



Special Educational Needs and Disabilities (SEND) Information Report 2020-2021



From tiny acorns mighty oaks grow...



Oak Meadow Primary School SEND Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish information regarding our provision for pupils with Special Educational Needs and Disabilities (SEND). We hope that parents/carers of current and prospective pupils find the following information helpful.

Special Educational Needs and Disabilities Co-ordinator (SENDCo):

Miss K Tomlinson (National Award for SEND Co-ordinators and member of the Leadership Team)

Contact: Tel 01902 558517 email: oakmeadowsschool@wolverhampton.uk

Link Governor: Miss A Perry

Oak Meadow's values –

Our values at Oak Meadow Primary School are committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs and disabilities have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life. We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. Oak Meadow Primary School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties. This includes pupils with special education needs and disabilities (SEND), pupil premium (PP) and children and young people in care (CYPIC).

What is in the SEND Information Report?

Our SEND Information report forms part of the Wolverhampton Local Offer for Learners with Special Educational Needs and Disabilities (SEND) At Oak Meadow Primary School, we use the definition for SEND and for disability from the SEND Code of Practice (2014).

This states:

- Special Educational Needs: A child or young person has special educational needs if he or she has a learning difficulty or disability, which calls for special educational provision to be made for him or her.
- A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age.

- Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.
- Disability: Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

How do we review our SEND information report?

Our SEND information report is reviewed at least once a year or if circumstances change in school regarding specific needs of our learners. The SENDCo reviews and makes amendments where appropriate.

Staff roles and responsibilities –

Class Teachers are responsible for:

- ✓ Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and informing the Special Education Needs and Disabilities Co-ordinator (SENDCo)
- ✓ Individual targets and sharing and reviewing these with parents at least once each term and planning for the next term.
- ✓ Personalised teaching and learning for your child as identified on the school's provision map.
- ✓ Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

The SENDCo – Miss Tomlinson is responsible for:

- ✓ Providing professional guidance to colleagues and work closely with staff, parents and other agencies.
- ✓ Writing the SEND Information Report which MUST be published on the setting website and updated annually
- ✓ Overseeing the day to day operation of the school's SEND policy
- ✓ Co-ordinating provision for children with SEND
- ✓ Advising on a graduated approach to provide SEND Support
- ✓ Advising on the deployment of the school's delegated budget and other resources to meet pupils needs effectively

- ✓ Liaising with parents and carers of pupils with SEND
- ✓ Liaising with EYFS providers, other schools, Educational Psychologist, health and social care professionals and independent or voluntary bodies and the local authority SEND START team.
- ✓ Managing the transition process – between the varying levels of SEND support, from one year group to the next and any change of school.

The Head teacher is responsible for –

- ✓ The day-to-day management of all aspects of the school; this includes the support for children with SEND.
- ✓ The Head teacher will give responsibility to the SENDCo and class teachers, but is still responsible for ensuring that your child's needs are met.
- ✓ The Head teacher must make sure that the Governing Board is kept up to date about issues relating to SEND.

The Governors are responsible for –

- ✓ Making sure that the necessary support is given for any child with SEND who attends the school.
- ✓ Supporting and challenging the Head teacher and SENDCo with regards to SEND within the school.

How do we identify children's needs?

SEND Support is the system by which we as a school should assess the needs of children, and then provide appropriate support.

The system should follow four stages, often referred to as a 'cycle': **Assess, Plan, Do, Review**. For further information about this cycle, often referred to as the 'graduated approach', see Chapter 6 of the [SEND Code of Practice 2015](#).

This cycle should not be considered a single process. There may be more than one cycle at a time, each addressing different areas e.g. literacy, social skills, attention and/or behaviour. After the Review, a second or third cycle might start, each aiming to improve the support for the child.

Assess

The class teacher, working with the SENDCo, discusses the child's needs and creates a baseline assessment by which progress will be measured. Schools should also take seriously any concerns raised by parents and carers.

The assessment should be reviewed regularly, with specific dates set for the next review.

Plan

A plan of additional support is drawn up for a pupil, a record must be kept and the parents and carers MUST be informed.

The school, parents and carers should agree what progress they hope will be made (outcomes), and by what date (deadlines).

Do

The pupil is given extra support, undertaken under the supervision of the class teacher.

Review

The SEND Code of Practice (2015) is not specific about the frequency of reviews, but termly would fit in with the requirement to meet parents and carers three times per year. Parents should be fully involved.

