

Oaklands Junior School SEND Information Report (April 2019)

<p>How do we support Children/young people with Special Educational Needs or Disabilities?</p>	
<p>What is the schools vision and mission statement?</p>	<ul style="list-style-type: none"> ❖ All children are of equal worth and have the right to equal access to a broad and balanced curriculum. ❖ All children have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances. ❖ The interests of all pupils are best served when each pupil is able to access and focus on the education on offer. <p>This will be achieved through: following the Aspiration and Achievement Policy. the School Development Plan the sharing and believing in these fundamental principles.</p>
<p>How does this relate to children with Special Educational needs and disabilities?</p>	<p>The children with Special educational needs or disabilities have barriers to their emotional, social and academic learning and development that need addressing.</p>
<p>What type of school are we?</p>	<p>Junior school. We cater for children aged 7-11. We welcome all children with any type of special need that is able to be included in the learning of a mainstream school happily and effectively to reach their full potential.</p>
<p>Ofsted rating</p>	<p>GOOD</p>
<p>How does or school ensure children who need extra help are identified early?</p>	<ul style="list-style-type: none"> ➤ Discussion with parents/carers ➤ Outside agency reports; this might include Educational psychologist, Speech and Language therapist, Corvus Learning Trust etc... ➤ On -going teacher observations and informal assessment. ➤ Observations from other staff. ➤ Formal assessments and appropriate screening.
<p>What should a parent do if they think their child may have special educational needs?</p>	<p>Go and talk to their class teacher. SENCO may then be invited to share the conversation.</p>
<p>What are the common barriers to learning in our school?</p>	<p>Speech and language difficulties. Autistic Spectrum Condition or Asperger's Syndrome. Signs of dyslexia, dyspraxia or dyscalculia Behaviour/emotional difficulties.</p>
<p>What does the school do to help children</p>	<ul style="list-style-type: none"> • Early intervention • A graduated response • Parent involvement

with special education needs?	<ul style="list-style-type: none"> • Access to outside agencies • A parent support advisor and nurture assistant • A hard-working, committed staff • ASC/Dyslexia friendly classrooms and teaching • Experienced, flexible and open minded staff • A range of intervention programmes • Monitoring pupils outcomes, targets and provision through mapping • A broad and balanced curriculum
Who over sees the progress and provision of SEN children?	The class teacher has the responsibility to ensure the child with Special educational needs receives the support they need. The SENDCO over sees provision.
How do the teachers match the curriculum to the individual child's needs?	All lessons are differentiated. If further adjustment is required, external advice may be sought. Any extra equipment is bought if possible. Referrals to outside agencies may be made. They then follow the cycle of assess, plan, do and review.
How are your school's resources allocated?	Every term there is an intervention review meeting to discuss how needs might be met, by whom, when and how this is going to be paid for. If a child has such complex or severe needs an EHCP assessment may be requested from the Local Authority where that child lives. (Bracknell Forest/ Wokingham)
How are decisions made about what type and how much support an individual child will receive?	Termly Pupil Progress meetings are held at which the Head, Deputy, class teacher and SENCo discuss the needs of individual pupils. The type of intervention and how/when it will be delivered are then discussed within the year group team.
How do you monitor a child's progress and how do you communicate this with parents about their child's progress.	<ul style="list-style-type: none"> ➤ All children's progress is discussed/reported via: ➤ Parents' evenings (Autumn and Spring terms) <p>In addition, there may be:</p> <ul style="list-style-type: none"> ➤ Meeting with SENCO if required ➤ Meeting with Headteacher if required ➤ On-going observations and monitoring of work produced by children ➤ Annual SEN review meetings ➤ Outside agencies review meetings and observations as needed <p>Parent training and support is arranged through our parent support advisor.</p>
What support do the school offer for the children's overall health and well-being	A medical policy is in place to support health requirements. A PHSE scheme of work is followed to develop emotional skills. Our Parent Support Adviser is also a trained Nurture Assistant and she works with both groups and individual children.

	Outside agencies also provide expert, targeted support e.g. the Corvus Learning Trust, Relaxkids, an art therapist, Foundry College etc.
What is the school approach to bullying for SEND learners?	Anti Bullying Policy The same as any other pupil! It is totally unacceptable.
What is the approach to developing friendships and social skills for SEND learners.	This is very much needs-based and is different for each child.
What medical support is available in school for children with SEND or disabilities?	Most staff have first aid training. There are designated first aiders. If any specific training and support is required then parents, the school nurse or other professional will provide training and support. Refer to medical policy.
How does school the administration of medicines?	Medical Policy Medical care plans written and reviewed.
What support is there for behaviour and avoiding exclusions and increasing attendance?	The school has comprehensive Behaviour Policy It contains a graded response. If further help is needed then a referral may be made to the attendance specialist from the Corvus Learning Trust, social services, the Parent Support Advisor and/or Foundry College for behaviour support.
How can children contribute their views?	All pupils elect class representatives to the School Council each September. Year 6 children are asked to complete a questionnaire about their time at Oaklands Suggestions from children are invited through assemblies, P4C sessions, informal conversations and other means.
What support does the school provide to develop independence and prepare children for adulthood?	All pupils are placed in a 'Thinking Family' when they join the school. These families have two children from each year group, with the Year 6 pupils taking responsibility for their family. Termly Thinking mornings or days are held with wide-ranging and challenging tasks. Thinking Family lunches are also held when the children lunch together and have suggested topics of conversation. Opportunities to encourage the children's interests are constantly sought and events matched to individuals. So far this year selected pupils have attended Henley Literary Festival, The Big Bang Science Event at Winchester Science Centre, Maths competitions, as well as many and varied sports events.

