



Special Educational Needs and Disabilities (SEND) Information Report and Local Offer

Updated November 2018

"My son is feeling a lot happier than he was a year ago, and the work done by the teacher and SENCo team are a big part of that." A parent.



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Oxley Primary School – Our SEND Information Report

1. Introduction

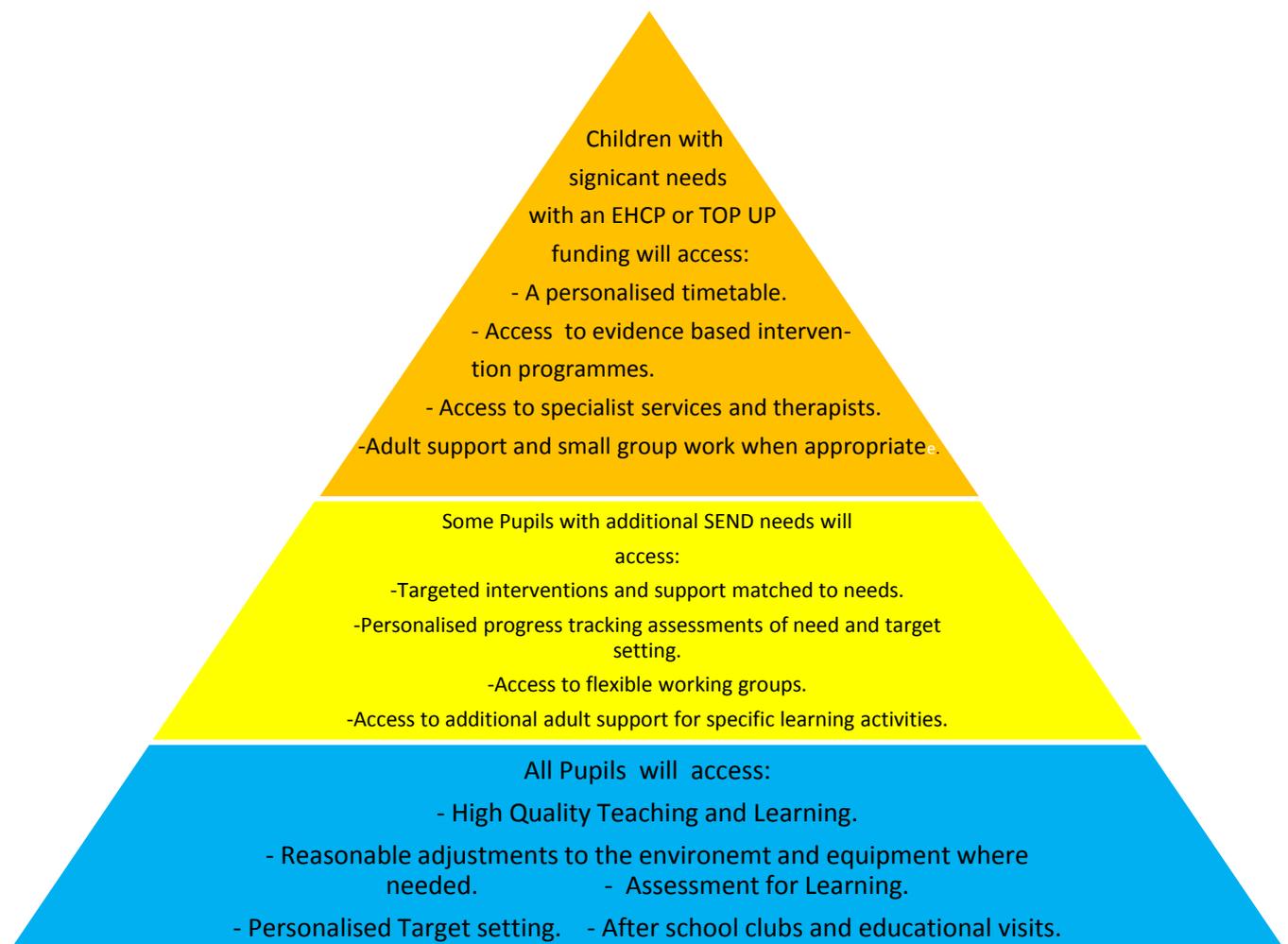
Head Teacher: Mr Jason Gilman

SENCO: Mrs Ruby Kabir

This is the SEND information Report for Oxley Primary School. It describes the arrangements we make that are 'additional' and 'different' for pupils with SEND. This information will be reviewed annually and has involved parents, carers and our children.

The following information outlines the support and provision pupils with SEND can expect at Oxley Primary School.

