



Oldbury Park Primary RSA Academy SEND Information Report

What is the SEND Information Report?

Oldbury Park Primary RSA Academy's SEND Information Report sets out what we provide for children and young people with special educational needs and/or disabilities (SEND) throughout their time with us. It explains how we support them on this stage of their education. Our SEND policy* gives more detail about our day to day procedures.

You will find an explanation about the words with an asterisk* in our Glossary.

Worcestershire Local Authority* has also published a SEND Local Offer*, setting out a wide range of information about the specialist services, schools, colleges and organisations that can provide support and information for families of children and young people with SEND. You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Support groups for parents
- Leisure activities for children and young people with SEND

Visit the SEND Local Offer website: www.worcestershire.gov.uk/sendlocaloffer

The purpose of our SEND Information Report

The purpose of our school's SEND Report is to inform parents and carers about:

- how we welcome children with special educational needs and/or disabilities into our school;
- how we support them in all aspects of school life and work hard to remove barriers to achievement;
- how we work in close partnership with parents/carers and children;
- how we make effective provision for all of our children with special educational needs and disabilities.

We will regularly review our SEND Information Report, by asking parents, carers and children what is working well and what they want to improve.

Communicating the Information Report

We have placed this information, along with our SEND policy, here on our website: www.oldburyparkprimaryschool.worcs.sch.uk

Who to contact for more information

If you have concerns about your child's needs, it is best to arrange a meeting time with their class teacher first.

Headteacher

Mrs Sarah Boyce, our Principal, provides leadership on inclusion and high achievement of all. Please contact the school office, if you would like to talk to her, or make an appointment.

office@oldburyparkprimary.worcs.sch.uk

Our Inclusion Leaders

Our Assistant Headteachers, Mr Sam Burnage and Ms Rebecca Hall, lead on the day to day operation of our SEND procedures, following guidance in the SEND Code of Practice. Please contact them through the school office, if you would to talk to them or make an appointment.

Our Governor for SEND

Our Governor for SEND, Mrs Kirsten Reeves, has a responsibility for monitoring and supporting the school on SEND matters, on our governing body.

Early Help

Our Family Support Worker is Jade Morgan, who is in school every other Wednesday. If you would like to make an appointment to see her, please contact the school office, Mr Burnage or Ms Hall. Jade offers help on managing bedtimes and challenging behaviour at home for example, setting up boundaries and routines with a consistent approach, signposting to different services of help in the local area, or just being someone who will listen to you.

1. What do school leaders and governors do to make sure that all children feel welcome, included and achieve their potential?

Our Assistant Headteachers, Mr Burnage and Ms Hall have overall responsibility for SEND and Inclusion. This means that we regularly discuss SEND issues in Senior Leadership Team meetings. We keep support for children with SEND under constant review.

Our Inclusion Leaders also manage the day to day provision. They plan programmes of support for individuals and small groups of pupils with SEND. They keep a list of children we identify as having SEND, as well as a record of provision* of all different ways that we provide extra support (eg. support for reading, communication and maths) for children with SEND.

Details of a child's provision can also be found on their Individual Provision Map (IPM) document. This includes a review of targets that are set each term, as well as new ones for the term ahead. Parents/Carers are invited to attend meetings with Mr Burnage and Ms Hall towards the end of each school term to discuss their child's progress.

We carefully monitor progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example, senior leaders observe lessons and hold discussions with teachers and support staff about the individual needs of all children.

If something is not working well, we change and improve our provision. We make sure that support is well matched to a child's needs. We also make sure that the provision is well researched and effective.

The Governing Body* challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes they achieve. We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with SEND.

We fully involve our Governors when we review and revise our SEND policy and our Information Report.

2. How do we develop the skills, knowledge and expertise of Oldbury Park staff?

All staff, including Teaching Assistants, have regular training and guidance to meet the needs of our children. Our Inclusion Leaders have a responsibility to arrange and provide this training.

In our training days, there is often a focus on SEND, where we make sure that teachers and TAs;

- have an awareness of the different special educational needs and disabilities of children around our school
- are able to plan and teach/support lessons which meet the needs of all children
- understand the social and emotional needs of children with SEND

Every year we do an analysis of staff training needs, which includes knowledge and expertise about different SENDs.

Members of our SEND team also attend training run by local and national organisations.

