



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

Name of School: Oldfield Primary School

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Type of school:	Maintained Mainstream Primary

This SEND Information Report outlines how Oldfield Primary School supports children with Special Educational Needs and Disabilities (SEND), in accordance with the **SEND Code of Practice (2014)**, **Children and Families Act (2014)** and **Equality Act (2010)**.

At Oldfield, we believe that all children are entitled to a broad and balanced curriculum, full participation in school life, and support that enables them to achieve their full potential and become confident, lifelong learners.

About Our School and SEND Provision

What is our vision for children with SEND?

At Oldfield Primary School:

- Every teacher is a teacher of SEND
- Inclusion is central to school life
- Teaching is adaptive and responsive

- We work in partnership with pupils, parents, staff and external professionals
- We use a graduated approach to support individual needs

How does our school define SEND?

According to the Code of Practice (2014), a child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Identifying and Assessing Special Educational Needs and disabilities (SEND)

What kinds of Special Educational Needs and disabilities does the school provide for?

We support pupils with a wide range of needs, including:

- Communication and Interaction
(e.g. Autism Spectrum Condition, speech and language difficulties)
- Cognition and Learning
(e.g. dyslexia, dyspraxia, learning difficulties)
- Social, Emotional and Mental Health (SEMH)
(e.g. ADHD, anxiety, emotional regulation difficulties)
- Sensory and/or Physical Needs
(e.g. visual or hearing impairments, sensory processing difficulties, epilepsy)
- Moderate, Severe, Profound and Multiple Learning Difficulties

Some pupils may also have an Education, Health and Care Plan (EHCP).

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 in 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 out SENDCo or the class teacher.

If further provision is required, parents will meet with the SENDCo to discuss the involvement of external support service such the Educational Psychologist, the Autism outreach service (SHINE), Occupational Therapy, Speech and Language Therapy or the Early Help Wellbeing 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.

How do we support pupils with SEND?

What teaching strategies do you use to support children with Special Educational needs and disabilities?

All pupils receive 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, based on Education Endowment Foundation research, to support children with SEND according to their individual needs. This may include: explicit instruction, scaffolding learning, targeted questioning, modelling key learning and language, discussing metacognitive learning strategies, visual timetables, social stories, sensory aids, sensory circuits, movement breaks, sloping desks, technological support, 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.

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

At Oldfield we have ELSA trained staff who support the social, emotional and behavioural needs of all the children in our school as we feel the wellbeing of our students is of great importance. To support, guide and advise our parents with any concerns they have we have a parent support advisor and appointment can be made to see her through the school office.

We also have access to specialist help for example Speech and Language therapists, Occupational Therapists, Educational Psychologists and Autism outreach advisors.

How is the decision made about the type and how much support pupils 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 that is needed.

If your child has an EHCP, the amount and type of support recommended to progress their learning will be specified in the plan.

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

We encourage parents and carers to be involved in their child's education and welfare and they are welcome to make an appointment with the SENDCo.

We communicate with parents through the following methods:

- Newsletters and parent mail
- Telephone calls and letters home
- Parent and Carer meetings
- Invitations into school for specific events
- Team around the child meetings (as appropriate)
- Annual Reviews for children with an EHCP
- Meetings with specific staff such as Headteacher, Class teacher, SENDCo or Family Support advisor.

How will my child be involved his/her own learning and decisions about the learning?

For children with an EHCP, their views are sought by a familiar member of staff, where possible, before the review meeting. Children are encouraged to take an active part in their learning and in assessing their own work and progress.

How do we monitor progress?

How is do you check and review my child's progress?

We follow the graduated approach (Assess – Plan – Do – Review). The SENDCo meets termly with teachers to discuss all children on the SEND register and being monitored for SEND needs. Each term, teachers send provision maps in for review by the SENDCo and progress is monitored in Pupil Progress meetings by the Senior Leadership team.

Children with an EHCP have individual Education Plans with targets that are reviewed termly. An Annual Review also takes place once a year.

