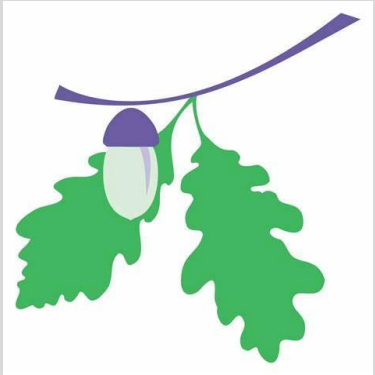




Central Region  
Schools Trust

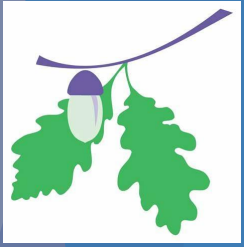
*Founded by the RSA*



Oak Hill First School

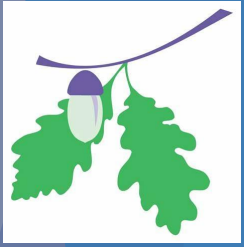
# Special Educational Needs Information Report

**How we support children with special  
education needs and disabilities.**



## Welcome to our SEND Information report.

This report can be looked through page by page or use the 'quick links' to find answers to a specific question.



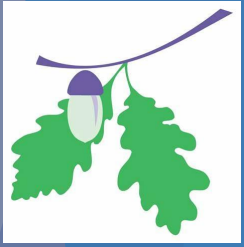
# Definition of Special Educational needs

A pupil has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of children of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.



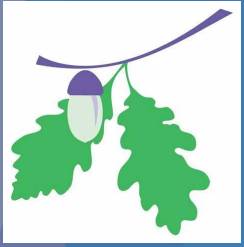
# Areas of Special Educational needs

- At Oak Hill First School we recognise that every pupil is different and therefore, the needs of every pupil are different. This is reflected in the provision that we offer for pupils with SEND.
- The four identified areas of need are:
  - Communication and interaction
  - Cognition and learning
  - Social, emotional and mental health
  - Sensory and physical needs
- The support given to pupils will depend on what their specific needs are within these areas.

# Page 1 Quick links



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- ▶ [How does the school know if a child needs extra help?](#)
- ▶ [How will both school and I know how my child is doing?](#)
- ▶ [How will school help me support my child's learning?](#)
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- ▶ [What other support services can help me?](#)

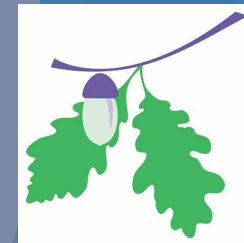
# What should I do if I think my child has Special Educational needs?

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

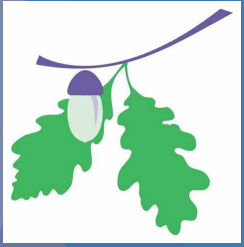
Firstly, speak with your child's class teacher. They will be able to discuss any concerns you have and seek the appropriate support as necessary.

After that, you can speak to Mrs Winterbourn who is our Special Educational Needs coordinator (SENDCo). Mrs Hopcroft is an Inclusion Support Teacher (IST) who works on Mondays, Tuesdays and Wednesdays.

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 the pupil's parents/carers when identifying if they need special educational provision. These conversations will make sure that ...**

- ❑ Everyone develops a good understanding of the pupils' areas of strength and difficulty.
- ❑ We take into account parent/carers' concerns.
- ❑ Everyone understands the agreed outcomes sought for the child and everyone is clear on what the next steps are.
- ▶ Notes of these early discussions will be added to the pupil's record and given to their parents.
- ▶ We will formally notify parents when it is decided that a pupil will receive SEND support.
- ▶ Parents/carers are invited to attend parents' evenings each term to discuss their child's progress in school. If a child has SEND, parents/carers are also invited in to review their child's Individual Education Plan on a termly basis.
- ▶ In-between these meetings, parents will be contacted when concerns arise, and a discussion is held as to what provision the school will be making. If a child needs to be referred to an outside agency parents will be asked for their permission and views, which form part of the referral process. If a child has an Education and Health Care Plan (EHCP) then the parent will be involved in the application and review process.
- ▶ The SENDCO and IST are available for drop-in meetings with parents / carers. An appointment can be made at the school office. Information can be shared about the child's progress, individual targets and interventions and ideas for parents to support their child at home.



## 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.

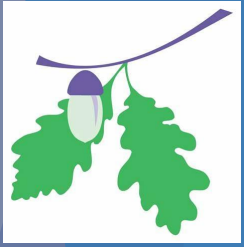


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## In order to identify children with additional or complex needs we use a wide range of information:

- ▶ 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 and/or IST 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?

Your child's class teacher can offer practical ways that you can support your child at home. If your child is receiving SEND support, they will have an Individual Education Plan (IEP) with individual targets. These will be discussed with you and your child on a termly basis with your child's class teacher.

We offer a variety of ways to help support your child, which may include:

- Reading books sent home
- Specific target work/resources may be sent if appropriate
- Links and information on the school website
- Informal discussions with school staff



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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.

