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



Oakley Infant School

Name of Head teacher:	Jennie Clarke
Name of SEN Co-Ordinator (SENCO) :	Jennie Clarke
Name of SEN Governor:	Kayleigh Rodbard
School address:	Oakley Lane, Oakley, Basingstoke, Hampshire, RG23 7JZ
Contact telephone number:	(01256) 780445
School email address:	adminoffice@oakley-inf.hants.sch.uk
School website:	https://www.oakley-inf.hants.sch.uk/
Type of school:	Mainstream Infant School

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Oakley Infant School is a maintained mainstream infant school for children from 4 – 7 years.

Oakley Infant School is a Rights Respecting School. We believe that every child has the right to be educated, the right to be treated fairly and the right to be heard and have their views considered. We are committed to an inclusive curriculum to ensure the best possible progress for all pupils. We recognise that children with SEN are best supported with a differentiated, broad and balanced curriculum and appropriate intervention. All children with Special Educational Needs or Disability (SEND) whether or not they have an Education, Health and Care Plan (EHCP) are welcomed in the school providing this meets parent's wishes and their needs can be accommodated alongside those of the children at the school.

We provide additional to and/or different provision for a range of needs including:

- Communication and Interaction, e.g. Autistic Spectrum Disorder, speech, language and communication difficulties
- Cognition and learning, e.g. difficulties with learning to read and write, difficulties remembering new concepts, dyslexia, dyspraxia
- Social, emotional and mental health difficulties e.g. Attention Deficit Hyperactivity Disorder, anxiety, attachment difficulties
- Sensory and/or physical needs e.g. hearing impairments, processing difficulties, epilepsy

b. How does the school know if children have special educational needs and disabilities and need extra help?

Parents are asked to complete pre-admission paperwork before their child starts at Oakley Infants. Information is also requested from previous settings where appropriate. Parents and carers are encouraged to inform the school of any identified SEND or any concerns they may have. All teachers carry out regular assessments and raise any concerns with the SENCO. We can liaise with outside agencies and medical specialists to ensure needs are met appropriately.

c. What should I do if I think my child may have special educational needs or disabilities?

If parents or carers have concerns that their child has SEND, they should come into school and talk to us. The first point of contact is the class teacher. Parents know their child better than anyone and by working together we can build up an overall picture of the child's needs. The SENCO is happy to meet with parents and/or the class teacher to look at how we can best support the child. If there are still concerns following discussions with the class teacher and SENCO, the head teacher is also another point of contact.

d. What will happen if my child needs an Education, Health and Care Plan?

An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs. A statutory assessment process is followed.
The majority of children with SEND can be supported with additional help or with the expertise of professionals from outside agencies. Teachers will follow a cycle of plan, do and review and work with supporting agencies to determine how best to support the child and meet their needs. If a statutory assessment is required, then all the agencies involved contribute to the plan for your child. An Education, Health and Care Plan emphasises the importance of schools, services and families working together to obtain the best outcomes for children.

2. Support the school provides for children with SEND

a. What teaching strategies do you use to support children with special needs and disabilities?

All children are individuals, who learn in different ways and have their own strengths. We are a fully inclusive school that uses a range of approaches to meet the needs of pupils with SEND. High quality first teaching is our first step in responding to pupils who have SEND. All children should be offered a curriculum which is differentiated to meet their needs. The variety of children's needs should be recognised and met through flexible and varied provision including scaffolding, use of visual support, small group work, 1:1 support or teaching. Approaches are reviewed on a termly basis and adapted to ensure that each child is receiving the most appropriate support. The school SENCO will oversee the support programmes being delivered the child.
Support from outside agencies is also sought so that strategies can be employed in regards to specific needs.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

The school provides various interventions and types of support in order to meet the individual need of the children. Specific interventions may be delivered in small groups or an individual basis by a teacher or a teaching assistant. Children requiring a higher level of support may have access to a teaching assistant in class or outside of the classroom on an individual, pair or group basis. Children are provided with specialist equipment or resources where appropriate.

