



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).

The publishing of this report meets the legislative requirements set out by the Special Educational Needs and Disability Regulations (2014) and The SEND Code of Practice (2015). As such it is reviewed at annually.

Please also refer to Oakwood Primary School's SEND policy for further information.

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:

- Autism and ADHD
- communication and interaction, for example, speech and language difficulties
- cognition and learning, for example, literacy difficulties, dyslexia, dyspraxia
- social, emotional and mental health
- sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy and type 1 diabetes

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 do we identify and assess pupils with SEND?

Oakwood Primary School has a graduated approach to support for all pupils, including those with a special educational need. This enables us to identify pupils needing additional support and provide early targeted intervention at different stages of their learning. Our approach is set out in our 'Graduated Response Plan' which enables us to track and monitor the progress of pupils through an ongoing cycle of Assess, Plan, Do and Review. The stages of support are set out as follows:

Stage 1 – Universal provision

Stage 2 – Early intervention support

Stage 3 - Targeted, additional support

Stage 4 – Targeted, intensive additional support

Stage 5 – Pupils whose needs are severe, complex and long term and who require an Education and Health Care Plan.

Pupils are identified as having a special educational need and are identified on the school's SEND Register if they meet the criteria for Stages 4 and 5 of the Graduated Response Plan.

All pupils on the school's SEND Register have a Pupil Passport, setting out the pupil's needs and strengths, individual targets, support and provision. These are reviewed formally, at least three times a year. Parents should receive a copy of this from their child's class teacher when targets are updated.

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 Lead. We use information from:

- Assessments
- Our feeder playgroups
- Staff working with the children
- Outside agencies (eg. Social Services, Child and Adolescent Mental Health Service (CAHMS), Occupational Therapy, Speech and Language Therapy, Physiotherapy)
- Educational Psychologists
- Parents and carers
- If there is a change in pupil's behaviour

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

Such concerns are identified at Stage 3 of our Graduated Response Plan and an investigation is undertaken to identify the barriers to learning and progress, assess the pupil's needs and make recommendations for further intervention and support.

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 Lead or SENCo.

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 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 regularly to an adult at home with a book matching their reading ability.

Progress is tracked by the Classteacher and SENCo. The school has a link SEN governor, Rachel Gander.

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 Lead and SENCo.

The class teacher plans differentiated learning to suit individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education (e.g. spelling, handwriting, numeracy & literacy skills etc.) the pupil is placed in a small focus group. This is delivered by the teacher or teaching assistant. The length of time of the intervention varies according to need but is generally for a term. Interventions are regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Pupil Progress meetings are held each term. This is a meeting where the class teacher meets with the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential barriers to learning in order for further support to be discussed, planned and implemented by the Inclusion Lead.

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.

Teaching Assistants may be allocated to work with the pupil one-to-one or in a small focus group to target more specific needs.

Evidence based interventions are used individually and in small groups to target specific needs and gaps in learning.

If appropriate, specialist equipment and resources may be given to the pupil e.g. writing slopes, wobble cushions, pen/pencils grips, enlargers, individual work stations etc.

A range of inclusive strategies are used by the class teacher and support staff to ensure that the pupil is appropriately supported and is able to access a broad and balanced curriculum e.g. visual schedules, task board, alternative methods of recording etc.

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 does the school consult pupils with SEND and involve them in their education?

Children are regularly asked for their opinion on a variety of aspects of school life e.g. by subject leaders, House Captains and pupil council.

Pupils with SEND will have the opportunity to express their views about their learning and provision. Their views will be recorded on their Pupil Passport.

Pupils with an Education, Health and Care Plan will be invited to contribute their views on their education as part of the annual review process.

A range of inclusive strategies will be used to ensure that the views of pupils with SEND are captured, regardless of their special educational need or disability e.g. adult scribe, picture prompts, ongoing observations, drawings etc.

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 break time 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?

We aim for high levels of motivation and engagement from all children throughout the school day. The school offers a wide variety of extra pastoral support for pupils who are encountering emotional difficulties.

The school employs an ELSA (Emotional Literacy Support Assistant) and FISO (Family Inclusion Support Officer) who can provide pastoral and social support. Individual referrals are made to Mental Health In Schools Team if appropriate.

The school's admin team works in partnership with the Inclusion Lead, 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.

We fully implement PSHE within our broad and balanced curriculum.

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

Q: What support is there for pupils with medical needs?

If your child has a medical need, please refer to our "Supporting Pupils with Medical Conditions" Policy.

The Children and Families Act 2014 places a duty on schools to make arrangements for supporting pupils with medical conditions. In line with this duty, Oakwood Primary School ensures that children with medical needs are able to access the same opportunities at school as any other child.

If a pupil has a medical need, then a detailed Health Care Plan is compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

All staff receive basic First Aid training in addition to those who are already fully trained.

Where necessary, and in agreement with parents/carers, medicines are administered in school where there is a signed medication agreement (in line with their Health Care Plan). This is to ensure the safety of both child and staff member.

The school can provide some aspects of personal care. Please speak to the school in advance of your child's placement at the school to determine whether their needs can be met.

Q: How are the school's resources allocated and matched to children's special educational needs?

When a child joins the school, support is allocated on the information provided by the

previous school. In consultation with the pupil's teacher and Senior Leadership team, the Inclusion Lead and SENCo will allocate teaching assistants to individuals or small groups to support in class or in other focus groups tailored to the pupils' needs.

The SEND budget is allocated each financial year. This funding is used to provide additional support or resources appropriate to an individual's needs.

Additional provision may be allocated to a pupil after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.

If any concerns are raised following assessment of a pupil, the Inclusion Lead will investigate further support or advice from outside agencies if required.

Pupil Premium payments are also used to support a pupil's learning.

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 Lead also delivers staff training and provides support and advice.

All staff have received training related to SEND. These have included sessions on:

- How to support pupils on the autistic spectrum
- How to support pupils with ADHD
- How to support pupils with emotional needs
- How to manage behaviour positively
- The use of inclusive strategies to strengthen learning
- How to write outcomes and set targets
- The use of concrete equipment to support learners
- How to scaffold learning to support SEND pupils

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

Teaching Assistants (TAs) receive regular training through TA continuing professional development meetings.

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 some lifts allow access to 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/carers support in particular with volunteer readers and helping on trips. Please contact your child's teacher if this is something you can offer.

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

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 SENCo or Inclusion Lead. The school also has a link governor for Special Educational Needs, Rachel Gander. For details please contact the school office.

Q. How does the school evaluate the effectiveness of its SEND provision?

In line with the school's Graduated Response Plan, the effectiveness of SEND provision is reviewed on a regular basis through pupil progress meetings with the Senior Leadership Team. SEN Pupil passports are monitored and reviewed at least termly.

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

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. These may include:

- Southampton Educational Psychology Service
- Solent CAMHS (Child and Adolescent Mental Health Services)
- Southampton Advisory Outreach Service for SEND (Outreach support from special schools)
- External advisors with a specialism in SEND
- Jigsaw – Team for Disabled Children

- Social Services
- Children's Therapy Service (Physiotherapy, Occupational Therapy and Speech, Language and Communication Therapy).
- Education Welfare Officers
- Child Protection Advisers

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

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 Lead, Tricia Mahoney or SENCo, Becky Wilson.

E-Mail: senco@oakwoodlive.net

Telephone: 023 8074 2345

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

Parents/ carers may also like to contact Southampton Special Educational Needs and Disabilities Information and Advice Service (SENDIASS) for additional support on 0300 303 2677.

We hope this Information Report has answered any queries you may have but do not hesitate to contact the school if you have any further questions.

23 January 2023