



## OAKWOOD JUNIOR SCHOOL SEND INFORMATION REPORT FOR 2018-19



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](http://www.derby.gov.uk/sendlocaloffer)

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEND. This information is updated annually and should be read in conjunction with the following:

- Accessibility Plan
- Admissions Arrangements Policy
- Supporting Children with Medical Needs Policy
- Equality Plan
- Looked After Children Policy

At Oakwood Junior School we value all members of our school community. Our local offer has been produced with pupils, parents and carers, governors and members of staff. We welcome your comments on our offer, so please contact us. The best people to contact are:

Headteacher - Steve Darby

Special Educational Needs Coordinator (SENCO) - Rachel Noon

Safeguarding and Welfare Manager - Sally Greenbank

SEND Governor - John Hughes

They are responsible for:

- Developing, reviewing and updating on an annual basis the school's SEND Information Report/Policy.
- Co-ordinating all the support for pupils with special educational needs and disabilities.
- Updating the school's SEND register (a system for ensuring that all the SEND needs of pupils in the school are known) and making sure those records of pupils' progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school so that they can help pupils with SEND to achieve the best possible progress.

### **Admissions**

Oakwood Junior School strives to be a fully inclusive school. All pupils are welcome, including those with special educational needs, in accordance with the Local Authority's Admissions Policy. The Governing Body firmly believes that the admission criteria should not discriminate against any pupil with SEND and has due regard for the practice advocated in the Code of Practice, in that:

*"All schools should admit pupils already identified as having special educational needs, as well as identifying and providing for pupils not previously identified as having SEN. Pupils with special*

*educational needs but without statements must be treated as fairly as all other applicants for admission." (COP 1:33)*

### **Working in Partnership with Learners with SEND and their Families**

Oakwood Junior School is a mainstream inclusive school where we believe that every child with SEND has an entitlement to fulfil their optimum potential. This is achieved by ensuring the wellbeing of all pupils in relation to being healthy, staying safe, enjoying and being successful, making a positive contribution and attaining social and economic wellbeing, topics both taught and discussed collaboratively through events such as assemblies and the formal PHSE curriculum. There is a dedicated, bespoke Learning Support Centre in which children with additional needs are taught and supported in small groups by the Special Educational Needs Co-ordinator. It is also used by the Safeguarding and Welfare Manager to provide comprehensive social and emotional support to help pupils overcome potential barriers to learning. Parents of children with identified SEND will be invited into school to discuss their child's needs and the best ways to address them by following the Graduated Approach to SEND (outlined below). The pupils themselves are also integral to this process and their views and opinions are always sought and considered at subsequent review and target setting meetings.

### **The SEND Aims of Oakwood Junior School**

- To ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- To ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- To ensure that all pupils have access to a broad and balanced curriculum.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- To provide a thorough regular process of review to ensure progression and continuity for all children with SEND.
- To ensure that SEND pupils, including Looked after Children, take as full a part as possible in all school activities including extra-curricular.
- To involve all relevant external agencies in the provision of pupils with SEND.
- To recognise that SEND covers a wide spectrum - learning, social, emotional and mental health difficulties and physical needs.

### **Types of Special Educational Need:**

#### **Cognition and Learning**

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with an Autism Spectrum Disorder, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others.

### **Sensory and/or Physical Needs**

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MSI have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

### **Social, Emotional and Mental Health Difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Once a need has been identified we will involve the relevant external agencies to help support the school in meeting the needs of a child. This may be an Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc.

## Identifying the Special Educational Needs of Pupils

At different times in their school life, a child may have a special educational need. The Code of Practice 2014 defines SEND as follows:

**"A child or young person has SEND if they have a learning difficulty or disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she:**

- a) has a significantly greater difficulty in learning than the majority of others the same age, or**
- b) has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools."**

At Oakwood Junior School we have adopted a whole school approach to SEND policy and practice. Pupils identified as having SEND are, as far as practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum and are integrated into all aspects of the school. The SEND Code of Practice 2014 makes it clear that all teachers are teachers of pupils with special educational needs.

