



SEN Information Report

Oakley Junior School is a mainstream school and it is our intention to provide the 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.

At Oakley 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 SEN will be secured in partnership with parents, children, the Local Authority and other agencies/colleagues.
- Maintaining children's safety, social and emotional wellbeing is central to their development.

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

- Learning difficulties
- Communication difficulties
- Autistic spectrum
- Specific Learning Difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health.

	Whole School response - Quality First Teaching	Target 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 termly, where the progress of every child is discussed.</p> <p>Each classroom has displays to support children's learning. Specifically a 'Writer's Workshop' and a 'Maths Wall.'</p> <p>All teachers are teachers of children with SEN. Therefore, teachers will make provision within the classroom for children who require additional support.</p>	<p>Assessment for Learning (AfL) is used to support planning for different levels of attainment.</p> <p>Differentiated learning means that the learning is matched to the ability of the child.</p> <p>Small groups maybe supported by either the class teacher or the Learning Support Assistant (LSA) as appropriate.</p>	<p>Learning is adapted to meet the individual children's needs.</p> <p>There is careful targeting of individual support and interventions for pupils with an Individual Education Plan (IEP)</p> <p>Support and interventions are put in place for children who are not making progress.</p>

	Parents are kept informed about their child's progress at parents' evenings twice a year and a written report in the summer term.		
Learning/Curriculum approaches	Children will have full access to the National Curriculum and Religious Education. The National Curriculum will be differentiated to take account of children's particular need and will be modified to suit children's academic and personal development.	Interventions link directly to the National Curriculum and targets are written to support children in catching up.	The school responds to any concerns raised by parents. The Special Educational Needs Coordinator (SENCo) may carry out additional testing when additional educational needs are identified and outside agencies may also be involved. IEPs are written and reviewed by the pupil, class teacher, SENCo and parents as appropriate.
Support	<p>At Oakley Junior School the needs of children with SEN 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 SENCos 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 most classrooms for $\frac{3}{4}$ of the school day. The LSA will usually carry out the interventions and support the child in transferring the</p>	<p>Children with SEN 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 SENCo and Headteacher, although class teachers and LSAs are also involved.</p>

		skills they have learned into their class learning.	
Environmental and physical resources	Oakley Junior School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community.		
Behavioural and emotional	<p>Oakley Junior School works hard with families to meet the needs of all pupils with their social, emotional and behavioural development. The school uses the Social and Emotional Aspects of Learning (SEAL) materials for circle times and class Acts of Worship.</p> <p>To promote positive behaviour, we have reward systems in place.</p> <p>Using THRIVE techniques with our children to promote healthy emotional development.</p>	<p>At Oakley Junior School we have social skills groups and games clubs at lunchtimes to develop children's social skills. We also have Play Leaders to help children learn how to play appropriately and model 'good' behaviour.</p> <p>Some children may have a home link behaviour diary for short periods of time to get their behaviour back on track.</p> <p>Assessing children using the THRIVE approach, drawing up group action plans for promoted healthy emotional development.</p>	<p>Children can have an Individual Behaviour Management Plan (IBMP) which has targets to improve behaviour. The targets are reviewed at least termly.</p> <p>We can receive support from the Behaviour Support Team (BST) who provides support and advice to school staff and parents, as well as working 1:1 with the child.</p> <p>We have a Parent Support Advisor who can offer parents support in managing difficult behaviour at home.</p> <p>Assessing individuals using THRIVE approach, drawing up and delivering action plans to promote healthy emotional development.</p>

<p>Who will explain this to me?</p> <p>How are the Governors involved and what are their responsibilities?</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 SENCo is available to discuss support in more detail. • The SENCo reports to the Governors every term to inform them about the progress of children with SEN; this report does not refer to individual children and confidentiality is maintained at all times. • The Governors agree priorities for spending within the SEN budget, with the overall aim that all children receive the support they need in order to make progress.
<p>C)</p> <p>How will the curriculum be matched to my child's needs?</p> <p>What are the school's approaches to differentiation and how will that help my child?</p>	<ul style="list-style-type: none"> • All our teachers are teachers of children with SEN. 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 visitor • Providing a range of concrete, practical resources or equipment as well as adapting the curriculum to match the needs of each child.

<p>D) How will I know how my child is doing and how will you help me to support my child's learning?</p> <p>What opportunities will there be for me to discuss my child's progress?</p> <p>How does the school know how well my child is doing?</p>	<p>At Oakley 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 SENCO 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. • We have a home/link book which your child should bring home daily. Comments can be shared between teachers and parents in there. • 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. • More informally, we have open afternoons throughout the year for your child to show you their work. Also performances at the end of Gymnastics and Dance weeks. • If your child is on the SEN 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. • If your child has complex SEN, 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. • 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 and Spelling ages. Once a term in Years 3,4 and 5 we use the NFER assessments in reading, spelling, grammar and punctuation and maths which give us standardised scores for all children • Children who are not making expected progress are picked up through Pupil Progress meetings which are held termly between class teachers and the Senior Leadership Team (SLT).

