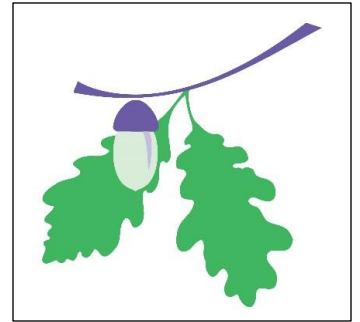


Oak Hill First School
Special Educational Needs and Disability (SEND) Information Report

SENCO: Mrs Jayne Court

Contact: School Office on 01527 528523 or office@oakhill.worcs.sch.uk

SEN Governor: Gemma Bosco-Woods



Oak Hill First school is an inclusive school that values all of its children and are committed to ensuring that all children reach their potential. All children are actively encouraged to be involved in the wider school community including extra-curricular activities.

The code of practice defines SEN as:

A child or young person who has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities generally available in a mainstream school.

At Oak Hill First School, we cater for a range of SEND for which provision is made.

The SEN Code of Practice 2014 identifies four key areas of SEN:

- Communication
- Cognition and Learning
- Social, mental and emotional health
- Sensory and / or physical

How we do we identify and assess pupils with SEND?

At Oak Hill, we strongly believe in the importance of identifying children's needs swiftly. We identify additional or complex needs early so effective action is taken to address and prevent difficulties from escalating. We have positive relationships with parents/carers, other early years settings and partner organisations, enabling us to gather information about any additional or complex needs of individual children. We are committed to providing extra or specialised help at an early stage so children are able to reach their potential and achieve the highest possible standards.

In order to identify children with additional or complex needs we use a wide range of information:

- Day-to-day observations of children throughout the school day e.g. in class, at play and lunchtimes
- Information from parents/carers

- Information from Health Visitors, the Early Years Inclusion team (Babcock Prime), other early years settings/schools
- Foundation Stage Profile
- Information from previous schools (if a child is admitted mid-way through the school year, or after Year R)
- Termly assessments and data analysis which shows a widening gap between the child and their peers or slower progress
- Information from a range of professionals
- ASSESSMENTS e.g. language link
- Outside Professionals e.g. Educational Psychologist, Speech and Language Therapy

How do we make provision for children with SEND?

Universal

Quality inclusive teaching which takes into account the learning needs of all the pupils in the classroom. It includes providing differentiated work targeted at children's individual ages and stages of development and creating an inclusive learning environment.

Targetted

Specific, additional and time-limited interventions provided for some pupils who need help to accelerate their progress to enable them to work at or above age-related expectations. They are often targeted at a group of pupils with similar needs.

Wave 3

Targetted provision for a minority of pupils where it is necessary to provide highly tailored interventions to accelerate progress or enable children to achieve their potential.

How do we evaluate the effectiveness of the provision we provide?

We may use the following to measure the effectiveness of the provision:

- ½ termly Pupil progress meetings
- Year Group Provision maps/ Intervention overviews with measurable targets and outcomes
- Individual Provision Maps
- The use of a graduated response in which we assess, plan, do and review (in line with the local offer*)
- Re-assessments by external agencies
- Whole-school data
- Pupil Conversations
- Ongoing consultation with parents
- Collation of children's work
- Observations of children by teachers, teaching assistants and the SENCO

What is our Approach to Teaching Children with SEND?

The school aims to teach all children together in their classes where possible with the class teacher differentiating and supporting the child. At times, it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. For a few children the school uses outside support and agencies for specialist support.

How do we adapt the Curriculum and learning environment for pupils with SEND?

Class teachers plan lessons according to the specific needs of all children in their class and will ensure that your child's needs are met. Advice may be sought from outside professional as required. Additional resources are provided to support children with SEND as required.

What additional support for learning do we make available for pupils with SEND?

We use a range of intervention programmes including the following:

- **Rapid Phonics** – a phonics based reading intervention programme which is taught in groups by teachers and teaching assistants who have been trained to use the programme.
- **Rapid Reading** - a computer-based reading intervention programme which is delivered on a 1:1 basis with a teaching assistant
- **Precision Teaching** – this is an intensive intervention used to help children who struggle with reading and/or spelling make accelerated progress. Every child taking part in Precision Teaching sessions receives 10 minutes 1:1 with a teaching assistant on a focused sound or word which they repeat until it is mastered. This programme is especially successful for children who use whole word, visual strategies to learn to read.
- **Numicon** – a visual and kinaesthetic way of teaching mathematics that can be used in small groups or as a whole class.
- **Language Link** – an assessment tool which identifies children's use of and understanding of receptive and expressive language. It identifies children's strengths, what they can achieve already and which gaps in knowledge and/or understanding need to be taught next.
- **Toe-by Toe** – a highly structured, multi sensory system for teaching word reading.
- **Working Memory** – teaching children strategies to process information and instructions and increase the amount of information they can understand, recall and use in learning situations.
- **Sentence Processing** – a way to teach children how to remember, say, and write sentences using structures to support grammar, vocabulary and punctuation.
- **Speech and Language** – in collaboration with the Speech and Language team, teaching assistants and teachers work with individuals and groups to develop language concepts, speech sounds/ articulation and listening and attention skills using a range of visual prompts, games and alternative strategies. See language link assessment above.

