



SEND Information Report

Oakley CE Junior School is a mainstream school and it is our intention to provide opportunities for every child to develop their abilities to the fullest possible extent and equip them with the values, knowledge and skills necessary for them to lead a worthwhile life in society. This links to our school ethos of **Great expectations for all through courage, respect and grace.**

At Oakley CE Junior School we believe that:

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, the Local Authority and other agencies/colleagues.
- Maintaining children's safety and social and emotional wellbeing is central to their development.

The following information conveys how we put support in place for all pupils with SEND, including the areas of need below:

- Learning difficulties
- Communication difficulties
- Autistic spectrum
- Specific learning difficulties
- Physical difficulties and medical needs (this is also addressed in our Accessibility Plan)
- Sensory difficulties
- Behavioural, emotional and social difficulties including mental health.

	Whole school response - quality first teaching	Targeted support for individuals or small groups (short/medium term)	Specialised individual support (medium/long term)
Teaching approaches	<p>The school regularly monitors your child's progress in meeting their targets and if they are not making enough progress, support will be put in place.</p> <p>Formal pupil progress meetings between class teachers and the Senior Leadership Team (SLT) are held in January and April, where the progress of every child is discussed.</p> <p>Each classroom has displays to support children's learning. Specifically a 'Writing wall' and a 'Maths Wall.'</p> <p>All teachers are teachers of children with SEND. Therefore, teachers will make provision within the classroom for children who require additional support.</p> <p>Every child in school completes a maths 5-a-day. This gives children</p>	<p>Assessment for Learning (AfL) is used to support planning for different levels of attainment.</p> <p>Scaffolded learning means that the learning is matched to the ability of the child.</p> <p>Small groups may be supported by either the class teacher or the Learning Support Assistant (LSA) as appropriate.</p> <p>Technology is used to support children with their learning. Programmes such as 'Clicker' and 'Widget' are used as provisions within the classroom and in small groups.</p>	<p>Learning is adapted to meet the individual child's needs. Children's areas of need are identified on our SEND register.</p> <p>There is careful targeting of individual support and interventions for pupils with an Individual Education Plan (IEP). This is for those children on our SEND register.</p> <p>Support and interventions are put in place for children who are not making progress with regards to their learning. The class teacher and SENDCo work together to identify what interventions are needed for the individual child.</p>

	<p>the opportunities to practise maths skills which they have been previously taught.</p> <p>Our teaching approach aligns with the Education Endowment Foundation's 5-a-day which include:</p> <ol style="list-style-type: none">1. Explicit instructions and modelling given to children by all adults.2. Scaffolding tools are given to children so they have provisions to successfully complete the learning. This also helps to build children's confidence and self-esteem.3. Groups for learning are flexible. Support for children is given when children need the support based on the concept given. As a school we know this approach works well.4. Cognitive and metacognitive strategies allow children to plan and monitor their own learning. Children also have the chance to evaluate their understanding of a key concept.5. Technology is used in a range of ways to support children. Visualisers are used to share work and ideas. Programmes such as Spelling Frame (spelling support) and TT Rockstars (times tables		
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	<p>support) are used to support children's learning both at home and in the classroom.</p> <p>Teachers and LSAs follow an 'I do, We do, You do' teaching approach to support all children in the classroom. The "I Do, We Do, You Do" approach, also known as the <i>Gradual Release of Responsibility</i> model, is a teaching strategy where a teacher models a skill or concept ("I Do"), then students practise with support ("We Do"), and finally, they perform the task independently ("You Do"). This structured process shifts responsibility from the teacher to the student, increasing confidence and promoting mastery by providing clear examples, guided practice, and opportunities for independent application.</p> <p>Parents are kept informed about their child's progress at parents' evenings twice a year and in a written report in the summer term.</p>		
<p>Learning/Curriculum approaches</p>	<p>Children will have full access to the National Curriculum and Religious Education. The National Curriculum</p>	<p>Interventions link directly to the National Curriculum and targets are</p>	<p>The school responds to any concerns raised by parents. The Special Educational Needs and Disabilities</p>

