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Schools Trust

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Oak Hill First School

Special Educational Needs Information Report

How we support children with special educational needs and disabilities

Welcome to our SEND Information report.



This report is for parents and carers. It explains how Oak Hill First School identifies and supports children with special educational needs and disabilities (SEND), how we work with families and other professionals, and where you can find further help.

We are an inclusive school. We want every child, including children with SEND, to be fully part of school life, make progress from their starting points and develop the confidence and independence they need for the future.

If you have concerns about your child, please speak to their class teacher first. You can also contact our SENDCo, Mrs Hopcroft.



What do we mean by SEND?

A child or young person has SEND when they have a learning difficulty or disability that calls for special educational provision to be made for them. This means provision that is additional to, or different from, that normally available to children of the same age.

Children's needs are considered across four broad areas:

Communication and interaction

Cognition and learning

Social, emotional and mental health

Sensory and/or physical needs

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What should I do if I think my child has special educational needs?

There are many people available for you to talk to about your child's needs.

Firstly, speak with your child's class teacher. They will be able to discuss any concerns you have and seek the appropriate support as necessary.

After that, you can speak to Mrs Hopcroft who is our Special Educational Needs coordinator (SENDCo).

You may also wish to speak to your GP or the school nurse team.

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We will have an early discussion with parents/carers when identifying whether a child may need special educational provision. These conversations will ensure that:

- Everyone has a shared understanding of the child's **strengths, needs and barriers to learning**.
- Parents'/carers' **views and concerns are listened to and taken into account**.
- The child's views are considered, where appropriate.
- **Agreed outcomes, provision and next steps** are clear and recorded.
- Parents/carers are formally informed when their child receives **SEND Support**.
- A child's **Individual Education Plan (IEP)** is reviewed termly with parents/carers and the child, where appropriate.
- Parents/carers are kept informed if concerns arise or provision needs to change between reviews.
- Where **external professional support** is required, parents/carers are involved in the referral and review process.
- Parents/carers of children with an **Education, Health and Care Plan (EHCP)** are fully involved in the review process.
- The **SENDCo is available to meet parents/carers** to discuss their child's needs, progress and provision. Appointments can be arranged through the school office.

How does the school know if a child needs extra help?

At Oak Hill, we strongly believe in the importance of identifying children's needs early so effective action is taken to address and prevent difficulties from escalating.

We have positive relationships with parents/carers, other early years settings and partner organisations, enabling us to gather information about any additional or complex needs of individual children.

We are committed to providing extra or specialised help at an early stage, so children can reach their potential and achieve the highest possible standards.



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In order to identify children with additional or complex needs we use a wide range of information:

- ▶ Observations of children throughout the school day e.g. in class, at play and lunchtimes
- ▶ Information from parents/carers
- ▶ Information from Health Visitors, the Early Years Inclusion team, other early years settings/schools
- ▶ Information from previous schools (if a child is admitted mid-way through the school year, or after Year R)
- ▶ Termly assessments and data analysis
- ▶ National tests: Phonics Screening Check (Year 1)
- ▶ Information from a range of professionals
- ▶ Assessments e.g. Wellcomm, Boxall profile
- ▶ Identification checklists, e.g. Worcestershire Dyspraxia Pathway, CCN sensory audit
- ▶ Outside Professionals e.g. Specialist SEND teacher, Speech and Language Therapy



We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:



- ▶ Is significantly slower than that of their peers starting from the same baseline
- ▶ Fails to match or better the child's previous rate of progress
- ▶ Fails to close the attainment gap between the child and their peers
- ▶ Widens the attainment gap
- ▶ This may include progress in areas other than attainment, for example, social, emotional and mental health needs.
- ▶ Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers.

We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

How will both school and I know how my child is doing?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the pupil's progress.



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How will school help me support my child's learning?



We value working in partnership with parents/carers and recognise the important role families play in supporting their child's learning. Your child's class teacher can provide advice and practical strategies to support learning at home.

If your child is receiving **SEND Support**, they will have an **Individual Education Plan (IEP)** which sets out:

- the **agreed outcomes** for your child
- the **provision and reasonable adjustments** in place to support them
- strategies that help your child to **access learning and make progress**

The IEP will be **reviewed termly** with parents/carers and the child, where appropriate. This provides an opportunity to discuss progress, what is working well and any changes that may be needed.

Support for learning at home may include:

- appropriate reading and learning activities
- specific resources or strategies linked to your child's needs
- information and resources available through the school
- regular communication with school staff

Parents/carers can speak to the **class teacher or SENDCo** if they have questions or concerns about their child's learning or provision.

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How will the curriculum be matched to my child's needs?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching is our first step in responding to pupils who have SEND.

