



**January 2019 SEN Information Report**  
**Every day is a good day**

Oakthorpe SEN Information Report: Reviewed January 2019 by Mrs. Sefer (SENCo) Mrs. Sesto (Parent Support Advisor) Parents via the SEND coffee morning to be reviewed at least annually. If you require this page translated or adapted in any way please contact Mrs. Sefer or Mrs. Sesto on 0208 807 4689

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## **1 About our school. Our vision and how we work to achieve it**

At Oakthorpe Primary School we strive for excellence.

We want **all** our children to:

- Participate wholly in their community
- Be prepared for life after school
- Be confident individuals and responsible citizens

We aim to help **all** children achieve this by:

- Joint working with parents/carers
- Being positive
- Celebrating / involving children in everything
- Providing an ethos of trust and support
- Having high standards and expectations
- Taking a creative and personal approach
- Being vigilant to bullying and discrimination [Anti-Bullying Policy](#)
- Supporting Looked After Children with SEND – SENCo is LAC designated teacher [Looked After Children Policy](#)

Our overriding priority is to ensure that we give all children the opportunity to succeed and enjoy learning. We believe one of our most important roles in supporting children with SEND is to foster independence skills. Children have opportunities to work independently of adult support in order to develop life skills which are vital to their next transition stage. The ASDAN program of life skills helps children prepare for secondary transition. ASDAN = Making learning relevant and transferable; encouraging, engaging and motivating young people to achieve.

### **Type of school we are**

Oakthorpe Primary school currently has 550 pupils on roll, aged four to eleven years old. Our admission arrangements for children with SEND are in line with Enfield admissions policy which can be found at [www.enfield.gov.uk/admissions](http://www.enfield.gov.uk/admissions)

### **Our Ofsted rating**

Ofsted rated us outstanding during the last inspection in 2008. Every year following this we have participated in a supported self-review by external professionals who quality assure our provision to ensure our outstanding ethos continues.

### **External Inclusive Awards**

Since June 2014 we have held the highest award for inclusion: IQM Flagship status and have been reaccredited annually since then.

### **Extracurricular activities**

At Oakthorpe children can attend a range of extra-curricular activities/clubs available to all children whose parents wish them to attend. Every half term children receive a copy of our club program. Most clubs are run by school staff who already know the children and are inclusive of needs.

## 2. How we know if a child/young person has special educational needs (SEN)

- Parents raising concerns
- Early identification when children do not make the expected progress in learning or well-being despite first class teaching.
- Nurseries /professionals inform us during transitions e.g. from nursery to Reception/home visits.
- We carry out assessments and observations to inform the **Assess, Plan, Do, Review** process. This enables us to think holistically about children and identify needs, outcomes and offer support/interventions as needed. This is then given a period of time to implement before reviewing progress again.

At Oakthorpe we believe that parents know their children best.

We have an open door policy and parents are encouraged to speak to a member of staff quickly if they have concerns regarding their child. Parents can:

- Speak directly to the Class teacher at the door
- Make an appointment for a longer discussion
- Speak to our Parent Support Advisor
- Meet with the Class teacher and SENCo together

A meeting will always be offered to parents with the best person to listen and respond to concerns.

### **How we support children with Special Educational Needs or disabilities (SEN/D). What we do to help children/young people with special educational needs**

All children need to feel safe, happy and valued at school in order to learn, progress and develop their well-being.

Relationships are the key to the success of inclusion. Our staff are committed to ensuring the above and work closely together with parents and professionals to ensure the best outcomes for our children. Oakthorpe Primary School is a happy and welcoming environment.

#### **[Provision Map](#)**

This indicates the range of provision/support/equipment and additional programs that are available to support children with SEND. This can be viewed on our website alongside this SEND offer.

#### **Evaluating provision**

It is important that any provision put in place to support your child is successful and makes a difference to their learning and well-being.

If your child takes part in an intervention to support them, an intervention plan will be written. It will include the following:

- Agreed outcomes
- Review date
- Suggestions for support at home.

### **3. How we adapt our teaching for children/young people with special educational needs**

All children are individuals.

