

## Bedford Borough Local Offer

### Education Setting Information Form

Name of Education Setting	Oakley Primary Academy
Description	<i>We are a village primary school with a Pan of 45. We have Early years to year 6. Our school is on one level but in 3 separate buildings</i>
Age Range	<b>4-11</b>

Address	<i>Oakley Primary Academy</i>
	<i>Station Road</i>
	<i>Oakley</i>
	<i>Bedford</i>
	<i>Bedfordshire</i>
Post code	MK43 7RE
School Day	8:45 – 3:15
Ofsted Registration	

Breakfast and After School Club Opening Available?	<i>8:00 – 8:45 3:15 – 5:00</i>
Cost?	<i>Yes Please contact school office for more details</i>
Cost Description	

How does the setting/school/college 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?	<p>Children’s progress is monitored and tracked.</p> <p>Regular observations of children</p> <p>Use of additional screening tools to ensure children are accessing the curriculum.</p> <p>Class teacher reports any concerns to SENDCo</p> <p>Open door policy for parents to contact staff</p> <p>Identified needs catered for where provision can be offered</p> <p>Provision maps of all children identified as vulnerable completed termly.</p>
How will early years setting/school/college staff support my child/young person?	<p>The class teacher oversees and plan the educational provision for children requiring SEND support with the support of the SENDCo</p> <p>Teachers, support staff and trainees will work with children as necessary to aid progress with additional support being recorded on an individual provision map.</p> <p>The class teacher will meet with parents to share the provision map and allow parents to contribute their views and ideas</p> <p>Governors are informed through reports from the SENDCo and meetings between link governor and SENDCo</p> <p>All interventions are tracked and evaluated</p> <p>Vulnerable children are highlighted on the class tracking data and monitored.</p>

What support will there be for my child's/young person's overall wellbeing?	Our SENDCo and Pastoral lead work closely together and with the class teachers, parents and pupils to support pastoral and social needs of pupils including their mental health and well-being. The school has a clear behaviour plan to support children in their behaviour at school. Children who are identified as requiring emotional, social or behavioural support may attend nurture interventions
What specialist services and expertise are available at or accessed by the setting/school/college?	Our SENDCo is qualified and experienced and we work very closely with Borough and all external agencies to ensure we have the correct provision in place. We also refer to agencies such as CAMHS, CHUMS, Play therapy, social work skills and speech and language
What training are the staff supporting children and young people with SEND have had or are having?	Our training is ongoing and live, we respond to necessary need and enlist the support of the Educational Psychology team and other external agencies such as the Visual impairment team to ensure our staff are highly and appropriately trained to support our children.
How will my child/young person be included in activities outside this classroom including school trips?	Consideration of pupils with SEND is given when teachers plan school trips and activities outside of school. Support from Teaching Assistants will be given where necessary to ensure all pupils can access all activities outside the classroom.
How will the setting/school/college prepare and support my child/young person to join the setting/school/college or the next stage of education and life?	In the summer term, all children have transition days with their next school. Extra visits to the school are offered if it is felt that it would be beneficial. Transition days occur for every year group. Individual needs are considered and children are taken for additional settling in sessions if needed.
How are the setting's/school's/college's resources allocated and matched to children's/young people's special educational needs?	The progress of pupils is carefully monitored throughout the year. Pupils who are not making progress will receive additional support. Support is given in small groups and 1:1 and recorded on a provision map which is reviewed
How is the decision made about what type and how much support my child/young person will receive?	Class teachers work closely with the SENDCo to ensure the correct provision is identified. Where there are queries regarding the provision, the SENDCo liaises with external agencies to ensure the correct support is given.
How are parents involved in the setting/school/college? How can I be involved?	Parents are invited to parents evening meetings termly and are encouraged to contact the school should they need any more information. Class teachers meet termly with parents to share the provision maps and support given. We have termly coffee mornings where we invite outside agencies so parents can gain any information they need. There are also opportunities for parents to support with school trips and the PTA are always looking for additional support.

Contact Name	Julie Atherton
Position	SENDCo
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Email	<i>jatherton@oakley.beds.sch.uk</i>
Website	<i>https://www.oakley.beds.sch.uk/</i>
Notes	

Site Accessibility	Wheelchair accessible?	Y / N
	Changing facilities for children & Young People?	Y / N
	Adapted toilet?	Y / N
	Hearing Loop?	Y / N
	Hoist?	Y / N
	Minicom?	Y / N
	1:1 staff ratios if needed?	Y / N

Any other information you feel is needed to be included regarding your service?
We have an open-door policy and welcome and encourage visits to the school and meetings with the SENDCo to ensure the correct provision for each individual child