



# OWLSMOOR PRIMARY

## *SEND Local offer/ Information Report*

<b>Status of Policy</b>	<b>Date</b>
Statutory	September 2014
Reviewed	Annually
Policy written	March 2015
Last reviewed by governors	7 <sup>th</sup> Dec 2021
Review due	7 <sup>th</sup> Dec 2022

Schools are asked to give their responses to the following questions for publication in the Authority's Local Offer. This information will help parents, carers and young people to understand how you manage Special Educational Needs and Disabilities (SEND) in your school.

SEND Governor: Christina Fromont  
SENCO: Beth Sneddon

Address: Cambridge Road, Owlsmoor,  
Sandhurst, Berkshire GU47 0TA  
Tel: (01344) 776642  
Email: [senco@owlsmoor.bracknell-forest.sch.uk](mailto:senco@owlsmoor.bracknell-forest.sch.uk)  
Website: [www.owlsmoorprimary.com](http://www.owlsmoorprimary.com)

Dedicated SEN time: Monday, Tuesday, Wednesday, Friday  
Local Offer Contribution: (website link)

At Owlsmoor “**our principle philosophy is that children develop a love of life and learning when provided with a curriculum within which they may achieve personal success**”.

We are a large three form entry primary school located within Bracknell Forest. The school is mainly surrounded by private housing, with an area of council housing, where families from the overspill from Bracknell town have been relocated. Most of the children receive good support from their learning from home and parents have high expectations of their children. We are an inclusive school and believe that all children have a right to access an excellent standard education.

## **1. Identification of Special Educational Needs and Disabilities (SEND)**

### **1.1 How does the school identify children/young people with special educational needs and disabilities?**

#### **SEND Needs:**

Children and young people's SEN are generally thought of in the following four broad areas of need and support, as defined in the SEND Code of Practice 2014:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health
4. Sensory and/or physical needs

(**Reference:** SEND Policy *April 2015*)

As of October 2021, we have 72 pupils receiving some form of SEND Support (information accurate at time of writing).

We have internal processes for monitoring quality of provision and assessment of need. Our whole school approach involves quality first teaching and additional interventions, which are defined through our regular dialogue across the school contributing to our provision management. These procedures help us to regularly review and record what we offer EVERY child or young person in

our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



All teachers are responsible for every child in their care, including those with special educational needs. (**Reference:** Teaching & Learning Policy 2014)

#### **Assess:**

Quality first teaching in the first instance and if required the SENCO, parents, young person and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists and so forth.

#### **Plan:**

A personalised plan is developed in collaboration with SENCO, parents, young person and other relevant professionals. Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach.

#### **Do:**

All involved parties will actively participate in the delivery of any additional provision required.

#### **Review:**

In line with school policy all teachers are involved in half termly Pupil progress meeting. Where concerns are raised, the SENCO will consider, with parental permission the need to bring in the support of outside professional agencies e.g. SFL (Support for Learning service), Speech and Language Therapy (SALT). Parents and children are given opportunity to attend regular Consultation meetings and the school offers an open door policy to meet with a child's class teacher as and when the need arises. Additionally, SEND pupils will receive review meetings appropriate to their specified need, for example pupils with statements of Special Educational Need or Educational Health Care Plans, have a statutory annual review cycle.

### **1.2 What should I do if I think my child has SEND?**

Talk initially to your child's class teacher sharing your concerns and agree relevant actions with the class teacher. Plan to meet again with the class teacher at an agreed later date to revisit your concerns and discuss any progress that has been made. If there has been little improvement then the class teacher will refer you on to the school's SENCO.

## 2. Support for children with special educational needs

### 2.1 If my child is identified as having SEND, who will oversee and plan their education programme?

Primary responsibility to oversee and implement an agreed plan rests with the class teacher, in collaboration with the parents and young person. Advice can be sought from the school SENCO and other relevant involved professionals.

### 2.2 How will I be informed / consulted about the ways in which my child is being supported?

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Consultation meetings (parents' evening)	Class teacher, parent and young person	Termly
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
Review of Individual Education Plans	Class teacher, parent and young person (overseen by SENCO)	October, January, March, June (or more frequently if needed)
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

### 2.3 How will the school balance my child's need for support with developing their independence?

It is important to us that your child develops their independence and that they are as best prepared as possible for the next phase in their education. This is facilitated through quality first teaching and if necessary placed as an outcome for them in their individual provision map.

### 2.4 How will the school match / differentiate the curriculum for my child's needs?

The school will ensure that needs are met through quality planning recognising the needs and provision for all children.

