School SEND Offer

At Oakwood we have an inclusive approach to teaching your children. We encourage our pupils to have high aspirations and to work hard to achieve their dreams.

1. Introduction

At Oakwood Primary School, we are committed to supporting all children to reach their full potential. We recognise that some pupils may have additional learning needs and/or disabilities that require extra support. This SEND offer outlines the steps we take to identify and support pupils with SEND in partnership with families and external professionals. We currently have almost 50% of children on roll identified as needing SEND support, which is higher than most schools in the county.

Children with SEND may have difficulties in one or more of the following areas:

Cognition and Learning- difficulties with learning in subject areas, particularly Reading, Writing and Maths.

Communication and Interaction- difficulties with speech and language.

Social, Emotional and Mental Health-difficulties with self-esteem, working and playing with others and managing feelings.

Sensory and/or Physical Needs- difficulties with sight, hearing or other medical diagnoses.

2. Identification of Need

We use a range of methods to identify children who may have special educational needs, including:

- Teacher assessments and observations
- Monitoring academic progress and behaviour
- Reviewing standardised test results and in-class performance
- Pupil and parent voice

If a concern is raised, a member of the teaching or pastoral team will alert the SENDCo (Special Educational Needs Coordinator) to initiate a more in-depth review which may be but is not exclusive to:

- Monitoring specific areas of concern (e.g. communication, attention, motor skills, behaviour)
- Gathering evidence to support identification
- Implementing low-level interventions as needed
- Using screening tools or checklists (where appropriate)

These observations and interventions are documented in class SEND files and used to inform next steps including targets for My Plans and targeted support.

3. Next Steps

In class

When a child has a Special Educational Need or Disability (SEND) we will provide extra help, intervention programmes and resources to ensure that they are able to take a full part in school life and achieve the best possible progress. This can happen in lots of different ways. Our curriculum and in class teaching always begins with Quality First Teaching.

Quality First Teaching (QFT) is a high-quality, inclusive teaching approach that aims to meet the needs of all students within a classroom through effective, differentiated strategies.

We have designed our curriculum to include non-negotiables including the use of manipulatives and practical lessons that include all children to achieve their highest potential. TAs are deployed in classrooms to support the need, speaking and listening is incorporated into every lesson and experience based/ practical learning when appropriate allows all children to access the lesson. Widgit symbols, sound mats and visuals also reduce the barriers to learning.

We will also offer small group work and sometimes the class TA will provide some individual support if, as a school, we feel it will be beneficial. Our staff training is ongoing and develops knowledge and skills to improve teaching and learning. This has included training on Autism, We use a range of interventions that boost learning and help children to “catch up”. These include, Little Wandle sessions for reading, Maths for Life and Nessy.

We have a pastoral team overseen by our Inclusion Lead who provide a range of individual and group pastoral interventions that support children to be happy, resilient and ready to learn.

Meeting with Parents

If initial observations suggest additional needs::

- A meeting with parents/carers will be arranged to discuss findings and concerns.

- We value parental insights and aim to work in partnership from the outset.
- Parents will be informed about:
    - The nature of the concerns
    - Any support in place through our universal offer
    - Next steps, including possible referrals or formal assessments

4. Contacting External Agencies

Where necessary and with parental consent, we will contact external professionals such as:

- Educational Psychologists (EP)
- The Advisory Teaching Service (ATS)
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OT)
- CAMHS (Child and Adolescent Mental Health Services)
- Health Services – including the School Nurse

Please note:

- Due to high demand, there is currently a waiting list for external services. We aim to keep parents informed about estimated timeframes and interim support available within school.
- If another service i.e GP suggest a referral should be put in for your child, it is that service that should complete the referral.
- As a school we are allocated a set number of visits per year from external agencies. We have a school waiting list to make the process fair for all.
- A diagnosis does not automatically mean entitlement to in school support
- The EHCP process takes up to 25 weeks from application. As a school we need to provide a list of evidence to support an EHCP application. This includes visit notes from external agencies and must be gathered over a period of time

We are happy to discuss any of the processes for SEND in Gloucestershire and how we follow them as a school. Please use the contact details at the bottom of the form if you wish to do this.

5. Waiting List & Interim Support

While awaiting input from external agencies:

- In-school interventions will continue (e.g. targeted group work)
- The SENCo will liaise regularly with the class teacher to review progress
- Support plans or interventions may be implemented and reviewed on a termly basis
- Parents will be updated with My Plan reviews/ parents' evenings etc

6. Inclusion for SEND outside of the classroom

Breaktime and lunchtime:

* We offer lunchtime provision to support those children who find the busy playground overwhelming. We offer clubs with smaller groups of children in a quieter environment.

* Staff who the children are familiar with and who understand the children's needs are on the playground at both break and lunch time.

School trips and visits:

- Reasonable adjustments are planned on all trips so that children with SEND can attend
- Risk assessments consider mobility, sensory and medical needs
- Activities are adapted if necessary so that everyone can participate

Extra-curricular activities

- All clubs are accessible and welcoming to all
- Additional support is sourced if required to ensure that everyone can attend.
- Children are encouraged to join clubs of their interest

Social and Emotional support:

- We have a range of pastoral groups that run with our pastoral team throughout the year
- Our pastoral team can offer individual check-ins and targeted pastoral sessions
- We have a pastoral member of staff who runs "Draw and Talk" and "Sand Play" sessions
- We have a mentor who can work with individual children to boost confidence
- We have a play therapist who runs sessions for one day a week.

Around the school:

- We have clear routines and visual timetables to support when moving around the school
- A number of identified safe breakout spaces are used if a child is feeling overwhelmed and pastoral support is offered
- Establishment Days at the start of each term each term allows rehearsal of the routines which are consistent across the school to reduce overwhelm and cognitive load

7. Review & Monitoring

All SEND support is regularly reviewed through:

- Termly My Plan Reviews – progress towards outcomes
- Parent consultations (offer to arrange a meeting when My Plans are sent out) and Parents evenings
- Pupil voice and involvement
- Assessment of progress toward targets

Adjustments are made as necessary based on review outcomes and any new information from professionals.

SEND provision is monitored through SEND learning walks carried out by the SEND team and Senior Management Team. We look at classroom provision, classroom adaptations and effectiveness of support from TA's working in the classroom. SMT regularly review the effectiveness of intervention groups and progress made by children who attend. We gain staff and pupil voice and look at alternative options if there is limited progress.

8. School Contribution to the Local Offer

* The school reports data and our SEND offer to the Local Authority via a school information report

9. Contact

If you have any questions about our SEND procedures or wish to raise a concern, please contact our SEND team:

Email: Dojo the SEND Team / sendteam@oakwood.gloucs.sch.uk

Phone: 01242 515775

For any complaints please refer to the school complaints policy.