

SEND 14 Local Offer – King’s Oak Primary School

		Responses to the 14 questions
Questions	School Response	
1	<p>How does King’s Oak know if children need extra help and what should I do if I think my child/young person may have special educational needs?</p>	<p>At King’s Oak Primary School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every half-term to review their progress. We also use a range of assessments with all pupils at various points, for example the Phonics Screening Check in year 1 and again in year 2 for those pupils who did not meet the threshold or who are new to the country, the Cognitive Abilities Test in year 4, QCA optional SATs for pupils in year 3, 4 and 5 and the National tests in Year 2 and Year 6.</p> <p>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 the SENCO.</p>
2	<p>How will King’s Oak staff support my child/young person?</p>	<p>We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people. Some children/young people need educational provision that is additional to or different from this. This is special educational provision.</p> <p>The principle of early identification and intervention underpins our approach to identifying those pupils who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the pupil to catch up. Examples of extra support are one to one/small group tutoring, interventions during the school day, and before or after school writing or maths clubs.</p> <p>Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.</p> <p>The purpose of this more detailed assessment and review is to understand what additional</p>

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		<p>resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed at least termly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.</p> <p>We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used and this is rigorously monitored</p>
3	<p>How will the curriculum be matched to my child’s/young person’s needs?</p>	<p>High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. At King’s Oak Primary School we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in statements of special educational needs / Education, Health and Care Plans.</p>
4	<p>How will both you and I know how my child/young person is doing and how will you help me to support my child’s/young person’s learning?</p>	<p>At King’s Oak Primary School, class teachers and members of the Senior Leadership Team monitor the progress of all pupils every half-term to review their progress. All parents of pupils at King’s Oak Primary School are invited to discuss the progress of their children three times a year and receive a written report once per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need.</p> <p>If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review. When additional support is being put in place by school, either to help a pupil catch-up or as part of special educational provision, it is expected that parents/carers contribute to progress by reinforcing the provision at home.</p> <p>In addition to this, parents of pupils with a statement of SEN / Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include</p>

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		other agencies involved with the pupil. Information will be made accessible for parents.
5	What support will there be for my child’s/young person’s overall well-being?	<p>At King’s Oak Primary School we understand that an important feature of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance Personal, Social and Health Education, Building Learning Power and circle time, and indirectly with every conversation adults have with pupils throughout the day.</p> <p>For some pupils with the most need for help in this area we also can provide the following: mentor time with a significant adult; time-out space in the classroom for a pupil to use when upset or agitated; additional support from the school’s Emotional Literacy Support Assistant; Social Stories and specific interventions such as Time to Talk and Lego Therapy.</p> <p>Pupils with emotional and social needs, because of their special educational needs, will be supported to enable them to develop and mature appropriately.</p>
6	What specialist services and expertise are available at or accessed by King’s Oak?	<p>The governing body have engaged with the following:-</p> <ul style="list-style-type: none"> • A Service Level Agreement with Educational Psychology service • Membership of SPARK (the School Performance Alliance Richmond and Kingston) • Link to the Disabled Children’s Service for support to families for some pupils with high needs • Access to local authority SLA with Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services for pupil with requirement for direct therapy or advice • Ability to make ad hoc requests for advice from the Education Inclusion Service • School Nurse
7	What training are the staff supporting children and young people with SEND had or are having?	<p>All teachers and teaching assistants have had the following awareness training provided through INSET or during induction: ASD, Hearing Impairment, reading and spelling difficulties and managing behaviour. Staff who deliver personalised programmes, as advised by outside professionals, receive additional training for their role.</p> <p>Where a training need is identified beyond this we will find a provider who is able to deliver it. Training providers we can approach are Educational Psychologist, Speech and language therapist, occupational therapists, physiotherapist, education service for sensory impairment, dyslexia specialists.</p>