For children receiving specific interventions, such as ELSA or SHINE, records of the progress will be kept and shared with parents.

How do you involve the child or parent/carers in these reviews?

When holding Annual Reviews for children with an EHCP or PEPs for Children in Care, we invite parents to be part of the reviews and actively encourage their written and oral views and contributions.

How do you know if the provision is working?

Each term, teachers send provision maps in for review by the SENDCo and progress is monitored in Pupil Progress meetings by the Senior Leadership team. At this time, the impact of the provision is evaluated.

For children with an EHCP, we monitor their specific progress at Annual Review meetings.

How do you support Social, Emotional, and Mental Health and wellbeing?

What support is available to support my child's emotional wellbeing and mental health?

In addition to classroom support and weekly circle times, the school has an ELSA programme in place for Key Stage 1 and 2. Some Key Stage 2 children have access to Fun Club during lunchtimes twice a week, to support their social communication and wellbeing. For any specific concerns, the school would speak with parents and involve the Child Adolescent Mental Health Service (CAMHS) for guidance and involvement.

Playtime and lunchtime are well supervised and any incidents are dealt with quickly and appropriately. Any concerns are shared with the Senior Leadership Team who will investigate.

Oldfield has a zero-tolerance approach to bullying, including bullying related to SEND. All incidents are addressed promptly in line with the Behaviour Policy, and additional support is provided where needed.

In addition, please see our Learning Behaviour curriculum available on our website under Information for Parents.

How do we support new and next steps?

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

When a child is joining Reception, we will invite families in for Stay and Play sessions to get to know each other and the teachers. Additional quieter sessions and visits to the school are organised as appropriate for the SEND needs of the child.

How do we support transitions between classes, key stages or a new school stage?

Transitions are supported through:

- Additional visits and meetings
- Visits to the new playground area (as appropriate)
- Transition booklets and social stories
- Liaison with new teachers and schools
- Transition reviews (EHCP) and secondary school visits
- Conversations between teachers and SENDCo of current and new schools
- Transfer of records and professional reports

Accessibility and specialist equipment

How accessible is the school environment?

Please see our school accessibility plan on our website. The school is fully wheelchair accessible with ramps at all entrances and onto the playgrounds. There are no internal stairs.

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 breakout spaces are carpeted and 2/3 of classrooms. The hall areas have been fitted with acoustic tiling to the ceiling.

For children with sight impairments, the steps are edged with contrasting colours and railings are available to guide them.

When children attend with impairments, we are supported by the RBWM Sensory Consortium Service to ensure all the needs of the child are taken into account within our environment.

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

We have two disabled car parking spaces in the staff car park for visitors.

What if my child needs specialist equipment or facilities?

Please discuss this with the SENDCo. We make every effort to provide the equipment and resources that each child needs at Oldfield, following advice from professionals involved. When specialist equipment is required, we seek advice from RBWM or specialist agencies.

How will my child be included in activities outside the classroom?

All children at Oldfield are encouraged to join in the many activities available. Parents of children with SEND needs are welcome to enrol their child in these activities. Where the provider is external, parents are responsible for informing the provider of their child's needs.

All pupils are included in school trips, with reasonable adjustments made, such as additional adults and risk assessments.

The school run an Early Risers breakfast club and Wise Owls run the after-school care. Please contact Wise Owls directly if you wish for your child to take part in this.

Training for staff, specialist services and support

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

We have a trained ELSA team. 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 specific training in specific educational needs such as Autism. The SENDCo meets with Teaching Assistants each week to provide training and professional learning opportunities. Once a year, RBWM provide a week of specific Teaching Assistant training which is well attended by Oldfield. Some Teaching Assistants undertake specialist training in areas such as Speech and Language. Staff meetings and INSET days are held regularly and additional SEND training is provided during some of these sessions.

We have a good proportion of Paediatric First Aid trained staff. As a specific need for a child may arise and then specific training is budgeted for (such as a specific medication training).

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 Autism diagnosis), Child and Adolescent Mental Health Service (CAMHS), Speech and Language Therapy, Occupational Therapy, 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.

