

LOCAL OFFER

for

Oaklands Infant School

Butler Road, Crowthorne, RG45 6QZ



Oaklands Infant School was opened in 1967 and is now part of the Corvus Learning Trust Academy. It caters for boys and girls between the ages of 4 - 7 years. They can begin full-time school at the beginning of the year in which they are five, although this is not compulsory, and can transfer to a Junior School in the September after their seventh birthday. Oaklands Infant School has accommodation for 180 children and may admit up to 60 pupils in any academic year. The school has at its heart a set of core values and behaviours that create the environment in which the children can excel, developing the skills they need to embrace modern education.

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Identification of Special Educational Needs and Disabilities (SEND)

How does the school identify children/young people with special educational needs and disabilities?

- Discussion with parents/carers
- Communication with pre-schools and nurseries prior to children starting and previous settings if coming in from a different area.
- Outside agency reports; this might include Early Years Support Team, Educational psychologist or Paediatrician etc.
- On-going teacher observations and informal assessment.
- Observations from other staff.
- Formal assessments and appropriate screening.

What should I do if I think my child has SEND?

- Talk to the class teacher.
- If required, meet with the SENCO.
- Talk to the Head Teacher.

Support for children with special educational needs

If my child is identified as having additional needs, who will oversee and plan their education programme?

The class teacher and if necessary the SENCO

How will I be informed / consulted about the ways in which my child is being supported?

- Parents evenings
- Annual reports
- Annual reviews if child still has a Educational Health Care Plan (EHCP)
- Regular meetings with the class teacher to discuss and review progress
- If the child has an Individual Education Plan, regular meetings to review progress and support.

How will the school balance my child's need for support with developing their independence?

- SEND Support plan, if required.
- Visual timetables in all classrooms.
- Group, or one to one support for academic needs if available.
- Nurture and friendship groups for social and emotional support if available.

How will the school match / differentiate the curriculum for my child's needs?

The curriculum is always differentiated based on each individual need, taking into account teacher assessments, observations and advice from outside agencies. The activities are planned and equipment provided to keep any barriers to learning to a minimum.

What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Each child's needs are looked at individually to determine the best strategies for them. Strategies might include;

- Differentiated activities
- Visual support including timetables
- Now and then cards
- Reward systems
- Smaller steps with clear outcomes
- Multi - sensory support
- Group support.
- Emotional support
- Photocopying bigger and cutting down.
- In and out trays to help motivation and organisation.
- Positioning in the classroom or individual work stations.
- Equipment such as, special pencils, writing slopes, weighted toys, special cushions.
- Use of social stories

Please note this list is an example only; different children require different types and levels of support and the school will always do its best to provide this within financial constraints.

What additional staffing does the school provide from its own budget for children with SEND?

Current provision includes:

- Teaching assistants in all classrooms; but not necessarily full time.
- A nurture assistant for emotional support.
- Trained children to problem solve and be extra friends in the playground
- Parent Support Advisor liaises with SENCO to provide activities and support as appropriate and where possible.
- Small rooms for group work.

What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

The school can sometimes provide:

The interventions can change according to the needs of the children.

Type/Title of Intervention	One to one	Small group
One to one learning support Catch up/precision teaching	√	
Time to Talk		√
Nurture Group		√
Friendship club/circle of friends		√
OT, handwriting and speech		√

What resources and equipment does the school provide for children with SEND?

Disabled toilet and shower

Sloping desks

Pencils and pencil grips

Scissors

Coloured overlays

Posture cushions for the floor and chairs

Multi- sensory resources e.g. aroma dough/ bubbles etc...

ADHD fiddle toys

Weighted toys

Soft mat

A variety of learning break activities.

Visual timetables

Tray systems for organising work.

Social stories

These can be added to as and when the need might occur.

What special arrangements can be made for my child when taking assessments?

extra time

breaks

photocopied larger and broken down into smaller chunks

TA to support and read

Quiet area

Smaller groups in distraction free room.

My child's progress

How will the school monitor my child's progress and how will I be involved in this?

All children's progress is discussed/reported via:

- Parents' evenings (Autumn and Spring terms)

In addition, there may be:

- Meeting with SENCO if required
- Meeting with Head teacher if required
- On-going observations and monitoring of work produced by children
- Education plans reviewed, to include home experience (generally this is termly)
- Outside agencies review meetings and observations as needed
- SEND Support plans written with agreed outcomes.
- Inputting information into tapestry if in Foundation Stage.

When my child's progress is being reviewed, how will new targets be set and how will I be involved?

Regular meetings and new targets set together with possible advice from outside agencies – usually this is on a termly basis

In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Extra meetings outside parents evenings

Informal chats with class teacher to be mutually arranged.

Annual reviews if child still has a Education and Health Care Plan.

