

SEN Information Report

Our vision for pupils with SEND:

Oldfield School believe all students deserve a high-quality education that will provide them with the skills needed to maximise their life opportunities. Wherever possible we ensure all aspects of the curriculum are accessible to all students including those with Special Educational Needs and Disabilities (SEND). By valuing all students equally and actively removing barriers to learning all students will be able to meet their potential. Our aim is to equip students with the skills to become confident in the management of their special educational needs, to become independent learners and to achieve their potential.

What is a special educational need?

A student may have a special educational need if they have particular difficulty accessing the curriculum and are not making their expected progress. The difficulties fall within the following areas of need:

- Cognition and learning
- Social, emotional & mental health
- Communication and interaction
- Sensory & physical impairments
- Medical conditions which may affect learning

How does Oldfield know if a student needs help?

We know when students need help if:

- Concern is raised by the parent/carers, teachers, or the student's previous school
- The student's progress and/or attainment is significantly below age related expectations
- There is a significant or prolonged change in behaviour

How Oldfield School supports with identifying SEND:

The majority of students with SEND are identified before joining Oldfield School.

- Through liaison with primary schools. We work closely with our feeder primary schools transferring SEND registers and pastoral documents that are vital in identifying students who are in need of support. The Head of Year 7 visits the students and liaises with the staff. We endeavour for the SENCO or a member of the SEND department to attend Annual Reviews for students expecting to join our school. We also work closely with parents and students over transition and encourage close cooperation. Transition visits are arranged to support through this process.
- Students who make in-year transfers are also identified in the same way; we work collaboratively with their previous school to transfer SEND documents and by providing additional visits to ensure a smooth transition.
- Opportunities are provided for parents to meet with key staff and answer any questions they may have.
- Testing of reading, spelling and cognitive ability on entry to the school.
- Throughout the school year we monitor student progress across all areas and put in additional support as required.
- Responding to parental enquires and requests for intervention to support their child.

How is the decision made about what type and how much support my son/daughter will receive?

- Each student is assessed individually and a personalised package of support put into place dependent on need.
- Additional assessments from outside agencies may be required to identify specific difficulties and implement further strategies. Individual support plan meetings are held between the SENCO and parents to discuss their son / daughter's progress and review their support package.

Contacts for the SEND staff team:

- SENCO Mrs Suzanne Crosbie
- Assistant SENCO Miss Monica Parry
- SEND Teacher Miss Elena Chopping
- SEND Administrator Miss Karolina Soska
- Senior Teaching Assistant

The department also has a team of dedicated SEND teaching assistants who support students across the curriculum.

If you have a question or concern about your son / daughter's progress, SEND or support you could also contact their tutor, subject specific teacher or Head of Year.

How will Oldfield support my son / daughter's transition to and from school?

- There are additional transition days for students who have additional needs.
- The SENCO or a member of her team attends Year 6 Annual Review meetings for students with an EHC Plan.
- Support from teaching assistants for SEND students on the moving up day.
- Meetings are arranged for parents with key staff e.g. the SENCO
- Liaison with appropriate outside agencies to ensure a smooth transition e.g. ASD Outreach Service.

How will Oldfield School arrange consulting with me about your son/daughters education and assessing and reviewing progress towards outcomes?

- A teacher / teaching assistant / Head of Year / or SENCO will discuss with you whether they feel your son/ daughter may have a special educational need.
- If your son/ daughter has a special educational need you will have a regular support plan meetings with someone from the SEND team. This will follow the format of the graduated approach; assess, plan, do, review. The first part of the meeting is to look at the need the student has and the progress they are making. The second part of the meeting is to consider the most appropriate provision to be implemented. This is followed up and reviewed in the next support plan meeting.
- If your son / daughter has an EHCP you will have an annual review once a year and meet with a key worker or school representative for support plan meetings as above.

How will Oldfield School arrange consulting with my son / daughter and involved them in their education and assessing and reviewing progress towards outcomes?

Oldfield School ensures a child centred approach is taken, meaning that the student is involved in the making of their pupil passport, through a member of the SEND team meeting with them and capturing their views. The student is also asked their views on their progress and what is and is not working well by their key worker in regular check ins.

In addition to the above contact, for students with EHCP's, a member of the SEND team will work through the students views and help them to capture them on the annual review paperwork. The student is also invited to join the annual review to celebrate their achievements and discuss how best to support them.

