

Ocker Hill Infant and
Nursery School
SEND information
report



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Our Vision

Ocker Hill Infant and Nursery School is a fully inclusive school which believes that every child will become well rounded individuals and life long learners. Provision is made for children with all needs and the school has successfully supported students with a range of special educational needs. These needs may include:

- Specific Learning Difficulties
- Moderate Learning Difficulties
- Severe Learning Difficulties
- Autistic Spectrum Disorder
- Speech, Language and Communication Needs
- Social, Emotional and Mental Health Needs
- Visual and Hearing Impairments

Who to contact..?

Sendco Contact Details

- Sendco – Mrs Laura Keight
 - Designated SEN Governor – Rev. Steve Walters
- Ocker Hill Infant and Nursery School, Gospel Oak
Road, Tipton,
West Midlands, DY4 0DS
Tel: 0121 556 1119
- Email: laura.keight@ockerhill-inf.sandwell.sch.uk

Identification of SEND at Ocker Hill Infants

- If a pupil is not making expected, or better than expected, progress in spite of receiving good or better quality first teaching, specific interventions will be put in place in order to secure increased rates of progress.
- If a pupil takes part in interventions and does not 'close the gap' with their peers, a meeting shall be called between the class teacher and parents in order to discuss moving pupils onto the SEND register. When this step is taken, short term and long term improvement targets will be discussed and how school will provide the support to achieve those targets.
- If this additional intervention does not 'close the gap', outside agency support will be sought in order to assess the pupil's needs, set action plans and to work with/train staff.
- If on review, there are still concerns about progress, an Assessment Meeting will be called with all parties involved with the pupil. This meeting will take place in the event of SEND provision from within school being insufficient to ensure that the child makes progress; the pupil's needs are complex or becoming more complex, there are continuing concerns over the pupil's progress or the parents request an Education, Health and Care plan. All parties will have the opportunity to discuss strengths, weaknesses and next steps in the pupil's journey. A key decision from this meeting will be to assess whether applying for an Education, Health and Care plan is appropriate.
- If all parties feel that the school can meet the pupil's needs through its Local Offer, a 'Local Offer Plan' will be drawn up and regularly assessed. If all parties agree that an EHC plan is appropriate, the school will gather evidence and submit a request for assessment within 6 weeks. This request will then be assessed by the local authority and will give a response within 20 weeks.
- When a pupil has an EHC plan, it will be reviewed annually at a meeting to decide whether the plan is still relevant to the child's needs

Assessment of SEND pupils.

- Initially class teachers will assess pupils on a daily basis through written and oral feedback. This will be rigorously checked by senior managers on a regular basis.
- The Sendco will track all pupils on the SEND register on a half termly basis and will work with class teachers on target setting.
- Teachers will track pupil progress by the way of formative assessment (Learning ladders or P levels for KS1/Development Matters for EYFS). Progress will be shown through skills acquisition.
- The Sendco will also track the impact of all interventions which feeds into staff training.
- If the gap doesn't close, the Sendco will contact outside agencies to assess the pupil's needs.
- If regularly involved, outside agencies will provide a written progress report on at least an annual basis.
- Parents can discuss pupil progress with the class teacher or Sendco throughout the year through an arranged meeting.
- Parents will also be invited to meet with the class teacher to discuss progress twice a year at Parent's evening and meet with the Sendco to discuss progress.
- If at any point a child needs to join the SEND register, be reviewed or there is a change in circumstances, the Sendco will inform parents immediately.

Policies for making provision for pupils with SEND

a) The school evaluates its effectiveness of its provision for pupils by rigorously assessing the following areas:

- Standards of whole class teaching (Senior Leaders/governors)
- Standards of written/verbal feedback (Senior Leaders/governors)
- Impact of whole class teaching (Sendco/Subject/Phase leaders/governors)
- Impact of interventions (Sendco/Inclusion support/SEND Governor)
- Whole school effectiveness in supporting pupils with SEND (Inclusion support/School Improvement Partner/Ofsted/Parent questionnaires)

b) The school assesses and reviews progress in the following ways:

- Ongoing, formative assessments from the class teacher on a daily basis
- Reviews at the end of each intervention conducted by the Sendco/Class Teacher and Teaching Assistant.
- Meetings with parents/class teachers/teaching assistants to review progress
- Termly review of individual learning plans and provision maps
- Annual reviews from outside agencies (if the child is involved with outside agencies)
- An annual meeting with all parties involved with a child who has an EHC Plan.

c) The school's approach to teaching children with special needs is a fully inclusive one. All children, regardless of need, take part in whole class teaching sessions with work differentiated to their level. Some children on the SEND register take part in small group and/or one to one interventions which may take place at workstations or in Quiet Areas around the school, rather than the classroom. It is the school's intention to utilise its resources in order to narrow the gap between pupils with SEND and their non-SEND peers.

