

SEN Information document 2017

What types of SEN do we provide for?	The Federation is able to provide support for a range of children of additional needs including learning difficulties, emotional and behavioural difficulties, specific learning difficulties, sensory and physical needs, communication needs and medical and health conditions. The Federation will endeavour to provide support for all children utilising a graduated response, which ranges from Quality First Teaching to Educational Health Care Plan (EHCP).
How do we identify and assess pupils with SEN?	All staff have access to referral to a SALT communication assessment and Strengths and Difficulties questionnaire as one of the first additional assessments after progress reviews. This is then brought to the SENDCo and discussed; parents are then contacted by the class teacher who may offer to hold a joint meeting with the school SENDCo to discuss concerns and potential next steps.
Who are our special educational needs co-ordinators (SENCO) and how can they be contacted	Oakfield - Miss Eileen Eaton – available Monday – Friday. Please contact Oakfield (01983) 563732 to make an appointment. Arreton – Mrs Maria Herbert – available Monday – Friday. Please contact Arreton (09183) 528429 to make an appointment. (Please note: These days are subject to change in line with meeting commitments).
What is our approach to teaching pupils with SEN?	Careful planning to meet the needs of all children including those with additional needs should be undertaken. Both advice from SENDCo and external professionals is sought where needed and should be used to inform the approaches of staff working with children with additional needs.
How do we adapt the curriculum and learning environment?	Working partners should be carefully chosen in relation to supporting the confidence of children with additional needs. Their position in the learning environment and who and when other adults work with them should reflect professional advice and be reviewed by the class teacher to ensure barriers to learning are reduced and hopefully removed.
How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?	Inclusivity is a key part of what should be seen within the Federation. The teachers and other key staff should plan for adaptation of activities and scaffolding where necessary to enable learners with additional needs to access and enjoy.
How do we consult parents of pupils with SEN and involve them in the child's education?	Parents/carers are able to attend meetings with the SENDCo or other SEN staff to discuss concerns. Regular meetings involving children with additional needs at various levels of support – TAF, CIN, DCIT and CP

How do we consult pupils with SEN and involve them in their education?	Children with additional needs are able to discuss issues with their key worker and can meet with the SENDCo who will discuss concerns/compliments with them and arrange a meeting with necessary professionals and parents.
How do we assess and review pupils' progress towards their outcomes?	Teaching staff carefully assess both academic targets and meta-learning targets during the course of the school year. Any potential concerns around the child's progress is brought to the attention of the SENDCo who will also be monitoring progress. Provision maps are used to plan, do and review progress against their outcomes within Pupil Progress meetings.
How do we support pupils moving between different phases of education?	The teaching staff follow careful transitional arrangements for children with additional needs over and above universal transition arrangements – Class teacher discussions, parental meetings and a transition folder are all part of the arrangements.
How do we support pupils preparing for adulthood?	Currently the Federation arranges for a range of activities including participation in Mardi Gras, themed assemblies, PSHE led group sessions, involvement in a democratic school council system, charity fund raising, budget management in lessons in maths and a varying range of age appropriate external visit including highly successful residential visits. External visitors are also welcomed into the Federation – guest speakers for topics, volunteer and intergenerational events.
How do we support pupils with SEN to improve their emotional and social development	Within class, members of staff are aware of the importance of emotional and social development running sessions to support various themes throughout the year. The Federation has access to an emotional literacy programme and supports students during a 5-8 week programme that would be offered with consent from parents/carers. In addition to this, a referral to a specialist service is also available to be completed with parents/carers.
What expertise and training do our staff have to support pupils with SEN?	There are a number of SEN TAs who have received additional specialised training from Speech and Language, Mental Health First Aid, Behaviour Management and Occupational Therapy. Class TAs have also received additional training in effective support of children with additional needs. The Federation is also lucky to have a Safeguarding and Family Inclusion Manager who works in conjunction with the SENDCo's to support services for the Federation in relation to children who have additional needs.
How will we secure specialist expertise?	The Federation works closely with children's services, both the NHS and SEN SALT Teams and other associated external services. We also work closely with an Educational Psychology Service Team who provide a bespoke service across the Federation
How will we secure equipment and facilities to support pupils with SEN?	In working with external services and the SEN team equipment is identified that will support a child with additional needs. We will look to fund the equipment from the initial SEN funding provided to the

	Federation, however if the funding is extreme it will work with the SEN team to discuss funding arrangements in line with local and national top-up funding guidance.
How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?	The Federation works with the full range of external services, working with parents and families to ensure the best support is put in place to meet the needs of the children. The families are also made aware of the Isle of Wight SENDIASS service who work as an advocate for families with children with additional needs.
How do we evaluate the effectiveness of our SEN provision?	A regular SWOT analysis takes place and a SEN development plan is in place for the Federated schools. The plan outlines both Federation wide focus and individual school actions. This is shared with the leadership team, staff and governors at various points throughout the year.
How do we handle complaints from parents/carers of children with SEN about provision made across the Federation?	The SENDCO will arrange a meeting with the family, discuss the matter with the Executive Headteacher of if appropriate Head of School, and investigate the founding of the concern with staff involved. The family will also be signposted to the SENDIASS team and governors if necessary. A meeting will be held to discuss the concerns and the concern raised with the Chair of Governors if necessary to continue the line of investigation or with contact to the SEN team should that be required (as per the Federation Complaints Policy). A referral may also be made to an advocacy service for the young person should that become necessary.
Who can young people and parents contact if they have concerns?	If a young person or parent/carer has concerns they can contact either the school SENDCo who will arrange a meeting to discuss concerns or the Executive Headteacher or if appropriate Head of School. If the parent or carer does not feel their concern has been dealt with suitably then they can also contact the Chair of Governors (via the Clerk to governors – clerk@oakfieldcepri.iow.sch.uk) to discuss their concerns. The school would also advise the parent/carer/young person to contact the Isle of Wight branch of SENDIASS to provide independent advocacy or advice with their concern.
What support services are available to parents?	The Federation would always advise parents to contact the Isle of Wight branch of SENDIASS to provide independent advice and guidance for Parent/s/carers and young people
Where can the LA's local offer be found? How have we contributed to it?	https://www.iwight.com/localoffer - The Federation schools also have their local offer published on their respective websites Oakfield: www.oakfieldcepri.iow.sch.uk Arreton: www.arretoncepri.iow.sch.uk
SCHEDULE 1 regulation 51 – Information to be included in the SEN information report. (01/02/2017)	