

Responses to the 14 Questions

	Questions	School Response
1	<p>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"> • Pupils attending Oakfield Centre have an Education, Health and Care Plan (EHCP) which identifies this setting as the most appropriate provision for the pupil. A panel meets annually and children are matched to the most appropriate provision in order to meet their needs. Their EHCP identifies the child's specific areas of need and what is required to meet these needs. • The Centre staff liaise with Mainstream teachers to ensure that the Centre children can access learning in the mainstream. The work is tailored to meet each child's specific needs and to ensure that progress can be made. • The progression of Centre children is closely monitored by the Centre Manager /Teacher through the use of daily feedback on lessons, tracking their progress using assessment programmes, monitoring progress against the targets on their EHCP's, annual reviews, Send Arrangements outcomes and learning objectives from lessons. Any difficulties noticed are immediately addressed and the curriculum modified, the teaching methods employed are scrutinised to ensure that they are applicable for your specific child's needs. • Children are closely monitored to ensure the need for additional input, for example, an Educational Psychologist, Occupational therapist, physical and sensory support, to name a few.
2	<p>How will school staff support my child?</p>	<ul style="list-style-type: none"> • Every child in Oakfield Centre will have an EHCP. This document outlines the particular needs of your child and recommends the resources, teaching programmes and multi-agency involvement relate to meeting

		<p>these needs.</p> <ul style="list-style-type: none"> • The Centre Manager/Teacher will set targets for your child in discussion with the Centre staff using the BSquared assessment programme which assesses children's progress and generates assessments to be mastered. This information is shared with all staff and targets will be outlined in annual reviews and review meetings. • The SEN Governor, has a responsibility to ensure that all procedures, school systems and policies are in place and working effectively, in order to support your child.
3	How will the curriculum be matched to my child's needs?	<ul style="list-style-type: none"> • Your child will have access to a personalised multisensory curriculum which meets their needs. • The learning will be differentiated in order to ensure that they make at least expected progress. • Work within the mainstream will be differentiated to ensure that your child can access these lessons. • The children will be included in all school activities, they will be encouraged to participate in a wide range of after school clubs, be part of yearly residential trips and the many class based excursions. • In addition to these your child will participate in excursions and activities within the Centre that are tailor made to meet their needs.
4	How will both you and I know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> • The Centre offers an open door policy – parents are encouraged to chat to staff informally before and after school. • For more in-depth meetings an appointment can be made with Centre Manager. • All pupils have Send Arrangements which will have individual targets. • Your child's progress will be measured on a termly basis using a range of assessment tools including BSquared to assist staff in accurately assessing attainment and progress. Targets on the Annual review will be reviewed on a term by term basis. • Regular parent workshops are an intrinsic part of our school which will enable parents to keep abreast with new ideas and strategies.

5	What support will there be for my child's overall well-being?	<ul style="list-style-type: none"> • Professionals from other agencies including physiotherapy, speech and language therapy, occupational therapy and health, visit the Centre on a regular basis. As well as supporting individual pupils, these professionals advise staff around strategies and offer training. • Pupils, where appropriate, contribute to the review of their Send Arrangements and their non-academic targets. These are reviewed, discussed, rewarded and celebrated on a continual basis. • The relationships between staff and children is a close one giving children ample opportunity to build up a good rapport. • Our school has a proactive and lively school council giving children the forum for suggestions and concerns. • We have a designated person (ELSA) who is available for children to discuss any emotional or sensitive issues.
6	What specialist services and expertise are available at or accessed by the school?	<ul style="list-style-type: none"> • The staff within the Centre have received specialist training and development on a range of subjects and areas pertaining to children with learning difficulties. • The Centre Manager has an additional diploma on Specific Learning Difficulties. • The Centre Manager has 37 years experience in working with children with a range of learning difficulties and needs. • The Centre has a close working relationship with outside services; such as Speech and Language Therapy, Physiotherapy, Educational Psychologist, Physical and Sensory support, Occupational therapist and Drama specialist. • In addition we liaise closely with other agencies who work collaboratively with school staff in meeting the wider range of pupils needs: Social worker, school nurse and home school link worker.
7	What training are the staff supporting children with SEND had or are having?	<ul style="list-style-type: none"> • All our staff receive regular training to support them to fulfil their roles. Teaching staff and teaching assistants have accessed targeted programmes of Continuing Professional Development to develop their skills which typically include a range of specialist training, such as language development, sensory integration, makaton, dyslexia, emotional

		<p>development, occupational therapy strategies.</p> <ul style="list-style-type: none"> • All staff receives first aid training. Staff who provide personal care, receive moving and handling, eating and drinking and medical training as appropriate.
8	How will my child be included in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • We offer our children the opportunity to take part in a wide range of residential activities and trips. • All visits and activities are risk assessed to ensure they are appropriate for individual children. • Parents/carers take an active part in discussions around residential visits and these are discussed at parent meetings. • Our school offers a wide range of clubs during lunchtimes and after school – Centre children are encouraged to join these clubs and activities.
9	How accessible is the school environment?	<ul style="list-style-type: none"> • Specialist equipment is made available when necessary, such as chairs and laptops, which promotes accessibility. • Our school is built on a slope and has a fair number of steps on site; however we have recently installed a chair lift on one level and a disabled toilet. • Our grounds are vast and open making them particularly suitable for play and sport.
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 work closely with the local authority to ensure that children are offered provision that meets their needs, this occurs during the annual panel process. Parents are invited to visit. • We work closely with our partner school(s) to offer a series of pre-transfer visits with support to help your child become familiar with their next teacher and setting. • Transition planning is a vital part of the annual review process from year 5 onwards. • Where children move on to another placement, their school records and examples of their work will be offered in order to make the transition as smooth as possible.

11	How are the school's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Oakfield Centre is funded separately to the mainstream. All allocated funds provide the personalised learning and appropriate level of staffing.
12	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> • We plan provision to achieve the outcomes set for each individual child and these are reviewed each term at review meetings. • In Oakfield Centre at the end of each session the teacher and staff review the progress children have made against the lesson objectives and this is used to plan the next steps in their learning and to plan additional support if necessary. • We teach the children at their individual ability and not according to the year group they are in.
13	How are parents involved in the school? How can I be involved?	<ul style="list-style-type: none"> • We believe that a child's education is a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate with you regularly e.g. home school book, telephone calls, parent evenings, workshops and coffee afternoons. • Parents are invited to parent workshops, parent evenings, social functions, encouraged to join the "Friends", which is our parent association as well as our Governing Body.
14	Who can I contact for further information?	<ul style="list-style-type: none"> • For parents the first point of contact is the Centre Manager/Teacher. • We use a Home/School book as the method of day to day communication • The Centre Manager can be contacted via Oakfield School office or on email, ldcentre@oakfield.surrey.sch.uk • If you are considering your child joining the school the first person to talk to is the Centre Manager.