All teachers are responsible for identifying pupils with SEND and, in collaboration with the SENCO and Assessment Coordinator will ensure that these pupils requiring different or additional support are identified at an early stage. A number of indicators may be used to identify such pupils as having SEND, including:

- Consideration and use of the Derby City Council criteria of Cognition and Learning, Communication and Interaction, Sensory and Physical and Social and Emotional Mental Health Difficulties.
- Teacher observation - in collaboration with support staff a termly Teacher Concern Form is completed which is then discussed with the SENCO at planning meetings.
- Tracking and monitoring of a pupil's progress over a period of time.
- Information from and liaison with previous schools.
- Information from other services and external agencies.
- Health diagnosis.

In addition to this we have an "open door" policy for parents, carers and school staff to contact the SENCO at any time with any concerns. At this point parents/carers can also be signposted to other support agencies and groups through the Derby City Local Offer which provides a one stop shop of services for 0-25 year olds with additional needs or disabilities.

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 Range of Provision, Monitoring and Assessment

### **Quality First Teaching**

Teachers have the highest possible expectations for every child in their class and the quality of teaching and learning is reviewed regularly to ensure that the highest possible standards are achieved for all pupils, including those with SEND. Planning is adapted to meet the needs of children with additional needs and a variety of teaching styles adopted to ensure full access to the curriculum. To ensure every child is fully involved in learning in class, potential barriers to participation are removed, both in terms of differentiating the curriculum itself or adapting the physical learning environment. Such adaptations may include:

- Pre-tutoring of new topic or science vocabulary
- Incorporating children's interests into curricular work
- Sitting at the front of the classroom
- Using enlarged resources/texts
- Use of ICT, including securing funding for personal laptops or e-readers
- Use of colour overlays
- Visual timetables
- Use of technology or a scribe to provide an alternative means of recording written work.
- Installing touch typing programmes
- The use of sensory equipment/tactile resources
- Altering the structure or routines of the day

### **SEN Support**

The teaching and learning for all pupils with SEND follows the Universal or SEN Support approach depending on the needs of the child. School staff may also contact services provided by health organisations or Social Care if this is deemed necessary to meet the needs of the pupil and/or their family.

The main methods of SEN Support provision made by the school are:

- Full time education in classes with additional help and support by class teacher/curriculum leaders through a differentiated curriculum.
- Full access to all school activities and resources for children with disabilities as outlined in the Accessibility Plan.
- Attendance at the Learning Support Centre for targeted intervention from non-class based SENCO.
- Periods of withdrawal to work with the SENCO/Safeguarding and Welfare Manager/Special Educational Needs Teaching Assistants. These may include:
  - Daily reading
  - Specialised English intervention
  - Physical Literacy
  - Precision Teaching
  - Specialised Maths intervention
  - Circle of Friends
  - Friends for Life
  - Fine and Gross Motor skill support
  - Physiotherapy and Occupational therapy programmes
  - Social Skills
  - Speech and Language programmes

- Concentration and Listening Skills
- 1:1 emotional support
- Attendance at an out of school specialised unit (LA provision).
- Support and advice from specialists, such as the Educational Psychologist or Speech and Language Therapist, within class or as part of a personalised withdrawal programme.
- Assessment and programmes of work from specialist external agencies.
- Targeted support for SEMHD from a skilled Safeguarding and Welfare Manager who has many years' experience in these areas.
- The SENCO holds the National Award for Special Educational Needs Co-ordination as well as being the school's Autism Champion and, collectively, much experience has been accumulated by teaching and non-teaching staff which serves to assist in providing a relevant curriculum for children with moderate SEN difficulties. Selected staff have received training in the following:
  - Read, Write Inc.
  - Physical Literacy
  - Precision Teaching
  - Assessing Writing
  - Reciprocal Reading-Developing Every Child as a Reader
  - EAL Strategies
  - Developing Fine/Gross Motor Skills
  - Behaviour Management for Children with Complex Needs.
  - Dyscalculia
  - Meeting the Learning Needs of Vulnerable Pupils
  - Social Stories and Comic Strip Conversations
  - Measuring the Impact of Interventions.

