



Oakley Vale's SEN information report

In accordance with section 65 (3) of the children and families act 2014.

This SEN Information Report forms part of a wider collection of documents, which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy and Complaints policy
(As found on the BWT website [http://www.brookeweston.org/Info/Policies/.](http://www.brookeweston.org/Info/Policies/))

1. What kind of special educational needs provision is accessible for children at Oakley Vale Primary School?

Oakley Vale Primary school is a fully inclusive mainstream primary school catering from Foundation Stage through to Year 6. All teachers and support staff in the school have has a broad range of training to support pupils with special educational needs and are committed to supporting the progress of all students, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.

How do we identify children who may have a special educational need?

Strong links with pre-school settings mean that information about special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCo and class teacher to make sure that appropriate provision is continued. Transition meetings are held with nurseries and pre-schools and a Reception transition meeting is offered to parents in the summer term to discuss any specific concerns with the SENCO and the class teacher. For pupils transferring into the school at any other phase of their education, this information should be collated from the transfer of files from the previous school. If necessary, a transition plan will be drawn up for each pupil with SEN to ensure a smooth transition into the school and ensure that individual needs are met.

All pupils are assessed half termly. The data gathered is then analysed by the class teacher and reviewed in pupil progress meetings with a member of the senior leadership team to identify any possible areas of need. If necessary, this is shared with the SENCo and decisions about further actions will be made, this may involve the use of an intervention group for the pupil or accessing the additional support of any relevant outside agencies.

Ongoing assessments will be carried out throughout your child's time at the school, at four key data points throughout the year. These include:

For the Early Years, Foundation Stages – assessments towards the Early Learning Goals.

For all of our pupils:

- Reading, Writing and Maths formal assessments each term.
- Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify children who are not making the expected progress.
- Interventions or support programmes are then implemented and monitored to ensure that the child makes progress.

Additional information may also be collated through the following means:

- Referrals from outside agencies

- Parents/carers
- Classroom observations
- Liaison from outside agencies eg Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist Support Service (such as teachers of the deaf or the visually impaired team, or the Autism Outreach team)

Should you believe your child has special educational needs you should contact the SENCo (details in section 4) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.

3. What provision is made for children with SEN; with and without an EHC Plan?

3a) How does the school evaluate the effectiveness of its provision for students with SEN?

All students regardless of needs are set targets using robust systems. Data collated during the school report process is analysed and strategies are put in place to support those that are not achieving as expected.

If a child has been identified as SEN then an IEP (Individual Education Plan) will be drawn up between the class teacher and the SENCo. The targets are recorded, monitored and reviewed half-termly. If expected progress is not being made then the SENCO may refer to a specialist services such as an Educational Psychologist for further support.

All SEN interventions delivered outside of the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made and these are reviewed every half term between the class teacher and the SENCO during a planned IEP review. The interventions will be carried out either by the child's teacher, 1:1 LSA (if allocated) or by a member of our intervention team.

Our intervention team is made up of five LSA's that run specific interventions across school each day. The staff members have had specific training to access PiXL delivered by the SENCO and also through our PiXL lead teacher. The online learning software offer tailored programmes to deliver robust intervention in Maths and English in a small group scenario. We have looked carefully at the children's data scores to see who would benefit from accessing the intervention, which runs specifically alongside their year group targets to try, and bridge the gap of learning that is missing.

3b) How does the school assess and review the progress of students with SEN?

We use a variety of ways to assess and review student progress regardless of need. These methods include:

- School reports
- Parents evenings/ open evenings
- Tracking against nationally expected progress relevant to the age of the pupil (excluding those children with Education and Health Care Plans stating a diagnosis of a learning difficulty or delay.)
- Pupil Progress meetings
- Individual Pupil Data records
- Annual Reviews for those students with EHC Plans.

3c) What is the school's approach to support students with SEN?

Oakley Vale Primary School is a fully inclusive school, which ensures that all pupils achieve their full potential; this may be through differentiation, small group work or 1 to 1 teaching.

The school has a clear pastoral support process in place. The staff involved in this process include:

- Class Teacher
- Learning Support Assistants including 1:1 support if applicable
- WellBeing Team
- Senior Management Team
- SENCo

3d) How does the school adapt the curriculum and learning environment for students with SEN?

Oakley Vale Primary School is a truly inclusive school and all students regardless of need are provided with access to a broad balanced curriculum that is differentiated to address the needs of all. The school takes all reasonable steps to modify or adapt the learning environment to meet the needs of the individual.

