

Oakwood Infant and Nursery School SEND information Report 2022 - 23

Introduction

Welcome to our SEND Information Report which is part of the Derby Local Offer for learners with Special Educational Needs and Disabilities (SEND). Derby City Council's full Local Offer can be found at: www.derby.gov.uk/sendlocaloffer

At Oakwood Infant and Nursery School, we strive to support all children to enable them to reach their full potential. We place a high importance on providing 'Quality First Teaching' and believe this meets the learning needs of the vast majority of children. For some children, however, there are occasions when further additional support may be needed to help them overcome barriers to learning. This report provides information about the support Oakwood Infant and Nursery School offers children with Special Educational Needs and Disability (SEND). Additional information regarding the schools' SEND policy, access plan and equality plan can be accessed at: <http://www.oakwoodinfant.com/policies/>

This report is written for existing and prospective parents and we welcome any comments you have about the information included so please get in touch, the best people to contact are:

Headteacher – Miss Debra Ward

Special Educational Needs Coordinator (SENCO) – Mrs. Alex Rose

SEND Governor – Mr John Hithersay

What is the Local Authority Local Offer?

As a result of the *Children and Families Bill*, Local Authorities and schools are required to publish and keep under review, information about services they expect to be available for the children and young people with SEND aged 0-25. This is the 'Local Offer' which is intended to improve choice and transparency for families and help families understand the range of services and provision in the local area. The Derby City Local Offer can be accessed at: <http://www.derby.gov.uk/education-and-learning/special-education-needs-disabilities>

What kinds of SEND does Oakwood Infant and Nursery School Support?

Oakwood Infant and Nursery School has experience supporting children with a wide range of SEND including:

- Cognition and Learning Difficulties, including Moderate Learning Difficulties
- Physical difficulties and medical needs
- Sensory Difficulties, including Visual Impairment and Hearing Impairment
- Specific Learning Difficulties such as Dyslexia, Dyscalculia and Dyspraxia
- Speech, Language and Communication Difficulties including Autism Spectrum Conditions
- Social, Emotional and Mental Health Difficulties

How are children with SEND identified and assessed?

At different times in their school life, your child may have a special educational need. We identify children as having SEND through a variety of ways including the following:

- Information and concerns raised by you as a parent
- Tracking and monitoring of your child's progress over a period of time
- Information from previous schools/ early years settings
- Information from other services and external agencies
- Health diagnosis
- Teacher observation of behaviour / social interaction
- Information and concerns raised by your child

Who are the best people to talk to in this school about my child's SEND?

If you have any concerns regarding your child's progress or wellbeing or are worried about SEND please speak to your child's class teacher or the SENCO to discuss your concerns. The school SENCO, Mrs Alex Rose has an 'open door' policy for parents, carers and school staff to contact her at any time with any concerns.

SENCO contact details:

Tel: 01332 574192

ARose@oakwoodi.derby.sch.uk

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

Progress is carefully tracked and monitored by your child's class teacher and by the school's Senior Leadership Team. Regular progress meetings take place with teachers to identify any children who may not be making expected progress from their starting point. If we have concerns about your child, the class teacher will set up a meeting to discuss this with you in more detail, listen to any concerns you may have and plan any additional support your child may need.

We recognise that all children progress at different levels and we treat all children as individuals. If we agree that your child has SEND then your child will be placed on the school's SEND register and they will be carefully monitored using an individual Target Plan.

How will staff approach teaching my child with SEND?

First and foremost, the class teacher is responsible for teaching all children in a way which meets their needs. There is an expectation at Oakwood Infant and Nursery School that 'Quality First Teaching' is the first response to meeting the needs of all children and that all children are entitled to a broad, balanced and differentiated curriculum.

Teachers will use the information and strategies provided to them by the SENCO to support the teaching of your child. If teachers are concerned about your child's progress, or how to meet the learning needs of your child, they will liaise with the SENCO for additional support and discuss their concerns with you during the review of your child'

How will the curriculum be matched to my child's needs?

Our curriculum is designed to match your child's needs through individualised learning. Teachers will adapt the curriculum lessons according to the learning needs, abilities and learning styles of the children in their classes.

Teachers may support learning by adapting language, offering a choice of tasks, grouping children, questioning and providing extra resources, such as word-banks and visual prompts. The classroom environment may also be adapted to meet individual needs. For example, a visual timetable or individual workstation might be provided.

