



Oakhill Church School SEND Information Report

Date: *June 2019*

Our job is to help your child achieve the very best they can at our school.

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. As a mainstream school, SEN can fall within any of the six categories of:

- Cognition & Learning Needs
- Communication & Interaction Needs
- Physical, Medical & Alternative Communication Needs
- Hearing Impairment
- Visual Impairment
- Social, Emotional & Mental Health Needs.

Name of SENDCo: Mrs Joanne Fear

Contact Details: Oakhill Church School, Bath & Wells Multi Academy Trust, Oakhill, Radstock, BA3 5AQ

Tel: 01749 840426

Email: admin@oakhill.bwmat.org




School website: <https://www.oakhillprimaryschool.com/>

The levels of support and provision offered by our school.

How do we identify children with special educational needs?




All children at Oakhill Church School are monitored closely by their Class Teachers. This is done through regular monitoring and assessment and termly Pupil Progress Meetings to discuss individual needs and progress. We have a graduated response to identifying children with needs. Initially, this is completed by the class teacher to ensure needs are being met within the class. If the Class Teacher feels the child still isn't making the required progress, they will discuss these concerns with the Special Education Needs & Disabilities Co-ordinator (SENDCo). Observations may be carried out, assessments undertaken and, if necessary, refer to external agencies with the consent of the parents or carers.

If parents or carers have any concerns, they should initially raise these with the class teacher. The class teacher will provide advice about how to support your child with their learning and if any further support is needed, then they will ask the SENDCo for further advice. An appointment with the class teacher or the SENDCo can be made at the school office or by emailing: admin@oakhill.bwmat.org

Whole school approaches The universal offer to all children.	Additional, targeted support and provision	Specialist, individualised support and provision for high needs
 <ul style="list-style-type: none"> ▪ Children's progress is monitored and assessed regularly through teacher assessment, Assessment for Learning and termly Pupil Progress Meetings. ▪ Lessons are differentiated to meet the needs of all pupils. 	 <ul style="list-style-type: none"> ▪ Small group interventions are used to practise key skills and target areas for development. 	 <ul style="list-style-type: none"> ▪ The SENDCo carries out individual assessments. ▪ The SENDCo observes the child in class and discusses any difficulties with the class teacher and parents. ▪ Outside agencies are called in to provide support and advice. ▪ A SEN Support Plan is drawn up with targets to meet the needs of the child.

How will the school support my child?




Your child's education will be overseen by the Class Teacher. They will oversee, plan and work with each child with additional needs in the class to ensure that progress is being made. Our SENDCo co-ordinates all the support and progress of any child requiring additional needs across the school. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group. If this is above the normal support given in the class, these sessions will be explained to the Parents/Carers when the support starts, which may be during a Parents' Evening or at the end of the school day. Additionally, there will be review meetings where the child, parent and teacher set and review targets for the term ahead.

<p>Whole school approaches The universal offer to all children.</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision for high needs</p> 
<ul style="list-style-type: none"> ▪ Parents discuss any concerns about their child's learning with the class teacher. ▪ Parents' Evenings are scheduled twice a year. 	<ul style="list-style-type: none"> ▪ Class teachers will follow the graduated response and plan any group interventions to support children with a gap in their learning. ▪ The SENDCo may be consulted by the class teacher or the parents for further advice on how to support their child. 	<ul style="list-style-type: none"> ▪ Assess, Plan, Do, Review meetings are held termly with the SENDCo, class teacher and parents. ▪ The SENDCo and parents can submit an Early Help Assessment to ask for support from outside agencies. ▪ If several agencies are involved with supporting your child, then a Team Around the Child (TAC) meeting will be held regularly to review targets and progress. ▪ If your child requires an Education and Health Care Plan (EHCP) for higher needs funding, then an Annual Review will take place to review the targets set for the year. All outside agencies involved with your child will be invited.