Invitations to come and discuss child with outside agencies

What arrangements does the school have for regular home to school contact?

Teachers are always happy to arrange mutually convenient times to discuss any child.
Sometimes home school communication books are used if appropriate
Phone meetings can be arranged for mutually arranged times.
Parent Support Advisor will provide support/meet with parents as needed.

How can I help support my child's learning?

- Parents' information evening every September gives lots of ideas.
- Reading booklet
- Home Learning sheets have many lovely activities to support children with their learning
- Visiting local Libraries
- Playing and talking with children, providing excellent role models for behaviour and learning as well as extending their language and vocabulary.
- High, but realistic expectations
- Activities may be suggested at reviews and outside agencies which could be done at home
- Keeping teachers informed at all times of changes or appointments.
- Providing a photocopy of all reports.

Does the school offer any help for parents / carers to enable them to support their child's learning, eg. training or learning events?

- The school sometimes runs curriculum evenings or information evenings
- One to one advice on how to support children
- Family Liaison Officer can arrange parenting courses and days
- We can provide links to other agencies/charities that could offer support/respice/activities and events etc...

How will my child's views be sought about the help they are getting and the progress they are making?

The teachers and TAs talk to the children on a regular informal basis about their progress and how they feel. Each year there is a simple child friendly questionnaire for them to fill out with a member of school staff.

How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Progress is monitored via teacher assessments, both formally and informally through observations and talking to the child.

Teaching assistant's feed back

Monitoring the impact of interventions through review of short term aims. We may carefully select an intervention programme that is appropriate for the next learning step. These are reviewed and monitored on a regular basis.

Discussions with parents.

Talking to outside agencies to review objectives that were made and talk about the correct next step.

Support for overall well being

What support is available to promote the emotional and social development of children with additional needs?

Child friendly characters that represent our core values. Children are given governor awards at the end of each term to celebrate their positive contribution to the school.

Weekly celebration assemblies to reward effort, share certificates from outside school clubs.

Weekly afternoon tea with the Head teacher to celebrate effort and positivity.

Trained children to help with friendships and problem solving in the playground.

Teaching children games to play in the playground.

Toys and equipment for children to access at playtimes.

Nurture group and individual nurture sessions

The Jigsaw Scheme- age appropriate class run sessions on a range of personal, emotional and social issues.

A full flexible programme to support transition to the Juniors or the next class/year group.

What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?

- Individual behaviour plans
- Individualised praise and rewards systems
- Safe quiet areas can be provided
- Adapted lunchtimes (depending on staffing)
- A consistent behaviour policy with clear expectations.
- Referral to Foundry College can offer support to the school/family child.
- Or referral to Corvus behaviour support (Edgbarrow)
- Discussions with the nurture assistant to find possible causes and then follow up support
- Sometime soft starts and ends to the day where children can come into a separate room or area and play/colour/read books until they are ready to join the class- when available due to staffing.

What medical support is available in the school for children with SEND?

All staff have paediatric 1st aid training which is updated as necessary
Specific training given by the school nurse or relevant health professionals
eg EpiPen training updated annually

How does the school manage the administration of medicines?

Very strict procedures in place via medication policy, reviewed regularly
by governors
Parents have to complete permission slips detailing full medical needs prior to
medication being administered.
Medication stored away from the children in central area

How does the school provide help with personal care where this is needed, eg. Help with toileting, eating etc?

Disabled toilet and shower
Specific arrangements can usually be arranged to support with toileting and
lunchtime.

Specialist services and expertise available at or accessed by the school

What SEN support services does the school use, eg. Specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment,, behaviour support teachers etc?

All the above services can be accessed plus;
Speech and language therapists
Family Liaison Officer
Voluntary agencies

What should I do if I think my child needs support from one of these services?

Speak to the class teacher and if necessary, the teacher will speak to the SENCO who can make the necessary referrals or give information on how to access support – for example, through your G.P. The family liaison officer can also help with this.

How are speech and language therapy, occupational therapy and physiotherapy services provided?

Speech therapist- If your child has needed a speech therapist before starting Oaklands please inform the teacher at the home visit. If the class teacher or you realise there may be a problem with speech and language then your child might go through a basic screening in school by one of the teachers or TA. If there are any difficulties raised then the SENCO will talk to our visiting speech therapist who comes into school once a term. She may then give parents/school some suggestions or may ask for a referral to be made. The school may receive a report which we can share with you and then our child is then reviewed regularly. We can not provide daily specific individualised speech and language support. Sometimes a special speech and language group can be run for a number of weeks.

Occupational Therapy and Physiotherapy. Unless your child has an Educational Health Care Plan, these services are accessed through your GP, although school are happy to write a supporting letter.