<p>E) What support will there be for my child's overall well-being?</p> <p>What is the pastoral, medical and social support available in the school?</p> <p>How does the school manage the administration of medicines?</p>	<p>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.</p> <ul style="list-style-type: none"> • 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 SENCo for further advice and support. This may be working alongside outside agencies such as Health and Social Services and the Behaviour Support Team. Class teachers may also address specific issues through whole class circle time. • If you/we feel a child needs support with their emotional health development, we may use the Thrive Approach to assess and deliver an action plan to support them in this area. • We celebrate children's achievements from both in and out of school in assembly times. • There are many opportunities for our children to take part in the wider life of Oakley Junior School. We have sports teams, 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. We have links with children in India, so our children have a good understanding of the lifestyles of other children around the world. • We offer a wide range of extra-curricular school activities which are run by class teachers before school, during lunch time and afterschool. The children can take part in lots of activities like team games, art, maths, chess, dance and music. • The school has a policy regarding the administration and managing of medicines on the school site. • 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. • All staff are Emergency First Aid in School trained.
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<p>What support is there for behaviour, avoiding exclusion and increasing attendance?</p> <p>How will my child be able to contribute their views?</p>	<ul style="list-style-type: none"> • At Oakley Junior School we have a positive approach to behaviour management and have a very clear reward system in place, which is followed by all staff and pupils. • If you/we feel a child needs support with their emotional health development, we may use the Thrive Approach to assess and deliver an action plan to support them in this area. • If a child has a behavioural difficulty, an Individual Behaviour Management Plan (IBMP) is written with the child and parents. • We can get advice and support from the Behaviour Support Team, who will provides support and advice to school staff and parents, as well as working 1:1 with the child. • We have a Parent Support Advisor 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 is recorded and is reported to the Headteacher. <ul style="list-style-type: none"> • We have a school council, which is an open forum for any issues or viewpoints to be raised. • Our IEPs 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. • In our prayer corners, children can decide who or what they would like to pray for. • If your child has a Transition Partnership Agreement (TPA) or an ECHP, they will give their contribution before a review meeting.
<p>F) 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, Behaviour Support Team, Educational Psychologists, GPs, school nurses, Parent Support Advisors, CAMHS, Speech and Language Therapists, Social Services and Outreach support from local special schools.
<p>G) What training have the staff supporting children with SEN had or are currently having?</p>	<ul style="list-style-type: none"> • Our SENCo is an experienced qualified teacher with twelve years teaching, who will be undertaking her SENDCo Accreditation at Winchester University in the next year. She has a wealth of knowledge and experience working with children with SEN. • The SENCo attends SEN briefings and updates regularly.

	<ul style="list-style-type: none"> • All staff receive regular training and updates for the main categories of SEN, especially in delivering reading, spelling and phonics programmes. • Recent training has included Autism friendly practices, Phonological Awareness Screening, Dyslexia Screening and Dyslexia and Dyscalculia awareness training, using Makaton • 1 LSA has completed ELSA training and an additional LSA has just started to train as an additional ELSA. • 2 LSAs and a teacher have completed training for specific intervention programmes in maths - First Class at number and Success at Arithmetic • 2 LSAs have completed 'An occupational therapy approach to helping children with sensory difficulties.' • Our SENCo is a qualified Thrive Approach Lead Practitioner.
<p>H) 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.
<p>I) How accessible is the school environment?</p>	<ul style="list-style-type: none"> • The school site is wheelchair accessible with a large disabled toilet. • There is also a disabled parking bay close to the school entrance. • We liaise with Ethnic Minority Achievement Service (EMAS) who help us to support families with English as an additional language.
<p>J) 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 Junior School we liaise closely with Oakley Infant School 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 and Headteacher also visit them and work alongside them in their Year 2 class. • For children with SEN, 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, bus journeys and meetings with the SENCo and parents to prepare for the transition.

	<ul style="list-style-type: none"> • 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 complex needs then a Transition Partnership Agreement (TPA) or ECHP Review will be used as a transition meeting. Staff from both schools and parents would attend.
<p>K) How are the school's resources allocated and matched to children's SEN?</p>	<ul style="list-style-type: none"> • We ensure that all children who have Special Educational Needs 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>L) How is the decision made about what type and how much support my child will receive? How do we know if it has had an impact?</p>	<ul style="list-style-type: none"> • The class teacher and the SENCo 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>M) Who can I contact for further information? 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 SENCo - Mrs Danielle Jones. • Read through the SEN 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 https://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send <p>Contact the School Office on 01256 780433 to meet with the Headteacher - Mr Steve Rich or the SENCo - Mrs Danielle Jones, to arrange a visit to discuss how the school could meet your child's needs.</p>

Hampshire's SEN Local Offer can be attained from http://www.hantslocaloffer.info/en/Education_and_childcare or by calling tel 0300 303 8603