



OWLSMOOR PRIMARY

SEND Local offer/ Information Report

Status of Policy	Date
Statutory	September 2014
Reviewed	Annually
Policy written	March 2015
Last reviewed by governors	14 th November 2022
Review due	14 th November 2023

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.

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

Owlsmoor: Where everyone matters.

Respect – Kind – Determined – Safe - Inclusive.

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.

As of November 2022, we have 78 pupils receiving some form of SEND Support (information accurate at time of writing), 19 of whom have EHCPs (Education Health and Care Plans).

At Owlsmoor we have an SRU (Specialist Resource Unit); Kingfishers. Kingfishers is a class of eight pupils, all of whom have an EHCP. For pupils to meet the criteria for Kingfishers, they must have complex cognition and learning needs which prevents them from accessing the curriculum in their key stage. Pupils in Kingfishers access the majority of the curriculum and school day in the unit but are fully included in the wider school life and are valued member of our community.

Admissions to any the SRU will follow Bracknell Forest's usual admissions procedure and requests should be made to the Bracknell Forest SEN Team.

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 SEND 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 *November 2022*)

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 implemented according to identified need. 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. Whole school and phase discussions serve to embed our high expectations among staff about quality 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 pupil in their care, including those with special educational needs.

Assess:

If following, quality teaching and learning, a need is identified, the SENCO and other relevant professionals such as Speech and Language therapists, occupational therapists, Educational psychologists may become involved.

Plan:

An Individual Education Plan (IEP) is developed in collaboration with SENDCO, parents, pupil and other relevant professionals. All our additional provision (internal or external) is based on an agreed outcomes approach.

Do:

All involved parties, including the pupils and the parents, will actively participate in the delivery of any additional provision required.

Review:

In line with school policy, IEPs are reviewed at least every six weeks. All parties will be involved in the review. At these reviews it may be considered necessary to bring in external professional agencies such as Autism Support (AS) or Speech and Language Team (SALT). Parental permission will be sought before any external agency referral is made. In addition, an annual review will be held for pupils who have an EHCP. Furthermore, the school offers an open-door policy to meet with a child's class teacher or a member of the SEND/pastoral team as and when the need arises.

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

It's good practice to 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 SENDCo. However, the school has an open-door policy and parents are encouraged to contact any member of the SEND/pastoral team if they have any worries or concerns.

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 pupil. Advice can be sought from the school SENDCo and other relevant involved professionals. The SEND team will oversee the school SEND provision. The SENDCo will always plan and lead annual reviews for pupils with EHCPs and can attend IEP reviews if parents feel that will be helpful. Members of the pastoral team, such as our Family Support Advisors (FSAs) can also attend reviews if necessary.

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

Involving parents and pupils 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. SENDCo and/or FSA if required.	As and when required by appointment, during term time.
Consultation meetings (parents' evening).	Class teacher, parent and pupils. SENDCo and/or FSA if required.	Termly.
Review of Individual Education Plans.	Class teacher, parent and young person (overseen by SENDCo). SENDCo and/or FSA if required.	October, January, March, June (or more frequently if needed).
EHCP reviews.	SENDCo, class teacher, parent, pupil, relevant support and pastoral staff, and other relevant external professionals	Annually (Reviews can be called early or an emergency if necessary).

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 and life. This is facilitated through quality teaching and carefully planned provision. We place importance pupils developing life skills, such as, following instructions, telling the time, road safety and dressing themselves. If necessary independence skills will be placed as an outcome for them in their IEP.

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. Staff understand that children should be working at their stage rather than their age and will differentiate the curriculum accordingly.

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 teaching, we use a range of teaching strategies and resources including: multi-sensory approaches, oracy activities, small group work, adult check ins and adult support, communication friendly spaces, visual timetables, visual resources, larger texts/coloured acetates and suitable positioning of children in classroom (not an exhaustive list). We routinely liaise with outside agencies such as 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 pupils with SEND, as well as a dedicated teacher to deliver targeted interventions. The school also employs a PE specialist/Physical Disability specialist with extensive SEND experience, two FSAs and two ELSAs (Emotional Literacy Support Assistants).

