



Oldbury Park Primary

We Believe in Best

**Information Report for Parents
2022 - 2023**

Document Information		
Field	Title	Comment
Issuer	Lee Card – Principal	
Reviewers	Senior Leadership Team & Governing Body	
Approval for Release	Governing Body	

SENCO: Esther Miller

ACCESS AND INCLUSION LEAD: Sarah Davies

DESIGNATED LEAD FOR LOOKED AFTER CHILDREN: Lee Card

What should I do if I think my child has Special Educational needs?

In the first instance, speak with your child's class teacher. They will be able to talk through your concerns and seek support if necessary. The class teacher will be able to implement an initial support strategy and monitor the progress of your child.

In addition to the class teacher, you can also speak with Miss Miller, the school's Special Educational Needs Coordinator (SENDCO). Miss Miller will support your child's class teacher and liaise with external professionals if necessary.

Telephone: 01905 424878

Email: emiller@oldburypark.worcs.sch.uk

Website: www.oldburypark.worcs.sch.uk

How does the school know my child needs extra help?

We take into account the following things:

- Information from you and your child
- Teacher assessments
- Observations of your child
- Processes such as Language Link, Dyspraxia & Dyslexia pathways.
- Information from external agencies
- In-school tracking and moderation

For further information please see the school's Special Educational Needs and/or Disability (SEND) policy; which is available on our website or from the school office.

How will the school decide the type of support my child will receive?

- The class teacher and the SENCO will discuss your child's needs with you and decide together what support would be appropriate.
- Different children require different amounts and types of support in order for them to achieve their full potential and this will be discussed with you. The support that your child requires may be formalised in an Individual Provision Map (IPM). These will be reviewed termly.
- The SENCO and class teacher will work closely with a range of external professionals, to ensure that the type of support your child receives is tailored to their specific need. Any referral will be discussed with you prior to being made.

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

We have a dedicated team of Achievement Assistants and part of their role, along with the teacher, is to deliver support programs and interventions designed to meet the needs of groups of children or individuals. These are planned for by your child's class teacher and closely monitored by the SENCO.

What specialist services are available or can be accessed by the school?

- Information from you and your child
- Teacher assessments
- Observations of your child
- Processes such as Language Link, Dyspraxia & Dyslexia pathways.
- Information from external agencies
- In-school tracking and moderation

School has access to and purchased support from a variety of external agencies.

These include:

- Chads Grove School (Learning Support Team).
- Speech and Language Therapy (SaLT)
- Education Psychologist.
- Behaviour Support Team.
- Visual/Hearing Impairment Support Team.
- Pastoral Support.
- Early Intervention Family Support.
- School Nurse.
- Family Front Door.
- Complex Communication Needs Team (CCN).
- Early Years Inclusion Team.

How will I know how my child is doing?

We believe working in partnership is very important and you are kept fully informed about your child's progress through:

- Parents evenings and Individual Provision Map review meetings
- Parents/teacher discussions, phone calls, drop-in meetings.
- Reading diaries.
- Additional communication methods (where appropriate)
- Annual school report.

How will the school help me support my child's learning?

Your child's class teacher can offer practical ways that you can use to support your child at home. If your child is receiving SEN Support they will have an Individual Provision Map (IPM) with targets attached. Your child's class teacher will suggest ways in which you can support your child at home. These will be discussed with you and your child on a termly basis.

School offers a variety of other ways to help you support your child including:

- Homework including using Seesaw.
- Reading workshops.
- Specific target work may be sent if appropriate.
- Family Front Door.
- Links and information via the school website.
- Informal discussions with school staff and external agencies

How will the curriculum be matched to my child's needs?

The school provides Quality First Teaching for all pupils as the most important part of its provision. This includes:

- A differentiated curriculum.
- Pupil involvement and engagement with their learning.
- High levels of interaction.
- Appropriate use of teacher questioning, modeling and explaining.
- Regular opportunities for pupils to talk both individually and in groups.
- An expectation that pupils will accept responsibility for their own learning and work independently.
- Regular use of encouragement and authentic praise to engage and motivate.

How does the school judge whether the support has had an impact?

Your child's progress will be assessed half termly using formal assessments and class teacher judgements. Numerical targets will be set annually and your child's progress towards these will be assessed termly. The progress of your child will be monitored by the Senior Management Team through termly pupil progress meetings.

Your child will have their IPM targets reviewed on a termly basis. Class teachers will share and review targets with you and your child at a time that is convenient, usually before or after school.

Your child will be removed from the SEN register when they have made progress and the gap has been reduced. However, they will be closely monitored to ensure that progress continues.

The SENCO reports termly to the Governing Body on the provision, the impact and the progress of SEND children within the school.

What support will there be for my child's overall well-being?

All children are encouraged to play a full and active part in school life at Oldbury Park Primary School.

