

# Oxhey Wood Primary School

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Executive Headteacher: Mrs J Morley  
Acting Deputy Headteacher: Mrs G Stray

## SEN Information Report (November 2016)

### **How does the school know if children/young people need extra help and what should I do if I think my child may have special educational needs?**

At Oxhey Wood school we follow Hertfordshire's Quality SEND Offer. A child has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age has a learning difficulty or disability if he or she has a **significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of the facilities of a kind generally provided for others of the same age in mainstream schools.**

Teachers and teaching assistants continually assess the learning of every child and monitor children's progress against age-related expectations. Should concerns arise these are immediately discussed with the Inclusion Coordinator and the parents.

Every half-term we hold more formal 'Pupil Progress Meetings' where the senior leadership team meet with the class teacher to talk through the progress of every child in a class and decide if any extra support is needed to enable every child to reach their potential. We also hold formal parent consultation meetings twice a year and send home an annual school report in July.

If your child already attends the school and you have any concerns about your child's progress, the first point of contact is the class teacher. Alternatively, you are welcome to contact the Inclusion Coordinator, or other members of the senior leadership team. We operate an 'open door' policy where parents & carers are welcome to phone, come in for a meeting or email should you have any concerns regarding your child's development and progress.

## **How will school staff support my child?**

We aim to provide a high quality, challenging and exciting curriculum, with adaptations and differentiation to meet the needs of all children, and our teachers work within a continuous cycle of 'assess, plan, do, review.'

Should there be a concern about a child's progress, the assessment and support available to the child within school will intensify, in consultation with their parents/carers and the Inclusion Coordinator. Children who have a significantly greater difficulty in learning than the majority of their peers will, after discussions with their parents/carers, be placed on the SEN register.

Once on the SEN register, a child's progress is monitored in even greater depth and an individual education plan (IEP) will be agreed by the child, staff and parents. Parents are invited in at least once each term, and often more frequently, to review the progress their child is making and decide upon the most relevant targets to support their child's learning. During this meeting staff, children and parents will discuss what support can be offered. This support might include additional teaching within or outside the classroom by a TA, consulting an external professional or the purchasing of specialist resources.

## **How will I know how my child is doing?**

We hold formal Parent Consultations in the Autumn and Spring term, and an annual school report is sent home in the Summer term. Additional meetings are arranged for parents of children with SEN to discuss their child's IEP and agree new targets. We operate an 'open door' policy, and parents are always welcome to make appointments to meet with class teachers or the Senior Leadership Team / Inclusion Coordinator should they wish to discuss their child's progress or school experience.

## **How will the learning and development provision be matched to my child's needs?**

Our teachers match the learning and provision to the pupils' needs through careful planning and assessment, and differentiate accordingly to meet the needs of all the children in the class. Additional provision such as visual resources, specialist equipment or individualised teaching strategies may also be used, in consultation with the inclusion coordinator, external professionals and parents/carers. Every child's progress is monitored and reviewed, as described in previous sections, so that the provision for every child meets their needs.

## **What support will there be for my child's overall wellbeing?**

As a school we use a number of strategies:

- We teach PSHCE which includes lessons on pupil safety, relationships, emotions and staying healthy
- We run social skills groups
- We have a Literacy Nurture group for KS1 children
- We offer 'Drawing and Talking' therapy
- Staff and children are regularly trained in First Aid and Safeguarding
- We work with parents to ensure that those children with additional medical needs have the appropriate care and the least disruption to their learning
- We operate a highly positive system of behaviour management. Children earn 'Smileys' for positive behaviour / learning and work towards earning their bronze, silver and gold awards
- We hold weekly celebration assemblies and award achievement certificates to children
- We hold a weekly class assembly for children to discuss class issues with their teacher
- We reward excellent attendance with a class trophy
- We value the children's opinions, ideas and feedback, and we have a school council who meet regularly
- We have a family support worker and learning mentor who is available to parents and children every day
- We can access additional family support through the South West Herts Partnership

## **What specialist services and expertise are available at or accessed by the school?**

As a school we work closely with a number of specialists including:

- Educational Psychologists
- Laurance Haines Specific Learning Difficulties Base
- Colnbrook Outreach
- Chessbrook Education Support Centre Outreach
- Speech and Language Therapist
- School Health
- Health Visitors
- Communication and Autism Team
- Occupational Therapists
- Physiotherapists
- Family support worker and learning mentor
- Oxhey Children's Centre Group
- South West Herts School Based Family Worker

- CAMHS
- Paediatricians
- Access to Education for Travellers and Refugees
- Attendance Officer
- Visual Impairment Advisory Teacher
- Teacher of the Deaf
- Sensory and Physical Impairment Team
- Intensive Families First Support (previously Thriving Families)
- Social workers