What arrangements are made to support my son / daughter moving between phases of education and preparing them for adulthood?

- Life skills sessions which help pupils develop their independence and preparation for adulthood skills.
- The SEND team will discuss with the student and family about any personal targets they have for preparing them for adulthood.
- The SEND team will look at a student who has an EHCP's outcomes to see what they need support with and to work on to help them to transition between educational phases and prepare for adulthood. They will then support them to meet these throughout their learning.
- The SENCO or a member of her team attends educational and health plan review meetings for students transitioning to the school in Year 6 and liaises closely with the relevant local authority to support the transition of students with SEND for in-year admissions.
- For students with an EHCP we work with post 16 education providers if the student is not progressing to our sixth form to support them in their move to the next setting and ensuring their transition is as smooth as possible.

What support could be given to my son / daughter who has SEND?

All students have individual needs the majority of which can be met in the classroom by fully differentiated quality first teaching. Where the needs of students are not able to be met entirely by this additional support is available. This may all be provided by the subject teachers of may include:

- Support staff in the school such as Teaching Assistants (TAs)
- Working in collaboration with staff from dual placements where applicable
- Specialist Local Authority staff who provide services to the school such as Autism outreach services or the sensory service team (for students who have hearing and visual impairments)
- Professionals who visit from external agencies such as the speech and language therapy services (SLIP) of Occupational Therapy (OT)
- An assessment by an Educational Psychologist or other specialists
- Working 1:1 or small groups on a specific programme of work e.g. Social skills groups
- Providing specialist equipment/ resources as required to support your son/ daughter's learning and development
- 1:1 literacy and numeracy catch up sessions
- Specialist interventions such as touch typing

How is information about my son / daughter SEND shared with staff at Oldfield?

The SEND team works closely with all academic departments and student support services. We believe the sharing of information and coordinated approach will give staff the knowledge needed to personalise the learning for SEND students to ensure their needs are met. Pupil passports are created which outline key information on how to best support the students, these are then shared with staff. On a day-to-day basis the SEND department work with the pastoral support workers, the behaviour support workers, the attendance officers, the student welfare officer, the careers advisor and the pastoral leaders. All of these support services also work closely with the Learning Areas to ensure that SEND students are able to have full access to the curriculum and extracurricular activities making their experience at Oldfield School as positive as possible.

How will staff at Oldfield School develop their expertise and receive training to support students with SEN?

- Whole school training completed regularly on specific special educational needs run by the SENCO and Assistant Head of Inclusion.
- All staff at Oldfield School have received the AET training.
- Staff that require more specific training receive bespoke opportunities e.g. Visual impairment, Thrive, ELSA etc.
- SEND bulletin sent to all staff fortnightly highlighting one particular SEND pupil and what can be done to support them, strategies to support particular needs and sign posting to internal support.
- External training opportunities sent out in the fortnightly SEND bulletin to all staff.
- Weekly drop-in sessions provide information for teaching and support staff about specific students' needs and specific learning difficulties these also provide an opportunity for staff to share good practice.

How can I find out whether my son / daughter is dyslexic and how will they be supported?

We carry out tests that may give an indication as to whether your son / daughter has dyslexic tendencies. However, we cannot provide a diagnosis of dyslexia. This can be organised by parents / carers through external organisations e.g. Dyslexia Action. Students who are dyslexic or who have very weak literacy skills may receive targeted intervention work through additional small group support and / or access to a highly structured literacy intervention program that can also be used at home. Coloured overlays are also available from the Hemming's Centre if a student finds this helpful for reading.

How can I find out whether my son / daughter has ADHD and how will they be supported?

We do not test for this in school. If you feel your child may have ADHD you will need to speak to your GP to be referred to a pediatrician or alternatively you can arrange a meeting with the SENCO. Your child will have to have an Educational Psychologist or pediatrician assess them.

How can I find out whether my son / daughter has Autism and how will they be supported?

We do not test for this in school. If you feel your child may have autism you will need to speak to your GP to be referred to a pediatrician or alternatively you can arrange a meeting with the SENCO. Your child will have to have an Educational Psychologist or pediatrician assessment to establish if they have autism.

