

Oakridge and Bisley Primary Schools SEND Information Report 2021-2022

Head Teacher: Mr Jonathan Preston

SENCO: Mr Graham Wright

SEND Governor: Mr Hugh Robinson

Introduction:

Mr Graham Wright has been SENCO at Oakridge and Bisley Primary School since Jan 2020 and has recently completed the National Award for SEN Co-ordination qualification. Mr Wright works at Oakridge and Bisley Schools and can be contacted via email senco@bisleybluecoat.gloucs.sch.uk. Mr Wright meets each week with the Head Teacher to discuss any needs and concerns that have arisen in the week and to decide on the priorities for the week ahead.

1. How does the school identify that children have Special Educational Needs?

Oakridge and Bisley use a variety of approaches to identify needs including observations and assessments. If a teacher has a concern that a child may have SEND or is not making progress for another reason then the class teacher discusses this with the SENCO and the SENCO completes an Observation and any necessary further assessments. The school also seeks information from other agencies or the child's previous pre-school/school.

2. Who are the best people to talk about my child's difficulties?

It is always best to talk to the class teacher first. You can also request to see the SENCO either via email or by calling the school office.

3. How do we support parents and families?

Oakridge and Bisley hold parents' evenings twice a year and teaching staff are also available at the end of the day. Parents or teaching staff can request additional appointments throughout the year and these are often necessary for children with SEND so that progress can be monitored closely. If a child is on the SEND register and therefore has a MyPlan, these are reviewed at least five times a year and meetings with parents and families will be held at the time of the review.

4. How does the school provide support for my child and who will provide this?

Once your child's level of need has been identified, the appropriate plan will be written. If a child requires a little extra support in an area then they will be on a monitoring plan and not on the SEND register. This will mean that they receive extra support from the class teacher or teaching assistant within the classroom and a plan will be sent home to show how you can support them too. If a child has been identified as having SEND then they will be placed on a MyPlan and will receive additional support outside the classroom by a qualified teaching assistant or the SENCO. The provision will be outlined on their MyPlan and is reviewed within school on a provision map each term. Some children may have the need for a MyAssessment which is when we invite other professionals to advise us on the child's needs and they may then move onto a MyPlan Plus. The support may be in small groups or 1:1 interventions. The Class Teacher and SEND team will decide how this support is implemented

and with whom. Any children with additional needs are enabled to attend all school trips and residential trips with appropriate risk assessments.

5. Additional training in 2021-2022

All teaching and teaching assistants have received training in the SEND graduated pathway, including early identification, writing My Plans and Provision Maps and implementing personalised learning resources where appropriate. The SENCO cascades this information from local updates and from structured conversations with other professionals. There has also been training for teaching assistants on the delivery of phonics and behaviour strategies for support. Teaching staff have also had the opportunity to share SEN resources. A recent focus on Neurodiversity in schools and participation in the Stroud Umbrella Project has also increased knowledge and understanding around Neurodiversity. One member of staff is also receiving training to become a designated Mental Health Lead in school.

6. How do we measure progress?

Teachers and the SENCO review the provision provided for each class every term and children's individual progress is measured using targets, outcomes and the school's assessment tool - Insight. Decisions about what provision is in place for the following term is based on these reviews as well as additional information provided by the class teacher and more formal standardised assessments. The progress that a child has made is also recorded on the children's individual plan and shared with parents at the next review. In addition to this there are pupil progress meetings held between teaching staff and the head teacher.

7. Which other agencies does Oakridge and Bisley work with?

Oakridge and Bisley also work closely with nearby schools. This enables the SENCO to share resources and expertise as well as ensuring that we are always providing the best and most up to date education. The SENCO also works closely with other agencies including Educational Psychologist, school nurses, occupational therapists, the continence team, a Speech and Language Therapist or a member of the Advisory Teaching Service, Play Therapists, Counsellors and a Mindfulness Practitioner. The SENCO also attends the local SENCO cluster meetings.

8. How do we support your child transferring in or out of our school?

We share information with any new school. We send on any files and current assessment levels. We may arrange additional transition visits and provide transition support in school for your child if needed. We have a strong working relationship with the SENCO at local Secondary schools and they are invited to EHCP review meetings for children in Y5 and Y6.

9. What interventions does Oakridge and Bisley provide?

Oakridge and Bisley provides a variety of interventions including spelling, additional reading, reading for meaning. Our Provision Maps detail all the resources used to support learning and a copy of this can be found on the SEND page of the school website.

10. Where can I find the SEND Policy?

The SEND policy can be found on the school website along with the Local Offer.

11. What role do the Governors have?

The Governing Body act as a 'critical friend' to our school and are a source of support. They have a duty to ensure parents are kept informed through the Policy and reports to parents. They can also be a line of communication for parents. The designated SEND Governor meet regularly.