHS) • Physiotherapist (NHS) • Occupational Therapist (OT) including an Occupational Therapist who specialises in sensory modulation difficulties/ eating difficulties.(NHS) • Children with disabilities team • Specialist continence nurse / School nurse (NHS) • CAMHS (Child and Mental Health Service). Early Interventions team. (NHS) • Consultation Paediatricians and Specialist nurses e.g. Diabetes nurse (NHS) • Short Breaks team (Local Authority) • TEAM TEACH training –a framework of skills, attitudes and knowledge to facilitate safe environments. • Interactive Protocol for dual placements • Parent Family Support Advisor (PFSA) – Fi Evans • Children’s Social Care <div style="text-align: right; margin-top: 10px;">  <p>Sensory, Physical and Occupational Therapy Team SPOT</p> </div>
<p>7. What types of support, guidance and training are available for staff working with</p>	<ul style="list-style-type: none"> • It is the Inclusion Leader’s responsibility to support the class teacher in planning for children with SEND. • New staff and staff working in new age phases are supported by more experienced colleagues to ensure quality first teaching for all as well as specific support for SEND pupils. • The school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND difficulties such as literacy difficulties and social, emotional difficulties. • Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the Learning Support Service or Physical Impairment and Medical Service.

<p>pupils with SEND at Oaklands?</p> <p>(Top)</p>	<p>Training may include supporting pupils with spelling difficulties, specific reading or writing difficulties, social, emotional or mental health needs or specific language difficulties.</p>
<p>8. How will the teaching be adapted for my child with SEND?</p> <p>(Top)</p>	<ul style="list-style-type: none"> • Class Teachers plan lessons according to the specific needs of individuals and groups of children in their class, and will ensure that your child's needs are met. • Specially trained support staff work from adapted plans to support the needs of your child where necessary. • Specific resources and strategies can be used to support your child individually or in groups. • Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs. • Recommendations and advice from specialist teachers and professionals will be implemented where possible to fully support individual's needs. • Pupil One Page Profiles will be used to ensure all staff working with SEND pupils have a clear view of individual needs and targets.
<p>9. How will we measure the progress of your child in school?</p> <p>(Top)</p>	<ul style="list-style-type: none"> • Your child's progress is continually monitored by his/her class teacher. • His/her progress is reviewed formally every term and a school 'standard' given in reading, writing and maths. In addition, pupil progress is recorded and shared with you on a termly basis through parent-teacher meetings and a written report. • If your child is in Year 1 and above, but is not yet working at Key Stage One expectations, a more sensitive assessment tool is used which shows their progress in more detail and will also show smaller but significant steps of progress. The 'Pre-Key Stage Standards are used as a summative assessment at the end of key stage one and key stage two. At the end of each key stage (i.e. at the end of year 2 and year 6) all children are required to be formally assessed using either teacher assessment or Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally. At the end of Year 1 your child will take the Standardised Assessment Phonics Screener to assess their phonetic knowledge and skills and assessed at the end of Year 4 for their multiplication knowledge. If pupils are not working at a level expected of their key stage they will not be required to complete SATs and this will be discussed with you before the test dates. • Pupils with SEND will be supported through a One Page Profile which will be reviewed with your involvement, every term and the plan for the next term made. The One Page Profile sets clear, achievable targets for pupils to meet as well as identifying their strengths, challenges and the ways in which they like to be supported. The One Page Profile is a shared document written by the pupil, class teacher and support staff who work with them regularly.

	<ul style="list-style-type: none"> • The progress of pupils with an Education Health and Care Plan is formally reviewed at an Annual Review meeting including all adults involved with the child’s education. • The Inclusion Leader will also check that your child is making good progress within any individual work and in any group that they may take part in by monitoring progress closely using academic assessments and the use of other assessments, for example their reading age, spelling age or a Thrive action plan assessment to measure emotional and social wellbeing.
<p>10. What support do we have for you as a parent of child with an SEND?</p> <p>(Top)</p>	<ul style="list-style-type: none"> • The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used. • The Inclusion Leader or the Inclusion Support Teacher are available to meet with you to discuss your child’s progress or any concerns/worries you may have from Monday to Thursday and appointments can be made through the school office. • All information from outside professionals will, when possible, be discussed with you in person or where this is not possible, in a report. You are welcome to discuss any reports or letters with the Inclusion Leader or Inclusion Support Teacher. • One Page Profiles will be reviewed with your involvement at parents’ evening. • Homework will be adjusted as needed to your child’s individual needs. • A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child. • Oaklands employs a Parents and Family Support Worker (PFSA) Fiona Evans who can support pupils and families both in school or the home. A referral can be made through either the Inclusion Support Teacher or the Inclusion Leader. • You can contact Somerset Parent and Young People’s Partnership Service for further advice and support http://www.somersetsend.org.uk Phone: 01823 355 578 email:info@somersetsend.org.uk
<p>11. How accessible is Oaklands to children with SEND?</p>	<ul style="list-style-type: none"> • Oaklands is a new building which was designed and built to be fully accessible for all pupils. • We ensure that equipment used is accessible to all children regardless of their needs. • After school provision and extracurricular activities are accessible to all children including those with SEND. • The school accepts admission applications for children with a disability. Arrangements are made for parents/carers to visit the school, meet the Headteacher and Inclusion Leader. Parents/carers are accompanied by a member of PIMS, the Visual Impairment or Hearing Impairment advisory teams as necessary to create a plan for new pupils. • We have toilets with disabled access and a changing room with a bed and hoist for pupils who require specialist care.