2. Our Local Offer





2.1 What policies/approaches are in place for making provision for pupils with special educational needs whether or not pupils have Education Health Care Plans (EHC) or Statements of SEND?

Oxley Primary School caters for children with various special educational needs.

Oxley Primary School strives to be an inclusive school, fostering a sense of community and belonging through:

- Personalised learning
- Broad, balanced and creative curriculum for all pupils
- Systems for early identification of barriers to learning
- High expectations of all pupils
- Use of a wide range of multi-sensory teaching styles so all children progress in lessons.
- Staff have a good knowledge of pupils learning needs and differentiate tasks accordingly.
- Resources are used appropriately.

2.2 How do we as a school evaluate the effectiveness of our provision for such pupils?

The provision for pupils with special educational needs is monitored in the following way:

- Regular assessments
- Data analysis to monitor pupils not making expected progress and act on it.
- Updating of the pupils' individual plans and provision documents to make sure pupils are receiving the correct support
- Including views of parents/carers

3. How does the school know when a pupil has learning difficulties or a Special Educational Need?

At Oxley, we know when a pupil may have a learning difficulty or special educational need if:

- Concerns are raised by parents/carers, teachers, professionals or the pupil's previous school.
- There is limited progress.
- There is a change in the pupil's behaviour for learning.
- A pupil asks for help.



4. What can parents do if they think their child may have Special Educational Needs?

If you have a concern regarding your child then contact your child's class teacher or Mrs Kabir the SENCO.

5. How is the Curriculum at Oxley matched to Pupils' needs?

- Where appropriate a Support Plan is drawn up by the class teacher and SENCO. It is differentiated with individualised targets. Parents' views, pupils' views and teachers' views are taken into account prior to target setting. Copies of the Support Plan are sent home. These are reviewed termly.
- Interventions will be put into place to support specific difficulties in relation to English and/or Maths skills which will be delivered either on a 1:1 basis or within a small focus group. These are also reviewed termly.
- Resources are used to facilitate access to learning within the classroom.
- Support staff time will be used where appropriate.
- Visual timetables, including signs and symbols are used.
- Appropriate specialist equipment may be given to the pupils where needed.

6. What are Oxley Primary School's arrangements for assessing and reviewing the progress of pupils with special educational needs?

- Effective systems are in place to track and review individual pupil progress and to target intervention.
- Support Plans are monitored and reviewed termly by the Class teacher with the SENCO.
- Standardised assessments are also used as an additional means of gathering evidence to monitor and track progress.
- Pupil Progress Meetings with the Senior Leadership Team.
- Data Meetings.
- SEND Review Meetings and Intervention review staff meetings.
- Pupil Interviews
- Pupils Views on SEND Support Plans

7. How will Parents'/Carers' be involved in discussions about and planning for their child's education?

If a teacher has a concern about a child it will be shared with parents/carers immediately and interventions will be put in place. If the concerns continue the SENCO will become involved and an individual support plan will be made for the child with targets to work towards that will be reviewed each term with parental



involvement. In cases where, despite continuing intervention, a pupil continues to experience difficulties, the school will inform the parents/carers and ask permission for the Educational Psychologist or other relevant services to become involved.

We have Parents' Evenings every term where parents have the opportunity to meet the teacher. If needed, additional appointments can be made with the class teacher and/or SENCO to have a more detailed discussion about the pupils needs. Parents' views are included as part of each child's SEND Support Plan.

We communicate effectively with parents and always stress our open door policy. A lot of feedback and communication takes place using Class Dojo. In addition, we provide "chat books" for daily communication between school and home where required.

8. How will young people with SEND be involved with their education?

Staff provide time to enable children to talk about any worries they might have and what they need to do to achieve their targets. We have a rewards system that motivates the children, and the children regularly evaluate their own learning and their work, for example by drawing happy or sad faces on their work or writing a short statement about their work.

Pupil views are sought prior to any targets set on individual SEND Support Plans. This enables them to provide their views on their difficulties and strengths and also understand the requirement of having focused targets.

9. What support will there be for SEND Pupils' overall emotional and social development?

Oxley Primary School strives to support children with developing social and emotional needs. A Mental Health and Well-Being Practitioner is employed by the school to provide targeted support for pupils with social and emotional difficulties, and to provide advice to class teachers. She is also able to provide support and advice for families.

Good behaviour management means that staff recognise when pupils might be encountering difficulties and each classroom has a quiet area to retreat to or the pupil may spend some time away from the classroom to gather their thoughts.

Where necessary, some children will have access to targeted small group support focusing on Social Communication needs which enables children to practise key social skills in a small group setting.



