

Oaklands School

Together Everybody Achieves More

Special Educational Need Information



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Role	AHT (<i>Inclusion</i>)
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Special Educational Needs & Disability (SEND) Information

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1. Introduction

- 1.1. At Oaklands School we strive to support **all** children to enable them to achieve.
- 1.2. This aims to give a helpful guide to how we support children with additional educational needs (*AEN*) of those with special educational needs or disabilities (*SEND*).
- 1.3. It can be read in conjunction with the school's SEND policy.

2. Aims

- 2.1. As Oakland School we aim to:
 - **Ambition** Ensure that all children make the best possible progress they can.
 - **Self-confidence** children learn best when school and the family work together
 - **Perseverance** We aim to in creating a positive, focused approach to active, lifelong learning,
 - **Independence** Equip children and families with the skills to support themselves or their child on their learning journey, no matter the obstacles
 - **Respect** Ensure children feel respected, safe and happy will achieve their individual potential and ensure equal opportunities for all pupils, parents and staff, regardless of age, gender, ethnicity, ability or background
 - **Enquiry** nurture the ability to think and wonder

3. The TEAM

- 3.1. At Oaklands we believe in Together Everybody Achieves More. This is certainly the case when working with our most vulnerable children.
- 3.2. The Team consists of:
 - Gillian Russell, Assistant Headteacher for Inclusion.
 - Catherine McLaughlin, Deputy Head, Personal Development Wellbeing & Behaviour lead and PPG Lead.
 - Carol Curtis, Family Liaison Officer
 - Julie Pyne, Learning Mentor
 - Jane Russell, HLTA
 - Mihai Mitrou, Sports Coach.
 - Lou Harrild, Play Therapist
 - Sarah Post, Speech and Language
 - Sam Andrews, Occupational Therapist
 - Nikki Ashby and Rita Holding, SEND Governors.

4. Roles & Responsibilities

- 4.1. The Assistant Headteacher (*AHT*) for Inclusion is part of the Senior Leadership Team and is responsible for leading and directing the Inclusion Team. If a pupil is not progressing as expected The AHT may carry out a range of assessments in order to identify any potential problems. As part of the Pupil Progress Review meetings, the AHT meets with each teacher to review the progress of the children with SEND or those who the teacher is concerned about. The AHT may also arrange for other professionals to conduct assessments such as:
- 4.2. The Deputy Headteacher (*DHT*) works with the AHT (*Inclusion*) to ensure impact of the Team. As PPG Lead, the two can often be the same children, and so works together with the AHT. They meet three times a week to look at Personal Develop and Welfare issues;

behaviour and conduct and then Inclusion and provision with others form the Inclusion Team. The DHT also is a key part of the Pupil Progress Review system and so meet termly with the head teacher and the teachers to review the progress made by all children.

- 4.3. The Family Liaison Officer (*FLO*) aims to provide links between school staff, families, pupils and external services in a supportive, friendly and professional manner to enrich school and home life for our children and families. The FLO endeavours to help children achieve by helping them to overcome barriers to learning, be that working on friendship difficulties, attendance, or self-esteem problems, through to family worries such as bereavement, relationship changes and other challenges.
- 4.4. The Learning Mentor is there to provide support for a wide range of needs, but especially those who present with social, emotional or mental health concerns. They are non-class based and work across the whole with targeted pupils.
- 4.5. The HLTA role is there to provide additional support for targeted pupils with additional needs. This involves working in class with the children following the next steps for the child set by the class teacher.
- 4.6. The Sport coach works with the Occupational Therapist and the AHT (*Inclusion*) in leading programmes focusing on fine and gross motor control.
- 4.7. The play therapist works one day a week delivering play therapy sessions with targeted children. The work is based on individual needs and aims to allow children to process and move beyond specific barriers through the medium of play and art. The Play therapist is qualified and registered with PTUK.
- 4.8. The Speech & Language Therapist works with targeted children on developing and delivering speech programmes for children as well as supporting school staff in their work with children. They are registered with The Royal College of Speech & Language Therapist (*RSCLT*), the Health Care Professional Council (*HCPC*) and the Association of Speech & Language Therapist in Independent Practitioners (*ASLTIP*).
- 4.9. Occupational Therapists assess and design programmes for the pupils in the school who have co-ordination, concentration, control or physical disabilities.

