

OAK VIEW PRIMARY and NURSERY SCHOOL
Special Educational Needs and Disabilities (SEND)
INFORMATION REPORT / SCHOOL OFFER

This Information Report / School Offer has been developed in consultation with parents / carers, governors and school staff

1. How does the school know if children need extra help?

Oak View is an inclusive school where we ensure that all children have equal opportunities to access a broad and balanced curriculum. It sets high expectations for all pupils and strives to enable them to take an active part in the life of the school.

We track the progress of all our children through monitoring and data analysis - regular discussions with staff and parents / carers are planned to raise any concerns, celebrate achievements and to review provision and progress.

In line with the Special Educational Needs and Disability (SEND) Code of Practice 2014, a child has special educational needs if they have a learning difficulty or disability which requires special provision being made for him / her.

“A child of compulsory school age has a learning difficulty or disability if he / she

- i) has a significantly greater difficulty in learning than the majority of other children of the same age OR
- ii) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in a mainstream school”

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

- Where a child is not yet in full-time school, parents / carers are encouraged to speak to their Health Visitor, GP or pre-school staff about their concerns
- For children already in school, any concerns a parent / carer may have about a child’s learning and development should, initially, be discussed with the class teacher
- An appointment can be made to speak with the Inclusion Co-ordinator (INCo) and/or Headteacher

3. How will school staff support my child?

- Having identified a child’s needs, the class teacher, supported by the INCo, seeks to match provision to the needs
- First and foremost we ensure that all children are exposed to a high quality of teaching and learning where lessons and activities are planned to meet children’s different needs
- Supported by the INCo, planned, focused, time scaled interventions for individuals or small groups of children are put in place by the class teacher - these are usually delivered by a Teaching Assistant and aim to achieve the best possible progress
- The INCo is responsible for co-ordinating the support for all children with SEND
- Progress is carefully tracked and reviewed through the school’s assess-plan-do-review cycle and discussions with the child and parents / carers
- Children are also encouraged and supported to work independently or with the support of their peers
- Children’s work is marked regularly to inform the teacher of the child’s next steps in their learning
- Should a child need further additional support, referrals may be made to outside agencies, such as Educational Psychologist, Autism Team, Speech and Language service
- The INCo will update the school’s SEND record to ensure that all the SEND needs of children are known and tracking of their needs and progress are in place
- The Headteacher is responsible for the overall management of all aspects of the school, including children with SEND. The Headteacher ensures that the Governing Body is informed about the school’s provision for children with SEND and its impact

- The school has a link Governor who is responsible for overseeing the SEND provision and reports back to the Governing Body

4. How will I know how my child is doing?

Oak View encourages all parents / carers to be actively involved in their child's learning and development through:

- Parent and teacher consultation appointments and a written report each term for the discussion of progress and next step targets.
- In some instances, a home school book may be introduced for communication between home and school so that they work together effectively in supporting the child.
- Informal meetings with teachers and members of the SEND team
- SEND termly review meetings – held for those children with the most complex needs
- Annual Review meetings for children with a Statement of SEN or Education Health Care Plan (EHCP) – children, parents /carers and professionals in a supporting role contribute
- Pastoral Support Plan (PSP) review meetings (if applicable)

5. What provision does the school give to ensure that my child makes progress?

- Parents know their children well: they will be asked for their views and feelings about their child and his / her needs
- Parents, school and the child together build a profile of the child
- All teaching is based upon building on what each child already knows, can do and can understand
- Teachers plan teaching and learning so that there are reinforcement opportunities to secure understanding, activities where the child can apply / transfer learning into different contexts and extension activities
- Teachers identify and plan for any additional support a child with SEND may need, such as possible targeted work, additional adult support or planned intervention programmes
- Teachers regularly assess the child's learning and carefully plan the next steps to move him / her forward
- Provision is regularly reviewed and amendments made as appropriate

6. What support will there be for my child's overall wellbeing?

A child's self-esteem and social, emotional and personal development are of paramount importance as these reflect on a child's attitudes towards school and learning. Oak View believes in nurturing positive home and school partnerships to support our children.