	<p>will be scaffolded to take account of children's particular needs and will be modified to suit children's academic and personal development.</p>	<p>written to support children in catching up.</p>	<p>Coordinator (SENDCo) may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. IEP's are written and reviewed by the pupil, class teacher, SENDCo and parents as appropriate.</p>
<p>Support</p>	<p>At Oakley CE Junior School, the needs of children with SEND are addressed during transition meetings between current and receiving teachers in school. For children starting or leaving our school, there are meetings with teachers and the SENDCos at the link Infant or Secondary schools.</p> <p>All staff are made aware of specific needs of the child and are advised on teaching strategies for Quality First Teaching.</p> <p>Instructions are simplified and supported with visual aids where possible with checks for understanding.</p>	<p>We offer opportunities for over learning and consolidation of concepts.</p> <p>Regular opportunities to access individual and small group work through flexible grouping are provided to develop independence and organisational skills, which includes working on targets agreed with the child.</p> <p>Rewards for achievement of targets are provided.</p> <p>We have an LSA in all classrooms for the majority of the school day. The LSA will usually carry out the interventions and support the child in transferring the skills they have learned into their class learning.</p>	<p>Children with SEND may also be supported by outside agencies, such as Educational Psychologists or Speech and Language Therapists. Parents are always consulted before a referral to an outside agency takes place.</p> <p>We also receive Outreach support from local special schools.</p> <p>The primary contacts for these agencies are the SENDCo/Deputy Head Teacher and Headteacher, although class teachers and LSAs are also involved.</p>
<p>Environmental and physical resources</p>	<p>Oakley CE Junior School is an inclusive setting that welcomes all children regardless of their</p>		

	<p>abilities. Reasonable adjustments are made to include all members of the school community. (This links to our Accessibility Plan).</p>		
<p>Behavioural and emotional</p>	<p>Oakley CE Junior School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school has adapted their PSHE planning to meet the needs of the children.</p> <p>To promote positive behaviour, we have reward systems in place.</p> <p>Oakley CE Junior School has two trained ELSA members of staff who have had special training from educational psychologists to support the emotional development of children and young people in school.</p> <p>Oakley CE Junior School follows the 'My Happy Mind' approach. This approach allows the children to understand how the brain works and teaches them a range of strategies to regulate their emotions.</p>	<p>At Oakley CE Junior School we have social skills groups and games clubs at lunchtimes to develop children's social skills.</p> <p>Some children may have a positive reward card for short periods of time to get their behaviour back on track. Some children also have a positive behaviour ladder.</p> <p>The ELSA links in school will work with the children and their families for a series of 6-8 weeks following a set programme. Those children who need long term Pastoral care are met with a trained ELSA once a week.</p> <p>The ELSA leads run an Explorers Group on a Thursday to work on Self-esteem, resilience, social skills and self-worth.</p> <p>Sochi, the youth worker at the church, runs a wellbeing club once a week. This focuses on worries and</p>	<p>Children can be in receipt of a Positive Behaviour Plan which has targets to improve behaviour. These are very specific for the individual child. The targets are reviewed at least termly.</p> <p>We can receive support from Primary Behaviour Services who provide support and advice to school staff and parents, as well as working 1:1 with the child.</p> <p>We have a Parent Support Adviser (Kathy Gare) who can offer parents support in managing difficult behaviour at home.</p>

	<p>Oakley CE Junior School uses an emotions approach using the book- A Scribble Spot. This allows children to label emotions through colours.</p>	<p>concerns the children have and they develop strategies to overcome their worries.</p> <p>The Scribble Spot approach is used to develop the children's understanding of emotions. They are able to label emotions linked to colours. They develop their thinking about how to get back to a green (calm) state.</p> <p>Social stories and a comic strip approach are used to support children.</p>	
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Frequently asked questions from the parent/carer's point of view:

<u>Question</u>	<u>Answer</u>
<p>How does Oakley CE Junior School know if children need extra help?</p>	<p>Oakley CE Junior School is committed to early identification of Special Educational Needs (SEND). Children are identified using a range of evidence through:</p> <ul style="list-style-type: none"> • School assessment and monitoring e.g. child performing below age expected levels, low standardised scores • Liaison with Infant School/previous school. • Concerns raised by parents • Concerns raised by school staff (LSAs/Class teacher/SENDCo) • If your child appears to require significant extra support • Assessments from outside agencies (for example, for a physical need) • Through formal/statutory tests (NFER's and SATs) <p>If a class teacher is concerned, they will fill out a Cause for Concern SEND form and will meet with the SENDCo to discuss this further.</p>
<p>What should I do if I think my child may have SEND?</p>	<p>At Oakley CE Junior School, we pride ourselves on building positive relationships with parents. We are open and honest with parents. Therefore, if you are concerned, you need to speak to your child's class teacher or contact the SENDCo (Hannah Shrewsbury).</p>
<p>How will staff at Oakley CE Junior School support my child? Who will oversee, plan, work with my child and how often?</p>	<ul style="list-style-type: none"> • Your child's class teacher and the SENDCo will oversee and plan your child's curriculum support. • The class teacher will ensure progress is being made in all areas. • There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a small group. • There is not a 'one size fits all' solution - children each have different individual needs. • By enlisting the support of outside agencies (for example; Primary Behaviour Services or the Educational Psychologist)

<p>Who will explain this to me?</p>	<ul style="list-style-type: none"> • The class teacher is available to meet with you to discuss the IEP or any other concerns at a mutually convenient time. In addition to this, there are two parents' evenings per academic year. • For further information, the SENDCo is available to discuss support in more detail.
<p>How are the <i>Governors</i> involved and what are their responsibilities?</p>	<ul style="list-style-type: none"> • The SENDCo reports to the <i>Governors</i> every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times. • The <i>Governors</i> agree priorities for spending within the SEND budget, with the overall aim that all children receive the support they need in order to make progress. • The SEND governor is Richard Cripps.
<p>How will the curriculum be matched to my child's needs? What are the school's approaches to scaffolding and how will that help my child?</p>	<ul style="list-style-type: none"> • All our teachers are teachers of children with SEND. All teachers plan to include everyone in their lessons and learning is provided at the appropriate levels for all children to access their learning and make good progress. Planning is monitored by the Senior Leadership Team (SLT). • We believe that children learn best through real life experiences and therefore endeavour to make our curriculum exciting through inviting in visitors and offering school trips. • Providing a range of concrete, practical resources or equipment as well as adapting the curriculum to match the needs of each child. Our Maths curriculum for example is a mastery-based scheme of learning. Maths mastery is a teaching and learning approach that aims for pupils to develop deep understanding of maths rather than being able to memorise key procedures or resort to rote learning.
<p>How will I know how my child is doing and how will you help me to support my child's learning? What opportunities will there be for me to discuss my child's progress?</p>	<p>At Oakley CE Junior School we believe that your child's education should be a partnership between parents, teachers and indeed your child. Therefore, we actively encourage parents to be involved in their child's learning.</p> <ul style="list-style-type: none"> • We offer an open-door policy where you are welcome to make an appointment to meet with either the class teacher or SENDCo to discuss how your child is progressing. We look forward to working with you and can offer advice and practical ways of helping your child at home. • In the Autumn and Spring term we have parents' evenings to discuss progress and your child's next steps. We also send home a written report at the end of the summer term.