5. Glossary

- 5.1. There are many SEND terms that are abbreviated which can lead to confusion (*even for us!*). Below is a glossary of the most used SEN terms.

AAP	Attendance Advisory Practitioner	IEP	Individual Education Plan
ADD	Attention Deficit Disorder	ISR	In School Review
AFL	Assessment for Learning	KS	Key Stage
ADHD	Attention Deficit & Hyperactivity Disorder	LAC	Looked After Child
AHT	Assistant Head Teacher	LEA	Local Education Authority
ASD	Autistic Spectrum Disorder	MLD	Moderate Learning Difficulty
BESD	Behavioural Emotional & Social Difficulties	NC	National Curriculum
CAF	Common Assessment Framework	OT	Occupational Therapist
CAMHS	Child & Adolescent Mental Health Service	PLP	Personalised Learning Plan
COP	Code of Practice	PT	Precision Teaching
CP	Child Protection	SaLT	Speech & Language Therapy
DCD	Developmental Co-ordination Disorder	SEN	Special Educational Needs

EAL	English as an Additional Language	SEND	Special Educational Needs & Disability
EP	Educational Psychologist	SpLD	Specific Learning Difficulty
FSM	Free School Meals	VI	Visual Impairment
HI	Hearing Impairment		

6. Children and Families Bill 2013

- 6.1. The Children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and support strong families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill will reform the systems for adoption, looked after children, family justice and special educational needs.
- 6.2. The Government is transforming the system for children and young people with special educational needs (SEN), including those who are disabled, so that services consistently support the best outcomes for them. The Bill extends the SEN system from birth to 25, giving children, young people and their parents/carers greater control and choice in decisions and ensuring needs are properly met.
- 6.3. It takes forward the reform programme set out in *Support and aspiration: A new approach to special educational needs and disability: Progress and next steps* by:
 - replacing statements and learning difficulty assessments with a new birth- to-25 Education, Health and Care Plan, extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control over the support they need;
 - improving cooperation between all the services that support children and their families and particularly requiring local authorities and health authorities to work together;
 - requiring local authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'local offer' of support.

7. What is the Local Offer?

- 7.1. The Local Offer was first introduced in the Green Paper (March 2011) as *a local offer of all services available to support disabled children and children with SEN and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.*

8. What will it do?

- 8.1. The Medway framework will allow the Local Offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to Education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. During the last year, the Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

9. 14 Questions

- 9.1. There are 14 questions, *devised in consultation with parents/carers and other agencies*, which reflect their concerns and interests.
- 9.2. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs. Below are Oakland School's responses to these questions.

Q1. a. How does Oaklands School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, staff, other agencies or the pupil's previous school
- there is lack of progress as shown through assessments, work scrutiny and development
- there is a change in the pupil's behaviour
- a pupil or parent/ carer asks for help
- every child will be discussed at progress meetings

b. What should I do if I think my child may have special educational needs?

- If you have concerns then contact your child's teacher or The AHT (Inclusion) who will refer to appropriate agencies

Q2. How will I know how Oaklands School supports my child?

- Each pupil's learning is planned by the class teacher. Planning will be differentiated accordingly to suit pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.
- If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil will be placed in a small focus group or receive precision teaching. This will be planned by the teacher and delivered by the teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- These interventions will be recorded on the cohort provision map (*this is a record of the interventions and timings*). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or the AHT (*Inclusion*).
- Pupil Progress Meetings are held each term. This is a meeting where the phase leader meets with the Head teacher, DHT and AHT (*Inclusion*) to discuss the progress of the pupils in their phase. This shared discussion highlights any problems in order for further support to be planned via the provision map, school based support plan (*if required*) or SEND agreement and amend and review pupil's targets.
- Occasionally a pupil may need more expert support from an outside agency. This is discussed at In-School Review / SEND clinics/ professionals meeting/ Early Help. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency.
- In a support and challenge role, the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE

Q3. How will the curriculum be matched to my child's needs?

