# OLDBROOK FIRST SCHOOL AND NURSERY SEND INFORMATION REPORT 2025-26

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| **Type of school** | Oldbrook First School and Nursery is a two-form entry Infant School with attached Nursery provision for children aged two to seven years old. |
| **Provision offered** | Mainstream Infant School and Nursery |
| **How do you support your pupils with SEND?** | At Oldbrook First School and Nursery all staff value pupils with SEND and are committed to the inclusion of all pupils. We strive to support all children to enable them to achieve at school. In order to do this many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some children there are occasions when further additional support may be needed to help them achieve their targets. |

## OLDBROOK FIRST SCHOOL AND NURSERY SEND INFORMATION REPORT

**At Oldbrook First School and Nursery we believe in achievement, progress and ambition for all children**

- **We aim to meet the needs of individual children through highly effective teaching and learning.**
- **There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.**
- **We work in a flexible way to develop effective partnerships with children and their parents/carers, the special educational needs coordinator (SENCo), specialist teaching staff both within the school and external professionals to ensure that the school can meet a broad range of special educational needs and disabilities.**

We undertake a rigorous system of monitoring children's progress, supporting academic and personal achievement by striving to remove various barriers to learning using a wide range of strategies to develop children's independence skills and a love of lifelong learning.

## 1. How does Oldbrook First School and Nursery know if children need extra help?

At Oldbrook First School and Nursery children are identified as having Special Educational Needs and/or Disabilities (SEND) through a variety of ways including:

- Liaison with your child's previous school /early years setting
- Concerns raised by parents/carers
- Concerns raised by your child's class teacher or school SENCo
- Concerns raised due to behavioural difficulties or poor self- esteem which is affecting performance
- Liaison with external professionals (e.g. Speech and Language Therapist)
- A medical diagnosis
- Making limited progress, even with targeted and individualised provision.

## 2. What should a parent/carer do if they think their child has special educational needs and/or disabilities (SEND)?

The class teacher is the initial point of contact for responding to parental concerns and will meet with the parents in the first instance. Information will be shared with the SENCo (Mrs Dunkley) and a follow up meeting may be arranged.

If you are considering Oldbrook First School and Nursery for your child then please contact the Headteacher to arrange a time to view the school and talk in more detail about your child's needs and requirements.

## 3. How will Oldbrook First School and Nursery support my child?

Each pupil's education programme will be planned by the class teacher. It will be personalised accordingly to suit the pupil's individual needs.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, numeracy & literacy skills etc. then the pupil may be placed in a small focus group. This will be run by the teacher or teaching assistant. The length of time of the intervention will vary according to need.The interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning. These interventions will be recorded on the class provision map (this is a record of the interventions, timings, cost and impact of the intervention). If you have any queries related to the interventions, please do not hesitate to contact the class teacher or SENCo.

Pupil Progress Meetings are held each half term. This is a meeting where the class teacher meets with the Headteacher to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more specialist support from an outside agency such as Inclusion and Intervention, Educational Psychologist, Speech and Language Therapist, etc. A referral will be made with your consent and forwarded to the most appropriate agency with them offering support and advice to the school which is relevant and personalised for each child.

If a pupil has additional needs and benefits from a smaller, quieter environment, they are able to access The Hub. The Hub is an area of school the children can freely access with support from adults. Within this area children can take part in small group interventions, complete activities linked to specific targets and access provision set up to meet sensory and physical needs.

The Governors are responsible for entrusting a named person, Mr K Hopkins to monitor Safeguarding and Child protection procedures. He is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the Department of Education.

**4. How will the curriculum be matched to my child's needs?**

When a pupil has been identified with special educational needs and/or disabilities, their work will be personalised by the class teacher to enable them to access the curriculum more readily.

Teaching Assistants (TAs) may be allocated to work with the pupil in a 1-1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need and/or disability, we will hold a Child Centred Review (CCR). This is an opportunity for parents, class teacher and the SENCo to share their concerns, suggestions, hopes for the future and future strategies to support the pupil's needs. We will create a one page profile detailing the pupil's strengths, things that help them learn, what they want to achieve and what support will be put in place to facilitate this. Specific next steps will then be set according to their area of need. These will be monitored by the class teacher weekly and by the SENCo. Next steps will be discussed with parents at parents' evenings and a copy given to them.

If appropriate specialist equipment may be given to the pupil e.g. sensory objects, pen/pencils grips or easy to use scissors, etc.

