



The Oaks Primary School  
Bringing Learning to Life

## **Special Education Needs Information Report 2017-2018**

This report is designed to inform you of the different types of support available for your child at The Oaks CP School.

### **How does The Oaks CP School approach the teaching of children with Special Educational Needs and/or a Disability (SEND)?**

All pupils in school receive quality first teaching, this means that a range of teaching and learning styles are used and that appropriate learning objectives are set for all children with a curriculum matched to their needs. Some children require specific interventions in small groups or on a one to one basis.

### **What support will there be for my child's overall well-being?**

Your child's overall well-being is paramount and at the centre of all we do at The Oaks. Please refer to our Waves of Intervention Map (attached to this document) for our staged approach to supporting social, mental and emotional health.

### **How will I know how my child is doing in school?**

The progress that your child is making and their attainments in comparison with National Age Related Expectations will be discussed with you at parents evenings in Autumn and Spring Terms. You will be able to discuss how well your child is doing in school at these meetings. There is also an informal parents drop in every week where classteachers are available and parents are welcome to look at pupil's learning on the walls and in books. School operates an 'open door' policy where parents are always welcome. Mrs Grundy, the SENCO, is also available to meet with parents, please make an appointment.

Teachers use ongoing assessments to inform their planning. These assessments allow staff to monitor if children are making the desired amount of progress. Children's progress is monitored through teacher's formative assessments, Y1 Phonics Assessment, Termly tests, end of Key Stage SATs and Suffolk Reading Tests. Assessment data is analysed by teachers, the SENCO and the Assessment Co-ordinator and any issues that arise are addressed. If staff have any concerns, they will contact parents.

### **What should I do if I think my child has a Special Educational Need or disability?**

If you think that your child has a Special Educational Needs and/or a Disability (SEND), please make your concern known to the school by speaking initially to your child's class teacher, who will raise this concern with the SENCO in school. The concern will be discussed with you and following this discussion, school will carry out the necessary checks to ensure your child's needs are met. We will share our findings with you and agree the next steps for your child.

### **How does The Oaks CP school involve children in their education and the decision making process?**

At The Oaks we 'Bring Learning to Life' for all our children. One of the main principles is that all children are involved in planning their learning. All project learning follows the children's interests so children are always kept involved with the path their project will take. Children are aware of their targets or next steps in their learning (age appropriate). English and Maths targets are an integral part of daily teaching and learning. Any specific social, emotional or behavioural targets are set with the individual children and referred to appropriately. In addition to this, children get feedback from teaching staff regarding immediate next steps in their learning, this may be verbal feedback or written comments in their books.

### **Who outside of school, can I turn to for advice and support?**

If you want advice from professionals outside school, your local GP is a good first point of contact. There are many agencies that can provide you with support, some of which are listed below:

Agency	Type of support offered	Contact details
Information, Advice and Support Services Network (parent Partnership)	Information, Advice and Support Services offer advice and support to parents and carers of children and young people with special educational needs.	01204 848722 www.iassnetwork.org.uk/
Pupil and Student Services	Offer support and advice on school admissions.	01204 333143
School Nurse Service	Offer in school support and advice for a child's health and well-being.	01204 463563
SEND Assessment Service SEN Officer – Alison Holden	Advice on Education, Health and Care Plans	01204 338653

For further information about the wide range of support agencies available to you, please refer to the Bolton Local Authority offer.

#### **How should complaints concerning SEN provision be made and how will they be dealt with?**

If a parent/carer wishes to make a complaint about SEN provision they should first contact the class teacher who will voice the concerns to the SENCO. If the problem is still unresolved the parent may wish to speak directly to the SENCO who may approach the head for advice or support. If the concern continues, the parent/carer may wish to speak directly to the head who may in turn need to address the issue with governors to discuss the situation and possible solutions explored.

#### **Where can I get a copy of the SEN policy?**

A copy of the policy is posted on the school website or alternatively a copy can be requested from the school office.

#### **Contact details for Special Educational Needs Co-ordinator:**

Name	Email	Telephone number
Jo Grundy Fallon Trainor	grundyj@the-oaks.bolton.sch.uk trainorf@the-oaks.bolton.sch.uk	01204 333171



**The Oaks CP School**

**Waves Intervention ~ Whole School Provision Map**

Area of Need	Wave 1 (Whole Class)	Wave 2 (Small Groups)	Wave 3 (Individual Support)
<i>Cognition and Learning</i>	Differentiated curriculum planning, activities, delivery and outcome In-class TA support In-class targeted teacher support Increased visual aids/ modelling Visual timetables Use of writing frames Access to Laptops, iPads, cameras Team Teach trained staff Cooperative learning strategies Reciprocal Reading Individual Targets	Catch up programmes and booster group interventions In class support from TAs Guided Reading sessions Additional phonics groups Language for Thinking Memory skills Brain Gym	Toe By Toe Individual Guided Reading sessions 1:1 support for phonics and spelling 1:1 support for specific needs Advice from Ladywood Outreach Advice from Educational Psychologist Speech and Language Therapy Support
<i>Communication and Interaction</i>	Structured school and classroom routines Differentiated Curriculum Elklan Approaches Academies Forest Schools Co-operative Learning Strategies Repeated/Reworded Instructions Increased visual aids Use of symbols Peer support Visual timetables	Lego Group Visual timetables Now and next Use of clicker symbols	Speech and Language support Advice from Ladywood Outreach Service Educational Psychologist advice Elklan trained staff Additional Life Skills Trips within the local community

<p><i>Social, Mental and Emotional Health</i></p>	<p>Whole school learning and behaviour policy          Whole school reward and sanctions system          PSHE curriculum and circle time          Playleaders to support Rec and KS1 at lunchtime          Circle Time          Academies          After School Clubs          Lunchtime Clubs          Whole School Golden Assembly          PSHE Curriculum</p>	<p>Circle of Friends          Play leaders at lunchtime          In class support for Behaviour          Small group circle time          Language for thinking          Peer mentoring</p>	<p>Small group and 1:1 support for social skills          Advice and interventions from Behaviour Support          Time-out          Individual reward and sanctions systems          Mentoring of vulnerable children</p>
<p><i>Sensory and Physical</i></p>	<p>Flexible teaching arrangements          Writing slopes          Pencil grips          Brain gym          Reception Outdoor Provision Area          Forest Schools          Team Teach Training (Moving and Handling)</p>	<p>Additional keyboard skills training          Additional fine motor skills practice          Dyspraxia exercises          Writing/reading coloured overlays</p>	<p>Individual support in class during appropriate subjects.          Trained TAs on duty at playtime and lunchtime          Use of appropriate resources including radio aids          Acorn room - quiet area away from open plan classes.          Advice from Occupational Therapy          Advice from sensory support          Sign along trained staff          Additional Physical Activities</p>