



Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report

Name of School

Name of Headteacher:	Richard Jarrett
Name of SEN Co-ordinator (SENCO):	Mrs Bonnie Walter
Name of SEN Governor:	Mrs Vivien Williams
School address:	Bray Road, Maidenhead
Contact telephone number:	01628 621750
School email address:	office@oldfieldprimary.com
School website:	www.oldfieldprimary.com
Type of school:	Maintained Mainstream Primary

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

At Oldfield Primary school, our motto is “It’s fun to learn” and our aim is to enable every individual, regardless of ability, to achieve their full potential, to prepare for future life and to become lifelong learners, developing a thirst for learning and to become good citizens equipped for the challenges of the 21st century. The school is proud of the caring environment, where all pupils can feel rewarded for their achievements. We support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their medical needs.

Over the years, we have gained experience in supporting pupils with a wide range of special needs and disabilities, including dyslexia, Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), hearing and visual impairment, speech and language difficulties, diabetes, epilepsy and social and emotional needs. The school has no resourced provision or unit for specific educational needs or disabilities.

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

From their entry into the Early Years Foundation Stage (EYFS), all pupils are screened and any areas of concern are identified and raised with the Special Educational Needs Coordinator (SENCo). Throughout the school, pupil progress is closely monitored and should a pupil not achieve the expected level of progress, additional provision is put into place, in consultation with the Parent/Carer. Concerns regarding a child may be raised by the class teacher, by the Parents/Carers, external agencies, from a previous school or by the child. The SENCo and class teacher may carry out observations and/or assessment to identify any needs and put interventions in place.

If further intervention is needed, the SENCo and class teacher would meet with the Parent/Carer to

discuss their child's progress, before requesting the involvement of external services for assessment and advice. The child may be given an Individual educational plan (IEP) to identify specific targets for the child.

c. What should I do if I think my child/young person may have special educational needs/disabilities?

Should a Parent/Guardian have concerns, they will initially discuss these concerns with the class teacher or SENCo. If following that meeting it is considered appropriate, the relevant external agencies will be contacted for advice and/or assessment.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

All pupils receive high quality first teaching, with tasks differentiated to ensure progress and to meet the diverse needs for every child. SEND pupils will be provided with reasonable adjustments, such as auxiliary aids and services, to overcome any disadvantage which may be experienced and to increase their access to the taught curriculum. Some pupils with SEND will have an EHC plan or statement which may state what specific provision is required.

We use a variety of strategies to cater for the specific needs of the child. Throughout the school, we have a multi-sensory teaching focus, along with appropriate differentiation specific to the child. There is a wide selection of resources available to support the various SEND such as privacy boards, PECS/ visual timetables, OT cushions, sloping desks, writing and reading aids. Specific resources will be purchased as required, depending on the needs of the child. Wave groups are run by experienced teaching assistants (TAs) to provide additional targeted interventions identified by the class teacher and delivered to pupils.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

The SENCo and the class teacher, discuss the needs of the pupils and decide upon the intervention required, which may be led by a TA.

There are currently 22 TAs employed by the school, 3 Learning Support Assistants (LSAs) who work on a one to one basis with statemented pupils. There is a variety of software available and specifically selected to support an individual's specific needs where required. Visual timetables are used in all classrooms and individual timetables may be used for some pupils, along with PECS.

The Head Teacher is the Designated Child Protection and Safeguarding Officer. The school has a Pastoral Leader who is one of the 2 deputy designated Child Protection and Safeguarding officers and also the leading ELSA practitioner. There are a further two ELSA practitioners. We currently have one TA who has received ELKLAN training.

c. How is the decision made about what type and how much support my child/young person will receive?

After the pupil's needs have been identified, the amount of support allocated to a child may be determined by their statement or EHCP. Some statemented/EHCP pupils may be allocated an LSA to support them in the classroom. Other needs are met by the class TA and support staff, which will be determined through discussion with SENCo/Teacher/ Parent/carer/external services. Provision maps are used to match specific interventions to need, to monitor the available resources and to track progress.

d. How will I (the parent) be involved in planning for and supporting my child/young person's learning?

