



Oaklands Infant School SEND Information Report (May 2023)

How do we support Children/young people with Special Educational Needs or Disabilities?	
What is the school's 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.
How does this relate to children with Special Educational needs and disabilities?	<p>The above is achieved through following the Aspiration and Achievement Policy, through the School Development Plan and through the sharing and believing in these fundamental principles. The Schools 3 I's and subject documents use the term 'all' which upholds the principle of inclusion. The Child and Families Act (2014), Equality Act (2010), the SEND Code of Practise (2015, updated 2020) and Local Guidance documents, such as Ordinarily Available Provision (2022) underpin the policies and approaches used at Oaklands Infant School.</p> <p>The children with Special Educational Needs or Disabilities may have barriers to their Cognitive Development and Learning, Communication and Interaction, Social, Emotional and Mental Health and/or Sensory processing and/or physical development. These disabilities may, and often are in combination. At Oaklands we use our best endeavours to overcome these barriers to learning.</p>
What type of school are we?	We are an Infant school. We cater for up to 180 children aged 4-7. We welcome all children with any type of special need who 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. • Foundation Stage teachers and support staff home visits before starting Reception. • 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 assessments. • Observations from other staff. • Formal assessments, baseline screening and other assessments as appropriate. • Rigorous monitoring of progress data, including 3 data meetings a year with the senior management team.
What should a parent do if they think their child may have special educational needs?	Go and talk to their class teacher. The SENCO may then be invited to share the conversation.



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<p>What are the common barriers to learning in our school?</p>	<ul style="list-style-type: none"> • Speech and language difficulties. • Autistic spectrum disorder or Asperger’s Syndrome. • Moderate learning difficulties, which may include early signs of dyslexia or other specific learning difficulties.
<p>What does the school do to help children with special education needs?</p>	<ul style="list-style-type: none"> • Early intervention. • A rigorous and carefully monitored graduated response. • Parent involvement. • Some access to outside agencies. • A Family Support Advisor and Nurture Assistant. • A small but 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. • An on-going programme of training. • Policies that underpin excellent practise. • Follow the guidance.
<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 can access a broad and balanced curriculum and make the best progress they can in all areas of the curriculum.</p> <p>The SENCO over sees provision, ensuring the delivery of a graduated response and monitors the child’s progress in detail.</p>
<p>How to the teachers match the curriculum to the individual child’s needs?</p>	<p>Universal provision will be in place. All lessons are differentiated. Differentiation maybe in terms of amount, content, equipment support, time allocated, outcome and support provided. If the child is still struggling to access their learning then a targeted approach may be actioned. A ‘Barriers to Learning’ form is filled out to pinpoint more precisely the area of need. Short term targets are identified and any other strategies or equipment tried. The targets shared with the parents and child. These targets are monitored closely and reviewed at least three times a year. Sometimes the child’s needs are more complex, in this case a full detailed Individual Education Plan is written, identifying specific targets and interventions. Again, these are reviewed regularly with parents. This may include more specialist provision, where referrals to outside agencies may be made. The child’s provision will then follow the cycle of assess, plan, do and review (a graduated response).</p>
<p>How are your school’s resources allocated?</p>	<p>The Senior Leadership team meet at twice a month to review provision for children with SEND within the school and discuss how their needs might best be met. If available, sometimes school might allocate resources, both financial and staffing to meet these needs. Specialist interventions are monitored and impact measured. Outside agencies may be bought in for specialist assessment and advice. If a child has needs, which are complex, severe and long-term, then an application for an EHCP assessment might be made.</p>
<p>How are decisions made about what type and how</p>	<p>Meetings with the class teachers, support staff, parents/carers and child (if appropriate) and SENCO to discuss the child’s barriers to learning and how</p>

