

SEND Report 2019-20

Kinds of Special Educational Needs that are provided for at Oxford Grove Primary School:

The school's SEND provision ensures appropriate support for pupils across the four areas of need, as laid out in the SEND Code of Practice 2014:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Strategies and provision to support cognition and learning:

Universal Offer	SEN Support	Pupils with and EHCP
<p>Differentiated curriculum planning, activities, delivery & outcomes</p> <p>In-class targeted teacher support</p> <p>In-class TA support within Class Teaching (small group or individual)</p> <p>Group Guided Reading with teacher or TA</p> <p>Daily phonics teaching</p> <p>Individual reading with an adult on a weekly basis</p> <p>Reporting to Parents – Parent conferences (September and February), written report (July)</p> <p>Teaching and Learning Policy</p>	<p>Concern noted by Class Teacher & progress carefully monitored</p> <p>Parents informed of need for SEN Support and meetings to review provision & progress towards outcomes at least termly</p> <p>Individual Provision Maps</p> <p>Advice/ Support from SENCO or other agencies.</p> <p>Visual Timetables</p> <p>Planned specific interventions according to need</p> <p>Maths and English small group precision teaching</p> <p>Additional individual reading support</p>	<p>Individual Provision Maps</p> <p>Meetings with Parents, child and other agencies to review provision & progress towards outcomes in EHC Plan termly</p> <p>Advice/ Support from SENCO</p> <p>Involvement of outside agencies:</p> <p>Ladywood Outreach Small Group work</p> <p>Educational Psychologist Assessment, Advice and Recommendations</p>

Strategies and provision to support Communication and Interaction:

Universal Offer	SEN Support	Pupils with and EHCP
<p>Differentiated curriculum planning, activities, delivery & outcomes e.g. simplified language, key words</p> <p>Structured school & class routines</p>	<p>Speech & Language Therapy (SALT)</p> <p>Ladywood Outreach Small Group or Individual work</p> <p>ELKLAN Trained Staff</p> <p>Speech & Language Programmes implemented by staff in school</p>	<p>Specialist Speech & Language Therapy (SALT)</p> <p>Speech & Language Therapist Work delivered in school</p> <p>Ladywood Outreach Small Group or Individual work</p>

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Strategies and provision to support Social, Emotional and Mental Health:

Universal Offer	SEN Support	Pupils with and EHCP
<p>Whole school Ethos setting out aspirations and expectations</p> <p>Whole School Positive Behaviour and Discipline Policy</p> <p>A Family Liaison Worker supports children and families with identified social, emotional and mental health needs</p> <p>An anti-bullying policy that is supported by a specialist trained member of staff</p> <p>Child Protection Policy</p> <p>Online Safety Policy</p> <p>Code of Conduct</p> <p>Whole School Reward & Sanctions System (Smileys & Impeccables)</p> <p>Impeccable reward badges and reward events</p> <p>Circle Time</p> <p>A well- structured PSHCE and SMSC Curriculum</p> <p>Targeted support for individual pupils by allocating a school mentor</p> <p>One to One support from the school's Wellbeing Officer</p> <p>One Goal 1:1 counselling sessions</p> <p>Lunchtime Play Pals</p> <p>An Assertive Mentoring system</p> <p>School Council</p> <p>Pupil Voice</p>	<p>Educational Psychologist Assessment, Advice and Recommendations</p> <p>Behaviour Support Service advice and recommendations, work with parents / carers - parenting courses</p> <p>CAMHS Assessment, Advice and Recommendations</p> <p>Pathways Programme</p> <p>Reward books to monitor behaviour</p>	<p>Educational Psychologist Work</p> <p>Behaviour Support Service 1:1 work</p> <p>CAMHS</p> <p>Children's Opportunity Group (COG)</p>

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<p>In class 'worry box'</p> <p>Language Ambassadors to support international new arrival children</p> <p>Fort Alice to work with Year5 and 6 pupils on Healthy Relationships</p> <p>Year 6 staff trained by Barnardos to work further on Healthy Relationships</p>		
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Strategies and provision to support Sensory and/or Physical Needs:

Universal Offer	SEN Support	Pupils with and EHCP
<p>Register of Sensory &/or Physical Needs</p> <p>Staff are made aware of implications of physical or medical impairment & any necessary medication, precautions to be taken or emergency treatment & procedures</p> <p>Staff trained in appropriate First Aid</p> <p>Individual Healthcare Plans</p>	<p>Physiotherapy and Occupational Health advice and recommendations</p> <p>Health Professional advice and recommendations School Nurse, GP, Paediatrician, Health Visitors</p> <p>Staff undertake recommended training</p> <p>Staff in school follow recommendations made and access appropriate equipment e.g. posture seat, sloping boards, work stations</p>	<p>Physiotherapy and Occupational Health involvement and Visits</p> <p>Sensory Service Visits</p> <p>Assessment & Monitoring, Advice and Recommendations</p> <p>Health Professional Visits</p> <p>Staff in school follow recommendations made</p>

Strategies and provision to support Transition:

The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation.

Universal Offer	SEN Support	Pupils with and EHCP
<p>In school transition – timetabled transition weeks in summer 2</p> <p>School led information meeting for Y6 and parents/carers prior to the selection window for high school</p> <p>Transition teacher meetings with previous class teacher to discuss the individual needs of the children</p> <p>Assertive mentoring records to be passed on to new class teacher</p> <p>Visits to local secondary schools to</p>	<p>Supplementary internal class visits within key stage transition and cross phase transition during Summer 2</p> <p>Supplementary visits to secondary school if required</p> <p>Parent meeting led by Ladywood School prior to parental choice of secondary school</p>	<p>Pupil centred review in Year 5 to adjust the EHCP for secondary school</p> <p>Specific transition activities & teaching to prepare for secondary school – Led by Ladywood School</p>

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<p>participate in activities</p> <p>Head of Year/Form Teacher/SENCO attend meetings with Year 6 Class Teacher</p> <p>Sharing of achievement data at each transition point</p>		
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