Within every class there will be a number of children who require extra personalisation within any of the following:

- Learning styles e.g. children always actively learning/ having larger skills broken down into smaller parts
- Curriculum materials e.g. large world globes
- Equipment e.g. coloured paper/My choice app
- Seating arrangements e.g. sit nearer the front/away from distractions
- Groupings e.g. supportive groups/working with a partner.
- Adult support e.g. adult to support them with the learning in class/attending a speech and language group
- Breaks e.g. needing to move between tasks/refocus and refresh

This ensures that children have the best possible opportunity to learn and progress from whatever their starting points.

#### **How we decide what resources we can give to a child/young person with special educational needs**

The Local Authority sets the annual SEN budget for the school. Additional money may be allocated on a child's Education, Health and Care Plan and the school also prioritise additional funding to support children with SEND

To ensure the best use of money for children with SEND, we:

- Listen to parents via school questionnaires, individual surveys, formal meetings and informal conversations
- Respond to the needs of individual children e.g. purchasing 'my choice' app for a child with Autism to enable curriculum access
- Respond to predicted future needs e.g. setting up Reflection Room for a group of children needing emotional and social support
- Audit the provision already in place through annual school evaluation
- Meet regularly (SENCo, SEN team members, Speech and Language Therapist) in order to review and plan outcomes for children with SEND
- Purchase additional Educational Psychologist time for children for whom we require further additional advice

#### **4. How we increase the extent to which pupils with disabilities can participate in the curriculum/ access the physical environment and written information (Accessibility Plan summary – full policy available on school website)**

During the academic years 2018 – 2019 we intend to further Increase access for disabled pupils to the curriculum/physical environment/written information by:

- Expanding our knowledge of supporting children on the Autism Spectrum, Hearing impairment, peg feeding, Epilepsy
- Improving access to the physical environment by renewing the yellow painted lines in our external areas, increasing outdoor learning and facilitating peg feeding
- Signposting alternative ways to request information in Reception area (sign in large print and symbols)
- Creating a 'Did you know' summary of key messages/policies in newsletter for parents
- Using signs and modifications to pupil safeguarding surveys to increase pupil voice

#### **How we check that a child/young person is making progress and how we keep parents informed**

Pupil's progress is constantly kept under review and monitored by:

- Tracking academic levels and progress
- Reviewing progress and outcomes of interventions and support
- Evaluating the impact of LSPs (Learning Support Plans)
- Discussions with children, teachers and parents
- Observing practice

We would expect children to make progress through any additional interventions or support and should a planned intervention not lead to the desired outcomes for any child, an alternative approach will be considered. Parents are kept informed of the progress of their child in a variety of ways including:

- Scheduled reviews
- Formal and informal discussions
- Parent evenings and consultation meetings
- Targets being sent home throughout the year

## **5. Support we offer for children's/young people's health and general wellbeing**

We recognise that for children to learn and progress they must firstly be settled, happy, feel valued and safe in their environment. Therefore we are committed to ensuring all children enjoy school and are able to attend. We place a whole school emphasis on the importance of good relationships and communication by:

- Having a commitment to inclusion by all members of staff
- Having smaller class sizes (mostly 26 children)
- Ensuring high adult to child ratio (all classes have a class teacher and access to additional support staff member)
- Providing additional support provided by support teachers as well as trainee teachers in some classes
- Providing small group and individual interventions to support children's emotional well-being and communication e.g. Sunshine Group. We also have several speech and Language Leads and an emotional well-being Lead.
- Working closely with professionals e.g. school nurse who meets with parents and staff to draw up Health Care Plans if needed for individual children
- Purchasing additional time from the Educational Psychologist service and Speech and Language project when we think further advice is needed
- Building our expertise supporting children with medical needs e.g. diabetes, sickle cell, asthma, allergies requiring an Epipen
- Accessing the necessary training and equipment needed to support children with SEND.
- Being aware of increased risks of Peer on Peer abuse or bullying of pupils with SEN and disabilities. Members of the inclusion team speak to children with SEND about bullying on a weekly basis.

### **Arrangements for consulting young people with SEN and involving them in their education**

We recognise that for children to learn and progress they must have a voice. We use a variety of person centered and child friendly formats to gain their thoughts and feelings. These include Talking Mats, conversations, surveys, drop ins and self-referrals to Mrs. Demetrios. Timings will vary according to need.

