



Oakridge Primary School Special Educational Needs and Disabilities Information Report 2020-2021

Shared with staff: July 2020	Ratified by Governing Body: July 2020	Review Date: July 2021
---------------------------------	--	---------------------------

Statement of Intent:

At Oakridge Primary School, we pride ourselves on the high aspirations that we have for each and every one of our learners and we endeavour to meet children's unique and diverse needs in all that we do. All staff at Oakridge are committed to working alongside pupils, parents and other relevant professionals to ensure that learners with special educational needs and/or disabilities (SEND) are effectively supported to achieve their full potential within our inclusive school community.

What should I do if I think my child may have special educational needs?	Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking to them directly, or by contacting the school office on 01785 337300 to arrange an appointment. He/she may suggest that you also meet with the Special Educational Needs and Disabilities Co-Ordinator (SENDCo), who will be able to advise on possible next steps in identifying special educational needs and strategies to support identified learning needs, as well as offer advice on further
--	--

	<p>support services available to you and your child. You are able to contact the SENDCo to arrange a meeting by either telephoning the school office on 01785 337300 or by emailing the SENDCo directly at SENCO@oakridge.staffs.sch.uk</p>
<p>What are special educational needs?</p>	<p>The Special Educational Needs and Disability Code of Practice states that: <i>'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person 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 of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.'</i> (DfE, 2014)</p>
<p>What kinds of special educational needs are provided for at Oakridge Primary School?</p>	<p>At Oakridge, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs and Disability Code of Practice (DfE, 2014) outlines four main categories of Special Educational Need which are:</p> <ul style="list-style-type: none"> • Communication and interaction: Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASC, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others. • Cognition and learning: Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties

	<p>(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.</p> <ul style="list-style-type: none"> • Social, emotional and mental health difficulties: Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. • Physical and/or sensory needs: Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.
<p>How does the school know if my child needs extra help?</p>	<p>Children's attainment and progress is tracked in detail each half term. We recognise that a child needs additional support when they are making less than expected progress given their age and individual circumstances. This may mean that:</p> <ul style="list-style-type: none"> • The child's progress is slower than that of their peers • The child's rate of progress has slowed down • There is a gap between the child's attainment and that of their peers • The gap in attainment widens over time • Additional adult support and/or resources are required to access the curriculum <p>If your child is not meeting age-related expectations and/or progress is a concern then your child's class teacher, with support from the SENDCo, will identify any potential barriers to learning and plan strategies and intervention programmes that will aim to accelerate progress and close gaps in attainment.</p>

<p>How will I know how the staff at Oakridge support my child?</p>	<p>If your child is on the Special Educational Needs and Disability (SEND) register, they will receive an Individual Learning Plan each term which will include specific targets linked to their identified area(s) of need. Their plan will be written in consultation with yourself and your child and will detail the SEN support that school are providing to help the child achieve their personalised targets. This might include:</p> <ul style="list-style-type: none"> • Intervention groups • Precision teaching • Specialist, personalised intervention
<p>How will the curriculum be matched to my child's needs?</p>	<p>Teachers plan learning taking children's next steps into account. They differentiate their teaching to meet the needs of all learners in their classes. If a child has identified SEND then the teacher will differentiate teaching and learning and possibly the learning environment to remove barriers to learning and enable them to access the curriculum at an appropriate level. Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.</p>
<p>How will both you and I know how my child is doing?</p>	<p>Pupils' attainment and progress is tracked regularly and intervention is put in place to address any gaps in learning and/or to accelerate progress. We hold termly Parents' Evenings where we will discuss your child's attainment and progress with you. You will receive an interim report half way through the academic year in addition to a detailed report at the end of each school year. If your child is on our SEND register, you will also be invited into school each term to discuss your child's progress towards meeting the learning targets set on their Individual Learning Plan (including reviewing the impact of the interventions that they have been part of) and to be part of the target setting for the following term.</p>
<p>How will you help me to support my child's learning?</p>	<p>We will meet with parents of children on our SEND register each term and suggest ways to support your child at home. We hold various parents' workshops throughout the year, including phonics, reading and maths workshops. These are advertised in our weekly newsletter. The SENDCo will also be able to advise on ways to support your child and may also signpost you to further support from external services. There is a link at the end of this Information Report to the Staffordshire Connects website where you can find additional advice and support.</p>

