



The Oval School Special Educational Needs Report.

Updated Jan 2016

Open and honest communication

Appropriate and Effective Teaching and Learning

A Partnership Approach

Open and honest communication

You will find information on:

- **Who is the Inclusion Manager.**
- **How we try to make the information about your child clear and easily understood.**
- **Which agencies might become involved with your child.**
- **How we ensure the necessary people know about your child's needs.**
- **What happens when your child moves school.**

Hello my name is Miss Hollis and I am the assistant Head (pastoral). I work with **children, teachers, parents and agencies** to ensure that our pupil's needs are met.



- You can contact me on: **0121 464 3248**

Open and honest communication

If you have a concern about your child, Miss Hollis is available to speak to you. We always encourage you to speak to your child's teacher too.

What happens if there is a concern about progress?

Plan

Concerns from Teacher/Parents about progress. We will meet and produce a plan of support in school.

Do

Provision given. Input from teacher, pupil, parent and Inclusion Manager.

Review

If there are still concerns then the Inclusion Manager arranges for external agency support.

Open and honest communication

- If school thinks your child needs extra support, we will always talk to you about this.
- Your child's teacher will talk to you about the progress that has been made each term. We also operate an open door policy and you can make an appointment to speak to your child's teacher or the Inclusion Manager at any point during the year.
- If your child has individual targets, these will be discussed and reviewed regularly with you and your child.
- The Oval School works with a lot of external agencies to help identify specific needs. These are:
 - Pupil and School Support
 - Speech and Language Therapy
 - City of Birmingham School – emotional and behavioural needs • Communication and Autism Team
 - Educational Psychologist
 - Sensory Support Team – physical, hearing and visual
 - School nurse
 - ADHD (Mental Health) Team

Open and honest communication

- The Inclusion Manager, Miss Hollis, will make sure that all necessary school staff are aware of your child's needs and worries.
- If your child has been identified with extra educational needs, an Individual Teaching Plan (ITP) will be written with the teacher and shared with you and your child.
- If your child has medical needs, a plan will be written and shared with you.
- All staff have access to a copy of these plans in the classroom. The plans identify how your child should be helped to succeed and make progress and any interventions that may be needed.
- All of these plans will be reviewed on a regular basis.
- If your child has more complex needs, then we may review your child's progress and needs through a Person Centred Review. This approach very much values the views of the child and the parents. Parents who have already been involved in such meetings, say they find them very useful.

Open and honest communication

- Your child's progress will be reviewed regularly and you will be invited into school to discuss the outcomes and give your views . Your child's views will also be listened to.
- If your child has an Individual Teaching Plan and you move your child to another school, The Oval will share the information with the new school.
- If your child is at Nursery School and is about to start in Reception here, we liaise with the nursery school to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies which might have been involved in supporting your child.
- When your child moves from Year 6 to secondary school, Miss Hollis will ensure that all information regarding your pupil's special educational needs are passed on to the new school. Extra visits to the secondary school may be arranged and review meetings held.

Open and honest communication

Here are some comments made by parents about the support their children have received

You've really supported me and my child

This is what we think!

You have given me great strategies to use at home

Continue to do what you have already done, I have seen a great change in my sons behaviour

Appropriate and Effective Teaching and Learning

You will find information on:

- How we train staff to support the needs of the pupils.
- How we ensure good teaching for your child and how we give extra support if a pupil needs it.
- How we ensure that parents and children with additional needs are fully included in all school activities.
- How we ensure that work is pitched at the right level for pupils to make good progress.
- What resources the school offers if a pupil has significant social and/or communication needs.
- What support available if a pupil needs support with managing behaviour or dealing with social situations.

Appropriate and Effective Teaching and Learning

- All school staff will receive appropriate training so they have the knowledge and confidence to support children's needs.
- At The Oval School we hold a weekly staff meeting. These are used to ensure staff have up-to-date knowledge to teach children of all abilities. Sometimes training is run by specialists e.g. Epipen training or training by a member of the Communication and Autism Team.
- We use the following to support children with additional needs to become independent learners:
 - Interventions
 - One to one or small group support • ASD/ ADHD small group work
 - Adapted tasks and resources

Appropriate and Effective Teaching and Learning

- Teaching and support staff will be able to accurately assess the level that the children are working at and differentiate the curriculum.
- We use a range of criteria and evidence to help us identify the level children are working at. This might include:
 - Checking the words children can read and spell independently
 - Moderating writing together
 - Making observations, particularly regarding speaking and listening and emotional needs
 - Use of tests, where appropriate . This helps teachers to plan work for all children to make progress. The work and support will be different for different groups of children.
 - Children's work is regularly looked at by the Senior Leadership team.

Appropriate and Effective Teaching and Learning

- A range of resources will be available in all learning areas to support children who are operating at different levels.
- These are identified on children's Individual Teaching Plans.
- Our reading books, in class and to take home, are book banded so that they are at the right level for your child to make progress.
- We have a range of ICT equipment including laptops, cameras and recording equipment to support children recording their work in different ways across the school environment.
- Positions of tables and chairs are always considered for children with physical, hearing or sight impairment.
- Our working walls have examples of teacher models and vocabulary to support independent learning.
- Children are encouraged to talk with partners or in small groups to develop their ideas, reason and articulate before recording them.