### 2.5 What teaching strategies does the school use for children with learning difficulties, including autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties?

Through quality first teaching, we use a range of teaching strategies and resources including: multi-sensory approaches to teaching and learning, 'voice 21' activities, small group work, adult check ins and adult support, communication friendly spaces, visual timetables, and visual resources and timers to support Autistic children, larger texts/coloured acetates to support visually impaired children, suitable positioning of children in classroom to support visual and hearing impaired children. We routinely liaise with outside agencies such as agencies e.g. Sensory Support Consortium, Children and Young Person Integrated Therapy Service (CYPIT), Behaviour Support Team and Autism Support Service.

## 2.6 What additional staffing does the school provide from its own budget for children with SEND?

All classes are supported by a Teaching assistant. Additionally the school fund Learning Support Assistants to work alongside SEND children, as well as dedicated teachers to deliver targeted interventions.

## 2.7 What specific intervention programmes does the school offer to children with SEND and are these delivered on a one to one basis or in small groups?

Type/Title of Intervention	One to one	Small group
Literacy	X	X
Numeracy	X	X
Speech and Language	X	X
Fine and Gross Motor Skills	X	X
Social Skills	X	X
Nurture support	X	X
Emotional Literacy	X	X

At Owlsmoor we support children mainly within the classroom environment through access to quality first teaching. Additionally a small minority of children may require more individualised/differentiated support. Whenever possible and appropriate we try to ensure this support is delivered within the class room. Generally interventions outside the classroom are intended to be short term and closely monitored to ensure desired impact is achieved.

## 2.8 What resources and equipment does the school provide for children with SEND?

We resource and provide equipment to support each child's individual needs; for instance if a child has Irlen's syndrome, the child is provided coloured overlays for reading and coloured paper for writing, if a child has a diagnosis of Autism, the child might be provided with an individual visual time table.

## 2.9 What special arrangements can be made for my child when taking examinations?

We provide access arrangements for the child to support their normal way of working. For instance the access arrangements available could include extra time to plan and process information or a reader if their reading standardised scores are below average.

## 3. My child's progress

### 3.1 How will the school monitor my child's progress and how will I be involved in this?

Progress Monitoring	Who's involved	Frequency
Pupil Progress meeting	Class teacher, key stage lead and senior leadership team	Half termly
Consultation meetings (parents' evening)	Class teacher, parent and young person	Termly
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
Review of Individual Education Plans	Class teacher, parent and young person (overseen by SENCO)	October, January, March, June (or more frequently if needed)
EHCP reviews	SENCO, class teacher,	Annually

	parent, young person and other relevant professionals	
--	---	--

### 3.2 When my child's progress is being reviewed, how will new targets be set and how will I be involved?

A personalised plan is developed in collaboration with SENCO, parents, young person and other relevant professionals. After consultation with all stakeholders, provision (internal or external) will be agreed and targets will be set. Targets will be reviewed at least every six weeks.

### 3.3 In addition to the school's normal reporting arrangements, what opportunities will there be for me to discuss my child's progress with school staff?

Action/Event	Who's involved	Frequency
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Consultation meetings	Class teacher, parent and young person	Termly
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
Review of Individual Education Plans	Class teacher, parent and young person (overseen by SENCO)	October, January, March, June (or more frequently if needed)
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

### 3.4 What arrangements does the school have for regular home to school contact?

The school operates an open door policy whereby the parent can discuss any issues they may have regarding their child's education with the Class teacher in the first instance. If deemed necessary and agreed by all parties, a home school book can be used to further support communication. Parents are also able to speak with, email or telephone the SENCO or Head Teacher.

### 3.5 How can I help support my child's learning?

The education of a child is a partnership between the school, parents and child. Parents are expected to be active participants of the 'assess, plan, review, do' cycle for SEND learners. Dialogue with the child's class teacher can also provide advice for parents to support each child's individual needs.

### 3.6 Does the school offer any help for parents / carers to enable them to support their child's learning, e.g. training or learning events?