### **Specialist external services we use when we think extra help is needed including Social Care, Local Authority and Voluntary organisations (some subject to referral, criteria and funding)**

- Educational Psychologist Service
- Speech and Language Service
- Child and Adolescent Mental Health Service
- DAZU young carer's service
- School nurse
- Social Care, Grief Encounters, Enable, Specialist hospital nurses
- Blanche Neville teachers for the hearing impaired
- Russet House specialist advice service for children with an Autistic Spectrum Condition
- Referrals for advice and training from the outreach services from Enfield special schools

## **6. The training our staff have had or are receiving**

Our in house specialist staff regularly receive training in their areas. These include:

- ELKLAN trained Speech and Language Leads/Specialist Teaching Assistants
- Learning Mentor
- Autistic Spectrum Condition specialist Teaching Assistants
- Teaching Assistant qualified to Braille
- All staff attend training (in house and external) to support children in their class in addition to attending whole school disability awareness and special needs training.
- Whole school communication training (ELKLAN)
- ASDAN

### **How we include children/young people in activities and school trips**

We start from the premise that all children access everything. If a child with special needs and/or disabilities requires more careful planning in order to attend the trip or activity, a risk assessment will be drawn up with parents to consider any modifications that can be made such as additional support, equipment or training.

### **How we adapt our school environment**

#### **Visual impairment**

Most areas are accessible for children with visual impairment. This includes visually supportive corridor colours, coat pegs, class and support room lighting, halls and yellow lines on playground. We have one member of staff who can teach Braille (visual alphabet system). We have experience of using equipment which enables curriculum access.

#### **Hearing Impairment**

We have a portable Sound field system and an individual radio aid system. Staff are trained to use the radio aid system and maintain hearing aids.

#### **Down's Syndrome**

We have access to the Enfield Down's Syndrome network. We have experience of using Makaton, My choice apps and iPads to encourage curriculum access for children with Down's syndrome.

#### **Autistic Spectrum Condition/Disorder**

We hold half termly coffee mornings for parents of children with SEND. At these meetings school procedures and practices are constantly reviewed to ensure they are fully supportive of children and parents with special educational needs. We have a number of very supportive parents who would be willing to support any parents of children on the Autistic Spectrum. We have experience of modifying the curriculum, delivery and environment for children with Autism.

### **Physical and medical needs**

Our environment has ramp access to the whole school via the KS2 entrance, KS1 playground, Foundation stage playground and year six block. Unfortunately there is no direct access to the main office due to the steep nature of the entrance. However the KS2 playground access is accessible to the office. A plan would be drawn up to enable a child to temporarily use a wheel chair on our premises, however the narrow doors and corridors would make permanent access for a wheelchair more difficult. This is kept continuously under review by the Governing body via our accessibility plan. We have staff trained in peg feeding and supporting children with dietary needs.

### **7. How we prepare for children/young people joining our school and leaving our school/Transition and preparing for adulthood**

We work with parents to ensure any transition is as smooth as possible for families and children by:

- Making plans for successful transition (advice from current teachers/parents to new teachers – strengths, what works, what doesn't help, barriers to learning and transition targets)
- Hosting extra visits to us by staff and children
- Accompanying children on extra visits to their new schools
- Passing on key information and arranging meetings before children transition
- Supporting local nurseries with paperwork and referrals before children transfer to us
- Making links with parents of children with SEND at play sessions through the Summer Term prior to joining us
- Curriculum/ASDAN life skill program for secondary transfer/adulthood

### **How parents are involved in school life**

We recognise that parental involvement and support is one of the key factors to a child's success and enjoyment at school. We provide opportunities for parents to be fully involved in shaping the direction of the school by:

- Encouraging parents to support each other. We have a very effective and committed SEND parent and staff group who meet to review policies and shape procedure.
- Promoting an open door policy
- Encouraging parents to support each other individually
- Holding Parent forums
- Reviewing and planning together
- Acting on Annual Review evaluations and the bi annual disability survey
- Reaching Non English speaking parents of children with SEND, we offer a translator at sessions/meetings where possible.
- Language access on the Web site translates items. We have a Turkish speaking staff member on the Reception desk and letters are verbally translated by members of staff on request.

## **8. Who to contact for more information/ discuss a concern/complaints procedure**

To speak to a member of our parent group (or join us) and/ or gain more information on any of the information covered in this SEND information sheet please contact SENCo: Mrs. Sefer on 0208 887 7386, or email the school office at [office@oakthorpe.enfield.sch.uk](mailto:office@oakthorpe.enfield.sch.uk)

For concerns regarding your own child please speak directly to your child's class teacher in the first instance.