Oakwood Junior School's commitment to excellence in providing information, advice and assistance to local families and children with additional needs was formally recognised by the Family and Childcare Trust in June 2017, when the school was awarded the Families First Quality Award for Schools SEND Standards.

Staff use their relevant expertise to address the needs of children by following the Graduated Approach to SEND.

If a child is identified as having SEND, parents/carers will be invited in to school to discuss their views on their child's progress and any concerns they have regarding SEND. We will provide support that is "**additional to or different from**" the differentiated approaches and learning arrangements normally provided as high quality, personalised teaching intended to overcome the barrier to their learning. This support is set out in our whole school provision map. Once a child is identified as having SEND the school will fund extra provision and necessary equipment through the notional budget. If further funding is needed the school will use their best endeavours to secure funding from the Local Authority and STePS Team through Locality Funding or from the High Needs Budget associated with an EHCP.

When providing support that is "**additional to or different from**" we engage in a four stage process called the Graduated Approach to SEND within which parents/carers and the pupil,

where appropriate, are invited to attend a discussion meeting at each of the four stages- these stages are: Assess, Plan, Do, Review.

**Assess** - this involves taking into consideration all the information from discussion with parents/carers, the child, the class teacher and assessments.

**Plan** - this stage identifies the barriers to learning, intended outcomes and details what additional support will be provided to overcome the barriers. Decisions will be recorded on an Intervention Plan and will form the basis for termly review meetings that parents and, when appropriate, the child will be invited to attend. The expertise and skills of all staff will be discussed and the most appropriate member of staff will begin the extra provision. The class teacher will take responsibility for the additional SEND planning in collaboration with the support teaching assistant.

**Do** - this is providing the support, extra assistance for learning or learning resource aids as set out in the Intervention Plan.

**Review** - this is measuring the impact of the support provided and considering whether changes need to be made. All people involved - the child whose views and opinions will have been sought through regular conversations regarding progress and happiness in school, their parents or carer, the teacher and SENCO- contribute to this collaborative review at which new targets, if appropriate, will be set and shared. Children are fully involved in the review process, being asked for their views regarding the progress they have made and also what they think will best help them further their progress in future.

Any intervention will be tailored to meet a child's individual needs and will target their area of difficulty. If appropriate, pupils will be consulted about and involved in agreeing both the support and anticipated outcomes of the provision. This support may be provided in class, on a 1:1 basis or as part of a small group. Class teachers, Safeguarding and Welfare Manager and Special Educational Needs Teaching Assistants will continually assess the progress the children are making towards their targets, usually on an informal basis. A final assessment of all the targets will be made ready for each review meeting and will include the pupil's views on the progress they consider they have made. These targets, recorded on a Multi Element Plan, will be reviewed on a termly basis.

A Provision Map will record all SEND provision across the school. Additionally, every child on the Code of Practice will have an Individual Tracking Record which will both detail the intervention provided across the Key Stage as well as acting as a record of the liaison and communication between parents, external professionals and school.

Progress will be monitored using the school based assessment system, Rising Stars. Pupils receiving SEN Support may be assessed using PIVATS 5 which identifies current learning levels (based on government set P Levels and outcomes for learning) and highlights small-step progress within the Levels. This is very useful when a child appears to make little or no progress when using Rising Stars. Progress towards other targets will be assessed and monitored using Multi Element Plans (MEPs). These targets may come from a Speech and Language Therapist, a specialist teacher or a SEND consultant, for example.

A pupil's progress will be recorded formally and evaluated on an annual basis and a decision will be made whether they need to be retained on or can be 'rolled off' the Code of Practice.

