



SEND Information Report – October 2017

All schools within Oakwood Learning Community have a similar approach to meeting the needs of pupils with Special Educational Needs and/or Disabilities (SEND) and try and ensure that all pupils, regardless of their specific needs, make the best possible progress during their time in school.

All schools are supported to be as inclusive as possible, with the needs of all pupils with SEND being met in a mainstream setting wherever possible.

Special Educational Needs is defined as when a child's needs require provision that is different from or additional to that normally available to pupils of the same age (SEND Code of Practice 2014)

The Code of Practice outlines four broad areas of need. These are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and Physical Needs

What is the Local Offer?

The LA Local Offer

Under the Children and Families Act 2014, Local Authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with SEND aged 0-25. This is called the 'Local Offer'

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents/cares in understanding the range of services and provision in the local area. Rotherham's Local Offer can be found here:

<http://www.rotherhamsendlocaloffer.org/>

The school SEND Information Report

Schools must now publish information on how it will meet the needs of SEND pupils as determined by the school's policy, and the provision that the school is able to offer.

Within Oakwood Learning Community, we recognise that every child and their needs are different, we will do our best to ensure that every pupil, including those with SEND get the right type of support. We believe passionately in the limitless potential of all our pupils and we strive to ensure that every pupil, whatever his/her need, is successful in achieving their own personal goals.

All children have a right to access quality first teaching in a classroom, delivered by a qualified teacher.

This means:

- The teacher has the highest possible expectations for children and pupils in their class
- All teaching is built on what the child already knows, can do and can understand

- All different ways of teaching are in place, so the child is fully involved in learning in class
- Specific strategies are in place to support the child to learn

If your child has been identified as having SEND, they may need additional support in the classroom. This may include extra adult support, additional resources, prompts or reminders. Additionally to this, your child may have extra support in the classroom such as 1:1 reading, support with spellings, handwriting practice and fine motor skills exercise. If your child is receiving support at this level, they are being monitored by the class teacher to reduce any barriers to learning and narrow the gap for learning.

What if your child still needs help?

If your child still needs help, more specialised provision may need to be made. We will usually need additional support and advice from a range of professional services to do this. Once this is received your child may receive 1:1 or small group provision designed specifically to meet his/her needs. As part of this process, we will ask you and your child to complete a One Page Profile, with our support to make us aware of what your child needs support with, what they are good at and how both you and your child think school can support most effectively. Your opinion means a lot to us.

If your child is receiving support at this level, they will be recorded as receiving SEN Support.

How do we make learning environments accessible to children with SEND?

- The school is fully compliant with the Disability Discrimination Act requirements
- The school has outdoor ramps into the school
- All teaching areas are on one level
- All classrooms are carpeted and fitted with blinds to reduce glare and improve acoustics
- Specialist equipment is accessed through the relevant agency e.g. Visual and Hearing Impairment Service for children with a visual or auditory impairment
- There are disabled parking bays in the school car park

Identification

How do we know which children have SEND?

It is important to recognise that children start school with varied experiences and usually need a little time to settle in and engage with new learning opportunities.

Many children with complex needs have these identified very early. Parents and carers may have already noticed that their child struggles in certain areas. For other children, difficulties may only become evident as they grow and develop, and as they learn and interact in new and different environments.

The school regularly assess all children and this will identify children that are making less than expected progress.

Children will be identified as needing extra support if, despite high quality teaching, their progress is;

- Significantly slower than that of other children of a similar age
- Failing to match or better the child's rate of progress
- Failing to close the gap between the child and their peers
- Widening the attainment gap.

The class teacher and SENDCo will monitor the pupil closely and make observations which will also include discussions with parents, with clear review points. This is referred to in the SEND Code of Practice as the Assess, Plan, Do, Review model.

Support

How do we support in the classroom?

- Ensure that equipment used is accessible to all children, regardless of their needs
- Extra-curricular activities are accessible for all children with SEND
- Some children may require 1:1 or small group work support

How do we know if the support is working for your child?

Your child's progress will be continually monitored by his/her class teacher. Various assessment tools are used to track if pupils are meeting their targets including benchmarking, national assessments and phonics screening. These are used to measure how well support is working for in class support and interventions. Lesson observations and conversations with the children help us to understand how well your child is learning and how much progress they are making. It is important to ensure the needs of all children are met and the quality of teaching and learning is high. Open evenings and review meetings are held to discuss progress with you.

Who else might we ask to support us in understanding your child's needs?

We liaise with a range of professional services, who can advise us on how to meet your child's needs, if specialist intervention is required.

These services include:

- Inclusion Services
 - Learning Support/SEND Consultant: Magdalene Lake
 - Social, Emotional and Mental Health Team – Sarah Phillips
 - Autism Communication Team – Karen Booker
- Educational Psychology Service – Abdulfattah Yafai
- Sensory Service for children with vision or hearing impairment
- Speech and Language Therapy Service (SALT) – Laura Allen
- Occupational Therapy Service
- Physiotherapy
- Child and Adolescent Mental Health Services (CAMHS)

Communication

What should you do if you have concerns about your child's SEND?