### **What training have the staff, supporting children and young people with SEND, had or are having?**

Staff members attend high quality courses led by external providers or attend training led by experts brought in to school. Our teachers and TAs have had recent training in Mental Health in Schools, Safeguarding, First Aid, Epipen and Asthma, Speech & Language provision, Supporting Children with Learning Difficulties, Inclusive Teaching Strategies for Children with Specific Learning Difficulties, Working with Children with ADHD, the new SEN code of Practice, Working with Children with Autism and Teaching Children with English as an Additional Language. All staff were trained in Positive Behaviour Management Techniques (Hertfordshire Steps) in the Spring Term 2015, and refresher training is booked for 2017. Teaching Assistants are also trained in delivering interventions such as Fischer Family Trust, Hi Five, Write Away Together and bespoke literacy and numeracy programmes. One TA is Elklan trained, and one teacher is being trained this academic year. Additional training is provided for teachers and TAs working with children with particular medical conditions such as diabetes, heart conditions or physical disabilities.

### **How will you help me to support my child's learning?**

We offer workshops where parents are invited in to see the strategies teachers use within school and which can also be used to support children at home. For parents/ carers of children with SEN, additional meetings are held where the child's IEP is agreed, and strategies for both school and home to use will be discussed. Parents are always invited to meet external professionals who are working with their child, and to watch 1:1 sessions so that they have a better understanding of the work and can continue it at home.

## **How will I be involved in discussions about and planning for my child's education?**

We work closely with parents at all stages in their child's education. Parents are kept informed of their child's progress, as outlined in section 3, and are always involved in discussions from the outset where there is concern about a child's progress, or when a child is identified as having SEN. Parents of children on the SEN register are invited to attend a meeting on a minimum of three occasions per year, but usually more frequently, when their child's IEP, teaching strategies and targets are discussed and agreed.

## **How will my child be included in activities outside the classroom including school trips?**

We work closely with parents and external professionals to ensure that all children, including children with a learning difficulty or disability, are included in every aspect of the curriculum and can access the full life of the class. If the class is going on a trip, we liaise with the destination and the transport provider to ensure that any child with a disability is included fully on the day.

## **How accessible is the school environment?**

Our building is on one level, and is fully wheelchair accessible. We have disabled toilet facilities, a ceiling track hoist and a mobile hoist, a changing plinth, and two designated disabled parking bays. When a pupil or adult has a physical disability, a risk assessment and evacuation plan is implemented. We will endeavour to make reasonable adjustments whenever necessary to make the school environment accessible, and will seek advice from external professionals and order specialist equipment if necessary.

## **Who can I contact for further information?**

Should you feel concerned about your child the first point of contact is the child's class teacher. The Inclusion Coordinator and members of the senior leadership team are also available, and parents are welcome to email, telephone or arrange a meeting directly or through the school office.

## **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We understand that joining a new school, or moving on, is a daunting time for children and their parents/carers, and we endeavour to make this transition as smooth as possible. On entering Nursery, all children receive a home visit from members of staff. Towards the end of the Summer Term, a meeting is held for parents / carers of children joining our Reception class. For children starting at other times, or in other years, we work closely with parents to help their child

settle in to school. For children who speak English as an Additional Language, additional support is provided such as picture cards to aid communication and buddying up the child with another child who speaks their home language whenever possible. Towards the end of the year, meetings are held between present and future class teachers to ensure as smooth a transition as possible. Additional work is done with children who find transition more difficult, such as extra visits to their new teacher or classroom, or photos sent home. For children joining the school with an already identified SEN, the Inclusion Coordinator works closely with the parents, and the child's previous educational setting if appropriate, to plan the transition carefully and make sure the child's needs are met from the start. Should your child be moving on to a new school, the future Inclusion Coordinator is contacted and details of a child's SEN and the support they need communicated. Transition groups for children moving to Secondary School who need additional support are held in school towards the end of the Summer Term, led by Chessbrook Education Support Centre. 'Meet the Teacher' meetings are held at the beginning of the Autumn Term.

### **How are the school's resources allocated and matched to children's special educational needs?**

Pupil progress meetings form the basis of how the school's resources are allocated to meet the needs of the children, and any allocation is reviewed regularly to assess the impact on the children's progress. The Inclusion Coordinator may also apply to the local authority for additional funding if a child's needs are felt to be exceptional, and this funding is used directly to meet the needs of the child such as providing 1:1 support.

### **How is the decision made about how much support my child will receive?**

The individual provision a child receives is decided ultimately by the Inclusion Coordinator in discussions with the child, parents, class teacher, senior leadership team and external professionals.

### **How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?**

Hertfordshire County Council's local offer can be accessed online at [www.hertsdirect.org/localoffer](http://www.hertsdirect.org/localoffer)