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<p>much support an individual child will receive?</p>	<p>these can be best overcome, take place over several months. Discussions will be around the child's progress in all areas of the curriculum, including their Social, Emotional and Mental well-being. Outcomes would be decided in collaboration with the parents, the class teacher and sometimes outside agencies and the child, when possible (this is sometimes hard with children of this age).</p> <p>Regular reviews are held to review the impact as part of the graduated approach. The SENCO reports back to the Senior Leadership Team if funding or staffing needs to be changed. The Finance Manager, may also have input. Ultimately, the Headteacher makes the final decision.</p> <p>Rarely, the Local Authority or CORVUS Learning Trust may provide a contribution, if the situation is complicated.</p>
<p>How do you monitor a child's progress and how do you communicate this with parents?</p>	<p>Progress is monitored through on-going informal observations, assessments and as part of the graduated response cycle. Teachers also monitor through the Measuring Standard Progress document which breaks down learning steps into smaller chunks, so achievements can be monitored closely.</p> <p>Progress is communicated by: parents' evenings, and review meetings.</p>
<p>What support do the school offer for young children's overall health and well-being?</p>	<p>The school's Medical Policy provides information and procedures on medical provision. Some children also have individual medical plan that provide individual procedures. The Intimate Care Policy provides guidance and some children also require individual plans. Separate Fire Drill and Lock Down plans are also written when required. Individual risk assessments for school trips or playtimes are sometimes written when needed.</p> <p>The Jigsaw PHSE scheme of work is followed to develop Emotional skills. Sometimes, Social skill small group interventions can be run to provide extra provision. Every year, a group of year 2 children are specifically trained to support their peers during playtimes with friendships and conflict resolution. If required, lunchtimes can be adjusted to meet certain children's needs. We also have children visit our reading/nurture dog each week.</p>
<p>What is the school approach to bullying for SEND learners?</p>	<p>The same as any other pupil. It is unacceptable. It is recognised among all staff that children with SEND are statistically more likely to be bullied. There are regular meetings with lunchtime controllers, support staff and teachers with the SENCO and the Headteacher to identify vulnerable children and strategies that might support them. Please see the Anti-bullying Policy.</p>
<p>What is the approach to developing friendships and social skills for SEND learners.</p>	<p>The children's social skills and emotional development are carefully monitored by observing and communicating with all staff, as well as talking to the child and parents. The school have developed a 'Monitoring Social and Emotional Milestones' sheet where progress in this area can be recorded and monitored closely. This monitoring can lead to extra support, either peer support. Class strategies or specialised interventions. Our Nurture Assistant may also be involved with provision.</p>
<p>What medical support is available in school for children with SEND or disabilities?</p>	<p>The Medical Policy provides information on procedures.</p> <p>Most staff are first aid and EPIPEN trained.</p> <p>There are designated school first aiders for all pupils.</p> <p>If any specific training and support is required then parents, the school nurse or another professional will provide training and support.</p>



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How does school the administration of medicines?	Please see Medical Policy .
What support is there for behaviour and avoiding exclusions and increasing attendance?	<p>The school has comprehensive Behaviour Policy.</p> <p>If a child is communicating through exhibiting unacceptable behaviours then a graduated response would be followed in the same Assess, Plan, Do, Review Cycle. A 'Barriers to Learning' form or an Individual Education Plan may be written with behaviour-based targets, detailing strategies and monitoring techniques.</p> <p>If further help is needed then a referral may be made to the attendance specialist from the trust, social services, an Educational Psychologist, medical professional, the Family Support Advisor and/or Foundry College for behaviour support. The Headteacher, Family Support Advisor and Attendance Officer monitor attendance carefully and contact parents promptly if there is a problem. The SENCO also monitors the attendance of the children on the SEND register.</p>
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?	<ul style="list-style-type: none"> • Universal provision, within the school through the differentiation of the curriculum promotes independence with learning. • Individual Education Plans often will detail targets around children becoming independent with their learning. This maybe through specialised techniques or equipment provided. • Children are encouraged to take responsibility for their work, possessions and behaviours. • A sense of pride, respect and responsibility is promoted through the school's characters. • Life skills and self-care are considered for children who have particular challenges in developing these areas. • For some children, an individual Transition Plan to support transition between classes and key stages is implemented. These are written in collaboration with the child (where possible) the parents/carers, the new setting/class staff and the SENCO, as well as other professionals if required.
How is this promoted in the classroom?	Classrooms have visual timetables, so children know what is timetabled for that day. This helps them to fetch the equipment they need and get into the right frame of mind for their learning. Children are given jobs of responsibility within class and the school. In year 2 they are given extra jobs of responsibility. <i>All</i> children are given this opportunity.
What interventions are in place?	<p>Interventions are triggered to meet need and vary each term. They are reviewed in a cycle of Assess, Plan, Do and Review as part of the graduated approach.</p> <p>Interventions can include; Precision Teaching, Sounds -Write interventions, Time to Talk, OT/handwriting intervention, SALT support, Autism Attention or Nurture group. Most interventions are delivered within a small group.</p>