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

All work within class is pitched at an appropriate level, so that all children are able to access the lesson's objectives according to their specific needs. This is known as **Wave 1 support** where the teachers have a range of strategies that they employ to support all the children within their class. There is also a, where support is targeted for a more specific difficulty in a child's learning. **Wave 2 support** may be provided within the classroom on an individual basis or as part of a small intervention group delivered elsewhere in the school by a Teaching Assistant. Groupings of children can change regularly according to needs and understanding. Interventions are monitored regularly and start and end data is gathered to ascertain the impact of the intervention. Your child may need further intervention to support their learning in a specific area of the curriculum or where targets have not yet been met, or they may have met their targets when the intervention has been completed.




The school uses School Pupil Tracker Online (SPTO) which tracks the children's progress with core subjects. Interventions are also tracked and monitored for impact to decide how successful they are. There are Parents' Evenings in the Autumn and Spring terms and reports are written in the Summer term. All Parents or Carers will receive a username and password to access their child's online report on our tracking system (SPTO).

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision for high needs 
<ul style="list-style-type: none"> ▪ Quality First Teaching that is differentiated to meet the needs of all children in the class. ▪ Wave 1 Support – targeted support within Quality First Teaching. ▪ Pupil Progress Meetings monitor the progress of all children and identify those who are not making expected progress. ▪ Additional resources are available to all children. 	<ul style="list-style-type: none"> ▪ Wave 2 support – an intervention that is targeted to meet a specific area of learning. Start data is gathered and the intervention is delivered by a trained Teaching Assistant. When the intervention has been completed, end data is gathered to ascertain the impact of the intervention. 	<ul style="list-style-type: none"> ▪ Wave 3 support – targeted intervention is carried out on a 1:1 basis which is planned from advice given by outside agencies that have assessed and observed your child. ▪ The SENDCo coordinates with outside agencies for assessment, advice and intervention support. ▪ Assess, Plan, Do, Review meetings.

How will the teaching and learning of my child with SEN be monitored and recorded?




Children on the school Record of Need are identified as having a special educational need. This means that the child requires some support that is different from or additional to the class as a whole. In order to keep track of the additional support, the child has a SEN Support Plan that identifies specific teaching and learning strategies, resources that may be useful and individual targets based on additional provision.

Children on the Record of Need usually have support from outside agencies such as Learning Support Services, Educational Psychology or Occupational Therapy. These agencies provide school and parents with additional advice and individual actions for the child. This additional support will be reviewed at termly Assess, Plan, Do, Review meetings. Some children have access to higher needs funding as their needs are deemed to be at a level that requires specialist intervention which the school has to provide. In some cases, Teaching Assistants are used to support these children for certain lessons or parts of the day. The role of the teaching assistant is to support learning and to encourage children to understand and develop their own styles of learning, not to do the tasks for them. Current research is clear that children of all abilities have equal access to time with the class teacher and should not become too reliant on teaching assistants. Teaching assistants have the most impact when they are delivering planned interventions.

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision for high needs 
<ul style="list-style-type: none"> ▪ Use of School Pupil Tracker Online (SPTO) to monitor the progress of all children. ▪ Regular Pupil Progress Meetings to identify those children who are deemed to be 'falling behind' and require additional support. 	<ul style="list-style-type: none"> ▪ Targeted intervention as part of Wave 2 support. ▪ Child is placed on the Concern list or the Record of Need depending on the severity of need after consultation with the parents and class teacher. 	<ul style="list-style-type: none"> ▪ Child is placed on the Record of Need in consultation with the parents and class teacher. ▪ Wave 3 interventions on a 1:1 basis. ▪ Outside agencies are consulted for assessment, advice and targets. ▪ EHCPs are put in place for those children requiring additional high needs funding. ▪ Assess, Plan, Do, Review meetings held termly. ▪ Early Help Assessment may be needed to increase the level of support needed.

What support will there be for my child’s overall wellbeing, including emotional and social development?

