



**What kinds of Special Educational Needs does the school provide?**

At Oakhill there are children with a wide variety of Special Educational Needs. These can fall into the four categories of need as described in the SEND Code of Practice for schools:

**Cognition and Learning**  
Children with cognition and learning difficulties may learn at a slower pace than their peers, even when provided with Quality First teaching that is differentiated appropriately. Some children will need additional support with certain aspects of learning such as spelling, reading or maths. They might have difficulties organising themselves and their work as well as having poor working memories.

**Communication and Language**  
Children with speech, language and communication needs may have difficulties in communicating with others, difficulty in language or understanding how to communicate effectively and appropriately with others.

**Social, Emotional and Mental Health (SEMH)**  
Children may experience a range of SEMH difficulties which present themselves in many different ways, including being withdrawn, disruptive, lack of concentration or immature social skills. They may behave in ways that make learning more difficult which can have a negative improvement on their health and wellbeing.

**Sensory and/or Physical Needs**  
Some children have visual, hearing or physical disabilities which prevents them from accessing the education facilities provided. These children may require specialist support and equipment to access the opportunities available to their peers.

**2) How will Oakhill support my child?**

Your child's education will be delivered through quality first teaching by their class teacher. The teachers will use the Somerset Graduated Response Tool to ensure they are providing universal provision to all children in the classroom. At Oakhill we have created our own Oakhill Universal Provision Map ensuring the quality first teaching is in every classroom.

Teachers will plan and scaffold work to ensure it meets to needs of all the unique learners. Children may be provided with learning aids to support them with their learning, this may include writing slopes, colour overlays, visual timetables, wobble cushions, fidget toys, enlarged font, pencil grips etc. We want every child to be the best learners they can be.

If your child requires additional intervention or extra support the class teacher and SENCO will discuss this with parents first, communicating collaboratively. The child might need to have an Assess Plan Do Review cycle (APDR) and will be closely monitored.

**3)How will I know how my child is doing?**

At Oakhill we have parents evening which takes place 3 times a year by your class teacher. In term 6 you will also be provided an annual report written by the class teacher.

Parents can make an appointment to meet the class teacher either through the office or Seesaw or face to face with the teacher at the end of the day.



Children that are on the SEN register will have an additional meeting to discuss their targets (APDR) with the class teacher. Children with EHCP will have an annual review yearly.

If some children require it for complex needs and support a Team Around the Family (TAF) and/or Child (TAC) may be arranged with the school and external agencies.

How does Oakhill know if my child needs extra help?

There are continuous monitoring and assessments completed by the class teachers throughout the school year, this is fed into a Pupil Progress Meeting with the headteacher, class teacher and SENCO to discuss the progress the children are making. If there are concerns on progress or other issues, it will then form meetings with parents/carers. If appropriate, we may carry out specific assessments to identify any difficulties in more detail or refer to external agencies, parental consent is always sought for these.

How does Oakhill support children with SEND?

Teachers may plan for additional specific programmes that are tailored to your child's needs, for example RWI intervention or phonological awareness intervention. Each child on the SEN register has its own pupil passport giving the class teacher a highlight of the child's hopes and wishes for the future, and their own voice of what they would like in the classroom. Children on the SEN register will have an APDR cycle (Assess, Plan, Do, Review) which may consists of up to 3 targets working towards a board area of need the child may be struggling with. This will get reviewed termly through the year (October, February and June) There will be observations, marking and assessment to inform teachers of planning ensuring the activities are matched to the needs of the child.

What support do we have for you as a parent of a child with SEND?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

A Home/school contact book or via messenger on Seesaw may be used to support communication with you when this has been agreed to be useful for you and the child.

All information from outside professionals will be discussed with you via in person or on teams, the PFSA can support you during these meetings if you wish. The SENCO is available to talk to about any concerns on a Thursday morning on the front door and the SENCO updates the newsletter with any information on courses, programmes and events that are happening in the local area.

What support is there for my child's wellbeing?

Every week the class teacher teaches jigsaw, a programmed designed to address personal, social, health and citizenship education as part of the National Curriculum. Our ELSA (Emotional Literacy Support Assistant) provides specialist support to children in managing their emotions through a six-week targeted programme or regular check-in with children who have completed the ELSA programme.



What is the school environment like?

Oakhill Church School has beautiful grounds and is a very unique family feeling. We have our school accessibility plan which can be found on our website. We have, to the best of our ability, catered for all children and provided with additional provision for more complex physical needs as advised by the PIMST (Sensory, Physical and Occupational Therapy service) or visual support team. We have just had newly designed toilets including a disabled toilet with are appropriate heights for the children. There is a sloped ramp at the top of the school playground and playing field so every child can access it. On every stair case there is a hand rail and the main entrance/school office is accessible by sloped entrance. If you require any further assistance please don't hesitate to contact our school office.

How will Oakhill support my child's transition?

We believe a transition for a child can make them feel really anxious and worried so we do our utmost to ensure it is a smooth transition and both child and parent are happy.

When you start our reception class in Chestnut, we understand parents are the first educators so in partnership with our parents and to secure positive outcomes for the child we offer home visits in the summer term. In the summer term we timetable in additional stay and play days involving the receptions seeing their new classroom, meeting their buddies (Year 6) and seeing their new teachers and headteacher. We have a phase transition into reception by having mornings only for the first week, and then mornings with lunchtime before finally starting full time. If your child requires a longer transition phase please do speak to the headteacher. For other year groups, the children have two mornings of transition with their new class teacher and classroom as well as those children who need additional support gets invited in to school in the INSET day to see the classroom the day before school starts in the September.

We work extremely closely with the local secondary schools around the area to ensure the year 6 have a smooth transition to their new schools. We work with the secondary schools to ensure the children go to additional transition days and are supported via our ELSA programme, where we ensure all year 6s have ELSA discussing their worries and problems of secondary schools.

Who do I talk to if I have concerns?

- 1) Speak to your child's class teacher
- 2) If your concerns are you not resolved; make an appointment with the SENCO (Hannah Miles)- this can be arranged by email; [senco@oakhill.bwmat.org](mailto:senco@oakhill.bwmat.org)
- 3) If you feel that your concerns have not been addressed, please make an appointment with the Headteacher. We want to work collaboratively with you to secure the best positive outcomes for your child.

Further Support

**SENDIAS-** (Special Educational Needs and Disability Information Advice and support) can give Parents and young people (0-25) advice on SEND. Telephone-



01823 355578 Email- somersetSENDIAS@somerset.gov.uk

**Somerset's Local Offer**—Provides information on the services available for children and young people with SEND and how to access them You can access the local offer at- [www.somerset.gov.uk/education-and-families/somerset-local-offer](http://www.somerset.gov.uk/education-and-families/somerset-local-offer) or visit **our website** for a link <https://www.oakhillchurchschool.co.uk>

**Education, Health and Care Plans (EHCP)**-An EHCP can be requested by parents, young people or school. It is a statutory assessment of a child's needs. You can find guidance about EHC plans on the IPSEA website Include a link

**IPSEA**– Independent Provider of Special Education Advice.  
<https://www.ipsea.org.uk/Pages/Category/who-we-are>