



What types of Special Educational Needs are provided for at Oxley Park Academy?

We offer provision for pupils with difficulties in the following areas, providing we can meet their individual needs:

Cognition and Learning;

Communication and Interaction;

Social, Emotional and Mental Health;

Physical and/or sensory.

How are children with SEND identified and how are their needs assessed?

Children are identified as having Special Educational Needs and Disabilities (SEND) through a variety of ways including:

- Liaison with your child's previous school /early years setting;
- Concerns raised by parents/carers;
- Concerns raised by your child's class teacher or school Inclusion Leader;
- Concerns raised due to social, emotional or mental health difficulties which are affecting performance;
- Liaison with external professionals (eg speech and language therapist);
- A medical diagnosis that has the possibility to affect a child's progress.

How do the school know if children need extra help?

- Throughout the academic year, class teachers undertake a range of different assessments on a half termly basis to monitor the progress of all children. There is then a focus on those that are identified as making less than expected progress and those that have social, emotional or mental health difficulties that may be affecting their ability to engage in the learning.
- If concerns are raised by class teachers in relation to a child's academic attainment or progress, the Inclusion Leader may advise that some standardised tests are carried out to specifically identify any areas of concern.

- After discussions with key staff and parents, additional support, if appropriate, will be put into place to provide targeted intervention, such as small group work and/or personalised support to help overcome any difficulties. Where specific provision is planned for a child, a clear baseline is established and the tests can be re-administered to monitor the progress of the child and the effectiveness of the intervention.
- The views of the pupil or young person about their support will be given consideration at this stage.

What should a parent/carer do if they think their child may have special educational needs or a disability (SEND)?

If you have concerns or are worried about your child you should speak to your child's class teacher first. You may then be directed to the Inclusion Leader.

The class Teacher is responsible for:

- Adapting and refining the curriculum to respond to strengths and needs of all pupils. Checking on the progress of all children and identifying and planning the delivery of any additional support. (It may not be the class teacher delivering this support but he/she will oversee the work).
- Contributing to devising provision plans to prioritise and focus on the next steps required for children to improve their learning.
- Applying the school's SEND/Inclusion policy.

The Inclusion Leader is Mrs Phillips and is responsible for:

Coordinating provision for children with SEND and developing the school's SEND policy

Ensuring that parents are:

- Involved in supporting their child's learning and access to the curriculum
- 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
- Liaising with a range of agencies 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 in and confident about meeting a range of needs.

How will school support a child who has been identified as having special educational needs or a disability?

- In all year groups, children will have access to learning and the curriculum through Personal Provision Plans tailored to the child's need or through access to learning support staff
- Regular intervention programmes are available in all classes to support children to make progress with their learning
- Class teachers organise and plan targeted and/or personal provision with support from the Inclusion Leader or outside agencies as required
- Strategies and programmes to support speech, language and communication needs. Speech and Language Therapist advice is implemented by teaching staff
- Speech therapy individual or group work can be delivered by support staff following speech therapist advice

Strategies to support and develop literacy:

- 1:1 phonics Reading, writing and spelling boosters to fill gaps and consolidate learning
- Smaller Literacy groups supported by a teaching assistant
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example a laptop or tablet

Strategies to support and develop numeracy:

- Smaller maths groups supported by a teaching assistant
- Small group or 1:1 maths boosters to fill gaps and consolidate learning
- Opportunities for pre-teaching
- Year 6 1:1 tutoring
- Additional teacher support
- Providing pupils with alternative methods of recording their work, for example a laptop or tablet

Strategies to support and develop independent learning

- Mentoring by peers, support staff or teaching staff
- 1:1 nurture time with a Learning Mentor
- Social groups and Classroom Skills group
- Visual timetables for class and individuals
- Lesson objectives clearly displayed
- Success criteria used in all lessons

Strategies to support and modify behaviour

- School sanctions and reward systems as set out in the School Behaviour Policy
- Advice from SEMH – Social, Emotional and Mental Health
- Mentoring and guidance from a teaching assistant
- Personalised behaviour plans where appropriate
- Risk reductions plans where necessary
- Support and supervision at unstructured times of the day including personal care
- Trained staff supervising during break time and lunch time

- Access to structured activities overseen by an adult indoors or outdoors as appropriate during lunch times
- Trained medical staff available all day.

Planning, assessment, evaluation and next steps are always agreed through:

- Regular reviews with parents and gaining the views of the pupil
- Where applicable an Education Health Care Plan
- Pupil progress assessed and reviewed half termly with senior leaders
- Clear 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
- Provision maps are created and reviewed on a continuous basis for children who are accessing interventions

How will the curriculum be matched to the child who has special educational needs or a disability?

- High quality teaching is in place in all classes for all pupils to access the curriculum. 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 using Apprentice Qualified and Master to support access and ensure that all pupils can experience both success and challenge in their learning. Grouping arrangements are organised flexibly with opportunities for both ability and mixed groups to maximise learning opportunities for all.
- Additional adults are used flexibly to help groups and individual pupils develop independent learning skills.
- Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

How will school and the parent know how well the child is doing and how will school help the parent to support their child's learning?