How is this promoted in the classroom?	The Oaklands Thinking ethos is promoted and applied in every classroom.
What interventions are in place?	Interventions are triggered to meet need. They are reviewed in a cycle of assess, plan, do and review. Interventions can include: 1-1 targeted work e.g. Toe by Toe, Apples and Pears, Plus One, as well as OT intervention, SALT support , nurture sessions, social skills groups
What wider school practices are employed for this purpose?	Staff are responsible for the education of all the pupils in their class. The SENDCO is available to discuss, support and monitor support and provision. There is an intervention meeting termly and Senior Management meet weekly to underpin and provide as much provision as possible. Support staff are flexible and work where needs dictate.
What arrangements are in place to support children who are 'looked after' and SEND?	Access to services can be made through referrals to Educational Psychologist, Learning Support Service, Speech and Language etc.. in the same way as with any other child. Children's needs are discussed at Surgeries and School Planning meetings and the relevant services contacted. The adoption service has been involved with several families. The SENDCO or Head teacher would be a point of contact.
What specialist services and expertise available at or by the school?	Oaklands can access; parenting courses, mental health services (CAMHS) Educational Psychology, school nurse (hearing/ sight/ growth/ diet/weight etc..) Behaviour support- includes therapies such as, sand tray, art therapy, thera-play, one to one therapy sessions and waterside activities. Also, JAC- horse therapy, (at a cost) Forest school (at a cost). Occupational and Physiotherapy. Sensory consortium- support for hearing and visually impaired children. SENDIASS- Parent support and advice. Learning support for specific learning difficulties. All of these services are subject to children meeting the thresholds for referral. We have a trained nurture assistant.
What training have the staff supporting children with Special Educational Needs and disabilities had?	All staff are kept up to date, on a rolling programme of training as and when appropriate. ASD (Autistic Spectrum Disorder) refreshers, Dyslexic friendly classrooms and strategies, Occupational Therapy, Speech and language training, anxiety, basic CBT, attachment disorder, INSET days etc.
How are children included in activities outside the classroom and school trips?	The activities planned have all the children in mind. Adjustments that are needed are planned for carefully and extra staff or risk assessments put in place. Parents are asked for their help and advice if the activity seems challenging. The venues for school trips are visited and well known to the staff and relationships

	between the venue and staff often well established. We only use venues we know are suitable and inclusive. Sometimes extra staff are employed to support an individual child. The trip can be adapted if necessary.
How accessible is the school environment?	The school has been assessed for Disability access and follows the recommendations under the accessibility section of the Disability Discrimination Act. This is constantly being reviewed through the sites and buildings team.
Have there been any improvements in the auditory \visual environment?	The classrooms are fitted with new Interactive whiteboards, much clearer screens, much clearer sound.
Are there disabled changing facilities/toilet?	There is a toilet.
How does school prepare and support children when they join?	<ul style="list-style-type: none"> ➤ Meetings with Oaklands Infant school staff ➤ Transition programme written and implemented by the Infant School ➤ Sometimes children may already be under the Local Authority SEN team, information would therefore be shared at a School Planning meeting
How does the school prepare and support the children when they transfer to a new school?	<ul style="list-style-type: none"> ➤ Transition programme, to include, for example: <ul style="list-style-type: none"> ○ Induction days ○ Additional pre-visits for vulnerable/SEN pupils ○ A joint meeting with the SEN Team and the secondary school ○ A joint meeting with the Year 6 team and the secondary school Head of Year ○ If required, photos of new classroom, key adults (booklet) ○
How are parents involved in school life?	<ul style="list-style-type: none"> ➤ Parent are invited in for celebrations of learning, theme days, class trips and other appropriate opportunities ➤ Class Assemblies ➤ School productions ➤ Parent evenings ➤ Reviews ➤ Teachers are always happy to arrange mutually convenient times to discuss any child. ➤ Home/school communication books for each pupil ➤ Phone meetings can be arranged for mutually arranged times.

	<ul style="list-style-type: none"> ➤ Parent Support advisor will provide support/meet with parents as needed
How does the school communicate with parents whose first language is not English?	Oaklands can contact an interpreter, but more often than not a friend, another parent or an older will sibling can help.
Who can a parent contact for further information?	The class teacher is the first point of contact, then the SENDCO or Head teacher. We can always help you to contact other agencies or organisations. SENDCO- Mrs A.Burrows
Who can you contact to make a complaint?	SENDCO, Head teacher, Governor. Complaints procedure

Written April 2019

Review April 2021