



Oak View Nursery and Primary School's SEND Information Report 2022-2023

Welcome to Oak View School. We are a fully inclusive school and we value the diversity that is our school. Every child is unique and it is this uniqueness that makes our school a vibrant community.

This is our school offer. The report takes the format of questions and answers in the hope that it will be both easy to read and will address key questions you may have as a parent or carer.

How does the school know if children/young people need extra help?	<ul style="list-style-type: none">❖ Concerns can be raised by parents/carers or by the child themselves.❖ Parent's evenings provide opportunities for open discussion.❖ Regular pupil progress meetings review the children in each class, this is done with the class teacher and members of the Senior Leadership Team which can include the SENDCo.❖ A child's behaviour may change.❖ In line with the Special Educational Needs and Disability (SEND) Code of Practice (2015) a child has SEN if they have a learning difficulty which requires special provision being made for him/her: "A child of compulsory school age has a learning difficulty or disability if he/she:<ol style="list-style-type: none">1. Has a significant greater difficulty in learning than the majority of children of the same age OR2. 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."❖ All concerns should in the first instance be raised with the child's class teacher.❖ Appointments can then be made to discuss concerns with the SENDCo and/or the Head teacher. <p>Note: Before the age of five where a child is not yet in full time education parents should consult with their Health Visitor, GP or pre-school staff.</p>
How will the school support my child?	<ul style="list-style-type: none">❖ Every child will receive Quality First teach, this is the effective inclusion of all pupils in high quality lessons every day. Work is differentiated to meet the needs of all children.❖ Subject leaders provide support for teachers to deepen their own subject knowledge.❖ Some children within the EYFS stage are supported by our Nurture staff who provide support for social, emotional and behavioural difficulties.❖ Teaching assistants work within every class and provide small group/individual support. In addition we have a small minority of children who require a one to one teaching assistant in order to facilitate a different curriculum or timetable. These children generally have an Education Health Care Plan in situ.



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	<ul style="list-style-type: none">❖ Some children require alternative arrangements in order to start their school day e.g. entering school before others/a soft start away from the classroom.❖ A lunchtime club is offered for KS2 children on a Wednesday, Thursday and Friday.❖ We work with outside agencies to provide holistic care e.g. play therapists, Home School Outreach.❖ Children are encouraged to develop their independence through the use of various resources e.g. Zones of Regulation.❖ One page profiles are created for some children with high/differing needs.❖ Occasionally a child may require adaptations to their school day. Some children have individual timetables developed by the SENDCo/school staff. <p>A stepped approach is used to identify children who may have SEN:</p> <ul style="list-style-type: none">❖ Parents/carers, class teachers, staff working with the child and members of the Senior Leadership Team identify barriers to learning.❖ Class teachers/TAs explore barriers to learning and reasonable adjustments that can be made to their 'Quality First' teaching.❖ A period of 12 weeks is given to allow time for progress and impact of strategies to be observed with a mid-point check at 6 weeks with the SEN team.❖ The class teacher arranges an appointment with the SENDCo to discuss what has been put in place and its impact. A further cycle is then completed if necessary.❖ If after reviewing the second cycle progress has been made then reasonable adjustments can be continued in this way. If progress is slow or there are further concerns the child begins the 'Graduated Approach.'❖ In conjunction with the SENDCo the 'Graduated Approach' is begun with the 'Assess, Plan, Do, Review' (APDR) cycle starting; specific individual targets are set. These are reviewed regularly with parents/carers and children (where appropriate), at least three times in an academic year.❖ Consultations with outside agencies may take place at this stage if appropriate. This is done with the consent of parents/carers. The advice is then incorporated into the APDR cycle.❖ After more than two APDR cycles and with outside supporting evidence from other professionals an Educational Health Care plan may be requested for some children with significant need.
How will I know how my child is doing?	<ul style="list-style-type: none">❖ Parents/carers are invited to parent consultations in the autumn and spring terms to discuss progress.❖ A written report is received in the summer term.



