



Oak Meadow Primary School SEN Information Report

1) Assessment, Targets & Review

<p>Details of how children and young people's special educational needs are identified.</p> <p>Details of how parents and carers are informed that their child has special educational needs, including how the school communicates with parents and carers in particular parents and carers whose first language is not English.</p>	<p>*All children are assessed by staff when they join our school, so that we can build upon their prior learning. We use this information to provide starting points for the development of an appropriate curriculum for all our children.</p> <p>*Children who join us from other schools are supported using information obtained from previous school. We then use this information to ensure they are placed in appropriate groups.</p> <p>*If assessments show that a child may have a learning difficulty, parents are contacted at the earliest opportunity to discuss concerns and enlist their active help and participation. If additional support is required, their child will be placed on the Special Educational Needs (SEN) register and extra provision is provided.</p> <p>*If parents are unable to understand English, we encourage them to bring along a trusted friend who can translate for them or a translator will be provided by the school.</p>
<p>Details of how children and young people's special educational needs are assessed.</p> <p>Details of how progress is measured and evaluated.</p>	<p>From September 2016, pupils in the Foundation Stage are assessed using the Early Excellence Baseline Assessment and teachers own judgements against the Early Learning Goals. These will be used to determine those children who need interventions.</p> <p>*All pupils in the Foundation Stage are assessed against the 'Development Matters in Early Years Foundation Stage' criteria. This is carried out throughout the school day, in all areas of the curriculum, through observations, pupil's work and responses.</p> <p>*From Years 1 to 6, all pupils are assessed in reading, writing and mathematics on a half termly basis. This is an on-going process using age related target sheets to indicate the achievement of pupils in lessons. If a pupil is not meeting the age-related expectations of their current year group extra support will be provided through intervention sessions identified on provision maps.</p>

	<p>*In Year 1, a statutory assessment of pupils' phonic ability is made and any pupils not achieving the expected level is re-tested in Year 2.</p> <p>*In addition, pupils with SEN are assessed against their Individual Educational Plan (IEP) targets. Targets are reviewed and set on a termly basis, learning objectives and tasks are differentiated to ensure pupils are able to access the intended learning. All pupils on the SEN register receive support for their areas of need.</p> <p>A special 'Star Award' is presented to a Year 6 child with SEND who has made particular effort or progress throughout their years at Oak Meadow Primary School.</p>
<p>Details of how children and young people's special educational needs are monitored and reviewed.</p> <p>Details of how often monitoring and reviews take place.</p>	<p>*Staff are responsible for identifying targets for the pupils in their class or group and are responsible for teaching pupils to enable them to achieve them. When a pupil can do this independently on a number of occasions a new target is set.</p> <p>*Review sheets are completed on a termly basis and are shared with parents.</p> <p>New target sheets with GAS (Goal Attainment Scales) are used to identify the progress the child has made. Interventions that have been used can then be measured effectively.</p>
<p>Details of how children and young people's needs are provided for (level of impact / of support)</p> <p>Details of how parents/carers can be involved and how they can support their child.</p> <p>Details of training opportunities/learning events provided by the school for parents/carers.</p> <p>Details of how parents and carers/ children and young people can raise any general concerns they may have.</p>	<p>*Pupils' specific areas of need are supported through interventions, e.g. small group withdrawal sessions, LEXIA Reading Programme, 1-2-1 RWI tuition, RAPID reading and maths, First class @ Writing and First class @ Number, Cool Kids and Cool Characters Programme. Targets are set prior to intervention and progress and achievement is monitored throughout.</p> <p>*All interventions planned and delivered across the school are recorded on a 'Provision Map' in each year group. Progress is monitored throughout the interventions and the impact of the intervention is evaluated. The provision map is a working document that is updated half termly, depending on children's needs.</p> <p>*During the review session with parents/carers, a copy of the IEP is shared, which outlines strategies to support their child and will give suggestions of extra activities they can do at home.</p> <p>*Homework is set on a weekly basis for literacy and numeracy and is specific to the pupil's ability. Reading books are sent home daily and parents/carers are</p>



encouraged to make comments about their child's reading. On-line activities are available on the school's website and pupils are given their own passwords for Mathletics, Purple Mash, LEXIA and Education City. The school is currently investing in an online library, which will be available to all children soon.

