

THE ARRETON & OAKFIELD FEDERATION

SEND INFORMATION REPORT – 2019/20

OAKFIELD CE PRIMARY SCHOOL

COMMITTEE: LEARNING

DATE AGREED: NOVEMBER 2019

REVIEW DATE: JULY 2020



OAKFIELD CE PRIMARY SCHOOL **SEN INFORMATION REPORT 2019-20**



Oakfield CE Aided Primary Appley Road, Ryde. IW PO33 1NE Tel: 01983 563732	Website Address www.oakfieldcepri.iow.sch.uk
Type of EY Setting/school/College	Primary School Ages 4 to 11 years
Specialist provision on site	Nurture Suite Sensory Room

All Isle of Wight providers will use their best endeavours and adopt a similar approach to meeting the needs of pupils with Special Educational Needs. Schools are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as proactive and inclusive as possible, with the needs of pupils with a Special Educational Need/s being met in a mainstream setting wherever possible, where families want this to happen

Admissions

Children and young people, with SEND are allocated places in two separate & distinct ways:

Those children and young people with Statements/Education Health and Care Plans have a separate admissions procedure overseen by the IW SEND Assessment and Review team.

Those children and young people who have SEND but do not have an Education, Health and Care Plan are admitted via the normal school admissions criteria. Please note that as an Aided School the Governing Body are the Admissions Authority for our school.

Detailed information and guidance of how to apply for a place at an Isle of Wight School both if your child/young person has statement of special educational needs/Education Health Care Plan, or if he/she has special needs but does not have a statement Educational Health Care Plan, can be found on the following links: <http://www.iwight.com/Residents/schools-and-learning/School-Admissions>

**PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ DIFFICULTIES WITH LEARNING
IN THIS SCHOOL:**

Setting/School/College Based Information	Staff	Summary of Responsibilities
1.a) Who are the best people to talk to in the early years setting about my child's development needs?	Mrs Vikki Reader – Head of School - EYFS	<p>The EYFS lead is responsible for:</p> <ul style="list-style-type: none"> • The provision of a balanced curriculum, based on the EYFS framework, across the seven areas of learning, using play as the main vehicle for learning • The promotion of equality of opportunity and anti-discriminatory practice. • The provision of early intervention for those children who require additional support • Working in partnership with parents/carers and within the wider context • Planning challenging learning experiences, based on the individual child informed by observation and assessment and using their interests • Providing opportunities for children to engage in activities that are adult-initiated and child-initiated, supported by the adult • Having a 'key person' approach to develop close relationships with individual children • Providing a secure and safe learning environment both indoors and outdoors.
1.b) Who are the best people to talk to in the school about my child's/young person's difficulties with learning/ Special Educational Needs/Disabilities (SEND)?	Mrs Vikki Reader – Head of School – SENCO	<p>The SENCO (Special Needs and Disability Coordinator) is responsible for:</p> <ul style="list-style-type: none"> • Overseeing the day to day operation of the school's SEND policy • Coordinating provision for children with SEND • Liaising with the relevant Designated Teacher where a looked after pupil has SEND • Advising on the graduated approach to providing SEND support • Advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively • Liaising with parents of pupils with SEND • Liaising with early years' providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary agencies. • Being a key point of contact with external agencies, especially the local authority and its support services

	<p>Mrs Suze Keynes – Senior Leader – Designated Safeguarding Lead (DSL) & Family Inclusion Officer</p> <p>Mrs Vanessa Bright – KS1 Intervention Lead & Miss Kerry Connolly– KS2 Intervention Lead</p>	<ul style="list-style-type: none"> • Liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned • Working with the headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements • Ensuring that the school keeps the records of all pupils with SEND up to date (from the SEND Code of Practice 0-25, 2015) • To attend EDP meetings for children due to transition to Oakfield during their final pre-school year • To accompany the SENCO at the children’s pre-school annual review • Oversee the quality of support and provision in place for children with SEND in the reception year • Overseeing day-to-day support for alternative provision for SEND pupils • Co-ordination of SEND pupils learning strategies and planning with teaching staff/Inclusion staff • Team management of Inclusion Support Staff • Liaison with parents/carers for SEND pupils • Lead for Safeguarding and Child Protection • Social Care Liaison – Child Protection, Child in Need and Early help • Parenting Support • Advice/signposting and guidance to parents on benefits and other support including housing • Provision of bespoke intervention groups, including Speech and Language, Social Skills, Anxiety, ALERT strategies, SEMH support and Dyspraxia • DST screenings • Supporting the SENCO and class teachers to write individual behaviour plans, pupil passports and targets
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Identification: - At Oakfield, we understand the importance of early identification of a child's needs we carefully monitor and track progress of all children throughout their time at the school. The SEND Code of Practice (2015) defines a child of compulsory school age or a young person as having a SEND if he or she has:

