

SCHOOL NAME	Oakdale Junior School	
TYPE OF SCHOOL	Mainstream 502	Phase: Junior
ACCESSIBILITY	Fully Wheelchair Accessible	
	Auditory/Visual enhancements	
CORE OFFER	We are able to implement all aspects of the Poole LA offer.	
POLICIES	The school's policies are available on its website for:	SEN
		SAFEGUARDING
		BEHAVIOUR
		EQUALITY & DIVERSITY
DISABILITY LEGISLATION	The school is aware of, and always endeavours to be compliant with, the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010.	
RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:	
	<p>Areas of Strength Staff are supported through external agencies to deliver physiotherapy programmes as planned by the Children's Hospital Services and Speech and Language programmes as directed by the Community Speech and Language Therapy Service. We also work very closely with the Outreach teams from Longspee, Winchelsea and Montacute to ensure that professional support and advice is available to any staff or pupils who require it.</p>	
	<p>Specialist Facilities/Equipment to support SEND The school provides specialist equipment when these have been recommended by medical professionals. The school has a wide range of supplementary resources to provide intervention for those pupils who are experiencing difficulties acquiring basic literacy and numeracy skills. There is a dark den for those who have additional sensory needs. The school has a specialist lunchtime room. This room is also used to support pupils who require personalised programmes of ELSA (Emotional Literacy Support Assistant) or time with the pastoral support worker. The room is also used for small group interventions that support language development and social skills.</p>	
	<p>Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services Educational Psychologists from the LA work in school on a regular basis. Occupational therapists, physiotherapists and speech and language therapists visit the school to work with individual pupils. Where necessary, the Hearing Impaired and Visually Impaired Teaching services are involved with individual pupils. Referrals are made by the school to the community paediatrician or CAMHS when appropriate.</p>	

	<p>Before and After School Club support There are before and after school clubs on offer daily from 7:30am until 6.00pm. Extra-curricular clubs are widely available to all pupils and are positively encouraged for pupils with additional needs. Prices for these clubs vary.</p>
INCLUSION	<p>How do you promote inclusion within the school? Including day and residential trips? Inclusion is fostered through the whole school ethos which promotes respect and diversity. All pupils are taught alongside peers in the classroom wherever possible, with pupils with Special Educational Needs only working away from the classroom where this will help move learning forward. Quality first teaching is the basis for supporting all of our pupils, with teachers using effective differentiation to meet the needs of all learners. Additional support is planned, where necessary, to ensure health and safety on school trips and to support individuals to get the most from these experiences. Visits are made by staff prior to an activity to ensure that the activities are accessible. Where appropriate, additional adult support is provided to allow pupils with higher level of needs to access a trip.</p> <p>What proportion of children currently at the school have SEND? As of September 2018 the school has identified 17% of pupils as having SEND. There are currently 4 pupils with an Education, Health and Care Plan.</p>
PARENT SUPPORT INVOLVEMENT/LIAISON	<p>How do you involve/support the parents of children/young people with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty? Parents are invited in to termly parent consultations where the Inclusion Coordinator is also available. Teachers or the pastoral support worker are available before and after school every day. Some pupils have an additional home-school link book to ensure effective communication. Additional meetings to discuss provision and progress are also offered to parents of pupils with SEND once a term.</p> <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life? Liaison between schools is well-established and begins early in the summer term. Additional visits can be arranged for the pupils. The use of photographs and social stories helps to support those with ASD and speech and language needs. All written records are passed on to allow the full history to be known. In school transfer is also carefully planned for any pupils who require additional support with the change from one year group to the next. Transition programmes are arranged with the needs of individual pupils as and when required.</p>
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	<p>How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention. Pupils know their learning targets and are involved in discussions about ways to work towards these. Pupils offer their thoughts about the level of support they are receiving before reviews. Pupils are involved in discussions about the additional support that they receive and complete individual pupil profiles called 'Pupil Passports' which focus on the views and needs of the pupil.</p>

EVALUATING SEN PROVISION	<p>How do you evaluate the effectiveness of provision made for children and young people with SEN?</p> <p>The academic progress of all pupils is monitored every half term. Following this, pupil progress meetings are held to discuss pupils with SEND. Every intervention group have specific targets and progress towards these targets is monitored to ensure effectiveness. Emotional wellbeing is monitored through the pastoral system within year teams. Concerns are discussed at year group meetings.</p>
SENCO CONTACT DETAILS	<p>Name of SENCO Mr Chris Robinson Contact details: 01202 685800 senco@oakdalejunior.co.uk or office@oakdalejunior.co.uk</p>
CONCERNS AND COMPLAINTS	<p>How can parents raise concerns or make a complaint about SEN provision?</p> <p>Oakdale Junior School operates an 'open door' policy and it is hoped that any complaints can be brought to the attention of the Headteacher or another member of the Senior Leadership Team. However, if there is an unresolved issue then a formal complaint can be made to the Governing Body and/or the Harbourside Learning Partnership. Poole SENDIASS can also give information, advice and support to parents/carers who have concerns.</p>
OTHER INFORMATION	<p>What else do you think parents/carers would like to know about your school?</p> <p>Oakdale is a large junior school which is proud of its inclusive values. We try to reflect the diversity of our local population and believe that a local school should offer the best standard of education for all pupils within its catchment area. More information on the facilities and opportunities that we offer is available via our website.</p>
COMPLETED BY (Name and Position)	Mrs E S Bissell - Headteacher
DATE COMPLETED	16.10.2018
UPDATE	September 2019