- Additional support is documented in a class/year group provision map and/or provision plans. In consultation with the child and the 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 support from a teaching assistant may be allocated. This support is deployed to ensure children can engage in lessons and wider school activities and to facilitate independent learning to support transition to Secondary School.

- Formal review meetings are held at least termly. Parents, relevant external agencies and when appropriate, pupils are invited to this review and their contribution is valued. The impact of support offered is considered along with the progress towards targets set. Support arrangements will be updated and revised accordingly. If not involved already, this might include referral to external agencies. The outcomes of these meetings will be formally recorded. If a child is continuing to have significant difficulties, further external expertise may be requested.

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 additional time, rest breaks or the use of a scribe or word processor.

Parental involvement:

We value parents as partners in their child's learning journey. All parents are encouraged to contribute to their child's education. This may be through:

- Parents evening discussions and review meetings;
- Working with their child at home by hearing them read regularly, supporting completion of homework and other additional activities provided by school;
- Ensuring their child has good attendance and punctuality;
- Ensure their child is ready for school; sufficient sleep, nutritious breakfast and have all they need with them - well equipped for learning.

What support is offered from the school to ensure the well-being of the child who has special educational needs or disabilities?

- Attendance support - Attendance will be closely monitored and discussed with parents (see school attendance policy)
- Behaviour support - Where appropriate a behaviour support plan will be written – see behaviour policy
- Medical support - Most medicines will be administered following the school policy Where more specialist medicines or care are required this will be provided where possible. This will depend on having available and trained staff. A Health care plan will be agreed between the medical professionals, parents and school staff. Where appropriate the child's views will also be obtained The school works closely with medical professionals to support a child with medical needs
- Pastoral Support Strategies to support the development of pupils' social skills and enhance self-esteem
- Support from a teaching assistant
- Small group programmes
- Learning Mentors
- Daily or Weekly celebration opportunities
- Lunch and after school Clubs

- Mentoring activities
- Strategies to reduce anxiety and promote emotional wellbeing
- Regular contact, communication and liaison with parents
- Transition support when transferring from one year group to another as well as to Secondary School
- Consistency of approach by all adults
- Regular planned opportunities for children to give their views

What specialist services and expertise are available at or accessed by the school?

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. The school fosters Liaison and Communication with Professionals and Parents; it attends all meetings and prepares all reports.

The school organises:

- Regular meetings as required
- Meetings with the school Inclusion Leader – meetings can be booked through the school at any time if there are any concerns.
- Referrals to outside agencies as required following internal and LA systems
- Speech and Language therapy for specific individual pupils
- Educational Psychologist visits
- Specialist teacher visits
- EMA Network (Ethnic Minority Achievement Network) visits
- Communication with medical professionals – requesting advice as needed from school nurses, health visitors, doctors, hospitals and specialists.
- Liaison with (CFP) Children and Families Practice MK
- Liaison with (CSC) Children’s Social Care

What training are the staff having or going to have to support children with special educational needs and disabilities?

- Our Inclusion Leader actively engages with local opportunities to share best practice and keeps abreast of current local and national initiatives and policy to support pupils with SEND.
- Milton Keynes has Special Schools provision which schools can go to for advice to review, evaluate and develop provision for pupils who have the most complex needs.
- 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 SEND.

How will children with special educational needs and disabilities be included in activities outside the classroom including school visits?

- Activities and school visits are available for all.
- Risk assessments are carried out and, where appropriate, are discussed with parents and procedures are put in place to enable all children to participate where possible.
- If it is deemed appropriate that an intensive level of one to one support is needed, a parent or carer may be asked to accompany their child during a specific activity.

How are the school's resources allocated and matched to the child's special educational needs and disabilities?

Currently mainstream schools have funding delegated to their budgets for Special Educational Needs.

The school SEND Budget is used to provide additional support or resources to support the needs of children. This can be:

- providing specialist equipment to support a need eg a writing slope or exercise books using buff or cream coloured paper to reduce glare or visual distortion;
- providing additional intervention programmes to help a child learn and progress;
- providing a teaching assistant to support small group learning.

Who can parents/carers contact for more information at school?

Please initially contact the class teacher. If you need further help you can contact:

Mrs Phillips (Inclusion Leader):

Further conversations between the Inclusion Leader, the Class Teacher and parents can be arranged as appropriate to discuss any developing needs. The Inclusion Leader is responsible for coordinating any additional support that your child may need. Mrs Phillips may be contacted via either school office.

Mrs Sue Marshall (SEND Governor):

Our SEND Governor supports the school to evaluate and develop quality and impact of provision for pupils with SEND across the school.

The School Governing Body:

The School Governing Body has a legal duty to:

- Ensure that all pupils with Special Educational Needs are appropriately catered for
- Be involved in the regular review of the school SEN policy
- Ensure that the SEN code of practice is followed

Milton Keynes Local Authority Special Educational Needs Offer can be found at:

<http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/specialeducational-needs/SENDlocal-offer/further-information-on-the-SEND-local-offer>