- All children have a voice and may express their views or feelings through informal discussions or privately with an adult that he / she relates well to
- Emotional literacy sessions delivered by a trained Higher Level Teaching Assistant (HLTA) - a key adult to support the child as an individual or through small group work
- Mentoring scheme – anti-bullying by Crucial Crew
- Lunchtime support through planned activities organised by Play Leaders, as well as lunch time clubs planned to provide calm/quiet time for those children that may need it
- Should a child, or family, present with multiple unmet needs, additional support may be activated through the electronic Common Assessment Framework (eCAF) process subject to agreement from parents / carers
- Our school is lucky enough to benefit from a Nurture Class run by trained Nurture staff. For a small group of children this provision may be identified as the necessary environment to enable them to make the best possible progress.
- If a child displays a need for an extended period of 1:1 therapeutic support, a counsellor or art/play therapist can be engaged to work with the child on a weekly basis in school
- Personal care is managed as discretely as possible within the classroom facilities, where possible, or alternatively, in the disabled toilet
- The management of some disabilities require identified staff to be trained by medical professionals who, in turn, take responsibility for reviewing skills and monitoring the child's condition

- Building of trust and respect between adults and the child where there is a need for the administration of medication or medical procedures, such as management of a tracheostomy or tube feeding via a gastrostomy
- Children with medical conditions are integrated into all aspects of school life as much as possible, participating at a level that best suits any restrictions caused by their disability
- Health Care Plans are drawn together by the INCo, parent / carer and medical advice. A plan is reviewed annually, or earlier if needed. All staff are made aware of children who have medical needs.
- Consistent, good attendance is an expectation. Attendance is monitored on a weekly basis and actions are taken to prevent unauthorised absences

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

- English specialist trained by Specific Learning Difficulties team (SpLD) in assessing literacy skills and planning child specific programmes of learning
- 2 Teaching Assistants trained in assessing speech and language skills of children in the Early Years and planning steps to enable them to reach age related language (WELLCOMM toolkit and ELKLAN training)
- Parent Support Worker supports children through emotional literacy activities
- Interaction with a local Special School – sharing of experience, resources, strategies and children from both schools share activities
- When a child makes less than expected progress, despite evidence based support and interventions that are matched to their area of need, then the involvement of an outside agency would be considered. These may include:
 - a) Communication Disorders Team advises staff and supports children on the autistic spectrum
 - b) Early Years advisory teachers
 - c) Sensory and Physical Impairment team advises staff and supports children with hearing, visual or neurological impairment
 - d) Speech and language service
 - e) Services from health – School Nurse, Children’s Services Paediatric team, Occupational Therapy, specialist hospitals – e.g. Great Ormond Street (GOSH)
 - f) Educational Psychology service
 - g) Child and Adolescent Mental Health Service (CAMHS)
 - h) Step 2 – mental health
 - i) Outreach support from specialist schools
 - j) Specific Learning Difficulties Bases – advice, monitoring, personalised programmes and staff training
 - k) Home-Start – supporting families within the home
 - l) Primary Support Base (PSB)
 - m) Education Support Centre (ESC)

8. What training has the staff, supporting children and young people with SEND, had or having?

- Training and development for SEND is an integral part of the performance management of staff
- As the needs of children are becoming more diverse there are opportunities for all staff to attend training in SEND issues to enable them to have the knowledge and skills to improve their teaching and learning provision for such children
- Staff working with a child with a specific need receive “in house” or external training by other professionals, such as improving writing, speech and language, courses run by the local authority or Specific Learning Difficulties Base (SpLD) and medical professionals
- Staff trained in signing (Makaton) and in using PECS (Picture Exchange System) to support language development
- TAs trained and able to deliver one-to-one or small group literacy or maths intervention programmes
- TAs, trained as competent by Children’s Community Paediatric Nurses, in the management of a tracheostomy and are able to administer feed through a gastrostomy – skills are monitored and updated by Health Service
- The INCo ensures that her knowledge and understanding is up to date and attends all relevant training in order to support staff and children in planning their learning journey