Support for parents	Who's involved	Frequency
School website	School staff, Governors, parents and pupils	To all parents when access is required
School newsletter	School staff, Governors, parents and pupils	Monthly
Open door policy	Class teacher in the first instance.	As and when required by appointment, during term time.
Consultation meetings	Class teacher, parent and	Termly

(parents' evening)	young person	
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
Review of Individual Education Plans	Class teacher, parent and young person (overseen by SENCO)	October, January, March, June (or more frequently if needed)
Provision map	SENCO, class teacher, parent, young person and other relevant professionals	Termly
Family support worker	School staff, parents and pupils	As and when required by appointment, during term time
External agency advice/support	School staff, parents and relevant external advisors	As and when required by appointment, during term time

### 3.7 How will my child's views be sought about the help they are getting and the progress they are making?

Pupil views	Who's involved	Frequency
In class dialogue	Class teacher, pupil, or other relevant staff members	Regular - embedded as part of quality first teaching
Open dialogue policy	All staff and pupil	When child seeks or requires support/ advice
Class target setting	Class teacher, pupil and other relevant staff members	Regular - As and when required as part of quality first teaching and dependent on child's progression
Consultation meetings (parents' evening)	Class teacher, parent and young person	Termly
Review of Individual Education Plans	Class teacher, parent and young person (overseen by SENCO)	October, January, March, June (or more frequently if needed)
SENCO Consultation meetings	SENCO, class teacher, parent, young person and other relevant professionals	As and when required, by appointment during term time.
EHCP reviews	SENCO, class teacher, parent, young person and other relevant professionals	Annually

### 3.8 How does the school assess the overall effectiveness of its SEN provision and how can parents / carers and young people take part in this evaluation?

Historic data analysis is regularly reviewed using the schools 'RAISE online' data, alongside monitoring and tracking of school data. The views of parents and pupils are actively sought during consultation meetings, as well as Education Health and Care plan annual reviews. The school also sends out an annual survey to parents of pupils with an Education Health and Care plan to seek their views on our SEND provision and how it could be improved. The school is implementing a cycle of obtaining the views of all stakeholders and reviewing the effectiveness of current SEN provision. The school Governors provide an additional layer of quality assurance, ensuring evaluation.

## **4. Support for my child's overall well being**

### **4.1 What support is available to promote the emotional and social development of children with SEND?**

Listening to the views of children is crucial in our provision and support for children with emotional and social development. As part of quality first teaching we offer all pupils a rich and diverse curriculum, which incorporates P.H.S.E and pastoral support. To ensure we support children inclusively we have adopted clear expectations of zero tolerance towards bullying – please refer to our Anti-Bullying policy. Pupils identified with SEND need are offered nurture support from our Family support worker, trained ELSA (Emotional Literacy Support Assistant), or specific teaching assistants. Also, we work closely with external agencies to support children who may require additional social and emotional and mental health support, such as the Behaviour Support Team, Child and Adolescent Mental Health service and Autistic Spectrum Social Communication.

### **4.2 What support does the school put in place for children who find it difficult to conform to normal behavioural expectations and how do you support children to avoid exclusion?**

At Owlsmoor we have clear routines and structures to support high expectations of behaviour for learning. Should a child find it difficult to conform to normal school expectations an adapted or individual curriculum/ behaviour plan, as well as pastoral support is provided.

### **4.3 What medical support is available in the school for children with SEND?**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

We have a qualified First Aider on site at all times. Care plans are agreed with the school nurse/ specialist nurses, in consultation with the parents, pupil and required medical professional guidance.

### **4.4 How does the school manage the administration of medicines?**

The school follows the administration of medicines policy which is in line with the Department for Education guidance (Supporting Pupils at School with Medical Conditions - April 2014). We will risk assess and ensure that the child's safety is paramount. Where necessary to support an individual child's needs, school staff will be trained by a qualified medical professional to administer medication specific to that child.

### **4.5 How does the school provide help with personal care where this is needed, e.g. help with toileting, eating etc?**

If a child has personal care needs we would consult with the child's parents/ social services and relevant medical professionals to produce a Personal Care Plan to ensure adequate provision for that child.

## **5. Specialist services and expertise available at or accessed by the school.**

### **5.1 What SEN support services does the school use, e.g. specialist support teachers, educational psychologists, teachers for hearing impairment and visual impairment, ASD advisory teachers, behaviour support teachers etc ?**

- Behaviour Support Team



- Child and Adolescent Mental Health Service
- Autism Support Service
- SEND advisor
- School nurse
- Children and Young People Integrated Therapy service (CYPIT)
- Sensory Support Consortium
- Educational Psychologist Service
- Social Care
- Stepping Stones
- Early Intervention Team
- Support for Learning
- Youth Offending Prevention Service (YOPS)
- Speech and Language Therapy

### 5.2 What should I do if I think my child needs support from one of these services?

Discuss any concerns you have about your child's needs initially with the Class teacher who will agree a pathway with you to best support and access any necessary external services after discussion with the school SENCO.