d) Ocker Hill Infants constantly adapts the learning environment and curriculum to suit the needs of all pupils. We consistently use a highly personalised approach to the curriculum which centres upon skills acquisition informed by regular formative assessments. We endeavour to provide a learning environment which is conducive to learning. If adaptations need to be made for a pupil, we will encourage a family pre-visit to view the learning environment and will consult outside agencies in order to fully meet the pupil's needs.

e) Ocker Hill Infants provides a wide range of additional support for pupils with SEND. We invest heavily in providing additional adult support. The amount of support given is variable, dependant on need. Ocker Hill Infant's support staff are highly trained in providing in class support, verbal and written feedback and high quality interventions. We also regularly purchase a range of resources which support personalised needs.

f) Ocker Hill Infants provides a range of activities for some pupils with SEN in addition to those available in accordance with the curriculum, such as:

- West Bromwich Albion confidence building group
- A range of after school sports and curriculum related clubs
- A range of trips to support learning

g) To support the emotional and social development needs of pupils with special educational needs, we employ a number of strategies. We arrange regular sessions with staff for children with specific emotional and social needs. We run an intervention called Sulp, which focuses upon using language appropriately in social situations. We have staff trained in both mentoring and nurture. In addition, assemblies always have a PSHE focus and all pupils take part in whole class PSHE sessions. If in spite of intervention in this area, the pupil still has issues, the school will support parents with liaison with outside agencies.

Expertise and training.

- All staff, both teaching and support staff, are highly trained in using formative assessment techniques to accurately pitch lessons in order to secure rapid rates of progress.
- The school employs 13 members of support staff. All members of support staff have LSP3 qualifications or above. All staff are highly trained in the delivery of high quality interventions. They work regularly alongside outside agencies and practice and liaises with all outside agencies. The Sendco has achieved the National Sendco qualification with Birmingham University. The Head teacher conducts appraisal meetings to set personal/curriculum targets with all members of support staff on an annual basis. These targets and performance are regularly reviewed.

How equipment and facilities to support children with SEND is secured

- The school provides all relevant equipment and facilities to meet the needs of all children with SEND.
- The school provides facilities such as disabled toilets, ramps and a range of quiet rooms and workstations to meet personalised provision.
- On occasions where specialist equipment is required, the school liaises with both families and outside agencies to ascertain what equipment is needed. The equipment are then purchased or borrowed from outside agencies.
- All specialist equipment and facilities are funded through the school's budget or Local Authority

How parents are involved in their education

- If the school takes the decision to move a child onto the SEND register, a meeting will be called with parents by the class teacher to discuss the reasons for the move.
- The school will consult families if they believe that the pupil would benefit from outside agency support. If this support is given, all outside agency reports will be shared with parents.
- If the school or parents are concerned with progress after receiving outside agency support, a meeting will be arranged.
- If a child is in receipt of an EHC plan, this will be reviewed annually at a meeting.
- An annual report will be provided for each child and parents will be invited to meet with the Sendco to discuss progress.
- If at any point a parent has a concern, we will arrange a meeting with either the Sendco or class teacher within 3 days.

How pupils are involved in their education

- Every child will set personal targets with the class teacher on a regular basis.
- All children will complete pupil conferences to ensure their views are accounted for.
- All Individual Learning Plan targets will be discussed with children.
- All children will regularly use peer and self-assessment in order to highlight both strengths and areas for improvement.

How are governors involved?

- The Sendco regularly liaises with the school's SEND Governor, Rev. Steve Walters, to discuss the involvement of other bodies and how families are supported. This information is then discussed at full governing body meetings.
- The Sendco provides an annual SEND report for the SEND Governor who shares this with the full governing body.
- The governing body ensure that the Sendco takes responsibility for informing, and discussing with, parents when they feel that either health and social service bodies, local authority support services or voluntary organisations should be involved with their child.
- The Sendco will provide copies of all reports written by outside agencies to parents and will be available to discuss the contents of the report.
- The Sendco will be responsible for contacting necessary outside agencies upon request from parents.

Arrangements for transfers between phases

- The Sendco will meet with Sendcos from both nurseries/day care/Early Years Inclusion and the Academy/Junior Schools prior to transition.
- All necessary paperwork will be exchanged between Sendcos prior to transition.
- A highly personalised, potentially extended, transition process will be put in place to include visits to the child's new school prior to transition. This will take place with familiar staff and will give the child the opportunity to meet new staff.
- Any new equipment or adaptations to facilities will be made before the child starts school.
- Parents will have the opportunity to meet the Sendco/class teacher prior to their child starting at the school.
- Any staffing appointments needing to be made to meet the needs of children will be conducted before transition. Parents will be notified of appointments made and will be given the opportunity to meet with their child's new key worker.

Contact details of parent support services

- Sandwell Inclusion Support: 0845 352 7552
- Sandwell SENDIASS: 0121 555 1821
- YoungMinds Parents Information Service (for any concerns with children's mental health or emotional well-being): 0800 018 2138 □ Sandwell Family Information Service: 0121 569 4914

Links to other useful policies
and websites.

Sandwell's Local Offer:

Ocker Hill Infant and Nursery School:
Accessibility Plan **2015-2018**