	<ul style="list-style-type: none"> • If your child is on the SEND register, they will have an Individual Education Plan (IEP) which will have individual targets, so you will know what they are working towards. The IEP is reviewed on a termly basis and parents are given a copy of the reviewed IEP and the new IEP for the current term. It is worth noting that we only focus on 4 targets at a time so the child does not feel overwhelmed. • If your child has needs above our SEND provision, they may have (or we may apply for) an Education Health Care Plan (ECHP), which means a formal meeting (Annual Review) will take place to discuss your child's progress and a report will be written.
<p>How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • As a school, we measure children's progress in learning against national age-related expectations. • The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. • As a school we track children's progress from entry at Year 3 to Year 6, using a variety of methods including Reading, Spelling and Maths ages. Once a term in Years 3,4, 5 and 6 we use the NFER assessments in reading, spelling, grammar and punctuation and maths which give us standardised scores for all children, • Further testing can take place for individual children to develop a holistic approach to understand their needs further. This further testing is completed by LSAs and analysed by the SENDCo. • Children who are not making expected progress are picked up through Pupil Progress meetings which are held in January and April between class teachers and the Senior Leadership Team (SLT).
<p>What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none"> • All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring and understanding team looking after our children. • The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be your first point of contact. • If further support is necessary, the class teacher liaises with the SENDCo for further advice and support. This may be working alongside outside agencies. Class teachers may also address specific issues through PSHE.

	<ul style="list-style-type: none"> • We have a range of well-being provisions in school: ELSA, Well-being club, Explorers, Nurture Lunch, Pastoral Care sessions, Games Club • We use the book 'A Scribble Spot' to address emotions and further the children's understanding. • We follow the 'My Happy Mind' approach in school which allows children to understand how the brain works and how we can learn strategies to support our emotional wellbeing.
<p>What is the pastoral and social support available in the school?</p>	<ul style="list-style-type: none"> • We celebrate children's achievements from both in and out of school in assembly time on a Friday. • There are many opportunities for our children to take part in the wider life of Oakley CE Junior School. We have sports teams and a very successful orchestra and choir who take part in many events in our community. • We have a school council where the children discuss important issues to the school community and organise fund raising events for both local and national charities. As well as the school council, we also have a wide range of pupil voice groups. These include: Digital Leaders, Equalities and Right Advocates, Eco-friendly leaders, Sports Leaders, Spiritual Leaders, Reading Ambassadors, Maths Ambassadors and Junior Road Safety Officers. • We offer a wide range of extra-curricular school activities which are run by class teachers and external providers after school. The children can take part in lots of activities like team games, art, magazine club, dance and music. • We have a range of well-being provisions in school: ELSA, Well-being club, Explorers, Nurture Lunch, Pastoral Care sessions, Games Club.
<p>How does the school manage the administration of medicines?</p>	<ul style="list-style-type: none"> • The school has a policy regarding the administration and managing of medicines on the school site. • Some children have Individual Health Care Plans so staff are aware of their medical needs and medication which needs administering. • Parents need to contact the school office if medication is recommended by health professionals to be taken during the school day. • The school office staff generally oversee the administration of any medicine. . • Dedicated staff have regular training and updates of conditions and medication affecting individual children, so that they are able to manage medical situations.

