



School SEN Information Report

SCHOOL NAME	Oaks Primary Academy
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TYPE OF SCHOOL	Mainstream	Preschool; KS1; KS2
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ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements		
	Other Adaptations:	Easy access toilet	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in Kent's Local Offer?	Yes https://www.kent.gov.uk/education-and-children/special-educational-needs	
POLICIES	Are the schools policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR (including anti-bullying)	Yes
		EQUALITY & DIVERSITY	Yes
What proportion of children currently have SEND?	Currently 30 children are registered as having SEN. (16.6% of the whole school register) 3 of these children have Education Health Care Plans. 1 child is currently undergoing statutory assessment.		

DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	Yes
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OAKS PRIMARY ACADEMY'S VISION OF INCLUSION	At Oaks Primary Academy, we believe all children have the right to access a full and meaningful school life. We are proud to have an inclusive learning environment that allows all pupils to experience the curriculum in a creative and engaging way and achieve their full potential.	
RANGE OF PROVISION	<p>Please indicate what your school has to offer (over and above your core offer) In each of the following areas:</p> <p>Areas of Strength</p> <ul style="list-style-type: none"> • Oaks Primary Academy is proud of its inclusive learning environment and the opportunities that it provides for all of its pupils through quality first teaching. • The needs of the children are at the centre of all the decisions made by the leadership team. • We use a graduated approach (refer to appendix 1-3) in identifying the needs of children by following the recommendations of SEN support as outlined on KELSI http://www.kelsi.org.uk/special-education-needs/special-educational-needs/sen-support • By following this graduated model, we are able to identify specific barriers to learning and ensure provisions and resources are always relevant to the need identified. • We will always work in collaboration with parents/carers and pupils when deciding provisions for their child. We realise it is essential to recognise the pupils as individuals with unique needs when making decisions regarding their education. 	

- The continuous professional development (CPD) of Staff at Oaks Primary Academy is vital in order to meet the wide range of additional needs in the most effective way possible. The CPD across the school is specifically organised through vigorous auditing of staff's current skills and the pupil's needs.
- The Inclusion Lead works closely with all professionals involved in a child's provision to ensure multi-agency working around the child.
- Support for children who have difficulties with communication and interaction has been identified as having one of the most significant impacts on learning.
- Oaks Primary Academy has a Learning Support Assistant for Speech and Language.
- Pupil's social, emotional and mental health needs and welfare are vital when ensuring all pupils are engaged in the curriculum.
- Opportunities to build pupil's resilience are an integral part of the day-to-day teaching at Oaks Primary Academy. We have a designated well-being lead, Mrs Macey who drives well-being across the school (appendix 4) whilst co-ordinating the support for children who have Social, Emotional, Mental Health as their priority need on the special educational needs register.
- Oaks Primary Academy has a Learning Mentor who provides support for children who have had a specific need identified. This includes play and Lego therapy, bereavement support and 1:1 sessions.
- We reward pupil's achievements in their learning through a weekly celebration assembly and dojo points.
- At Oaks Primary Academy conferencing is used between staff and children to help them to reflect and actively engage in improving their work and meeting their personal targets.
- Oaks Primary Academy follows the Primary Years Programme. The children will inquire, make connections, think critically, work collaboratively, develop conceptual understanding, reflect, consider multiple perspectives, take action and construct meaning (appendix 5).

Specialist Facilities/Equipment to support SEND

- A wide spectrum of practical classroom resources are available to support the needs of children who experience a range of difficulties with their learning – for example, writing slopes, pencil grips, visual timetables and learning resources, etc.
- Where appropriate we also make personalised resources for children with specific needs and targets.