*Throughout the year we offer a range of workshops for parent/carers to allow them to gain an understanding of the curriculum and ideas of how to support their child at home.

*Class teachers are available to parents/carers on a daily basis, usually at the end of the school day. Appointments for further discussion will be made if needed.

The Headteacher, Deputy Headteacher and our Home School Liaison officer are on duty at the beginning of each day to meet and greet parents as they deliver children to school. Other members of staff are on duty at the end of each day.

*Parents'/carers' evenings are held on a termly basis to set and review targets.

*Informal meetings take place for parents/carers of pupils with SEN to update on any changes in provision, to discuss strategies and activities to support their child at home with their targets and to voice any concerns they may have.

Names, roles, telephone numbers of key contacts within the school (SENCo, Inclusion Manager etc.)

All staff can be contacted on the school number:

01902 558517

SENCO: Miss K Tomlinson

oakmeadowprimaryschool@wolverhampton.gov.uk

Home, School Liaison Officer: Miss A. Parker

oakmeadowprimaryschool@wolverhampton.gov.uk

Attendance Officer: Mrs J Bull

2) Curriculum Access

<p>Details of the school curriculum offer.</p>	<p>For information regarding the curriculum please visit the school website: http://www.oakmeadowschool.uk/our-school-curriculum</p>
<p>Details of how the curriculum is organised (Policy) and made accessible to all, including organisation of teaching groups.</p> 	<p>*A copy of the Curriculum Policy is available on the school website. http://www.oakmeadowschool.uk/our-school-curriculum</p> <p>*Literacy and Numeracy lessons are taught in ability groups across the school and enable staff to direct their teaching to a specific level and need. Key Stage 1 children work in class sets for English and Maths. RWI; our early reading and phonics scheme is taught in ability groups throughout Reception and Year 1.</p> <p>*All other areas of the curriculum are taught within the year group and differentiated appropriately.</p>
<p>Details of Governor involvement in terms of curriculum provision, including name of SEN Governor, parent/carers Governor, Link Governor.</p>	<p>Each subject/area has a link governor:</p> <p>SEN Governor: Mrs L Rogers</p> <p>Early Years: Mrs S. Lacey</p> <p>Literacy: Mrs K. Wilson</p> <p>RWI: Mrs K. Wilson</p> <p>Mathematics: Mrs R. Johnson</p>



Science: Mr W. Thomas

Computing: Mr W. Thomas

RE: Mr W. Thomas

Topic: Mr M. Hindley

Music: Mr M. Hindley

PE: Mr M. Hindley

Health and Safety: Mr M. Hindley

Languages: Mr R. Pithers

PSHE: Mr R. Pithers

School Council: Mr R. Pithers

Child Protection: Mr J. Walklett

Looked After Children: Mr J. Walklett

Equal Opportunities: Mr W. Thomas

Governor Training: Mrs L. Rogers

NQT, Induction of new staff: Mr R. Pithers

Details of staff expertise and professional development/training of staff.

*SENCO keeps updated on a regular basis through Network meetings and training. This information is then shared/delivered as required to staff during staff meetings.

All new members of staff receive in-house training with regards to SEN Policy and procedures.

Details of Staff Training

Safer working practices: All Staff

Keeping Children Safe in Education: All staff

Cool Kids Training: Miss A. Parker

Early Help – Understanding Thresholds: Miss A. Parker

Safeguarding Roles and Responsibilities: Miss A. Parker

Emotion Coaching: Miss A. Parker

Emotional Literacy – Boxhall Profile: Miss A. Parker

Circle of Friends: Miss A. Parker

Drawing and Talking Tool: Miss A. Parker

Art Therapy: Miss A. Parker

Bereavement Counselling: Miss A. Parker

Advanced Attachment disorder: Mrs W. Cunliffe

Nurture and Attachment disorder: Mrs W. Cunliffe and Miss A. Parker.