	<ul style="list-style-type: none"> • All staff are Emergency First Aid in School trained.
<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p>	<ul style="list-style-type: none"> • At Oakley CE Junior School we have a positive approach to behaviour management and have a very clear behaviour policy, which is followed by all staff and pupils. This can be found on our website. • If a child has a behavioural difficulty, an Individual Positive Behaviour Plan is written by the Deputy Headteacher/SENDCo with the child and parents. • The Scribble Spot approach is used as a school to identify emotions and feelings. This helps the children label their emotions through a range of colours and they are taught how to use strategies to get themselves back to a green (calm) state. • We can gain advice and support from Primary Behaviour Service, who provide support and advice to school staff and parents, as well as working 1:1 with the child. • We have a Parent Support Adviser (Kathy Gare) who can offer parents support in managing difficult behaviour at home. • Attendance of every child is monitored on a daily basis by the Admin team. Lateness and absence are recorded and is reported to the Headteacher. The Deputy Headteacher/SENDCo also monitors persistent absentees. She looks at what support is in place for the child and family to increase attendance and offers further support if needed.
<p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> • We have a school council, which is an open forum for any issues or viewpoints to be raised. As well as this, we have other pupil voice groups which are: Digital Leaders, Equalities and Right Advocates, Eco-friendly leaders, Sports Leaders, Spiritual Leaders, Reading Ambassadors, Maths Ambassadors and Junior Road Safety Officers. • Our IEP's are pupil friendly, which means they are written with the children in child speak. They are reflective about what they find tricky and can identify their next steps with support. • We have an annual pupil questionnaire, in which we seek the viewpoints of the children. • Around the school we have posters reminding the children who they can go to if they want someone to talk to. This includes all the Designated Safeguard Leads (DSLs).

	<ul style="list-style-type: none"> • In our prayer corners, children can decide who or what they would like to pray for or reflect on. • If your child has a Transition Partnership Agreement (TPA) or an ECHP, they will give their contribution before a review meeting.
<p>What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none"> • As a school we work closely with outside agencies. These include Primary Behaviour Services, Educational Psychologists, GPs, school nurses, Parent Support Advisors, CAMHS, Speech and Language Therapists, Children Services and Outreach support from local special schools. This list is not exhaustive.
<p>What training have the staff supporting children with SEND had or are currently having?</p>	<ul style="list-style-type: none"> • Our Deputy Headteacher/SENDCo (Hannah Shrewsbury) is an experienced qualified teacher with 16 years teaching experience. She completed her NASENCo accreditation in July 2022. She has a wealth of knowledge and experience working with children with SEND. • The Deputy Headteacher/SENDCo attends SEND briefings and updates regularly and works closely with the linked Educational Psychologist. • All staff receive regular training and updates for the main categories of SEND, especially in delivering reading, spelling and phonics programmes as well as maths training and the teaching of maths focusing on the concrete, pictorial and abstract approach. Staff have also had support in how to deliver the training of times tables and the Deputy Headteacher/SENDCo wrote a times table progression of skills document to support this. • Recent training has included Autism friendly practices, Phonological Awareness (through Project X), Dyslexia Screening, Precision teaching and the importance of the intervention, De-escalation strategies and understanding behaviour and how to support the bottom 20% of learners. • The Deputy Headteacher/SENDCo and Upper Phase Lead have supported staff to understand the Gradual Release Model to support children in the classroom, intervention groups and 1:1 intervention. • All class teachers and LSA's have had phonic training through the Project X approach. • 2 LSA's have completed ELSA training and run Explorers, ELSA interventions and Pastoral Care sessions. • 1 of the ELSA's has completed the Therapeutic Story Writing course. • 1 of the ELSA's has completed training in bereavement.

	<ul style="list-style-type: none"> • Both ELSA's have completed Mental Health and wellbeing training. • 2 LSAs have completed training for specific intervention programmes in maths - First Class at number and Success at Arithmetic. • The Deputy Headteacher/SENDCo and 2 LSA's have completed Trauma training through Betsy De Thierry • The Deputy Head teacher/SENDCo and Headteacher, class teachers and 2 LSA's have completed De-escalation and Co-Regulation Training through Primary Behaviour Support. • A large amount of LSAs, the Deputy Headteacher/SENDCo and Headteacher have completed Word Aware training run by the Speech and Language team. • 3 LSA's have completed Lego Therapy Training • Most LSA's, class teachers and the SLT have completed Autism Training with Chris Bonello. • 1 LSA has completed the National Tutoring Programme which was part of the catch-up funding. • The Deputy Headteacher/SENDCo has completed a Cognitive Behavioural Approaches Training Course. • The Deputy Headteacher/SENDCo and 1 LSA have completed 'Dyscalculia and Difficulties with Number' supplied by SEN Services, Southwest • The Deputy Headteacher/SENDCo have completed 'Supporting Pupils with Speech & Language Difficulties in the Classroom' supplied by SEN Services, Southwest • The Deputy Headteacher/SENDCo and 1 LSA has completed 'Bucket time' training at a local special school. • 1 LSA has completed 'Supporting a child with ADHD' through the organisation Face Family Advice • Amy Prentice is the Mental Health lead and works closely with the Deputy Headteacher/SENDCo. She has completed a Senior Mental Health training course through 'place2be'.
<p>How will my child be included in activities outside of the classroom, including school trips?</p>	<ul style="list-style-type: none"> • All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. • A risk assessment is carried out prior to all off site activities to ensure everyone is safe. • We will also help to prepare your child for any changes in their day through discussions and social stories.

