



LOCAL OFFER

for
Oaklands Infant School
Butler Road, Crowthorne, RG45 6QZ



Oaklands Infant School was opened in 1967 and is 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 make an admission application to the Junior School on the same site 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 where “*deep roots*” promote “*future growth*” and behaviours that create the environment in which **all** the children can thrive, 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.



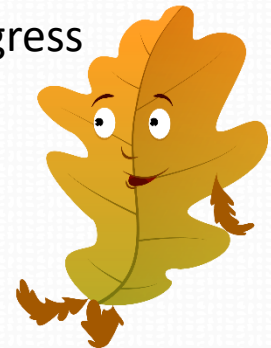
Support for children with special educational needs

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 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.
- Discussions with SENCO, if required.



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

- An IEP identifying strategies to develop learning and independence.
- Visual timetables in all classrooms.
- Group, or occasionally one to one support for academic needs, if available.
- Nurture 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. Sometimes extra members of staff are available to support children in groups within the class.



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.

Please note that having an EHCP does not necessarily, mean that a child receives one to one support.

Staffing also depends upon the financial position at the time.

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 interventions can change according to the needs of the children. Most programmes are delivered in small groups.

The school can sometimes provide:

Learning

Phonic top-up sessions

See and Learn reading programme

Dandelion Launchers top-ups

Twinkl 60secs reads

Numicon Maths

Precision teaching

Emotional/behavioural/social

Nurture To Success

Time To Talk

Attention Autism Group

Emotional Literacy sessions

Reading dog

Speech and Language

Speech Programmes

Colourful Semantics

Sensory/motor development

Start To Write

Warwickshire OT programme

Sensory diet/circuits

Learning Breaks

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

- Disabled toilet and shower
- Large changing area
- 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
- Gym ball, Gym peanut, wheeled trolley
- 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.

Due to the age of our children, much of the assessment is formative and carried out through classroom activities and observations.



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
- IEP's written with agreed outcomes.
- Foundation Stage Baseline assessments
- Subject specific assessments
- Inputting information into tapestry if in Foundation Stage.
- Via Annual reviews for children with EHCPs



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. If a child has an EHCP then through the annual review process.

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?

We encourage an 'open-door' policy and urge parents to communicate freely, but respectfully with staff.

Teachers are always happy to arrange mutually convenient times to discuss any child, which is usually at the end of the school day.

If a matter is urgent and might effect the child during that day, then we ask parents to ring or email the school office.

Sometimes home school communication books are used, if appropriate.

Phone meetings can be arranged for mutually arranged times.

The Parent Support Advisor will provide support/meet with parents as needed.



How can I help support my child's learning?

- Attending the Parents' information evening every September which gives lots of ideas and information.
- Reading to and with your child every day.
- Supervising homework set.
- Visiting local Libraries
- Playing and talking with children, providing excellent role models for behaviour and learning, as well as extending their language and vocabulary.
- Having high, but realistic expectations.
- Ensuring self-care skills, such as using the toilet, dressing and undressing and using cutlery, are taught at home.
- 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.
- Attending appointments and meetings.



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 is available
- Family Support Advisor can arrange parenting courses and days
- We can provide links to other agencies/charities that could offer support/respite/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. Each teacher leading a subject, carries out a 'pupil voice' chat each year to see how the children view individual subjects.



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 is a valued contribution to create a holistic picture.

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, via meetings and a yearly parent questionnaire. Parents also attend reviews regularly giving them the chance to work collaboratively.

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.
- Sometimes the 'Time To Talk' social programme is run to support children with specific needs.
- A 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?

- A comprehensive and robust school behaviour policy.
- Individual behaviour plans if required.
- Individualised praise and rewards systems, if needed.
- Safe quiet areas can usually be provided.
- Adapted lunchtimes (depending on staffing).
- Referral to Foundry College can offer support to the school/family child, if required.
- Discussions with the Head teacher, teachers, nurture assistant and/or SENCO to investigate possible causes and then follow up support or appropriate referrals may be arranged.
- 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 e.g. Epipen training updated annually. Occasionally, more specialised training is needed and this can usually be arranged prior to a child starting school; if the school are informed in time. This training would only be offered to willing staff on a voluntary basis.

How does the school manage the administration of medicines?

Very strict procedures are in place via the Medication Policy, reviewed regularly by governors.

Parents have to complete permission slips detailing full medical needs prior to medication being administered.

Medication is stored away from the children in a central area, unless it is an Epipen and then this is stored securely near the relevant child and in the dinner hall.

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

We have a Disabled toilet and shower.

Specific arrangements can usually be arranged to support with toileting (via an Intimate Care Policy). This intense support is subject to staff availability.

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
- Parent Support Advisor
- Voluntary agencies

Please note that these services have been seriously reduced and have extremely long waiting lists. These services are now mainly an advice service only, and do not see children directly.



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 Parent Support Advisor can also assist with this.

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

Speech Therapy- 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 delegated speech therapist via a triage meeting. Suggestions may be given for parents to carry out at home. The school may receive a report which we can share with you. Please note that this service has been severely reduced and support is inconsistent. We can not provide daily specific individualised speech and language support.

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. Please note that these services have been severely reduced and access is inconsistent and sporadic.

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 give advice on how best to access the service.

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.