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	<ul style="list-style-type: none">❖ Children with an APDR cycle will have a review at least three times in an academic year. Parents/carers will be asked to contribute to this. Children who have an APDR cycle have a 'book of brilliance' which contains examples of work or other evidence specifically related to their individual targets.❖ Appointments can be made to discuss your child's progress with the class teacher/SENDCo/Head teacher.❖ If your child has an EHCP then this will be reviewed annually.
How will the school's approach to teaching and learning be matched to my child's needs?	<ul style="list-style-type: none">❖ All children have access to Quality first teach; careful planning and differentiation will meet the needs of most pupils.❖ The school's provision map details interventions that we currently offer in order to support children. Teachers, teaching assistants and members of the SEN team work with small groups and/or individual children to specifically target needs.❖ Specialist equipment may be given to some pupils e.g. writing slopes, coloured text books/overlays etc.❖ Technology can be used for children with specific barriers e.g. talking buttons, laptops.❖ Visual aids are used such as visual timetables, now/next boards/task planners and communications aids.❖ Where appropriate children are asked about their needs and what best helps them at school. Some children have a one page profile to capture this.❖ Some children have an individual timetable to help them manage the school day. This may include learning activities broken up with sensory/movement breaks.❖ The Graduated approach is used for some children. The APDR cycle sets realistic individual targets which are reviewed three times per academic year.
What support will there be for my child's overall wellbeing?	<ul style="list-style-type: none">❖ The designated Mental Health lead is Mrs Danielle Pyzer. She can be contacted via the office on 01707280590 or via admin@oakview.herts.sch.uk.❖ Our Nurture group provides targeted intervention for our EYFS/KS1 children.❖ Provision of quiet workstations are available for some children who find the mainstream classroom environment overwhelming.❖ Lego® therapy sessions are available for identified children.❖ Adult mentors are chosen by some children to provide extra pastoral support.❖ The school nursing service is accessed for some children to provide six week courses on self-esteem. In addition the service is used to support children with medical conditions and to provide training for all staff, for example annual allergies and anaphylaxis training etc.❖ Some of our children access play therapy provided by Nessie.❖ We work with HSO (Home School Outreach) to support children in KS2.❖ For children with complex needs referrals can be made to the Child and Adolescent Mental Health services (CAMHS) and PALMS (Positive behaviour Autism, Learning Disability and Mental Health service.)❖ All staff have basic first aid training and some members of staff have advanced paediatric first aid.



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	<ul style="list-style-type: none">❖ All children have the opportunity to join the many after school clubs on offer regardless of their needs. All children have the opportunity to take part in offsite school visits.❖ All staff have completed annual safeguarding training (level 1) and four members of staff have attended level 2 training and updates.❖ The family centre is used to provide support for parents/carers and their child(ren) in the home. For more complex or multiple needs, families may be offered Early Help via a Families First Assessment.❖ If your child has a medical condition please refer to the school's policy on Supporting Pupils with Medical Conditions.❖ If your child is receiving a prescribed medicine then this can be given at school provided a signed consent form is received (these are available from the main office).❖ For some children an Individual Health Care Plan is written with parents, these are for more complex issues such as severe asthma/allergies. These are reviewed annually.❖ We take all allegations of bullying seriously please refer to our Anti Bullying Policy for further information.❖ We work hard with our children, parents/carers to keep all children in school. For some children an Individual Risk Management Plan is used to provide specific support around behaviour.❖ We use Zones of Regulation to help children self-regulate and to provide a common language to talk about feelings/emotions and how to deal with these.❖ We use social stories for some children to explore everyday situations.❖ Specialist provision such as counselling is considered for our most vulnerable pupils.
What training have the staff supporting children and young people with SEND had or are having?	<ul style="list-style-type: none">❖ Staff undertake continuing professional development specific to teaching students with SEND. This can be led either by the SENDCo or outside agencies.❖ The SENDCo has completed the National Award for SEN Co-ordination. In compliance with the Code of Practice (2015); 'The SENDCo must hold a National Award in Special Educational Needs Coordination or achieve it within three years of appointment'.❖ Two members of staff (including the SENDCo) have completed the 'Theory and Practice of Nurture Groups' course.❖ The mental health lead has completed the level 2 'Mental Health Leads' training.❖ This year Level 2 Autism training has been delivered to the whole school.❖ Our Literacy co-ordinator Miss Hall holds the OCR level 5 qualification to identify children with dyslexic traits.❖ Our KS1 SEN assistant has completed training for NELI (Nuffield Early Language Intervention).❖ We access relevant training from our link specialist school when available.❖ The SENDCo attends termly SEN briefings and the local DSPL 5 forum.❖ Teachers and Teaching assistants across the school have completed Little Wandle training to support early readers.



