Form submission for: Oak Field Base, Wood Field Primary School

Name of School	Oak Field Base, Wood Field Primary School
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Name of contact person	Ann Pratt, Headteacher Claire Worthy, Head of Base
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Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	At Oak Field the class teacher is responsible for; • Adapting and refining the curriculum to respond to strengths and needs of all children. • Checking on the progress of your child and identifying, planning and delivery of any additional support. • Contributing to identifying and planning the next steps required for your child to improve learning. • Liaising with Speech and Language Therapists (SALT) and Occupational Therapists (OT) and any other professionals who may be able to support the development of your child • Applying the SEND policy and SEN information Report If you have concerns about your child you should speak to your child's class teacher first. **Headteacher and Head of Base responsible for;** • Ensuring that all the children at Oak Field receive the best quality of teaching and learning is provided-Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. **Ensuring that parents are:** • Involved in supporting their child's learning • Kept informed about the range and level of support offered to their child

	• Included in reviewing how their child is doing • Consulted about planning successful movement (transition) to a new class or school • Liaising with a range of agencies outside of school who can offer advice and support to help children overcome any difficulties • Working with, and supporting parents/carers in the education of their children **The Head Teacher is responsible for:** • The day to day management of all aspects of the school, including the provision made for children with SEN. **The Sutton Special Schools Governance is responsible for:** • Supporting school to evaluate and develop quality and impact of provision for children with SEN across the school.
About the school	Wood Field Primary School is an academy school as apart of the Greenshaw Learning Trust (GLT) located in Carshalton for children aged 4 to 11 years. Oak Field is a highly specialist base for children with ASD within Wood Field Primary school. There are 63 children on roll at Oak Field. (Admissions to Oak Field are managed by London Borough of Sutton SEN Department at Cognus. Children are potentially eligible for a place in Oak Field if they meet the following criteria: • They have a diagnosis of ASD • They have an Education Health Care Plan • They are residents of Sutton. We are a friendly, nurturing school with high expectations for all our children both academically and personally. We want all children to be the best they can be and to be fully prepared for the next stage of their education.
Assessing children How does the school know how well my child is doing?	The children's progress at Oak Field is tracked in a number of ways in order to provide a full assessment, inclusive of: ● Evidence for Learning (EFL) ● b-squared assessment which outlines objectives that your child needs to meet to fulfil the EYFS and KS1 National Curriculum ● Personalised Learning Intention Maps (PLIMs) which are reviewed throughout the year and in consultation with therapists and parents ● Sensory Profiles designed to address all the additional needs and input your child may need

	• Annual Review meetings to review yearly outcomes and to set new outcomes for the transitioning years (reception, years 2 and 5) • Parents' Evenings. The children also receive an end of year report. Home visits may be carried out in agreement with parents/carers. Additional support provided via additional resources after discussions with key staff, parents/carers, child and where relevant, external agency. The school will seek external support for children continuing to experience significant difficulty.
Informing parents and carers How will I be kept informed about how well my child is doing?	You will be kept well-informed and up to date via: ➢ Feedback through conversations with teachers and those who collect children from school or through the Class Dojo app ➢ Parent's meetings to discuss PLIMs ➢ On-going discussions with therapists ➢ Annual review meetings ➢ End of year reports
Updates on progress How regularly will I be updated on my child's progress?	You will be kept informed of their child's progress through PLIM meetings during parents evening each term. The class teacher will inform you of how well your child is progressing and what steps need to be taken next to support your child's learning and development.
If a child is not making progress Will I know if my child is not making progress and what will happen?	Through regular contact through Class Dojo. If your child is finding situations challenging, or is struggling in another area we endeavour to contact parents/carers through Class Dojo or by phone. If necessary a meeting will be arranged between parents and class teacher. In some situations we may seek advice from other external professionals with parental/carer permission.
Curriculum What is the curriculum and how is it taught?	At Oak Field, developing the children's social/ communication, PSHE, Independence and life skills is an integral part of each child's daily curriculum. The Early Years and the National Curriculum are used to inform all planning. Evidence of Learning and B Squared (an assessment tool) is used to assess and track children's progress. Class teachers employ assessment for learning to monitor progress and to plan for next steps.