First Class@Maths2: Mrs T Welsh and Mrs T. Chapman.

Success@Arithmetic: Miss E. Checkley

Numicon: Reception, Year 1 and Year 2 staff.

First class @ Writing: Mrs C Rogers and Mrs Worrallo

Every One Can Read: Mrs M. Hammond.

Word Workshop: Mrs D. Burrows.

	<p>RWI 1:1 Toolkit: Miss K. Tomlinson, Mrs Guy and Miss Brannon</p> <p>Makaton Training: Mr. I Horton, Miss L. Brannon, Miss Hague and Miss A. Blunt.</p> <p>ELKLAN training (10 day training course): Miss K Tomlinson and Mrs K. Mansley</p> <p>Dyslexia Friendly (1day training course): Mrs K. Kucharczyk and Mrs K. Mansley</p> <p>Dyslexia Training OPAL Wolverhampton Grammar School: Mrs K. Mansley</p> <p>Precision Teaching: Mrs S. Baker, Mrs M. Booth, Mrs T. Welsh, Mrs R. Johnson, Mrs D. Mincher, Mrs K. Mansley</p> <p>Rapid Reading: All staff except for newly appointed staff during 2016</p> <p>Positive Physical Intervention: Mr D. Clarkson</p> <p>British Sign Language Levels 1 and 2: Miss B. Mills, Miss K. Tomlinson Miss B. Golding and Miss A. Blunt.</p> <p>Team Teach: Mrs D. Clare</p> <p>Autism Awareness Training: Mrs D. Clare and Mrs K. Mansley</p> <p>Downs Syndrome Awareness: Mrs D. Clare and Miss A. Blunt.</p> <p>Level 3 Forest School Training: Mr I. Horton</p> <p>Proactskip Training: All staff except for those appointed in 2016</p>
<p>Details of the types of special educational needs for which provision is made.</p>	<p>*Provisions are made for any pupils regardless of their needs in order for them to access the full curriculum. These include mild/moderate learning difficulties, hearing impairment, visual impairment, speech and language, physical disabilities and dyspraxia.</p>