- Curriculum planning is shared between staff to cater for the range of needs and abilities within the class, and learning opportunities are planned to meet a range of learning styles
- Assessment for Learning takes place in all lessons to ensure that pupil need is being identified, addressed and plans are adapted in the moment to develop learning
- Feedback may include 'closing the gap' activity work to address individual or group gaps / misconceptions in learning. Assessment systems such as SIMs are used.
- When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum more easily.

- Teaching Assistants may be allocated to work with the pupil in a 1-1 or small focus group mostly within the classroom to target more specific needs
- If appropriate and in consultation with other agencies, specialist equipment may be given to the pupil, e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors

Q4. a. How will I know how my child is doing?

- The school operates an 'open door' policy and welcomes parent/staff communication
- You will be able to discuss your child's progress at Parents' evenings
- Appointments can be made to speak in more detail to the class teacher, AHT (*Inclusion*), DHT or Headteacher by visiting the school office
- You will receive an annual written report in Term 6 which will give you feedback on your child's learning, progress and specific needs
- Personalised Learning Plans are shared with parents, often through TAF and other meeting. Targets are usually set by the class teacher and are monitored by Inclusion staff. Parents/carers are welcome to contribute to these plans

b. How will you help me to support my child's learning?

- Every child is expected to complete homework which takes the form of weekly Practice and Priming activities as well as spellings. Additional home learning activities may be given to support children's individual targets
- The class teacher may suggest ways of supporting your child's learning at parents' evening, other meetings and through homework activities
- A Senior Leader, AHT (*Inclusion*) or class teacher may meet with you to discuss how to support your child
- Staff may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs
- Sometimes outside agencies may provide reports and strategies for parents to use with their children. We encourage parents to share this work with staff
- Parent/carer workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchange
- The school regularly publicises local parent events organised by other agencies and will signpost to appropriate support
- Parents of children who have received support from the inclusions team are invited to complete annual evaluations to help us further develop our services

Q5. a. What support will there be for my child's overall well-being?

- The school offers a wide variety of pastoral support for children and families
- Members of staff such as the class teacher, teaching assistants, students and volunteers, AHT (*Inclusion*) and FLO are readily available for pupils who wish to discuss issues and concerns
- Children can access personalised support for their wellbeing through 1-1 and small group support, provided by members of staff
- Pupils who find lunchtimes a struggle are able to join the Lunchtime 'Nest' Club run by the inclusion team. Fun games and activities are made available to help provide the pupils with social skills to enable them to form friendships
- Staff are trained and supported to manage children with different needs
- Therapeutic support will be offered in consultation with parents and will be provided through private counsellors

b. Pupils with medical needs

- On entry to school, pupils with medical needs complete a detailed Health Care Plan and Risk Assessment with a member of the Inclusion team or Site Manager in consultation with parents/carers. These are shared with all staff who are involved with the pupil. These are all updated annually.
- Staff are trained in use of epipens, asthma medication, childhood illnesses and allergies. Medical needs documents are updated annually
- Where necessary and in agreement with parents/carers medicines are administered in school. Parents must complete the appropriate documentation and at least two members of staff administer the medication
- If a child's medical needs require monitoring or further investigation the school nurse is available to support

Q6. What specialist services and expertise are available at or accessed by the school?

- The services used by the school include:
 - o Tri4you
 - o Young Carers
 - o Freedom Programme
 - o Triple P Parenting
 - o Understanding Your Child
 - o Incredible Years
 - o Marlborough Outreach
 - o Bradfields Outreach
 - o West Kent Lifeways Housing
 - o CAB - Citizens Advice Bureau
 - o CAP - Christians Against Poverty
 - o Counselling Services
 - o KDASH
 - o CAMHS/ CHYPS
 - o Kent Autistic Trust
 - o Chatham Charities
 - o Trussell Trust Food bank
 - o Autism Outreach Forum
 - o Educational Psychologist
 - o School Support Group
 - o Specialist School Provision
 - o ASSA (Attendance Advisory Practitioner previously known as Educational Welfare Officers)
 - o Medway Advisory Teachers
 - o Inclusion Team at Medway
 - o Social Care
 - o Children's Therapy Team (Speech & Language/Occupational Therapy)
 - o MAGIC (Medway Autism Group & Information Centre)
 - o Community Child Health at Medway Hospital (Paediatricians)
 - o School Nurse
 - o Childminders and nurseries
 - o Children's Centers
 - o Health Visitors
 - o Holiday Groups
 - o Medway Council
 - o Nurture Group
 - o Forest School
 - o Other local schools
 - o Specialist outreach services

Q7. What training have the staff supporting children and young people with SEND had or are having?

