

Oaklands Infant School SEND Information Report. (March '18)

How do we support Children/young people with Special Educational Needs or Disabilities?	
What is the schools vision and mission statement?	<ul style="list-style-type: none"> ❖ All children are of equal worth and have the right to equal access to a broad and balanced curriculum. ❖ All children have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances. ❖ The interests of all pupils are best served when each pupil is able to access and focus on the education on offer. <p>This will be achieved through following the Aspiration and Achievement Policy. Through the School Development Plan. Through the sharing and believing in these fundamental principles.</p>
How does this relate to children with Special Educational needs and disabilities?	The children with Special educational needs or disabilities have barriers to their emotional, social and academic learning and development that need addressing.
What type of school are we?	Infant school. We cater for children aged 4-7. We welcome all children with any type of special need that is able to be included in the learning of a mainstream school happily and effectively to reach their full potential.
Ofsted rating	GOOD
How does or school ensure children who need extra help are identified early?	<ul style="list-style-type: none"> ➤ 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. ➤ Working closely with outside agencies.
What should a parent do if they think their child may have special educational needs?	<p>Go and talk to their class teacher. SENCO may then be invited to share the conversation. Discuss with Parent Support Advisor</p>

<p>What are the common barriers to learning in our school?</p>	<p>Speech and language difficulties. Autistic spectrum disorder or Asperger's Syndrome. Early signs of dyslexia. Behaviour/Emotional difficulties.</p>
<p>What does the school do to help children with special education needs?</p>	<ul style="list-style-type: none"> • Early intervention • A graduated response • Parent involvement • Access to outside agencies • A parent support advisor and nurture assistant. • A small, hard-working committed staff • ASD/Dyslexia friendly classrooms • Experienced, flexible and open minded staff. • A range of intervention programmes. • Monitoring pupils outcomes, targets and provision through mapping. • A broad balanced curriculum.
<p>Who over sees the progress and provision of SEN children?</p>	<p>The class teacher has the responsibility to ensure the child with Special educational needs receives the support they need. The SENCO over sees provision.</p>
<p>How do the teachers match the curriculum to the individual child's needs?</p>	<p>All lessons are differentiated. If further adjustment is required, an educational plan is written and sometimes if the need is complex a SEN support plan is written as well. Any extra equipment is bought if possible. Referrals to outside agencies may be made. They then follow the cycle of assess, plan, do and review.</p>
<p>How are your school's resources allocated?</p>	<p>Every term there is an intervention review meeting to discuss how needs might be met, by whom, when and how this is going to be paid for. Also, The Senior Leadership Management team meet once a month to allocate any funding that might be available. If a child's needs are complex and more than 10K is required to meet their needs, then they might be discussed at An exceptional Needs Panel. If their needs are thought to be exceptional, then an amount of money (up to 2K) will be agreed for a fixed amount of time. However if it is deemed that more than 2K will be required then the child needs would continue to a borough panel, where larger amounts could be agreed. At the most extreme if a child has such complex or severe needs a EHCP assessment would be requested from the Local Authority of which that child lives. (Bracknell Forest/ Wokingham)</p>
<p>How are decisions made about</p>	<p>Financially- SMT, FINANCE Governor, School Business manager, ultimately the Head Teacher. Sometimes Local Authority. Corvus Learning Trust.</p>

<p>what type and how much support an individual child will receive?</p>	<p>Provision- parents are involved from the start. Decisions are made based on child's progress, type of SEN or disability. Outcomes would be decided by the parents, class teacher, sometimes outside agencies and when appropriate the child. (This is sometimes hard with children of this age). Regular reviews are held to review the impact.</p>
<p>How do you monitor a child's progress and how do you communicate this with parents about their child's progress.</p>	<ul style="list-style-type: none"> ➤ 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 Headteacher 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 <p>Parent training and support is arranged through our parent support advisor. We are also sent courses through the Local Authority and other voluntary organisations.</p>
<p>What support do the school offer for young children's overall health and well-being</p>	<p>A medical policy is in place to support health requirements. A PHSE scheme of work is followed to develop emotional skills. If the need requires, we also can run Time To Talk (a structured behaviour/language programme for very young children) If there is a need we can also run Friendships groups. A large number of year 2's are trained to assist on the playground and we also have a trained play worker. Lunchtimes can be adapted to meet some individual needs.</p>
<p>What is the school approach to bullying for SEND learners?</p>	<p>The same as any other pupil! It is totally unacceptable. See Anti-Bullying policy. http://oaklandsinfants.boxbear.co.uk/repository/Policies/Anti-Bullying%20Policy.pdf</p>
<p>What is the approach to developing friendships and social skills for SEND learners.</p>	<p>Assessing the balance of a presence of an adult, as this can hinder friendships.</p> <p>Social programmes we can offer, (Circle of Friends, Time To Talk, Friendship Club) Buddying, specially trained playground helpers (other children), Play Leader for Lunchtimes, work with our nurture assistant. More specific individual play programmes.</p>
<p>What medical support is available in school for children with</p>	<p>Most staff have first aid training.</p> <p>There are designated first aiders.</p> <p>If any specific training and support is required then parents, the school nurse or other professionals will provide training and support.</p> <p>Refer to medical policy.</p>