3. Which specialist services do we use to support the progress and well-being of children with SEND?

Teaching and support staff work closely with relevant members of specialist services which provide support for our school. The services which are working in our school this year include:

- Occupational Therapists*
- Physiotherapists*
- Worcestershire Physical Disability Outreach Service*

- Speech and Language Therapists*
- Complex Communication Needs team*
- Chadsgrove Teaching School*
- Educational Psychologists*
- Worcester Visually Impaired Service*
- Worcester Hearing Impaired Service*
- The CAMHS Team*
- Footsteps Counselling Service*
- The Virtual School* (for Looked After Children)
- Thrive Practitioner*
- Behaviour Support Team*
- Social Services*
- Family Support Worker (Early Help)*

The glossary at the end of this document explains what each of these teams does. These services provide a range of support including:

- working one to one/small group work with children
- providing training for teaching and support staff
- helping us to assess needs and plan next steps and review progress

Each service has referral and eligibility criteria* - this means that service support is targeted towards children with higher levels of need. More information about these services can be found on Worcester's Local Offer website: www.worcestershire.gov.uk/sendlocaloffer

We will always involve you, as Parents and Carers, with any decisions about whether your children have a special educational need and the best ways to support them. If your child requires any of these services, we will involve you in the process at every stage. We will ask your permission before the support can go ahead.

4. How do we identify and assess children with SEND?

Our starting point is to meet with parents/carers in the summer term, before children start school. This can include a home visit. We know that parents are the first educators of their child and we need their knowledge to plan effectively. We ask whether parents/carers have any concerns about their children, or if their child has any additional needs. This helps us to plan how we will support their child once they start school.

We will also plan careful transitions for children starting at Oldbury Park Primary. Our staff will often speak with your child's previous teacher or pre-school placement, before your child joins our school.

In addition, we assess all children in the first half term, through careful and sensitive classroom observation and an early review of progress. We also listen to children, to find out how they are settling in to school. We continue to assess and monitor all through the child's time at school, so that we can look out for any concerns around special educational needs that might arise later on.

We also work with specialist services.

We take great care to establish whether lack of progress is because a pupil has English as an additional language (EAL)* or any other barriers to learning.

We follow Worcestershire's guidance for the identification of SEND and also work with specialist services, for example Educational Psychologists and Speech Therapists. They can provide expertise in finding out the type and range of a child's needs.

We are committed to personalised planning and regular assessment /review cycles following the graduated response approach* to make sure that your child makes progress. You can see more details on how we identify children with SEND in our SEND policy.

5. How do we review your child's progress?

It is very important for our school that ALL of our children enjoy success and achievement and make good progress in their learning.

Each term we review in school how well all children, including those with SEND are progressing. We call this our Pupil Progress Meeting.

We then use the information we have about each child who has been identified as having SEND to plan a personal programme of SEND support. This is your child's Individual Provision Map* (IPM).

We develop this in partnership with parents and the child, and will agree outcomes during our termly structured conversation meetings with parents.

The IPM will include short term outcomes (targets) and will describe how we will support your child to achieve these targets. We will arrange a termly structured conversation meeting with parents of children with SEND to discuss how well they have progressed. We will agree new targets and sometimes think of different ways of supporting them, for example, a small reading group with a trained member of staff.

We make sure that parents/carers know the next steps of learning for their child.

We hold two Parent Consultation Evenings, one during the Autumn and one during the Spring term for all parents and carers, including those with children with SEND. A written report goes home for each child at the end of the academic year.

6. How we make sure that teaching and support help your child to learn and make good progress.

We know that high quality teaching and well matched support will make a big difference to the progress of children with SEND. Making sure that this happens in one of the most important things that our school leaders do.

We make sure that all teachers and teaching assistants have a clear understanding of the learning needs of the children in their class. Oldbury Park leaders, including the Inclusion Leaders, work closely with teachers and support staff to provide effective teaching and support for children with SEND in a variety of ways.

These include:

- Carefully differentiated planning which ensures that all children are able to make progress
- Supporting the class teacher to take full responsibility for the learning and progress of all children
- Using a wide variety of teaching approaches, including guiding learning through demonstration and providing visual and practical resources as prompts
- Providing a stimulating, rich and interactive classroom environment
- Using regular, clear and rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Using our marking policy to ensure that children know how to improve their work and respond to feedback from their teachers
- Providing additional adult support from well-trained teaching assistants
- Making available specialist equipment and digital technology to support access and participation in learning

We help all children to develop their skills as learners and to persevere when they are finding their learning difficult.

