

The Oaktree School – SEND Information Report



1. What kinds of special educational needs that are provided for at The Oaktree School?

The Oaktree School is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014). Staff have been trained so as to be able to cater for learners who may have difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

- We make reasonable adjustments to our practices so as to comply with the Equality Act (2010).
- Our Special Educational Needs Co-Ordinator (SENDCo) is a qualified teacher and SENDCo with the NASENCO Award. Miss Harrison is the Inclusion Leader as well as a DSL.
- Miss Harrison is our Inclusion Leader who coordinates provision with the Head Teacher and supports children on the SEND, Pupil Premium, EAL, Pupils with medical needs and Gifted or Talented registers.
- We have a highly skilled team and all staff are dedicated to making a difference to each child's education. We regularly invest into training our staff to continuously improve Universal (previously Wave 1) provision. We train staff appropriately to ensure they run Setting Support (previously Wave 2) and Specialist Support (previously Wave 3) interventions effectively.
- We invest heavily in the continuing professional development of our Teaching Assistants so that the children receive high quality additional support.
- We draw on our own expertise within the school to provide training and professional development for members of staff working with our children.
- Continuing professional development is part of the culture of the school and often staff will attend courses by outside providers.

We have staff that have training in the following areas:

- SALT, OT and physiotherapy, Makaton, ASD, ADHD, PDA, Down's Syndrome, sensory and processing delay, working memory and processing delay, ELSA, Child Bereavement and Social, Emotional and Mental Health needs.
- We have developed specialist roles amongst our teaching assistants e.g. Emotional Literacy Support and Speech and Language Assistants.
- Majority of our Teaching Assistants have NVQ 2 OR 3 or above.

- We have two HLTA's, one has a PSHE Diploma.
- We have staff who are specially trained in the area of Early Years who work in our nursery and Reception classes.
- Majority of the Teachers and TA's have attended the ASD training.
- Staff have completed Emotional Coaching training.
- Staff have speech and language training, including Colourful Semantics training.
- All staff have taken part in Positive Touch training, some staff are MAPA trained.

2. What are the school's policies for identifying assessing and reviewing the needs of children and young people with SEND?

To identify children who may have special educational needs we follow an assessment cycle.

- Assess - The progress of all learners is assessed daily by the Class Teacher and learning adapted to meet the needs of the children.
- Assess - The progress of all children is tracked and monitored by the Class Teacher and the Year Group Leader half termly.
- Pupil Progress meetings are held to discuss pupil success and concerns with the Head Teacher or Deputy Head Teacher. Universal or Setting Support strategies would be discussed and interventions planned.
- Reports on progress and attainment for each class are given to the Head Teacher termly by the Class Teacher.
- Plan - The SEND team would meet with the Class Teachers to discuss the data and plan interventions where needed.
- Plan – Discuss and agree with parent's attainment, progress and child centered outcomes.
- Plan - Each identified child will have a next steps plan put in place to close the gap in attainment or progress and to meet the child's needs. This may be individual or group intervention.
- Do – Interventions are timetabled and appropriately trained staff allocated.
- Do – Interventions take place as appropriate
- Do – All staff have access to class SEND files and class monitoring sheets which indicate needs.
- Review - Children are identified if they are not meeting the expected level of attainment or not making progress or if the progress is poor. The data is interrogated and any barrier for learning identified.
- Review - The Head Teacher and SLT track each child's progress.
- Review - The SENDCo and SEND Leader analyse pupil data each term to establish the children that meet the required criteria for an EHCP application, Specialist SEND Support, Setting SEND Support or to remain being supported at the Universal Stage.
- We will also monitor those children receiving Universal support on a termly basis to determine pupil progress and decide whether an increase in support, such as Setting Support is necessary.
- Class Teachers will meet and review with parents their child's progress towards agreed outcomes. This may be a an informal discussion if the child is receiving support at the Universal or Setting Support stage or more formally if the child has Specialist Support individual targets set. This will be on a termly basis, at the least.

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3. What are the school's arrangements for consulting parents of children with SEND and involving them in their child's education?

We have an open- door policy where parents are invited to come in and speak to the class teacher, SENDCo / Inclusion Leader should they have concerns about the overall progress of their child.

