

Oakfield Junior School's Local Offer

Questions	School Response
<p>1 How does the school know if children need extra help and what should I do if I think my child may have special educational needs?</p>	<ul style="list-style-type: none"> • The progress of all pupils is monitored regularly by class teachers and the senior leadership team so that when a pupil is not making expected progress in a particular area of learning the school can identify the need for additional support. This will then be discussed with parents/carers and the pupil concerned. • If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher to discuss their concerns or alternatively they can speak to our Special Needs Coordinator (SENDCo). • We have a range of in-house specialist expertise in a number of areas of special educational needs.
<p>2 How will school staff support my child?</p>	<ul style="list-style-type: none"> • The SENDCo will draw up and oversee the plan of support for your child. • Where we feel that something is not working, we are quick to respond and find alternatives through dialogue with the learner and their families. • The individual provision plan will detail what sort of provision is in place, what outcome is expected, who is providing it and for how long. • Our provision maps show the range of interventions in place in our school which will be used where we identify children who will benefit from these interventions. All the intervention programmes we use are tried and tested and known to support children to make increased progress. • We monitor the progress of all children receiving additional support to ensure that the provision we have put in place is having the impact we are expecting. • Our additional support programmes are overseen by the SENDCo and all our

		<p>teachers are teachers of inclusion and special educational needs.</p> <ul style="list-style-type: none"> • Governors play an active role in monitoring the quality of our special educational needs provision. The progress of pupils with SEND is included in reports to the Governors.
3	<p>How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none"> • All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. If, for example, a child has Speech, Language and Communication Needs teachers will use simplified language and pictures to support them to understand new vocabulary. • All our teachers are clear on the expectations of quality first inclusive teaching and this is monitored regularly by the leadership team.
4	<p>How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • We regularly talk to the children and their families about their progress in school. • We have a number of opportunities where parents/carers can meet with staff to discuss learner progress. At such meetings (and through other means) we share ideas about how they can help their child at home. • This is reinforced by generic updates on the curriculum which we share through our newsletter and/or website. • We host a number of curriculum evenings/learning events/parent workshops to help families understand what learning is expected and how they can best support their child's need. • Should more regular contact be required, our staff will make suitable arrangements to ensure this is put in place. • We believe in supporting the development of parenting skills and as such deliver workshops on site/work in collaboration with other agencies, for example, with our Home School Link Worker who visits schools within the Effingham Learning Partnership.

5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • All pupils are supported with their social and emotional development through the curriculum and at playtimes. We have a daily nature group at lunchtimes. • There is regular training of staff to provide a high standard of pastoral support. • One of our Teaching Assistants is trained as an Emotional Literacy Support Assistant (ELSA). • Relevant staff are trained to support medical needs and some cases all staff receive training. We have a medical policy and protocol in place. • All staff are made aware of our Behaviour Policy; which includes guidance on expectations, rewards and sanctions. • We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. • Learner voice is central to our ethos and is encouraged in a variety of ways.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • Our staff receive regular training and our teachers all hold qualified teacher status. • We have a number of established relationships with professionals in education, health and social care, in particular with the Surrey Educational Psychology and Specialist Teaching Team Services, the Occupational Therapy service, the Speech and Language Therapy Service, CAMHS (Child and Adolescent Mental Health Service) and with our Home School Link Worker (HSLW) who visits schools within the Effingham Learning Partnership. • All external partners we work with are vetted in terms of safe guarding and when buying in additional services we monitor the impact of any intervention against cost, to ensure a value for money service.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • Our Special Needs Co-ordinator (SENDCo) is a qualified teacher who has been our LAN Centre Manager for the past 12 years. • We regularly invest time and money in training our staff to improve delivery of quality first inclusive teaching and develop enhanced skills & knowledge in the delivery of group and 1:1 interventions. • At staff meetings, where appropriate, staff are updated on special educational needs and disability.

8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Our Inclusion Policy (SEN & Disability policy) promotes involvement of all our learners in all aspects of the curriculum including activities outside the classroom (school residential trips, other school visits). • Where there are concerns of safety and access, further thought and consideration are given to ensure needs are met; where applicable parents/carers are consulted and involved in planning.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Our Accessibility Plan is under review and we continually remind staff and learners about the Equality Act 2010. • We value and respect diversity in our setting and do our very best to meet the needs of all our learners.
10	How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?	<ul style="list-style-type: none"> • We welcome new learners to our setting in a variety of ways including school visits, home visits for some and a brochure with pictures of staff and places around school. • Our Provision Management systems record what aspects of our environment help children learn and this information is passed on in transition to secondary school. • We have very good relationships with our feeder infant schools and with secondary schools (including specialist settings) which our children move onto.
11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Resources are utilised to support the strategic aims of the school. • Value for money is always considered. • We provide high quality appropriate support, but are always mindful of the need to develop a pupil's independence whilst maximising learning opportunities through the support given.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • Quality First Inclusive Practice is clearly defined in our setting and we expect all staff to deliver this. • Should additional support be required, this is undertaken in consultation with the relevant staff, the learner and their families. • All interventions are monitored for impact and outcomes are defined at the start of any intervention.

		<ul style="list-style-type: none"> The SENDCo oversees all additional support and regularly shares updates with the SEN Governor.
13	<p>How are parents involved in the school?</p> <p>How can I be involved?</p>	<ul style="list-style-type: none"> We whole-heartedly believe in partnering parents in a two-way dialogue to support a child's learning, needs and aspirations. We operate an open door policy. We take every opportunity to strengthen this dialogue. Parents are invited to contribute through a number of means, including home school planner, parent evenings, workshops, coffee afternoons. In addition parents are invited to social functions, encouraged to join the 'Friends', which is our parent association, as well as our Governing body.
14	<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> In the first instance, parents/carers are encouraged to talk to their child's class teacher. Further information and support can be obtained from the school's SENDCo, Jenny Maré (jenny_mare@oakfield.surrey.sch.uk)