Input from Educational Psychologists/Therapists/Advisory Teachers/other speciality support services:

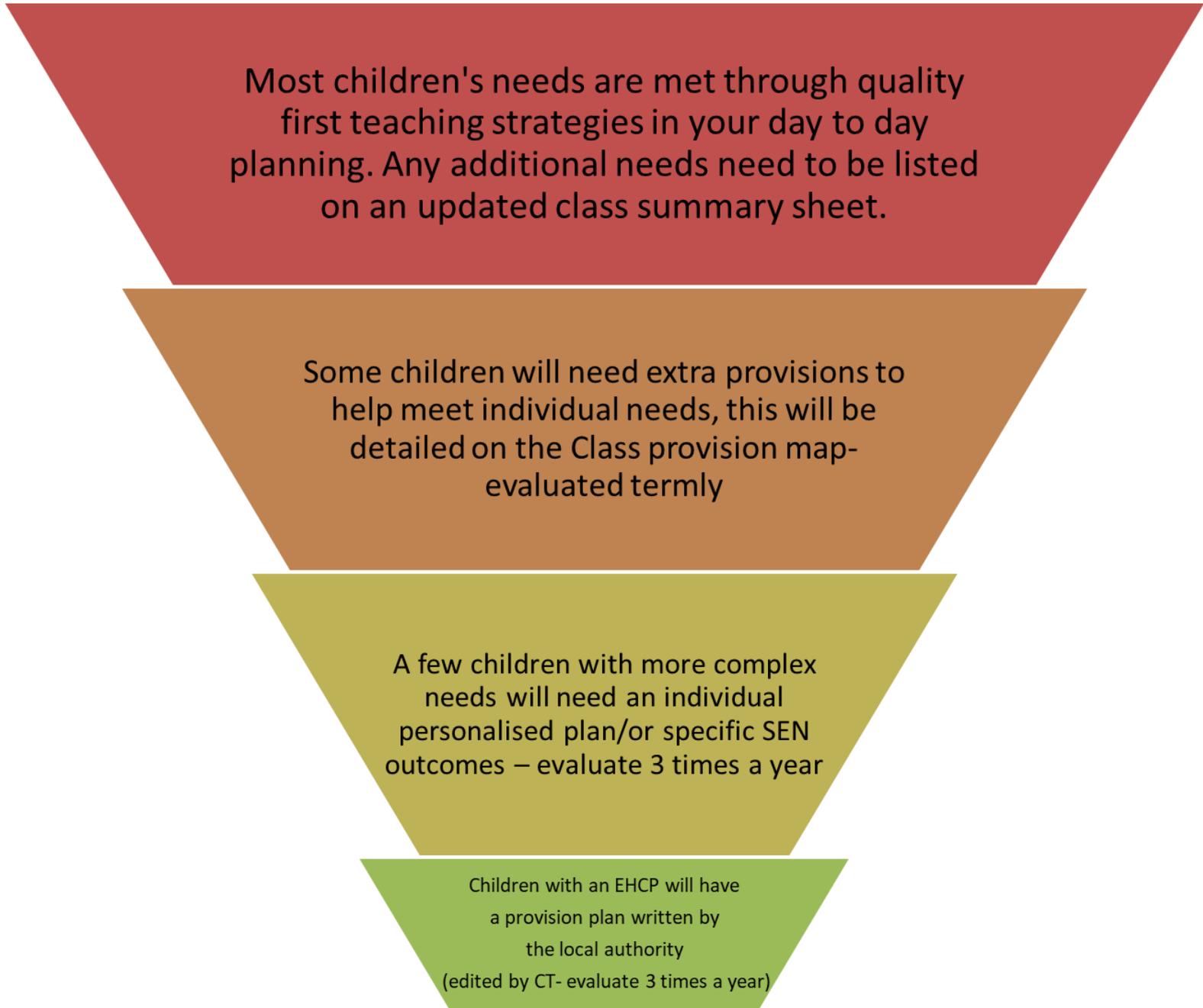
When appropriate, children can be referred to a range of external agencies to receive the best possible support to cope with their individual needs

- Educational Psychologist
- Speech and Language Therapy (NHS)
- Five Acre Wood Outreach Services
- Bower Grove Outreach Services
- Hearing impairment Services
- Vision impairment Services
- Consultant Paediatrician
- Community Paediatrician
- School Nurse