- Parents/carers will be invited to attend parent consultations on a termly basis. Parents are invited to a celebration of learning once a month to share their child's learning.
- Some parents may be asked to meet on a more regular basis should the need warrant it with the objective being to discuss the support that the school are providing and how they can help their child at home
- Further Team Around the Family meetings may take place.
- If there is a SEND Support Plan in place review meetings will take place each term or before if agreed. Whereby the Individual Support Plan (ISP) will be reviewed termly; parents will meet with the Class Teacher and where appropriate the SEND team to discuss the pupil's progress.
- Individual children may be discussed at staff meetings to ensure a consistent approach.
- The SENDCo is available to discuss parental concerns and will pass these onto the Class Teacher or support the parent directly if appropriate.

Successes are shared:

- Informally at the end of the day.
- In writing in a home school book.
- Certificates or motivational charts
- By asking parents to come in and celebrate successes in the classroom with their child.

Concerns are shared:

- informally at the end of the day by asking the parent into the classroom to discuss the concern.
- Arranging an appointment to meet with parents and discuss concerns.
- Any member of staff who is spoken to by a parent about a significant concern will complete a 'Concern Form' and forward this to the Head Teacher who will discuss action and monitor impact.
- We welcome and encourage parent helpers in school.
- We have an active Parent Association.
- We also have parent governors who can take an active role in the overall running of the school including financial management, curriculum development and whole school improvement.

- We provide outreach for families via our pastoral team
- We run an EP supervised Multifamily Group, supportin specific families in need.

4. What arrangements does the school have in place for consulting young people with SEND and involving them in their education?

- We believe that it is critical for every child to be involved in their learning and have their views and desired outcomes heard.
- As much as possible, and appropriate to age, children will be involved alongside the school and their parents/carers in deciding the most appropriate adjustments, interventions and support to be put in place to support them.
- All children who are identified as having a special educational need will produce, in consultation with their parents/carers and the class teacher, a One Page Profile, which provides a clear overview to teaching staff of the whole child.
- One Page Profiles are a working document that will be updated termly alongside further SEND documentation to support meeting individual pupil needs.
- Where appropriate, children with EHCPs are invited and supported to attend review meetings and share their successes.

5. What are the school's arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review?

- During our assess, plan, do and review cycle (The Graduated Response) we will look at the actions needed to support a child towards their outcomes and highlight what each person around the child can do in order to make a positive contribution.
- The children agree what they would like to achieve in the coming weeks to reach their hopes and dreams.
- Children may set their own success criteria for interventions where appropriate.
- Children and adults look at the success's children have achieved during interventions and together plan next steps.
- The outcomes of interventions are shared with parents and new suggested targets discussed.
- Resources are shared with families so that everyone can work together and ensure a consistent approach.

6. How will the school prepare and support my child when joining the school and transferring from the school to a new setting?

We work with a range of feeder Pre-Schools:

- Our staff visit the pre-schools and identify any children with significant SEND.
- The SENDCo may also visit the Pre-School or if appropriate the child's home. Meetings around the child may be arranged at the school if required.
- Staff attend Pre-School meetings including Multi-Disciplinary Assessments where appropriate.
- A detailed conversation will take place with the child's Key Worker at the Pre-School.
- The child and the parent/carer may undertake more visits to the school before the child starts.
- We will hold detailed conversations with our Nursery team at The Oaktree School as part of the child's transition from Nursery to school.
- Any reports or specialist documents will be shared at the transition meeting.
- The SENDCo may have several conversations with prospective parents of children with additional needs, prior to their child starting school or nursery.
- For children who have or are in the process of receiving EHCP's, a formal transition meeting may take place. During this meeting, relevant documents will be shared and outcomes discussed for the transition period.

- For children that have just been awarded an EHCP, the SENDCo/Inclusion Leader may attend a Planning Meeting at the Pre-School setting.

Transfer to KS2

- Opportunities to informally discuss transition concerns with parents with the child's Class Teacher and or the SENDCo.
- Regular meetings between the SEND Leaders at both The Oaktree School and The Hermitage School to ensure a consistent approach.
- Meeting with transfer school/s to discuss needs, history and put in place a transition plan.
- Photographs taken and transition book produced.
- A series of visits arranged formally and informally.

