

Oaklands School  
Together Everybody Achieves More

# Special Educational Need Information



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# Special Educational Needs & Disability (SEND) Information

*Reviewed October 2022*

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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 SEND.
  - Louisa Jones, Deputy Head, Personal Development Wellbeing & Behaviour lead and PPG Lead.
  - Sam Coomber, Assistant Headteacher for Teaching & Learning.
  - Elaine Tugwell & Carol Curtis, Family Liaison Officer
  - Marie Bethel, HLTA
  - TBC, Sports coach
  - Donna McCrae, Play Therapist
  - Sarah Post, Speech and Language
  - Sara Qehaja, Occupational Therapist
  - Nikki Ashby, SEND Governor.
- 3.3. The school has a SEND committee which is made up of representatives from a range of stakeholders including parents and pupils. They have written this SEND Information. They meet each term to review SEND provision, policy and procedures.

## 4. Roles & Responsibilities

- 4.1. The Assistant Headteacher (*AHT*) for SEND 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 (*SEND*) 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 twice a week to look at Personal Development and Welfare issues and provision with others from 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 Assistant Headteacher (*T&L*) works with class staff in ensuring High Quality Teaching. They support the class teachers and TAs as well as meet with the others in the Inclusion Team. The AHT (*T&L*) also is a key part of the Pupil Progress Review system and so meet termly with the teachers in planning the next term's
- 4.4. 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.
- 4.5. 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. Post COVID they are leading the tutoring with identified children.
- 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 two days 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.

<b>AAP</b>	Attendance Advisory Practitioner	<b>IEP</b>	Individual Education Plan
<b>ADD</b>	Attention Deficit Disorder	<b>ISR</b>	In School Review
<b>AFL</b>	Assessment for Learning	<b>KS</b>	Key Stage
<b>ADHD</b>	Attention Deficit & Hyperactivity Disorder	<b>LAC</b>	Looked After Child
<b>AHT</b>	Assistant Head Teacher	<b>LEA</b>	Local Education Authority
<b>ASD</b>	Autistic Spectrum Disorder	<b>MLD</b>	Moderate Learning Difficulty
<b>BESD</b>	Behavioural Emotional & Social Difficulties	<b>NC</b>	National Curriculum
<b>CAF</b>	Common Assessment Framework	<b>OT</b>	Occupational Therapist
<b>CAMHS</b>	Child & Adolescent Mental Health Service	<b>PLP</b>	Personalised Learning Plan
<b>COP</b>	Code of Practice	<b>PT</b>	Precision Teaching
<b>CP</b>	Child Protection	<b>SaLT</b>	Speech & Language Therapy
<b>DCD</b>	Developmental Co-ordination Disorder	<b>SEN</b>	Special Educational Needs
<b>EAL</b>	English as an Additional Language	<b>SEND</b>	Special Educational Needs & Disability
<b>EP</b>	Educational Psychologist	<b>SpLD</b>	Specific Learning Difficulty
<b>FSM</b>	Free School Meals	<b>VI</b>	Visual Impairment
<b>HI</b>	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.*
- 7.2. There is also a Ordinarily Available Documents which the Local Authority have created.

## 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. 13 Questions

- 9.1. There are 13 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.
- If there is lack of progress as shown through assessments, work scrutiny or there is a change in the pupil's behaviour when we discuss pupils at progress meetings.

- When pupils join the school, we contact the previous school where the child has come from pass on information and we communicate to them

**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 (*SEND*) who will refer to appropriate agencies.
- On the website you can contact the AHT (*SEND*) directly.

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

- Communication is key and class teachers are available to speak to at the end of everyday, by phone or by making an appointment. This can be used to share information about what support their child is getting.
- Each term, the provision for each child is reviewed based on the progress and attainment. At these reviews, the progress of the children with SEND are also reviewed. The data sheets for these children are sent home each term as well as the information about the provision.
- There are three formal Pupil 7 Parent Review meetings held with the class teacher where they can share what support and provision is in place.
- As well as this, we hold termly Celebration events for groups of pupils for specific focus such as SEND, where they meet with the mentor who works with their child.

**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. Small steps are used in Lessons so that children are supported in making progress.
- 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 which are held three times a year. Express event are held each term and these allow you to see the learning and progress made by your child.
- Appointments can be made to speak in more detail to the class teacher, AHT (*SEND*), DHT or Headteacher by visiting the school office
- You will receive a termly data sheet and 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. Staff may meet with you discuss strategies to use if there are problems with a child's behaviour/emotional needs
- A Senior Leader, AHT (*Inclusion*) or class teacher may meet with you to discuss how to support your child. The school also hold a SEND forum for parents which are informal coffee mornings for parents with children who have SEND needs to that they can discuss and share strategies.
- 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. Celebration events are used to share successes and give tips for parents to complete at home.
- 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. Every child chooses a Trusted Adult who they have selected as a person they can speak to if there is a worry. Members of staff such as the class teacher, teaching assistants, students and volunteers, AHT (*SEND*) 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 visits termly to offer support

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

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

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

- All Teaching staff are qualified teachers which includes training on the SEND which is part of the teaching standards. As well as this, they 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. Where mentors are subject specific, they receive training of their subject area so are more confident on their specific area.
- 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?**

- The school is accessible and ramps into school to make the building accessible to all.
- The toilets are adapted for disabled users with several throughout the school.

- The site is single storey site until Year 3 and then there is a lift is accessible for later year groups.
- The Site Team take a walk of the school site, including with pupils, to assess the site and any barriers.
- 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.
- Parents are offered 1:1 tours 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
- Communication between the previous or receiving schools prior to the pupil joining/leaving. This includes details about pupil performance, need and previous support. All induction paperwork is reviewed by the Personal Development Team 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.
- Home visits are made for preschool children joining the nursery or reception for pre-induction information sharing for any child who is new to the school, has external professional support or have SEND.
- All year 6 children attend local transition sessions arranged by the secondary schools. Further sessions are arranged for vulnerable pupils. 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. As part of these reviews, the teachers discuss pupils progress and meet with the AHT (Inclusion) to review progress.
- When a pupil has needs related to more specific areas of their education, the class teacher set clear targets for improvement. If required, they may be placed in a small focus group or receive precision teaching. This will be planned by the teacher and delivered by the teaching assistant to enhance the learning from the teacher. 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.
- In School Reviews are held throughout the year with members of the Inclusion Team and The Educational Psychologist for the school.

**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 discussions with the class teacher, during parents' evenings, during discussions with the inclusion team or other professionals or other meetings such as CAF and Annual Review (for children with a statement of special educational needs / EHC plan)
- At In School Reviews, parents are asked to complete a questionnaire about their child for this meeting.

**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 is the first point of call for any information.
  - o Carol Curtis -FLO
  - o Gillie Russell-AHT (*SEND*)
  - o Sam Coomber - AHT (*Teaching and Learning*)
  - o Louisa Jones – Deputy Head Teacher
  - o Barry Symons- Headteacher
- All of these above may be contacted through the office or via email [oakoffice@thewestbrooktrust.org](mailto:oakoffice@thewestbrooktrust.org)

**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.