Some Local Authorities use a system known as '**Waves of Intervention**'. Additional support for children with special educational needs is expected to be delivered through in three successive levels or 'waves'.

Wave 1 is the expectation of 'Quality First' teaching, where good quality teaching and pitching work to individual children means that every pupil is included. The needs of all children are taken into account, with high expectations for them. This is supported by whole-school policies – i.e., it is part of the planning and beliefs of the school as a whole.

Wave 2 is more targeted at pupils with SEND specifically. There could be access to specialist resources within the school, such as nurture groups, therapies, identified interventions and some 1:1 support. This can be for general 'catch-up' or the start of the graduated approach cycles of Assess, Plan, Do, Review.

Wave 3 is usually where an external specialist may be asked to advise on more specialised support, generally where a student has not progressed as well as expected with the current additional support. This would form part of subsequent cycles of the graduated approach.



SEND Graduated response steps

1. Updated termly assessments are used to inform planning for all children's needs.
2. Lessons are differentiated accordingly and all children access quality first teaching.
3. Support is given within lessons from teacher and teaching assistant (TA).
4. Catch up/Pre Teach interventions in a morning/afternoon are provided in small groups or 1-2-1 with a TA/teacher.
5. Children access interventions that are planned for them on a year group provision map. This is updated and reviewed termly.
6. Children are assessed against the Special Educational Needs Continuum bands and shared with the school's SENDCo to be entered on the SEND tracker. This is monitored and updated termly.
7. Children work on the personalised SEN Continuum targets within class daily; class teacher assesses these regularly.
8. Multi-agency professionals will be contacted to offer further support to pupils and staff



All children starting our Reception classes have initial induction/transition visits, where they are accompanied by their parents/carers. During these visits, information can be shared regarding the child's needs and education. When children join our school at a later interval an initial meeting with parents/carers and the class teacher and Home School Liaison Officer (HSLO) is arranged as appropriate to the needs of the family.

Children are assessed when they join our school so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children. Where appropriate, for pupils whose first language is not English, assessment will be part of a thorough induction process; pupils in Early Years will be baselined and monitored through their early years profile taking into account all features of development typical of newly arrived pupils.

Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure we meet the needs of the individual. It is the responsibility of the School Office, along with the SENDCo and HSLO to co-ordinate the gathering of information from previous settings.

How do we let you know your child may have / has SEND?

Regular pupil progress meetings are held for all pupils between school staff, parents and carers and pupils. These meetings will identify any areas in which pupils may not be making expected progress. In partnership with parents/carers, school will ensure targeted and time limited approaches to closing the gap with peers and accelerating progress. This includes differentiated in-class quality first teaching and possibly some small group work. This is the first part of a graduated response.

If pupils continue to make less than expected progress despite targeted provision and differentiation, staff and the SENDCo in partnership with parents and carers may decide that a pupil needs to be identified at SEND Support. This allows for increasingly targeted approaches to meeting pupil needs and increasingly frequent review of pupil progress and outcomes through the next stage of the graduated response.

Graduated response to identifying possible SEND may involve school seeking advice and support from outside agencies but this will always be a process of coproduction with pupil, family and school.

*If parents/carers have English as an additional language, they are able to bring along a trusted friend who can translate for them, but safeguarding considerations must be taken into account. Where possible, school will seek to use a member of staff who shares the family's first language or a translator will be sought by the school.

How do we measure progress?

- All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupils' work and responses.
- From Years 1 to 6, all pupils are assessed in reading, writing, speaking and listening, mathematics and science on at least a termly basis. This is an on-going process using a balance of formative and summative assessments to indicate the achievements of pupils, which are matched to the age related expectations for the appropriate year group. If a pupil is not making the expected progress towards achieving the end of year age related expectations or have become 'stuck' at a level for some time, extra support will be provided through timetabled intervention either as part of targeted teaching as part of a quality first teaching model, or as part of a withdrawal group, or 1:1 sessions as appropriate to need.
- In Year One, a formal assessment of pupils' phonic ability is carried out; any pupils not achieving expected levels are then identified for additional phonics intervention and are re-tested in Year 2.
- In addition, pupils with SEND are assessed against their individual targets called a Continuum. Class teachers set targets in conjunction with parents/carers and pupils, which are monitored by the SENDCo. Targets are then reviewed and set on a termly basis which break down their learning into smaller steps, allowing key concepts to be re-visited on a regular basis.

- All pupils with recognised SEND needs receive support for their areas of need at appropriate levels of intensity linked to the severity of need. This may be in small groups, 1:1 or in class. This need is identified on the school's SEND Register as SEND Support or in receipt of an Education, Health and Care Plan.