Appropriate and Effective Teaching and Learning

- Our Individual Teaching Plans identify the types of need a child may have.
- Where necessary, resources will be available to support the learning of children who have significant communication and interaction needs
- We work with the Communication and Autism Team. A member of the team visits school to observe, assess and offer advice on ways to support children with autism.
- We have small groups for social use of language, language land and 1:1 sessions
- We can provide individual workstations for pupils who require them within class.
- We have staff who have specific training on ASD and ADHD.

Appropriate and Effective Teaching and Learning

- Where necessary, resources will be available to support the learning of children who have significant needs with cognition and learning
- We work with the Pupil and School Support (Sharon Murray). A member of the team visits to observe, assess and offer advice on ways to support children experiencing difficulty with reading and writing.
- We have a member of staff who delivers extra support for reading and phonics. (Mrs Marshal)
- Staff have been trained in delivering quality first teaching, ADHD and ASD.

Appropriate and Effective Teaching and Learning

- Where necessary, resources will be available to support the learning of children who have significant social, emotional and mental health difficulties.
- We work with City of Birmingham School, who provide support for pupils who have difficulty in managing their behaviour.
- Our staff are TeamTeach trained, so that we understand how to safely diffuse a situation.
- We run social skills groups across the school to support children who can find social situations difficult. The school will provide support for children if they need support with managing their own behaviour and/or to build up skills and confidence in dealing with social situations.
- We have a set of sanctions and rewards, as set out in our Behaviour Policy to encourage children to make the right choices. This is consistent across the school. Our Behaviour Policy can be found on the school website.
- Miss Burns is our Behaviour co-ordinator. She works with pupils and families to support their emotional, health and well-being.

Appropriate and Effective Teaching and Learning

- Where necessary, resources will be available to support the needs of children with sensory or physical needs.
- We work with the physical, visual and hearing impairment teams. When necessary we liaise with physiotherapy to implement an individual exercise programme. Members of the teams visit to observe, assess and offer advice on ways to support children.
- Staff are trained to deliver a gross motor group. We have strong links with local primary schools who have children with physical disabilities.

Appropriate and Effective Teaching and Learning

- The school will try to make sure that children with additional needs and their families are able to take part fully in school trips and social events.
- Children with additional needs participate in after school clubs. You just have to apply!
- The school curriculum includes trips out to enrich the experiences children have. Our risk assessments are inclusive of SEND children and one to one adult support is provided, should this be required.

Appropriate and Effective Teaching and Learning

- Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.
- All children participate in their class assemblies and other performances, such as musical performances.
- When we have outside theatre companies in to perform, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level, may cause the child distress and anxiety. We will provide these children with alternative provision.

Appropriate and Effective Teaching and Learning

- The school will provide good teaching for your child and extra support when needed.
- The Oval School uses a range of strategies to monitor the progress of children and to ensure that good teaching is in place for all pupils. We do this through:
 - Tracking your child's progress and holding teachers to account through termly pupil progress meetings.
 - Classroom observations and learning walks, including monitoring the learning environment.

A Partnership Approach

- You will find information on:
 - How we will work with you to identify your child's needs.
 - How we will ask for your permission to involve other professionals to work with your child.
 - How we will involve you in all decisions and listen to your views.
 - How we will involve your child in decisions about their learning.

A Partnership Approach

- We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.
- The governing body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014. This means that the school governors hold the Headteacher, Mrs Chahal and Inclusion Manager, Miss Hollis to account.
- The governing body has appointed a governor who is specifically responsible for special educational needs to ensure that the school and the Inclusion Manger carry out their duties. This governor is Mrs Manders.
- One of the key responsibilities of the governing body is to make sure that the school's policy for children with special educational needs and Disability(SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.
- The governing body also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

A Partnership Approach

- Sometimes we may need to ask for your permission to involve other qualified professionals to support your child.
- The governing body, through the Inclusion Manager, ensures that other appropriate agencies are involved in meeting the needs of pupils with special educational needs.
- When another qualified professional works with your child, permission is granted and the member of the outside agency is introduced. The content of the meeting is confidential and is only shared with parents and the Inclusion Manager. Please speak to Miss Hollis if you require any further information.

A Partnership Approach

- The school will involve you in all decisions and listen to your views. This is how the process works at the Oval School:
 - Parents or teachers raise a concern about the progress of a child.
 - Discussion with parents/teacher/SENCo takes place.
 - Assessments are carried out to find out the specific need(s) of the child.
 - Targets to address the needs are written with parents. Resources teaching approaches are identified. **Individual Target Plan** is implemented.
 - Individual Target Plan, takes place. Appropriate support/interventions are included and progress is monitored with child.
 - Outcomes are assessed and are reviewed with the child and the parents – what's worked well, what still needs to be worked on.
 - Possible involvement of outside agency./ or continued progress to be monitored.
- **Please note:**
- **You will find more information, including Birmingham's local offer at**
- **www.mycareinbirmingham.org.uk**

A Partnership Approach

- **The school will try to involve your child in decisions about their learning.**

Here are the things we do at The Oval School to make sure your child is listened to and involved in decision making:

School
council

Person
Centred
Reviews

One page
profiles

Being involved in
target setting and
saying how well
we've done.

**Open door
policy** –
children can
speak to any
member of
staff.

Being involved in
reviewing our
progress in
interventions

The Oval School

Together we are achieving success.



THE OVAL SCHOOL

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