

OYSTER PARK PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) INFORMATION REPORT

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| Date of last review | September 2017 |
| Date of next review | September 2018 |

Oyster Park Primary School is an inclusive school and offers a range of provision to support children with communication and interaction, cognition and learning, social and emotional, health or sensory difficulties or physical needs. The range of support will be tailored to individual need following thorough assessment by internal or external agencies. All provision is designed to support children working towards becoming independent and resilient learners and should not be seen in isolation. We work in partnership with families and other agencies to provide the best possible educational outcomes.

All SEND provision is overseen and managed by the Senior Leadership Team with Mrs Bodycombe coordinating SEND support. Mrs Bodycombe monitors, reviews and evaluates all SEND provision on a regular basis throughout the year and reports to the school governing body on how individual needs are met and how funding is spent.

All of our children are treated as individuals and the class teacher, alongside support staff; plan an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning using effective support and resources. Clear plans are put in place and reviewed regularly. Key assessments are then made to ensure children are making progress. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents and carers are important partners in their child's journey throughout school and so are invited to be part of review meetings of their child's progress. Where children have more complex needs parents will be invited to annual reviews which may involve other professionals. Parents and carers can request a meeting with the SENCo at any time in the year.

Many staff in school have accessed specific training and have worked alongside other professionals to develop their skills when working with children with Special Educational Needs and/or Disabilities. Support is sought from other agencies where necessary.

We recognise that children have different educational, emotional, behavioural and social needs and we work to minimise the barriers which might exclude any child from equal access to, participation in and outcome of education. We strive to enable all children to maximise their personal attainment and progress, regardless of language, culture, gender, physical, intellectual or emotional state and socioeconomic status and to integrate children with Special Educational Needs and/or Disabilities into both the academic and social life of the school.

What do I do if I think my child has Special Educational Needs?

If you have any concerns, you would initially speak to your child's class teacher. At an appropriate stage, this may include discussion with the Special Educational Needs Co-ordinator (SENCo). We will discuss your concerns and plan appropriate support to help your child reach their full potential. If we felt further support would be needed, we may seek advice from an outside agency, such as the Speech and Language Therapy Service, and share these concerns with parents. The SENCo can make referrals to appropriate agencies when necessary.

How will the school know if my child needs extra help?

Where children do not make expected progress, are working well below age related expectations, there is a change in progress or behaviour or where concerns are raised by parents, children may be determined as needing additional support. Within the classroom children will work in a variety of different groupings; whole class, small

groups, 1:1, mixed ability, ability groups. Many children within school will have additional help or intervention at some point to support them with some aspect of their learning.

How will the school support my child?

School will support your child in a number of ways and appropriate provision will be put in place depending on what your child's need is. Support could be from the class teacher or teaching assistant, from a learning mentor or a 1:1 SEN support assistant. Where appropriate, we will seek advice from outside agencies such as Learning Support Services, Educational Psychology or the Communication, Interaction and Access Team. The SENCo will oversee all provision which would be planned with the class teacher and any other adults involved with the child. This would be shared with parents and carers.

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

High quality, inclusive teaching is expected in each class and this will support the needs of most children. Progress is tracked on an ongoing basis and monitored half termly with children's individual needs being identified. Should additional support be required, this is planned by the class teacher in consultation with the SENCo plus any other professionals working with the child. Interventions are planned to match the needs of the child and these are evaluated regularly to ensure they are positively impacting on progress.

How will the curriculum be matched to my child's needs?

Your child's needs will be met within the class, supported by high quality teaching. Where appropriate, the curriculum will be differentiated to enable a child to access this more easily. Teachers assess and track children's learning on an ongoing basis and your child's progress will be reviewed regularly. This will inform the targets for their next steps of learning. Support staff may provide individual or small group support and interventions to target more specific needs.

If appropriate, specialist equipment may be given to the child, e.g. writing slopes or pen/pencil grips.

How will I know how well my child is doing and how will you help me support my child's learning?

Staff are readily available for informal discussions and available by appointment to discuss progress. Appointments should be made through the main office. We also hold Progress Evenings throughout the year where you will be able to look at your child's work and discuss their learning and next steps. Formal written reports will also be sent home at the end of the year to inform parents and carers about their child's attainment and progress.

Those children who are identified with additional needs are discussed and reviewed in more depth at appropriate intervals throughout the year, where other agencies involved with the child would be invited as well as parents/carers.

What support will there be for my child's overall well-being?

In school we have a highly skilled inclusion and family support team. All support put in place is based around identified needs. We have a Family Support Worker, an Educational Welfare Officer, our SENCo, 3 ELSA trained members of staff and a team of mentors who work with children both in class and in 1:1 or small group sessions. All children in school are able to access the support from this team for emotional, behavioural, physical or academic needs.

What specialist services and expertise are available or accessed by the school?

Our staff have been trained to offer a variety of support. Our mentors are very experienced in delivering a variety of social, emotional and behavioural programmes. We have teaching assistants who are trained to deliver specific

learning and communication interventions and we are able to access a wide variety of services in order to provide additional support for a child who might need it.

What training are staff supporting children having/had?

Training is ongoing and revisited on a regular basis. Staff have been trained to support children with using Makaton, ADHD, autism, dyslexia, etc. Staff who support children with SEN are also trained in the interventions they deliver.

How will my child be included in activities outside the classroom?

All children will take part in activities and school trips. Planning and consultation with parents and carers would ensure that appropriate support and resources are in place so that all children can access what the school has to offer.

How accessible is the school?

Our school has disabled access and facilities. There is a lift in school for access to the upper level. If additional facilities and equipment was needed, we would seek support and advice from the Local Authority.

How are the school resources allocated and matched to the child's SEND needs?

The school is allocated funds depending on the number of children who meet the criteria and who are on the school's SEND register. The school can apply for top-up funding, based on strict criteria, if it is felt that a child's needs are above that which can be provided through the initial funding. The school uses the additional funds to put appropriate support in place to meet the specific needs of the child.

If your child requires additional support and resources, then the SENCo, Headteacher, Parents or carers and any other professionals involved with the child, would make sure the correct amount of support will be in place.

The Governing Body is responsible for ensuring that funding is used appropriately, and for monitoring teaching and accessibility for all children. The governing body receives regular reports regarding SEN.

How are parents involved in the school and how can I be involved?

Parents and carers are kept informed about teaching and learning and other events through regular newsletters and updates on our website and social media accounts. Parents and carers are invited into school for regular information sessions, coffee mornings, class assemblies and various performances and concerts throughout the year. The Governing Body has parent governors to act as a link between the school and all parents.

How will the school prepare and support my child to join the school and how will you support them to move on to the next stage of education?

Many strategies are in place to enable a child's transition to be as smooth as possible. Discussions between the previous or receiving schools will take place prior to the child joining/leaving our school. Children will attend a transition session where they spend some time with their new class teacher. Additional visits are also arranged for children who need extra time in their new school. The class teacher and SENCo are always willing to meet parents and carers prior to their child joining the school and to discuss their child's needs. Secondary school staff visit the children prior to them joining their new school and a comprehensive programme of transition activities are planned for the children. Staff from both schools meet to discuss individual needs with the class teacher. The SENCo liaises with the SENCos from the secondary schools to pass on information regarding the children with additional needs.

The Wakefield Council link for details about the city wide local offer is:

<http://mylocaloffer.org/Wakefield>