### 5.3 How are speech and language therapy, occupational therapy and physiotherapy services provided?

Therapy Provision	Who's involved	Frequency
Speech and language programmes	Class teacher, Teaching Assistant, speech and language therapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need
Occupational therapy programme	Class teacher, Teaching Assistant, occupational therapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need
Physiotherapy programme	Class teacher, Teaching Assistant, physiotherapist, parents, SENCO, Pupil	As and when required dependent on individual pupils assessed and identified need

### 5.4 What should I do if I think my child needs to be seen by a speech and language therapist, occupational therapist or physiotherapist?

Discuss any concerns you have about your child's needs initially with the Class teacher who will agree a pathway with you to best support and access any necessary Children and Young People Integrated Therapy service after discussion with the school SENCO.

### 5.5 What arrangements does the school have for liaison with Children's Social Care services?

Regular liaison with social care services regarding:

- Common Assessment Framework referrals and meetings/'front door' referrals
- Children Looked After
- Children in Need
- Child Protection Meetings
- Core Group Meetings

The Head Teacher and the member of Senior Leadership Team are the designated Safeguarding Leaders in school - school staff will liaise with them and they will contact social care directly if there are any concerns (please see child protection policy).

## **6. Training of school staff in SEND**

### **6.1 What SEND training is provided for all school staff?**

Steps are taken to ensure that appropriate training is provided to our staff to ensure our children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. We are committed to developing the ongoing expertise of our staff.

The school has a rolling programme of professional development for our staff and this includes training to support SEND children. The school regularly reviews recommendations from external advisors and where possible, provides required training.

### **6.2 Do teachers have any specific qualifications in SEND?**

Teachers have a general knowledge of SEND appropriate to the needs of our children. The SENCO has the SENCO qualification as per statutory regulations in the SEND code.

### **6.3 Do teaching assistants have any specific qualifications in SEND?**

Teaching assistants have a general knowledge of SEND appropriate to the needs of our children. Additional training is offered when required.

## **7. Activities outside the classroom including school trips**

### **7.1 How do you ensure children with SEND can be included in out of school activities and trips?**

We are an inclusive school who focus on wider outcomes for young people and support activities outside of the school time. We have a range of school clubs that we ensure are supportive of all children's needs, making reasonable adjustments to cater for SEND needs (not currently running in line with Covid19 guidance). When planning school trips the needs of children with SEND are prioritised at the planning phase. Risk assessments ensure that all circumstances are reasonably mitigated. Dialogue with parents, pupils and relevant professionals will help effectively plan additional provision and facilitate access to extra curricula and school trips.

## **8. Accessibility of the school environment**

### **8.1 How accessible is the building for children with mobility difficulties / wheelchair users?**

All areas of the school are accessible.

### **8.2 Have adaptations / improvements been made to the auditory and visual environment?**

Reasonable adjustments have been made to support the learning needs of all children within the school. Where possible improvements have been made to ensure children with SEND are provided

with best practice inclusive provision. When required external advice is sought to improve and adapt the school environment to meet individual children's needs.

### **8.3 Are there accessible changing and toilet facilities?**

Reasonable adjustments have been made to ensure the changing and toilet facilities meet current guidelines and best practice provision.

### **8.4 How do you ensure that all the school's facilities can be accessed by children with SEND?**

Regular advice is sought and acted upon from the Sensory Support Consortium, Children and Young People Integrated Therapy Service and ASSC service. For further information please see the schools Accessibility plan on the school website.

### **8.5 How does the school communicate with parents / carers who have a disability?**

We would endeavour to communicate in whichever means is accessible to the parent/carer. For example; writing to or texting hearing impaired parents or providing an sign language interpreter.

### **8.6 How does the school communicate with parents / carers whose first language is not English?**

Where possible, the school will ask for translators to be present at meetings with parents. The school accesses names of interpreters from Bracknell Forest Council (BFC). The Local Authority (BFC) also provides a number of education leaflets and advise in various language formats (please visit <http://www.bracknell-forest.gov.uk/languages> for further details). We would endeavour to communicate in whichever means is accessible to the parent/carer. Regular support from the English Additional Language (EAL) service is always available if required.

## **9. Preparing my child to join the school or to transfer to a new school or the next stage of education and life**

We work with our feeder partners to welcome children with special educational needs or disabilities and we support children's transition to the next phase in education in conjunction with the parents, pupils, relevant involved external professionals and feeder educational establishments.

### **9.1 What preparation will there be for both the school and my child before he or she joins the school?**

You are welcome to arrange a visit to the school prior to your child joining Owlsmoor (Covid19 restrictions allowing). This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. If necessary, a transition plan would be put into place for your child.