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
Outside Enrichment	x	x
4LeggedTherapy	x	x
Lego Therapy		x

At Owlsmoor we support children mainly within the classroom environment through access to quality teaching. Additionally, some children 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. We will liaise with external professionals and follow their guidance in relation to resourcing.

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.	Termly.
Consultation meetings (parents' evening).	Class teacher, parent and pupil. SENDCo and/or FSA if required.	Termly.
Meetings with SENDCo and/or pastoral team.	Potentially some or all of the following: SENDCo, class teacher, parent, pupil, FSA and other relevant professionals.	As and when required, by appointment during term time.
Review of Individual Education Plans	Class teacher, parent and pupil (overseen by SENDCo). SENDCo and/or FSA if required.	October, January, March, June (or more frequently if needed).
EHCP reviews	SENDCo, parent, class teacher, and potentially some or all of the following: pupil, FSA, support staff and other relevant professionals.	Annually.

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

An IEP is developed in collaboration with class teacher, SENDCo, parents, pupil and other relevant professionals. After consultation with all stakeholders, provision (internal or external) will be agreed and SMART (Specific, Measurable, Achievable, Realistic and Timed) targets will be set. Targets will be reviewed at least every six weeks with all relevant stakeholders.

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/meetings arranged as and when required.	Class teacher in the first instance. SENDCo, pastoral team.	As and when required by appointment, during term time.
Review of Individual Education Plans.	Class teacher, parent and pupil, (overseen by SENDCo). SENDCo and/or FSA can attend if required.	October, January, March, June (or more frequently if needed).
EHCP annual reviews.	SENDCo, parent, class teacher, and potentially	Annually (can be called early or as an emergency).

	some or all of the following: pupil, FSA, support staff and other relevant professionals.	
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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. Parents are also able to speak with, email or telephone the SENDCo, Head Teacher or FSA as and when necessary.

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. Parents are encouraged to contact the class teacher, SENDCo or FSA if they have any concerns or questions.

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 which regularly includes information about parental workshops for children with additional needs.	School staff, Governors, parents and pupils.	Monthly.
Open door policy (meetings can be arranged with the SENDCo and or member of pastoral team as and when required).	Class teacher in the first instance, SENDCo, FSA, Head Teacher.	As and when required by appointment, during term time.
Consultation meetings (parents' evening).	Class teacher, parent and pupil. SENDCo and/or FSA if required.	Termly.
Review of Individual Education Plans.	Class teacher, parent and pupil. SENDCo and/or FSA if required.	October, January, March, June (or more frequently if needed).
Family support worker – can sign post parents to other services if necessary.	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
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In class dialogue and When child seeks or requires support/ advice. All classes have a 'feelings box' and 'ask it basket'.	Class teacher, pupil, or other relevant staff members. FSA and ELSA if necessary.	Regular - embedded as part of quality first teaching.
Class target setting.	Class teacher, pupil and other relevant staff members.	Regular - as and when required as part of quality teaching and dependent on child's progression and stage.
Consultation meetings (parents' evening).	Class teacher, parent and pupil. SENDCo and/or FSA if required.	Termly.
Review of Individual Education Plans.	Class teacher, parent and pupil. SENDCo and/or FSA if required.	October, January, March, June (or more frequently if needed).
Open door policy/meetings with SENDCo and/ or pastoral team.	Potentially some or all of the following: SENDCo, class teacher, parent, pupil, FSA and other relevant professionals.	As and when required, by appointment during term time.
EHCP reviews	SENDCo, parent, class teacher, and potentially some or all of the following: pupil, FSA, support staff and other relevant professionals.	Annually (can be called early or as an emergency).

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

School data is tracked in pupil progress meetings at least once a term. The progress of pupils on the SEND register is monitored by the class teacher, SENDCo and phase leaders at least every half term.

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 regular surveys 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.

Pupil views are sought as part of the IEP process, annual EHCP reviews and any referrals to external agencies. In addition, the SEND and pastoral team regularly carry out pupil conferences to garner pupils views on provision and how we can improve their learning experiences and emotional well-being.

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 all pupils is crucial in promoting well-being and positive mental health. As part of quality teaching we offer all pupils a rich and diverse curriculum, which incorporates P.H.S.E, oracy and pastoral support. All classes have 'feelings boxes' and 'ask it baskets'.