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

- Planned transition days at the end of the summer term to familiarise children and parents / carers with the staff who will be working with them from September
- Class welcome meetings in September where staff share information, plans and expectations about their year group for the following year
- Home and school agree the expectations of all those involved in supporting the child
- Clear achievable targets for learning are set and shared with the child, parents / carers and the activities that will help him / her to achieve them
- Views of the child, parents / carers and staff meet regularly to discuss progress towards achieving targets and plan next steps in learning
- Workshops are offered to inform parents / carers about classroom practice and how they can support their child with their learning at home through planned activities or accessing appropriate websites

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

- Oak View has an open door policy where parents / carers are welcome to come into school to talk about their child
- Planned teacher consultation sessions twice each year and opportunities, by arrangement, to discuss the child's termly report on their progress
- Parents are involved at every stage of planning for their child's education. We strive for a positive home school relationship where both parties work together in the process of target setting and assessing and reviewing the child's progress
- Parents are invited to participate in the review process of the school's SEND Policy to evaluate practice and help in strategic planning for improving provision for children with SEND
- Review meetings of plans specific to the child and joint meetings with outside professionals where appropriate
- Parents may agree for nomination onto the governing body where they can contribute their views, feelings and aspirations for children with SEN
- Parents may discuss their views, feelings and aspirations for children with SEND with the SEND governor who monitors the effectiveness of provision and its impact on the progress and attainment of such children: feedback is then given to the governing body
- Children with SEND are given the opportunity to express their views and feelings about their learning during Pupil Voice interviews, contributing to their personal profile and through representation on the School Council

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

- Risk assessments are completed prior to any off-site activity or visit
- All pupils, including those with SEND, are given equal opportunities to take part in all aspects of the school's provision, as far as appropriate. Activities may be adapted, support given from adults or equipment, to enable them to participate and experience success
- Parents are consulted about off-site activities and may be given the opportunity to accompany their child.
- Children who have medical needs will be accompanied by a trained adult in their condition, where applicable. The appropriate medication / equipment and Health Care Plan, which clearly defines what constitutes an emergency and an explanation of what to do, will be taken along. These will be the responsibility of the adults in charge and the trained staff, where appropriate.
- Children are encouraged to take some responsibility in communicating their medical status and the need for action.
- Where appropriate, personnel at an off-site activity will be notified of the nature of a child's additional needs prior to the visit
- Only exceptional circumstance would exclude a child from taking part in off-site activities, such as after reasonable adjustments the safety of the child and / or their peers cannot be ensured

12. How accessible is the school environment?

- Oak View strives to meet the needs of all our children.
- An Accessibility Plan is in place and we make reasonable adjustments to improve accessibility to the environment to meet individual needs. This plan and practice are in line with the requirements of the Disability Equality Act 2010
- On the ground floor, the building is accessible by wheelchair from outdoors: ramps are in place and handrails at some entrances
- Doorways are wide enough for the passage of a wheelchair
- Two classrooms are on an upper floor – strategies are in place for moving up and down stairs for children with disabilities or, in severe cases, the location of classes is adjusted to avoid stairs
- One disabled toilet serves the whole school and is located near the school's main entrance, next to the school office
- A visually presented induction pack, giving key information, is available for parents / carers and children
- Where a child with SEND also has English as an additional language, a translator is made available to support parents / carers in discussions and at meetings. The parent community may be called upon to support each other in communication.
- Surfaces in classrooms are covered to absorb sound and prevent an echoing environment, especially important for those children with a hearing impairment
- A mobile sound field system is available to enhance the hearing potential for those who have a hearing impairment
- Classroom environments are dyslexia friendly, such as using coloured backgrounds on the interactive whiteboards, coloured paper and overlays and visual prompts
- Occupational therapy and Specific Learning Difficulties Bases support the school in adapting provision for children with physical or mobility issues

13. Who can I contact for further information?

- Parents / Carers are encouraged to contact the class teacher in the first instance
- Further information and support can be obtained from:

- i. School's INCo
- ii. Headteacher
- iii. SEND governor

Appointments can be made in any of the following ways:

- i. at the school's office
- ii. by phone 01707 344400
- iii. admin@oakview.herts.sch.uk

14. How will the school prepare and support my child to join the school, transfer to a new school or next stage of education and life?

