



Special Educational Needs Information Report Oakwood Primary Academy

Faye O'Reilly SENCo

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Introduction

The Children and Families Act 2014 says that schools must publish a Special Educational Needs Information Report every year.

This report explains how our school meets the needs of children with SEND. It will be shown on our school website and in the East Sussex local offer.

In the report we explain how we meet our duties towards pupils with SEND.

This report is also our SEND policy.

Signed: Chair of Local Area Advisory Board

Date:

Who do I contact about my child's Special Educational Needs?

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

The Special Educational Needs Co coordinator is responsible for managing and coordinating the support for children with special educational needs, including those who have Education Health and Care Plans.

The Senco also provides professional guidance to school staff and works closely with parents and other services that provide for children in the school.

SENCo: Faye O'Reilly

Contact: 01323 501251 ext 3

How does the school identify children's special educational needs?

All children at Oakwood are closely monitored to make sure they are making progress. If a child appears to not be making progress class teachers will explore what the barriers to progress may be. The class teacher, working with the SENCo will consider the pupil's needs including their development in comparison to their peers.

We aim to identify children's SEN as early as possible, so that the child achieves the best possible outcomes. However, sometimes SEN only becomes evident as they develop. If a decision is made to provide SEN support the child will be placed on the school's SEN register and parents informed.

A pupil has SEN where their learning difficulty or disability calls for provision which is different from or additional to that normally available to pupils of the same age.

Children may have one or more broad areas of SEN.

- **Communication and Interaction** – including speech and language difficulties and ASD.
- **Cognition and learning** –including developmental delay and specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.
- **Social, emotional and mental health difficulties** – including difficulties with behaviour, attention deficit hyperactive disorder, an attachment disorder or anxiety.

- **Sensory and or physical needs** – including visual and hearing impairment, dyspraxia , cerebral palsy and other physical disabilities or medical conditions which affect a child’s learning.

How will the early years setting / school staff support my child?

All SEN children are supported by their class teacher through Quality First Teaching. Support staff are deployed across the school on the basis of need. Where necessary resources and specialist equipment may be used to support children in accessing the curriculum. SEN children may also receive additional support through targeted intervention and if appropriate personalised intervention. Rigorous scrutiny of the data measures how effective the interventions are and provision is reviewed regularly to ensure progress. Intervention groups are run by specialist teachers or teaching assistants. Examples of interventions used at Oakwood are:

Bullseye – sight word recognition

Read Write Inc – phonics, reading and writing

Better Reading Programme – intense reading programme

Phonological Awareness Training – understanding onset and rime

Jump Ahead – fine and gross motor skills development

SpeechLink – developing speech sounds

LanguageLink - developing understanding and use of language

Sensory Circuits – sensory integration support

Readingwise – electronic reading programme

Lego Writing – developing language and writing through building models

Numicon Breaking Barriers –addressing gaps in mathematical understanding

Talkabout – social skills development

Nurture – social and emotional development

Memory Magic – working memory development

How will the curriculum be matched to my child’s needs?

All pupils have access to a broad and balanced curriculum. We adjust the curriculum for children with SEN to ensure they can access it and make progress. Teachers are required to show in their planning how the curriculum/lesson is differentiated for vulnerable groups of children including those with Special Educational Needs.

Differentiation will take many forms including differentiation by outcome, using simplified texts, alternative methods of recording, use of ICT, working at a level appropriate to stage rather than age, and adult support.

By differentiating the curriculum to meet a child’s needs it gives the best opportunity to engage the child in their learning and enable them to make progress. We will talk with children and parents as part of the SEN support cycle, (assess , plan, do ,review)

How are parents and carers involved in reviewing children's progress and planning support ?

Oakwood Primary Academy ensure parents and carers are involved in their child's learning through:

- Teachers and SENCo available to speak to by appointment.
- Regular drop in sessions held to provide information and support about interventions.
- Some children may have a home school communication book.
- Parent teacher consultations held 3 times a year in which there is opportunity to discuss outcomes and progress towards them.
- An annual report provided at the end of each academic year.
- For children who receive a higher level of support through an additional needs plan or an EHCP/statement additional meetings may be held throughout the year to review progress and an additional annual review meeting will be held.

How are children involved in reviewing children's progress and planning support ?

Oakwood Primary Academy involves children in reviewing their progress in many ways as we believe that children will only truly feel engaged in their learning and behaviour when they have some ownership of the process. In the classroom children are encouraged to use self-assessment, respond to marking and have regular opportunities for conferencing with the teacher. Children receiving SEN support will take part in discussions about their progress and support as part of the assess, plan, do, review cycle. This may also involve creating a Learning Map as a reminder of the outcomes they are working towards. Children who have an additional needs plan or EHCP/statement will also complete a 'pupil voice' as part of the annual review and where appropriate, be invited to the review meetings. Some children with communication difficulties may also use a pupil passport as a way of communicating their needs.

What support will there be for my child's overall well-being?

Oakwood supports the social, emotional and mental development of all children including those with SEN or disabilities. This support is co-ordinated by a team of people which includes the SENCo, Intervention Lead, AAT Lead for Behaviour and Nurture, Nurture Teachers and ???