We aim to teach all children together in their classes where possible with the class teacher pitching and matching activities to the needs of pupils. This may involve:

- ▶ Scaffolding learning
- ▶ Support allocated within the classroom
- ▶ Carefully chosen resources to support learning
- ▶ Adaptations to teaching, tasks and the learning environment to support access to the curriculum
- ▶ Advice from outside agencies – where appropriate
- ▶ At times, it may be necessary for a child with SEND to access intervention; either as part of a group or 1:1. For a few children the school uses outside support and agencies for specialist support.



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How are the school's resources allocated and matched to children's special educational needs?

Resources are allocated according to the identified needs of individual children and groups of pupils.

Our SEND funding is used flexibly to support appropriate provision and may include:

- Additional adult support, where appropriate
- Specialist resources and equipment
- Staff training and development
- Targeted interventions
- Advice and support from external professionals

Provision and the use of resources are **regularly reviewed** to consider their impact and ensure they are supporting children's **progress, participation and growing independence**.

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How will the school decide the type of support my child will receive?



Support is based on the **individual needs of each child**.

The class teacher and SENDCo will work with parents/carers and the child, where appropriate, to identify what support may be needed.

Decisions are informed by:

- assessment and observation
- the child's strengths, needs and barriers to learning
- progress over time
- the views of the child and their parents/carers
- advice from external professionals, where appropriate

Support may include **adaptations to teaching and the learning environment, targeted interventions, additional adult support or specialist advice and resources**, depending on the child's needs.

Provision is **regularly reviewed** to consider its impact and to identify appropriate next steps.

Where additional expertise is required, the SENDCo and class teacher work with **external professionals** to ensure provision and reasonable adjustments are appropriate to the child's needs.

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How does the school judge whether the support has had an impact?

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We consider a range of evidence, including:

- **Progress from individual starting points**, including academic and wider development
- Progress towards the **outcomes identified in Individual Education Plans (IEPs)**
- The impact of **reasonable adjustments, interventions and additional provision**
- Children's **participation, wellbeing and growing independence**
- **Pupil voice** and children's views about what helps them
- Feedback and ongoing discussions with **parents/carers**
- Assessment information, children's work and teacher observations
- **Half-termly pupil progress meetings** involving class teachers, Assistant Head Teachers and the SENDCo
- Review of year-group provision maps and intervention outcomes
- Advice and reassessment from **external professionals**, where appropriate
- **Annual reviews for children with Education, Health and Care Plans (EHCPs)**
- Ongoing monitoring by the **SENDCo**

Where support is not having the intended impact, provision is **reviewed and adapted**, and further advice is sought where appropriate.



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

All of our extra-curricular activities and school visits are available to all our pupils, including after-school clubs.

All pupils are encouraged to go on our residential trip to Condover.

All pupils are encouraged to take part in all our wider school opportunities.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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What support will there be for my child's overall wellbeing?

At Oak Hill, our approach is **relational, inclusive and centred on the needs of the child**. We recognise that behaviour can sometimes communicate an unmet need or difficulty. Staff work to understand the barriers a child may be experiencing and put appropriate support and reasonable adjustments in place. Support may include:

- A **trusted or key adult** and regular check-ins
- **Meet and greet** support
- **Lunch Bunch**
- **Chill and Chat** groups
- **Social skills** support
- **Emotional literacy** support
- **Co-regulation strategies** and reasonable adjustments
- Opportunities to share their views through **pupil voice** and **Wellbeing Ambassadors**

Our **SENDCo** supports staff to understand individual needs, helps to coordinate appropriate provision and works with families and external professionals where additional advice or support is needed.

We regularly review support to ensure it is making a positive difference to the child's **wellbeing, participation and growing independence**.



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What training have the staff supporting SEND had or what are they having?

Supporting children with SEND is a **whole-school responsibility**. Class teachers are responsible for meeting the needs of all pupils in their class, supported by the SENDCo, teaching assistants and other professionals where appropriate.



Our SENDCo provides leadership, advice and support across the school, working closely with staff, families and external professionals to ensure that children's needs are identified and appropriate provision is planned and reviewed.

Staff training is planned in response to the **needs of the children in our school** and our school priorities. This may include:

- inclusive and adaptive teaching
- speech, language and communication needs
- cognition and learning
- social, emotional and mental health needs
- sensory and physical needs
- relational approaches and supporting regulation
- specific interventions and approaches appropriate to children's identified needs

Where a child requires expertise beyond that available within school, we seek advice and support from **relevant specialist education, health and care professionals**.

This helps us to build staff knowledge and confidence while ensuring that provision remains **needs-led, evidence-informed and focused on positive outcomes and increasing independence for children**.