For information regarding Enfield's provision for special educational needs and disabilities please go to:  
[Enfield's Local Offer for SEND](#)

For independent parent support please contact:  
SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)  
<http://www.enfieldparents.org.uk/enfield-sendiass>

Or:  
Every Parent and Child service (Enfield)  
Community House  
311 Fore Street  
London N9 0PZ  
020 8373 6243

[enquiries@epandc.org.uk](mailto:enquiries@epandc.org.uk)

For our Accessibility Plan please refer to website.

### Oakthorpe Primary School 2018– 2019 SEND Provision Map

|  | Wave 1. First class teaching /good inclusive practise.   | Wave 2/3 interventions at SEN Support /Education, Health & Care Plan  |
|--|--|---|
| <b>Social, Emotional and Mental Health</b> | <ul style="list-style-type: none"> <li>• Nurturing ethos – paired adult relationship role modelling.</li> <li>• Discussions with parents</li> <li>• Specific seating positions.</li> <li>• PSHE program for assembly and circle time</li> <li>• House points</li> <li>• Golden Stars</li> <li>• Effective communication within year teams.</li> <li>• Open door policy of Senior Management Team.</li> <li>• Clear class expectations</li> <li>• Class rules drawn up with children (visual).</li> <li>• Achievable targets &amp; incentives.</li> <li>• Social stories</li> </ul> | <ul style="list-style-type: none"> <li>• Individual &amp; class reward system</li> <li>• Learning Mentor</li> <li>• Bereavement 1-1</li> <li>• EP advice &amp; assessment where further advice is needed</li> <li>• Behaviour Support Serviceteacher advice/consultation &amp; small group work</li> <li>• Risk assessments</li> <li>• Child in need multi professional meetings including social care</li> <li>• Team Around the Family meetings</li> <li>• DAZU weekly counselling for Enfield Young Carers</li> <li>• Lego therapy club</li> </ul> |

|                                  | Wave 1. First class teaching /good inclusive practice.  | Wave 2/3 interventions at SEN Support / Education, Health and Care Plan   |
|----------------------------------|---|---|
| <b>Cognition &amp; learning.</b> | <ul style="list-style-type: none"> <li>• High expectations</li> <li>• TA per class</li> <li>• School's direct trainee /SCITT</li> <li>• Individual assessment &amp; appropriate intervention</li> <li>• Interactive whiteboards and internet links</li> <li>• Nurturing ethos</li> <li>• KS1 Structured phonic program daily.</li> <li>• Focus group work with teacher</li> <li>• Differentiated work &amp; writing frames/scaffolding</li> </ul> | <ul style="list-style-type: none"> <li>• Multisensory program and materials</li> <li>• Paired and 1-1 delivery</li> <li>• Basic skills training following SpLd principles</li> <li>• Dyslexia profiling by SENCo</li> <li>• EP advice</li> <li>• Transition plan at end of year</li> <li>• Practical, short, change of activity, interactive, immediate feedback, visual discrimination activities</li> <li>• ELKLAN trained SLL profiles language level development</li> <li>• ELKLAN trained staff support Literacy planning, access and in class support daily 1-1</li> <li>• Colourful semantics</li> <li>• Communication in print</li> <li>• Toe by Toe</li> <li>• Lifeboat spelling intervention</li> <li>• Catch up Literacy</li> <li>• First class number/number count/Catch up Maths</li> <li>• Workstations for independence</li> <li>• Moonbeams EYFS</li> </ul> |