<p>How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site is mostly wheelchair accessible with a large disabled toilet. • There is also a disabled parking bay close to the school entrance. <p>(Please see our Accessibility Plan for more information)</p> <ul style="list-style-type: none"> • We liaise with Ethnic Minority Achievement Service (EMTAS) who help us to support families with English as an additional language when needed or with other ethnic beliefs and backgrounds.
<p>How will the school prepare and support my child when joining the school and transferring to a new school?</p>	<ul style="list-style-type: none"> • At Oakley CE Junior School we liaise closely with Oakley Infant School and other schools to provide a smooth transition into Year 3. • The transition programme includes visits to the Junior School by children at Oakley Infant School every week throughout Year 2 to join in with an Act of Worship. • There are also many visits during the 2nd half of the summer term to meet their 'Buddy.' • Our Year 3 teachers, Deputy Headteacher/SENDCo and Headteacher also visit them and work alongside them in their Year 2 class. • For children with SEND, we encourage further visits to familiarise them with the new surroundings. • When children are preparing to leave us for a new school; (usually to go to secondary school), we arrange additional visits and meetings with the Deputy Headteacher/SENDCo and parents to prepare for the transition. • We liaise closely with staff when receiving and transferring children to different schools, making sure that all relevant records are passed on and needs discussed and understood. • If your child has SEND needs then a Transition Partnership Agreement (TPA) or EHCP Review will be used as a transition meeting. Staff from both schools and parents are invited to attend.
<p>How are the school's resources allocated and matched to children's SEN?</p>	<ul style="list-style-type: none"> • We ensure that the needs of all children who have Special Educational Needs or Disabilities are met to the best of the school's ability with the funds available. • We have a team of LSAs who are funded from the SEN budget. They deliver the programmes designed to meet the children's needs. • The budget is allocated on a needs basis. The children who have the most complex needs are given the most support.

<p>How is the decision made about what type and how much support my child will receive?</p> <p>How do we know if it has had an impact?</p>	<ul style="list-style-type: none"> • The class teacher and the Deputy Headteacher/SENDCo will discuss your child's needs and what support would be appropriate and then discuss this with you. • Verbal feedback from the teacher, parent and pupil. • Reviewing the targets on your child's IEP. • Comparing baseline assessments to assessments carried out after the intervention programme.
<p>Who can I contact for further information?</p> <p>Who should I contact if I am considering whether my child should join the school?</p>	<ul style="list-style-type: none"> • Your first point of contact would be your child's class teacher to share any concerns. • You could also arrange to meet our SENDCo - Mrs Hannah Shrewsbury • Read through the SEND Policy on our website. • Contact Kathy Gare - Parent Support Advisor (The School Office have her contact details) • Support is also available from Support for SEND <p>https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send</p> <p>Contact the School Office on 01256 780433 to meet with the Headteacher -Mrs Sarah Hill or the Deputy Headteacher/SENDCo - Mrs Hannah Shrewsbury, to arrange a visit to discuss how the school could meet your child's needs.</p>