

OAKDALE PRIMARY SCHOOL INFORMATION REPORT – A GUIDE TO OUR SEN PROVISION

Contact Details

Your first point of contact is your child's class teacher.

Our Special Educational Needs Co-ordinator (SENCO) is Mrs Lucy Cleveland.

Other people in our school who might be contacted include Ms Ilona Wrigley (Headteacher) or Mrs Kirsti Britton (Deputy Headteacher)

SEN Governor Mr John Comer

office@oakdale.peterborough.sch.uk

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How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?

Our school identifies children with special educational needs/ disability (SEND) by using a range of information to tell us about your child's current level of need, such as;

- *Parental concerns shared with the class teacher*
- *Looking at the classroom environment, practice and routines and how this may be impacting on your child*
- *Additional observations to gather information*
- *Think about what is developmentally appropriate considering the child's age/stage – use assessment information*
- *Talk with other members of staff and the SENCO about the information we have gathered*
- *Talk to your child to gather their views, likes, dislikes etc.*

We encourage you to raise your concerns by speaking to your child's class teacher in the first instance. This will allow you both to share what you know about your child and discuss ways in which we may be able to help. The class teacher can then meet with the SENCO or other experienced members of staff to agree the best strategy. It will usually be the class teacher who will keep you informed about how well any intervention or support strategies are going, and what our next steps might be.

How will school staff support my child?

First and foremost your child's class teacher will offer support, and is responsible for providing high quality teaching targeted at your child's areas of need. Where progress continues to be less than expected, the class teacher, working with the SENCO, should put in place extra or different teaching or other rigorous interventions designed to secure better progress, where required.

We will make sure that the person supporting your child has access to appropriate resources and training, including sharing good practise from within school and other primary schools locally.

How will I know how my child is doing?

All families have access to a parents evening time during the Autumn and Spring terms, as well as an informal open evening in the Summer. If your child is receiving SEN support you will be asked to meet at least once a term to plan and review support for your child, either as an extension of the usual parents meeting, or at a separate time. It is important that you and your child are fully involved in order that we can gather your views and aspirations, and to plan the provision to meet your child's needs. A one page support plan is produced and / or reviewed at these meetings.

How will the learning and development provision be matched to my child's needs?

Our approach to learning and teaching is to;

- *Provide a curriculum which offers a suitable level of challenge and variety of learning experiences for all our children, regardless of SEN. We will sometimes provide adult support for a learning activity, but also wish our children to develop their resilience and independence. Children are often given choices on ways to present their learning, allowing them to make decisions about a style which suits them best, and an opportunity to succeed when there is no ceiling on their learning.*
- *All teachers strive to help all children progress in every lesson. One way they achieve this is by ensuring that tasks are suited to individual needs. Some of the ways we differentiate are*
 - *Changing the design of the task given*
 - *Allowing learners to lead their own learning*
 - *Using differentiated questioning*
 - *Using multi-sensory aids*
 - *Varying learning outcomes*
 - *Using daily informal assessments to inform future planning*
 - *Appropriate method of recording*

What support will there be for my child's overall wellbeing?

Our school offers pastoral, medical and social support to children using a range of strategies available to all learners, with examples ranging from a social skills club to working with a peer mentor or buddy.

We encourage children to contribute their views by

- *taking part in school and class council discussions*
- *joining one of our lunchtime or after school clubs*
- *reviewing their own targets with an adult / parents*
- *talking to them about their learning as part of learning walks or pupil interviews*

We are also able to provide access to the following services, based on assessment of need;

- *Sensory circuits on a daily basis for identified children*
- *School nurse referral*
- *Occupational therapist support*
- *Speech and Language therapist support*
- *Autism Outreach team*
- *Accessing Child and Adolescent Mental Health (CAMHS) support*
- *Educational psychologist support*

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

At Oakdale we do not currently offer internal specialist provision, unless it is requested from one of the professional services provided by the local authority. We do however have staff in school with experience supporting a wide range of needs. We also employ an additional member of staff to support raising attainment and progress in reading and writing.

We also access from the local authority;

- *Educational psychologist support*
- *Speech and Language Therapy for identified children*
- *Occupational therapist support for identified children*
- *Child and Adolescent Mental Health (CAMHS)*
- *Autism Outreach Service*

What training have the staff, supporting children and young people with SEND, had or are having?

Our SENCO has just completed the National Qualification for Special Educational Needs Coordination (July 2016).

Other training currently planned includes;

- 1st class at writing
- Intensive Interaction – speech, language and communication training to support autistic children
- Café Workshops – parental engagement training

Other recent SEN training includes;

- TalkBoost – encouraging greater speaking and listening skills in KS1 to support writing
- First Class @ Number training for KS1 and KS2
- Phonics training
- Early years Autism support
- Maximising the Impact of Teaching Assistants – Achievement for All training in strategies for support

How will you help me to support my child's learning?

You are welcome to make an appointment to meet with either the class teacher or SENCO at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home linked to your child's targets.

We also provide half termly Curriculum newsletters and homework letters outlining the theme for the half term, and offering a range of learning opportunities to suit your child's interests and needs.

How will I be involved in discussions about and planning for my child's education?