How can I find out whether my son / daughter has a different SEND to the ones stated above and how will they be supported?

We do not test for this in school. If you feel your child may have a special educational need you will need to speak to your GP to be referred to a pediatrician or alternatively you can arrange a meeting with the SENCO. Your child will have to have an Educational Psychologist or pediatrician assess them.

How can an EHCP be applied for?

If you feel that your child should have an Educational Health Care Plan you can apply for one using the template and advice on your local authorities' website (see links at the end of the document). As a school we can apply for these, but it can take longer. If you apply for one, we would submit evidence and complete a section towards it once the local authority contacts us to do so.

How will my son / daughter be included in activities outside the classroom?

- Activities and trips are available to all students. Risk assessments are carried out and the school will make every effort to make reasonable adjustments to enable all students to participate. There are additional opportunities for SEND students to take part in external sporting activities and competitions organised through the PE department.

How accessible is the school environment?

- We will always do our best to meet the need, and we are always happy to discuss individual access requirements however, not all the buildings are accessible for wheelchairs.

How do I know if my son / daughter require special consideration for exams?

- Some students require access arrangements for examinations e.g. extra time, reading pen, scribe, rest breaks.
- Students with a history of need and / or have been identified by parents or teachers as having particular difficulties are tested regularly to see whether they qualify for special consideration according to criteria set out by Joint Council for Qualifications. It should be noted that students who are dyslexic do not automatically qualify for access arrangements. Further information is available on the JCQ website <http://www.jcq.org.uk/> or our Requesting Assessment Information booklet.

What support will be for my son / daughter's wellbeing?

- The school offers a range of pastoral support for students who are encountering emotional difficulties. This could be through 1:1 discussions with the tutor, the Pastoral Support Worker, the SENCO or one of the SEND team. There are also independent counselling services available within the school. On occasions it will be necessary to get support from elsewhere e.g. the School Nurse, Mentoring Plus. Referrals may also be made by school, by parents / carers or the GP to CAMHS (Child & Adolescent Health Service).
- Where a student is struggling to manage their anger and/ or behaviour, support and interventions are provided through the BASE (Behaviour and Student Engagement room).

What if my son / daughter have a medical condition or disability?

- You can contact the School Welfare Officer to discuss your son / daughter's medical condition prior to them starting at Oldfield.
- Students with a disability or taking regular medication during the school day will have a Health Care Plan.
- Students who are struggling to access school due to their medical condition may also need a MAP (Medical Action Plan); parents / carers and students are fully involved in this process.
- If a student is too ill to attend school, they may need to be referred by a medical professional to HERS (Hospital Education Reintegration Service).

How will the school work with other bodies and agencies?

The support we offer is supplemented by a range of external agencies, as appropriate to the student's needs. These include: The Autism Outreach Service, CAMHS, speech and language therapist, occupational therapist, social care workers, the early help team, counsellors, Educational Psychologists, the school nursing team, paediatricians/ GPs,

Physiotherapy, Mentoring Plus, and advisory teaching services for hearing and visual impairment, cognition and learning and physical difficulties.

SASS- Specialist Autism Support Service « [Fosseway \(fossewayschool.co.uk\)](http://fossewayschool.co.uk) The Specialist Autism Support Service offers support to families with children with autism. Schools can refer to the service for them to work with children with autism but parents / carers can directly contact them.

Rainbow resources- [Rainbow Resource :: Home](#)

Rainbow resources is a website that offers support and guidance for all Special Educational Needs for BANES residents. It can offer guidance on what to do if you think your child has SEND and where to get support.

It also offers you a Free Rainbow Resource Card which gives you free or reduced admission to certain leisure venues and attractions.

IPSEA- Independent Provider of Special Education Advice, <https://www.ipsea.org.uk/>

They are a charity which offers free and independent legal advice for young people with special educational needs and their families. They offer training for parents as well.

As a school we work with a number of local authorities but as we are based in Bath we predominantly work with BANES however we also work closely with Bristol and South Glos. Below are the links to their webpages where they offer advice and guidance.