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How accessible is the school both indoors and outdoors?

We are committed to ensuring that **all children can access school life as fully as possible**.

We make **reasonable adjustments** to support children with SEND and disabilities according to their individual needs.

These may include:

- adaptations to **teaching, resources and the learning environment**
- appropriate **equipment and facilities**
- adjustments to support children's **physical, sensory and communication needs**
- advice from **external professionals**, where appropriate

Our school is arranged over two levels, with stairs to first-floor classrooms. A **lift is available where required**. We also have accessible facilities, including a bathroom management area and ramped access.

Our **Accessibility Plan**, available on the school website, sets out how we continue to:

- improve access to the **physical environment**
- increase children's access to the **curriculum**
- improve the availability of **accessible information**



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How are parents involved in the school? How can I get involved?

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We value **positive partnerships with parents and carers** and recognise that families know their children best.

Parents/carers are encouraged to be actively involved in their child's education through:

- Regular **communication with class teachers and school staff**
- **Parents' evenings** and opportunities to discuss their child's progress
- Working together to review **SEND provision and Individual Education Plans (IEPs)**, where appropriate
- Sharing their **views, concerns and knowledge** about their child
- Attending school events, performances, **Read Together sessions** and family learning opportunities
- **Parental engagement sessions**, workshops and family support opportunities
- Volunteering to support school activities, subject to appropriate **DBS checks**

Parents/carers of children with SEND are encouraged to maintain regular communication with the **class teacher and SENDCo**, so that we can work together to support their child's **needs, progress and wellbeing**.

How do children contribute their views about their support and who can help them?

We actively encourage children to express views about their education and share their voices.



Children who receive SEND support will take part in pupil voice activities where they can talk about what they are finding tricky and what they need to be successful.

Regular monitoring takes place to ascertain pupil voice about safeguarding and SEMH across school.

There are wellbeing ambassadors in each class, a children's eco council and school council with representatives in each class.

Many children have a key adult with whom they check in daily about their overall wellbeing and find support and strategies to help them in school.

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What specialist services are available or can be accessed by the school?

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Where a child requires additional or specialist advice, we work with a range of external professionals and services according to the child's individual needs. These may include:

- Speech and Language Therapy
- Positive Behaviour Team (PBT)
- Specialist SEND teachers and consultants
- Child and Adolescent Mental Health Services (CAMHS)
- Community Paediatric Service
- Family Front Door / Children's Services
- SENDIASS
- Visual Impairment Team
- Hearing Impairment Team
- Worcestershire Inclusion Support Service
- Occupational Therapy
- School Nursing Team
- The Beacon PRU
- Supporting Families Team

External professionals may provide **advice, assessment, recommendations or direct support**, depending on the needs of the child.

Parents/carers are involved where specialist advice, assessment or referral is required, and recommendations are used to inform the provision and reasonable adjustments made in school.



How will the school prepare and support my child when transferring classes or schools?

School staff work hard to ensure that there is a smooth transition both for the children joining Oak Hill and for those transferring to Middle School or other schools during the academic year. Meetings are held where each child is discussed in detail and necessary information is passed on.

For the children joining the school after Reception, opportunities are provided for the pupils to spend time in school and meet their new class teacher.

Plans are written, if required, to support a smooth transition for new children joining Oak Hill. For pupils starting in Reception in September, staff try to visit pupils in their settings and create passports to support settling into their new school.



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Who can I contact for further information or to complain about SEND issues?



Our complaints policy is available on the website or the school office.

Complaints about SEND provision in our school should be made to the SENDCo in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

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To find information on what is 'ordinarily available' for SEND pupils in Worcestershire schools please visit:

The Local Offer

<https://www.worcestershire.gov.uk/council-services/childrens-services/send-local-offer>

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Oak Hill First School
Wirehill Drive
Redditch
B98 7JU

School Contact details:

SENDCo – Mrs Hopcroft
Principal – Mrs Sarah Allen
Safeguarding Lead – Mrs Harris
SEND Governor – Doug Mills

Contact – inclusion@oakhill.crst.org.uk

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What other support services can help me?

Worcestershire Children First – Virtual Family Hub – offering a range of resources to help you and your family
<https://www.worcestershire.gov.uk/council-services/childrens-services/virtual-family-hub>

SENDIASS – Special Educational Needs and disabilities Information, Advice and Support Service – offering a dedicated team of advisors offering legally-based and easily accessible information and advice about special educational needs and disabilities (SEND).

<https://www.worcestershire.gov.uk/sendiaass/what-we-do-sendiaass-herefordshire-and-worcestershire/how-we-can-help>

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