



Oak Lodge Primary School

SEND Information Report

Meeting the Needs of Pupils with Special Educational Needs and Disabilities

Oak Lodge Primary School is an inclusive school and is fully committed to ensuring that all pupils, regardless of their specific needs, make the best possible progress in school. Any support given to children with specific learning difficulties (SPLD), moderate learning difficulties (MLD), speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD); social, emotional and mental health difficulties (SEMH); vision impairment (VI); hearing impairment (HI); and physical disabilities (PD) should be viewed as part of all children's entitlement to the highest quality school provision. The range of support deployed will be tailored to individual need following thorough assessment by internal or external agencies. It is designed to promote pupils working towards becoming independent and resilient learners and should not be seen in isolation or as something extra.

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

Class teacher / form tutor / subject teacher

Your child's class teacher should always be your first point of contact if you want to discuss any issues regarding your child's learning.

He / she is responsible for:

Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of your child and identifying, planning and delivery of any additional support.

Contributing to devising personalised learning plans to prioritise and focus on the next steps required for your child to improve learning.

Applying the school's SEN policy.

If you have concerns about your child you should speak to your child's class teacher / form tutor first. You may then be directed to the SENCO.

Special Educational Needs Coordinator (SENCO)

Mrs K Walsh

Email:
senco@oaklodge.mslt.org.uk

She is responsible for

- Coordinating provision for children with SEN and developing the school's SEN policy
- Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties
- Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs.
- Ensuring that parents are:
 - Involved in supporting their child's learning and access
 - Kept informed about the range and level of support offered to their child
 - Included in reviewing how their child is doing
 - Consulted about planning successful movement (transition) to a new class or school

<p>Head teacher : Mrs D Lowton</p> <p>SEN Governor: Claire Weedon</p> <p>Email: oaklodge@mslt.org.uk</p>	<p>She is responsible for:</p> <ul style="list-style-type: none"> ○ The day to day management of all aspects of the school, including the provision made for pupils with SEN <p>She is responsible for:</p> <ul style="list-style-type: none"> ○ Supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.
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Assessment, Planning and Review

How can I find out about how well my child is doing?

Ongoing monitoring takes place by class teachers to identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities. Quality first teaching is the first 'intervention'.

After discussions with key staff and parents' additional support will be put into place to provide enhanced resources and targeted small group and / or individual support to help overcome any difficulties. The views of the pupil or young person about their support will be given consideration at this stage. This additional support is documented in a provision map. This additional support is reviewed at least termly. Progress against the targets is measured and new targets are agreed. The impact of support offered is considered along with the progress towards targets set. If progress is made then the support is reduced and monitoring continues to ensure progress is maintained and continued.

If sufficient progress is not seen, support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The child may be entered on the Special Educational Needs Register.

This additional support is documented in an individual provision map or behaviour support plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed take into account each pupil's strengths as well as their difficulties.

In some cases teaching assistant support may be allocated. This support is deployed to ensure your child can engage in lessons and wider school activities and to facilitate independent learning to support transition to adulthood.

If your child is continuing to have significant difficulties, further external expertise may be requested. Additional funding is available for children, who live in Bromley, who meet the criteria. This can be accessed using the Local Authority process and the guidance in the Banded Funding Criteria. Where this is agreed, a Funded Inclusion Plan can be drawn up and implemented with the school's Educational Psychologist and other professionals where appropriate. Further details about this process will be explained in the LA Local Offer.

Tests and Examinations: Access Arrangements

For some pupils additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include rest breaks or the use of a scribe or reader. In some cases extra time may be applied for. The SENCO will inform you about eligibility and applications for these arrangements.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class. Daily planning takes into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with a long term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

Support for SEND at Oak Lodge Primary

Access to learning and the curriculum

Access to learning support staff

- In Early years and Key Stage One
- Regular intervention programmes in class
- Learning support groups
- Programmes for key skills

Strategies/programmes to support speech and language

- Speech and Language Therapist advice disseminated to & followed by teaching staff
- Specific differentiation or modification of resources
- Speech therapy groups delivered by a speech therapist or a speech therapy assistant

Strategies to support/develop literacy inc. reading

- Focused reading programmes and clubs
- Phonics catch-up programme

<ul style="list-style-type: none"> • Small group intervention programmes • Access to specialist dyslexia structured programme
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group intervention programmes • Ability setting • Use of 'Five Minute Box' in catch-up groups • Access to a structured support programme
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Support of Family Worker
<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Mentoring by peers, support staff or teaching staff • Alternative recording methods • Visual timetables for class & individuals • Steps to success used in every lesson
<p>Pastoral Support</p>
<p>Strategies to support the development of pupils' social skills and enhance self-esteem</p> <ul style="list-style-type: none"> • Small group programmes • Mentoring • Regular 'celebration of success' opportunities
<p>Mentoring activities</p> <ul style="list-style-type: none"> • Nurture chats by Listening ear staff • Playground pals • Buddy systems • Play leader
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Transition support, visits and events • Reduced or modified time-table • Photo-stories, especially for transition • Regular contact & liaison with parents
<p>Strategies to support / modify behaviour</p> <ul style="list-style-type: none"> • School sanctions and reward system as set out in School Behaviour policy • Pastoral Support Plan report process • Mentoring
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Break-time SEN staff on duty • Trained staff supervising during break periods
<p>Planning, assessment, evaluation and next steps</p> <ul style="list-style-type: none"> • Regular reviews with Parents • Pupil progress reviews termly • Support plans for pupils who have needs but don't have specific targets from other agencies • All lessons and homework differentiated to take account of individual needs
<p>Increasing Accessibility - getting about</p>
<p>Access to strategies/programmes to support occupational /physiotherapy needs</p> <ul style="list-style-type: none"> • Advice of professionals disseminated and followed • Use of any recommended equipment • Handwriting support
<p>Access to modified equipment and ITC (including sound-field systems, enlarged text; magnifiers)</p>