- A significantly greater difficulty, in learning than the majority of others as the same age, or
- A disability, which prevents or hinders them from making use of the educational facilities generally provided in the area.

We understand how important it is to identify SEND at an early age so that provision can be put into place. Our links with nursery and pre-school providers may highlight potential needs for before a child begins in reception class. The progress of all children is tracked and monitored throughout the school year, and in every class. This means that we are aware when a child's progress has slowed or not moved forward at an expected rate, stopped or has regressed. A child may discuss their own feelings or difficulties and/or concerns maybe identified by staff, parents or peers through observation and monitoring.

Admissions: Pupils with SEN will be admitted to the school in line with the school's admission policy. The school is aware of its statutory requirements under the Equality Act 2010, SEND Code of Practice 2015 and will meet these requirements. The school will use their induction meetings to work closely with parents/families to ascertain what support might be required and will if required liaise with external agencies for additional support and guidance. If the school is alerted to the fact that a child may have a difficulty in learning, we will make our best endeavours to collect all the relevant information and plan a relevant differentiated curriculum. The school is fully accessible for those with a physical disability and will make reasonable adjustments to ensure pupils achieve to the best of their ability. Ongoing review and monitoring takes place with the SENCO, class teachers and support staff and in addition with external agencies as required. Monitoring is undertaken on a half-termly basis but more frequently if required.

HOW COULD MY CHILD GET HELP IN THE SCHOOL? :

Children and young people in Oakfield Primary School will get support that is specific to their individual needs. This may be all provided by one or a number of people/agencies the class teacher or may involve:

- Other staff in the school
- Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need)
- Staff who visit from outside agencies such as the Speech and Language therapy (SALT) Service, OT, Physiotherapy, SPLD

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
2. What are the different types of support available for children and young people with SEND in this school?	Communication & Interaction: Speech, language and communication Autistic Spectrum Difficulties (ASD)	<ul style="list-style-type: none"> • to enable each child to reach their full potential academically, emotionally and socially; • to include every child fully in the school community and enable them to develop the skills necessary for a successful and fulfilling adult life. • to offer an inclusive curriculum to ensure the best possible progress for all our children whatever their needs or abilities. 	Any child
	Cognition & Learning Moderate Learning Difficulties Specific Learning Difficulties Dyslexia		
	Social, Emotional & Mental Health Supporting challenging behaviour, anxiety or depression and may also include specific conditions such as Attention Deficit and Hyperactivity Disorder (ADHD) Youth Trust Counselling		
	Sensory & Physical: Visual Impairment Hearing Impairment		

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	Multi-sensory Impairment Physical Disability		
Quality First Teaching for all children	Individual needs will be met through differentiation, resources and strategies used in the classroom on a frequent and regular basis		
Quality First Teaching can include:	<p>Communication & Interaction: Visual cues and aids/ word banks/maps/individual work stations/quiet places</p> <p>Cognitive & Learning: Daily reading/Frequent reading/Mathletics Word banks/ICT/Reading rulers/overlays/Toe by Toe</p> <p>Social, Emotional & Mental Health: Behaviour for Learning Policy, Safe Places Indoor/Quiet/ Play Activities/Peer Mentors/Nurture/Heart Math/SEMH intervention groups</p> <p>Sensory &/or Physical Needs: Teaching styles to meet the needs of children – e.g. seating arrangements</p>	<ul style="list-style-type: none"> Your child's need will be met in order to make progress in their specific difficulty 	<p>Children in need of catch up</p> <p>SEND support</p> <p>Statement/EHCP</p>
Interventions include:	<p>Communication & Interaction: School start – Speech – Language Language groups for range of needs Memory Booster Talk Boost</p> <p>Cognition & Learning:</p>		