While the majority of learners with SEND will have their needs met in this way, some may require an Education, Health and Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local Authority to make provision in accordance with an EHC Plan. If agreed, the EHC Plan will outline the amount of funding the school will receive from the Local Authority to support a pupil. It 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 the pupil.

### **Supporting Children's Social, Emotional and Behavioural Development**

Oakwood Junior School is committed to ensuring that attending school is a positive experience for all pupils and will not tolerate bullying in any form. The school has a range of strategies to prevent bullying which are re-emphasised at regular intervals, including:

- Whole school assemblies
- PHSE programme
- R-Time
- 1:1 / group work with Teaching Assistants

Pupils may also work within a dedicated group or be assigned a key member of staff if they are experiencing difficulties. This enables them to share and discuss any problems in a safe and nurturing environment with a trusted adult. Lunch time support is available for those children who find it challenging to participate in the activities made available on the playground. Attendance is also monitored on an on-going basis with support put in place if necessary, depending on individual need.

### **Supporting Children with Medical conditions**

The school follows the 'Supporting Pupils at School with Medical Conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. Some pupils have a care plan in place. Staff have updates on conditions and medication affecting individual pupil and training, where appropriate, so that they are able to manage medical situations.

### **Accessibility and Inclusion in Activities Across the Curriculum Including School Trips**

We have a whole school approach to inclusion which supports all learners engaging in activities together. In this way we aim to ensure equality of access to learning, play, sporting activities and all other aspects of school life. All children are encouraged to attend any school club specific to their year group with extra arrangements being able to be made to ensure both safety and inclusivity.

Teaching resources and equipment used in school are equally accessible to all children and young people and all pupils have an equal opportunity to go on school visits for which extra support is provided if required. Risk assessments are carried out prior to any off site activity



and all reasonable adjustments are made to ensure equal participation in activities regardless of need.

Oakwood Junior School is on one level with two large flat playing fields and two playgrounds. There is a designated disabled car parking space as well as a disabled toilet. Should further support be required to meet a child's needs in regard to any aspect of school life or the school environment, training and advice are sought from relevant professional, health or voluntary sector organisations. Parents and carers can also be signposted to these areas of support.

### **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. Consequently, we work closely with children, parents and staff to ensure these transitions run as smoothly as possible.

Comprehensive transition arrangements are in place to meet the needs of all pupils transferring to us from both Oakwood Infant School and other local infant schools. This may include:

- Visits to the new school
- Consulting pupils about their educational preferences
- Parent meetings
- Record sharing
- Transition meetings with key SEND staff

Arrangements for transition from Oakwood Junior School to secondary school for pupils with SEND will be planned according to individual need, but may include:

- Contacting the school's SENCO and ensuring they know about any special arrangements and support that needs to be made for your child.
- Transition meetings with staff from both schools.
- Enhanced transition which includes visits and activities with designated members of staff.
- Ensuring that all records about your child are passed on as soon as possible.
- Looked After Children transitioning to/from Oakwood Junior School will, whenever possible, receive an individual Transition Plan led by one Key Worker for as long as appropriate. This may involve support such as a gradual introduction in to class for social and emotional needs or peer buddies.

### **Have Your Say**

This report details our annual offer to learners with SEND. To be effective it needs the views of all: parents and carers, learners, governors and staff.

Please engage fully with our annual process to 'assess, plan, do and review' provision for SEND.

If you have any comments please contact Mrs R Noon (SENCO) at:  
rnoon@oakwoodj.derby.sch.uk

If you have a child with identified SEND and you would like some parent or family support you can contact the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) on (01332) 641414. (e-mail: SENDIASS@derby.gov.uk)

If you have a complaint please discuss this in the first instance with your child's class teacher who will then refer it to the Headteacher if necessary. If you feel your complaint has not been addressed please arrange to see the Headteacher who will follow processes outlined in the Complaints Policy which can be found on our website or by visiting the school office.

This report will be reviewed and updated on an annual basis. The next review will be completed in January 2019.