10. What activities will be available outside the classroom including after school clubs?

The school runs clubs within the school day and after school, led by the school staff or outside agencies. Examples of activities include a variety of sport clubs, choir, cookery and film club. Children enjoy a variety of activities including cooking, orienteering and off-site visits. Data is kept on who attends clubs and children are encouraged to take part if it is believed to be in their best interests.

Morning and lunch time break times are structured with activities for the children to do and support given by the Play Leaders at lunch times. We also have a **Games Club** running during every lunch time where children with specific needs or who struggle with unstructured times are invited to attend.

11. What training are the staff supporting the children and young people with SEND having?

All staff engage in training relating to supporting children with SEND. Training planned for/delivered recently includes:

- Autism, Level 1
- Autism Level 2
- Attachment Training
- Social and Emotional Wellbeing – Social Group Training including Lego Therapy
- Dyslexia, Dysgraphia, Dyscalculia awareness
- Autism, ADHD awareness
- Specific training for supporting pupils with medical needs.

11.1 What specialist services are available at or accessed by the school?

- Educational Psychology Services
- Occupational Therapy, Speech Therapy, Physiotherapy
- Mental Health and Wellbeing Practitioner
- Specialist Teaching Services (Supporting with General or Specific Learning Needs, Vision and Hearing impairments)
- Ashmount (Special School) Outreach Support
- Autism Outreach Service (AOS)
- Behaviour Support Service – Oakfield
- Early Help and Intervention Services
- Special Education Needs and Assessment Service (SENA)
- Social Services include Educational Welfare Services
- Other Health Professionals including School Nurse, GPs, Community Paediatrician



We access all of these agencies for children who we believe need the extra support. However, parents will be advised of this and any involvement with external agencies or professionals will only be carried out with their prior consent.

12. How will equipment and facilities to support children and young people with special educational needs be secured?

As a school we are happy to discuss individual access arrangements. At present, the following facilities are available at this school:

- Provision for special diets.
- Wheelchair access via ramps.
- There is a disabled toilet.
- Disabled parking bay.
- School accessibility plan.

13. How will Oxley prepare and support SEND Pupils when transferring to a new school?

1.1 On Entry

Staff in the foundation stage regularly visit the preschools to share their knowledge and expertise in supporting children to be ready for school. During the summer term, Reception staff visit the preschool setting so they are able to get to know the children and any specific needs they may have including attending any meetings organised by specialists. Staff also offer home visits for parents and carers who would like this opportunity. This allows staff at Oxley to be fully prepared to greet children into the new setting ensuring all provisions are in place to meet their needs.

On entry, parents are encouraged initially to bring their child in and settle them before leaving them. There is usually a staggered intake, where only half the children attend for half a day over the first two weeks. Parents and Carers are also invited to attend an induction meeting where they are given information about what to expect.

1.2 Transition to Secondary School

Most children move onto Iveshead School after Year 6. Where there is a special educational need present, information is sought from professionals involved to ensure appropriate provisions have been made for transition. Additional visits and meetings with staff and the SENCO from the high school are organised. Where needed, our Mental Health and Wellbeing Lead is able to deliver some support



groups which help specific pupils who may be feeling anxious about moving schools. We provide individual visits to secondary school for pupils if they need this..

1.3 Mid-Year transition

Where a child transfers Mid-Year, information is sought from the previous school to understand what the child's needs are. Any paperwork passed on is thoroughly analysed and necessary provision is put in place. Where possible, this liaison is carried out prior to the child starting school. On the first day, the child with their parent/carer will be met by a member of the school and introduced to their class teacher and shown where to put their belongings. Children are given time (around 2 weeks) to settle before any assessments are carried out.

14. What are the arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents and carers of pupils with special educational needs concerning the provision made at the setting?

Our school has an "Open door" policy and parents /carers are able to talk to staff in the morning and at the end of the school day. In newsletters parents/carers are reminded that they can make an appointment to see staff if needed. Support staff are also on the playground at the end of each day. We have a dedicated Governor who monitors the work that the school does to support SEND pupils. Governors can also become involved if complaints are made (see Complaints policy) that have not been satisfactorily resolved.

15. Who can I contact for further information?

- Class Teachers
- Key Stage Co-ordinators - Miss Shelton (FS) Mrs Danielle Palmer (KS1), Mrs Rachel Roberts (KS2)
- SENCO – Mrs Ruby Kabir
- Head Teacher – Mrs Jason Gilman
- Special Educational Needs Information and Advice – (SENDIAS)

0116 257 5027

Appointments can be made by contacting the school office: 01509 502483

Further information is available on the school website.