<p>How is the decision made about the type of support and how much support my child will receive?</p>	<p>The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made by the relevant agencies. For children receiving SEN support in school then the level of support will be determined by the nature of the interventions and/or precision teaching that they will receive and we will decide upon the necessary level of support to enable pupils to successfully meet their learning targets.</p> <p>For children who have an Education, Health and Care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.</p>
<p>How is my child involved in decisions?</p>	<p>Pupils with SEND are encouraged to take an active role in reviewing their progress towards meeting their individual learning targets and to be part of deciding upon their next steps in consultation with their teacher, teaching assistant and SENDCo. If they have an EHCP they will be part of the annual review process.</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>As a school we have access to a wide range of specialist services including:</p> <ul style="list-style-type: none"> • Special Educational Needs and Inclusion Service (SENIS) • Behaviour Support Service • Autism Outreach Team (AOT) and Enhanced Autism Outreach Team • Hearing Impairment (HI) and Visual Impairment (VI) Team • Minority Ethnic Achievement Service (MEAS Team) • Educational Psychologist (EP) Service • Speech and Language Therapy (SLT) Service • Child and Adolescent Mental Health Service (CAMHS) • School Nurse
<p>How are parents involved in the school?</p>	<p>At Oakridge, we strive to work in successful partnership with all of our parents. We hold a range of events throughout the year whereby parents are invited into school to be part of their children's learning. Parents, as well as children, are encouraged to be an active participant in the Assess, Plan, Do, Review cycles and are invited into school each term to review previous learning targets and to facilitate in the setting of the next term's targets.</p>
<p>How will the school prepare and support my child to join the</p>	<p><u>On Entry</u> If your child joins us in Nursery or Reception then they will be part of a comprehensive induction programme. This includes:</p>

school, transfer to a new setting or to the next stage of education and life?

- An induction evening for parents to gain all the necessary information to facilitate a smooth transition.
- A series of weekly induction visits during the summer term before they start Nursery or Reception in September.
- Staff visits to see new children and their Key Person in their current settings if they attend one prior to them starting with us.
- Home visits for children before they start Nursery where any concerns can be shared.
- A meeting with any new parents of children already known to have SEND.
- If your child joins us from another setting in Years 1 to 6 then they too will be offered some taster sessions and we will liaise closely with the school from which they are transferring to ensure a smooth transition and transfer of all necessary information.

Transfer to a New Setting:

If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on. The SENDCo will also contact the new school's SENDCo to discuss support currently in place.

Moving up to the Next Class:

Teachers will hold a handover meeting in advance of the child moving up where information regarding children's individual needs and the nature of SEN support they have received will be discussed.

Transition to Secondary Education:

During Year 6 there are various opportunities for the children and parents to visit high school and meet the staff. Children attend some transition visits and for pupils with SEND, we often arrange further additional visits if we feel that this would be beneficial to the child. For schools in the local area, the SENDCos from both schools will hold a meeting in the summer term to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school.