In addition to support received for academic subjects, there is a range of pastoral support available. We run sessions to help children express their feelings and also run an ELSA intervention which helps children manage their emotions. There are social skills groups to help those that find communication difficult and there is always the opportunity for any child to talk with a trained adult over any concerns and anxieties. If you would like support at home, you can request to be referred to a [Parent and Family Support Advisor \(PFSA\)](#), who work with children and families. Specific support plans will be put into place for children experiencing difficulties managing their emotions and those needing medical support or intimate care. All children have access to a trusted adult who they can talk to and children’s views are always taken into account when planning interventions to support them. Each intervention will look different depending on the needs of the child.

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision for high needs</p> 
<ul style="list-style-type: none"> ▪ 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. 	<ul style="list-style-type: none"> ▪ Social Skills groups are run to support children with communication or anxiety difficulties. 	<ul style="list-style-type: none"> ▪ PFSA support ▪ ELSA specialist to support children in managing their emotions.

What type of provision is available to pupils with SEND?

All pupils at Oakhill receive Quality First Teaching through differentiated lessons and closely monitored progress and attainment. Pupils with SEND receive a SEN Support Plan to target specific areas of their learning where difficulties arise. The SENDCo consults with class teachers and parents to ensure that the best support for your child is given using targeted interventions delivered at Wave 2 and 3 levels. Outside agencies are called upon for assessments, advice and support. They are invited to attend TAC meetings (Team Around the Child) and Annual Reviews.

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 with 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 may have difficulty in organising themselves or their work, or poor working memories and need support in remembering a sequence of instructions. Other children may have complex learning difficulties that require specific targeted 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 and young people with an Autistic Spectrum Disorder, including Asperger's Syndrome, are likely to have particular difficulties with social interaction.

Social, Emotional and Mental Health

Children may experience a wide range of social, emotional and mental health difficulties which present themselves in many ways. We work with children who are withdrawn, disruptive, have a lack of concentration or have 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 Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD) or Attachment Disorder. It also includes behaviours that may reflect underlying mental health difficulties such as anxiety, depression, self-harming and eating disorders.

Sensory and/or Physical Needs

Some children have visual, hearing or physical disabilities which prevents them from accessing the educational facilities provided. Most of these children require specialist support and equipment to access the opportunities available to their peers.

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision for high needs</p> 
<ul style="list-style-type: none"> ▪ Quality First teaching that is differentiated appropriately. ▪ Well organised classrooms where resources are labelled for greater independence. ▪ Lessons are planned to meet the needs of ALL the children in the class. ▪ Child’s position within the classroom is planned for maximum learning opportunity. ▪ Calm classroom environments for working. ▪ Resources are readily available and labelled. ▪ Support materials are available for Maths & English. ▪ Displays offer key information for English and Maths ▪ Key words are displayed or available on tables. ▪ Discussion work in pairs and as groups encourages good use of language and communication skills. ▪ Progress is monitored regularly by the class teacher. ▪ Marking includes positive comments and ‘next steps’ to move learning forward. ▪ After school clubs are available to all children. ▪ Breakfast Club is available to all families to support them as working parents and encourage social skills. ▪ A clear behaviour policy is followed by staff and children. ▪ All children have opportunities to take part in class assemblies in the church. ▪ Each child’s view is valued - this is taught through PSHE lessons. 	<ul style="list-style-type: none"> ▪ Social skills interventions are delivered by trained teaching assistants. ▪ Additional English and Maths groups for targeted area of support, such as: <ul style="list-style-type: none"> Nessy Rapid Maths Rapid Phonics ▪ Children are supported in the classroom ▪ Children are withdrawn from class for targeted support identified through assessment for learning ▪ Now and Next boards are used for individuals needing support with organisation. ▪ Chunked tasks – smaller ‘bites’ of work to support children with working memory difficulties. ▪ Behaviour Support Plans are put into place for those children who require help in managing their emotions. ▪ Time-out breaks – sensory breaks for children who feel overwhelmed by whole lessons of work. ▪ Fiddle toys for children with ADHD that need to be moving all the time. ▪ Interventions – reactive and preventative to support children in the 4 areas of SEN. ▪ Visual timetables ▪ PFSA involvement available 	<ul style="list-style-type: none"> ▪ Visual timetables – personalised for alternative provision ▪ Now and Next boards with motivators ▪ ELSA – Emotional Literacy Support Assistant ▪ Play Therapy ▪ Fine and Gross Motor skills therapy ▪ Individualised Literacy Intervention (ILI) ▪ SEMH support ▪ Speech and Language support ▪ Learning Support Services assessments ▪ Educational Health Care Plans for those children who require specific support with more complex learning or physical needs. ▪ Annual Reviews for those children with an EHCP with input from the class teacher, child, parents and SENDCo. ▪ Assess, Plan, Do, Review meetings held termly to assess the need of the child, plan suitable provision, ensure that the provision is being carried out to a high standard and review the impact of the provision. ▪ TAC meetings held every 8-10 with parents and outside agencies to assess the child’s needs and ensure that correct provision is in place. ▪ Input from outside agencies to assess the child’s difficulties and provide support to school and families: <ul style="list-style-type: none"> <li style="width: 50%;">Speech and Language Support <li style="width: 50%;">Hearing & Vision Support <li style="width: 50%;">Play Therapists <li style="width: 50%;">Occupational Therapists <li style="width: 50%;">Autism and Communication

