

Oakley Primary Academy

Special Needs and Disabilities Report

General Contact Information

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Mission Statement

We aim:

- to promote an open and supportive partnership with children, parents, staff, Academy Councillors and the community and through that partnership, endeavour to raise standards and remain a focal point of the community.
- to provide a positive and challenging environment in which all children are valued and educated according to their needs and potential.
- to create a happy, caring and secure atmosphere that will foster in each child independence, self-discipline and a responsible and sensitive attitude towards life.
- to provide good quality resources and a stimulating environment in which children are encouraged to have enquiring minds and are challenged through their work and play.
- to encourage mutual respect, confidence and co-operation and teach children to work together, to show consideration for each other, people of all cultures and the world around them.
- to take advantage of change and be recognised by all as an innovative school in the creation and adaptation of new ideas, best practices and processes.

How we support your child's learning

It is school policy to encourage contact between parents/carers and school throughout the year. Parent - teacher meetings are held to discuss a child's achievements and general progress. Any particular strengths or difficulties will be addressed and a child will be placed on the Special Needs register if appropriate.

Staff and parents/carers will work together to support pupils identified as having additional needs.

Parents/carers will be involved at all stages of the education planning process.

An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENDCO will attend this meeting if the school or the parent thinks this is appropriate.

At review meetings with parents/carers we try to always make sure that the child's strengths, as well as weaknesses, are discussed.

Where we make suggestions as to how parents/carers can help at home, these are specific & achievable & that all parents/carers go away from the meeting clear about the action to be taken & the way in which outcomes will be monitored and reviewed.

Individual Education and Health Care Plans (EHCPs) will include targets to work towards at home, and parents/carers are always invited to contribute their views to the review process. All provision maps and review documents will be copied and sent to parents/carers after meetings.

Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.

Parents/carers evenings provide regular opportunities to discuss concerns and progress. Parents/carers are given the option to discuss their child's Special Educational Needs at another time.

Regular communication between school and home will ensure that concerns are promptly acted on.

There is an opportunity annually for parents to provide feedback on SEND provision.

The school values the support of Bedfordshire Parent Partnership Service which gives confidential and impartial advice to parents and carers of children with Special Educational Needs and Disabilities.

Accessibility of our service

- Oakley Primary Academy is a single site, single story school.
- There are currently three accessible toilets for children or adults.
- We have made sure that there are good lighting and safety arrangements. Our classrooms provide good acoustic conditions so that the effects of hearing difficulties are minimised (part-carpeting, curtains, quiet areas).
- There is a designated car parking space for disabled and a drop kerb from the car park.
- The before and after school club and one of our classrooms has a special sound system for hearing impaired pupils.
- Children requiring equipment due to an impairment will be assessed in order to gain the support that they require.
- Details of our plans and targets on improving environmental access are contained in the Access Plan.

How we identify SEN

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not progressing satisfactorily and who may have additional needs.

The school's system includes reference to information provided by:

- Baseline assessment results
- Progress measured against the objectives in the National Curriculum and Early Years Foundation Stage Curriculum
- National Curriculum descriptors for the end of a Key Stage
- Standardised screening and assessment tools.
- Observations of behavioural, emotional and social development
- An existing Statement of SEND or Education, Health and Care Needs Assessment
- Assessments by a specialist service, such as educational psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Parents/carers are encouraged to raise any concerns with the class teacher

How we support your child/young person

Children will be supported in a small group as well as some individualised support for their more unique needs. Provision will run concurrently with differentiated curriculum support. Where needs are similar, it is appropriate to support these children within a group, focusing on the common needs. The group may be taught by the class teacher and also supported by a Teaching Assistant.

How we match the curriculum to your child's needs

In order to make progress a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies.

Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting. Differentiation will be recorded in the daily planning by the class teacher.

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively differentiated and the teaching styles will be diverse.
- Staff will work in a way to avoid the isolation of the children they are supporting, and will encourage peer tutoring and collaborative learning.
- Schemes of work and policies for each area of the curriculum are in place and are differentiated to include appropriate learning outcomes for all pupils.
- Differentiation takes a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with Sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.
- The school will ensure that the hidden curriculum and extra-curricular activities are barrier free and do not exclude any pupils.
- Details of our plans for increasing access to the curriculum with targets are contained in our Access Plan.

The support we give to your child's well being

The school regularly consults health service professionals and the Education Welfare Service. Concerns are initially brought to the attention of these professionals by the SENDCO, and referrals will be made as appropriate.

Children's Services will be accessed through the Multi Agency Support Hub or the visiting education welfare officer as appropriate. Class teachers will alert the SENDCO if there is a concern they would like discussed.

The expertise we have access to:

The Educational Psychologist visits the school as required (LA timetable allocation permitting).

This is to provide specific information, share resources and where appropriate provide in-service training.

Where appropriate, staff from the Sensory Impairment Team work in school to support children with specific needs. The specialist staff work directly with children where this is indicated on a Statement or Education, Health and Care Plan. Class teachers plan alongside these specialist staff who also attend and contribute to reviews.

The SENDCO liaises with a number of other outside agencies, e.g.:

1. Social Services
2. Education Welfare Service
3. School Nurse
4. Community Paediatrician
5. Speech Therapy
6. Physiotherapy
7. Occupational Therapy

A variety of support can be offered by these services, such as advice to the school about targets and strategies, specialised assessment or some direct work with the child. The specialist services will contribute to the planning, monitoring and reviewing of the child's progress.

How we include your child in extra-curricular activities

Teachers regularly complete a detailed form for the SENDCo on the progress, responsibilities, clubs attended by pupils with a disability.

Children with additional medical needs have established care plans so they can continue to access all aspects of school life. Reasonable adjustments are made where necessary to ensure participation in extra-curricular or school trips.

How we prepare your child to join us or transfer to another setting

Close links between Oakley Primary Academy and other settings help provide a smooth transition for both our new starters and those moving onto their new schools. Liaison between teachers and SENDCos, up to date individual education and health care plans, efficient transfer of records and other relevant information minimise the disruption of support for pupils changing setting. Additional visits are arranged for those pupils with more complex needs.

Meetings are arranged between Pre-school staff, Foundation Stage staff and advisory services where appropriate. Concerns about particular needs will be brought to the attention of the SENDCO after this meeting. Where necessary the SENDCO will arrange a further meeting. We welcome visits by staff and use the reports which our feeder settings can provide for us to ensure that we meet the needs of individuals and that children make a positive start in school.

Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCO will contact the school to further discuss the child's needs.

When children transfer from Oakley Primary Academy to a new school we will pass on details of particular needs and additional provision made by the school. The SENDCO will discuss these children with other schools on request. Where appropriate meetings are arranged between advisory staff, school staff and parents to ensure a smooth transition to the next school.

How we match our resources to your child

The SEND budget is used for employment of support staff, supply cover for training, training courses, outside agency support and resources. Support staff are allocated according to the needs of pupils. Additional resources purchased are to meet the specific needs of pupils.

How we involve parents

At Oakley Primary Academy we have an open door policy, actively encouraging parents to volunteer, to be an active part of the school life and to approach the school with any concerns.

Parents of SEND children are involved in the target setting and reviewing of any individual education and health care plans and, where appropriate, invited to attend any outside agency professionals meetings.

How we include your child in the planning of their support

Children contribute to their individual education and health care plans, through discussion with school staff and parents/carers. They have the opportunity to discuss progress and their hopes and wishes.