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	Booster groups for specific aspects Rapid Reading Rapid Writing Rapid Phonics Rapid 7-9 Rapid Maths Key Stage 2 Phonics Paired Reading Wolf Hill Learning Mentors Talk Boost Social, Emotional & Mental Health Indoor / Quiet Play Activities Nurture Activities Mentors Peer Mediators Social Skills – Getting Along Gang Social Skills – There 4 U Social Skills – Right Direction ‘Meet & Greet’ Reward Systems Sensory &/or Physical Needs Clever Hands (motor skills KS1)		
Individualised Programmes can include:	Cognition & Learning: Social Stories Speech programmes Language activities Visual schedules Heart Math Support via Peer Mediators Social, Emotional & Mental Health		

	Types of support provided also showing the stage of the SEN Code of Practice children will be at when receiving this input	What would this mean for your child?	Who can get this kind of support?
	Specific frequently reinforced programmes Social, Emotional & Mental Health Specifically tailored programmes to meet individual needs. Personalised reward programmes. Regular home-school partnership Sensory &/or Physical Needs Specific adaptations as required and within reasonable limits Tailored programmes to meet needs		
3. How can I let the school know I am concerned about the progress of my child/young person in school?	<ul style="list-style-type: none"> • Your child’s teacher is always your first contact when you are worried. Please talk to them as soon as you are concerned. You may need to make a time to talk to them in more detail. • You can contact Mrs Reader to arrange a meeting to talk about your concerns. Either see Mrs Reader directly or call in at the office to make an appointment. • Parent Consultations are held every term. This is a good time to talk about your concerns and ask questions. • Pupil Profile review meetings and Annual Reviews 		
4. How will the school let me know if they have any concerns about my child/young person?	<ul style="list-style-type: none"> • Parent Consultations are held every term. This is a good time for the teacher to talk to you about how your child is doing at school. They will talk about what is working well in addition to anything that is a concern. • The teacher will talk with you at any time there is a concern about your child. 		
5. How is extra support allocated to children and young people and how do they move between the different levels?	<ul style="list-style-type: none"> • Extra support is given to children as and when it is required according to their needs. • Throughout the year, the teachers meet with Mrs Reader (Head of School) to talk about how children are progressing and what level of support and intervention is needed. We put our resources where the need is greatest. This happens for all children no matter what stage they are at. • If your child is not making progress or presenting with particular difficulties, the teacher will talk to you about it and arrange for you to talk with Mrs Reader. Together we will talk about your child. If the child has identified needs, which need provision above what is usually provided, and then we will place them at ‘SEND Support’. • If your child is not making progress with the support, we have available in school we may ask advice from other agencies. If your child experiences significant difficulties making progress and meets the local criteria then we can explore requesting statutory assessment for an Education, Health and Care Plan (EHCP). 		

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	<ul style="list-style-type: none"> We will follow guidance from the Local Authority to help us make these decisions. 		
6. What specialist services are available at or accessed by the school?	A. Directly funded by the school	There are a range of services available to access. We access a number of training opportunities, including; Hampshire Educational Psychology Service, IW Youth Trust	
	B. Paid for centrally by the Local Authority but delivered in school	<ul style="list-style-type: none"> Speech & Language Therapy Service Hearing Impaired Service Visual Impaired Service ASD outreach CAMHS Medina House Outreach Service 	
	C. Provided and paid for by the Health Service but delivered in school	<ul style="list-style-type: none"> Occupational Health School Nurse Physiotherapy Speech and Language Therapy Service 	
7. How are staff in the school supported to work with children & young people with an SEND? a) What training have the staff supporting children/young people with SEND had or have available?	<ul style="list-style-type: none"> Mrs Reader and members of the Inclusion team along with all members of the Senior Leadership Team (SLT) support all staff. There are regular meetings with either individuals or groups of teachers and Teaching Assistants. Children's needs are talked about and planned for as they arise. There are regular Professional Development Meetings for teachers and Teaching Assistants. These meetings are used to share information, advice and guidance on a range of related topics. Specialist agencies have provided training to individuals and teams of teachers and/or Teaching Assistants for children with specific needs. This has included Hearing Impaired, Physiotherapy and Occupational Therapy programmes, Language & Communication Groups In school, training has been provided on Quality First Teaching, identifying barriers to learning, various interventions, behaviour, ASD etc., provision from Hampshire Educational Psychology and support from Medina House School. The school has accessed external training that includes speech and language, supporting learning, emotional literacy, behaviour needs, physical restraint and ASD. 		
8. How will activities/teaching be adapted for my child/young person with learning needs?	<ul style="list-style-type: none"> Teachers plan for the needs individual and groups of children to ensure they can make good progress. Information is collated and shared for each child on SEN Support about what Quality First Teaching strategies are needed and work for your child. This is recorded on our 'Record of Information' sheet. 		

