



Oldfield Park Infant School

SEND Local Offer

At Oldfield Park Infant School we strive to support all our children and enable them to achieve their potential. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets.

Children and Families Bill 2014

The children and Families Bill takes forward the Coalition Government's commitments to improve services for vulnerable children and families. It underpins wider reforms to ensure that all children and young people can succeed, no matter what their background. The Bill reforms the systems for adoption, looked after children, family justice and SEND.

The reform programme is set out in *Support and Aspiration: A new approach to special educational needs and disability: Progress and next steps* by:

- Replacing statements and learning difficulty assessments with a new birth to 25 Education Health Care (EHC) Plan – the local authority has responsibility for transitioning existing statements to EHC plans by 2018 and with immediate effect for new applications.
- Improving cooperation between all the services that support children and their families.

Who are the best people to talk to at Oldfield Park Infant School about my child's educational difficulties and/or Special Educational Needs?

Teachers

- Ensure that all children have access to Quality First teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Check on the progress of your child and identifying, planning and delivering any additional help your child may need (this could include targeted work, additional support, adapting resources etc..) and discussing amendments with support staff or the SENCO as necessary.
- contribute to and support the development of Single Support Plans (SPs), also known as One Page Profiles (OPP's). These will be shared and reviewed with parents at least 3 times a year and include planning for future provision.
- Ensure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific reasonable adjustments need to be made to enable them to be included and make progress.
- Ensure that all staff working with your child in school are supported in delivering the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

Teaching Assistants

- Teaching Assistants (TA) who may be allocated to a specific pupil who has exceptional special educational needs and who may have a Statement, an EHCP, transition or inclusion funding.

SEND Governor

- The SEND Governor is responsible for :
- Making sure that the school has an up to date SEND policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Understanding and monitoring the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body.

The Headteacher and SENCo are responsible for:

- The day to day management of all aspects of the school. This includes the support for children with SEND and/or disabilities. They give responsibility to class teachers and LSAs but are still responsible for ensuring that your child's needs are met.
- Coordinating all the support for children with special educational needs (SEND) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that the Governing Body is kept up to date about any issues in the school relating to SEND.
- Following a graduated response appropriate to the needs of the individual child
- Ensuring that parents are:
 - involved in supporting your child's learning.
 - kept informed about the support your child is getting.
 - involved in reviewing how they are doing.
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapists, Educational Psychology etc...
- Updating the school's overall SEND Support record of need and making sure that there are clear records of your child's progress and needs.
- To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEND and/or disabilities in the school) to achieve their potential.
- Supporting your class teacher to implement the support plans that specify the targets set for your child to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

How can I talk to them about my child if I need to?

You can contact your child's Headteacher and/or SENCO by telephoning or visiting the school to arrange an appointment.



How does Oldfield Park Infant School know if children need extra help?

We know when children need help if:

- concerns are raised by parents/carers, teachers or the child's previous school or pre-school
- the child's progress and/or attainment is significantly below age related expectations
- there is a significant or prolonged change in the child's behaviour
- a child asks for help

If your child is not making expected progress or if there is another indicator of concern the school will discuss with you

- any concerns you may have
- any further interventions which may be considered appropriate within the school
- how we can work together, to support your child at home and at school.
- the need for referral to an outside agency as appropriate. In some cases this may involve short term support. For example, bereavement or family breakdown.

You may also want to get some advice from the Bath and North East Somerset Parent Partnership Service.

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

Our curriculum is designed to match your child's needs by offering learning which is differentiated according to their ability and style of learning. This will develop their skills as learners and help them to become more independent, enabling them to progress and reach their potential. Reasonable adjustments may be made to ensure maximum inclusion within the curriculum for all children. This may include adaptations to the classroom environment as appropriate and differentiated planning to meet all children's needs.

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

The school will make every effort to ensure that all children are able to participate in school activities. This will involve risk assessments. Individual children's needs will be considered on a trip by trip basis. Every effort will be made to ensure safety and enable all pupils to participate. If it is decided that 1:1 support is required to support a child, an additional member of staff or a parent may be asked to accompany the child. If your child's behaviour compromises that of him/herself or others, the final decision will take this into account.

Where a professional makes a recommendation for a child to receive additional support out of school hours, parents will be supported and signposted to the relevant service

How will school staff at Oldfield Park Infant School support my child?

All teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from Teaching Assistants or other specialist staff within the school. Interventions will be determined by close monitoring by the class teacher, liaison with the SENCO and regular progress meetings. Parents will be involved at all stages.

The class teacher (sometimes with the SENCO) will explain to you what the concerns are and also explain to you what the plans for your child include. We consult you about any outside agency involvement.

Your child's progress will be discussed at review meetings. The first part of this meeting is to look at the provision for the child and make decisions about the progress that your child is making. The second part is to make new plans and adjust the provision as necessary. The provision may include working in a small group or on a 1:1 basis on a specific intervention programme which is usually run by either a teacher or a teaching assistant.