	<ul style="list-style-type: none"> ● CAMHS ● Specialist teaching Service (via LIFT) ● Family support courses ● Occupational Therapist ● Early Help
	<p>Breakfast and After School Club support</p> <ul style="list-style-type: none"> ● Breakfast Club available Mon-Fri from 7.45am. No prior booking is required. ● Various after school activities and clubs are available for children to sign up to.
INCLUSION	At Oaks Primary Academy, we aim to support all children and their individual needs. We are able to provide for a wide range of SEND. Specific needs may include: Speech, Language and Communication Difficulties, Literacy and numeracy difficulties, Global Developmental Delay (GDD), Autistic Spectrum Disorders (ASD), Attention Deficit Hyperactivity Disorder (ADHD), English as an Additional Language (EAL), Medical and Physical needs. Each child will be assessed on an individual basis and where possible and within our resources, we will give the support that is right for them depending on their specific needs.
PARENT SUPPORT INVOLVEMENT /LIAISON	Parents/Carers play an essential role in their child's education. We encourage a positive relationship between the school and parents. Parents/Carers are also encouraged to speak to the class teacher as a first point of contact should they have any concerns regarding the education of their child. The Inclusion Lead , Louise Milligan will ensure Parents/Carers will be updated of any significant changes to their child's education. If their child has been identified as SEN school support, the parents will be invited to three in-year review meetings to discuss their child's personalised outcomes and what future steps need to be put in place in order for them to continue to thrive. The academy has a Well-being Lead, Mrs Macey, who is available on a daily basis to support attendance.
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	The Code of Practice clearly states that pupils must play an active role in their education. All pupils with SEND will have a personalised provision plan, which they will work on with their class teacher. This will state SMART targets that they are currently working towards and are reviewed 3 x yearly (during the in-year review meetings.) We ensure the pupils have the opportunity to discuss their progress against their personalised targets, including, any successes, any difficulties they are facing and any provisions they are attending.
EVALUATING SEN PROVISION	<p>The class teacher, Inclusion Lead and Senior Leadership team closely monitor pupil progress each term. If specific needs for additional support are identified the Inclusion Lead will work closely with the class teacher to ensure the provisions planned are done in a cohesive way and ensure the provision maps allow for close monitoring to ensure effectiveness. If the pupil has specific needs surpass the provision available on the class provision map they would then require a personalised provision plan with individual outcomes. Regular reviews of the Provisions Maps and personalised provision plans ensure that the package of support provided for the children is the best available and is continually adapted to the child's current needs.</p> <p>The SEN Register updated to reflect the current need in school as regularly as needed. All staff have access to the up to date register at all times.</p>
Inclusion Lead contact details	<p>Name of Inclusion lead: Mrs Louise Milligan</p> <p>Contact details: 01622 755960</p>
CONCERNS AND COMPLAINTS	We encourage parents to come and discuss any concerns you have regarding the provision in school for their child with the class teacher. The class teacher will then pass on any relevant information to the Inclusion Lead should they require support to meet the pupil's needs. Parents are also reassured to contact the Inclusion Lead should they have any concerns about their child and their specific needs. If the parents believe, their concern has not been resolved after speaking to class teacher and/or Inclusion Lead they are invited to arrange a meeting with the Principal of the Academy. Concerns of complaints will be taken seriously and passed on to our Executive Team.

COMPLETED BY (Name and Position)	Louise Milligan – Inclusion Lead
DATE COMPLETED	September 2019
REVIEW AND RENEW BY:	July 2020

Appendix 1- Tiers of support



Most children's needs are met through quality first teaching strategies in your day to day planning. Any additional needs need to be listed on an updated class summary sheet.

Some children will need extra provisions to help meet individual needs, this will be detailed on the Class provision map- evaluated termly