### **9.2 How will my child be prepared to move on to the next stage within school, e.g. class or key stage?**

As a primary school, your child will be familiar with the school buildings and staff. During the summer term, the school holds a transition week for children to meet their new class mates, teachers and teaching assistants and to familiarise themselves with their new surroundings and

routines. Additional opportunities for you and your child to meet with your child's new teachers as well as resources such as transition booklets and social stories will be offered where necessary.

### **9.3 How will my child be prepared to move on to his or her next school?**

Transition meetings are held between Owlsmoor and relevant school staff at the child's next school, to ensure that information and advice is passed on to your child's new teachers. Where possible, opportunities to visit and to meet with your child's new teachers will be provided. If your child requires further support due to their individual needs, a transition plan will be put into place to provide bespoke transition arrangements.

### **9.4 How will you support a new school to prepare for my child?**

We work in close liaison with the parents and pupils to plan and support transition to their next school. All information regarding your child will be passed to the new school and a transition meeting will be held if appropriate.

### **9.5 What information will be provided to my child's new school?**

Your child's provision map and SEN file will be provided to your child's new setting/school along with the normal information that will move with a child, e.g. school books, school reports, current attainment levels and assessment records.

### **9.6 How will the school prepare my child for the transition to a new school?**

You are welcome to arrange a visit to the school prior to your child joining Owlsmoor. This would give you and your child an opportunity to familiarise yourselves with the new classroom and teacher. Any relevant information about your child and their individual needs could then be shared. If your child has a designated social worker, they might support your child's integration to the school, for example through social stories or visual timetables. Where possible a transition plan would be put into place for your child.

Parents will be encouraged and supported to enter into dialogue with their child's new school, to enable effective transition and allow the school to make appropriate provision specific to the child's needs.

The school will work with the child to develop a child accessible transition plan that will support a child to access their new surroundings and familiarise themselves with new staff; for instance, developing a pupil passport or social story that the child can take with them.

## **10. Who can I contact to discuss my child?**

### **10.1 Who would be my first point of contact if I want to discuss something about my child or if I am worried?**

In the first instance please contact your child's class teacher for further information and this can be done through the school office. If you feel you need further or more specific advice, you can contact the SENCO, Head Teacher or Family Support Advisor through the school office.

### **10.2 Does the school offer any specific support for parents / carers and families (such as Family Support Workers?)**

Your child's class teacher will be the first person to discuss any issues you may have. We also have a Family Support Advisor who you can speak to. This can be arranged through the school office.

### **10.3 What arrangements does the school have for signposting parents / carers to external agencies which can offer support, such as voluntary agencies?**

Your child's class teacher would be the first point of call. The school's Family Support Advisor is also there to support the families of pupils at Owlsmoor. The school's SENCO may also be contacted if you have specific SEND concerns. The school can also provide contact details for Parent Partnership service, as well as voluntary agencies who might be able to provide support and advice around SEND issues.

### **10.4 What arrangements does the school have for feedback from parents, including compliments and complaints?**

The school has an annual parental questionnaire. There are Governor E-mail contacts and Governor Contact information which can be accessed from the school office or at termly Consultation meetings. We also have a Governor Suggestion box. We also have a complaints procedure that can be found on the school website and in the school prospectus.

## **11. Finance**

Our Notional SEND allocation for this year (2020-2021) is: £184,167

High Needs Allocation: £103,675

Support Staff: £291,414.83

Learning Support Assistants: £150,586.18

Teaching Assistants:

Curriculum resources: £2500

## **12. Challenges this year**

Challenges this year have included supporting pupils with SEND during school closures due to Covid19 and supporting those pupils in re-entering school. The school SLT have worked to support teaching staff in distinguishing between pupils with SEN and those who require catch up provision. However, the number of pupils working at a pre year level and, therefore, requiring targeted support, has risen.

Another challenge has been establishing our SRU, Kingfishers amidst many staff changes in the LA SEN team and some disruption to continuity and communication.

## **13 Further developments**

Our strategic plans for developing and enhancing SEND provision, especially SEMH, throughout our school will continue next year. The SRU will be fully established and we expect to take pupils from other settings from this term. A thorough Audit of the SEND register will enable development of SEND policy appropriate to the needs of the children.

**14 Relationship to other policies:**

SEND policy  
Teaching and Learning policy  
Curriculum Policy  
Anti-Bullying Policy  
Behaviour Policy  
Home School Agreement  
Health and Safety Policy

**15 Legislative Acts taken into account when compiling this report include:**

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005