- **Various social skills / nurture / mental health / behavioural interventions** – the school has a range of interventions to develop a child’s social skills, for example Socially Speaking, collaborative games and activities and Circle of Friends. These are delivered as part of small group work.

How do we improve the emotional and social development of pupils with SEND?

As detailed above, the school uses a range of intervention programmes to aid children’s Emotional and Social development. In addition, the SENCO is non class based and is therefore able to provide timely support for individuals and groups of children as needed.

Staff Expertise and Training

Mrs Gilmour and Mrs Court have both completed the Post Graduate Certificate in Special Educational Needs Co-ordination.

Key support staff have received training in Rapid Reading, Rapid Phonics, Numicon, Precision teaching, working memory, sentence processing and a range of different other intervention programmes.

How do we ensure we secure the necessary equipment and services for pupils with SEND?

We allocate funding from our budget every year towards the provision of supporting pupils with Special Educational Needs. This budget is used to provide outside agency provision, teaching assistants, resources and training for staff.

How do we consult and involve Parents/Carers of pupils with SEND?

Parents are invited to attend termly parents’ evenings to discuss their child’s progress in school. Parents are also invited in to review their child’s Individual Provision Map on a termly basis. In-between these meetings, parents will be contacted when concerns arise and a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP) then the parent will be involved in the application and review process.

The SENCO is available for drop in meetings with parents / carers. An appointment can be made at the school office. Information can be shared about the child’s progress, provision map targets and interventions and ideas for parents to support their child at home.

Pupils involved in the Achievement for All programme are invited in for termly structured conversations with teachers.

How do we consult and involve pupils with SEND in their education?

The children are constantly involved in discussion whilst their SEN intervention programmes are happening. For children with an Individual Provision Map their views are sort during the writing and review parts. Pupils take part in termly Pupil Conversations. Interviewing children to gain their views is part of the school's normal monitoring cycle.

How can parents make a complaint about the provision their child with SEND is receiving?

Our complaints policy is available on the website or the school office.

What other agencies do we involve in supporting pupils with SEND?

The following agencies may be called upon to attend meetings, provide reports and guidance:

- **Speech and language therapist**
- **Educational Psychologist**
- **Positive Behaviour Team (PBT)**
- **Babcock Prime Complex Communication Needs Team**
- **Children and Adolescent Mental Health Service (CAMHS)**
- **Community Paediatric Service**
- **Family Front Door – Children's Services**
- **Parent Partnership – Special Educational Needs and Disabilities Information Support Service (SENDIASS)**
- **Visual Impairment Team**
- **Hearing Impairment Team**
- **Early Years Inclusion Team**
- **Occupational Therapy**
- **School Nurse**

How do we support pupils with SEND when transferring between phases of education?

The school works hard on ensuring that there is a smooth transition both for the children joining the school and for those transferring to Middle School. Meetings are held where each child is discussed in detail and necessary information is passed on. For the children joining the school after Reception, opportunities are provided for the pupils to spend time in school and meet their new class teacher. Transition Plans are written if required to support a smooth transition for new children joining Oak Hill. For pupils starting in Reception in September, staff try and visit pupils in their settings and create passports to support settling in to their new school.

Who can parents with pupils with SEND contact for help and advice?

The web address for the local authority is shown below and this is a useful site to gain further information.

www.worcestershire.gov.uk/info/20107/special_educational_needs

The **Special Educational Needs and Disabilities Information, Advice and Support Service** (SENDIAS) is at arm's length from Worcestershire's Children's Services and able to give independent and neutral advice. For more information please email <mailto:sendiass@worcestershire.gov.uk> or call : 01905 768153

Where can I access The Local Authority's Offer?

Local authorities must publish a local offer, setting out in one place information about provision that is available for children and young people in their area who have special educational needs.

You can find this at: worcestershirelocaloffer.org.uk/#/directory

Further information on the school's SEND provision can be found in the SEND Access and Inclusion Policy available on our website or from the school office.