There is an 'open door' policy at Oldfield, which our Parents/Carers are made aware of, therefore, they understand that they can make an appointment to see the Class teacher or the SENCo when required. We encourage Parents/Carers to be involved in their children's education and welfare. Regular meetings are in place with the class teacher and the SENCo. For those with a statement/EHCP we conduct an annual review, where all professionals involved with the child are invited to attend, along with the Parents/Guardians. The school has a Parent Support advisor, who can be contacted for advice. The SENCo is available for Parents/Carers to make an appointment to discuss their child's needs. In the Summer Term, we hold an Open Evening, where Parents/Carers can informally look around the school and meet the new class teacher, along with the Parents' Evenings.

e. How will my child be involved in his/her own learning and decisions made about his/her learning?

When an annual review meeting is held, the children's views are requested and included in the meeting. Children are actively involved in the IEP review and their views are acted upon. Our ELSA support team plays a large part in listening to the children's views. Children are encouraged to take an active part in their learning and in assessing their own work and progress.

3. Children and young people's progress

a. How do you check and review my child/young person's progress?

The majority of IEPs are reviewed by the SENCo and class teacher, in consultation with the children, four times a year. For those children with very specific needs, their targets will be identified and reviewed more frequently, depending on those needs. Educational progress is constantly assessed against their targets. Those pupils with a statement/EHCP will have an annual review meeting and for some pupils there may be additional interim meetings if required. Through regular meeting with the SENCo and the class teacher, the progress of the child is assessed and reviewed and new targets or alternative provision is planned if required. Attainments towards the identified outcomes will be shared with parents through feedback regarding SEN support reviews, through the annual school reports, report cards and Parents' Evenings.

b. How do you involve my child/young person and parents in those reviews?

Parents/ Carers, all professionals involved in the care of the child, the class teacher and SENCo are all invited to attend the annual or interim review meetings. The child's views are requested prior to the meeting and this is usually discussed with the TA supporting that child. The child does not generally attend the review but their views are always included. The Parents/Carers views are also requested prior to the meeting and they are welcome to bring additional support if they wish to. Minutes of the meeting are taken and distributed to all who had been invited to the review meeting. Our usual practice is to review PEPs at a separate meeting for looked after children, when all connected with the child are invited to attend.

c. How do you know if the provision for children and young people with SEND at your school is working?

The effectiveness of the provision is regularly assessed through regular discussions between the class teacher and the SENCo and the child's targets are reviewed. It is not always possible to assess each child before and after the intervention, but where applicable the results are compared to assess the effectiveness of the intervention. Throughout the school, each pupil's progress is closely monitored and should a pupil not achieve the expected level of progress, then the provision will be reviewed and adapted to meet the child's needs.

4. Support for overall well-being

a. What support is available to promote my child/young person's emotional and social

development?

In addition to the classroom support, the school has an ELSA programme in place in Key Stage 1 and Key Stage 2. The school does not currently run a Nurture group. All staff involved with the children have received training to deal with bullying and the Behaviour and Anti-Bullying policy can be seen on the school website. If we had any specific concerns, we would contact Child and Adolescent Mental Health Service (CAMHS) for guidance and involvement.

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

For pupils who are new to the school, we liaise closely with the previous school and where possible, visit the child in their previous setting. We also invite the child to visit the school and meet their new teacher. We often prepare a transition book, containing photographs of the school and the new classroom to give to the new pupil, to aid with their transition.

A programme is put in place to ensure smooth transition to next class of all pupils, particularly for those on the SEND register, and new provision maps and IEPs developed for the forthcoming year. In the summer term, all pupils are given the opportunity to visit their new classroom and meet their new teacher.

Meetings are held between current class teacher, teacher of the new and SENCO to ensure smooth transition to next class of all pupils, particularly those on SEN register

b. How will you prepare my child young people to join their next year group/school/college/ stage of education or life?

In the case of transition to secondary education, the Year 6 teacher will meet with the new schools to discuss the children and to ensure that the needs of those with SEND are discussed. The children also visit their new school to prepare them for the transition. All relevant documentation accrued regarding the child and their needs, along with any relevant work to indicate their academic progress, is given to the new school.

6. Accessibility and specialist equipment

a. How accessible is the school environment?

(A link to the School's Accessibility Plan can be found in section 8b)

• Is your school wheelchair accessible?

The school building is a new building, completed in Summer 2015 and conforms to all current regulations. It is fully wheelchair accessible with ramps in both key stage playgrounds and at the front entrance, where there are also automatic doors. All other doors in the school are manually operated. The building is all at one level, with no stairs.

• Have adaptations been made to the auditory and visual environment?

