



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

Name of School: Oldfield Primary School

Name of Headteacher:	Richard Jarrett
Name of SEN Co-ordinator (SENCO):	Ms Amanda McArdle
Name of SEN Governor:	Mrs Vivien Williams
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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 we believe that all children, including those identified as having Special Education Needs and Disabilities (SEND), have a common entitlement to a broad and balanced academic and social curriculum which is accessible to them, and to be fully included in all aspects of school life. 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, to develop a thirst for learning and to become good citizens equipped for the challenges of the 21st century.

All teachers are trained to recognise the abilities of each child and to ensure that child meets their full potential. Our staff are experienced in a wide range of special needs and disabilities, including Autistic Spectrum Disorder (ASD), Speech and Language difficulties, Attention Deficit Hyperactivity Disorder (ADHD), specific learning difficulties and those with social and emotional needs.

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

Some children join our Early Years Foundation Stage (EYFS) with specific needs already identified and others have learning differences or difficulties which are recognised early on by our experienced staff. In both situations we work closely with parents and specialist services to ensure appropriate support is put in place to enable the child to achieve their very best. We believe that early intervention and support is vital to enable all children to make good progress.

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. To identify what provision will be the most effective the SENCo and class teacher may carry out observations and/or assessment. Parents are able to raise concerns with either our Special Educational Needs Coordinator (SENCO) or the class teacher.

If further provision is required, parents will meet with the SENCo to discuss the involvement of external support services such as the Educational Psychologist, the Autism outreach team (SHINE), Occupational Therapy or Speech and Language Therapy. Both the school and parents will work with any external services to provide further support and monitor progress.

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

If you think your child may have unidentified special educational needs, talk to your child's class teacher or the Special Educational Needs Coordinator (SENCo) about your concerns. 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. We use a wide range of teaching strategies to support children with SEND according to their individual needs. This may include: visual timetables, social stories, sensory aids, sloping desks, Makaton, small group work with an adult, Emotional Literacy Support Assistants (ELSA), one to one support, and an individualised programme of support, for example speech and language as directed by professionals.

Some pupils with SEND will have an Education and Health Care Plan (EHCP) which may state what specific provision is required.

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?

We have a number of Teaching Assistants (TAs) who work with children on a one to one basis or with in a small group. For children with an EHCP, one to one support may be provided but this is dependent on their plan.

Within our TAs we have staff trained in; ELKLAN who support children with speech and language difficulties, Attention Autism Bucket time, three trained ELSA's in school who work with children with social and emotional difficulties, and 7 Higher Level Teaching Assistants (HLTA).

We make relevant adaptations to classrooms such as work stations and visual timetables as appropriate.

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

We use a combination of formal assessments, teacher identification, concerns and observations by the SENCo and specialist services in order to assess the level and type of support needed. Provision maps and intervention records are used to track all additional provision and to monitor progress.

If your child has an Education, Health and Care Plan, the amount and type of support recommended to progress their learning will be specified in the plan. For children who have been observed and assessed by

an Educational Psychologist, speech and language therapist or Occupational therapist, recommendations will be made about the type and frequency of support necessary in order to progress learning.

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 an EHCP we conduct an annual review, where all professionals involved with the child are invited to attend, along with the Parents/Guardians. When appropriate, we may introduce a Home/School communication book to share informal feedback on a daily basis.

Parents will receive three reports each year about their child's progress and will be invited to two parents meetings each year.

The school has a Parent Support advisor, who can be contacted for advice.

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

For children with an EHCP, their views are sought by a familiar member of staff, where possible, prior to the review meetings. Their views are represented in ways appropriate for their age and developmental stage. 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?

Those pupils with an EHCP will have an annual review meeting and for some pupils there may be additional interim meetings.

Children who are receiving intervention programmes are assessed before they begin and the provision is reviewed termly between the SENCo and class teacher, where new targets will be set or alternative provision is planned. This follows the 'assess, plan, do, review' cycle.

For children who receive ELSA support, the assistants keep written records of each session and will discuss progress with parents. If your child has a speech and therapy plan the therapist will liaise with the school to arrange a reassessment date once most or all targets are met.

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 EHCP review meetings. The child's views are requested prior to the meeting and this is usually discussed with the TA supporting that child or with the SENCo. 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?

All provision is monitored and assessed regularly by the SENCo and class teachers, and impact is evaluated. Provision is modified as and when necessary to ensure the highest possible outcomes for the children. If there is no further progress made within a short space of time, then in-line with our 'assess, plan, do, review' cycle, we will carry out further assessments, provide new provision and if necessary involve discussions with outside specialists.

For children with EHCP's we monitor their progress towards their specific outcomes at their annual review meetings.

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. For any more specific concerns, the school would contact Child and Adolescent Mental Health Service (CAMHS) for guidance and involvement.