6. What is the school's approach to teaching children with special educational needs?

- We follow the Graduated Response and SEND Profiles of Need to implement this provision.
- After assessing a pupils needs, we plan appropriate provision to the support the child.
- Some needs may be met via in-class strategies, such as the use of a task board or a personal visual timetable, whilst other needs might require out of class support such as a targeted intervention group. At the end of an agreed period of time, usually 6-8 weeks, the child's provision will be reviewed.
- We aim to meet all the needs of children through Universal support.
- If a child needs additional support, we would look at specialist involvement.
 - A child may or may not have a diagnosis of their needs.
- Pupils with ongoing complex needs will be placed on the SEND register for closer monitoring.
- We have high expectations of all our learners and ensure, through quality first teaching, that we provide opportunities for all learners to achieve; making reasonable adjustments to remove any barriers to children's learning.
 - Any provision that is put in place in addition to quality first teaching/universal strategies, is plotted on a provision map by the school's Inclusion Leader.
 - We endeavour to ensure that all learning environments are stimulating and inspiring for our children.
 - All interventions that we use are research informed and evidence based.
- We monitor the impact of our interventions on pupil progress closely.

7. How adaptations are made to the curriculum and the learning environment of children and young people with SEN?

- Staff differentiate approaches and resources so as to support access to the curriculum.
- Our curriculum is designed to excite and motivate children and build on their previous knowledge, developing their skills and understanding.
- The SEND team will work alongside the Class Teacher to discuss the appropriate strategies to support a child with specific needs.
- Staff differentiate approaches and resources so as to support access to the curriculum.
- We ensure high levels of pupil engagement and involvement in all lessons.
- Additional adult support within the classroom is deployed effectively to meet the needs of the children.
- Children benefit from having resources to support their learning where appropriate.

- We work closely with outside agencies and will make a referral to the appropriate agency should we feel that additional support is required to accurately assess or meet a child's needs. We have an Accessibility Plan which highlights the adaptations made in our school environment and curriculum. This includes:
 - Increasing the extent to which pupils with disabilities can participate in your curriculum.
 - Improving our school's physical environment to increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services you provide or offer.
 - Improve the delivery to pupils with disabilities of information that is readily accessible to pupils without disabilities
- We have made our web-site compatible with disability regulations.
- Please see the graduated response document and profile of need for further guidance on the Surrey expectations of support.

9. What is the staff's expertise and training to support children and young people with SEN, including how specialist expertise will be secured?

- We aim to ensure that all staff working with children who have SEND possess a working knowledge of the difficulty to help them in supporting access to the curriculum.
- Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and gain full consent before proceeding with a referral.
- We are able to access Occupational Therapy, Speech and Language Therapy, Learning and Language Support Service, Physiotherapy, Vision Impaired, Hearing Impaired, Physical and Sensory Support Service, Educational Psychology, Behaviour Support, ASD Outreach, MindWorks Surrey and REMA. As well as the Inclusion Officer for attendance and a school nurse.
- We ensure that all our staff have a working knowledge of special educational needs in order that they are able to effectively support children's access to the curriculum.
- Some of our staff have specialist areas of expertise and offer a wide range of experience in: Autism and associated disorders, speech, language and communication needs, occupational therapy and speech and language therapy. •
- The School's Inclusion Leader delivers teacher training when appropriate.
- Teachers and teaching assistants attend external training/or in-house training, when a specific need is identified in order to give appropriate support to an individual or group of pupils with SEND.

See also Question 1.

10. Evaluating the effectiveness of the provision made for children and young people with SEND?

- We review the needs of the learners within the school and endeavor to put in place provisions in order to be able to cater for these needs. Some of the funding the school receives may go towards funding training so that in-house provision is more targeted at needs. The SEND Team carry out learning walks which include reviewing how provision is delivered and helps in maintaining standards through rigorous quality assurance. A decision was to ensure that adequate funding would be provided to meet the needs of SEND children and provide good CPD opportunities for Staff even though the funding in this area is not adequately funded from external funding. The school budget is closely monitored and a significant proportion of the budget is allocated to the needs of these children.
- Our provision management tool also looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.
- Each year we review the needs of the whole cohort to see if there is a change in the overall make- up of the school.

- Decisions are then made as to whether any additional interventions need to be put in place.
- By analysing the cohort and by using the Provision Map and observations by the SEND Team we ensure that each child has a balanced experience and appropriate provision.

11. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND.

