



School Local Offer for Pupils with Special Educational Needs and Disabilities (SEND)

Our Aim

- ✓ To use our best endeavours to secure the special educational provision called for by an individual to enable them to reach their full potential

Our Procedures

- Children from KS1 onwards are assessed each term using standardised reading, spelling and maths tests. This standardised data plus ongoing assessment and professional discussions helps staff decide which children will require additional support through our SEND procedures. Children who have difficulties and fall significantly below age related expectations are likely, with parental permission, to be added to our SEND register and additional provision devised to address their individual needs. Other children may also be added to the register from time to time, such as those with a disability or those who experience social, emotional and mental health difficulties.
- Once receiving additional support, children are closely monitored and regular meetings are held with children and parents to help ascertain whether progress is accelerating.
- If a child continues to cause concern and parents are in agreement, additional support may be sought from a number of agencies.

These include:-

Learning Support Advisory Teachers (LSATs)
 Speech and Language Therapy Service (SALT)
 Occupational Therapy Team
 Inclusion Manager support
 School Nurse
 Autism Outreach Services – Woodland Outreach, Spectra, Autism West Midlands
 Educational Psychologist
 Young People and Families Mental Health Service – Autism referrals
 Visually Impaired Service
 Hearing Impaired Service
 Behaviour Support Team

For a small minority of children, higher levels of support will be considered necessary. For these children the school will consider applying for an Educational Health and Care Plan (EHCP) or Graduated Support. Parents will be fully involved in this decision and their views carefully considered before any action is taken.

People Who Help

- Mrs Helen Morris- School SENco. She regularly reports to our school governors in all matters regarding children with Special Educational Needs and Disabilities.
- Mrs Morris is a qualified teacher and is our Special Educational Needs Co-ordinator (SENCo). She is closely supported by Mrs May Severn who is our Inclusion Manager.
- Class teachers are every child's first educators and are responsible for the progress of all children within their class.
- Teaching Assistants offer support with learning during who class teaching and with small group and individual work. A number of our teaching assistants have particular qualifications in specific areas of Special Needs.
- Parents are vital in supporting children's learning. We encourage all parents to regularly support learning at home and attend all review meetings to discuss the provision in place for their child and the progress being made. Through strong partnership working decisions can be made jointly to ensure children make the best possible progress.
- A plethora of qualifications, training and experience within the school team includes:-
 - National Award for Special Educational Needs Co-ordination
 - Common Assessment Framework training (now EHAF)
 - Read, Write Inc training
 - Precision Teaching training
 - Meeting the Needs of Dyslexic Learners training
 - Circle of Friends training
 - Nurture Group Leadership training
 - Cool Kids motor skills training
 - Autism training and experience
 - Makaton training
 - Elkan training
 - Paediatric First Aid

We're listening

- Children regularly spend time with their teachers or teaching assistants discussing their targets and progress and have regular opportunities to express their views. Children are closely involved in their assessments to enable them to understand why and which current targets should be selected and how they will know when they have been successful.
- Parents are invited into school on a "drop in" basis to discuss any concerns and are invited more formally to termly review meetings to discuss their child's achievements in working towards their targets.
- Outside support agencies liaise with and offer advice and training to staff to ensure good understanding of a variety of difficulties and how to best meet individual needs.
- A nominated governor is responsible for closely liaising with the school in all matters regarding Special Educational Needs and Disabilities.

Interventions

- Children may receive individual or small group support, depending on individual need.
- Intervention work may take place in an area of the classroom or in a quiet space away from the rest of the group.
- Children's needs are closely assessed to find gaps in learning and to measure the success of interventions.
- Individual targets are set as required following the assessments and reviewed as soon as it is felt the child has achieved.
- Previously achieved targets are re-visited from time to time to ensure the child retains prior learning.

Children may be supported through:-

Precision Teaching
Individual Behaviour Programme
Pastoral Support Programme
Numicon Intervention Programme
Wave 3 Maths Support
Fine Motor Skills Programme
Cool Kids Gross Motor Programme
Language for Thinking Verbal Reasoning Programme
Read, Write Inc Phonic and Reading Support
SNIPs Literacy Programme
IDL
Power of 2 maths programme.

Basic Number sense programme
 Speech & Language therapy
 Auditory and Verbal memory skills exercises
 Let's Look Visual Discrimination Programme
 Talking Partners
 Social Stories
 Visual timetables and schedulers
 Therapeutic Interventions (art or gardening)
 Social Skills groups
 Circle of Friends
 Common Assessment Framework and Team Around the Child meetings (now called EHAF)
 Mind Mapping

Access to Learning

- Oakmeadow Primary and Nursery is a very inclusive school which warmly welcomes all members of our community. We aim to make the school safely accessible to all stakeholders and to attend to the requirements of the Disability Discrimination Act (2005).
- We endeavour to ensure that our learners are able to move around the building easily and confidently and have an equal opportunity to access the lessons and activities of school life.
- We try to anticipate better ways to provide access and information for all pupils, parent/carers, staff and other users of the school.
- Our school is on one level and has provision for people with mobility difficulties to ensure they can get around easily. We have ensured, where practically possible, door openings are wide enough to take a wheelchair and any future projects to develop the building will take account of the needs of disabled users.
- We have toileting facilities which are suitable for physically impaired users of our school.
- We have a classroom which is especially sound protected to support those who are hearing impaired.
- Children are taught using a variety of teaching and learning methods and we personalise our approach to ensure that every child feels that their education is appropriate to their needs.

Progress and Monitoring

- There are always adjustments being made in the aim of improving everyone's learning experience. We focus on checking that SEN and disabled pupil's progress is in line with their abilities and expected rates of progress. Should we uncover any discrepancies then we will endeavour to investigate, evaluate and improve our practices appropriately.
- All pupils on our SEN register are monitored closely and action is taken to ensure they can access the curriculum at their level. This may be by working in a group of similar ability children, a higher staff to pupil ratio, small group work or 1:1 support in specific areas.
- Using data from a variety of sources, assessments and lesson observations by senior staff, we track and analyse the achievements of all of our pupils.
- Reviews of our policies is an on-going process and will consider the needs of the SEN and disabled pupils and of the Disability Discrimination Act.

Transition Times

- Although time for change is exciting, it can also be an anxious time for any child, whether it is on first entering school, moving up to the next class or to secondary education. We endeavour to make these times as smooth as possible for all children through providing discussions, visits, professional liaison and reassurance.
- All base groups in our school have a file of information regarding children with additional needs which is stored confidentially whilst being accessible to staff for reference.
- Information regarding individual needs, outside agency support and progress is shared with receiving secondary schools so that follow on provision can be pro-actively considered for children before the pupils transfer to the school.

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