7. How do we ensure children with SEND enjoy a broad and balanced curriculum?

We provide a curriculum that is broad, balanced, motivating and accessible to all children. We want our exciting curriculum to be one of the many reasons our children love coming to school!

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning, for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

Children with SEND play a full part in the life of our school. Many of our children with a special educational need have extra responsibilities, as taking on such roles helps them to communicate more confidently with other adults and children.

We arrange regular educational visits and make sure that all of our children can take part. We do a risk assessment and when necessary, make reasonable adjustments to plans and arrangements to make sure that all children can attend.

Your child's Individual Provision Map shows additional specialist interventions to accelerate their progress in, for example, reading, writing and mathematics. We choose these interventions carefully, after training and research.

These sessions will run for a limited time. Some may only last for a few weeks. For example, two or three ten or twenty minute sessions a week. They are well taught by a trained teacher or teaching assistant.

Our Inclusion Leaders monitor the quality and effectiveness of these interventions each term. For example, we measure a reading level at the start of a reading intervention and then assess progress over time and levels of attainment. If a child is not making sufficient progress, we will consider other forms of support in discussion with you and your child.

We also adapt the curriculum to include children with SEND, for example:

- Providing quiet time for a student with emotional needs
- Providing a visual timetable and clear explanations of tasks for children with communication needs

Additional staff provide support for learning in the classroom and sometimes in small groups away from the main part of the lesson for a short period of time.

8. How do we make sure that our school and classrooms are safe, accessible and stimulating?

We work hard to make sure that our school building and classrooms are safe, stimulating and accessible.

We aim to make lessons varied, stimulating and highly visual to support children with a variety of learning needs.

Every possible attempt is made to put in reasonable adjustments to accommodate the admission of disabled children to this school.

Specialist teams, for example Physiotherapists, Occupational Therapists, the Physical Disability Outreach Team and the Worcestershire Hearing and Visual Impairment Support Service provide guidance, advice and equipment for a child with particular access or support needs.

We have a range of equipment and resources designed to support the development of children's co-ordination and motor skills.

9. How do we work in partnership with parents and carers?

We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We make every effort to communicate clearly and regularly with parents/carers of children with SEND. Our termly structured conversations ensure that they will always be at the heart of decision-making about their child and will be involved in planning and reviewing progress on a regular basis.

Things that we discuss with parents/carers about their child are for example,

- How we support their children;
- Their child's achievements and progress;
- Their child's participation in the full life of our school;
- Their child's emotional wellbeing.

We will also help and advise parents/carers on how to support their children make progress at home, for example in maths and reading. We always welcome and value feedback on how well we are working with our parents.

10. How do we listen and respond to children with SEND?

We know that the only way we really find out if a child is happy, feeling safe and taking part in the full life of our community, is for school to be certain that it hears the voices of children, especially those most vulnerable. We make sure that we listen to children in our school and respond to what they say in a number of ways, including:

- Clear policies and systems to support children in expressing any worries or concerns that they have to an appropriate adult in school
- Talking to children and/or groups of children after lesson observations to understand their experience of the lesson
- Inviting children to make personal contributions to their Annual Review meetings
- Sharing with children their learning objectives and individual targets
- Carrying out regular pupil voice questionnaires with children with SEND, giving children their say
- Encouraging children to respond to feedback given through developmental marking
- Making sure that our School Council is inclusive and represents the whole of our community
- Ensuring that our safeguarding procedures are strong and that all staff are well trained

11. How do we support children with transition when joining or leaving our school?

When a child comes in to Oldbury Park, a member of staff will collect information and records from the family, as well as the child's previous school or pre-school placement. We always encourage parents to visit our school before transition. We plan carefully to help children to feel safe and to settle in. We arrange transition events so children can meet their new teacher and support staff and also, so that school and their new classroom becomes a familiar place.

When a child moves up to the next class, we organise class hand-over meetings where teachers and support staff make sure that the new teacher and teaching assistant have a clear understanding of the needs of all children.

All parents and children have an opportunity to visit their new classroom and get to know the new teacher who will be teaching and supporting them.

When a child comes to our school mid-way through a year, we plan a range of support, depending on the particular needs of each child. This may involve a 'buddy system', where peers help the child to settle in to the new class and provide help to find his/her way around school.