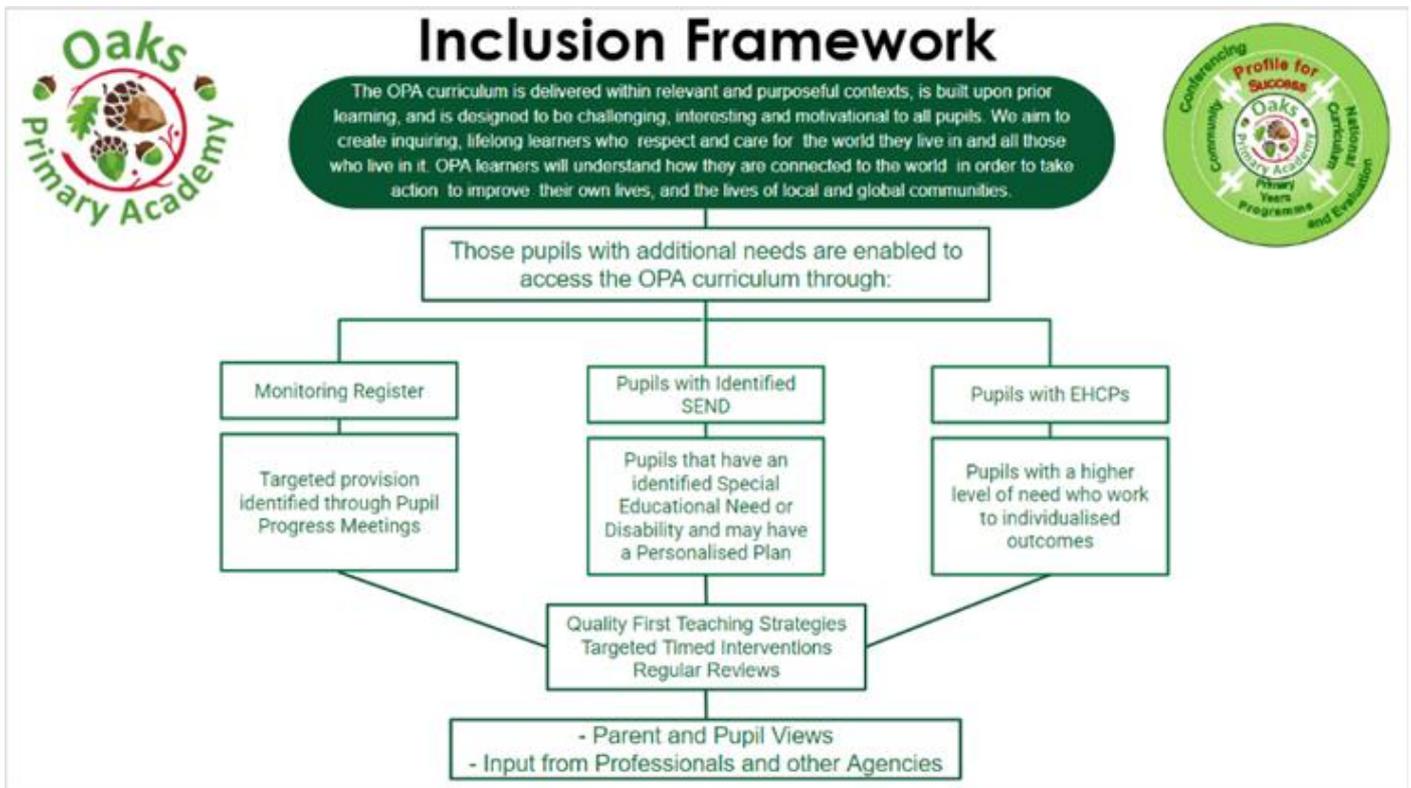
A few children with more complex needs will need an individual personalised plan/or specific SEN outcomes – evaluate 3 times a year

Children with an EHCP will have a provision plan written by the local authority
(edited by CT- evaluate 3 times a year)

Appendix 2- Pathway to support once needs are identified.



Appendix 3 - Inclusion framework within the OPA Curriculum



Appendix 4- Well-being framework within the OPA curriculum



Wellbeing Framework

The OPA curriculum is delivered within relevant and purposeful contexts, is built upon prior learning, and is designed to be challenging, interesting and motivational to all pupils. We aim to create inquiring, lifelong learners who respect and care for the world they live in and all those who live in it. OPA learners will understand how they are connected to the world in order to take action to improve their own lives, and the lives of local and global communities.



OPA, through BRILL (Building Resilience In Learning for Life), develops pupils' capacity to manage themselves in ways that achieve and maintain positive mental health in order to be the very best version of themselves.



Appendix 5- PYP Framework within the OPA curriculum



PYP Framework

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Voice - Choice - Ownership

