

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



### Name of School: Oldfield Primary School

Name of Headteacher:	Catherine Page
Name of SEN Co-ordinator (SENDCO):	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 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. We are an inclusive, mainstream school offering a range of provision to support children with communication and interaction needs, cognition and learning difficulties, social, mental and health problems or sensory and physical needs. We comply with the Government's Special Educational Needs and Disability Code of Practice. The Code of Practice outlines the key ways pupils should be supported in class, along with expected equality duties shown in the School's Disability Equality Policy and our access arrangements in the school's Accessibility Plan.

Within the school, **every teacher is a teacher of SEND**. All teachers are involved in a continuous cycle of planning, teaching and assessing, considering the differences in pupils' abilities, aptitudes and interests. Our provision is enhanced by the collaboration of teachers, SENDCO, support staff, external agencies, parents and most importantly the child. 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, to name but a few.

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

We strongly believe that early intervention and support is vital where it is needed and we work with children, families and professionals to ensure we meet every child's needs – enabling them to make good progress and access all areas of the curriculum.

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 SENDCo and class teacher may carry out observations and/or assessment. Parents are able to raise concerns with either our Special Educational Needs Coordinator (SENDCO) or the class teacher.

If further provision is required, parents will meet with the SENDCo to discuss the involvement of external support services such as the Educational Psychologist, the Autism outreach team (SHINE), Occupational Therapy, Speech and Language Therapy, or the newly formed Early Help Well Being Team. Both the school and parents will work with any external services to provide further support and monitor progress. Where there is additional support from outside agencies, records are kept and passed on to the next school for consistency of support.

**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 (SENDCo) 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. Teachers are aware of the individual needs and plan their lessons accordingly with appropriate learning objectives and activities. All support staff in classes are made aware of the individual needs and assist in supporting the children to ensure their progress is maximised.

The children who have Education and Health Care Plans often have extra money attached to them which can be used to support their learning. It is at the discretion of the school to decide how this money may best be used.

**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?**

At Oldfield we make relevant adaptations to classrooms such as work stations and visual timetables as appropriate. In addition to our SENDCO, we have a number of Teaching Assistants (TAs) who work with children on a one to one basis or with in a small group. Within our TAs we have three trained ELSA's in school who work with children with social and emotional difficulties, and 5 Higher Level Teaching Assistants (HLTA). For children with an EHCP, one to one support may be provided but this is dependent on their plan.

**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 SENDCo 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, to monitor progress and their impact.

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?**

We encourage Parents/Carers to be involved in their children's education and welfare and they can make an appointment to see the class teacher or SENDCo when required.

We communicate with parents through:

- Newsletters and parent mail
- Telephone calls and letters home
- Home/school diaries, where appropriate
- Regular meetings with the class teacher/SENDCo
- Parent evenings
- Parent training sessions and workshops such as Phonics and The Zones of Regulation.
- Team Around the child (TAC) meeting where helpful
- Annual Reviews for children with an EHCP
- Meetings with our school Parent support advisor

#### **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 progress is tracked through the Provision map. Class teachers and the SENDCo will meet to set new targets or look at alternative provision to support the child. 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?**

When holding Annual Reviews for children with an EHCP, children can attend alongside their parents where their views are encouraged. Both children and parents are invited to make contributions in writing prior to their review if they so wish. Parents are welcome to bring other additional family members or professionals to the reviews / meetings for support and / or to share information. Parents are provided with a copy of the review for their records.

Where there are 'Children In Care' in school, we hold regular PEP meetings and progress review meetings where we discuss the PEP and targets for the child in collaboration with other agencies supporting the children.

**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 SENDCo 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 SENDCo 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 SENDCo 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 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 make every effort to provide the equipment and resources each child needs at Oldfield, following advice from the professional involved. Where specialist equipment is required, we will seek support from RBWM or the specialist agencies involved that can assist us in obtaining such equipment

### 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?

We have two teaching assistants who are trained ELSA's. 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.

### 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?

At Oldfield, we have regular involvement from 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, SHINE (for people with an ASD diagnosis), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Occupational Therapy, the School Nurse, Behaviour Support Service, Children and Young Persons Disability Service (CYPDS), Specialist Teachers from the Berkshire Sensory Consortium Service, and the Early Help Advisor who is often able to offer support to families.

Referrals to the above services are co-ordinated via our SENDCo, as a result of discussions at progress meetings, parent consultations and as part of our 'assess, plan, do, review' cycle.

### 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](mailto: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](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 2023)
- Safeguarding and Child Protection Policy (Sept 2021)
- Medical Needs policy (Sept 2020)
- 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?

- Phonics, Reading, Spelling and Maths interventions
- ELSA
- Social skills
- Word shark
- Toe by Toe
- Assisting Berkshire Children to Read (ABC to read)
- Fun fit
- 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?

Please make an appointment see the class teacher, where most concerns are dealt with quickly and efficiently. If however, you feel you need to make a formal complaint, then it should be made in writing to the Headteacher or the Chair of Governors. A copy of our complaint's procedure is available in school or 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"><li>• difficulty with social communication</li><li>• difficulty with social interaction</li><li>• difficulty with social imagination</li></ul>

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.
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.
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.
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
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 timetable	Timetable for an individual or class with pictures which clearly shows the activities which will be happening throughout the day

Date of last update of this document: January 2024

Date of next review: January 2025