

Vision Statement:

We believe in developing a child intellectually, creatively, emotionally, physically, spiritually, culturally and morally.

This will take place in the caring and supportive environment of a school that aspires to be outstanding and that is proud to be at the heart of the local and wider community, raising standards of attainment for all pupils.

We want our children to be confident, happy and healthy individuals, successful learners and responsible citizens.



What is SEN?

The special educational needs code of practice (2015) says that:

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age”.

This means that a pupil may need:

- Special resources to help them in the classroom.
- To be part of a small group with an adult to help them with their work, their social skills or their emotional well being.
- To work with someone specially trained to help them in the area that they need. (Usually someone from outside school).
- Have an IEP (individual education plan) which will be shared with parents/carers.
- Have a One Page Profile which tells all the adults working in school what the pupils strengths are and how they would like to be supported.



Learning Knows No Bounds

There are four areas where a pupil may have a difficulty that means they are considered to have SEN.

They are:

- **Communication and interaction** – this includes speech and language and social communication difficulties which includes Autism.



- **Cognition and learning** – this is where a pupil is learning at a slower pace than others in their year group.



- **Social, emotional and mental health** – this includes pupils with challenging behaviour, anxiety, ADD (Attention Deficit Disorder), ADHD (Attention, Deficit, Hyperactivity Disorder) or Attachment Disorder.



- **Sensory and/or physical needs** – this includes hearing difficulties, visual difficulties, mobility difficulties and sensory processing difficulties.



A pupil may have difficulty in one area or, more than one area.

Who is responsible for the pupils with SEN?



Mrs Helen Connett is our school Inclusion Co-ordinator (INCO) and can be contacted through the school office on 01752 775478.

Mrs Ros Wilcockson is our Pastoral Support Worker who works with pupils under the direction of the INCO.



Who can I contact for advice and support for my family?

Mrs Ros Wilcockson is also our Family Support Advisor (FSA) and can be contacted through the school office on 01752 775478.

How will the school know my child needs special educational provision?



- Little or no progress is being made. Teachers will know this because:
 - They continually assess the children as part of their daily teaching. If needed, some children will then be taken for booster sessions as part of a small group or on their own with an adult.
 - They meet termly to look at the progress all pupils are making and identify any who are not making progress or who have made slow progress, so that they can support them.
 - They will review support and interventions (extra group sessions) every 6-8 weeks to make sure progress is being made.
 - Some pupils will have an IEP which will be shared with parents, reviewed and renewed regularly.
- School will be alerted by parents with their concerns.
- School will be alerted by other professionals working with the child or family outside of school.

How can I let the school know I am concerned about my child?

- First, talk to your child's teacher. If necessary, they will talk to the INCO about your concerns. The teacher will let you know what will happen next.
- If you are still concerned you can ask to meet with the INCO.
- You could also ask to see your child's Key Stage Team Leader or the Head of School.

How will the school let me know if they have any concerns about my child's learning?

- The class teacher will talk to you.
- Any concerns will be shared at Parent Evening Meetings.
- You will be invited to a meeting in school with relevant staff.



What are the different types of support available for children with special educational needs?

- Teaching that is personalised to the child.
- Resources that are personalised to the child.
- Small group work:
 - English booster
 - Maths booster
 - Social skills groups
 - Motor skills groups
 - Emotional Literacy support groups (managing emotions, self esteem, friendships, anxiety and bereavement)
- Individual work with an adult (teacher, teaching assistant, pastoral support worker, INCO)
- Family Support Advisor (FSA)
- Sometimes we access support from other people outside of school, these include:
 - Multi-agency support team (MAST)
 - Communication Interaction Team (CIT)
 - Plymouth Advisory Team for Sensory Support (PATSS)
 - Woodlands Outreach for children with physical difficulties
 - Educational Psychologist
 - Plymouth Information Advice and Support Service (PIASS, formally Parent Partnership)
 - Parents and Carers can contact PIAS themselves for advice and support. Information about their service can be found at: <https://www.plymouthias.org.uk/>
 - School Nurse
 - Child and Adolescent Mental Health Service (CAMHS)
 - NHS Speech and Language Team



More information about the Local Authority's Local Offer for children and young people with SEN and their families as well as the above services can be found on the Plymouth Online Directory (POD).

<http://www.plymouthonlinedirectory.com/kb5/plymouth/directory/localoffer.page>

How are the adults in school helped to work with children with SEN?

- The INCO is a qualified teacher who has the skills and experience to work with and support staff and children with SEN.
- Staff training takes place regularly to help all staff understand and teach children with SEN.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of the children.



How do parents and carers and children with SEN share their views and concerns and work with the school?

- Surveys and Questionnaires
- Parent Evening Meetings
- IEP Reviews
- Regular meetings, including EHAT (Early Help Assessment Tool) and TAM (Team Around Me) meetings
- Annual Reviews for pupils with statements and EHC (Education, Health and Care) plans
- School Champions
- Individual response forms
- Person Centred Planning meetings

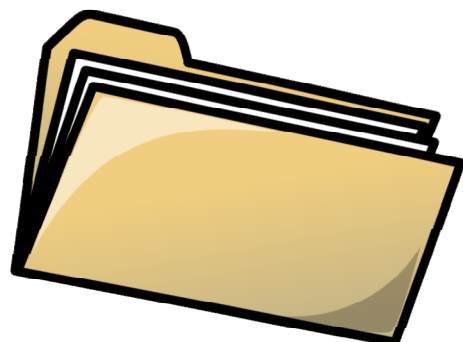


If I have a query about the support my child receives, what do I do?

- Talk to your child's teacher.
- Ask to meet the INCO.
- Ask to meet the Head of School.

What happens when my child moves from class to class or to another school?

- All children make visits to their new class and teacher in the summer term.
- Class teachers meet in the summer term to pass on information about all pupils and their individual needs.
- Some children will have a transition booklet to take home over the holidays with pictures and information about their new class or school.
- Some children have a One Page Profile which is updated in the summer term telling their new class teacher and support staff about their strengths and what they need in school to help them.
- Additional visits may be arranged to reassure more anxious children.
- All information about a child is passed to new schools.



How accessible is the school for my child with SEN?

- The school building is on a flat site with steps and a slope leading from the classrooms down onto the playground areas. Access to the sports field is also via a slope or steps.
- There are three designated spaces for disabled parking.
- Oakwood Accessibility Plan can be found at: www.oakwood-primary.co.uk



Where can I find information about the school's approach to pupils with SEN?

- Full details can be found in the school's SEND Policy, which is available on the school website <http://www.oakwood-primary.co.uk/sen-information/>
- Click on the SEND Policy to open the document.

Thank you to Sarah Stokes, Samantha Carver-Trotter, Clare Allum and Caroline Snell for their contribution to this information report.

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