

Oulton C.E. First School



SEN Information Report ^(v1)

Headteacher: Mrs A Graham

Chair Governors: Mr C Wass

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SEN information report for Oulton First School

Hand in hand at Oulton, we strive to follow Jesus' example offering friendship and forgiveness through a trusting and welcoming community where all are loved and valued as children of God. We are thankful for the exciting and vibrant curriculum which enables everyone to flourish and achieve their God given potential.

1. **How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?**

Transition meetings are arranged with all agencies working with vulnerable children to ensure that we are fully aware of any issues that have already been identified and strategies being used to support this. We aim to continue with strategies that have been shown to enable the student to progress.

Children's work is regularly assessed by using a variety of assessment schemes that we have in school, this is to measure progress made from their starting point and their progress throughout the year. If we have any concerns following these assessments discussions are had with the class teachers, the senior leadership team and then parents will be contacted and if required a plan of further specialist assessment and intervention will be put in place.

*Any concerns about your child should be raised with your child's class teacher in the first instance. You can arrange to meet with them either before or after school by speaking to them directly, or by contacting the school office on **01785 336515** to arrange an appointment. She may suggest that you also meet with the Special Educational Needs Co-ordinator (SENCO), who will be able to advise on possible next steps and further support services available to you and your child. You are able to contact the SENCO (Mrs Mannering) to arrange a meeting by either telephoning or the school office.*

2. **What are special educational needs?**

The Special Educational Needs and Disability Code of Practice states that:

'A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A child or a young person has a learning difficulty or disability if he or she has

a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Special educational provision is educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools.’ (DfE, 2015)

3. What kinds of special educational needs are provided for at Oulton First School?

At Oulton, we pride ourselves on being a fully inclusive school and we cater for all special educational needs. The Special Educational Needs and Disability Code of Practice (DFE, 2015) outlines four main categories of Special Educational Need, which are:

- **Communication and interaction:** *Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to say, understanding what is being said to them or they do not understand or use social rules of communication. The profile for children with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger’s Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can affect how they relate to others.*
- **Cognition and learning:** *Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.*
- **Social, emotional and mental health difficulties:** *Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are*

medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Physical and/or sensory needs:** *Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi –sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties. Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.*

4. How does the school know if my child needs extra help?

At Oulton First School, we track children’s attainment and progress each half term. We will quickly recognise that a child needs additional support as they are making less than expected progress given their age and individual circumstances. This may mean that:

- *The child’s progress is slower than that of their peers*
- *The child’s progress has slowed down*
- *There is a gap between the child’s attainment and their peers*
- *This gap widens over time*
- *The child needs additional adult support and/or resources to access the curriculum.*

This additional provision will be planned by the class teacher or SENCO following consultation with parents/carers and child. This provision could include in class differentiation, 1 to 1 or small group intervention and/or mentoring and will be delivered by highly trained Teacher Assistants. The type of intervention and frequency of delivery will be matched to the individual student’s needs.

All children will have been assessed before starting an intervention and this will be repeated at frequent intervals to ensure that the programme is appropriate and progress is being made. Interventions will cease when the data shows that progress has been made narrowing the gap between their ability and that of their peers.

5. How will I know how the staff at Oulton First School support my child?

If your child is on the Special Educational Needs and Disability (SEND) register they will receive a Learning Support Plan each term, which will include specific targets, linked to their identified area(s) of need. Their plan will be written in consultation with the child and parents and will show the support that the school are putting in place to help the child achieve their personalised targets. This might include:

- *QFT (Quality First Teaching)*
- *Wave 2 in the classroom*
- *Reasonable adjustments to the teachers plans or the classroom*
- *Intervention groups*
- *Specialist, personalised intervention*

A child will be monitored if they are not making sufficient progress (which is outlined above) in one or two areas of their learning. The class teachers will monitor these children and the class teacher will notify parents that their child is not making progress and what steps they have put in place for that child to make progress. This does not require a formal termly consultation.

6. How will the curriculum be matched to my child's/young person's needs?

It is an expectation of Teachers' standards that staff:

- *know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively*
- *have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these*
- *If a child has identified SEND then the teacher will differentiate teaching and learning possibly the learning environment to remove barriers to learning and enable them to access the curriculum more easily.*
- *demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development.*

Regular monitoring of an individual's progress ensures that they are making progress as a result of this.