Playtimes and lunch times are well supervised and any incidents are dealt quickly and appropriately.

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. Some children will have a visit from SENCo and/or class teacher to their nursery setting. We also invite the child to visit the school and meet their new teacher. We may prepare a transition book, containing photographs of the school and the new classroom to give to the new pupil, to aid with their transition.

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, the new teacher and SENCO to ensure smooth transition to next class of all pupils, but particularly for those who have SEND.

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

Once you have chosen which secondary school your child will attend (in the case of a child with a statement or an EHCP this may be in Year 5), we liaise with the school in question. Staff are invited to a transition review and also have the chance to meet your child.

We get involved with the transition days put on by our relevant secondary schools, including any additional visits the staff may feel would be of benefit to the individual pupil. The Year 6 teachers 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 paperwork (review records, progress levels, school and professional reports) will be handed over to your

child's new school when your child leaves.

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. There is a ramp to the front main entrance, where there are also stairs and automatic doors. All other doors in the school are manually operated. The building is all on one level, with no stairs internally. Access to the playgrounds is via stairs or ramps.

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

An acoustic survey stated 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 to the ceiling.

• 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 any 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?

We will make every effort to provide the equipment and resources your child needs, following advice for the professional involved. If we do not receive additional funds through your child's statement/ECHP, we will investigate other possible sources of funding i.e. local trusts or charities.

We currently have some children who require equipment such as; writing boards, foot rests, resource boxes in order to meet their needs.

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

All children at Oldfield are encouraged 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 and are responsible for informing the providers of their child's needs.

All pupils are included in school trips, with reasonable adjustments made, such as additional staff or Parental involvement for added support made where necessary. All staff have regular training on the use of risk assessments and there is a link advisor from RBWM who can help us with any more detailed aspects a trip e.g. a residential.

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?

Our SENCo holds the NAsENCo qualification; three teaching assistants are trained ELSA's, two are trained in Attention Autism Bucket time and one has the ELKLAN qualifications to support children with speech and language difficulties. All our 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 and autism 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.

Occasionally, a specific need for a child may arise and then specific training will be budgeted for. Staff meetings and INSET days are held regularly and will sometimes focus on particular needs within SEND. Members of staff in school with enhanced knowledge and skill in certain areas are used to train others.

All staff receive regular refresher courses and have had safeguarding training. 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?

We will regularly involve other agencies to help us meet your child's needs, but whenever we do so, we will inform you beforehand and ask for your permission to discuss your child with them. Agencies we often use include the Educational Psychology Service, the School Nurse, Speech and Language Therapy, Occupational Therapy, Behaviour Support Service, Specialist Teachers from the Berkshire Sensory Consortium Service, SHINE (for people with an ASD diagnosis), Child and Adolescent Mental Health Service (CAMHS) and the Early Help Advisor who is often able to offer support to families.

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:

https://rbwm.afcinfo.org.uk/local_offer

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/>

- Special Needs and Disability Policy (Jan 2021)
- Accessibility and Disability Policy (Feb 2020)
- Safeguarding and Child Protection Policy (Sept 2020)

- Covid-19 Supplementary Safeguarding and Child protection policy (Nov 2020)
- Behaviour and Anti-Bullying Policy (March 2020)
- Medical Needs policy (Sept 2018)
- Inclusion Policy (Jan 2020)

Other policies are available online or from the Office on request.

9. Additional Information

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

Fun fit, Lego therapy, booster groups, Word shark, Alpha to Omega, Assisting Berkshire Children to Read (ABC to read), Parent volunteers for reading. Others provided when specified.

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?

At Oldfield we have an open-door policy so you are always welcome to come and talk to the class teacher, SENCo or head teacher about any concerns. This way concerns can be dealt with quickly and efficiently. If, however, you feel you need to make a formal complaint, it should be made in writing to the Head teacher or the School Governor with responsibility for SEND, Mrs Vivien Williams who can be contacted via the school office on 01628621750 or email at office@oldfieldprimary.com.

A copy of our complaints procedure is in school and on our website.

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 difficulties
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	An NHS service who offer assessment and support for children

Service (CAMHS)	and young people with mental health difficulties and their families.
Designated Safeguarding Lead	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 Plan (EHCP)	An EHCP 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)	An HLTA is a teaching assistant with additional responsibilities, who has demonstrated that they have met 31 nationally recognised standards and who works under the direction of teachers.
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 often used for non-verbal, hearing impaired or autistic children
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	The Shine Team is an outreach service which supports children in mainstream educational settings who have a diagnosis of Autistic Spectrum Disorder (ASD) 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, dyscalculia, dysgraphia etc.
Teaching Assistant (TA)	Teaching Assistants work alongside school teachers, supporting them and supporting 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.

Date of last update of this document: January 2021

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