As a school we mark friendship week and mindfulness day through our curriculum and assemblies. In addition, we work closely with the NSPCC and deliver annual lessons and assemblies on 'Speak out - stay safe'. Year 5 and 6 also have a follow up workshop on this topic.

Pupils who are identified as having emotional need are offered additional support and interventions within the class setting as well as nurture support from our FSAs and ELSAs. One of our FSAs is a Trauma Informed Champion. Pupils may also be offered Outside Enrichment and '4leggedtherapy' and/or well-being activities if appropriate.

We work closely with external agencies to support children who may require additional social and emotional and mental health support.

Pupils who struggle with unstructured times such as a break or lunch time can access our break time play group and our lunch time club; The Nest. Both provisions are led by our FSAs and support staff.

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/ support plan, as well as pastoral support is provided. If necessary, we will seek advice from external agencies.

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 always have a qualified First Aider on site. Health 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 parents and relevant professionals to ensure adequate provision for that child. Additional resources such as changing stations, toilet

frames will be purchased as required. A personal care plan will be written in consultation with relevant medical professionals and parents if necessary.

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

5.1 What SEND 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 ?

- SEMH and Inclusion Team
- Child and Adolescent Mental Health Service
- Autism Support
- 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
- Get Help
- Occupational 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 SENDCo.

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, SENDCo, Pupil	As and when required dependent on individual pupils assessed and identified need.
Occupational therapy programme.	Class teacher, Teaching Assistant, occupational therapist, parents, SENDCo, pupil.	As and when required dependent on individual pupils assessed and identified need.
Physiotherapy programme.	Class teacher, Teaching Assistant, physiotherapist, parents, SENDCo, 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 SENDCo.

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

Regular liaison with social care services regarding:

- MASH referral system
- Children Looked After
- Children in Need
- Child Protection Meetings
- Core Group Meetings

The Head Teacher and the SENDCo/Assistant Head are the Designated Safeguarding Leads (DSLs). The Key Stage 2 Lead/Assistant Head is the Deputy Designated Safeguarding Lead. All members of the Senior Leadership Team and the FSAs have level two training in safeguarding.

School staff will liaise with the DSLs and a member of school staff will contact social care 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.

Support staff complete an annual skills and training audit. The SENDCo reviews this and provides internal training or arranges for external training accordingly. As a school we regularly share good practice and feedback from 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 SENDCo has the SENDCo 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. For example, we will (and have) train members of staff in Makaton or braille if necessary.

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 extra-curricular activities. 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. 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. For example, when year 4 attend swimming lessons, a member of staff will support pupils in the pool in a 1:1 capacity if necessary. Pupils in our SRU will be included in school trips with their year group if parents and staff feel the trip will be beneficial to their progress and appropriate to their needs. Pupils in the SRU also attend trips organised specifically for their class.

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. When necessary, additional resources such as toilet frames and changing stations have been purchased.

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 services such as the Sensory Support Consortium, Occupational Therapy and Autism Support (list not exhaustive).

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). 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 settings and The Child Development Centre (CDC) 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. 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 IEP and SEND 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. The SENDCo and pastoral team will have additional meetings with the new school when needed.

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 is supported by a professional such as a designated social worker, family support worker or a professional from the CDC, 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. Additional transition meetings can also be arranged.

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 SENDCo, Head Teacher or FSA 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 FSA 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 FSA is also there to support the families of pupils at Owlsmoor. The school's SENDCo 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 complaints procedure that can be found on the school website and in the school prospectus.

11. Finance for 2022/23

Our Notional SEND allocation is: £168,017

High Needs Allocation – Initial - £71,945

Support Staff:

TA / LSA – £512,136

Curriculum resources: £2000

12. Challenges this year

Challenges this year have included supporting pupils with SEND in the wake of the Covid19 school closures. During the past few years there has been many staff changes in the LA SEND team which has had considerable impact upon continuity of provision and communication.

13 Further developments

Our strategic plans for developing and enhancing SEND and SEMH provision throughout our school will continue next year. We are currently training a second SENDCo and developing our pastoral team and SEMH provision. We are exploring ways to update and monitor our SEND register more effectively as well as how to capture the pupil voice in a variety of means.

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