



OATLANDS SCHOOL
Special Educational Needs and Disabilities School Offer

1	Meeting every child's needs	<p>As a Values school we pride ourselves on our inclusivity. We aim to provide 'Quality First Teaching' so we can meet the needs of every pupil. We follow the Surrey Ordinarily Available Provision and Surrey Inclusion and Additional Needs offer to support us with strategies to meet the needs of all pupils. We have experience of working with children with a range of Special Educational Needs including:</p> <ul style="list-style-type: none">● Cognition and Learning;● Communication and Interaction;● Social, Emotional and Mental Health;● Sensory and or physical. <p>If we are aware of a child's special need prior to their start at Oatlands, we encourage parents to share as much information as possible about their child. This maybe through meetings with the SENDco, Headteacher or class teacher, visits to and discussions with the pre-school setting, discussions with any other professionals who have already worked with the child, reading any reports written by professionals and individual stay and play sessions with the class teacher and SENDco (upon request). Understanding a child's needs enables us to provide an appropriate level of support. Once a child's need has been identified and understood, the relevant provision will then be put into place. Provision may be through changes to the classroom environment and teaching methods, additional resources, intervention groups with a TA and a small group or 1:1 support. The provision a child receives will be shared with their parents through a written SEND Support Plan or verbally if the child is not on the SEND register and will be reviewed termly. Provision may be continued, adapted or terminated depending on the outcome of the termly review. Interventions that may be run (depending on the needs of the children so are subject to change) are:</p> <ul style="list-style-type: none">○ Little Wandle Letters and Sounds catch up○ Paired Reading○ ELSA
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	<ul style="list-style-type: none">○ Attention Autism○ Precision Teaching○ Socially Speaking○ Lego Therapy○ Sensory Circuits○ Occupational Therapist (following the guidance from qualified therapists)○ Physiotherapy (following the guidance from qualified therapists)○ Speech and Language Therapy (following the guidance from qualified therapists) <p>SEND Support Arrangements will be written for a child with a level of need that cannot be met with Wave 1 provision. They will also be placed on our SEND register.</p>
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2	Policies for identifying children and young people with SEND and assessing their needs, including the name and contact details of the SENCO.	<p>The SENDco is Mrs Katie Isaac; her email address is: sendco@oatlands.surrey.sch.uk</p> <p>At Oatlands we have rigorous assessment and tracking procedures in place. Teacher's complete termly assessments and then a Pupil Progress document. They then meet with either the Headteacher, Deputy Head or EYFS leader to discuss all children's progress and also potentially highlight any children who are not making the expected progress despite the Quality First Teaching that they receive on a daily basis. We then plan what needs to be put in place to support the child.</p> <p>Parents are able to discuss their child's progress or any concerns they may have with the class teacher at any time during the school year. If the class teacher deems it necessary the Headteacher or SENDco may be part of the meeting.</p> <p>At any point in the year, teachers are able to discuss their concerns about a child with the SENDco or Headteacher. They may then carry out an observation of the child or refer them to an outside agency and request more specialist support.</p> <p>Please see our updated SEND Policy for more information on identifying children with SEND.</p>
3	Arrangements for consulting parents of children with SEND and involving them in their child's education.	<p>There are 2 formal Parent Teacher Consultations, one in the Autumn Term and the other in the Spring Term. A written report is published at the end of the Summer Term. However we have an open door policy so parents are welcome to make an appointment to meet with their child's teacher, the SENDco or the Headteacher at any time during the school year if they wish to share any concerns. Teachers will also ask to meet parents if there are any ongoing concerns about their child's progress. If a child has an EHCP then the child will have a set of targets that are reviewed termly and then updated. The targets will be in line with the outcomes on their EHCP and incorporate any targets set by outside agencies. These targets are shared with parents and parents are welcome to comment or make suggestions on the targets.</p> <p>SEND Support Arrangements will be completed for children whose needs cannot be met with Wave 1 intervention. Parents will be invited to be part of the process in completing the SEND Support Arrangements and will be kept fully informed if an application for an EHCP is then made. If a child is referred to an outside agency such</p>