Additional arrangements will be made, where possible, to allow active participation in after-school clubs, leisure and cultural activities and school visits.

Our Early Intervention Family Support Worker and can work with families to offer Family Support.

The school uses the Thrive Approach to support the children's emotional wellbeing and to promote values such as perseverance and resilience.

The school offers wrap around care each morning and afternoon for children from Reception to Year 6. This is provided through Victoria House and further information can be obtained from the school office.

How will the school prepare and support my child when transferring classes or schools?

We understand that any transition can be difficult for a child, and we therefore have transition arrangements that apply for **ALL** children.

Transition meetings are held between current and future teachers, year groups and schools.

Children visit their new class during the whole school transition day. Children transferring between schools will have additional transition meetings between teachers and SENDCOs. Where it is deemed beneficial, additional visits will be arranged for your child.

In addition to this school may offer pictorial transition booklets, videos and additional visits to classes or teachers.

How are staff trained to support SEND?

Staff delivering SEND support programs are supported by the school's SENCO, class teachers and a range of external professionals e.g. Speech and Language Therapists, Learning Support Teachers and Educational Psychologists etc.

SEND training for teaching staff and Teaching Assistants is planned into the school calendar where teaching staff receive up to date information regarding the SEND Code of Practice and how to ensure this is implemented through the Graduated Response in their classroom. For more information on the Graduated Response please see the school website.

The school has invested in SEND Continuous Professional Development for Teachers and Achievement Assistants to support in all aspects of the curriculum and specific need types, such as Autism, Speech and Language Needs, Dyslexia, Attachment, Speaking and Listening.

Staff have received Positive Physical Intervention training to safely support children, who are demonstrating unsafe behaviours. These incidents are always recorded, discussed with parents and are very rare.

Staff will receive annual Safeguarding training, which will include training around the vulnerability of some pupils with additional needs. Attention is drawn to section 199 of the Keeping Children Safe in Education document as outlined below:

Children with special educational needs and disabilities or health issues 199. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in managing or reporting these challenges.
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so.

How accessible is the school both indoors and outdoors?

The school site is on one level. The school provides physical aids to support children where necessary. The school has ramped access and a disabled toilet. If a child enters school with a particular health need then the school will attempt to ensure that these needs are met and record this support within an Individual Healthcare Plan.

Where necessary, the school will liaise with external agencies to ensure that all children with physical impairments are supported and have the correct equipment, e.g. Physical Outreach Team or Visual/Hearing Impairment Team.

Please see the Accessibility Policy for more information.

How can I get involved in the school?

Parents are encouraged to play an active role in school life and there are several ways this can be achieved:

- Volunteering in school activities.
- Parent governors.
- Parent Forum and parental questionnaires.
- Shared learning days – for the children to share their learning with you
- Parent workshops.
- Attending class and celebration assemblies.

How do children contribute their views about their support and who can help them?

We aim to meet this in the following ways:

- IPM reviews
- School council
- Eco council
- Learning conversations
- Pupil voice conversations

Children receiving SEND support will evaluate their learning as part of the termly review process; they will also contribute to the next steps in their learning. They will be supported in this by a member of school staff. Each term the SENCO holds 'pupil voice' meetings whereby children with SEND have the opportunity to discuss their support with the SENCO.

Who can I contact for further information or other SEND issues?

The first point of contact should be with your child's class teacher.

You can then book a meeting to discuss your concerns with the SENCO or attend the Drop-In service.

Any concerns regarding the provision of SEND should be made to the Vice Principal once the above meetings have been held.

If you feel your concerns have not been addressed, in keeping with school policy, a complaint about the organisation, management and provision for SEND must be made in writing to the Chair of Governors. A copy of the complaints procedure is available at the school office.

You may also discuss your concerns with a representative from SENDIASS (Special Educational Needs and Disability Information and Support Service).

What is 'Ordinarily Available' In Worcestershire schools?

You can access further information about what Worcester can offer to help and support your child by visiting Worcestershire's Local Offer which can be found on the Worcestershire County Council website.

<https://worcestershirelocaloffer.org.uk/#/directory>

You can contact Worcestershire County Council through the methods below:

- **Call the SEND Services Helpline** on [01905 845579](tel:01905845579)
- **Email SEND Services** on SEN@worcestershire.gov.uk

What other support services can help me?



Worcestershire SEND Information, Advice and Support Service (SENDIASS)
offers free impartial advice in confidence.

<http://www.worcestershire.gov.uk/sendias>

Telephone: [01905 768153](tel:01905768153)

Email: sendias@worcestershire.gov.uk

Children's Speech and Language Therapy

Tel: 01905 681592

The National Autistic Society

- Call [0207 833 2299](tel:02078332299) (Monday to Friday 9am-12pm and 1-3pm)
- Email nas@nas.org.uk