- *Children may also be provided with specialist support from external agencies, specialised equipment and/or resources as well as additional support from the teacher and teaching assistant.*

7. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?

Pupils' attainment and progress is tracked regularly and intervention is put in place to address any gaps in learning and/or to accelerate progress. We hold termly Parents Evenings where we will discuss your child's progress with you. You will also receive a detailed report at the end of the school year. If your child is on our SEND register, you will also be invited into school each term to discuss your child's progress towards their individual learning targets (including the impact of their interventions that they have been part of) and to be part of the target setting for the following term.

We will meet with parents of children on our SEND register each term and suggest ways to support your child at home. We hold various parent workshops throughout the year, including phonics, maths and play and stays in the early years. These are advertised on our fortnightly newsletter or weekly on the class newsletters. The SENCO will also be able to advise on ways to support your child and may also signpost you to further support from external agencies. There is a link at the end of this Information Report to the Staffordshire Marketplace where you can find additional advice and support.

8. How is the decision made about the type of support and how much support my child will receive?

The type of support that your child will receive will be dependent upon their individual needs. If external agencies are involved then we will follow recommendations made. For children receiving SEN support in school then the level of support will be determined by the nature of the necessary level of support to enable pupils to successfully meet their learning targets. For children who have an Education, Health and care Plan (EHCP) the support will be determined in the Plan and will be reviewed annually.

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

As a school we have access to a wide range of specialist services including:

- *Special Educational Needs and Inclusion Service (SENIS)*
- *Behaviour Support Service*
- *Hearing Impairment (HI) and Visual Impairment (VI) Team*
- *Educational Psychologist (EP) Service*
- *Speech and Language Therapy (SLT) Service*
- *Child and Adolescent Mental Health Service (CAMHS)*
- *Health and Wellbeing Team*
- *Autism Outreach*

10. How are parents involved in the school?

At Oulton, we strive to work in successful partnership with all of our parents. We hold a range of events throughout the year whereby parents are invited into school to be part of their children's learning. Parents as well as children are encouraged to be an active participant in the Assess, Plan, Do, Review cycle and are invited into school each term to review previous learning targets and to facilitate in the setting of the next term's targets.

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

On Entry

If your child joins us in Ladybirds or Reception then they will be part of a comprehensive induction programme. This includes:

- *An induction evening for parents to gain all the necessary information to facilitate a smooth transition.*
- *A series of induction days visits during the summer term before they start Nursery or Reception in September*
- *Staff visits to see new Reception children in their current Nursery setting.*
- *A meeting with any new parents of children already known to have SEND.*
- *If your child joins us, from another setting in Years 1 to 4 then they too will be offered some taster sessions and we will liaise closely with the school from which they are transferring to ensure a smooth transition and transfer of all necessary information.*

Transfer to a New Setting:

- *If your child transfers to another school, we will liaise closely with the new school to ensure all information and any relevant records and/or documentation is passed on. The SENCO will also contact the new school's SENCO to discuss support currently in place.*

Moving up to the Next Class:

- *Teachers will hold a handover meeting in advance of the child moving up where information regarding children's individual needs and the nature of SEN support they have received will be discussed.*

Transition to Middle School

- *During Year 4 there are various opportunities for the children and parents to visit the local middle school and meet the staff. Children attend some transition visits for the pupils and for pupils with SEND we often arrange further additional visits if we feel that, this would be beneficial to the child. For schools in the local area, the SENCO's from both schools will hold a meeting in the summer term to discuss the children who have SEND and all necessary information, reports and documentation will be passed on to the new school.*

12. How will you support my child's medical needs?

All children who have a medical condition will have an individual care plan, which will have been written by parents and the relevant healthcare professional where applicable. Staff who are required to administer medicines are trained by the necessary health care professionals and also hold a paediatric first aid certificate. Risk assessments will also be in place for some, more serious medical conditions such as epilepsy. At all times we adhere to the government guidelines in 'Supporting pupils with medical conditions in school' (DfE, 2015)

13. What training are the staff supporting children and young people with SEND had or are having?

The SENCO has undertaken the National Award for SENCOs which was completed in January 2020. In January 2020 Mrs Mannering was trained in Time to Talk to support Early Years children with their language and communication. Mrs Hooley (Nursery Nurse) completed the Time to Talk training in May 2022. Mrs Mannering (EY teacher and SENCO) and Mrs Hitchin

(EY teacher) are paediatric first aid trained. During the Covid 19 pandemic all staff have attended training on supporting pupils and staff with bereavement, Adverse Childhood Experiences (ACE's) and Early trauma and attachment.