All children identified as requiring SEND support will have an individual Target Plan clearly outlining their interests, development targets as well as the different types of support and strategies provided to meet their needs.

What are the different types of support available for children with SEND?

In addition to the support received in class, some children will be included in short and medium term interventions which could be in a small group setting or on a one to one basis. These include:

- Reading/ phonics interventions e.g. Read Write Inc
- Physical Coordination interventions e.g. Physical Literacy
- Precision Teaching
- Circle of Friends

- Language Comprehension Support e.g. Language Link
- Speech-Sound Support e.g. Speech Link
- Fine Motor/ Handwriting
- Multisensory Maths

How will I know how well my child is doing?

If your child has SEND, in addition to the parent-teacher consultations held twice a year, your child will have an individual Target Plan which will be reviewed termly. This will be shared with you fully and you will be invited to contribute to the information included on the plan.

If your child is involved with the SENCO and accesses specialist/ targeted support in school you will be invited to attend a termly meeting with the SENCO, class teacher and support staff to discuss and create an individual Target Plan which will identify the appropriate steps required towards achieving the best possible outcomes for your child.

What is the expertise of staff to support my child with SEN?

Collectively, much experience has been accumulated by teaching and non-teaching staff which serves to assist in providing support for a range of SEND. The SENCO holds the National Award for SEN Coordination and additional SEND qualifications.

The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Specific Learning Difficulties, Autism Spectrum Disorder (ASD) and speech and language difficulties.

Teaching Assistants receive a range of training as part of their ongoing CPD and to respond to the needs of the individual children they are working with. Several members of staff have basic training in Autistic Spectrums. Other training has included supporting reading skills, social stories and social skills. Some staff members are trained specifically in de-escalation strategies and positive handling techniques.

What specialist services can the school access to help my child?

We have access to a range of specialist services such as:

Autism Outreach Service
 Behaviour Support Service
 Counselling Services
 Physical, Hearing and Visual Impairment Service
 Educational Psychologists
 School Nursing Team and Paediatricians
 Social Care teams
 Child Protection Officers
 Speech and Language Therapy
 Physiotherapy

Any involvement of outside agencies is made in consultation with you as a parent.

We have a particular duty to ensure that Looked After Children (LAC) are given the appropriate support and care to help support their progress and engagement with the learning environment. Our designated teacher, Miss Ward and our Welfare and Safeguarding Manager, Mrs Lloyd, meet with social services to ensure the child's wider needs are being met. A personal education plan (PEP) is produced termly to support the child's development.

What support will there be for my child's wellbeing?

Oakwood Infant and Nursery School places great importance on the emotional and physical wellbeing of its children. The school has a full-time Welfare and Safeguarding Manager (Mrs Lynda Lloyd) who operates an

open door policy for parents, teachers and children to discuss any concerns they may have about children's wellbeing.

The school also employs a fully trained counsellor for half a day every fortnight to speak with parents and children with identified emotional needs and difficulties.

For some children, it may be appropriate for an Early Help Assessment (EHA) to be used to support the wellbeing of a child and their family. An EHA creates a plan for the child and family and is written by the 'Lead Professional' in consultation with other professionals working with the family.

How will my child be included in activities outside the classroom?

In line with our commitment to our equality duty, Oakwood Infant and Nursery School is a fully inclusive school and activities and trips are available to all children. For activities outside of school, risk assessments are carried out and procedures are put in place to enable children to participate.

How accessible is the school environment?

Oakwood Infant and Nursery School is fully compliant with Under the Equality Act 2010 and has an Accessibility Plan. The Equality Act 2010 replaced all existing equality legislation, including the Disability Discrimination Act.

The front entrance is wheel chair friendly and has a double door into the school building with access to toilet facilities. The main school building is partially open plan and built on a split level with steps down into the main hall and steps up to all classrooms; lift access is available into the main school building and handrails are available for all internal and external steps. One Reception classroom and the Nursery have single level access.

We ensure where ever possible that equipment used is accessible to all children regardless of their needs. Quiet areas and calming zones are provided for children who need a space to support their emotional regulation.

We do our best to meet individual needs and are always happy to discuss individual access requirements. More detailed information about the school's accessibility plan can be found at:

<http://www.oakwoodinfant.com/policies/>

How will Oakwood Infant and Nursery School support my child's key transitions?

