

Transitions

Transitions can be difficult for pupils with SEND and we strive to ensure any transition is made as smooth as possible. Staff from secondary schools are invited to the final IEP review of a pupil. This also provides parents with an opportunity to meet staff and gives the chance to begin discussions informally with the school regarding provision. All records are forwarded to a new school as soon as possible.

Within school teachers meet in July to pass on information regarding pupils in their class. All IEP's and EHC plans are shared with both the teacher and any teaching assistants who will work with pupils with identified SEND.

For pupils who join the school with a specific need already identified, Oak Hill will liaise closely with previous settings to provide a smooth transition in provision and ensure individual needs are met.

Training

The Headteacher / SENDCo holds the National Award for SEND Co-ordination.

Teachers and Teaching Assistants are subject to a system of continued professional development and attend specific SEND courses as appropriate to their role.

Monitoring

The Headteacher / SENDCo work together with a SEND Governor to oversee and ensure implementation of provision in school. The SEND governor will meet with the SENDCo.

SEND is discussed at staff meetings and pupil progress meetings as appropriate to ensure all staff receive updated information and training.

Further Information

The school policy for Special Educational Needs and Disabilities is available on the school website.

www.oakhill.gloucs.sch.uk

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SENDCo : Mrs Rebecca Gore
SEND Governor: Dr Vicky Hardwick

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This information was created in September 2014 and will be reviewed annually



Local Offer
For children with
Special Educational
Needs or
Disabilities



<http://www.oakhill.gloucs.sch.uk/>

At Oak Hill C of E Primary we welcome children from all backgrounds. We strive to meet the individual needs of all our pupils to ensure they have a positive and productive educational experience.

Where a child has a recognised additional need or disability we will make reasonable adjustments as required to enable them to thrive and reach their potential at our school.

What is SEND?

Some pupils may need additional of alternative provision to enable them to fulfil their potential in school. This may result from difficulties or additional needs in one or more of the following areas:

- ◆ Learning and Cognition difficulties
- ◆ Speech, Language and communication skills
- ◆ Medical, Physical or Sensory needs
- ◆ Behaviour, social or Emotional needs

Identification and Provision

Oak Hill has a rigorous system where pupil's progress is consistently assessed and tracked by class teachers, subject leaders and the Headteacher.

Staff members will raise concerns about any pupil who is not progressing as expected and these will be discussed with the SENCo and parents.

Further assessments and investigations will follow to enable the area of need to be established and appropriate additional support to be provided. Once it has been agreed that a pupil has additional needs an individual learning plan (ILP) will be established for the pupil concerned. This will identify up to 3 specific targets for the pupil to work on. ILP's are usually reviewed at least twice per year. If the additional need is within other areas either a health or behaviour plan will be created.

If a pupil has more complex needs the Local Authority may be requested to undertake a full assessment of needs. If required they will then draw up an Education, Health and Care plan (EHC). This will ensure additional support for your child and will be reviewed annually. If appropriate, external agencies will be invited into school to assess or work with pupils. These may include : school nurse, Advisory Teaching Service, Educational Psychologist and Speech Therapists.

Teaching

At Oak Hill pupils with SEND will be taught for the majority of the week with their peers in the classroom. Work set will be appropriate to the ability level of the pupil and where appropriate they may have the additional support of working individually or in a small group with the teacher or a teaching assistant.

If required pupils will have access to additional technology or resources to support their learning. They may also be withdrawn from class for short periods to undertake specific activities with either a Teacher, Teaching Assistant or the SENDCo.

Examples of types of support provided :
Visual timetables, Social group work, Social Stories, TA support (in class or withdrawal), English and Maths booster groups, published schemes for Reading, Maths and Motor Skills.

Parental Involvement

Oak Hill has an open door policy and encourages parents/ carers to raise any issues immediately. Should you have any concerns regarding your child's progress and learning please talk to the class-teacher in the first instance.

We encourage parents/carers to become fully involved and you will be involved in the evaluation and setting of targets for the plan. In addition to this you will be invited to a parents evening twice per year where you will be able to discuss your child's progress and achievement.

Pupil Involvement

Class-teacher's will always explain and discuss targets with your child and they will be given opportunities to say if they feel they have achieved targets and what specific support has enabled this.