<p>How will you support my child's medical needs?</p>	<p>All children who have a medical condition will have an individual care plan, which will have been written by parents and the relevant healthcare professionals where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and are certified as competent. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in 'Supporting pupils with medical conditions in school' (DfE, 2014).</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>Within our overall school budget, determined by local funding formula, we have a notional SEN budget which allows us to provide high quality support. At Oakridge Primary School, allocation of resources is dependent upon need within the school. We use our budget to help raise attainment and achievement of all of our pupils, including those with SEND through:</p> <ul style="list-style-type: none"> • Ensuring all classes have a highly qualified Teaching Assistant (TA) supporting the learning • Securing more TA hours to run intervention programmes and support in class • Providing personalised one-to-one intervention programmes • Providing training on intervention programmes for TAs (and associated costs) • Ensuring that pupils have equal access to the curriculum
<p>What training have the staff supporting SEND had or what training are they having?</p>	<p>The SENDCo has five years' experience in this role and has completed the National Award for SENDCos. The SENDCo has half a day each week to manage SEND provision.</p> <p>In January 2017, all teaching and non-teaching staff received Tier 1 Autism training from the Autism Outreach Team.</p> <p>In March 2018, all staff received training for supporting pupils with English as an additional language (EAL).</p> <p>In May 2018, all staff received epilepsy and epi-pen training from the school nurse.</p> <p>In the summer term of 2018, some teachers and TAs had training around colourful semantics from the Speech and Language Therapy Service.</p> <p>In Spring 2019, relevant staff worked closely with and received training from the Enhanced Autism Outreach Team.</p> <p>The SENDCo attends termly SENDCo updates run by the local authority in order to keep up to date with current best practise and legislation. All relevant information is then fed back to all staff within school.</p>

	Where a specific need arises, the SENDCo will seek to gain advice and/or secure the appropriate training to support staff in meeting this area of need.
How accessible is the school both indoors and outdoors?	The school is all on one level with no steps which makes it accessible to all. We have one disabled parking space at the front of the school and there is a designated toilet within school which is accessible for staff/pupils/visitors who may have a physical disability. Please also refer to our Accessibility Plan, which can be found on our school website.
How will my child be included in activities outside the school classroom including school trips?	All of our extra-curricular activities and school visits are available to all of our pupils, including our before and after school clubs. All pupils are encouraged to take part in our residential trips to Laches Wood in Year 5 and Ireland in Year 6. We will always endeavour to make any necessary reasonable adjustments to ensure that all children are fully included in extra-curricular activities and school visits. A comprehensive risk assessment will be carried out prior to a school visit and if necessary, additional staff or specialist health professionals will support the activity/visit. All pupils are encouraged to take part in sports day, school plays/productions and class assemblies.
What support will there be for my child's overall well-being?	At Oakridge, we deliver a comprehensive PHSE curriculum which provides pupils with the necessary knowledge, skills and understanding to develop their social and emotional well-being. This is available to view on the school website. In addition, we work with relevant support services to address issues that might affect young people, including those with SEND, such as low self-esteem, anxiety and depression. We are also guided by advice in the Department for Education document 'Mental Health and Behaviour in Schools' (March 2016). Pupils with SEND are encouraged to put themselves forward to be part of the school council. If pupils have particular difficulties whereby they find the busy playground environment difficult, there are staff available who offer small group sessions to promote teamwork/building friendships. We have a zero tolerance approach to bullying.
Who can I contact for further information or if I have any concerns?	You can contact: <ul style="list-style-type: none"> Your child's class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting Mrs Evans, the SENDCo, either by phoning the school office or by emailing her at SENCO@oakridge.staffs.sch.uk Mr Fisher, the Head Teacher, who can be contacted by phoning the school office

	<ul style="list-style-type: none"> • The SEND Governor, Mrs Lewis who can also be contacted via the school office. <p>Support services for parents of pupils with SEND include:</p> <ul style="list-style-type: none"> • SENDIASS Staffordshire Family Partnership https://www.staffs-iass.org/home.aspx Contact Telephone Number: 01785 356921 Email: sfps@staffordshire.gov.uk • Staffordshire Connects SEND Local Offer https://www.staffordshireconnects.info/kb5/staffordshire/directory/localoffer.page?localofferchannel=0 This website contains Staffordshire's SEND Local Offer, detailing information, support and services for children and young people aged 0-25 with special educational needs or disabilities (SEND).
<p>Who should I contact if I have a complaint regarding the provision made at Oakridge?</p>	<p>In the unlikely event that you wish to make a formal complaint then you should contact the Head teacher, Mr P Fisher by telephoning the school office. Our Complaints Procedure Policy is also available to view on the school website.</p>
<p>When will the SEND information report be reviewed?</p>	<p>This report will be reviewed at the end of each academic year. The next review will be in July 2021.</p>