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

Policies

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

Yes

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 Educational Needs and Disability Policy

Safeguarding and Child Protection Policy

Medical Needs Policies

Inclusion policy

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

Additional information

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

- Phonics, Reading, Spelling and Maths Interventions (including precision teaching)
- ELSA
- Fun Lunch club for Social Communication Skills
- Fun Fit
- Speech and Language interventions
- Sensory interventions
- Others provided when specified.

The Royal Borough of Windsor and Maidenhead Local Offer provides information on services for children and young people aged 0–25:

<https://rbwm.afcinfo.org.uk/>

Complaints

What do I need to do if I have a concern or complaint regarding this school or my child's provision?

Most concerns can be resolved through discussion with the class teacher or SENDCo. Formal complaints should be made in writing to:

- The Headteacher
- The Chair of Governors

Complaints are handled through the school's complaints procedure which is available on our school website.

Glossary

Below is a list of SEND terms used in this document and when communicating with professional regarding SEND.

A

- AAC (Augmentative and Alternative Communication): Methods of communication for children who have difficulty speaking, such as communication boards, sign language, or speech-generating devices.

- ADHD (Attention Deficit Hyperactivity Disorder): A neurodevelopmental condition affecting attention, impulse control, and activity levels.
- ASC (Autism Spectrum Condition): A developmental condition affecting social communication, behaviour, and sensory processing.

B

- Bespoke Provision / Personalised Learning: Tailored teaching and support designed to meet the unique needs of a pupil.

C

- Cognition and Learning Needs: Difficulties related to thinking, understanding, learning, and remembering. Examples include dyslexia, dyscalculia, and dyspraxia.
- Communication and Interaction Needs: Difficulties with speech, language, social communication, or understanding and expressing language.

D

- Differentiation: Adapting teaching methods, resources, or tasks to support all learners.
- Disability: A physical or mental impairment with a substantial and long-term effect on a child's ability to carry out normal day-to-day activities (Equality Act 2010).

E

- EHCP (Education, Health, and Care Plan): A legal document for children with complex SEND, outlining educational, health, and social care needs and the support required.
- ELSA (Emotional Literacy Support Assistant): Trained staff member providing support for social, emotional, and mental health needs.

H

- HLTA (Higher-Level Teaching Assistant): Staff member with advanced training who supports teaching and learning.

I

- Inclusion: Ensuring all children, including those with SEND, have access to the full curriculum and school life.

M

- Moderate Learning Difficulty (MLD): Children who learn at a slower pace than peers and may need additional support.

- Medical Needs: Conditions requiring health-related support at school, sometimes overlapping with SEND.

P

- Physical and Sensory Needs: Difficulties with mobility, coordination, vision, hearing, or processing sensory information.
- Provision Map: A document that outlines the support and interventions provided for children with SEND.
- Pupil Voice: Gathering the opinions, preferences, and feedback of children about their learning and support.

S

- SEND (Special Educational Needs and Disabilities): The overarching term covering all children with additional learning needs or disabilities.
- SEN Support (also referred to as SEN K): Additional help provided to children at school who have SEND but do not have an EHCP.
- SEMH (Social, Emotional, and Mental Health): Needs relating to behaviour, emotional wellbeing, and social interaction.
- SENDCo (Special Educational Needs and Disabilities Coordinator): A qualified teacher responsible for overseeing SEND provision at a school.
- Scaffolding: Temporary support provided to help a child complete tasks or understand learning, gradually removed as competence increases.
- Speech and Language Therapy (SALT): Specialist support for children with speech, language, or communication difficulties.

T

- Transition: Support provided when a child moves between classes, key stages, or schools to ensure continuity of learning and wellbeing.

U

- Universal Provision: The quality teaching and support available to all pupils, including those with SEND, in everyday classroom practice.

Policy Review

This SEND Information Report is reviewed annually and updated in line with:

- SEND legislation
- SEND Code of Practice updates

- School practice

Next review date: January 2027