<ul style="list-style-type: none"> • Specialist equipment as required on an individual basis to access the curriculum • Sound-field systems • Software to support learning • Lap-tops as appropriate to age and need of child 	
<p>Partnerships with External Agencies</p> <p>What support from outside does the school use to support my child? The school works with a number of external agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:</p> <ul style="list-style-type: none"> • Educational Psychologist • School Nurse • Educational Welfare Officer • Social Eyes (Social Communication) • Speech and Language • Bromley Wellbeing • CAMHS 	
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Use of individualised Care Plans • Referral to Paediatrician • Referrals to CAMHS • Referral via pastoral team to Bromley Wellbeing and associated agencies • Access to whole staff training if required via School Nurse 	
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Regular meetings as required • SENCO available at all Parents Evenings • Referrals to outside agencies as required • Speech and Language Therapist for specific individual pupils • Sensory support; Educational Psychologist; School Nurse; Social Eyes (Social Communication) all attend school at regular intervals to see specific pupils 	
Agency	Description of Support
<p>Inclusion Support Service</p> <ul style="list-style-type: none"> • Educational Psychology Service <p>Our attached Educational Psychologist is: Sallie Maltby</p> <ul style="list-style-type: none"> • Social Eyes (Social Communication) • SEN Team • Sensory Support Service 	<p>School may refer as required and implement recommendations following specialist assessment</p>
Speech and Language Therapy	<p>School may refer as required and implement recommendations following specialist assessment</p>
School Nurse	
Occupational / physiotherapy	
Paediatric Services	
CAMHS (Child and Adolescent Mental Health Service)	
Information, Advice and Support Service (IASS)	<p>Information, Advice and Support Service</p> <p>Email: iass@bromley.gov.uk</p>

	<p>available to attend diagnostic assessments with parents and offer a follow up meeting within two weeks of the diagnostic meeting.</p> <p>CASPA delivers quarterly workshops for parents and carers which are user-led, focus on the needs of families and include a wide range of autism-specific topics. The workshops offer peer support and signposting. In addition Bromley Mencap provides a weekly drop-in for families.</p> <p>To contact the service please telephone our Helpline on 020 8466 0790'</p>
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For children with complex SEND, the frequency of such provision may result in the school applying for additional funding to support a child, known as Exceptional Needs Funding.

<p>Transition</p> <p>How will the school help my child move to a new class / year group or to a different school?</p>
<p>Children and young people with SEN can become particularly anxious about “moving on” so we seek to support successful transition by:</p> <p>When moving to another school:</p> <p>We will contact the School SENCO and share information about special arrangements and support that has been made to help your child achieve their learning goals</p> <p>We will ensure that all records are passed on as soon as possible</p> <p>When moving classes / forms in school:</p> <p>An information sharing meeting will take place with the new teacher</p>

Opportunities to visit the new class / teacher

A 'Social Story' photo book that outlines the differences and similarities in the next year. The child has a copy of the book to look at during the holiday.

Some children may be invited to come into school on the Inset Day before school starts for a short visit, to familiarise themselves with the classroom, cloakroom and class teacher.

In Year 6-7 transition

The SENCO and/or SENCO assistant will attend the Primary/Secondary Transition Day meeting to discuss the specific need of your child and the nature and level of support which has had the most impact.

On some cases additional multi-agency meetings may be arranged to create a more detailed "transition" plan which may include more visits to the new school and/or additional visits from the new school.

Staffing Expertise

How skilled are staff in meeting the needs of my child?

An ongoing programme of training is in place to ensure that teachers and support staff have appropriate skills and knowledge in areas that will improve their teaching and support of children with SEN. Recent training has covered :

Support staff training for strategies to best support children during different times of the school day.

Dyslexia Training

A talk from David Bartram OBE

ASD training

Our SENCO actively engages with local opportunities to share best practice and keep abreast of current local and national initiatives and policy to support pupils with SEN.

The school also seeks advice and guidance from local special schools to review, evaluate and develop provision for pupils who have the most complex needs.

We also have staff with specialised expertise in school including:

- **Training for Pupils with Autism**
- **Speech and Language expertise**
- **Trained Speech and Language therapists**

Complaints

Who do I talk to if I have a concern or a complaint about my child's support or progress?

The first person to talk to should be your child's class teacher.

If they are unable to answer your query, you can talk the Phase Leader for your child's phase, Mrs Payne in EYFS or Mrs Allen for KS1 and Mr Grice for KS2. If you still need support, Mrs Walsh our SENDCO will be happy to talk to you.

If you are still unhappy then you can talk to Mrs Lowton, Headteacher.

Should you wish to make a complaint about the support provided to your child by the school, please refer to Oak Lodge Primary School's complaint policy.

Complaints about SEND provision

Complaints about SEND provision in our school should be made to Mrs Walsh in the first instance senco@oaklodge.mslt.org.uk

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children.

They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

FURTHER INFORMATION about support and services for pupils and their families can be found in:

Bromley's Local Offer <http://www.bromley.gov.uk/localoffer>

IASS iass@bromley.gov.uk

The DfE Code of Practice

Reviewed April 2024

Next review date April 2025