14. How will my child/young person be included in activities outside the classroom include during school trips?

Oulton Frist School is a fully inclusive establishment and all staff strive to make reasonable adjustments to the taught curriculum and school based activities to ensure that all children are fully included and can participate where possible. The adjustments made are tailored to meet the individual's specific needs and are discussed with parents as part of the planning. A comprehensive risk assessment will be carried out prior to a school visit and if necessary additional staff or specialist health professionals will support the activity/visit.

15. How accessible is the school both indoors and outdoors?

Oulton First School is an inclusive school which accepts children with most disabilities. Due to the age of the building however, there are limited facilities for wheelchair users. A child with any physical and/or medical needs will have a care plan put in place which has been agreed with the school, parent and where necessary, the school nurse, and physical or occupational therapist. We have one disabled parking space on the school carpark.

Specialist equipment, where necessary, can be acquired or bought in and a TA with knowledge and training may be identified to work closely with an individual child. In some circumstances the local authority may be required to provide a dedicated support worker for a child, dependent upon their needs and statement/EHC plan.

The school has previously been awarded Dyslexia Friendly Full Status and now continue to adopt these strategies to support all children across the school.

Strategies included:

- Staff meetings have included dyslexia status on its agenda as a reminder of, and opportunity for, sharing good practise, as well as identifying new children and strategies.*
- Classrooms are regularly checked to ensure they remain dyslexia friendly.*

- *White boards have a tinted background facility.*
- *Each classroom has been equipped with numeracy and literacy boxes, with practical equipment, to support all children.*
- *Teachers are requested to display subject specific words, as well as every day spellings, to assist children in their writing and visual displays are prominent.*
- *Coloured overlays are available. Once the correct colour has been identified, pupils will be issued with their own overlay.*

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

At Oulton First School, allocation of resources is dependent upon need within the school. We use our budget to help raise attainment and achievement of all of our pupils, including those with SEND through:

- *Ensuring all classes have a highly qualified Teaching Assistant (TA) supporting the learning.*
- *TA's to run intervention programmes five afternoons a week.*
- *Running one-to-one intervention programmes*
- *Providing training on intervention programmes for TA's*
- *Ensuring that pupils have equal access to the curriculum*

17. Who can I contact for further information?

You can contact:

- *Your child's class teacher, either by speaking to them at the start or end of the school day, or by phoning the school office, to arrange a meeting*
- *Mrs Mannering, the SENCO, either by phoning the school office or by emailing her at office@ouulton.staffs.sch.uk*
- *Mrs Melling Head of School can be contacted by phoning the school office*

- *The SEND Governor, Mrs James who can also be contacted by phoning the school office.*

Support services for parents of pupils with SEND include:

- *Staffordshire SEND family Partnership – If you have a general enquiry, would like to speak to one of the SEND Family Partnership team or to request information and support please telephone **01785 356921** during office hours. The answer machine is out of office hours so please leave a message and your call will be returned as soon as possible. Alternatively you can send an email to: sfps@staffordshire.gov.uk*
- *Parent In The Know Newsletters*
<https://epandc.org.uk/services/sendias/sendias-newsletters>
This publication from the SEND Family Partnership is for parents and carers of children with special educational needs and disabilities. The newsletter is produced three times a year and is free. You can download a copy by clicking on the links or contact us to send you a copy.
- *Staffordshire Marketplace Services Directory*
This website contains Staffordshire's Local Offer, which describes the provision that is available for children and young people with Special Educational Needs and Disabilities (SEND) and their families. The Local Offer website helps families by gathering in one place, the information that they need to know in order to make informed choices about the support they receive.
<https://www.staffordshireconnects.info/kb5/staffordshire/directory/home.page>

18. Who should I contact if I have a complaint regarding the provision at Oulton?

In the unlikely event that you wish to make a formal complaint then you should contact the Head of School, Mrs Melling or the Executive Head, Mrs Graham by telephoning the school office. Our complaints Procedure Policy is also available to view on the school website.

19. When will the SEN information report be reviewed?

This report will be reviewed January 2025.