A recent acoustic survey states that the classrooms are 'acoustically sound in which a hearing impaired child will be able to listen effectively'. All hallways and communal spaces are carpeted and all classrooms have 2/3 of the floor space carpeted. The hall areas have been fitted with acoustic tiling.

• What changing & toilet facilities does the school have for children and young people with SEND?

There are disabled toilets in each key stage and one near the main entrance with shower facilities. There is no hoist or additional changing facilities

• Do you have disabled car parking for parents?

There are two disabled spaces in the staff car park for visitors.

b. What if my child needs specialist equipment or facilities?

There are no specialist facilities such as Sensory rooms or Assistive Technology. If a child is identified with a specific need requiring specialist equipment, we would take advice from the professionals involved to provide the appropriate resources. There may be recommendations in the statement/EHCP with funding provided by the local authority. In other cases, it may be necessary to approach charities for funding.

c. How will my child/young person be included in activities outside the classroom including physical activities, school clubs and school trips?

Due to the variety of needs within the school, there are no specific clubs for SEND children. Instead, we encourage all children in the school to join in the many activities available. A full list of extra-curricular activities can be seen on the school website. Parents of SEND children are welcome to enrol their child in these activities. All pupils are included in school trips, with reasonable adjustments such as additional staff or Parental involvement for additional support made where necessary. The school runs an Early Risers breakfast club and Wise Owls run the after school care. Parents/carers of SEND children should contact Wise Owls for information if they wish their child to participate in this activity. Details can be found on the school website.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

Teaching assistants have received training in the use of multi-sensory methods to meet the differing needs and learning styles of the pupils and many staff have received dyslexia training. All staff are trained in First Aid and have received Epi-pen training. Staff in the Early Years Foundation Stage have received paediatric first aid training.

Specialist qualifications

- OCR level 5 SpLD certificate – 2
- HLTA – 5
- ELSA – 3
- Foundation Dyslexia course – 6
- Foundation Dyscalculia course – 2
- ELKLAN - 1
- NASENCO – 1
- Lead First Aider – 2

All staff receive regular refresher courses. In addition, staff regularly access courses run by the borough.

b. What other agencies do you involve to meet the needs of my child/young person and how can I access support from these agencies?

The school regularly draws on the advice and experience from a number of outside professional agencies including, Speech & Language therapy, Educational Psychologists, Behaviour Support, Shine Team (Outreach Autism Service), Specialist Teachers from the Berkshire Sensory Consortium Service, Occupational Therapy team, Child and Mental Health Service and the School Nursing team. Permission will be sought from Parents/Carers to involve these professionals and they will also be informed prior to any involvement with the child.

c. Who should I contact to find out about other support for parents/carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead (IAS) who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk

Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person: www.rbwm.gov.uk/localoffer

8. Policies

a. Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

The following SEND policies are available on the school website at the following link:

<http://www.oldfieldprimary.com/>

- SEND Policy (Jan 2018).
- Accessibility and Disability Policy (May 2016).
- Safeguarding and Child Protection Policy (Nov 2017).
- Behaviour and Anti-Bullying Policy (July 2017).
- Disability and Equality Scheme (Nov 2015 - Nov 2018).
- Supporting Pupils with Medical Conditions/ Needs policy (Apr 2016)

Other policies are available from the Office when required for example:

- Use of Reasonable Force Policy (Jul 2017)
- Intimate Care (July 2017)
- Raising Concerns at Work Policy (Jan 2018)
- Exclusion Policy (Jan 2018)
- *Health and Safety Policy (March 2018)
- Inclusion Policy (Feb 2018)

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

Alpha to Omega, Assisting Berkshire Children to Read (ABC to read), Parent volunteers for reading

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child/young person?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting those needs, please contact the following:

- Your child's class teacher,
- The SENCo,
- The Headteacher,

- For complaints, please contact the School Governor with responsibility for SEND, who is Mrs Vivien Williams who can be contacted via the school office on 01628621750 or email at office@oldfieldprimary.com.