How do we keep a check on our SENDD pupils?

- In consultation with pupils and parents/carers, class teachers review and write SEND support targets linking with the Continuum bands on a termly basis (October/January/April). The SENDCo, teachers and members of SLT (Senior Leadership Team) moderate judgements and amend targets as appropriate before they are further discussed and amended for final agreement with parents/carers and pupils. Staff then implement strategies and teaching models in order to enable pupils to achieve their targets. These targets are then reviewed and new ones set as appropriate each term. The SENDCo and class teachers use their discretion to review and set targets more frequently if the child's level of need warrants it. By the same process, intervention may end and targets no longer set with SEND focus if a child makes good progress.
- Review sheets are completed on a termly basis and are shared with parents and carers. Copies are also sent home.

How can we help you and how can you help us?

- We recognise that an effective partnership with parents/carers plays a key role in enabling children to achieve their potential. Parents/carers hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them. All parents/carers of children with special educational needs and disabilities will be treated as partners and invited to play an active role in their child's education, including contributing to target setting reviews.
- The child's class teacher will work closely with parents/carers at all stages of his/her education and should be the first port of call in case of any concerns or questions.
- A meeting with the SENDCo (Miss K Tomlinson) or Head Teacher (Mr S Arnold) can be arranged on request.
- In addition, parents/carers can seek impartial advice and support from the Wolverhampton Information, Advice and Support Service. Tel: 01902 556945, email: ias.service@wolverhampton.gov.uk website: <http://wolvesiass.org/>
- Pupils' specific areas of need are supported through interventions e.g. small group sessions, Precision Teaching, speech and language support, Rapid Reading Programme, Cool Kids and Cool Characters Programmes designed by Occupational Therapy, or First Class @ Number sessions. Pupils' attainments are used to identify children in need of intervention. Targets are set prior to intervention and progress and achievement are monitored throughout. At the end of the intervention period, achievement and progress are monitored and next steps identified.

- All interventions planned and delivered across the school are recorded on a 'Provision Map'. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. This information is then added to the 'Provision Map'. Intervention effectiveness is reported to the Senior Leadership Team and Governors.

- During the review session with parents/carers, teachers will provide a copy of the targets, which outlines strategies to help parents/carers to support their child and will give suggestions of extra activities they can do at home.

- Homework may be set for English and Maths will be specific to the pupil's ability. Reading books are sent home daily and parents/carers are encouraged to make comments in the reading diary about their child's reading. For children identified as needing additional support in reading, on-line activities are available on Bug Club.
- Throughout the year, we offer a range of workshops for parent/carers which allow them to gain an understanding of the curriculum and ideas of how to support their child at home.
- Class teachers are available to parents/carers at the end of the school day. Appointments for further discussion will be made if needed and requests should be made via the School Office. Where possible staff will try to see parents/carers on the same day. Telephone calls and text messages are made and sent in order to maintain contact.
- Parents'/carers' evenings are held on a termly basis, however in light of the COVID-19 pandemic, telephone consultations will take place
- Formal meetings take place on a termly basis to discuss targets, reviews and the SENDCo is informed about concerns if all safety control measures are secure.

What will my child learn and how?

- A copy of our SEND and Inclusion Policy is available on the school website: oakmeadowsschool.uk
- Information on how we organise the curriculum is also available on the school website.
- English and Maths lessons are taught in classes across the school; within each class, teachers differentiate according to the abilities of the pupils.
- Phonics is taught daily in Reception, and Years 1 and 2.
- All other areas of the curriculum are taught within the year group and differentiated appropriately.

Who gets helped?

Provision is made for any pupils regardless of their needs in order for them to access the full curriculum we offer at Oak Meadow.

These include children with difficulties in:

- Cognition and learning
- Communication and language
- Physical and Sensory development
- Social, emotional and mental health

Provisions are introduced for short periods to meet specific, time bound needs as well as to meet long term needs such as those identified for pupils with EHC Plans.

How are children supported across school?

- Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENDCo, HSL or Head Teacher who may make appropriate referrals, seek further professional advice or organise appropriate support if necessary.
- In addition to support given by staff, we encourage peer support by having mixed ability tables and buddying systems.
- The school has a strong relationship with services giving access to counselling, mentoring and 'social play' sessions through Locality Team 8, Base 25, Spurgeons Young Carers and 'Improving Futures'
- The school has provision for 1:1 and small group sessions, delivered through support staff and teachers to support pupils with personal and social needs.
- Nurture groups are available for children who have low self-esteem/confidence, children with behavioural difficulties and children with poor emotional literacy. In addition to this, we are currently taking part in the Mental Health and Well-being trailblazer initiative for Wolverhampton Clinical Commissioning Group.