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		as Surrey's Specialist Teachers for Inclusive Practise (STIPS) or a Speech and Language Therapist, parents will be invited to any meetings that are held at school regarding their child.
4	Arrangements for consulting young people with SEND and involving them in their education	All children including those with SEND are encouraged to involve themselves in their education and consider how they are feeling about their learning as it progresses. Children have regular opportunities to review what they have learnt and are encouraged to express how they feel and how they can improve their learning. We have adopted a 'Growth Mindset' approach and through our PSHE curriculum we teach children what it means to have a growth mindset rather than a fixed mindset. When SEND Support Arrangements are completed for a child, a One Page Profile will be completed in conjunction with the class teacher, the child's parents and the child (if appropriate).
5	Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of the assessment progress.	We follow the Assess, Plan, Do, Review process. SEND Support Arrangements are reviewed on a termly basis. The reviews include the judgments of the class teacher, TA, parents and any outside agencies that have been working with the child. Based on these reviews new targets are set and shared with the parents and the child, where appropriate.
6	Arrangements for supporting children between phases of education and in preparation for adulthood.	We have comprehensive arrangements in place for children joining us in Reception and those leaving in Year 2. Our Reception Teachers visit as many Pre School settings as possible. When we are aware of a child with SEND joining the school, the SENDco will visit the child in their Pre School setting and liaise with the staff and parents to ensure we are able to implement any additional provision necessary from the very beginning. We have firm links with our feeder Junior School and children in Year 2 will be part of a transition program. This programme involves children spending a day at a sports event



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		<p>using the Junior Schools facilities as well as a day in their new Year 3 class, the Year 3 teachers coming to visit the children in their Year 2 classroom, the Year 3 children writing to the Year 2 children to share their experiences and also individual Year 3 children spending an afternoon with a Year 2 child, completing different games and activities with them. Children with SEND or who we predict may find the transition particularly difficult will be able to make some additional visits to the Junior School, accompanied by a TA. They will be able to take photographs, which can then be put into a book to help them become familiar with their new school over the Summer Holidays.</p> <p>The SENDcos will meet to discuss each child and the interventions they have received and share any useful information that will help to ensure a smooth transition. Any paperwork related to SEND will then be passed on to the Junior School. The new SENDco is also invited to attend the child's final Annual Review.</p>
7	<p>The approach to teaching children and young people with SEND.</p>	<p>All our teachers deliver 'Quality First Teaching'. We provide a fully differentiated curriculum so the needs of all our children can be met. The Ordinarily Available Provision document details the range of adaptations and support we put in place for children as standard. We have a team of SEND TAs in each year group, who under the direction of the class teacher or SENDco will deliver the Wave 3 provision according to individual EHCPs. Children who require Wave 2 or 3 provision will have an individual SEND Support Arrangement Plan which will give details of outcomes and the provision in place to meet the outcomes. The provision may be delivered on a 1:1 or small group basis by the class teacher, teaching assistant or a member of the SEND team.</p>
8	<p>How adaptations are made to the curriculum and the learning environment of children and young people with SEN.</p>	<p>Once a child's needs have been identified, adaptations to the curriculum and learning environment can be made. This may include a personal workstation, an individual timetable, a fiddle toy, a Breezi chair or a wobble cushion. Before a child starts at Oatlands we would meet with parents and any other professionals involved to ensure appropriate adaptations are made to the environment and curriculum prior to the child starting.</p> <p>We have opened a new classroom which we call the 'Voysey Room.' This classroom is</p>



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		<p>accessed by a maximum of 4 children, supported by 2 TA's, who require a different environment and teaching approach to their peers. Communication skills are the key focus of the learning in the Voysey Room. The children who access the Voysey Room are still assigned a class and the class teacher is responsible for ensuring the TA's deliver the relevant curriculum work to the children each day. The Voysey Room has access to the Early Years outside area.</p>
9	<p>Additional support for learning that is available for pupils with SEND.</p>	<p>At Oatlands, every class has a teacher and a full time TA. In addition to this we also have 2 TA's who work in Year 1 and 2 to deliver interventions both in and out of the classroom and an additional TA in Reception who works every afternoon delivering speech and language interventions to individuals and to groups. This high level of TA support across each year group enables us to support children within the classroom and also out of the classroom when running intervention groups or supporting children when accessing the Therapy Room or Sensory Room.</p>
10	<p>How accessible is the school's physical environment?</p>	<p>We do our best to meet the needs of all our children not only in respect of the curriculum we deliver but also by making reasonable adjustments to our school environment wherever possible. We have a disabled toilet in our more recently built Year 2 block. Children also have access to smaller teaching spaces where children are able to learn in quieter and distraction free environments.</p>
11	<p>How equipment and facilities to support children and young people with SEND will be secured.</p>	<p>Every year the SENDco completes a plan outlining the priorities to achieve in the year ahead and also requests a budget to ensure there are resources in place to support the children with SEND and run the intervention groups. Some equipment may be provided and maintained by the outside agencies who support the school such as Occupational Therapists.</p>