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

If your child is joining us from another school:

- The SENCO will visit pre-schools with the class teacher or Foundation Stage Leader when appropriate and attend annual reviews for pre-school children.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them with information about their current placement and their new school.
- Your child will be able to visit our school
- You will be invited to attend an information meeting.
- You may be given an opportunity for additional visits where appropriate to help to prepare your child for their move to the school.

If your child is moving to another school:

- We will contact the school's SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCO from the new school.

- 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 book/passport to support them in understanding moving on, then one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. Target Plans will be shared with the new teacher.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.
- Your child may participate in a transition group or be able to visit the new class more frequently where appropriate, to prepare them for the move.

In Year 2:

- The SENCO, Welfare and Safeguarding Manager, SEN TA and class teacher will discuss the specific needs of your child with the SENCO of the junior school. Where appropriate, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions and staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, and then one will be made for them.

How will Oakwood Infant and Nursery School allocate resources to support my child's needs?

The school budget, received from Derby City LA, includes money for supporting children with SEND. The Headteacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the SENCO and school governors on the basis of needs in the school. The school identifies the needs of SEND pupils on a provision map. This identifies all support allocated within school and is reviewed regularly to ensure that the needs of children are met and resources are deployed as effectively as possible.

Some children will require an enhanced level of support which cannot be adequately provided from the school's delegated budget. If this is the case, the SENCO will apply to the LA to request Locality Funding.

For children with complex needs, the school, or you, can request that the Local Authority carry out an Education, Health and Care (EHC) assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child and will also outline how the support should be used, and what strategies must be put in place. It will also have long-term and short-term goals for your child. You can find more detail about EHC assessment on the Derby City Council website:

www.derby.gov.uk/education-and-learning/special-education-needs-disabilities/special-educational-needs-assessment/

How can I be involved in discussions about planning for my child?

All parents are encouraged to contribute to their child's education. Parents of children with EHC Plans and children on SEN Support will be invited to discuss provision and review their child's progress three times a year. This will happen at Parents' Evenings and at separate review meetings hosted by the SENCO.

How will my child be involved in planning support?

Your child is at the heart of decision making to ensure that high quality individual education provision is carefully planned. Children will be consulted for their views where appropriate we will discuss their needs with a range of school staff who know your child well.

Children's self-evaluation is actively encouraged throughout the school and children are supported where necessary to think of areas for development such as their termly targets to support their development.

How will you evaluate the success of the support offered to my child?

In planning for the provision for your child our meetings will follow an Assess-Plan –Do-Review format. These will be recorded on an individual Target Plan. Relevant support will then be put in place. At our next meeting, we will review how successful the support has been in helping your child achieve the desired outcomes. We may use teacher assessment data to evaluate the success of support, such as progress towards end of year expectations/ progress towards key ages and stages in the Foundation Stage/ language comprehension test results. We may also use observations and assessments to look at progress with motivation, learning to learn skills or improved peer relationships.

Our approach to support at Oakwood Infant School is individualised and we are always delighted when support is effective in helping a child achieve set outcomes; in cases where support is not having the desired outcome, alternative or additional forms of support will be discussed and sought.

The progress of children with an EHC Plan will also be formally reviewed at an Annual Review with all adults involved with the child's education.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well, so that similar strategies can be used.

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.

Drop-in SEND information sessions are offered at the start of every academic year with the SENCO, Welfare and Safeguarding Manager and other support staff.

The Derby Special Educational Needs & Disability, Information, Advice and Support Service (SENDIASS) offer free, legally based impartial, confidential and accessible information, advice and support for children, young people and parents/carers. Their website address is: www.derby.gov.uk/education-and-learning/schools-and-colleges/sendiaass

How will we support your child's emotional and social development?

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety and social withdrawal.

All classes follow a structured PSHCE (Personal, Social, Health and Citizenship Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

- Small group team games for children to learn how to co-operate with one another in a small group and be responsible for others.
- Social skills groups to develop emotional language and literacy, and the skills needed to initiate friendships and interact socially with their peers. This includes the use of SEAL (Social and Emotional Aspects of Learning)
- A range of extra-curricular groups which all children are invited to join.
- Lunchtime and playtime support through planned activities and groups.
- If your child still needs extra support, with your permission the SENCO/ Welfare and Safeguarding Manager will access further support through the Early Help Assessment.

Complaints Procedure

If you are dissatisfied with any aspect of SEND provision you should first seek to discuss it with Mrs Rose (SENCO), if concerns remain then please contact the Headteacher, Miss Ward.

A copy of the school's Complaints Procedure is available on request from the school.