You can access what BANES has to offer for SEND pupils here: [Get help for children or young people with additional needs \(SEND\) | Bath and North East Somerset Council \(bathnes.gov.uk\)](#)

You can access what South Glos has to offer for SEND pupils here: [SEN support in schools and settings \(graduated approach\) | South Gloucestershire \(southglos.gov.uk\)](#)

You can access what Bristol has to offer for SEND pupils here: [Special educational needs and disability - bristol.gov.uk](#)

Additional links and information: Oldfield School comply with the Equalities Act and as such make adaptations when required to their policies. Please refer to the policies section of the school website for further information <http://www.oldfieldschool.com/school-information/school-policies/>

Complaints:

Please see the school Complaints policy for more information <http://www.oldfieldschool.com/wp-content/uploads/2021/06/Complaints-Policy-2021-FGB.pdf?x47965>

Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.		SEN Support	SEN and Disabilities
Cognition and Learning	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p>In Class:</p> <p>Differentiated curriculum planning, activities, delivery and outcomes: Quality First teaching (differentiated teaching to meet the needs of all students)</p> <ul style="list-style-type: none"> • Suitable learning challenges • VAK learning challenges – increased use of visual aids for concepts • Extra time to complete work • Examples and exemplars • Consolidation of key points • Vocabulary lists / word walls / key terms • Metacognition (Transferable skills: “how” to learn) • Writing frames- and the gradual withdrawal of them over KS3 where appropriate • Learning support materials on the intranet shared area and school website • Frequent formative feedback & DIRT tasks • Visual timetables <p>In-class TA support (where available)</p> <p>In-class targeted teacher support / subject report cards</p> <p>Dyslexic friendly classrooms</p> <p>Access to whole school homework club. Targeted towards specific students. Examination revision classes</p> <p>After school and in-school enrichment activities through individual departments</p> <p>Modified curriculum pathways</p> <p>KS4 Study Skills and exam preparation</p> <p>Report Cards, parents’ evenings and routine assessments</p> <p>Inset Training and Support for all staff.</p> <p>Regular drop in session for all staff to support with SpLDs and students</p>	<p>Additional:</p> <p>Support Programmes –progress reviewed according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p>KS3 Literacy Support 1:1, paired and group intervention, requiring withdrawal from tutorial or lesson across the curriculum</p> <p>Online literacy support - Reading plus and IXL</p> <p>Numeracy Support 1:1, paired or small group, withdrawn from lessons across the curriculum.</p> <p>In class TA support (where available)</p> <p>Personalised timetable at KS3 as appropriate to need</p> <p>Alternative curriculum at KS4: Alternative accreditation / vocational courses e.g. COPE, DIDA, Entry Level, additional English and Maths.</p> <p>Access arrangements – with and <u>established history of need</u>, supporting data and evidence from teachers</p> <p>Transition support Year 6 and post 16 where applicable</p> <p>Detailed Pupil Passports</p>	<p>Individualised / Personalised Learning.</p> <p>Support Programmes – progress reviewed termly according to the graduated four stages of action: “Assess, Plan, Do, Review” cycle.</p> <p>Small group or 1:1 literacy / numeracy support which can mean a reduced / modified curriculum</p> <p>EP / specialist teacher / outside agencies guidance and advice / SALT where it can be delivered and used to support strategies</p> <p>EHC Plan Outcomes</p> <p>Annual Review meetings and student – SENCO / Key Worker meetings throughout the year</p> <p>Open conversation as part of the EHC Plan / multiagency plan process</p> <p>Support in accordance with school based decisions by the head teacher and SLT</p> <p>Personalised timetable as appropriate to need and as a result of school based decision</p> <p>Use of the Hemmings Centre and Skills Centre for planned interventions</p> <p>Exam access arrangements</p> <p>Transition: Year 6 visits and additional home-school contact</p> <p>Transition: post 16 additional visits to providers. Liaise with post 16 providers.</p> <p>Focused in-class TA support</p>