We currently offer the following support where appropriate:

- KS1 and KS2 Nurture class for short periods of time to support social and emotional development
- Anxiety, Friendship and Anger management intervention groups
- Social Skills intervention groups
- Lunch club for children who find unstructured playtimes difficult
- Mentors for children experiencing emotional upset or who may find it difficult to share their concerns in a class situation

- Whole School PSHE curriculum delivered through weekly class Jigsaw lessons
- Celebration assemblies
- Family Support Worker providing 1:1 sessions with children in school from families they are supporting
- Working closely with East Sussex Education Support, Behaviour and Attendance Service (ESBAS) for children with more complex needs
- Parenting Support groups offered

Oakwood contributes to Health Care Plans for the management of medical conditions within school and has a policy for the administration of medicines. Administrative staff are responsible for the administration of medicines and any prescribed medication must be taken to the office and a form completed if it needs to be administered within school.

We have individual members of staff trained in the management of specific medical conditions e.g. diabetes.

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

We may involve specialists at any point to advise on SEN and effective support but this would always be following a discussion with parents.

We have access to the following specialist services:

Child and Adolescent Mental Health Services (CAHMS)
 Educational Psychology Service
 Educational Support Behaviour and Attendance Service (ESBAS)
 South Downs Outreach Service (Speech and Language)
 Speech and Language therapy
 Communication Language and Autism Support Service (CLASS)
 East Sussex Children's Integrated Therapy Service
 Early Years Service
 Scott Unit at Eastbourne District General Hospital
 School Nurse
 Service for children with Sensory Needs
 Family Support Keyworker Service
 Social Services
 Voluntary Agencies
 Charitable organisations

What training do the staff supporting children with SEND have?

The SENCo is a qualified teacher and has achieved the National Award in Special Educational Needs Co-ordination.

One teaching assistant has specialist certification in delivering speech and language programmes.

One teaching assistant has completed training in delivering physiotherapy programmes.

The Nurture staff have attended training in establishing a nurture provision
Members of Foundation Village staff have undertaken ELKAN training.
Three members of staff are trained in positive handling.

A large percentage of the staff have received speech and language training provided by the South Downs Outreach Service.

All members of staff have completed the following training:

Diabetic Awareness

Child Protection

Attachment

Autistic Spectrum Disorder

Oakwood also plans training based on the needs of the school and has used the Inclusion Development Programme materials for Dyslexia and Autism to support staff development in these areas.

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

All children are entitled to a broad and balanced curriculum including outdoor learning and educational visits. Having a special educational need or a disability should not prevent a child taking part in these activities along with their peers.

At Oakwood children with Special Educational Needs and Disabilities (SEND) have been able to participate in residential visits overseas. This has been achieved by close co-operation and planning between the school and the family.

Where appropriate, additional adults go on trips with 1:1 responsibility for a child. All trips are risk assessed via the Exeant system and reasonable adjustments are made to ensure all children gain the maximum they can from activities.

How accessible is the school environment?

In the Foundation Village there is good wheelchair access and we have a Sensory Room available for use by all pupils. This is a shared community facility. As a school we are subject to the Equalities Act and will make reasonable adjustments to prevent a disabled child being disadvantaged. However, at the moment not all areas of the school building are wheelchair accessible due to three short flights of stairs. Due to the layout permanent ramps would cause a trip hazard and temporary ramps provide too steep a slope. There is not a dedicated disabled changing facility although a staff toilet may provide a suitable option.

We will liaise with the appropriate agency to secure specialist equipment for children. In the past this has been ICT equipment for children with a visual impairment, writing slopes and adapted seating provided by occupational health professionals.

The Academy has policies covering the administration of medicines and supporting pupils with medical conditions.

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?

We have good relationships with our local Secondary schools. The Eastbourne Academy and Oakwood have run a successful transition project for a number of years. This involves the children having extra “taster “days in a small group.

Before secondary transfer discussions are held with parents to explore the different options available. When the new school is known school staff meet with the receiving school to plan for a successful transfer.

For in year transfers liaison with the old/ new school is vital to secure information and ensure a smooth transfer.

If a child has an EHC Plan this will be reviewed in sufficient time prior to moving between key phases of education.

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

Decisions about support will be made after reviewing the data available, along with any other professional advice received. Information will be discussed with parents and their views sought on how best to support their child.

Benchmarking is very important in the process, and regular assessment and review will measure impact of any interventions.

Resources will be allocated on a needs basis and with regard to the budgetary situation of the school. Additional resources may be provided following discussion at a Review Meeting.

How are parents involved in the school? How can I be involved?

We welcome the involvement of parents at all levels of their child’s school life whether it be helping out at school events, attending Parent Consultation meetings or contributing to target setting meetings with other professionals.

Where can I get information, advice and support?

Find out more about support for children and young people with special needs and disabilities: www.eastsussex.gov.uk/localoffer

For advice and help for children and young people with special educational needs and disabilities and their parents and carers:

www.eastsussex.gov.uk/sendadvice

What do I do if I am not happy or if I want to complain?

We encourage communication and have an 'open door' policy so endeavour to resolve any concerns quickly. The first point of contact should be the class teacher. If necessary then an appointment can be made with the SENCo or Headteacher. If an issue is not resolved and a complaint is made we will ensure it is treated fairly and opportunity is given to state your case. A written response will be provided with explanation of any decisions made and you will be informed of your right to appeal, including the necessary procedure.

Disclaimer

This offer is accurate now, but services are regularly reviewed and could change. All information will be updated as soon as possible to reflect any new service offer.

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