SEND or disabilities?	
How does school the administration of medicines?	Medical care plans written and reviewed. https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions
What support is there for behaviour and avoiding exclusions and increasing attendance?	The school has a comprehensive behaviour policy. http://oaklandsinfants.boxbear.co.uk/repository/Policies/Behaviour%20Policy.pdf It contains a graded response. If further help is needed then a referral may be made to the attendance specialist from the trust, social services, the parent Support advisor and/or Foundry College for behaviour support.
How can children contribute their views?	The children at Oaklands are very young so a practical and informal approach is taken. Opinions are sort through play, sharing work they are proud of and picture based questionnaires (scribed for them).
What support does the school provide to develop independence and prepare children for adulthood?	Transition plans. Outcome based targets made in consultation with parents, teachers and other professionals that might be involved. Differentiation of the curriculum.
How is this promoted in the classroom?	Classrooms have visual timetables. Children are given jobs of responsibility. In year 2 children have jobs around the whole school. All children are given this opportunity.
What interventions are in place?	Interventions are triggered to meet need. They are reviewed in a cycle of assess, plan, do and review. Interventions can include; precision teaching, 1-1 targeted work, catch-up reading and writing recovery, Time To Talk, friendship group, OT intervention, SALT support either 1-1 or in a group, nurture group (Proud lions).
What wider school practices are employed for this purpose?	Staff are responsible for the education of all the pupils in their class. The SENCO is available every day to discuss, observe, support and monitor support and provision. There is an intervention meeting half termly and Senior Leader Management meeting once a month to underpin and provide as much provision as possible. Support staff are flexible and work where needs dictate.

<p>What arrangements are in place to support children who are 'looked after' and SEND?</p>	<p>Access to services can be made through referrals to Educational Psychologist, learning support service, Speech and Language etc.. in the same way as with any other child. Children's needs can be discussed at Surgeries and School Planning meetings and the relevant services contacted. The adoption service has been involved with several families. The SENCO or Head teacher would be a point of contact.</p>
<p>What specialist services and expertise available at or by the school?</p>	<p>Oaklands can access; parenting courses, mental health services (CAMHS) Educational Psychology, school nurse (hearing/ sight/ growth/ diet/weight etc..) Behaviour support- includes therapies such as, sand tray, art therapy, Thera-play, one to one therapy sessions, waterside activities. Also, JAC-horse therapy, (at a cost) Forest school (at a cost) Occupational and Physiotherapy. Sensory consortium- support for hearing and visually impaired children. SENDIASS- Parent support and advice. Learning support for specific learning difficulties. All of these services are subject to children meeting the thresholds for referral. We have a trained nurture assistant.</p>
<p>What training have the staff supporting children with Special Educational Needs and disabilities have?</p>	<p>All staff are kept up to date, on a rolling programme of training as and when appropriate. ASD (Autistic Spectrum Disorder) refreshers, Dyslexic friendly classrooms and strategies, Occupational Therapy, Speech and language training. Inset days on interventions, planning and assessing impact. Planning on training on Send Children and their siblings- the affect having a send child in your family on the other siblings. And disability awareness. How do we educate the other children and parents about disabilities?</p>
<p>How are children included in activities outside the classroom and school trips?</p>	<p>The activities planned have all the children in mind. Adjustments that are needed are planned for carefully and extra staff or risk assessments put in place. Parents are asked for their help and advice if the activity seems challenging. The venues for school trips are visited and well known to the staff and relationships between the venue and staff often well established. We only use venues we know are suitable and inclusive. Sometimes extra staff are employed to support the child. The trip can be adapted if necessary.</p>
<p>How accessible is the school environment?</p>	<p>The school has been assessed for Disability access and follows the recommendations under the accessibility section of the Disability Discrimination Act.</p>
<p>Have there been any improvements in the auditory</p>	<p>There is a new sound system in the hall (not loop) The classrooms are being fitted with new Interactive whiteboards, much clearer screens, much clearer sound. There is no evidence to support that the boards are a problem with epilepsy.</p>

<p>\visual environment?</p>	
<p>Are there disabled changing facilities/toilet?</p>	<p>There is a toilet and wet room with shower, but no hoist or lying down changing facilities.</p>
<p>How does school prepare and support children when they join?</p>	<ul style="list-style-type: none"> ➤ Meetings with pre-school parents, Early Years SEN advisor, other relevant professionals ➤ Transition programme written and implemented ➤ Sometimes children may already be under the Local Authority SEN team, information would therefore be shared at a School Planning meeting. ➤ The Pre-school SALT team would have already transferred information ready for a child's start.
<p>How does the school prepare and support the children when they transfer to a new school?</p>	<ul style="list-style-type: none"> ➤ Transition programme written and implemented, to include, for example: <ul style="list-style-type: none"> ○ Visits to new classroom ○ Photos of new classroom, key adults (booklet) ○ A joint meeting with the SEN Team and the Junior school. ○ Detailed transition meeting with the SENCO/Class teacher to talk about planning and strategies.
<p>How are parents involved in school life?</p>	<ul style="list-style-type: none"> ➤ Parent celebration of learning each half term ➤ Class Assemblies ➤ School productions ➤ Parent evenings ➤ Reviews ➤ 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
<p>How does the school communicate with parents whose first language is not English?</p>	<p>Oaklands can contact an interpreter, but more often than not a friend, another parent or an older sibling can help.</p>

Who can a parent contact for further information?	The class teacher is the first point of contact, then the SENCO and the Head teacher. We can always help you to contact other agencies or organisations. SENCO- Mrs S. Bunce 01344 774644
Who can you contact to make a complaint?	SENCO, Head teacher, Governor. See complaints procedure http://oaklandsinfants.boxbear.co.uk/repository/Policies/Complaints%20Policy.pdf

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