**5. How will I know how well my child is doing and how will you help me to support my child?**

Next steps are reviewed throughout the year and are shared alongside new steps with parents. This is an opportunity to discuss your child's progress and any areas of need. Assessment data is collected termly to ensure your child is making progress and to identify their next steps.

You will be able to discuss your child's progress at Parents Evenings. Your child's class teacher will be available at the end of the school day. Appointments can be made to speak in more detail to the class teacher or SENCo by visiting the school office to make an appointment.

The class teacher may suggest ways of how you can support your child at home and these will be recorded on your child's one page profile. Parents and Carers will be notified at certain times if specific training or local events are organised by the Local Authority or other agencies.

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Mrs Dunkley and/or Mr Hopkins may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's social, emotional and mental health needs, including behavioural.

If outside agencies or Inclusion and Intervention have been involved, meetings will be arranged with parents and carers to talk in more depth to gather further information. Suggestions and specific adaptations are normally provided by outside agencies that can be used both at school and at home. These will be highlighted in reports sent to parents.

**6. What support will there be for my child's overall well-being?**

The school offers a wide variety of pastoral support for pupils who are encountering social, emotional or mental health difficulties, including behavioural. These can be found on our provision overview.

Members of staff such as the Headteacher (Mr Hopkins), Class Teacher, and SENCo (Mrs Dunkley) are readily available for pupils and parents who wish to discuss any concerns or identified needs.

Pupils with medical needs

If a pupil has a medical need, then a detailed Care Plan is produced with support from the school nurse in consultation with parents/carers and the pupil. Plans are shared and discussed with all staff who are involved with the pupil.

Staff receive epi-pen, Hickline and any other training delivered by the school nurse when required.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medicine consent form is in place to ensure the safety of both child and staff member. All medicines are kept in the medical room.

All staff have basic first aid training

**7. What specialist services and expertise are available at or accessed by the school?**

Please see attached provision overview.

**8. What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND. These have included sessions on:

- Supporting pupils on the autistic spectrum.
- Support pupils with social and emotional needs.
- Support pupils with Down Syndrome

- Support pupils with speech and language difficulties.
- Support pupils with physical and co-ordination needs.
- Supporting pupils with learning difficulties.
- Identifying and supporting pupils with Attachment difficulties.
- Support pupils to regulate their emotions using Zones of Regulation.

Our SENCo has achieved the Post Graduate National Award for Special Educational Needs Co-ordination and takes advantage of relevant up-to-date training to support her role.

**9. How will my child be included in activities outside the classroom including school trips?**

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate. However, if after discussion with parents it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.

**10. How accessible is the school environment?**

As a school we are happy to discuss individual needs and access requirements. Current facilities:

- Wheelchair accessible building
- Three toilets adapted for disabled users.
- Language support for parents and carers whose first language is not English.

The school is an open plan environment:

- Children with a hearing impairment may find the background noise levels challenging.
- Children with ASD may find the open plan layout of the school challenging.

**11. How will the school prepare and support my child who needs extra help or SEND to join Oldbrook First School and Nursery or transfer to a new school?**

Many strategies are in place to enable your child's transition to be as smooth as possible. These include:

- Discussions between the previous or receiving schools prior to your child joining/leaving.
- Attending a transition session where they will spend some time with their new class teacher.
- Additional visits for pupils who need extra time in their new school.
- Meetings with Mr Hopkins and/or Mrs Dunkley to discuss your child prior to them joining the school.

- Visiting your child in their current setting/school if possible.
- Mrs Dunkley will liaise with the SENCo from the previous/transferring school/setting to pass on information regarding SEND.
- A review meeting if your child has more specialised needs.

**12. How are the school's resources allocated and matched to children's special educational needs?**

Notional SEND is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs.
The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
Resources may include deployment of staff depending on individual circumstances.

**13. How is the decision made about how much support my child will received?**

These decisions are made in consultation with your child's class teacher, yourselves, the SENCo and the Headteacher. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies. Child Centred Reviews and progress to date will be shared with parents and next steps identified and levels of support discussed.
During their school life, if further concerns are identified due to limited progress or social and emotional concerns then other interventions may be arranged.

**14. Who can a parent/carer contact for further information at school?**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with your child's class teacher and/or the SENCo Mrs Dunkley.

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher
- during parents' evenings
- during discussions with Mr Hopkins, Mrs Dunkley or other professionals
- at Child Centred Reviews (CCR) meetings parents are encouraged to comment on their child's learning with possible suggestions that could be incorporated.

If you are considering Oldbrook First School and Nursery for your child then please contact the Headteacher to arrange a time to view the school and talk in more detail about your child's needs and requirements.

**Ratified by the Governing Body**