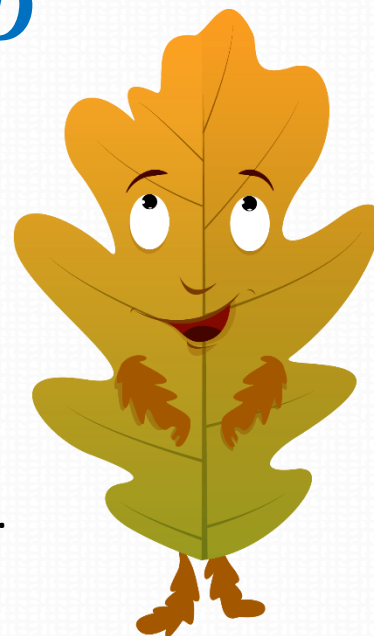
The school has extensive and robust safeguarding training and policy to ensure all staff know the procedures to follow in the event of a social care concern.



Training of school staff in SEND

Training takes place as follows:

- Regular staff meetings (sometimes with the Juniors)
- A training schedule run by the SENCO.
- Specific training arranged as needs require
- Attending courses outside the school
- Evening courses
- Access to the National College, who run many SEND courses.
- Information from Wokingham SEND team.
- Speech and Language courses
- Learning Support courses.



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

TA and staff attend training held by outside agencies, when available 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.

The SENCO has a Postgraduate National Diploma in SEND and Dyslexia Qualification, over twenty years experience and has completed numerous courses.

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.

Parents maybe asked to accompany their child.

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.

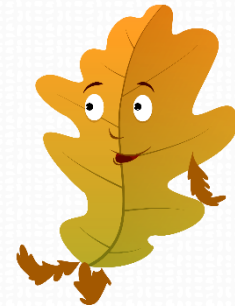
The staff from the venue, in terms of facilities, accessibility and safety.

Assessment of the learning activities provided and adaptations made if required.

Accessibility of the school environment

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

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



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, changing area and shower are 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.

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, this can be normally arranged with sufficient notice. 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. The Parent Support Advisor can also assist.

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

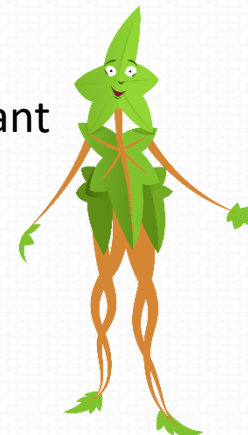
Individual support/interpreter can be arranged with notice.



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 and/or SENCO.
- 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.

- A 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.
- A transition meeting between parents and relevant staff.

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

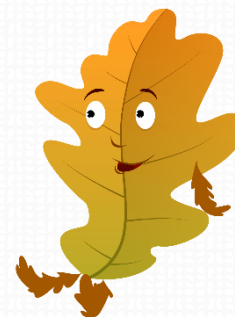
- The Parenting service accessed via school referral
- Family Support Advisor service accessed via school referral
- Sometimes there are parenting workshops that the Parent Support Advisor can help you contact and access these.



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.
- The 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. The next three pages contain many organizations that can offer support and information.

Organisations to support you



Wokingham SENDIASS have set up a new website. They provide free, confidential, impartial advice, information, 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/>

Margaret Wells-Furby Child Development Centre

Caroline Brown

01344 354175

01344 354171

CDC@bracknell-forest.gov.uk

Support local children aged 0 to 5 who have moderate to severe and complex special educational needs. They work alongside their families to make sure the children get the support they need as early as possible. They offer all kinds of services – including specialist groups and home learning, as well as advice and training for professionals in preschools and Foundation Stage classes.

Parenting Special Children

<https://www.parentingspecialchildren.co.uk/>

They offer specialist parenting support to families of children and young people with Special Needs and/or Disabilities in Berkshire.

Autism Berkshire

<https://www.autismberkshire.org.uk/>

They deliver quality specialist services, training and social and leisure activities throughout the county, guided by a team of trustees with personal and professional experience of autism.

ASD Family Help

<https://asdfamilyhelp.org/>

The ASD Family Help charity is a 'User Led' independent and voluntary group that offers support, advice and activities for individuals on the autistic spectrum and/or other learning disabilities, their parents, carers or professionals within Wokingham & West Berkshire Boroughs in Berkshire, UK.

CAN Network

The Children with Additional needs (CAN) Network is an information and support service for children and young people with additional needs and their families

[0118 974 6897](tel:01189746897)

can.network@wokingham.gov.uk

ASSIST Wokingham

The aim of the ASSIST service is to work in a proactive, supportive and preventative way with families and providers, so that autistic children and young people living in the Wokingham Borough can be the best they can be.

assist@wokingham.gov.uk

0118 908 8053

Camp Mohawk

Camp Mohawk is a multi-functional day centre for children with special needs, set in 5 acres of beautiful countryside, just outside Wargrave, Berkshire. Throughout the year the centre provides a range of activities, facilities and natural space to encourage children with a variety of special needs to play, socialise and learn in a secure and caring environment.

info@campmohawk.org.uk

01189 404045

Me2 Club

Me2 Club is an inclusion charity for children and young people with additional needs and disabilities in the Wokingham and Reading Boroughs. We support children and young people aged 5-19 to take part in mainstream leisure activities by recruiting and training volunteers to 'buddy' 1:1 with them (2:1 when required) so they can join in and have fun. With our help they can access a wide range of activities including sports clubs, uniformed groups and drama classes. We do not require a formal diagnosis to offer support.

<https://me2club.org.uk/>