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<p>a). How will the curriculum be matched to my child's/young person's needs?</p> <p>b) How will I know how my child/young person is doing and how will you help me to support my child/young person's learning?</p>	<ul style="list-style-type: none"> • We will work with you to identify the strengths your child has and how to use them to engage and motivate their learning as well as their barriers to learning and how to overcome them. • We will use alternative ways of accessing information and recording knowledge and understanding. • We will identify their learning strengths and styles and adapt teaching and the curriculum to suit. • We will use different access arrangements to ensure that your child can respond to tests to the best of their ability. This could be a reader, scribe or a quiet room free from distraction. We will apply for extra time for those children we think will need it but will have to be bound by decisions taken by an external body. • We will talk about your child's progress and needs at the termly Parent Consultations and any other individualised meetings as mentioned above. At the Parent Consultation, we can talk about how to help learning at home. We will share with you a copy of the 'Record of Information' and you can add any comments about your child's learning, strengths, needs and support / interventions used. • You will receive a written report once a year (twice a year in Year 2 and Year 6) which will have information about their progress and learning. • You can arrange to meet with your child's teacher, Mrs Reader or an appropriate member of the Inclusion Team to talk about how we are supporting your child in school and ways of helping at home. • We can arrange for you to talk with specialist services who work with your child. • We can signpost you to services, websites or voluntary organisations that can help you with information, advice, guidance and support. • We can signpost you to the SENDIAS (Special Educational Needs and Disability Information & Advisory Service) who are there to help you understand what is happening for your child or how things can be improved by us or other agencies. They can support you with decisions about school placement for secondary school. 		
<p>9. How will the school measure the progress of my child/young person?</p>	<ul style="list-style-type: none"> • All children are assessed on a regular basis through the year to ensure the teacher and team know exactly where your child is in their learning journey. • We use teacher assessment and tests throughout the year to see where your child is against the national curriculum levels. • We use Reading and Spelling age tests every term. • We will use specific formal and informal assessments to identify strengths, barriers and needs of your child. • Every child is set targets for them to achieve in Reading, Writing, SPAG (Spelling, Punctuation & Grammar) and Maths. • A child on 'SEN Support' or with an EHCP will have outcomes set for the year. These will relate to their needs. • Your child's progress on interventions will be monitored through our record keeping and recorded on the Record of Information. It will be discussed at any meetings you have. 		

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<p>10. What is the pastoral, medical and social support available in the school?</p> <p>a) What support will there be for my child/young person's overall wellbeing?</p> <p>b) What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>c) What approaches are used in early year's settings to manage behaviour?</p>	<ul style="list-style-type: none"> • Your child's teacher will have your child's interests at the heart of what they do. On a day-to-day basis, the class team will have responsibility for pastoral, social and medical needs. • If your child is worried about anything or having difficulties with friends, we will support them with a range of interventions as in the grid above. We have adult mentors, Learning Mentors and Peer Mentors as well as social groups. We have indoor/quiet play activities for those who prefer or need it. • We can refer children to local counselling services, CAMHS, Young Carers, Youth Trust or signpost families to other services. We would only ever do this in talks with you and your agreement. • The school follows a Behaviour for Learning policy, which has built in rewards and sanctions; this helps all the children know what is expected of them throughout the school. For children who find it difficult to manage their emotions and make the right choices in their behaviour, we will make every effort to ensure they do not have to be excluded. We have a trained behaviour support staff for nurture type activities and a sensory room. We use the range of approaches included in the grid above. • We closely monitor attendance. If your child's attendance falls below 96% the class teacher will talk with you to see if there is any particular reason and how we can work together to improve attendance. If your child's attendance falls below 94% you will be asked to come and meet with a member of the Senior Leadership Team to discuss this. If your child is finding it difficult to come into school, we will work with you to find ways of making this easier. Please see our Attendance Policy for more information. • Medical needs are recorded and shared with the adults in school who need to know. If necessary, we will nominate Key Persons to make sure needs are met at the right time and in the right way. We would want you to come and let us know at any time if things need to be different. We have experience of supporting needs including asthma, eczema, diabetes, allergies and haemophilia. • Throughout the school, many staff are first aid trained. • For families who need support from a wider range of agencies we can offer advice and guidance and undertake a CAF (Common Assessment Framework) for those families who meet the criteria as set by Early Help Isle of Wight and Hants Direct • Medical Care Plans are drawn up in discussion with school nurse/parent and a member of SLT • In EYFS we use a visual support mechanism to implement the schools behaviour management policy, this aligns to the whole school ethos of a positive and supportive approach using distraction techniques for more challenging behaviour that aids inclusion at all levels 		

