



Oakthorpe Primary School SEN Information Report

January 2020

If you require this page translated, adapted or would like to discuss the contents of this policy in any way please contact Mrs. Sefer or Mrs. Sesto on 0208 807 4689

1. About our school:

Oakthorpe Primary school currently has 533 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

Our Ofsted rating

Ofsted rated Oakthorpe as a Good School during the last inspection in 2019. Each year we participate in a supported self-review by external professionals who quality assure our provision to ensure our good practice and ethos continues to develop.

External Inclusive Awards

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

Extracurricular activities

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 support children with Special Educational Needs or Disabilities (SEND)

At Oakthorpe Primary School we strive for excellence for all our children. 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:

- Working closely with parents/carers
- Being positive/celebrating what children can do

- Promoting pupil voice
- 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 and Previously Looked After Children with SEND – SENCo is LAC designated teacher [Looked After Children Policy](#)

We strive to ensure that all children have 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. This is an important part of helping them prepare for adulthood (PFA) and achieve their PFA outcomes of Employment, Independent Living, Community Inclusion and Health.

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

This can be through different routes which could include:

- Parents raising concerns
- Early identification when children do not make the expected progress in learning or well-being despite first class teaching. Class teachers complete SEN Team referral forms when they have concerns. The SEN Team meet weekly to review these.
- Information passed on to us from previous settings or external services

As a result of the above information the SEN Team will carry out assessments and observations to inform the Assess, Plan, Do, Review process. This enables us to think holistically about children and identify needs, set outcomes, provide quality first teaching in class and offer support/interventions as needed. A period of time is then given to implement the above before reviewing progress again.

Parental involvement

At Oakthorpe we recognise that parents are their child's first teachers and can provide a wealth of information to school about their children.

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.

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 co-produce Sen Provision by:

- Attending coffee mornings and information sessions with the SENCO, SEN Team and Parent School Advisor
- Evaluating Annual Reviews and undertaking the bi annual disability survey
- Supporting parents for whom English is not their first language by offering a translator at sessions/meetings where possible.
- Enabling Language access on the Web site. We also have a Turkish speaking staff member on the Reception desk; information can be verbally translated by members of staff on request.

4. 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 working closely 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

5. 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 with any of the following:

- Differentiation: range of learning styles and approaches e.g. active learning/ having complex skills broken down into achievable 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.
- Opportunities to attend a speech and language group such as Communication Club
- Breaks e.g. needing to move between tasks/refocus and refresh

Children therefore have the best possible opportunity to learn and progress regardless of their starting points.

6. 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 if the Local Authority has agreed that the child requires one. To ensure the best use of money for children with SEND, we:

- Listen to parents views 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 and SEN team members) in order to review and plan provision for children with SEND
- Purchase additional Educational Psychologist time for children for whom we require additional advice

7. 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 2019 – 2020 we intend to increase access for disabled pupils to the curriculum/physical environment/written information by:

- Expanding our knowledge of supporting children with Hearing impairment, Epilepsy and eating difficulties such as needing peg feeding
- Improving access to the physical environment by renewing the external yellow painted lines, increasing outdoor learning and facilitating peg feeding
- Signposting alternative ways to request information in Reception area (sign in large print and symbols)

8. 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 through:

- Tracking academic levels and progress
- Reviewing outcomes of interventions and support
- Evaluating the impact of SEN Support Plans and Education, Health and Care 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
- SEN Support Plans
- Sharing general medical updates and signposting parents to services via email and the school newsletter
- Using signs and modifications to pupil surveys to increase pupil voice

9. 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. We aim to ensure all children enjoy school and are able to attend. We place a whole school emphasis on the importance of good relationships and communication and are committed to children's well-being through:

- A commitment to inclusion by all members of staff
- Reduced class sizes
- High adult to child ratio (all classes have a class teacher and access to additional support staff member)
- Additional support such as support teachers and trainee teachers in some classes
- Small group and individual interventions to support children's emotional well-being and communication e.g. Sunshine Group.
- Speech and Language Leads, a youth mental health first aider and an emotional well-being Lead.
- Whole school well-being professional reviews (NHS and Educational Psychology Service) such as Sandwell and Creating a Mentally Healthy school.
- Working closely with professionals e.g. school nurse, parents and Staff meet to draw up Health Care Plans if needed for individual children
- Purchasing additional time from the Educational Psychologist service and Speech and Language Therapists when we think further advice is needed
- Building our expertise supporting children with medical needs e.g. diabetes, sickle Cell, asthma and allergies requiring an EpiPen
- Endeavoring to access 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 using the pupil voice format.

10. 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 our Learning Mentor Mrs. Demetrios. Timings will vary according to need.

11. Specialist external services we use when we think extra help is needed including Social Care, Local Authority and Voluntary organisations (access can be subject to referral, meeting defined criteria and funding)

- Educational Psychologist Service (EPS)
- 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 Family Based Solutions
- Blanche Neville service for the hearing impaired
- Russet House specialist advice service for children with an Autistic Spectrum Condition
- Advice and training from the outreach services from Enfield special schools such as West Lea

12. Recent Staff expertise and training

- ELKLAN trained Speech and Language Leads/Specialist Teaching Assistants
- Learning Mentor
- Autistic Spectrum Condition/ Complex Needs specialist Teaching Assistants
- Staff attend training (in house and external) to support children in their class as well as whole school disability awareness and special needs training.
- Mental Health First Aider
- Developmental Language Disorder
- Supporting children with eating difficulties/rigid eaters
- Sandwell

13. How we include children/young people in activities and school trips

We start from the premise that all children should be able to access the whole school offer. If a child with special needs and/or disabilities requires more careful planning in order to attend a 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. Where possible we will endeavor to provide these.

14. How we adapt our school environment for children with:

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 experience of using equipment which supports curriculum access.

Hearing Impairment

We have experience of using a portable Sound field system and individual radio aid systems. Staff are trained to use a 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 share ideas and their experience with any parents of children on the Autistic Spectrum. We have experience of modifying the curriculum, delivery and environment for children with Autism

Physical, sensory 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 could 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.

15. How we prepare children/young people for joining our school and leaving our school/Transition and Preparing for Adulthood (PFA)

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)
- Supporting extra visits by staff and children
- Passing on key information and arranging meetings before children transition
- Supporting parents and local nurseries with paperwork and referrals before children transfer to Oakthorpe
- Making links with parents of children with SEND at play sessions through the Summer Term prior to joining us
- PFA outcome focus for all children

16. 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

Oakthorpe SEN Governor is Ms Reshma Chandrani; please ask at the office to make an appointment.

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 \(Special Educational Needs and Disabilities Information, Advice and Support Service\)](#)

Or: Every Parent and Child service (Enfield), Community House, 311 Fore Street, London N9 0PZ. Call 020 8373 6243 or email enquiries@epandc.org.uk

For our [Accessibility Plan](#) please refer to website.

This policy is reviewed annually.