|   | <b>Wave 1. First class teaching /good inclusive practise.</b>   | <b>Wave 2/3 interventions at SEN Support / Education, Health and Care Plan</b>  |
|---|---|---|
| <b>Communication &amp; interaction.</b> | <ul style="list-style-type: none"> <li>• Whole school communication policy</li> <li>• Visual timetable – in all classrooms.</li> <li>• Multisensory teaching</li> <li>• Clear targets &amp; objectives</li> <li>• Clear routines.</li> <li>• TA LSA training from SENCo &amp; coordinators weekly during autumn term.</li> <li>• Talk partners</li> <li>• Colourful semantics display in classrooms</li> <li>• EYFS Rec/Yr 1 advice from additional SALT</li> <li>• Reception language screen for all</li> <li>• Talk boost</li> <li>• Chatterbox project</li> </ul>  | <ul style="list-style-type: none"> <li>• Time in – including planned project time to link literacy and emotional literacy</li> <li>• Individual buddy system in playground</li> <li>• ELKLAN TA develops materials of special interest for classuse.</li> <li>• Individual timetable – Writing with symbols.</li> <li>• Communication in print</li> <li>• Makaton EYFS</li> <li>• My choice App</li> <li>• Lego therapy club</li> <li>• Articulation support</li> <li>• Sunshine Group Language and social skills</li> </ul>  |
|   | <b>Wave 1. First class teaching /good inclusive practise.</b>   | <b>Wave 2/3 interventions at SEN Support/ Education, Health and Care Plan</b>   |
| <b>Sensory and/or physical Needs</b>    | <ul style="list-style-type: none"> <li>• Changing table</li> <li>• Sloping desk</li> <li>• Wobble cushions</li> <li>• Disabled toilet and shower room</li> <li>• Most rooms on one level.</li> <li>• Accessibility plan in place – Head teacher &amp; governing body.</li> <li>• Visual impairment lighting throughout school</li> <li>• Floor colouring appropriate for Visual impairment</li> <li>• ICT/ Smart boards in every classroom.</li> <li>• Arrangements of desks / seating.</li> <li>• Specialist equipment available – pencil grips/ pencils/ alternative grip scissors.</li> <li>• P E taught by coach.</li> <li>• Health care plans /Epipen training across Foundation, KS1 and KS2. Diabetes monitoring daily.</li> <li>• After school clubs – Street dance, Dance, fencing, Gymnastics, Drama and Football.</li> <li>• School nurse advice</li> <li>• ICT Technician support to all classes weekly.</li> </ul> | <ul style="list-style-type: none"> <li>• Access to iPads/Learn pads</li> <li>• Tigger Team resources</li> <li>• Experience of using CCTV – magnifier and scanner</li> <li>• Experience of accessing support from Joseph Clarke School – Touch-typing / Braille trained TA.</li> <li>• O T program delivered in school.</li> <li>• Physiotherapy program delivered in school</li> <li>• Advice and training from Blanche Neville (HI)</li> <li>• Social Care referral for family and holiday support/ respite.</li> <li>• Support from Hospital tuition service.</li> <li>• Toileting and self-care program.</li> <li>• Peg feeding</li> </ul> |

**Support for Parents  
– Early Help**

|                       |  |   |   |
|-----------------------|--|---|---|
| <b>Early<br/>Help</b> | <p><b>Parent Support Advisor Mrs. Sesto is available to help with:</b></p> <ul style="list-style-type: none"> <li>• General advice secondary school paperwork</li> <li>• Admissions paperwork</li> <li>• Housing applications</li> <li>• School to school transition paperwork</li> <li>• Benefit forms</li> <li>• Council forms</li> <li>• ESOL lessons</li> <li>• Attendance</li> <li>• Team Around the Family meetings</li> <li>• SEND parents coffee mornings</li> <li>• Translators for meetings</li> </ul> | <p><b>Mrs. Papa and Mrs. Demetrious are available to help with:</b></p> <ul style="list-style-type: none"> <li>• Speech and language</li> <li>• Bereavement and young carer support</li> <li>• Families with long term illness/disabilities</li> <li>• Support for children with Downs Syndrome</li> <li>• Social and emotional well-being support</li> </ul> | <p><b>Mrs. Sefer and Mrs. Sesto warmly welcome parents to our half termly coffee morning sessions for all parents of children with Special Educational Needs and Disabilities.</b></p> <ul style="list-style-type: none"> <li>• Parents with siblings who have special educational needs and disabilities are warmly welcomed.</li> <li>• Parents whose children play a young caring role are also warmly welcomed.</li> <li>• Please ask if you would like to meet any of the parents from this group to find out more about us</li> </ul> <p><b>Parents support each other and help the school develop their inclusive practice. Please do not hesitate to contact us by telephone, email or alternatively drop into the office to speak to a member of the inclusion team.</b></p> |
| <b>TAF</b>            | <p><b>Mrs. Sefer and Mrs. Sesto support children and families through the Team around The Family (TAF) process.</b></p>  |   |   |