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8	How will my child/young person be included in activities outside the classroom including school trips?	<p>All clubs, trips and activities offered to pupils at King’s Oak Primary School are available to pupils with special educational needs. For some pupils, ‘reasonable adjustments’ may need to be made. This is always done in partnership with families and carers.</p> <p>King’s Oak Primary School offers a breakfast and after school club as well as a variety of school clubs. The clubs we run vary from term to term. Clubs are run by staff at our school or by outside providers. Places at our clubs are offered as fairly as possible and we ensure that all children have the opportunity to attend clubs. ‘Reasonable adjustments’ that are sometimes required include support from an additional adults and supporting those running the clubs to understand the needs of the pupil and how to overcome barriers to ensure that pupils are fully included. If parents identify that adjustments are required to ensure that their child can fully access clubs, a meeting is held with the class teacher or SENCO to discuss this further to ensure that measures can be put into place.</p> <p>At King’s Oak we believe that learning from first hand experience is very powerful and provides lasting impact and therefore we support children’s learning through educational visits. Additional support that is sometimes required to enable pupils to access education visits include support from an additional adult during the visit, additional support/pre teaching prior to the visit, and photographs and timetables to support pupils with managing change. Information about trips and transport arrangements are sent to parents in advance so that parents are given time to meet with the class teacher or SENCO to discuss necessary adjustments and/or arrangements.</p>
9	How accessible is King’s Oak’s environment?	<p>We have an Accessibility Plan and as such make every effort to make reasonable adjustments where possible. The majority of our school is wheelchair accessible and we have disabled toilet facilities.</p>
10	How will King’s Oak prepare and support my child to transfer to a school or the next stage of education and life?	<p>At King’s Oak Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. Before a pupil with special educational needs attends King’s Oak Primary School, we contact their previous school and in some cases visit the pupil in their current setting. As well as this, the SENCO, or in the case where the pupil is accessing the SRP the leader of the SRP, will meet with parents/carers either before or soon after the pupil has joined the school. Where possible/appropriate, the class teacher or SENCO will also meet with the pupil to discuss their views and opinions.</p>

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		<p>We also contribute information to a pupils’ onward destination by providing information to the next setting for all transfers. The head of Year 6 and SENCO attend the local authority SEN transfer day, which is attended by all secondary schools in the local authority, to meet with secondary schools’ SENCOs and pass on information about pupils’ needs and provision. Most secondary schools visit pupils while still in Year 6 at King’s Oak.</p>
11	<p>How are King’s Oak’s resources allocated and matched to children’s/young people’s special educational needs?</p>	<p>Schools receive funding for SEN pupils. This funding is used to support and enhance high quality teaching in the school. It helps to ensure there are sufficient resources for pupils requiring special educational provision. The support offered is matched to needs of individual pupils with SEN and is evidenced based. The amount of support required for each pupil to make good progress will be different in each case. Specialist equipment will be considered on an individual basis. In very few cases a very high level of resource is required. In this case the school will request ‘top up’ from the Local Authority where the child or young person lives.</p> <p>The Headteacher has the final say in the use of the personal budget within the school.</p>
12	<p>How is the decision made about what type and how much support my child/young person will receive?</p>	<p>Despite high quality targeted teaching some pupils may continue to make insufficient progress. For these pupils, and in consultation with parents, strengths and weaknesses are identified and used to identify an appropriate individualised intervention programme. In many cases these underlying needs often explain inadequate progress or challenging behaviour. At times it may be necessary to consult with outside agencies to receive more specialised expertise.</p> <p>The purpose of this more detailed assessment and review is to understand what additional resources and different approaches are required to enable the pupil to make better progress. These will be shared with parents, put into a support plan and reviewed at least termly, and refined / revised if necessary. At this point because the pupil requires additional and extra provision we will have identified that the pupil has a special educational need.</p>
13	<p>How are parents involved in King’s Oak Primary School? How can I be involved?</p>	<p>We are interested in hearing parents/carers views. We provide yearly questionnaires to all parents/carers and responses are analysed and followed up as necessary. Our Governing Body includes parent governors.</p> <p>All parents of children who have a special educational need have the opportunity to attend termly</p>

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		SENCO coffee mornings and are welcome to make appointments to meet with the class teacher or SENCO to share their views.
14	Who can I contact for further information	<p>In the first instance, parents/carers are encouraged to talk to their class teacher. The SENCO at King’s Oak Primary School is Nicola Vivian. Nicola Vivian is available on 020 8942 5154 or senco@kop.rbksch.org.</p> <p>EnhanceAble, a local voluntary sector organisation, delivers the Parent Partnership Service and provides free, impartial, confidential, advice, support and options around educational issues for parents/carers who have children with special educational needs or disabilities (0-19/25). They can be contacted on: HELPLINE: 020 8547 6200 Website: www.enhanceable.org</p>