The school Complaints Policy can be viewed online at <http://www.oldfieldprimary.com/policies/complaints/>

11. Glossary

Terms used in this document	Description/explanation of term
ASD - Autism Spectrum disorder	Autism is part of the autism spectrum and is sometimes referred to as an Autism Spectrum Disorder, or an ASD. The three main areas of difficulty which all people with Autism share are sometimes known as the 'triad of impairments'. They are: <ul style="list-style-type: none"> • difficulty with social communication • difficulty with social interaction • difficulty with social imagination
Alpha to Omega	A structured phonic intervention to support children with literacy
Attention Deficit Hyperactivity Disorder (ADHD)	Attention deficit hyperactivity disorder (ADHD) is a group of behavioural symptoms that can include inattentiveness, hyperactivity and impulsiveness.
Assisting Berkshire Children to Read (ABC to read)	This is a charity which trains volunteers and parents to support children's reading.
Child and Adolescent Mental Health Service (CAMHS)	An NHS service who offer assessment and support for children and young people with mental health difficulties and their families.
Child Protection officer	The member of staff in school who has responsibility for safeguarding children's wellbeing and overseeing children considered to be suffering from, or are likely to suffer, significant harm.
Children and Young People Integrated Therapies (CYPIT)	An NHS team who provide Occupational Therapy, Physiotherapy, Speech and Language Therapy and Specialist Dietetics services throughout Berkshire.
Differentiation	The process of adapting the curriculum to suit the needs of learners of a range of abilities.
Early Years Foundation Stage (EYFS)	The early years foundation stage (EYFS) sets standards for the learning, development and care of children from birth to 5 years old. All schools and Ofsted-registered early years providers must follow the EYFS, including childminders, preschools, nurseries and school reception classes.
Education, Health and Care (EHC) Plans	An EHC Plan is a legal document that states what support a child or young person, aged 0-25, with special educational needs should receive. EHCPs have replaced the Statements of Special Educational Needs.
Educational Psychologist (EP/Ed Psych) Educational Psychology Service (EPS)	Educational Psychologists are part of RBWM Psychology, Wellbeing and Schools Support Service. They work with schools and the local community to improve children and young people's aged 0-19 years (up to 25 years with significant

	SEND) learning, well-being, development and achievement.
ELKLAN	Training for staff to support children with their speech and language development
Emotional Literacy Support Assistant (ELSA)	Teaching assistants who have received extra training to support the emotional wellbeing of children and young people.
Hearing Impairment (HI)	Pupils with a hearing impairment (HI) range from those with a mild hearing loss to those who are profoundly deaf.
Higher Level Teaching Assistant (HLTA)	A teaching assistant, usually with extra training or experience, who acts as a specialist assistant.
Individual Education Plan (IEP)	A document drawn up in school which outlines targets for individual children with additional needs and how they will be supported to meet those targets
Learning Support Assistant (LSA)	See Teaching Assistant
National SENCo award (NASENCO)	A Master's level qualification which is required for all new Special Educational Needs Co-ordinators (SENCOs) from 2009
Occupational Therapy (OT)	A service who support the assessment and intervention of young people with health conditions
PECS (Picture Exchange Communication System)	PECS is an alternative communication intervention
Provision map	A method for a school to show the resources and provision available, including whole class teaching, group work and individual interventions, for identifying and overcoming barriers to learning and meeting the needs of all pupils. It includes provision which is 'additional to' and 'different from' that which is offered through the school's curriculum.
Quality First Teaching (QFT)	Highly effective teaching through carefully planned and engaging lessons which meet the needs of all learners
SALT/ S&L	Speech and language therapy to support children's communication skills
SEND	Special Educational Needs and/or Disabilities
Sensory Consortium Service	Berkshire Sensory Consortium Service is a specialist education support service for hearing impairment, visual impairment and multi-sensory impairment.
Shine	An outreach service who support children on the Autism spectrum in mainstream schools
Social Stories	Intervention to improve an individual's understanding of events and expectations
Special Educational Needs Co-ordinator (SENCo)	The member of staff in a school who has responsibility for co-ordinating special educational needs provision within that school.
Specific Learning Difficulty (SpLD)	Difficulties a pupil may have which are restricted to a particular area of learning, for example dyslexia, dyspraxia etc.
Teaching Assistant (TA)	Teaching Assistants (also known as Learning Support Assistants) work alongside school teachers, to help pupils to get the most out of their learning
Visual Impairment (VI)	Pupils with visual impairment (VI) may be blind or partially sighted
Visual timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening throughout the day
Wave 1/2/3	A 'wave' approach to supporting children and young people to make progress primarily in literacy and maths. Wave 1 - Inclusive quality first teaching for all children in all lessons. Wave 2 – Wave 1 plus additional interventions to enable children to work at age related expectations or above. Wave 3 –

	Wave 1 plus intensive support for additional highly personalised interventions, likely to be tailored to specific needs.
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Date of last update of this document: January 2018

Date of next review: January 2019