All of our pupils from Year One through to Six, are set targets in reading, writing and maths, these can be identified on the pupils school reports and are discussed during parents evening. Students that are not at expected levels within reading, writing and mathematics will be identified on a provision map and will be given additional sessions to support their learning in English and in Maths.

Interventions

At Oakley Vale Primary School we offer a variety of additional interventions that we use to support students. These include small group interventions to support social, emotional needs, friendship skills, speech and language and to support Maths and English basic skills. Students are identified for additional interventions according to; the assessments discussed in section 2; the progress they have made; recommendations by teachers and learning support assistants and concerns raised by parents.

No formal guidance has been published by the Department for Education (DfE) on co-ordinating intervention programmes within the 2014 National Curriculum. However, at Oakley Vale we have adopted an approach advocated within the National Strategies document.

We base our intervention using the three tiers or "waves" of increasingly individualised support:

- **Wave 1:** inclusion of all pupils in high-quality lessons through quality first teaching.
- **Wave 2:** small-group intervention, designed to support pupils to 'catch up' with their peers.
- **Wave 3:** one-to-one targeted intervention for pupils identified as requiring support e.g. children with EHCP's.

Each year the school considers the needs of the students and appropriate interventions are on offer to address their needs. The school will consult with students and when appropriate parents to ensure that the most appropriate interventions are on offer to all students.

3e) What additional support is available to students with SEN?

Students with EHC Plans are supported in class according to the requirements of the Plan.

Access Arrangements (exam support)

From entry into the school, data is analysed and students are identified that may require additional support. The support a student can have is dependent on the support levels that they currently require in class. Additional support may include; a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the SAT arrangements identified by the DfE for that year. When internal assessments are taking place subject teachers will request support from the SENCo to enable students to develop the skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support so

as your child makes progress this support may not be available for the duration of their study at Oakley Vale Primary School.

3f) What activities are available for students with SEN in addition to those available in accordance with the curriculum?

Oakley Vale Primary School offers a wide range of trips and extra curricular activities for all students, as found on our website. We aim to support all students to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual students are considered as part of this process. A decision will then be reached by the Senior Leadership Team/SENCo in collaboration with parents and class teachers, to decide whether it is possible for the student to attend. The safety and well-being of all concerned has to be considered as part of this process.

3g) What support is available for improving the emotional and social development of students with SEN?

All children follow the “Jigsaw” programme for PSHE. Emotional wellbeing is at the forefront of every lesson and through the practice of mindfulness, where children learn to be in the present moment without judgement, is taught in every Jigsaw lesson – through the Calm Me time, through visualisation and through breathing techniques. The Jigsaw Approach is underpinned by mindfulness, which aims to empower children to learn now and improve their life-chances later, and to help them develop personal awareness.

At Oakley Vale Primary School, we have a well-established well-being team which meets regularly to address the needs of any students that have been referred for concerns with mental, emotional and social concerns. Initial meetings with parents may be offered to address any concerns the child/family may be having and further support could be offered for the family such as through an EHA (Early Help Assessment). Following on from this, additional support may be offered to these specific children through 1:1 time with our Educational Welfare Officer or Family support worker, lunch time games club to support social skills and specific further interventions depending on the child’s needs. The well-being team work closely with a wide range of individuals such as accessing support from the SENCo and other external agencies including; Educational Psychology, Social Services support teams, our in-house Play therapist and the Looked after Children teams.

Students identified with complex behavioural needs are identified on a Risk Assessment and Behaviour Management plan. This Plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons. Our SENCo and Well-being team work closely with these students who have these specific needs.

4. Who is the named SEN contact?

Lauren Day (SENCo)

Becky Annetts (Acting SENCo whilst LD is on maternity leave from Dec 2018)

5. What training is provided for staff in relation to children and young people with special educational needs and how will specialist expertise be secured?

All teaching staff at Oakley Vale Primary School have been adequately trained to a level to successfully support and guide students in their learning despite their special educational need. The teaching staff have been offered a breadth of experience through continuous professional development opportunities to support children with specific needs such as training on autism, diabetes and epilepsy care and speech and language needs, to name a few. Our SENCo is currently undergoing the National Award for SEN coordination. There is a team of experienced LSAs who have expertise in a range of areas, which include behavioural support, physiotherapy requirements, dealing with complex medical needs, progress of speech and language skills and the development of social/life skills. The wellbeing team have a wide range of experience and have had extensive training opportunities to support students with mental, social, emotional needs. We have specific staff that have been trained to support both academic and personal care needs including manual handling, positive handling (Team Teach) and personal care.