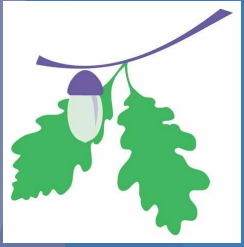
We aim to teach all children together in their classes where possible with the class teacher pitching and matching activities to the needs of pupils. This may involve:

- Scaffolding learning
- Support allocated within the classroom
- Carefully chosen resources to support learning
- The National Curriculum, including outdoor learning and physical activity is taught
- 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?**

We allocate funding from our budget every year towards the provision of supporting pupils with Special Educational Needs. This budget is used to provide outside agency provision, teaching assistants, resources and training for staff.

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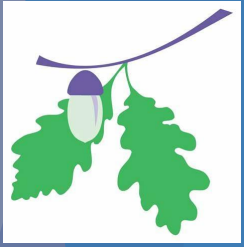
# How will the school decide the type of support my child will receive?

The class teacher and SENDCo and/or IST will discuss your child's needs with you and decide what support would be appropriate.

Assessments, observations and pupil discussions will enable us to match the appropriate support to the needs of the pupils.

Different children require different types of support, in order for them to achieve their potential with reviews of provision outcomes with help to identify the next steps for each pupil.

The SENDCo / IST and class teacher will also work closely with a range of external professionals to ensure that the type of support your child receives is tailored to their specific need.



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

We use the following to measure the effectiveness of the provision:

- Half-termly Pupil progress meetings between Assistant Head Teachers, class teachers and the SENDCo
- Reviewing pupils' IEP targets half termly
- Reviewing the impact of intervention: Year Group Provision maps/ Intervention overviews with measurable targets and outcomes
- Re-assessments by external agencies
- Whole-school data analysis
- Pupil Conversations
- Ongoing consultation with parent/carers
- Collation of children's work and moderation
- Observations of children by teachers, teaching assistants and the SENDCo
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENDCo and IST



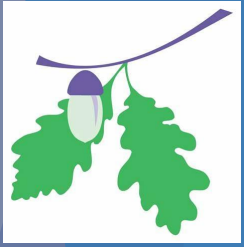
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# How will my child be included in activities outside the classroom including school trips?

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?

We are an inclusive school and have a nurturing and caring ethos. We provide support for pupils to improve their social, emotional and mental health in the following ways:

- Lunch Bunch
- Social Skills Interventions
- Emotional Literacy Interventions
- Meet and greet groups
- Wellbeing ambassadors
- We have a zero-tolerance approach to bullying.

In addition, the SENDCo and IST are non class based and is therefore able to provide timely support for individuals and groups of children as needed.

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

Our SENDCo has 14 years experience in this role and holds the National SENCO Award. She has experience as a specialist SEMH teacher and is undertaking Trauma informed practitioner status. The SENDCo role is a full-time post. The IST is a very skilled and experienced teacher with a specialism in provision for teaching children who speak English as an additional language.

We have a large team of teaching assistants who are trained to deliver SEND provision.

In the last academic year, staff have been trained in:

- Precision teaching and phonological knowledge
- Relational approaches – behaviour and culture
- Writing effective IEPs
- Team teach behaviour management
- Mental health first aid
- Speech, language and communication needs

We use specialist staff for Speech & Language therapy, Educational Psychology, Behaviour Support, Complex Communication Support, Beacon PRU outreach and Social, Emotional and Mental Health advice.



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# How accessible is the school both indoors and outdoors?

We have a range of provision to support pupils with SEND needs within the classroom as part of quality first teaching and then more specific facilities, for example, the bathroom management area and slopes.

The school is on two levels so there are stairs to the first floor classrooms. If necessary, a lift is used.

Our Accessibility Plan is available on our Website. This plan ensures we are:

- Improving the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide
- Improving the availability of accessible information to disabled pupils.



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

Parent/carers are encouraged to play an active role in school life. This can be achieved in various ways:

- Volunteering in school activities – DBS checks are required
- Communication with staff
- Attending parents' evening meetings
- Events such as performances, read together sessions, family learning activities and parental engagement sessions.
- Family learning and parenting classes and groups

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

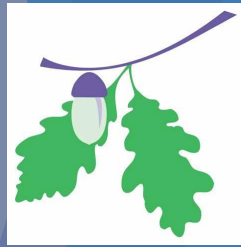
We actively encourage children to express views about their education and share their voices.

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?

The following agencies may be called upon to attend meetings, provide reports and guidance if necessary:

- Speech and language therapist
- Positive Behaviour Team (PBT)
- Specialist SEND teachers / consultant (including complex communication and cognition and SEMH)
- Children and Adolescent Mental Health Service (CAMHS)
- Community Paediatric Service
- Family Front Door – Children’s Services
- Parent Partnership – Special Educational Needs and Disabilities Information Support Service (SENDIASS)
- Visual Impairment Team
- Hearing Impairment Team
- Worcestershire Inclusion Support Service
- Occupational Therapy
- School Nurse
- The Beacon PRU
- Supporting families team



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# 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 Winterbourn  
Inclusion Support Teacher – Mrs Hopcroft  
Principal – Miss Kelly  
Safeguarding Lead – Mrs Harris  
SEND Governor – Mrs Gilmour

Contact – [office@oakhill.crst.org.uk](mailto:office@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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