



Oakwood Primary School

SEND Information Report

This is our school's Information Report.

It tells you more about how Oakwood Primary School supports children with 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 support?

We are a mainstream school. The school is able to support children with a range of needs included in these four main areas of SEND:

- **Communication and Interaction**

This includes pupils that face challenges with their speech, may not yet be able to understand spoken language or communicate non-verbally. For example, Autism, mutism, speech and language difficulties

- **Cognition and Learning**

This includes pupils who find learning challenging as a result of delayed development or other barriers to one or more areas of learning, for example literacy difficulties, dyslexia, dyspraxia

- **Social, Emotional and Mental Health**

This involves pupils who show delay or challenges in their social skills, awareness or friendships; pupils who find maintaining attention difficult; pupils who are not yet able to recognise emotions and regulate themselves. For example, anxiety, ADHD

- **Sensory or/ and physical needs**

This includes pupils with physical needs or disability and pupils who experience challenges managing or receiving sensory information. For example, visual impairments, hearing impairments, 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, as outlined in the Southampton Ordinary Available Provision Guidance

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. Targets are shared regularly with parents, through teacher and parent meetings. Additional meetings with the SENDCo and/ or class teacher can be requested by parents at any point.

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 SENDCo. 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
- does not match or better the child's previous rate of progress
- does not 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.

If your child is not making the expected progress, then this will be communicated to you via the class teacher and/ or the SENDCo. As part of this process, we will listen to any concerns you may have and discuss with you a plan for additional support.

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 ordinarily available provision, 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 SENDCo.

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?

If your child's class teacher has any concerns regarding your child's progress and stages 1 to 3 of the Graduated Approach have not met the child's needs, the teacher will discuss this with the SENDCo.

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. Pupil's progress, targets and provision will be shared as part of these communications.

If your child has an Education Health and Care Plan, these are reviewed annually at a multi-agency meeting, called an annual review.

You can also contact your child's teacher and/ or the SENDCo for further information regarding your child's provision or current targets.

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 class teacher and SENDCo. 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 quality first, adaptive and inclusive teaching, scaffolding lessons and promoting independence.

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

The class teacher plans scaffolded learning to suit individual needs. This may include the use of additional resources or equipment, the design of the task or 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 may be placed in a small focus group to receive a targeted intervention (stage 2 or 3 of graduated approach).

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 regularly. 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 SENDCo.

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 scaffolding 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 deliver a personalised curriculum and target more specific needs for part and/ or the majority of the school day.

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, ordinarily available 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 scaffolded and/or 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 beyond that which is ordinarily available.

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?

Pupil voice is important at Oakwood, children are regularly asked for their opinions on a variety of aspects of school life e.g. to subject leaders, to governors, via House Captains and School Captains.

Pupils with SEND will have the opportunity to express their views about their learning and provision regularly. 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, so we can look into meeting your child's needs to enable them to access the club if possible. Some clubs are run by outside providers; in these circumstances we will liaise with the provider.

If we identify that a pupil's needs require lunchtime and/ or break time support, we will arrange this. This may take the form of small group support or one-to-one support in some circumstances; this is dependent on funding and the pupil's level of needs.

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 SENDCo, Assistant Headteacher and Headteacher on attendance and punctuality. We work alongside Social Services and our Education Welfare Officer to support families.

We fully implement PSHE and emotional literacy 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.

All staff have high expectations of pupil behaviour, through our 'Oakwood Way' and Behaviour Policy. Through this approach the school seeks to avoid suspensions and exclusions, where possible.

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 intimate care, as outlined in our Intimate Care Policy. Please speak to the school in advance of your child's placement at the school to determine whether and how 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 collaboration with parental discussions. As part of the ordinarily available provision, all pupils have access to resources and equipment to support their needs, for example: visual timetables in every classroom, objectives scaffolded to the needs of the child, practical resources, multisensory, inclusive teaching approaches.

Support staff are allocated by the SENDCo and Senior Leadership Team based on pupils' needs across school. The SENDCo and teaching staff will work in collaboration to allocate support based on individuals or small group support 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 SENDCo 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?

All staff at Oakwood receive training in regards to working with children 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 SENDCo also delivers staff training and provides support and advice.

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 positively manage behaviour that challenges
- The use of inclusive strategies to strengthen learning
- SEN pupil passport and setting individual targets
- The use of concrete, multisensory equipment to support learners
- How to scaffold learning to support SEND pupils
- Visual and hearing impairments
- Speech and Language
-

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

In some cases, where your child requires specific provision to meet their needs, training is provided to staff working with the child. For example: physiotherapy, speech and language therapy, and support with visual or hearing needs.

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/ how your child's needs can be met.

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 SENDCo. 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 and/ or the SENDCo. SEN Pupil Passports are monitored and reviewed at least termly. SEND provision is always highly prioritised in school monitoring and our School Improvement Plan, to ensure that high standards of SEND provision are maintained across the school.

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, the SENDCo will discuss this process with parents.

These outside agencies may include:

- Southampton Educational Psychology Service
- Solent CAMHS (Child and Adolescent Mental Health Services)
- Southampton Inclusion Partnership (SIP) 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
- Outreach work from Vermont or other specialist schools

If you wish to access support services, please contact the SENDCo to discuss this further.

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?

We aim to make all transitions as smooth as possible, as we recognise that 'moving on' can be difficult for a child with SEND the steps we take to make transitions as smooth as possible are:

When your child starts in a reception class:

- If your child has been allocated a place in Year R through the local authority and they have a special educational need and/ or disability, please contact our office as soon as you receive the offer as we may not have the details of their needs at this stage.
- The class teacher will arrange a home visit, where we can see your child in their familiar environment and you can discuss your child's needs with us.
- We will contact your child's preschool and discuss their needs with their SENDCo and keyworker.
- If your child's understanding of starting school would be helped by a 'social story' these can be made
- We may suggest adaptations to the pupils settling in period to help them adjust to starting school, these would be discussed and in agreement with you

When moving to a different class at the end of an academic year:

- Information will be passed to the new class teacher and a hand over meeting will take place, the SENDCo also be involved in this process
- If your child's understanding of moving classes would be helped by a 'social story' these can be made
- Transition opportunities will be set up, where children spend time with their new teachers and the adults that will be working with them

If your child is moving from or to another school:

- We will make sure that records are passed on as soon as possible
- The SENDCo will meet with you to share any information or concerns you may have about your child's learning
- We will contact the SENDCo at your child's previous school to ensure we have information regarding your child's current targets and the arrangements and support your child requires before starting at Oakwood

The Year 6/7 transition:

- During the summer term, your child will take part in transition lessons, to support their understanding of the changes ahead
- The SENDCo and class teacher will meet with the secondary SENDCo and Year 7 Lead, to hand over information and share information about how your child's needs are met
- Pupils will participate in transition days, where they visit their secondary school
- Additional 'moving on' sessions are facilitated by our ELSA's for pupils that require additional emotional support with the transition
- The SENDCo will liaise with the secondary SENDCo to arrange additional transition visits to the school if needed.

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 SENDCo,

Becky Wilson (NASENDCo Award)

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.

SENDIASS

Phone number: 0300 303 2677

Email: Southamptoniass@roseroad.org.uk

Website: www.southamptonsendiass.info

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.