The first person you should talk to is your child's class teacher about any concerns that you may have. If you continue to be concerned that your child is not making progress, you may speak to

the Special Educational Needs/Disabilities Co-ordinator (SENDCo) Mrs Kim Reaney or the Headteacher; Ms Sarah Lloyd

Alternatively you can also contact the school's SEND governor for support.

Rotherham SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service) is the new name for Parent Partnerships. Trained staff and volunteers provide parents/carers with confidential, impartial advice and information on Special Educational Needs and Disabilities.

SENDIASS can be contacted by telephone on 01709 823627

Their address is:

Rotherham SENDIASS
Riverside House
1st Floor
Wing C
Rotherham S65 1AE

How do we communicate with parents?

Parents' Evenings are held at school in the Autumn and Spring Term for every child in school. Parents are invited in to talk to their child's class teacher about their progress and learning. In addition to this, a formal school report is sent out in the Summer term.

However, if your child is identified as not making satisfactory progress, despite additional support in school, we will meet with you to discuss any concerns you may have, plan additional support your child may need and discuss referrals to external agencies.

When your child is identified as receiving SEN Support, you will be invited to termly review meetings to discuss your child's progress with the class teacher and possibly the SENDCo. There may be representatives from other services who work with your child at these meetings.

Additionally, we will also ask you to complete a One Page Profile with your child. A One Page Profile contains information about what your child's interests are, what other people like about them, how they like to be supported and 'a wish for the future'

Where external agencies are involved with your child, whenever possible, this information will be discussed with you and the person involved directly, or where this is not possible, in a report.

A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

Informal coffee mornings may be arranged throughout the year to discuss a variety of SEND issues.

How do we communicate with children?

We complete One Page Profiles with your support to ensure, where possible to obtain the views and feelings of your child. When it is felt to be appropriate, children may be invited to review meetings. When this is not possible, children's views will be gathered beforehand.

How do we share information across the school?

Information in school can be shared via:

- Regular conversations/meetings with staff members who are working with the child
- Records of interventions are recorded on the child's 'Diary of Intervention'.

- All SEND related information is stored in the SENDCO's office and an additional copy is stored in lockable storage in the classroom.
- Secure email

Transition

We recognise that transition can be difficult for a child with SEND, therefore, we takes steps to ensure that any transition is as smooth as possible.

If your child is starting in the Foundation Stage:

- The teacher and/or the Early Years Assistant Head will visit pre-schools in the summer term prior to joining us in September whenever possible and share relevant information with the SENDCo.
- If your child already has external services involved, then you may be invited, along with a school representative to a Team Around the Child (TAC) meeting during the summer term before your child starts in September.
- It may be useful for your child to have a transition book/passport with information about the school, the adults they are working with and the learning activities they will be completing to familiarise themselves with before starting school.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is joining from another school:

- You may be invited or you can request to speak to the SENDCo before your child is due to start. This will allow school to find out more about your child's needs and ensure that any appropriate provision is put in place before your child starts at school.
- We may liaise with your child's previous school if this is appropriate. Previous records will be passed on from the previous school.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- Wherever possible, visits will be arranged to the receiving school for your child prior to the move.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a transition passport/book to support them in understanding moving on, one will be made for them.

When moving classes in schools:

- Information will be passed on to the new class teacher in advance. Any identified support will be shared including One Page Profiles.
- During the final weeks of the school year, your child will visit his/her new class on at least two occasions in order to become familiar with new staff and classmates. You will also be invited to meet your child's new class teacher.
- If your child would be helped by a transition passport/book to support them in understanding moving on, one will be made for them.

In Year 6:

- The Y6 teachers and the SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. In some cases, a transition review meeting to which you will be invited will take place with the SENDCo from the new school.

Emotional and Social Support**How do we try to ensure your child is happy at school?**

At Broom Valley Community School, we strive to ensure that every child feels happy, safe, respected and valued by the whole school community. Your child's happiness and well-being is paramount in ensuring that they are able to achieve to their best potential.

We recognise that at times, children may have barriers to their learning caused by social and emotional factors. This may cause problems with behaviour, difficulties in expressing emotions, difficulties interacting with peers or adults or cause children to become withdrawn or anxious in different situations. To ensure that children are developing socially and emotionally, we have two Pupil Engagement Workers who can work with children 1:1 or in a small group. Children can also be referred for Theraplay sessions if necessary. For additional support, we can also refer for support and advice from the Social, Emotional and Mental Health Team.

Broom Valley Community School has a zero tolerance policy in relation to bullying. It is our aim to ensure that all children feel safe and secure in our environment. Please contact the school if you would like a copy of our bullying policy.

At Broom Valley Community School, we ensure that every child is able to take part in curricular activities. Should your child need extra support or resources to access these activities, provision will be made on an individual needs basis.