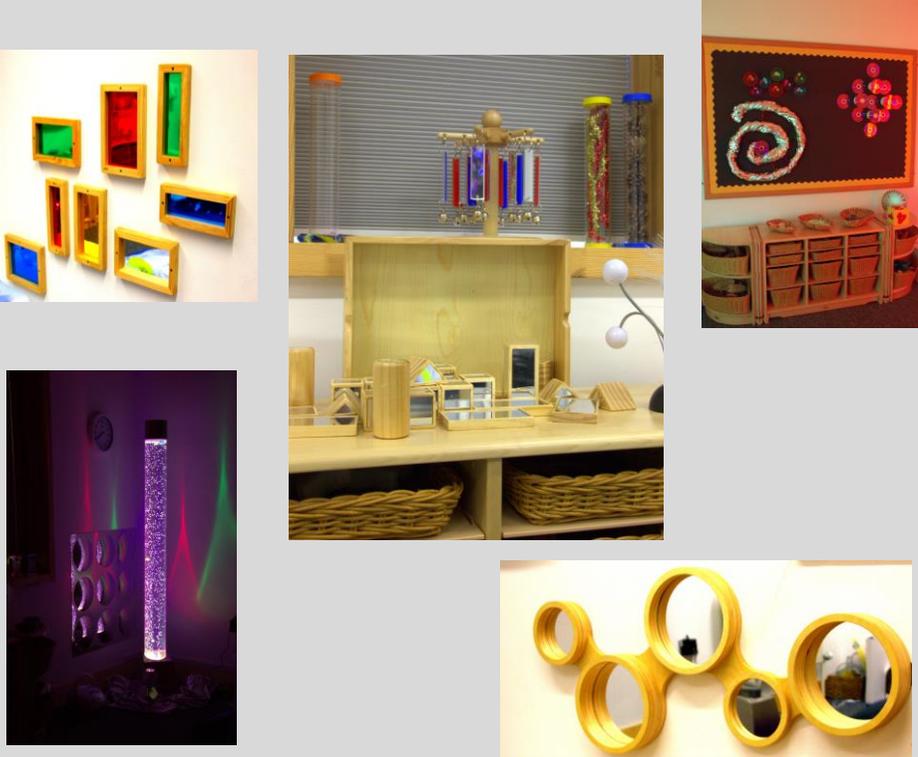
3) Grouping and Pastoral Care

<p>Details of the school pastoral support system.</p> <p>Details of what support mechanisms are in place and how groups are planned, including what social support is available i.e. mentoring.</p>	<p>*Class teachers are responsible for the pastoral care of their pupils. They will raise any concerns with the SENCO or the Home School Liaison Officer who will then make appropriate referrals or organise appropriate support.</p> <p>*In addition to support given by staff, we encourage peer support e.g. play leaders and a worry box in the reception area. Miss A. Parker offers drop in sessions during morning play times do discuss any concerns or problems.</p>
<p>Details of how parents and carers/ children and young people raise any concerns they may have about progress, or request for additional support.</p> <p>Details of opportunities for pupils/students to have a voice.</p> 	<p>*Class teachers are able to receive urgent messages regarding their child on a daily basis; these are relayed through the staff on duty at the entrances to the school each morning. Appointments for further discussion can be made if needed.</p> <p>*Parent questionnaires are sent out on a yearly basis and any issues or suggestions made by parents/carers feed into the School Improvement Plan for the following year.</p> <p>*From Year 2 to Year 6, each year group elect members to represent them on the School Council. Meetings are held on a weekly basis to discuss suggestions, concerns and successes that have been raised through the week.</p> <p>*We are currently developing a webpage for each year group on the School Learning Platform in which they can add to discussions, upload their work and pictures and raise any concerns or suggestions.</p> <p>*All pupils on the SEN register are involved in the setting of their targets. They are given the opportunity to discuss their progress and identify areas where they feel they need support. They are then asked to sign their IEP or additional support sheet in response to this.</p> <p>* During the year each class presents an assembly to the rest of the school and to their parents/carers.</p> <p>An Achievement Assembly is held weekly, where good work, achievements and birthdays are celebrated within Key Stages.</p>

	<p>Good To Be Green charts for behaviour are kept in each classroom and results for each week are recorded and analysed.</p>
<p>Details of the strategies available to support regular attendance, including what support is available.</p>	<p>*First day contact is made by phone if a child is not in school. If no contact is made by the second or third day a home visit is made.</p> <p>*Attendance is monitored weekly and where it is low, a letter is sent to the child's parents/carers. It is vitally important for all pupils to be in school. If attendance issues arise, parents/carers are invited to discuss issues and a Parenting Contract is put in place with support e.g. phone calls, discussions with the pupil etc.</p> <p>*The schools Attendance Officer (Miss Bull) meets weekly with the Educational Welfare Officer (EWO) to discuss all pupils with an attendance below 90%.</p> <p>*Certificates are given on a weekly basis to classes with the best attendance for the week; these are displayed on the school website to encourage pupils to attend.</p> <p>*Certificates are given at the end of the year to pupils who have maintained 100% attendance.</p>
<p>Details of the strategies available to support good behaviour, including what support is available.</p>	<p>*A copy of the Schools' Behaviour and Discipline Policy is available on the school website.</p>
<p>Details of access activities out of the classroom and support available, including how parents are involved in planning of school trips etc.</p>	<p>*The School Curriculum and out of school activities are fully inclusive and accessible to all. Arrangements for pupils with SEN are made as required.</p> <p>*Educational visits or visitors into school are organised termly and link with the year group topic. All pupils are expected to attend and additional support is organised if needed.</p> <p>*SEN children within school can take part in the SMILE event, which is held at the Molineux in the Summer term; a sports event organised by the University of Wolverhampton.</p> <p>*Pupils with SEN have full access to the after school clubs on offer and parents/carers need to specify which clubs their child would like to attend at the beginning of each term.</p>