<ul style="list-style-type: none"> All children have access to PE lessons using equipment to support difficulties with fine and gross motor skills. 		Educational Psychologists
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How does the physical environment support a child with SEN?




Oakhill School is an old building, dating back to Victorian times. However, in 1987 it was renovated to make it more accessible to parents and children. Wheelchair access via a sloped ramp is available to the nursery as a permanent fixture. However, the school owns a mobile ramp that can be moved into place to access most outer doors when necessary. If you feel reasonable adjustments would need to be made for your child, please speak to us regarding appropriate adaptations. All children have the right to access class trips wherever it is safe for them to do so and we would work with the parents and the child to ensure that appropriate provision is in place.

For those children with Social, Emotional and Mental Health difficulties that require a quiet, safe place when they are feeling heightened, then a support tent can be provided. Most classrooms only have one door leading in/out of the room and can be easily monitored by staff.

We have three therapy rooms available to small groups and individuals for interventions.

Within the school grounds, there is an ample playing field, a chicken coup and run, raised beds for vegetables and quieter seating areas outside. This provision is ideal for those children with SEMH difficulties who need a break from the confines of a classroom at times of distress. It all supports the wider curriculum of the school in encouraging children to look after the chickens and collect the eggs, and to take part in planting the raised beds during gardening club after school.

For more information please see our separate [Accessibility Plan](#).




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<ul style="list-style-type: none"> Sloped tarmac ramp at the top of the school playground and playing field makes them accessible to all children. Year 2 hut accessible by purpose-built ramp. Hall accessible by portable ramp. Main entrance / school office accessible by sloped entrance off the road and decking boards at one level. Classrooms are all accessible from inside the building via the main entrance, except the EYFS classroom. 	<ul style="list-style-type: none"> Classroom tables vary in height according to the age of the children. Those children who require a different table height can be accommodated in the classroom. Writing slopes are available to those children with motor skills difficulties. Blackout tent is available and can be placed wherever it is required for children with SEMH difficulties. 	<ul style="list-style-type: none"> Additional provision for children with more complex physical needs will be advised and provided by the PIMS team or Visual Support Team.

<ul style="list-style-type: none"> Outdoor areas for learning accessible by all children. 	<ul style="list-style-type: none"> Quiet working spaces can be available through use of the therapy rooms. TOILETS all the same heights??? 	
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How will you support my child with SEN in making transitions between key stages?

‘Move Up’ mornings / days are standard practice in education. Children will spend a designated amount of time in their new classroom with their new teacher and any support assistants that may also be part of that class. The children take part in fun activities designed to allow the teacher and children to get to know each other better.

Oakhill is a feeder school to four different secondary schools: Norton Hill, Blue School, Whitstone and Wells Cathedral School (scholarships). Each secondary school provides a minimum of 1 day in their new setting meeting their teachers, form tutor, getting to know the layout of the school and experiencing part of their new curriculum for the September. Parents are encouraged to visit the secondary school with their child on Open Evenings to explore the school setting together. Parents can ask the questions that a child may find difficult to communicate.