- Teaching staff receive regular training opportunities related to SEND.
- Inclusion clinics are held every term which provide staff with opportunities for bespoke training in personalised strategies
- Newly Qualified teachers receive induction in aspects of SEND and have opportunities to review their development throughout the year
- Teaching Assistants have a weekly Professional Development Meeting mirroring the class teachers PDMs.

- Specific members of staff have personalised areas of expertise such as speech and language, motor skills, EAL, social and emotional and behaviour management

Q8. How will my child be included in activities outside the classroom including school trips?

- Activities and school trips are available to all
- Risk assessments are carried out and procedures are put in place to enable all children to participate
- However, if it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity

Q9. a. How accessible is the school environment?

- As a school we are happy to discuss individual access requirements
- Ramps into school to make the building accessible to all
- Toilets adapted for disabled users
- Single storey site until Year 3 and then a lift is accessible for later year groups.
- We have an Accessibility Plan which is reviewed annually by Governors.

b. How will the school prepare and support my child when joining Oaklands School or transferring to a new school?

- Oaklands School understands that moving schools can be unsettling and we have a lot of families who have experienced high levels of mobility. Therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:
 - o Parents are offered a tour of the school to ensure that we are the right choice for their child. This includes sharing information about our mission, vision and values and identifying areas of risk that may require further support
 - o Communication between the previous or receiving schools prior to the pupil joining/leaving. This includes details about pupil performance, need and previous support.
 - o All induction paperwork is reviewed by AHT and class teacher to ensure that the pupil is correctly placed and targets are set consistently. Should an induction meeting be required, key members of staff will contribute.
 - o Home visits are made as and when required and all local pre-school providers are visited by school staff for pre-induction information sharing.
 - o Transition and induction arrangements can be personalised to meet need.
 - o All year 6 children attend local transition sessions arranged by the secondary schools. Further sessions are arranged for vulnerable pupils.
 - o Information is shared through documentation and meetings and secondary school staff visit pupils prior to them joining their new school.

Q10. How are the school's resources allocated and matched to children's special educational needs?

- The SEN budget is allocated each financial year. The money is used to provide additional support, resources or training dependant on pupil need.
- Additional provision is allocated at pupil progress meetings, AEN clinics or following a CAF / professionals meeting.
- Top up Funding and/ or Pupil Premium payments are used to support pupils' learning if they qualify for these grants.

Q11. How is the decision made about how much support my child will receive?

- Termly pupil progress meeting ascertain the level of support a child receives

- When a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Mathematics & English skills etc. they will be placed in a small focus group or receive precision teaching. This will be planned by the teacher and delivered by the teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term. The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged.

Q12. How will I be involved in discussions about and planning for my child's education?

- All parents are encouraged to contribute to their child's education. This may be through:
 - o discussions with the class teacher
 - o during parents' evenings
 - o during discussions with the inclusion team or other professionals
 - o other meetings such as CAF and Annual Review (for children with a statement of special educational needs / EHC plan)

Q13. Who can I contact for further information?

- If you wish to discuss your child's educational needs further please contact one of the following:
 - o Your child's class teacher
 - o Carol Curtis -FLO
 - o Gillie Russell-AHT (*Inclusion*)
 - o Catherine McLaughlin – Deputy Head Teacher
 - o Barry Symons- Headteacher
- All of these above may be contacted through the office or via email office@oaklands.medway.sch.uk.

10. Admissions

- 10.1. Oaklands's over subscription criteria includes children with health reasons for attending the school. Medical evidence must be provided which demonstrates a specific health reason which requires a child to attend the school.
- 10.2. Children with SEND are not discriminated against under the school's admission policy.