We offer the following opportunities, in addition to the normal reporting arrangements, to parents/ carers and children to discuss progress, to plan and review support;

- *Children with a statement of SEN or Education, Health and Care plan take part in Annual reviews of their statement, as well as termly reviews of their progress against targets.*
- *SEN support children and their families will have a termly meeting with either their child's class teacher and / or SENCO to set targets based on current assessment information, the views of the child and also any other professional agency who might be involved. We hope that (when appropriate) the child will be able to attend the review meetings to share milestones and successes.*

How will my child be included in activities outside the classroom including school trips?

We enable children to access all activities by;

- *Undertaking risk assessments in advance, putting in place actions to enable children to take part.*
- *Liaising with staff at visit destinations to inform them of needs, and to access their own risk assessments.*

We involve parents, the pupil and, if appropriate, specialist support staff, as early as possible in the planning process, particularly when a residential stay is involved, asking them to provide us with information about their child and potential needs whilst taking part in experiences outside the classroom in order that necessary amendments or adjustments can be made.

How accessible is the school environment?

Our school has an accessibility policy

<http://www.oakdale.peterborough.sch.uk/page/?title=School+Policies&pid=18>

- *All areas of the school are accessible by wheelchair.*
- *A disabled parking bay is available in the staff car park*
- *Accessible toilet facilities are available by the main reception and in the KS1 and KS2 areas of the school*
- *A hearing loop is installed at Reception.*
- *If you have specific access queries or concerns please speak with us.*

We provide the following to ensure that all children in our school can access all of the activities offered.

- *Alongside our general risk assessments, we consider whether individual risk assessments may be necessary for a child with more complex needs, in consultation with parents/carers*
- *We consider the need for providing additional staffing and accessible transport or ensuring the venue is appropriate to the needs of the pupil concerned.*

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

The following arrangements help children and their parents/ carers to make a successful transfer to our school.

- *We offer tours and new parent meetings during the Autumn term to allow prospective Foundation stage parents to find out more about what we offer at Oakdale Primary School.*
- *When children are offered a place we invite parents and children in to learn about us through a meeting with Reception staff.*
- *We also offer a series of informal visits to school during the second half of the summer term, allowing children to become familiar with their new setting.*
- *When children join us at other times in their school life we make sure that they have a buddy to help them become familiar with the routines and important places in our school, helping them to settle quickly. We have rigorous induction processes to ensure that we have all the information needed for a smooth transition before agreeing a start date. (see Induction Policy)*
- *We liaise with feeder schools and settings to ensure speedy transfer of SEN information in order that we can continue interventions and support where possible.*
- *There is a clear programme of SEN transition to Year 7, including additional visits and liaison with KS3 SENCo and support staff as appropriate.*
- *We also liaise with feeder schools when children leave Oakdale at other times in their school life, making this process as smooth as possible by sharing strategies that we have used to support SEN children making good progress.*
- *Our PSHE curriculum provides all children with the opportunities to discuss feelings around periods of change, and prepares them for their next steps.*
- *Holding end of year transition meetings between teachers to discuss individual needs and writing a provision map to ensure a continuation of support.*

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

Interventions and support strategies are identified at Pupil progress meetings each half term where class teachers and members of the senior leadership team look at the current progress and attainment of different children and groups of children, identifying those who need additional support to make good or accelerated progress to narrow the gap with their peers. We then also agree the most effective intervention to provide this.

If we cannot provide the necessary support in school we will contact the relevant outside agency for further advice and support.

Support is offered based on the current school budget.

Children who have an Education, Health and Care plan will receive the support outlined in their plan.

Our Local authority funding and SEND budget are allocated according to current data, showing areas of greatest need, and matching the skills of members of staff.

Governing bodies of maintained schools have legal duties in relation to pupils with SEN, which are outlined fully in our SEN policy. At Oakdale, our SEN governor decides with the Headteacher and SLT, the school's general policy and approach to meeting children's SEN, including those with and without Education, Health and Care plans. Our SEN link governor meets on a termly basis with the Inclusion Lead to monitor provision for children with SEN in our school.

How is the decision made about how much support my child will receive?

Our decision making process when matching support to need is to use information from pupil progress meetings and half termly provision mapping, alongside Senior Leadership Team and governing body meetings to ensure that we are responding to children's needs in a timely manner..

Parents/ carers are involved through sharing their knowledge of their child and ways in which they enjoys learning at termly SEN, or parent consultation meetings, helping to inform decisions about effective provision.

Who can I contact for further information?

Please speak to the class teacher in the first instance.

General information relating to SEND can be found on the school website, including within the SEND policy. This can be found on the policy page of the school website.

Further information is available from the SENCo (Lucy Cleveland), Deputy Headteacher (Kirsti Britton), or Headteacher (Ilona Wrigley).

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Local Authority is committed to all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or the young person, will be in a mainstream setting.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Outreach Service, the Sensory Support Service and the Specialist Teacher for pupils with ADHD.

For further information, advice or support, please access the Peterborough Local Offer for SEND at <https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/what-is-the-local-offer/>

External support services for information/ advice are

- SEND Information Advice Support Service – Tel. 01733 863979 email pps@peterborough.gov.uk
- Educational Psychology Open Access Consultation Service – Tel. 01733 863689
- City Council Website <http://www.peterborough.gov.uk/education>

Parents and carers can give their feedback or make a complaint by contacting any member of school staff, emailing or writing to the Headteacher, or contacting the SEN governor.