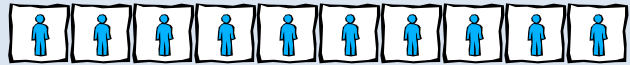


Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> KS1 – KS2 A morning spent with their new teacher. KS2-KS3 A minimum of 1 day up to 3 days spent in their new secondary school. 	<ul style="list-style-type: none"> KS1 – KS2 Additional time with the new class teacher is planned and implemented before and after the school’s general ‘Move Up’ morning. This may take the form of delivering resources to the teacher and having a brief interaction and conversation or spending a designated amount of time in their new classroom. This can be repeated as many time as needed for the child to feel confident about their transition. KS2-KS3 Each secondary school offers additional visits to the school. Where possible, the SENDCo will accompany the children to their new secondary school for part of the morning to 	<ul style="list-style-type: none"> KS1-KS2 For those children who have a communication difficulty such as ASD or ADD or who have heightened anxieties, a Transition booklet will be made that has photographs of the new teacher, the teaching assistant (if applicable) and the classroom environment. KS2-KS3 Additional sessions at the new secondary can be arranged privately with each school if needed.

	<p>take photographs that will be used to create a Transition Book for each child on the SEN record of need.</p> <p>A representative of the secondary school will visit Oakhill to talk to the SENDCo and class teacher and where possible, to meet the children as well.</p>	
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How will I know if my child is making progress?

Quality First teaching involves adapting lessons to suit the learning styles of the children within the class and using Assessment for Learning. This is a method in which teachers constantly assess the progress made by each child in the class during the course of a lesson. Children may be moved on to more challenging work, or they may need some support and additional resources to succeed in reaching the lesson’s objectives.

Oakhill currently uses School Pupil Tracker Online as a method of recording the progress of every child and from this, teachers can plan lessons that are tailored to meet the needs of the children in their class. This may be as a whole class, small groups working with an adult, or an intervntin designed to close a gap in a child’s learning.

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision 
<ul style="list-style-type: none"> Parents Evenings occur twice a year and parents are encouraged to attend to discuss the progress of their child/children. Teachers are happy for parents to make appointments to discuss the progress of a child after school. Annual School Reports – these are written at the end of the year to report on each child’s progress and suggest targets for the following year. 	<ul style="list-style-type: none"> Additional meetings with the class teacher. Meeting with the SENDCo is a parent is concerned about their child’s progress and believe that there is a learning difficulty. 	<ul style="list-style-type: none"> Assess, Plan, Do, Review meetings TAC meetings for outside agencies’ involvement EHCPs will require an Annual Review of the child’s needs and provision. This will include the child, parents and class teacher. Outside agencies may also me invited to attend where possible. Early Help Assessment may be carried out to invite outside agencies to become involved in a child’s special educational needs.

How do we know how good our SEN provision is?

- The Headteacher and Governing body of Oakhill assist the SENDCo in ensuring that provision for SEN across the school is well coordinated, complies with legal requirements and meets the needs of the children on the SEN register.
- An audit of SEN provision across the school is undertaken each year by the SENDCo and SEN Governor.
- An SEN report is written by the SENDCo to the governors outlining the progress of SEN students in the school; measures the impact of interventions; highlights the training undertaken by staff to support children with SEN; discusses resourcing for SEN and what additional resources are needed; and funding for children with EHCPs.
- Learning Support Services are regularly brought into schools to assess the needs of children and ensure that SENDCos are supported in managing SEN across the school. They offer advice and can provide a pathway to additional services that may be required.
- School Pupil Tracker Online – measures the progress of each child in the school. Children with SEN should also be making good progress, although it may be from a different starting point to their peers.

How do I make a complaint?

If you are unhappy with your child's SEN provision, then please contact the Headteacher or the SENDCo via the main office to make an appointment. We are happy to listen to your concerns and will endeavour to rectify the situation as needed.

School Office tel: 01749 840426

School Office email: admin.oakhill@bwmat.org