What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Talk to the class teacher and SENCO who will be able to make the referral. Sometimes you will need to talk to the GP

What arrangements does the school have for liaison with Children's Social Care services?

Oaklands has access to children's social care services if required.

The school has a safe guarding governor who ensures that the school policy is being followed appropriately.

The school has robust safeguarding training and policy to ensure all staff know the procedures to follow in the event of a social care concern.

Training of school staff in SEND

Training takes place as follows:

- Regular staff meetings (sometimes with the Juniors)
- Specific training as needs require
- Attending courses outside the school
- Regular meetings with the SEN team at Wokingham
- Cluster meetings with groups of SENCO's from Wokingham schools.
- Inset days sometimes with a cluster of schools
- Evening courses

What SEND training is provided for teaching assistants and other staff in your school?

TA and staff attend training held by outside agencies and there is an on-going programme of training run by the SENCO

Do teachers or teaching assistants have any specific qualifications in SEND?

No specific qualifications but all staff are experienced in dealing with a wide range of SEND and further training can be included if required.

Activities outside the classroom including school trips

How do we ensure children with SEND can be included in out of school activities and trips?

Trips are planned to be accessible for all children.

The venue organisers might be contacted.

Risk assessments will be undertaken with all needs in mind.

If required the child will be accompanied either on a one to one basis or in a smaller ratio.

Any extra issues talked through with parents.

How do we involve parents / carers in planning the support required for their child to access activities and trips?

Discussion with parents.

The staff from the venue, in terms of facilities and accessibility

Assessment of the learning activities provided

Accessibility of the school environment

How accessible is the building for children with mobility difficulties / wheelchair users?

- Car park has disabled space
- Entrance wide and sloped.
- All external doors comply with DDA regarding accessibility.

NB: Not all internal doors are wide enough for a wheelchair.

The school does have one area where it is necessary to step down and then up in order to reach 2 classrooms. Not all classrooms have sloped access to the playground

A disabled toilet is available at one end of the school.

Have adaptations / improvements been made to the auditory and visual environment?

The school is ASD friendly, all classes having visual timetables.

Advice is taken from outside agencies about any specific adaptations.

The school does **not** currently have an induction-hearing loop system.

Are there accessible changing and toilet facilities?

There is a large disabled toilet and wet room with a shower. No changing facilities e.g a hoist or nappy changing area.

How does the school communicate with parents/carers who have a disability?

We are an inclusive school so we talk to any parent with sensitivity and respect taking into account their own personal needs. If the parent needs support e.g a signer then individual support could be sort. We have access to SENDIASS an independent organisation that can support parents who have a child with additional needs or if they need support themselves.

How does the school communicate with parents / carers whose first language is not English?

Individual support can be arranged.

Preparing my child to join the school or to transfer to a new school or the next stage of education and life

What preparation will there be for both the school and my child before he or she joins the school?

- Meetings with pre-school parents, Early Years SEN advisor, other relevant professionals
- A transition programme written and implemented if required.
- Home visits by the teacher.
- Sometimes visits to pre-schools by the teacher or SENCO

How will my child be prepared to move onto the next stage within school and a Juniors.

- Transition programme written and implemented if required, to include, for example:
 - Visits to new classroom
 - Photos of new classroom, key adults (booklet)
 - A very thorough change over between teachers
 - An extremely thorough change over between SENCO's including passing over all relevant documentation.
 - The two head teachers will meet.

Who can I contact to discuss my child?

Who would be my first point of contact if I want to discuss something about my child or if I am worried?

The Class Teacher is always the first point of contact. Then if required the SENCO and/or Head teacher can be involved.

Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)

Yes, the Parents' Support Advisor

- The Parenting service accessed via school referral
- Family Support Advisor service accessed via school referral
- Sometimes there are parenting workshops that the Parent Support Advisor can help you contact and access these.

The SENCO and Parent support advisor can give advice on other agencies and voluntary organisations that can support families. E.g accompany children with additional needs to clubs etc...

What arrangements does the school have for feedback from parents, including compliments and complaints?

- Class Teacher/Head Teacher/SENCO available for feedback informally at a mutually convenient time
- By making an appointment with the SENCO/Head teacher to discuss any difficulties or problems.
- School complaints policy
- Parents' annual questionnaire
- Parent/Governor forum
- Governor attendance at Parents' evenings
- Parent evenings

I hope you have found this document useful and reassuring. Please come and see me, Mrs Bunce (SENCO) if you need any further information.

Organisations to support you

Wokingham SENDIASS have set up a new website. They provide free, confidential, impartial advice, guidance and support.

sendiass@wokingham.gov.uk or call them on 0118 908 8233

On this reassuring website you can find information and support for all types of additional needs suspected or diagnosed.

<https://cypf.berkshirehealthcare.nhs.uk/support-and-advice/>

More contacts will be added to this section in the near future.