



Special Educational Needs Information Report Oakwood Primary Academy

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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?

If you are thinking of applying for a place contact Faye O'Reilly (SENCo).

If your child is already at the school your 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.

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. It is sometimes the case that children join the school with an already diagnosed special educational need. In these circumstances the school will liaise with previous schools or other professionals involved.

Class teachers will discuss children with the Intervention Leads and where appropriate the Special Needs coordinator, if necessary referrals will be made to outside specialist support agencies.

We aim to identify children's SEN as early as possible, so that the child achieves the best possible outcomes. 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?

When the child has an SEN diagnosis they will be supported by their class teacher through Quality First Teaching in conjunction with the Intervention Lead and SENCO. It may be that the child works in a small group depending on their needs e.g. targeted reading support. This support may be daily or timetabled to support particular needs. Some children may require a higher level of support e.g. place in a nurture group. Rigorous scrutiny of the data measures how effective the interventions are and provision is reviewed regularly to ensure progress.

The member of the Local Advisory Board (LAB) takes the lead responsibility for Safeguarding and Vulnerable groups on behalf of the LAB.

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

Oakwood Primary Academy plans for differentiation. 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 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 has an “open door “policy in that we are always keen to meet with parents however it may be preferable to make an appointment so we can ensure that all relevant parties are available to join the discussions. Some children on the ASD spectrum or with other conditions will have a home school book which is very useful in making sure communication between home and school is maintained.

The school has a behaviour management system which has a staged approach and when concerns reach a certain level parents will be informed and invited to school to discuss ways of supporting a child to improve their behaviour.

Parent teacher consultations are held 3 times a year in which there is opportunity to discuss outcomes and progress towards them. Records of these meetings are kept and given to the SENCo. If further support or advice is required a meeting can then be set up with the SENCo involved.

An annual report will be provided at the end of each academic year. For children who receive a higher level of support through a school based 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 in September, January and April. This may also involve creating a Learning Map as a reminder of the outcomes they are working towards. Children who have a school based plan or EHCP/statement will also complete a 'pupil voice' as part of the annual review. 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?

The Deputy Head of School is responsible for pastoral care within the Academy, including responsibility for attendance. She regularly attends training delivered by Children's' Services.

The school also has a Behaviour and Nurture Specialist, who provides support for children and staff. We currently have Nurture Groups for KS1 and KS2 children which is led by two experienced Teaching Assistants under the guidance of the Behaviour and Nurture Specialist. Staff have had training in using the East Sussex Pupil Voice materials.

We have number of staff who are trained in delivering personal care to children with diabetes. The school contributes to care plans and we have a policy for the administration of medicines.

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

Oakwood Primary Academy has a Behaviour and Nurture Specialist who has a background in working for the LEA Behaviour support service. The Senco has over 25 years' experience at working with children with SEND and their families. Two members of teaching staff are employed as Intervention Leads who oversee the provision for vulnerable groups of children including those with SEND. We employ a teaching assistant who has a specialist qualification in speech and language.

We also 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)
Autistic Spectrum Disorder Specialist Advisory Teachers
East Sussex Children's Integrated Therapy Service
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?

Faye O'Reilly is completing the National Award in Special Educational Needs Co-ordination.

All current staff have received Diabetic Awareness training and Child Protection Training.

A number of teaching and support staff have attended Autistic Spectrum Disorder training provided by the local authority.

A large percentage of the staff have received speech and language training provided by the South Downs Outreach Service. One teaching assistant has specialist certification in delivering speech and language programmes.

When appropriate staff receive training from physiotherapists.

Members of Foundation Village staff have undertaken ELKAN training.

Currently three members of staff are trained in positive handling.

All members of staff have completed Academy Trust Attachment training.

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. On local day trips sometimes it is more appropriate for the parent to accompany their 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 feeder 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.

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 Pupil Progress 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. Every parent is automatically considered to be a member of the Friends of Oakwood and is entitled to attend their meetings.

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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