



Oakwood Primary School

SEND Information Report

This is our school's Information Report.

It tells you more about how our school could support your child if they have a special educational need or disability (SEND).

Q: What type of school are you, what special educational needs do you cater for and are there eligibility criteria?

We are a mainstream school. The school is able to include children with a range of needs including:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

We are fully committed to including these children.

We will be honest at all times, and help you consider whether we can meet your child's specific needs or whether they would best be met with alternative provision. We also balance your child's needs with all children in the school community. In all cases we promise to be sensitive and support you and your child.

The school does not have eligibility criteria.

Q: How does your education setting know if children/young people need extra help and what do I do if I think my child has special educational needs?

This is decided on an individual basis by the class teacher and Inclusion Manager. We use information from:

- Assessments
- Our feeder playgroups
- Staff working with the children
- Outside agencies (eg. Social Services, Child and Adolescent Mental Health Service, Occupational Therapy, Speech and Language Therapy, Physiotherapy)
- Educational Psychologists
- Parents and carers

If you feel your child may need extra help or has special educational needs contact the class teacher. If you need further information contact the Inclusion Manager.

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

The school holds parents' evenings in the Autumn and Spring terms. There is an in depth annual report sent home in the summer term, and an opportunity for parents to meet the class teacher to discuss the report.

If your child has a Statement of Special Educational Needs or an Education Health and Care Plan these are reviewed annually at a multi-agency meeting.

You can also contact your child's teacher for further information.

Home learning is set according to our home learning policy and is closely linked to classroom learning. Your child is expected to read at least four times a week to an adult and to have their reading log completed. We have books accessible for all children.

Progress is tracked by the Inclusion Manager. The school has a link SEN governor.

Q: How will the education setting staff support my child?

All staff are trained to work with children with Special Educational Needs. They aim to fully include your child through differentiating lessons and promoting independence.

On a daily basis class teachers are responsible for supporting your child. This is overseen by the Inclusion Manager.

Q: How will the curriculum at your education setting be matched to my child's needs?

The school will endeavour to include all children in the school's curriculum, making reasonable adaptations and differentiating lessons. If your child has more complex needs they may need a highly personalised curriculum.

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

Oakwood Primary School is determined to develop independent, resilient and robust learners through "quality first" teaching delivered by the class teacher.

Children with SEND will receive additional support and intervention; this may include referrals to outside agencies. A request for an Education, Health and Care Plan may be considered if your child needs targeted, intensive additional support.

Access arrangements for the end of Key Stage tests are determined by the government's most recent procedures. These are applied for in individual cases if necessary.

Q: How will my child be included in activities including trips run by your setting?

The aim is for all children to be included on all trips. However, this is subject to a school risk assessment. If there are concerns we will always seek to make adaptations, but in exceptional circumstances your child may not be able to attend. Alternatively, you may be invited to accompany your child.

If you would like your child to attend an after-school club please contact the school first.

Lunchtime and breaktime support can sometimes be arranged but this is dependent on funding and the level of need.

Q: What support will there be for my child's overall wellbeing?

The school employs an ELSA (Emotional Literacy Support Assistant) who can provide pastoral and social support.

The school's admin team works in partnership with the Inclusion Manager, Deputy Headteacher and Headteacher on attendance and punctuality.

We work alongside Social Services and our Education Welfare Officer to support families.

All staff have high expectations of pupil behaviour. We aim for high levels of motivation and engagement from all children throughout the school day. Through this approach the school seeks to avoid exclusions.

The school can provide limited personal care and administer some medicines. There are some medical conditions that can be catered for. Please speak to the school in advance of your child's placement at the school to determine whether their needs can be met.

Children with SEND are included as fully as possible in roles of responsibility and valued as members of a highly inclusive school.

Q: What training is provided for staff supporting children and young people with SEND?

The exact nature and timing of staff training is dependent on current school priorities and the needs of specific children or groups of children.

The school regularly receives training from professionals with expertise in special educational needs. Staff may also attend externally run courses. The Inclusion Manager also delivers staff training and provides support and advice.

In cases where your child requires physiotherapy, speech and language therapy or occupational therapy, training is provided to staff working with the child.

Q: How accessible is your education setting (indoors and outdoors)?

The school works with families, outside agencies and the local authority to make our setting as inclusive as possible.

The school has disabled toilets and two disabled parking spaces available on a first come first served basis to those with a blue badge.

The school is on several floors but lifts allow access to all public parts of the building. All other areas of the site are generally accessible, but this is dependent on the child's specific needs.

If you are considering sending your child to Oakwood Primary School, please contact the school in advance to see whether your child's needs can be met.

If your child needs help with changing for PE please contact the school in advance of applying for a place.

Q: How are parents / young people currently involved in your education setting? How can I get involved and who can I contact for further information?

The school seeks parent/carer support in particular with volunteer readers and helping on trips. Please contact your child's teacher if this is something you can offer.

The school has a pupil council. Each class has representatives who air their views. Oakwood Primary is a Gold Rights Respecting School.

Children are also regularly asked for their opinion on a variety of aspects of school life – eg. by subject leaders, the Headteacher.

Q: What steps should I take if I have a concern about my child's SEND provision?

In the first instance, please contact your child's class teacher. If you have further concerns please contact the Inclusion Manager. The school also has a link governor for Special Educational Needs. For details please contact the school office.

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

The school accesses:

- Southampton Psychology Service
- Solent CAMHS (Child and Adolescent Mental Health Services)
- Outreach support from special schools
- External advisors with a specialism in SEND
- Jigsaw
- Social Services
- Physiotherapy, Occupational Therapy and Speech, Language and Communication Therapy.

If you wish to access support services please contact the Inclusion Manager.

Q: How will the school prepare and support my child / young person to join the school, transfer to a new school, or transition to the next stage of life?

The new school will be invited to a multi-agency transition meeting in advance of the change of school. At this a plan will be made for transition to meet the needs of the child, which may include additional visits, social stories etc.

Q: Where can I get further information about services for my child / young person?

If you need further information do not hesitate to get in touch with the school's Inclusion Manager, Tricia Mahoney.

E-Mail: senco@oakwoodlive.net

Telephone: 023 8074 2345

Please also see [Southampton City Council's local offer](#).

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