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<p>11. What support does the school have for me as a parent of child/young person with a SEND?</p> <p>a) How are young people with SEND currently involved in their education at your setting</p>	<ul style="list-style-type: none"> • We offer a partnership approach – we want to listen and work with you in the best interests of your child. • We can offer regular meetings to talk about your child’s needs, what we are doing and how we can work together. • We can signpost to other services as mentioned above. We can talk to SENDIAS and the local Children’s Centre who can help you too. • We can offer a CAF (Common Assessment Framework) for those families who meet the criteria as set by Early Help Isle of Wight and the Hants Direct for families who need it. • This year we are offering Family Learning groups. • Children are regularly asked about how they feel about their learning, what they would like to achieve and how they think they can best achieve this. They largely have these talks with their teachers or someone from their class team of adults. • Sometimes we ask groups of children how we are doing and what we can do better for them. We make sure that children with SEND are represented in these groups 		
<p>12. How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • We ask you to let us know about any medicines that need to be used in school and we will ask you to complete a simple form. • We will not administer any medicines without this consent. • A key adult, or adults, will be nominated to administer medicines. • Many of the staff have had Epi-pen training. Paediatric First Aid training has now been completed for all non-teaching staff in July 2016 with further updates taking place throughout the 2019-20 academic year. • We have had specific training for any particular needs as they arise and specific to individual children. 		
<p>13. How accessible is the school environment? (including after school clubs and school trips)</p>	<ul style="list-style-type: none"> • The new school is fully accessible for those with disability and/or needing wheelchair access. The Nurture Suite in St Johns House is fully accessible on the ground floor accommodating any disability and/or wheelchair access. • The school will always look at making reasonable adjustments to ensure access to learning is achieved. • An accessible toilet is available in St Johns House and within the new building on all levels. • School clubs and extended provision (Breakfast and After School Club) are all on site and accessible. • When we have trips or visits to other settings for learning and sport activities, e.g. the local Secondary school, we will plan for every child to have access. Parents may be asked to bring in wheelchairs or buggies for those who find it difficult to walk far due to their physical needs. We will risk-assess any of these situations with your child’s needs in mind and work together to make sure your child can access activities 		

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<p>14. How will the school support my child/young person when they are leaving? OR moving to another Year?</p>	<ul style="list-style-type: none"> • We know change can be difficult so will work with you and key people to make it as smooth as possible. • We plan for transition from our feeder pre-schools, to their next year group and to their secondary school. • When your child moves, classes there can be visits to the next class and teacher in addition to the usual 'move up' sessions. • If your child needs it, we will give you a transition book to look at over the summer break. Your child's needs will be shared with the next teacher. • We make sure we do all those things between pre-school and our school and between our school and their secondary school. We will talk with the key people at each place. We will also do these things if your child has to change primary school. • If needed, we will arrange meetings with key people from the next class or school so we can all talk about your child's needs and any concerns you or your child may have 		
<p>15. Where can I get further information about services for my child/young person?</p>	<ul style="list-style-type: none"> • Please see our Inclusion/Safeguarding pages on our school website • Please come and talk with someone from our Inclusion team and we will signpost you to information and advice services, websites etc. • Further information about what is on offer across the Island can be found on the Council website and the Isle of Wight Local Offer http://www.iwight.com/Residents/Schools-and-Learning/ 		

PLEASE RETURN TO SANDBUSINESSSUPPORT@IOW.GOV.UK