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Communication and Interaction	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	<p>In class:</p> <p>Differentiated curriculum planning, activities, delivery and outcome:</p> <ul style="list-style-type: none"> Simplified language Appropriate prompting / refocusing Checking comprehension Key words Increased visual aids / modelling etc Use of symbols / memory aids <p>Structured school and class routines as manageable chunks; "Title, date, board"; "brain, book, buddy, boss" reminders and prompts (visual and spoken) After school and in-school clubs for structured social activity</p> <p>Inset Training and Support for staff guidance and strategies from Autism Education Trust schools programme . All staff receive AET level 1 training and all TA staff receive AET level 2 training.</p> <p>ASD supportive tutor groups where needed specific support given to tutor groups</p>	<p>Additional:</p> <p>Hemmings Centre – quiet area during break and lunch times</p> <p>KS3 Social Skills and ASD groups</p> <p>Sensory aids to support self management e.g. weighted blanket, fiddle toys etc</p> <p>ASD Group and working through the What does Autism Mean to Me book</p> <p>Referral to outside agencies as appropriate and access to ASD Champion and ASD Outreach Service</p> <p>In-class TA support in key lessons (where available)</p> <p>Year 6 visits and home school contact</p> <p>Speech and Language Therapy (SALT)</p> <p>Detailed Pupil Passports</p>	<p>Individualised / Personalised Learning:</p> <p>Small group or 1:1 emotional literacy / social skills support work / ASD specific groups</p> <p>Speech and Language support (as required on EHC Plan)</p> <p>ASD Champion – to advocate for ASD students and support staff and students.</p> <p>ASD Outreach Service support 1:1, small group</p> <p>Parent sessions (by arrangement) with ASD Outreach Service and / or ASD Champion</p> <p>Advice from EP / Local Authority / Specialist services / SALT / OT</p> <p>Sensory needs met – sensory room, modified uniform etc</p> <p>Additional Year 6 transition visits and home-school contact</p> <p>Focused in-class TA support</p>
Emotional, Social and Mental Health	<p>In class:</p> <p>Whole school policies Whole school reward and sanctions systems</p> <p>PSHE focused work</p> <p>Emotional Coaching approach</p> <p>Tutor and pastoral system support</p> <p>After school and in-school clubs</p> <p>Training and support for staff e.g. emotional coaching</p> <p>CPD – all staff trained to support the learning of students with SEMH needs</p> <p>Assemblies</p>	<p>Additional:</p> <p>Inclusion and behaviour management support through the BASE and Pastoral Support and Welfare Officers</p> <p>THRIVE support</p> <p>.b Mindfulness</p> <p>Emotional Literacy Support (ELSA)</p> <p>Increased monitoring and feedback for an individual or teaching group as appropriate</p> <p>Support from outside agencies as appropriate – mentoring plus, off the record etc</p> <p>In class TA support in key lessons (where available)</p> <p>Year 6 visits and home-school contact</p> <p>SEMH mentoring completed using THRIVE</p>	<p>Individual / Personalised Learning:</p> <p>School's support services (counsellor, school nurse etc)</p> <p>Individual support or mentoring through pastoral area</p> <p>EP / specialist teacher / outside agencies guidance and advice/ SALT where it can be delivered and used to support strategies</p> <p>THRIVE approach and interventions</p> <p>Extended ELSA support</p> <p>Personalising learning through individual targets and reasonable adjustments</p> <p>Pastoral Support Plan / Medical Action Plan / Personal Education Plan as appropriate</p> <p>Additional Year 6 transition visits and home-school contact</p>

		Support from school welfare officer Detailed Pupil Passports SALT support	Focused in-class TA support
Provision Disclaimer: Provision is subject to change as the school reviews its provision annually.		SEN Support	SEN and Disabilities
Sensory and Physical	WAVE 1: Promoting Inclusion in the Classroom.	WAVE 2: Additional to / Different From most students.	WAVE 3: Personalised (EHC Plans)
	In class Flexible teaching arrangements e.g seating, font size, enlarged documents, coloured filters. Self-awareness of implications of physical impairment Improved accessibility of buildings through reasonable adjustments Relevant school policies: Accessibility Plan, SEN Policy, Medical plan After school and in-school clubs Training and support for staff CPD for staff from external professionals	Additional: Modified materials in line with modification papers as an access arrangement Flexible teaching arrangements e.g. rooming Increased levels of support and supervision on school trips and visits Year 6 and Post 16 Transition visits Detailed Pupil Passports	Individualised / Personalised Learning: Individual support in class during appropriate subjects e.g PE, Science Use of appropriate resources e.g radio aids Advice from EP / Specialist teacher Pupil Inclusion Plan , reviewed with EHC Plan Specialist training for specific staff as required Environmental audit as required Additional transition visits. Teaching from professionals – teaching for deaf Focused in-class TA support Additional Year 6 transition visits and home-school contact