



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.

<p>How does the school know if children/young people need extra help?</p>	<ul style="list-style-type: none"> ❖ Concerns can be raised by parents/carers or by the child themselves. ❖ Parent evenings provide opportunities for open discussion. ❖ Pupil progress meetings review the children in each class, this is done with the class teacher and members of the Senior Leadership Team. ❖ 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 OR 2. 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>
<p>How will the school support my child?</p>	<ul style="list-style-type: none"> ❖ Every child will receive Quality First Teaching, this is the effective inclusion of all pupils in high quality lessons every day. Work is differentiated to meet the needs of all children.



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- ❖ Curriculum leaders provide support for teachers to deepen their own subject knowledge. Leaders have received training this academic year about adapting the curriculum for all learners.
- ❖ Some children are supported by our SEND staff who provide support for learning, 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.
- ❖ 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 children. This provides a quieter place to eat and activities for those children who choose not to be on the playground.
- ❖ We work with outside agencies to provide holistic care e.g. play therapists and Therapeutic Hooves.
- ❖ Children are encouraged to develop their independence through the use of various resources.
- ❖ Training for supporting children in lessons through scaffolding has been delivered by an outside agency.
- ❖ All staff have had Level 2 Autism awareness training delivered by the Herts specialist teachers.
- ❖ 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.

A stepped approach is used to identify children who may have SEN:

- ❖ 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.
- ❖ If there are still concerns about progress the class teacher refers to the SENDCo to discuss what has been put in place and its impact.



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	<ul style="list-style-type: none">❖ 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 termly (or more frequently if needed) with parents/carers and children (where appropriate).❖ 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.❖ 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.



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	<ul style="list-style-type: none">❖ 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.❖ Two members of staff have enrolled on the ELSA training this year.❖ Provision of quiet workstations are available for some children who find the mainstream classroom environment overwhelming.❖ 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 complex medical conditions.❖ Some of our children access play therapy provided by Nessie.❖ 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.)❖ We have members of staff trained in first aid and some members of staff have advanced paediatric first aid.❖ 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.❖ We are part of the Welwyn and Hatfield School's partnership and have a school family worker available to support families.❖ 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).



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	<ul style="list-style-type: none"> ❖ 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 social stories for some children to explore everyday situations.
<p>What training have the staff supporting children and young people with SEND had or are having?</p>	<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 Coordination. 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. ❖ Level 2 Autism training has been delivered to the whole school. ❖ We have a teaching assistant trained to deliver 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 forums. ❖ Teachers and Teaching assistants across the school have completed Little Wandle training to support early readers.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> ❖ We have a play therapist who is currently in school once a week supporting a few children. ❖ We consider alternatives for children who significantly and persistently have difficulties within the school environment by accessing 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.



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	<ul style="list-style-type: none">❖ In addition, we seek advice, access training and make referrals to/from; Occupational Therapy, CAHMS, PALMS, School Nursing, ADD-vance (Herts based charity for families affected by ADHD/autism) and the local special school outreach from Woolgrove School.
How will you help me support my child's learning? And how does the school enable constructive partnership working with families?	<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. ❖ This year we are taking part in the national PINS (Partnership for Inclusion of Neurodiversity in Schools) project.
How will my child be included in activities outside the classroom, including school trips?	<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.❖ The level of adult support is increased for children with additional needs if we feel it is required.



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	<ul style="list-style-type: none">❖ 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. You can access the Accessibility plan from our website here, under the heading 'Special Educational Needs and Disability (SEND) Information': Oak View Primary & Nursery School » Statutory Information❖ 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,	<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.



transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none">❖ 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.❖ When transitioning into a new year group children meet their new teacher to complete a pupil passport. Classes spend a day with their new teacher in the second half of the summer term. Some children are invited to school on the September INSET day to see the class and teacher again on a 1:1 basis.❖ Some children will have additional support for year-to-year transition depending on their level of need.❖ 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.❖ The SENDCo liaises with other settings.❖ Records are transferred securely between settings.
How are the school's resources allocated and matched to children's special educational needs?	<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.
How are decisions made about the range of support	<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



my child will receive?	<ul style="list-style-type: none">❖ At Oak View we want our children to become independent learners and the range of support available allows for opportunities to develop this independence.
How can I find information about the Local Offer of services and provision for children and young people with special educational needs and disability?	<ul style="list-style-type: none">❖ Information about the local offer can be found at: http://www.hertfordshire.gov.uk/localoffer