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<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> ❖ Within school EYFS children have access to our Nurture class. ❖ We have a play therapist who is currently in school twice a week supporting children. ❖ Home School Outreach work with us across KS2 once a week supporting individuals and small groups with well-being/behavioural issues. ❖ We consider alternatives for children who significantly and persistently have difficulties within the school environment by access services such as Therapeutic Hooves. ❖ Once a child has progressed through at least 1 cycle of the APDR cycle referrals can be made to outside agencies. We regularly refer to: ❖ Integrated Services for learning incorporating; Educational Psychology, Speech and Language Therapists, Communication and Autism, Attendance, Specific Learning Disabilities, Intensive Family support, Early Years SEND and the Physical and Sensory teams etc. ❖ In addition we seek advice and make referrals to; Occupational Therapy, CAHMS, PALMS, School Nursing, ADD-vance (Herts based charity for families affected by ADHD/autism) and the local special school outreach from Southfields School.
<p>How will you help me support my child's learning? And how does the school enable constructive partnership working with families?</p>	<ul style="list-style-type: none"> ❖ First and foremost a positive collaborative relationship between school and parents is key to successfully supporting every child. As parents/carers you are the experts on your child and open honest communication is essential for us to work together effectively. ❖ We have a range of means of communicating with parents including; telephone, email, regular face to face meetings and systems developed between individual teachers and parents/carers of children in their class. ❖ Class information is available on our website including learning topics to be covered each term. ❖ Discussion at twice yearly consultation evenings. ❖ We will endeavour to distribute relevant parent training and activity fliers to specific families. ❖ Through the APDR cycle. ❖ Through use of the Families First Portal to sign post families to services and out of school activities. ❖ We have an Early Help information board in our main reception area to signpost families to outside agencies. ❖ We are always looking for ways to further develop constructive partnerships and within the next academic year the SENDCo will be looking at ways to further develop this. Please do get on touch with the SENDCo if you have any comments or suggestions.
<p>How will my child be included in activities outside the classroom,</p>	<ul style="list-style-type: none"> ❖ Oak View is an inclusive school and we ensure that every lesson/activity is open to every child whether it takes place in school, in the school grounds e.g. forest school or offsite e.g. swimming. ❖ Risk assessments are carried out and procedures put into place to ensure all children have the opportunity to be involved in all activities. We meet with parents of our most vulnerable pupils during this process to listen to and take on board their suggestions.



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including school trips?	<ul style="list-style-type: none">❖ The level of adult support is increased for children with additional needs if we feel it is required.❖ We talk to the place that we are visiting to get their risk assessments and /or to highlight any access concerns or to request reasonable adjustments to be made etc.
How accessible is the school environment?	<ul style="list-style-type: none">❖ Oak View strives to meet the needs of all children. An Accessibility Plan is in place and we make reasonable adjustments to improve the accessibility to the environment to meet individual needs. This plan and practise are in line with the requirements of the Disability Equality Act 2010.❖ The ground floor has wheelchair access into the school with ramps and handrails available on some entrances.❖ Doorways are wide enough for wheelchair access.❖ There is one disabled toilet located near the main entrance.❖ We seek the advice from the Physical and Sensory teams to meet the needs of children with visual, hearing and other physical impairments.❖ Safe and calming spaces are made available for children in response to their needs.
Who can I contact for further information?	<ul style="list-style-type: none">❖ In the first instance the first point of contact should always be your child's class teacher.❖ The SENDCo is Mrs Louise Young who can be contacted via the office on 01707 280590 or via admin@oakview.herts.sch.uk.❖ We have a clear procedure to handle complaints, please refer to the How to Compliment or Complain information available on our website or via the school office.❖ Parents/carers can contact SENDIASS (SEND information and Advice Support Service) for guidance and advice. Contact details: sendiass@hertfordshire.go.uk or 01992 555847 (Mon – Thurs 09:30 – 3:00 and Friday 09:30 – 2:00).
How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none">❖ We want all transitions for children at Oak View to be positive experiences.❖ Before joining the school parents/carers and children will be invited to come and look around, at this point informal information sharing happens.❖ Staff in the Early Years Foundation Stage carry out one to one meetings with families for all children entering in Nursery/Reception.❖ Additional meetings with parents can be arranged as necessary.❖ Extra visit days, transition books and social stories are used for children with SEN.❖ Children transferring to secondary school are offered extra transition sessions if needed, this involves children visiting their new school and staff from the new school seeing the children in their current setting.❖ We apply for secondary transition sessions via DSPL5.❖ The SENDCo liaises with other settings.❖ Records are transferred securely between settings.



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<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> ❖ The notional SEN budget is allocated each financial year. The money is used to provide additional support (staff) or resources depending on an individual's needs. ❖ Decisions about the level of support required, specialist equipment and SEN resources are made by the Head teacher, the SENDCo, the governor responsible for SEN and the School Business Manager. Decisions are made based on our observations, advice from outside agencies and information gained from pupil progress meetings. ❖ Within the budget constraints support is allocated according to the level of need. ❖ Education Health Care Plans (EHCP) are banded and allocated funds are used to address individual needs this could be to provide specialist equipment, therapy or to help fund additional adult support. ❖ For children with high needs without an EHCP local high needs funding can be applied for.
<p>How are decisions made about the range of support my child will receive?</p>	<ul style="list-style-type: none"> ❖ The level of support provided will depend on a child's individual need. ❖ Decisions are made through; observations, assessment and discussions between parents/carers, class teachers, the SENDCo and the senior leadership team. ❖ Advice from outside agencies. ❖ Reviews of APDR ❖ At Oak View we want our children to become independent learners and the range of support available allows for opportunities to develop this independence.
<p>How can I find information about the Local Offer of services and provision for children and young people with special educational needs and disability?</p>	<ul style="list-style-type: none"> ❖ Information about the local offer can be found at: <p style="text-align: center;">http://www.hertfordshire.gov.uk/localoffer</p>