Transitions between Primary to Secondary may include:

- Support to move to a new building and curriculum
- Attending additional inductions days
- High school staff visiting school and meeting pupils
- High school SENDCo attending Year 6 Annual Reviews

12. How do we support children's health and general well-being including safety, attendance and behaviour?

We take the personal development and well-being of children very seriously.

We know that children are unlikely to flourish unless they are developing positive relationships, feel safe and are adopting healthy lifestyles.

We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships. We offer a variety of support for this, including targeted playground activities for vulnerable children, playground leaders from Year 6 and pastoral care from our Nurture team.

We address many of these issues in our PHSE curriculum. We encourage children to develop confidence and resilience through teaching, social play opportunities and through more targeted support where it is needed.

We have a zero tolerance to bullying and talk about all aspects of bullying in assemblies and lessons. We have very little bullying in our school but, when it does occur, we work with the children involved to make sure that it does not happen again.

We provide expert help, from well-trained staff, for any child who is experiencing any difficulties with behaviour or relationships. We will always consult and involve parents in the decision to offer this support. Our specialist help and some of their services include:

Pastoral Care Leader:

- Emotional support
- Playtime provision
- Targeted one-to-one and group social skills
- In class support for vulnerable children
- Support with emotional health and well-being
- Provide appropriate access and referrals to other support professionals and outside agencies.

We make sure that our school council is representative of the population of the school – we currently have two children with SEND serving on the council, and we encourage and support children with SEND to take on whole school responsibilities.

Children with serious medical needs have an Individual Health Care Plan which sets out:

- The medical condition and resulting needs, e.g. medication and treatment; environmental issues
- Support for educational and emotional needs
- Who provides support, their role and training and who needs to be aware
- Arrangements for working with parents/carers
- Support for long term absence
- Support on school trips and journeys
- Emergency procedures

Our school nurse* provides health checks for children at various times in their schooling. She also runs training for staff on health matters, including the use of Epipens.

We support all children to attend school regularly, for example, by providing an enjoyable and stimulating curriculum and through home support, where this is needed. Our information sheet on attendance describes why and how we promote high attendance for all children. We provide weekly updates in our Newsletter, so that parents/carers and children can see current attendance information and the class with the highest attendance is celebrated each week.

We provide specialist support and up-to-date training for staff on safeguarding, keeping children safe and meeting children's emotional needs.

All of our staff and governors have an up-to-date DBS certificate.

13. How will we know that we are successful?

We constantly monitor important evidence for success – we take action where we are not successful. These are some of the things we look at to make sure we are meeting the needs of children with SEND.

- Their academic standards and good progress
- Their behaviour
- Their school attendance
- Their involvement in activities, visits and clubs
- Their involvement in the full life of the school
- Destinations and smooth transitions. For example, feedback from high schools and pre-schools
- Parent feedback

We also want to understand the experience of children with SEND so we regularly think about and discuss with children:

Their sense of inclusion

- Positive attitudes to self, peers and school
- Their personal resilience and confidence as learners

Glossary

Augmentative and alternative communication

Methods of communication that can help people who are unable to use verbal speech to communicate – often using technology.

Behaviour Support Team

The Perryfields Outreach Team provides preventative behaviour support to the primary, first and middle schools in South Worcestershire.

British Sign Language – BSL

A visual means of communicating using gestures, facial expression, and body language. Sign Language is used mainly by people who are Deaf or have hearing impairments. The most common form of Sign Language is BSL.

Chadsgrove Teaching School

Outreach Learning Support who can assess and make recommendations on how best to support the needs of particular children.

Child and Adolescent Health Service - CAMHS

Supporting the emotional and personal development of students.

Cognition and Learning

Characterised by difficulties in thinking, attention and concentration skills – dyslexia, learning difficulties etc.

Communication and Interaction

Characterised by difficulties in being able to understand and/or express yourself. Can also be difficulties in interacting with other people – Autism, speech and language difficulties etc.

Complex Communication Needs Team

The Autism/ Complex Communication Needs team are qualified specialist teachers and practitioners with vast experience of addressing the needs of children and young people on the autism spectrum from early years to higher education.

Differentiated

Adapted and changed for children based on differing levels of need and ability.

Disclosure and Barring Service Check (DBS)

The government check all people working with children must complete.