If a specialist professional works with your child, there may be recommendations that are made, which may include:

- making changes to the way your child is supported in class
- support to set targets which will include their specific professional expertise
- your child's involvement in a group run by school staff under the guidance of the outside professional
- a group or individual work with an outside professional

How will I know how well my child is doing?

Class teachers are always happy to discuss your child's progress in the first instance. Every child with a special educational need will have a One Page Profile (OPP) and an Inclusion Plan or Individual Education Plan (IEP). This will be prepared in discussion with the child and the parent. This will identify any additional support deemed to be appropriate and reviews of the profile will show the rate of progress and give pointers to the effectiveness of the intervention.

All reports from outside agencies are passed to you with their recommendations for support or resources that may be used at home.

What specialist services can the school access?

There is access to a wide range of specialist services which may be used where appropriate:

Early Years Area SENCO and Support Teachers

Autism Outreach Service

Brighter Futures

Behaviour Support Service

Child and Adult Mental Health Service (CAMHS)

Counselling Services

Educational Psychology

Occupational Therapy

School Nursing Team, Health Visitors, Paediatricians and GPs, Physiotherapy, Audiology

Social Care teams

Child Protection Officers

Speech and Language Therapy Services

Children Missing Education Officers

SENDSory Support Services

Parent Partnership Service

Parent Support Advisor

Play therapy

'Kickstart' Service

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

The school offers a range of pastoral support for children who are encountering emotional difficulties. Personal, Health and Social Education (PSHE) programme is followed throughout the school. We access THRIVE—a personal and social development analysis tool.



Sometimes the school will get support from outside agencies such as the School Nurse or the Parent Support Advisor. Where necessary referrals may also be made to CAMHS (Child and Adolescent Mental Health Services). For some children it may be appropriate for a CAF (Common Assessment Framework) to be used to support the wellbeing of a child and their family.

What training opportunities are there for staff supporting children with SEND?

It is the Headteacher 's and the SENCo's job to support class teachers in ensuring that they are suitably trained to meet the needs of all children with Special Educational needs. The school identifies training needs of teaching and teaching assistant staff. This training may include whole school in-service training or training courses run by outside agencies that are relevant to the needs of specific children in certain classes.

The SENCO holds an accredited qualification.

How accessible is the school environment?

We will do our best to meet individual needs and are always happy to discuss individual access requirements. Our site has wheelchair-friendly access (some the exception of some areas in the Victorian part of the school), and we have a generally flat site. We have toilet facilities adapted for disabled users and wide doorways in most of the school.

How will Oldfield Park Infant School support my child's transition to and from school?

The school has clear induction process from the Pre-school setting through to Year 2. Induction for all Early Years children takes place in Terms 5 and 6, and usually this includes 3 pre-school visits (Get Ready for school Sessions) and an induction meeting for parents. Reception teachers also visit pre-school settings to observe children and discuss their early years progress with pre-school staff. The Local Authority (LA) or pre-school setting will notify the school if there are any specific needs or concerns. In these cases a meeting will be set up with the parents and also those children and parents will be invited to additional small group session in Term 6 (Get Set).

If your child joins the school in Reception, there may be transition funding available to support your child to settle into school.

For children who transfer mid-year, we will also make sure that all records about your child are passed on to a new school as soon as possible.

If a child has a current Early Help Assessment/CAF (Common Assessment Framework), we ensure that all professionals are involved in supporting the transition process.

How will Oldfield Park infant School allocate resources to support my child's needs?

The school budget received from the local authority includes money for supporting children with SEN. The provision available is carefully tailored to the specific needs of children. All aspects of provision are mapped to individuals and groups of children and evaluated for effectiveness. Where a child has significant needs over and above that which cannot be met by the school, a child may require a statutory assessment referred to as an EHC Assessment (Education, Health Care) and may be considered for an ECH Plan.

Parents can also request that the LA carry out an EHC assessment of their child's needs.

How is the decision made about what type and how much support my child will receive?

Information will be gathered from the regular assessment meetings with the class teacher and the SENCO. When it becomes evident that a child requires additional support in order to make the expected level of progress, the staff involved will make a professional judgement, in consultation with parents, as to the most effective intervention. Progress will be monitored carefully to ensure that such provision is effective.

If a child joins from another school, information provided by the feeder school, along with our own assessments, will enable schools to allocate appropriate resources/support for the child.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the class teacher. This helps to ensure consistency between school and home.
- Discussions with other professionals as appropriate. E.g. Speech and Language Therapist, Educational Psychologist. Any advice from outside agencies is always shared with parents either verbally or in a written report.
- Some meetings may take the form of TAC (Team around the Child meetings) with all agencies that may be involved with your child.

Who can I contact for further information?

If you wish to discuss any aspect of your child's education, please contact:

- Your child's class teacher
- The SENCO
- Head teacher
- The SEND governor