Our aim is to ensure that any transition is a smooth and positive experience.

- Before joining our school, parents / carers and the child visit the school for a guided tour and information sharing
- If the child is already in the education system, the SEND team from the current placement and our INCo will meet to discuss the specific needs of the child and the impact of the current provision
- The INCo and parents / carers meet to formulate a transition plan into Oak View. In some instances a visual information book will be created to help the child to become familiar with the new environment and staff who will be closely involved with him / her.
- The transition into Oak View may be a gradual process into full-time attendance. Each step will be reviewed with parents / carers. Next steps will be planned and agreed with parents / carers to ensure that the transition is a positive process and the child's needs are being taken into account

- For young children an “All About Me” booklet should be completed at home to provide information to his / her new teachers and support staff
- For KS1 and KS2 a single page profile of the child will be created from discussions with the child and parents / carers
- If the child is transferring to another school, the INCo or Headteacher will contact the receiving school to ensure that they are aware of the child’s special educational needs and / or disabilities and the provision to support their needs. Oak View will ensure that all records and information relating to the child are passed on to the receiving school
- When **moving on to secondary school**, children in Year 6 take part in “Moving On” sessions to support their understanding of the changes ahead: some activities are school based and others delivered by outside providers, such as Assembly Angels, Explore Learning
- Staff from the receiving secondary school meet with the Year 6 teachers to share information. The INCo will contact the school SEND team to share information about children with specific individual needs
- Secondary school staff will meet the children to discussing their hopes and reservations about moving into Year7. Routines and expectations of moving into Year 7 will be explained
- Every child spends time at their secondary school prior to the summer holiday. Additional visits may be arranged where appropriate

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

- The School Budget includes money for supporting children with SEND and resources are allocated to meet the identified needs of individuals
- We aim to give value for money and all resources, such as part-time teachers, teaching assistants and equipment have a cost. The impact of the resources are regularly evaluated and amended as necessary to ensure that provision meets the needs of the child
- Teaching Assistants are deployed so that their individual skills and expertise are matched to the needs of the children that they support
- Training courses for all staff are offered by the local authority and other specialist agencies to build skills and expertise for supporting our children
- Additional money from Pupil Premium may be available to buy additional resources for some special needs children who are registered for free school meals
- The school may apply to the local authority for Exceptional Needs Funding for a specific child who has an exceptional level of need
- Where a child has a medical condition, or multiple conditions, that requires a high level of management, training and support, an application for additional funding may be made to Complex Care

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

- A graduated approach to removing barriers to learning is adopted
- Parents will be involved at all stages of the decision making and review process and children’s views and feelings, where possible, sought through Pupil Voice
- The amount of specialist support may be determined by advice from the Local Authority in conjunction with the specialist agency information on the child where he / she has a Statement of SEN or Education, Health and Care Plan (EHCP)
- The Headteacher, members of the Senior Leadership Team (SLT), teachers and teaching assistants meet each term to discuss the progress of pupils and identify barriers to learning and the additional support needed to overcome them
- It is an expectation that all staff deliver high quality teaching and learning. Where additional provision is put in place they are time related and there is a clear understanding of the outcomes to be achieved. Additional provision is closely monitored for impact and amended as necessary
- The INCo oversees all additional support and reports to the Headteacher, SLT and governors

17. How can I find information on the local authority's Local Offer of services and provision for children and young people with SEND?

- The authority's Local Offer has two key purposes:
 - i) provide clear, comprehensive and accessible up to date information about the available provision within their area, and also, provision outside the local area that the local authority expects is likely to be used by children and young people with SEN and how to access it
 - ii) to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review
- Hertfordshire's Local Offer is published on www.hertsdirect.org/localoffer