Staff are trained in different aspects of supporting learning. Staff can be specifically trained to meet the needs of individual children if necessary. Some staff have specific training in Speech and Language and in delivering programmes such as the SIDNEY programme.
The school has a trained Emotional Literacy Support Assistant (ELSA) who helps children to understand and regulate their emotions.

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

Oakley Infants implements a continuous cycle of planning, teaching and assessment which takes into account the wide range of abilities, aptitudes and interests of children. A range of evidence is collected through the usual assessment and monitoring arrangements e.g. Early Years Foundation Stage Profile, National Curriculum objectives, reading and maths assessment. Pupil Progress Meetings are held every term from which we identify and track children who are not making expected progress or who are working below the level of their peers. In some cases we will draw on assessments and guidance from other education or health professionals such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment such as social needs. Slow progress and low attainment will not automatically mean a child is recorded as having SEND.

When a teacher is concerned about a child because they are not making satisfactory progress, despite having a differentiated curriculum, they raise the issue with the SENCO who offers advice and decides whether the child needs to be placed on the SEND register. If a child does not make satisfactory progress after receiving appropriate intervention, advice from outside agencies may be sought and further intervention may be put into place. If satisfactory progress is not made at this stage, a request for an Education, Health and Care Plan may be made by the SENCO. The SEND register is reviewed on a termly basis in line with school assessment arrangements.

d. How will I (the parent/ carer) be involved in planning for and supporting my child's learning?

Parents have a vital role to play in supporting their child's education and are encouraged to work in partnership with the school as the best outcomes occur for children when parents and carers work in collaboration. Parents are encouraged to raise concerns and to share any relevant information that may help the school to understand the child's needs better. Each child on the SEND register has a Learning Support Plan that is shared with parents, usually half termly and discussed during Parents' Evening Meetings. Parents may also be invited in for additional meetings if necessary. Parents and carers of children with an EHCP are invited to a formal Annual Review each year. Where outside agencies are involved, joint planning meetings may be arranged.

e. How will my child be involved in their own learning and decisions made about their learning?

The views and opinions of children at Oakley Infants are valued in line with the children's right to heard and have their views considered. We build strong relationships with the children at school. Teachers try to build the children's interests into the curriculum where possible. Children are invited to share their views about the support they are receiving.



Children with EHCPs are invited to share their views about what is important to them, what they like about school and any worries they might have.

On a daily basis, we encourage pupil voice within school and adults working to support children encourage them to talk about both their successes and things they may find difficult. All children are encouraged to take an active role in the school through being a member of the 'School Voice' group and through responsibilities they assume in class and as 'Playground Friends' where they are responsible for looking after other children and making playtime a happy and safe time for all.

3. Children's Progress

a. How do you check and review my child's progress?

Children's Learning Support Plans are reviewed each half term and new targets are set. Interventions are set for a specific period of time (usually between 4 and 6 weeks) and are reviewed at the end of the period. Teachers and, where appropriate, the SENCO carry out regular observations. Children are formally assessed every term and actions are agreed where children are not making expected progress. The SENCO meets regularly with outside agencies to discuss any concerns and agree next steps.

b. How do you involve children and parents in those reviews?

Teachers frequently seek children's views about their learning. Children are made aware of their targets and are invited to say how well they think they have progressed. Adults speak to children regularly particularly if they seem unhappy or worried.
Targets and outcomes are shared and discussed with parents on a regular basis.

c. How do you know if the provision for children with SEND at your school is working?

Our ongoing assessment practices means that we have a good understanding of whether children are making expected progress. Learning Support Plan reviews and intervention reviews help staff to identify where the gap is closing. If children do not make expected progress, they are identified for further support or assessment.

4. Support for overall wellbeing
a. What support is available to promote my child's emotional and social development?
At Oakley Infants we are committed to supporting children with their emotional and social development. Children have PSHE (JIGSAW) lessons in school each week and staff support children to resolve issues and to deal with different situations. Children know that they can speak to the adults in school if they have any worries. Interventions can be put in place to support children with social and emotional needs, either within the classroom setting or with our ELSA. Adaptations are made to the curriculum and to the environment where needed. Outside agencies advice is sought where needed.