<p>(Top)</p>	<ul style="list-style-type: none"> • The school will use “best endeavours” to make provision for a child with SEN or a disability. We will make “reasonable adjustments” to support a child with a disability. The terms “best endeavours” and “reasonable adjustments” are from the SEND Code of Practice 2014, page 47. • For further information please read our accessibility plan and audit.
<p>12. How will we support your child when they are joining Oaklands, leaving Oaklands or moving on to another class?</p> <p>(Top)</p>	<p>We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is a smooth as possible.</p> <ul style="list-style-type: none"> • Foundation Stage transfer: • For pupils joining Oaklands in the Foundation Stage a carefully planned transition from Early Years Settings (pre-school/nursery/child-minder) is coordinated by the Inclusion Leader and Foundation Stage Leader. • All Early Years Settings are visited by a member of the Foundation Stage staff and the Inclusion Leader where necessary. • All pupils will visit the school for taster sessions during the summer term before they begin and parents are invited to a parents evening. Additional after school visits can be arranged if needed. • For some pupils it will be necessary to hold a School Entry Planning meeting to ensure a secure transition. This meeting will usually be held during the summer term before your child starts school and will be attended by You, Early Years setting staff, Oaklands Inclusion Leader and Foundation Stage Leader, other professionals working with your child e.g. Speech and Language Therapist, Early Years SENCo. This meeting will be followed by a review meeting held in the autumn term after your child has started school. • All pupils entering the Foundation Stage begin on a graduated timetable working towards attending full time. For some pupils this timetable will need to be adjusted and may be longer than others to ensure successful transition into school. • All pupils will receive a transition book with photographs about the people and places they see when they start school including teachers, teaching assistants, their classroom, playground and cloakroom. <ul style="list-style-type: none"> • Year 6 Transfer: The Inclusion Leader and Inclusion Support Teacher will meet with the SENCo or Inclusion Manager from the secondary school to discuss the individual learning and pastoral needs of all pupils with SEND. Current intervention, support and resources being used at Oaklands will be discussed so that a successful transition to secondary school (Key Stage 3) can occur.

- For some pupils with SEND, pupils with an EHC Plan and pupils within the Autism Base it will be necessary to hold an Annual Review meeting to plan a more detailed transition to fully ensure individual needs will be met. This meeting will be attended by parents, staff from Oaklands and the secondary school, other professional for example an Educational Psychologist or the Hearing Support Advisory Teacher.
- Pupils with SEND will be offered additional visits to their secondary school to build confidence and help secure a more successful transition to Key Stage 3. These visits may be supported by a member of staff from Oaklands.
- All files and information, including reports from other professionals will be transferred between settings to help inform the transfer.

- **In year transfer:** If your child is allocated a place at Oaklands we will use our best endeavours to meet the needs of your child. It may not be possible to replicate intervention and support that they were receiving at their previous school and they may need to wait in order to access intervention. For pupils joining Oaklands from another school the Inclusion Leader and the Head teacher Miss Parr (or other member of the senior leadership team) will meet with parents and the pupil before they start. The Inclusion Leader will also contact the previous school to discuss the pupil's individual learning and pastoral needs. It may be that a pupil begins attending on a graduated timetable building up to attending full time.

- For pupils joining us with an Education, Health and Care Plan (EHCP) a planning meeting will be held before your child starts to ensure statutory requirements are met and provision is planned for.
- The Inclusion Leader meets with twice each year with the Educational Psychologist and an advisory teacher from the Learning Support Service to discuss pupils with SEND. Following this meeting we may ask your permission to seek further professional advice.
- Oaklands will use its 'best endeavours' to meet your child's needs. However, it may be felt following full consultation with you and other professionals working with your child, that an alternative provision is in your child's best interests for now and their future. In this scenario we may consider an:
 - Inclusion Placement (less than 1 day per week in an alternative placement)
 - The Interactive Protocol (more than 1 day per week in an alternative placement)
 - Dual Placement (a child is on roll at a mainstream and a special school and funding is shared – requires EHCP)
 - Alternative Placement (a child moves full-time to specialist provision requires EHCP)

- It may also be appropriate to apply for an '**Education, Health and Care Plan**' in order to access additional funding to meet your child's needs. This is a joint application between families and school. For pupils moving in and out of the Autism Base (Peacocks class) please follow the link to our Autism Base admissions page.

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Contributors:

Mrs Ali Gray – Inclusion Leader

Miss Karen Parr – Head teacher

Mrs Diane Brown - SEND governor

Parent representatives

Pupil representatives