- The school has an amazing sensory room where children can go for relaxation and time away from a busy classroom if required.
- Sensory circuits are currently being developed with support from the Outreach service, to ensure we can fully support our pupils with sensory processing difficulties.
- Staff are fully inclusive of adapting behavioural expectations for some pupils with additional needs to ensure they meet their full potential.

How do I raise any concerns about the progress of my child, or request additional support for my child?

Class teachers are available to parents/carers at the end of the school day. Appointments for further discussion can be made if needed (usually via the School Office.) Staff can also contact parents/carers via telephone and text message as appropriate.

How do children have their say?

- Each year group, from Year Two upwards, elects two members to represent them on the School Council. Regular meetings are held to discuss suggestions and concerns that have been raised and successes celebrated.
- From Year One upwards there are SMILE leaders within each classroom, these ensure mindfulness activities take place and they also help to promote positive mental health and well being around the school by having regular meetings with the SMILE team teachers.
- All pupils on the SEND register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support.

What if my child is poorly?

- Parents/carers must contact the school by telephone (01902 558517) early in the morning if their child has to be absent from school due to illness. This call should ideally be made between 8.00 and 9.00.
- If we have not heard from you, first day contact is made by phone/text if a child is not in school. If school cannot make contact or no contact is made by parents/carers by the second or third day a home visit may be made.
- HSLO meets fortnightly with Educational Welfare Officer (EWO) to discuss all pupils with attendance under 96%.
- Pupils whose attendance is frequently under 96% are identified and receive a letter from the Head teacher. If attendance issues continue or when attendance falls below 90% parents/carers are invited in to school to discuss issues with the EWO and an Early Help Assessment (EHA) is offered. If persistent absence continues, legal action is taken.
- Across the school children are kept up to date with their ongoing attendance percentage- this is shared with children every Monday morning during the class Celebration Assembly. Each week a certificate is given to the class with the best attendance for the week in KS1 and KS2.
- Weekly class attendance percentages are displayed on the acorns outside each classroom and the whole school attendance display board.
- Certificates are awarded every term for 100% attendance.

What is behaviour like? What do you expect?

- A copy of the School's Behaviour and Discipline Policy is available on the school website. Positive reinforcements and rewards are actively encouraged and sanctions given in line with the Good to Be Green system as necessary.

- Children and staff are all part of a school house (Rowan, Willow, Ash or Yew) and are awarded tokens, which contributes to whole school token tubes.
- Every Monday morning during the class Celebration assembly, the weekly totals for each house are shared and the running total across the half term is also shared. The winning house each term wins the trophy with their colour displayed within the Reception area at the front of school.



What about trips?

- The School Curriculum and out of school activities are fully inclusive and accessible to all. Additional arrangements for pupils with SEND may be made as required.
- Visits out of school and visitors in school are organised regularly and link with the year group topics. All pupils are expected to take part and additional support is organised if needed.
- Pupils with SEND have full access to the after school clubs on offer; parents/carers need to specify which clubs their child would like to attend at the beginning of each term via Parent Pay.
- See also Equal Opportunities Policy.

What about when my child leaves primary school?

- Information is available in the Autumn Term of Year 6 to inform parents/carers of Secondary School Provision.
- Pupils with an EHC plan will discuss the options of Secondary School at their Annual review, which is held during the Summer term of Year 5.
- Secondary schools arrange transition days for pupils in Year 6 to attend the new school and to meet their peers. School makes pupils available to meet new staff and class teachers hold meetings with receiving colleagues to discuss individual children's needs and to pass on pertinent information. The SENDCo arranges SEND information to be collected by/ be delivered to receiving schools. All information is handled confidentially and is signed for on collection/delivery or acknowledge by an email.
- Where appropriate, we arrange for pupils with SEND to spend additional time at their new secondary school during the summer term prior to their move. Members of staff from Oak Meadow may attend these additional transition sessions with the pupils and/or arrange for the parents/carers to attend also if they wish, where this is appropriate.

What about personal care?

- Training is delivered with regards to asthma, diabetes, epilepsy, anaphylaxis and any other medical needs related to the pupils in the school.
- Many of our staff have received Paediatric First Aid Training and this is updated every three years or as dictated by their training.
- If a pupil has had first aid treatment, a notification slip is issued.
- Pupils' requirements with regards to medical care are kept in the first aid cupboard in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day.

