



SEN Information Report 2023

This report is to inform you of the types of support available to your child at Oakhill Church School. It will help you to understand who can help and how this support can be accessed. This is linked to the Somerset Core Standards, a framework which describes the entitlement of children and young people in Somerset schools

1) What kinds of Special Educational Needs does the school provide for?

At Oakhill there are children with a wide variety of special educational needs. These fall into the four categories of need as described in the SEN 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. Possible difficulty in organising themselves or their work, or poor working memories. Other children may have complex learning difficulties that require support from outside agencies.

Language and Communication

Children with speech, language and communication needs have difficulty in communicating with others which makes it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others. Children with an Autistic Spectrum Disorder, are likely to have particular difficulties with social interaction.

Social, Emotional and Mental Health (SEMH)

Children may experience a wide range of SEMH difficulties which present themselves in many ways, including being withdrawn, disruptive, a lack of concentration or immature social skills. They may behave in ways that make learning more difficult which can have a negative impact on their health and wellbeing. SEMH difficulties include Attention Deficit Hyperactivity Disorder (ADHD) or Attention Deficit Disorder (ADD) or Attachment Disorder. It includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression,

Sensory and/or Physical Needs

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational 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.

All class work is differentiated to match the needs of individual learners.

Children will be provided with learning aids such as coloured overlays, visual timetables and enlarged font.

Teachers may plan for additional specific programmes that are tailored to your child's needs. For example, RWI intervention or Time for Talk booster.

Each child on the SEN Register has a Pupil Proforma giving class teacher a highlight of the child's hopes and wishes for the future.

Children on the SEN register will have an APDR (Assess, Plan Do Review) cycle, which will consist of 3 targets working towards a broad area of need the child maybe struggling with along with, a combination of the child, parent and teacher's voice. This will get reviewed termly throughout the year.

Observation, marking and assessment inform teachers planning ensuring activities are accurately matched to the needs of all children.

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

Parents evenings take place twice a year with the child's class teacher, and an annual report is provided to parents in Term 6.

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

Children on the SEN Register will have an APDR meeting, termly updating parents with the new targets.

Children with an EHCP have an annual review yearly.

There will also be Team Around the Family and Child if required.

How does staff know if my child needs extra help?

There will be regular monitoring and assessment by class teachers, this is fed back during Pupil Progress Meetings with the headteacher, Class teacher and SENCO are present to discuss the needs of the child and whether they are being met and plan for further support for the child.

Discussions with the Special Educational Needs Coordinator (SENCO).

Concerns about progress or other issues can also be raised by parent/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.

Why might my child need extra support?

They are having a significant difficulty with their learning and making less progress than would be expected.

They have a specific learning difficulty, for example dyslexia.

They have emotional or mental health difficulties.

Difficulties with social communication and interaction.

They have sensory and/or physical needs, for example a hearing impairment.

If a parent raises a concern or if there is a change in the child's behaviour.

What support is there for my child's wellbeing?

Personal, Social, Health, Citizenship Education (PSHCE) lessons are delivered as part of the National Curriculum.

Supportive staff that will provide a 'listening ear' to those children who need a little more emotional support, this can be through a conversation, or every class has a 'Worry Box' for children to post their concerns.

Social Skills groups (Lego Therapy) provide support for children with communication or anxiety difficulties.

Our ELSA (Emotional Literacy Support Assistance) assistant provides specialist to support children in managing their emotions through a ten-week targeted programme or a regular check-in with children who have completed an ELSA programme.

What is the school environment like?

Additional provision for children with more complex physical needs will be advised and provided by the PIMST team (Sensory, Physical and Occupational Therapy service) or Visual Support Team.

Toilets are at age-appropriate heights

Sloped tarmac ramp at the top of the school playground and playing field

Main entrance / school office accessible by sloped entrance

Classrooms are all accessible from inside the building via the main entrance, except Chestnut classroom.

How will Oakhill support my child's transitions?

At Oakhill we understand that parents are the first educators. We work in partnership with our parents to secure positive outcomes for children; we achieve this by offering home visits for all children starting Reception Class.

We plan a creative induction process which takes place across term 6 providing opportunities for children to meet their new teacher, Headteacher and explore the classroom. This is reinforced with a welcome film (on the school website) and a transition book for every child. In September, the first week is mornings only, the following week is morning and lunch by the third week the children are in full time.

For other year groups, in addition to completing a day in their new class in July, we provide transition booklets and an opportunity for children to meet their new teacher and see their new classroom ahead of the start of term in September.

Sessions in new classes to meet with their new teacher

Who do I talk to if I have concerns?

1. Speak to your child's class teacher
2. If your concerns are not resolved; make an appointment with the SENCO (Hannah Miles) - this can be arranged by email; 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 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>