5. Preparation for new and next steps
a. How will you help and prepare my child to join your school?
Children joining in Reception, or in KS1 are invited for visits. Staff visit pre-schools to meet children and speak to staff and where there are children with pre-identified Special Needs, the SENCO and Head teacher may also visit. Records are forwarded from previous settings. Transition meetings may also be set up with the pre-school and parents to discuss existing needs and provision.
b. How will you prepare my child to join their next year group or school?
The school works closely with the school your child will be transferring to. Children are prepared for transition to KS2 with a structured programme of activities. Personal transition programmes can be put in place to help your child. Where children have additional needs, information concerning existing needs and provision is shared with the transition school to enable a learning plan to be put in place. This is done through a transition partnership agreement (TPA) meeting. You will be involved in helping to build relationships with the new school and share information about your child. Where appropriate your child will be given the opportunity to say what they think might help them. Records, reports and learning plans are passed to the receiving school.

6. Accessibility and specialist equipment
a. How accessible is the school environment?
The accessibility plan can be found on the website. The medical room is available for children who need personal care or changing (there are no shower facilities however). The school is on one floor. For children who require medication, individual care plans are formed so that staff and parents are clear of the process involved. Disabled car parking is available outside the main entrance of the school. Advice is also obtained from outside agencies to audit that the school environment is accessible to your child.

b. What if my child needs specialist equipment or facilities?
The school has a variety of equipment that can be used to support children with SEND. We also work with a variety of agencies to secure equipment needed for particular children with SEND.
c. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?
We ensure that pupils with SEND enjoy a diverse range of opportunities. It is important that we consider the needs of pupils to ensure inclusion for all and that pupils are prepared for full participation. Parents or carers may be invited to come on school trips if appropriate.

7. Training for staff, specialist services and further support
a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?
All staff are trained to deliver quality first teaching where many of the needs are identified and through differentiation, scaffolding, personalised resources and classroom interventions are put into place. There is a member of staff trained as an ELSA and also a member of staff trained to deliver speech and language interventions. The school has a number of staff trained to deliver specific interventions such as the SIDNEY programme. All staff receive regular updates and ongoing training to support phonics, reading, writing and maths.
b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?
In order to meet the individual needs of a child, the school may seek advice from: • Educational Psychology • Occupational/ Physio Therapist • CAMHs (Child and Adolescent Mental Health Services) • Speech and Language Therapist • Medical professional such as a pediatrician • Specialist Advisory Teacher (supporting children with physical disability, hearing/ visual impairment) • Primary Behavior Service (PBS) • School Nursing Team • Maple Ridge Outreach Where a child has an Education, Health and Care Plan, the school liaises with all appropriate agencies including the named Case Officer in the Local Authority SEN team. Parental permission is sought before making a referral.

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

Other school polices including Safeguarding, Behaviour and SEND can be found on the school website https://www.oakley-inf.hants.sch.uk/

These policies are updated every year.

Further information on the Local Offer for SEND can be obtained from: https://www.connecttosupporthampshire.org.uk/

9. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child?

Parents are encouraged to raise concerns regarding the SEN Policy or the provision made for their child with the class teacher or Deputy Head/SENCO. If parents/carers are not satisfied with the response they should make an appointment to see the Head teacher. If the issue cannot be resolved, the parent would be directed to the school's complaints procedure which is available on the school website. The governor for SEND can be contacted via the school office.

https://www.hampshiresendiass.co.uk/ SENDIASS offers impartial SEND Information, Advice and Support in Hampshire for parents and carers.

10. Glossary

SEN	Special Educational Needs
SEND	Special Educational Needs and Disabilities
SENCO	Special Educational Needs Coordinator
ELSA	Emotional Literacy Support Assistant
EHCP	Educational Health Care Plan