- Only prescribed medication will be administered in school. Pupils with long term medical needs are listed in the Staff Room and the First Aid area and a designated member(s) of staff identified. Any medication given is recorded.

- Support staff may support pupils in the event of a 'personal accident' e.g. wetting or soiling themselves. Parents/carers may be contacted by phone call if necessary.
- The school does not currently have provision for regular nappy-changing. Needs of this nature will require parents/carers to meet with the Head Teacher/SENDCo so that an appropriate care plan can be agreed. Parents and carers may be required to visit the school to assist their child's personal hygiene.
- Parents/carers will be informed by telephone or in person at the end of the day if a 'personal accident' has occurred.

What qualifications do staff have?

- In addition to the training listed above, all teachers hold full Qualified Teacher Status (QTS). The Senior Leadership Team and HSLO have Safeguarding/Child Protection Training to the highest appropriate level, which is reviewed and updated regularly. The SENDCo has completed the Nationally Accredited SENDCo Award and undertakes regular updates on best practice. If we discover an area where we do not have sufficient skills in school, support or training is brokered to provide that skill.
- When appropriate, the school employs SEND teaching assistants to support pupils with an Education Health and Care plan.
- The school also employs a Home School Liaison Officer to support parents/carers with a range of needs.
- Other specialist staff are organised through outside agencies.
- Oak Meadow have achieved a silver Mental Health and Wellbeing Award for the school which is valid for 3 years.
- In addition to school awards we have recently received confirmation that we have passed 'The Autism Friendly School Mark' which we are incredibly happy and proud of.



Who might you ask for help or advice?

We work closely with lots of 'agencies' – this is what we call people outside of school who provide support or advice to staff. Amongst them we have recently worked with:

- Speech and Language Therapy Service
- Outreach Support Service
- Special Needs Early Years Team
- SEND Specialist Teacher Team
- Occupational Therapy: Gem Centre
- Visual Impairment Team
- Hearing Impairment Team

- Wolverhampton Outreach Service coordinated by Dr Eve Griffiths
- Locality 8 Team
- Educational Psychologist: N Khan
- Strengthening Families Team
- The Wolverhampton Information, Advice and Support Service (WIAS), in particular, works with parents and carers to support them with managing their child's needs and often the services and systems that causes them to come into contact with. This service is based at the Gem Centre on Neachells Lane. Tel: 01902 556945, email: ias.service@wolverhampton.gov.uk.

What are the school's access arrangements?

See Disability Accessibility Scheme on our school website

Will my child's needs cost me anything?

There is no cost to parents/carers to support additional needs within school.

Every school is allocated a budget and within this is a set amount of money to use to support its most vulnerable pupils. The school is responsible for managing and evaluating its own budget. This is closely monitored by the Head teacher, the Business Manager, the SENDCo and Governors through the provision map and budget meetings which shows how children are being supported. Additional funding is usually only provided when a child has an EHCP.

These are ways in which we spend some of our budget to best support our pupils:

- Teaching Assistant time for small group and 1:1 support.
- Resources – books, apparatus and equipment
- On-line Programmes: eg My Maths, Bug Club, Timetables Rock Stars and NUMBOTS.
- Cool Kids programme
- Speech and language programmes.
- Education Welfare Officer
- Educational Psychology support
- SEND Specialist Teacher support
- Training for staff – face to face and online
- Outside Agencies – e.g. Re-Entry, Lawnswood, Base 25



The way in which our budget is spent varies from year to year and term to term based upon the needs of the children in school.

Can my child come here then?

We follow the Local Authority Admissions Guidelines and so do not discriminate against pupils with disabilities and additional needs. The admission arrangements for pupils without a statement of special educational needs / Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs and follow the normal school admissions procedures. As appropriate, the school takes advice on supporting those pupils joining the school with additional needs and works alongside families and specialists to ensure a smooth admission and successful learning journey in school.

Any questions?

Why not contact us directly on 01902 558517 or check our school website on oakmeadow.school.uk

Parents and carers can find further information about the Wolverhampton Local Authority's SEND Local Offer and SEND provision at: <http://wolverhampton.gov.uk/SENDd>

Oak Meadow Primary School SEND Policy can be accessed via the school website. The Oak Meadow SEND Information Report will be updated regularly (annually) in line with government and local authority recommendations.

Miss K Tomlinson
November, 2020