- We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these.
- We make reasonable adjustments so that learners can join in with activities regardless of their needs. Such adaptations may include visual support, Makaton, Work stations to support attention and listening as well small group work in the classroom.
- Children with identified needs will have in place an individual plan to ensure that they can access all learning within school. This
- plan will be shared with the team and adaption made as needed.
- Trips outside of school will be scrutinised during the Risk Assessment phase to ensure that every child is safe and cared for and that learning opportunities are tailored to every child's needs e.g. buggies for children with physical needs.
- Parents/Carers of children with identified needs will be part of the planning process for any trip.

12 What support for improving social, emotional and the development of mental health. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying.

- We put emphasis in our ethos on each individual's emotional and physical well-being and this is reflected in our curriculum.
- This is reflected in our school development plan; Confident Individuals and Responsible Citizens who are able to live safe, healthy and fulfilling lives and make a positive contribution to society. For the whole school community to 'Build a better world by being kind to themselves and Everybody and Everything.'
- We follow the Social and Emotional Aspects of Learning (SEAL) scheme of work.
- We teach 'Life Skills' as a stand- alone subject but is embedded into all subjects across the curriculum.
- It may be that a child or children would benefit from a social skills intervention groups; Silver set SEAL, Time to Talk or Talkabout.
- Some pupils may access an individual programme, such as The Feelings Artbook.
- Some pupils may access 1:1 work with the ELSA to work on specific areas of emotional difficulties.
- Some pupils may access small group work with the ELSA to work on specific areas of emotional difficulties.
- We have a team of 'Friendship Friends' to support pupils at playtimes.
- We use the De Bono Thinking Hats as a tool to help resolve conflicts and identify feelings.
- A specific programme to address physical needs may be put in place e.g. Physifun, Jump Ahead as well as following the OT resource pack and supporting advice sheets.

- We may work closely with the School Nurse service and NHS professionals to provide care for identified children. Identified children may have Educational Health Care Plans.
- There is a Medical Needs in School Policy for the administration of medicines and for providing personal care which is discussed with the relevant parents/Carers.
- We work closely with our parents and meet to discuss any behaviour or attendance issues at a very early stage. We offer support and guidance to overcome any concerns and monitor subsequent behaviours.
- We may make a referral to our Primary Mental Health Worker to support the family and the pupil.
- We have a zero- tolerance approach to bullying in the school which addresses the causes of bullying as well as dealing with negative behaviours.
- Our PSHCE programme also looks to develop emotional and social development.

13. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families.

- We hold meetings where professionals from outside the school are invited to attend. During these meetings we may discuss individual cases where it is felt support above and beyond what the school is able to offer is necessary. In these cases, parents and children will be consulted and consent sought so that agencies are able to work in supporting the overall development of the child.
- Recently we have worked with social services, child and adolescent mental health teams, parent working partnership, young carers as well as our Educational Psychologist.
- We have a particular duty in ensuring that Looked After Children are given the appropriate support and care to help support their progress and engagement within the learning environment. Our Head Teacher has attended meetings with Social Services and the virtual school to ensure the child's wider needs are being met.
- A personal education plan (PEP) is produced termly to help support the child develop holistically.

14. What are the schools arrangements for handling complaints from parents of children with SEND about the provision made at the school?

For Existing Parents

- If a parent is concerned about their children they should discuss this concern with the Class Teacher. The Class Teacher asks parents for their observations and any concerns. In the first instance the teacher and parent may be able to put in place strategies to address the concern.
- It may be decided that the concerns should be discussed with the SEND team who will work closely with the teacher and parent to address the needs of the child.
- We always work closely with the parents so that we can have a consistent approach to the child's needs.
- Liaison with the head teacher may be appropriate.

Prospective Parents

- If you are considering applying for a place at the school and your child has SEND concerns please contact the school office (01483 474981) in the first instance and ask for a meeting with a member of the SEND Team.
- The SEND team are happy to meet with the prospective parents to discuss the identified needs of their child. (Contact via the School Office)
- The SEND team may be able to attend meetings with them at the Pre-School setting.
- Any adaptations or training will be identified to meet the needs of the prospective pupil.

- Additional support may be offered to help the child and the family through the transition stage from Pre-School to school; extra visits to the child's new class, the opportunity to take photos of the new class and the child's new teacher and support staff if appropriate.
- A copy of the school's complaints procedure can be found on the school website. <http://theoaktreeschool.co.uk/concerns/>
- The complaints procedure will outline the formal steps the school will take in handling each complaint.
- Where a resolution between the parent and school cannot be reached then parents will be advised to seek external support through the Parent Working Partnership. <http://www.surreyparentpartnership.org.uk/>