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12	The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.	Within the staff team at Oatlands, there are a range of skills and expertise. Teaching staff and TAs are encouraged to lead their own professional development and attend training courses on areas that support their current cohort of children as well as particular areas of interest. We have TAs who have completed Speech and Language Courses and are able to provide Speech Therapy to individuals following the guidance of a Speech and Language Therapist. Many Teachers and TAs have attended training on managing ASD and PDA in a mainstream classroom. As we have a Sensory Room and Therapy Room, many staff have also received training on Occupational Therapy, Physiotherapy and managing Sensory Behaviours. At Oatlands we are always welcoming of professionals who are able to support us in using the resources we have available, in order to provide the best possible support to all children including those with SEND.
13	Evaluating the effectiveness of the provision made for children and young people with SEND	Provision for children with SEND is formally reviewed on a termly basis as part of our Assess, Plan, Do, Review cycle. However we recognise that sometimes practices and provision have to be evaluated more regularly, perhaps due to a change in circumstances. Provision is reviewed with the class teacher, TA, SENDco, Headteacher and the parents. The Governors, Headteacher and Business Manager monitor the finances of the school and take the cost of the provision needed into account when planning the budget for the school.
14	How children and young people with SEND are enabled to engage in activities with children in the school who do not have SEND.	All pupils are able to take part in all aspects of the curriculum. Teachers prepare well for each activity and are therefore able to make any necessary adaptations to each activity. For visits off the school site we have comprehensive risk assessments and child to staff ratios are always adhered to. For some children with SEND, we may ask that parents accompany us on school trips to ensure the safety of all children.
15	Support for improving emotional and social development. This should include extra pastoral	Oatlands is a very nurturing school and we know that children can only do their best when they feel happy, safe and secure. We are a Values school and values are at the heart of everything we do. All staff are expected to live their values at all times so children can learn from the role models they have around them. Parents are regularly



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	<p>support arrangements for listening to the view of the children with SEND and measures to prevent bullying.</p>	<p>encouraged to discuss and model the values at home, so children can see the values in action in and out of school. We have a positive approach to our behavior management. We focus on restorative practice so pupils feel heard and supported and relationships are repaired and restored. See our Behaviour Policy for more information.</p> <p>We have 2 trained ELSAs (Emotional Literacy Support Assistant) who have had special training from Educational Psychologists to support the emotional development of children. We are also able to refer families to our Home School Link Worker and they will be able to work with parents and carers at home and also support the child within school. All children have a weekly Yoga session so they can practice relaxation and mindfulness methods. Each class will also have regular “Just a minute” times throughout the school day to enable children to remain calm and refocus. We have an active School Council who meet weekly with the Headteacher and work together to hear all pupils’ opinions and make improvements to the school.</p>
16	<p>How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations,</p>	<p>At Oatlands we always aim to support and meet the needs of children with SEND and their families. We believe that we are not only here to provide ‘Quality First Teaching’ but also to provide or signpost children and families to any other bodies who may be able to provide a particular aspect of support. We have a School Nurse who actively supports children and families with health and social care needs. We also run regular Coffee Mornings for parents to join and</p>



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	<p>in meeting children's SEND and supporting their families.</p>	<p>meet other parents so links can be made and advice and stories shared amongst our school community. Referrals can also be made to our Home School Link Worker and she will come and offer advice and support in your family home. We use CAMHS One Stop portal to refer children to Occupational therapy, Physiotherapy, Community Developmental Paediatrician Service (this service is not currently available to all children). We also have a Speech and Language Therapist who is linked to the school and we are able to make referrals to them to seek their support (please note that unfortunately referrals are limited so we do have to prioritise). We also have access to an Educational Psychologist (telephone consultation only), and Surrey's STIPS (Specialist Teachers for Inclusive Practise). We are also able to access ASD Outreach from teachers at Freemantles School.</p>
17	<p>Who can I contact for further information?</p>	<p>The SENDco is Mrs Katie Isaac and her email address is sendco@oatlands.surrey.sch.uk Parents are encouraged to raise any initial concerns with their child's class teacher. The class teacher may then choose to involve the SENDco and or Headteacher if they feel the child's needs cannot be met at Wave 1. The Family Information Service (FIS) also offers a free impartial information and signposting service on all aspects of family life for parents of children and young people. http://www.surreycc.gov.uk/people-and-community/families www.surreylocaloffer.org.uk provides information and services available in Surrey for young people with SEND and their families. If you have a complaint about the school, the complaints procedure can be found on the school's website.</p>