	<p>*See also Equal Opportunities Policy.</p>
<p>Details of the transition procedures and arrangements i.e. moving into school and moving on from school. Plus details of how the school prepares young people for adulthood/ independent living.</p>	<p>*Transition meetings led by senior staff from local secondary schools are held in the Autumn Term for Year 6 pupils to inform parents/carers of secondary school provision. Statement/EHCP SEN pupils will discuss the options of secondary school at their Annual Review which is held during the summer term of Year 5.</p> <p>*Visits to prospective new schools can be arranged by parents.</p>
<p>Details of medical and personal care procedures.</p>	<p>*Training is delivered with regards to asthma, diabetes, visual impairment and any other medical needs related to the pupils in the school.</p> <p>*Many of our staff have received Paediatric First Aid Training.</p> <p>*Pupils' requirements with regards to medical care are kept in the top drawer of the teacher's desk in each classroom so that it is accessible when needed. Parents/carers are required to fill out a medical consent form for any medication needed during the school day. Pupils with long term medical needs are listed and a designated member of staff keeps these records up to date.</p> <p>*Support staff will support pupils in the event of 'personal accident' e.g. wetting or soiling themselves. Parents/carers are informed at the end of the school day or by phone call if required. On occasions, parents are asked to come into school to attend when deemed necessary.</p> <p>*Year 5 and Year 6 have puberty/hygiene talks within the summer term.</p>

4. Equipment & Resources

<p>Details of the specialist staff working within the school and qualifications.</p>	<p>*The school employs SEN teaching assistants with responsibility to support statement/EHCP pupils. In addition, supervisory welfare assistants are employed to have responsibility for pupil's welfare/access to learning.</p> <p>The school also employs a Home School Liaison Officer to support pupils and parents pastorally.</p> <p>*Other specialist staff are organised through outside agencies.</p>
<p>Details of specialist resources.</p> 	<p>The school have funded our very own sensory room. The benefits of sensory play are well known. They provide an oasis of relaxation which is vital for children's emotional health, a place where they can rest and become interested in their environment. Some will simply lie down and enjoy the magic while for others they will engage in the more interactive areas. These experiences also provide a myriad of benefits for children with special needs, encouraging hand and eye coordination, and the development of social and language skills. An overactive child or distressed child can be comforted and calmed, an inactive child become engaged. Sensory rooms are particularly useful for children with sight or hearing problems or for children with varying degrees of attention deficiency disorders. It's also a haven of tranquility where a member of staff can bond with a child, providing a peaceful experience away from an everyday busy lifestyle.</p>
<p>What services the school accesses, including other educational establishments, health and social care services.</p>	<p>Speech and Language Therapy Service: Chloe Jackson</p> <p>SEN Early Years' Service: Jill Wellings</p>

<p>What links does the school have with Voluntary organisations, including support services for parents and carers.</p>	<p>Occupational Therapy: Gem Centre Visual Impairment Team: Rob Tipton <u>Area 8 Team:</u> Educational Psychologist: Dr. Noreen Khan Education Welfare Officer: Katy Everett Area SENCO: Carol Dudley Wolverhampton Information, Advice and Support Service: Elaine Westwood http://wolvesiass.org/ *Parents are encouraged to contact WIASS if needed. Penn Hall Outreach Service: Ian Thompson Westcroft Outreach Service: Miss H. Andrioli The Switch Project – Behaviour and Safety Support for Schools</p>
<p>Details of the schools access arrangements.</p>	<p>See Disability Accessibility Scheme</p>
<p>Details of how the schools SEN budget is allocated.</p>	<ul style="list-style-type: none"> *SENCo (one day each week) * Two teaching assistants offering (1:1 support) * Two supervisory welfare assistants *Teaching and learning resources to support pupils' access to learning * On-line programmes: LEXIA, Mathletics, Purple Mash and Education City *Cool Kids and Cool Characters sessions *Outside Agencies e.g. Area 8 Team *Training for staff (identified via individual pupils IEPs and EHCPs and teachers own appraisal.)

Details of travel arrangements to and from school.

NA