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<p>What wider school practices are employed for this purpose?</p>	<p>Staff are responsible for the education of all the pupils in their class. The SENCO is available to discuss, observe, support and monitor provision. Each Class teacher has a meeting with the SENCO once a term to monitor needs and provision. Teachers record interventions and their impact, and in collaboration with the SENCO decide whether an intervention is to continue, cease or change. Support staff are flexible and work where needs dictate. Specialist Interventions have to be initiated in response to staffing and financial priorities, as well as meeting the needs of the children.</p>
<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 relevant services contacted. The adoption service has been involved with several families. The SENCO, Headteacher or Family Support Adviser would be a point of contact. Children that cover more than one category feature in the vulnerable list and are closely monitored.</p>
<p>What specialist services and expertise available at or by the school?</p>	<ul style="list-style-type: none"> • Fully qualified and experienced SENCO (part-time, non-class based) with Dyslexia certificate. • Nurture Assistant. • Family Support Advisor. • A dedicated and experienced staff. <p>Oaklands can access:</p> <ul style="list-style-type: none"> • Parenting Courses (Via Family Support Advisor) • Mental Health Services (CAMHS) Please note the waiting list is approximately 2 years. • Educational Psychology Service. • Learning Support Service. • School Nursing Service • Behaviour Support- (via Foundry College) includes therapies such as, sand tray, art therapy, Thera-play, one to one therapy sessions, waterside activities. • Sensory consortium- support for hearing and visually impaired children. • SENDIASS- Parent Support and Advice. (Please see their website)
<p>What training have the staff supporting children with Special Educational Needs and disabilities have?</p>	<p>The SENCO has the National Award for Special Needs Co-ordination from Reading University and has completed many courses regarding a wide range of Special Education Needs and Disabilities during her many years as SENCO. All staff are kept up to date, on a rolling programme of training, both from the SENCO and External Agencies. These include: ASD (Autistic Spectrum Disorder) refreshers, Dyslexic friendly classrooms and strategies, Occupational Therapy, Speech and Language Training, strategies and interventions as well as keeping up to date on current Policies and Procedures. Inset days are sometimes dedicated to SEND.</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.</p>



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	<p>We only use venues we know are suitable and inclusive. Sometimes extra staff are employed to support the child. Usually, the trip can be adapted if necessary.</p>
How accessible is the school environment?	<p>The school has been assessed for Disability Access and follows the recommendations under the accessibility section of the Disability Discrimination Act. This is constantly being reviewed through the sites and buildings team and by reviewing the Accessibility Access Plan. An individual plan can be written if necessary.</p>
Have there been any improvements in the auditory \visual environment?	<p>There is a sound system in the hall (not loop). The classrooms are fitted with up-to-date interactive whiteboards. There is no evidence to support that the interactive whiteboards are a problem with epilepsy. The classrooms are partly carpeted and have blinds reducing echo and improving quality of sound.</p>
Are there disabled changing facilities/toilet?	<p>There is a disabled toilet, with step, wet room with shower and a secure table changing table with side barriers.</p>
How does school prepare and support children when they join?	<ul style="list-style-type: none"> • Visits to pre-schools and nurseries. • Home visits. • Meetings with pre-school parents, Early Years SEN advisor, other relevant professionals. • Transition programme maybe written and implemented if necessary, this may include extra visits and/or photo books. • 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. • There are 2 stay and play sessions as well as two transition mornings. The children have a staggered start to help them settle.
How does the school prepare and support the children when they transfer to a new school?	<ul style="list-style-type: none"> • A transition programme can be written and implemented if required. This will be in collaboration with the class teacher, support staff, SENCOs, parents and child (if appropriate). • The SENCOs meet. • The Junior SENCO will be invited to any review meetings. • A detailed and thorough changeover meeting with the class teachers and SENCO will take place, which will include strategies and targets for next step of learning. • Secure exchange of all paperwork. • New staff visiting the child in their current setting. • Support staff visiting and talking through strategies that have worked well. • Extra visits to new classroom can be arranged. • Photos of new classroom, key adults (booklet) can be provided.
How are parents involved in school life?	<ul style="list-style-type: none"> • Parent Celebrations of Learning each half term. • Class Assemblies. • School productions. • Parent evenings. • Review meetings. • Events such as Sports day, Carol Service.



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	<ul style="list-style-type: none">• Teachers are always happy to arrange mutually convenient times to discuss any child.• Sometimes home school communication books are used if appropriate.• Phone/TEAMS meetings can be arranged for mutually arranged times.• Family Support Advisor will provide support/meet with parents as needed.• Parents helpers for library, schools' trips and to hear children read and help with special curriculum events.
How does the school communicate with parents whose first language is not English?	Oaklands can contact an interpreter, but more often than not a friend, another parent or an older sibling can help.
Who can a parent contact for further information?	<p>The class teacher is your first point of contact, then the SENCO or Headteacher. We can always help you to contact other agencies or organisations. At the end of our Local Offer, on our website, they are contact details for many organisations for support.</p> <p>SENCO: Mrs S. Bunce: 01344 774644 admin@oaklands-inf.wokingham.sch.uk</p> <p>http://oaklandsinfants.org/parents/sen/</p>
Who can you contact to make a complaint?	SENCO, Headteacher, Chair of Governors. See Complaints Procedure Policy

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