Alongside the staff that work within the school, we work with outside agencies to support students. These include Physiotherapists, Occupational Therapists, Social Services, Educational Psychologists, SALT, our school nurse, Child and Adolescent Mental Health Services (CAMHS,) and the Specialist Support Service.

6. What equipment and facilities does the school have to support children and young people with special educational needs?

Oakley Vale Primary School works with a wide range of health professionals including physiotherapists and occupational therapists to ensure that students have access to the appropriate equipment in order to support students with appropriate levels of independence. Some of the equipment may include writing slopes, theraputty and wobble cushions to improve posture. Each year the accessibility of the site is reviewed in line with the needs of the existing and new students. We have experience of working with students with both physical disabilities, hearing impairment and visual impairment.

Accessible facilities include; disabled parking bays, disabled toilets and large hygiene room with wheelchair access.

7. How are parents involved in the school?

Over the academic year, there is a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evening, curriculum events, home/school diaries, report cycle as well as staff being available both before and after school to support with any concerns.

8. What are the arrangements for consulting children with special educational needs about, and involving them in, their education?

All students within the school are involved with target setting whether academic or SEN related. Students with Risk Assessment and Behaviour Management Plans are involved with the writing of them, where appropriate. All students are welcome at Parents Evenings. All children with EHCP's or if they access Higher Needs Funding have a One Page profile which outlines a simple summary of what is important to that student and how they would like to be supported in school, so their voice is heard. In addition to this, students with EHC Plans are involved in discussions about their Annual Reviews and are encouraged to contribute actively to the process, where appropriate.

9. What are the arrangements for parents with SEN who may wish to complain about the provision made at school?

Parents who have concerns are urged to speak with the SENco regarding their complaint. If this cannot be resolved, or is regarding the SENco, the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the Academy's complaints procedure, a link to this can be found on the Academy website.

10. How does the governing body involve other bodies including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of students with special educational needs and in supporting the families of such students?

Oakley Vale Primary School has successful links with the Local Education and Health Authority. The school commissions an Educational Psychologist to support students' needs and is committed to working with families to provide support across home and school if necessary.

We also have strong links with the speech and language therapy services and access to a physiotherapist and occupational therapist team with specialist training. Referrals to these agencies as well as the community paediatrician and CAMHS (Children and Adult Mental Health Services) can also be made with parental consent.

Should you feel it necessary for your child to be referred to an external agency please contact the SENCO and they will advise you about the procedures for this and the role you will play in the process. Please note that the school will only commission external assessments if the considered

special educational need is having a negative impact on the students' progress despite school interventions.

For children and families with EHC Plans, these agencies will liaise with the school to book appointments and monitor the progress of your child.

11. The contact details of support services for the parents and students with special educational needs including those for arrangements made in accordance with clause 32.

The SENCO, as listed in section 4, should be contacted in the event of any query relating to the provision of learning support for both for existing and potential new students.

Support for parents of students with SEN is also provided by the Northamptonshire's Parent Partnership Service. Details about the support they provide and how to contact them can be found on their website: www.npps.info.

12. The school's arrangements for supporting students with special educational needs in transferring between phases of educational in preparing for adulthood and independent living.

At Oakley Vale Primary School we work hard to ensure smooth transitions for all pupils upon moving from one phase to another:

- Nursery to Reception
- Year 2 (Key Stage One) to Year 3 (Key Stage Two)
- Year 6 (Key Stage Two) on to a new Secondary School (Key Stage Three)

When moving from one phase to another, transition days are offered to all children whereby they spend time with their new class teacher and class mates, in their new classroom. Additional transitional sessions are arranged depending upon the needs of the child. When moving mid-year, we can also offer a gradual transition if school and parents/ carers feel that it would benefit the child.

At the end of an academic year – all staff complete a transition meeting with the new class teacher to share information, including that about SEN or emotionally vulnerable students in preparation for the student's arrival in September. The SENCo and wellbeing team will also share recent information from external agencies and updates.

13. Information on where the local authority's local offer is published

Northamptonshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND).

This is known as the 'Local Offer'. The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Northamptonshire Local Offer, please visit: www.northamptonshire.gov.uk/en/councilservices/educationandLearning/sen/local-offer.

Reviewed October 2018