Educational Psychologists

A professional who supports, monitors and thinks with the school, assesses and identifies children's needs.

Education Health and Care Plan

The document that replaced previous Statements. An education, health and care (EHC) plan is for children and young people aged up to 25 who need more support than is available through special educational needs support. EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

Eligibility criteria

The individual criteria a service states must be met before they can work with an individual/family.

English as an additional language (EAL)

Someone whose first language at home is not English.

Early Years and Foundation Stage – EYFS

Nursery and Reception classes.

Family Support Worker

Our Family Support worker offers a drop in service every two weeks. She gives advice or signposts parents to other useful services in the local area. She also runs parenting support and targeted support groups for children in school.

Financial Year

A year for taxing or accounting purposes, which runs from April to April.

Footsteps Counselling Service

A free service for bereaved families, young people and children in Worcester.

Governing Body

Each school has a governing body which comprises members of the local community, parents, teachers, staff and representatives of the Local Education Authority. They are required by law to meet at least once a term but can meet more frequently in order to discuss specific matters.

Graduated Response Approach

The approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

Health visitor/school nurse

Health Professional who monitors, supports and gives advice to families and schools on all aspects of children's well-being and health needs.

Hearing Impaired service

Worcester service of specialists who give advice, support and monitor children with HI.

Key stage 1 – KS1

Years 1 and 2.

Key Stage 2 – KS2

Years 3 to Year 6.

Key Worker

The person assigned to be the day to day contact point for a child with an education health care plan. They are tasked with the day to day delivery of support for the child and to ensure needs are being met.

Local Offer

Local authorities are required to set out in their Local Offer information about provision they expect to be available across education, health and social care for children and young people in their area who have SEN or are disabled, including those who do not have Education, Health and Care (EHC) plans. Local authorities must consult locally on what provision the Local Offer should contain.

Mediation

This is a statutory service commissioned by local authorities which is designed to help settle disagreements between parents or young people and local authorities over EHC needs assessments and plans and which parents and young people can use before deciding whether to appeal to the First-Tier Tribunal about decisions on assessment or the special educational element of a plan. Mediation can cover any one or all three elements of an EHC plan and must be offered to the parent or young person when the final plan is issued, but they are not able to appeal to the Tribunal about the health and social care aspects of the plan.

Occupational Therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with functional, motor or sensory needs.

Playground buddies

Year 6 children who are given extra responsibility at lunchtimes to support other children in different parts of the playground.

Provision / Provision Map

A list of provision and support beyond the classroom to remove barriers and accelerate progress and well-being.

SENDCo

Special Educational Needs Co-ordinator.

SEN Register

Special Educational Needs list of children, so the school continually hold them in mind.

SEN Policy

The document that reflects the statutory requirements of special educational needs and how the actual practice of the school meets them.

Sensory and/or Physical Needs

Characterised by impairment in some aspect of physical functioning or difficulty in sensory processing compared to 'normal' sensory profile – hearing impaired, vision impaired, sensory impairment, cerebral palsy etc.

Social, Emotional, and Mental Health Difficulties

Characterised by problems with regulation of emotion, social skills – ADHD etc.

Social Services

Services that support the child and the family accessing the correct services and safeguard children.

Specialist Interventions

Support programmes that requires specific training to deliver and targets a specific area of need.

Speech and language therapists

Professionals from the Health Service who identify, assess, support, monitor, offer advice to children, schools, families for children with communication, social, language needs.

Staff Handbook

Document given to all new staff informing of all the processes and procedures in school and signposting to relevant school policies.

Teaching Assistant

Additional adults who support the learning process, social behaviour and needs of children.

The Virtual School

The Virtual School is a specialist service that aims to help and provide support for looked after and adopted children.

Thrive

An approach used to support a children's emotional and social development.

Visually Impaired Team

Worcester's service of specialists who give advice, support and monitor children with VI.

Visual Timetable

A timetable showing the days events/lessons in pictorial or photograph form for children who struggles with sequencing their day and/or have difficulties with communication and/or reading.

Worcestershire Local Authority

Our local county council.

Worcestershire Physical Disability Outreach Service

An outreach service based in Regency High School that provide advice and support on all aspects of physical disability relating to physical and curriculum access.

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Assistant Heads for Inclusion

Rebecca Hall

Sam Burnage

Principal

Sarah Boyce