	Planning takes account of individual child needs Planning may also incorporate targets set by SALT and OT when appropriate As part of the children's curriculum they may be offered enrichment activities Children experience regular outings into the local community to extend their learning. (See 'Access to Learning and the Curriculum' for possible additional support)
Adapting for child needs How will the curriculum be adapted to meet the needs of my child?	The children learn in a variety of group situations; 1:1 with an adult, paired work, small group. Adults are used to support the children's learning, though independence is always our eventual goal. Visual aids will be used to support the children's access to the curriculum, e.g. class timetable, transition cards, coreboards, ipads and now/ next boards Schedules will be used to aid the children's planning and preparation of what is next throughout the day as well as to prepare for outings and extra curricular activities that are outside of normal routines.
Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?	At Oak Field every child is an individual. Class teachers adapt their curriculum on a daily basis to the needs of each child and will strive to find ways to allow each child to be as successful as they can be.
Additional support Is there any additional support available to help my child reach his/her expected outcomes?	We employ a variety of strategies if needed to allow children to reach their expected outcomes. Social stories may be used to help children cope with challenging situations. Children may use workstations to develop the skill of working independently. Children may also work on a 1:1 basis with the class teacher or teaching assistant.

	A variety of AAC devices will be used appropriately to support the children's communication throughout the day. Children may be taken out of class to work individually with SALT or OT. Some children may be offered the opportunity for inclusion into the main school with adult support to develop confidence and social interaction skills. Referrals may be made to other external agencies e.g. ASD (Autistic Spectrum Disorder) service, Educational Psychologist, CAMHS (Children and Adult Mental Health Service) for further advice, or support and Playwise.
Learning strategies Are there any special features or strategies to help children learn?	At Oak Field we use a 'tool kit' approach to help children learn (See previous sections). We are aware that all children learn differently and each child's autism will present different barriers to learning so we may use any of the following strategies to support your child; • Attention Autism • AAC devices • TEACCH • Makaton • Intensive Interaction • Zones of Regulation • Colourful semantics • Curiosity program
Meeting child needs How do I know my child's particular need will be met?	Oak Field teachers aim to meet the needs of all children. We hope that through regular contact via Class Dojo you will feel you know how your child's needs are being met. Oak Field has an 'open door' policy and hope that parents will contact us if they wish to discuss anything with staff.
Access to exams What arrangements are available for children to access tests and assessments?	At Oak Field the teachers constantly evaluate the children's progress and learning across the curriculum, including RSE and life skills. This may be done through class observation or a piece of work. The children in Oak Field are only entered for End of Key Stage Assessments if they are working within the appropriate National Curriculum Level. If it is deemed suitable for a child to be entered for these assessments it may be possible to apply for additional arrangements and adjustments to be made to enable them to fully access a

	range of tests. This might include; modified large print, rest breaks, additional time or the use of a scribe.
Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?	Class teachers will inform parents/carers whether their children qualify for these tests and whether they may require additional support or time to access tests.
Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?	Within the school, we aim to have an 'open door' policy. Each year we have events for parents to get involved in school and join in with their children's learning. Class Teachers are willing to discuss difficulties before or after school when available. Communication between parents/carers and class teachers is encouraged through the Class Dojo. The school has a full time Family Support Worker who works with families for many different reasons; these include; attendance difficulties, behaviour, accessing agencies and support.
Developing social & emotional skills How does the school help develop my child's social and emotional skills?	At each break time, members of each child's class team are on duty to monitor the welfare of the children and engage the children in appropriate play. Each staff member is equipped with visual symbols to aid the children's understanding of appropriate behaviour in the playground. Symbols are placed around the playground to aid pre-verbal children with the ability to communicate their needs should they wish to. The use of AAC devices such as coreboards and ipads are used to support the development of both receptive and expressive language, and for children to communicate their wants and needs. Social stories are used when appropriate. They are read regularly whilst they are needed to help a child manage new, or challenging situations positively. Most classes carry out a time of reflection at the end of each school day where the children are encouraged to think about whether their day has been happy/sad.

	Symbols are used to help children, if needed, to access this. The school uses Zones of Regulation to support children with their understanding of Emotional Literacy. All staff use visual aids to support this and to work with the children throughout the day.
Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.	Oak Field is able to offer interventions to a small number of children, working on a specific area.
Bullying What is the school's policy on bullying?	At our school we do not tolerate bullying of any kind. The school has an anti-bullying policy that is adhered to when necessary. A copy of this is on the website or can be requested from the school.
Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?	Within the school we have access to: ● Lift ● Hand rails ● Disabled toilets ● School minibus to allow children to complete additional community and extra-curricular activities At Oak Field the children also have access to: ● Soft play room ● Sensory room ● Life skills room ● OT rooms ● Playgrounds ● Toilets These are used specifically for those children needing their regulation and occupational/physiotherapy needs to be met. In school we encourage all children to take part in all

	lessons to their full ability. The school aims to make arrangements and reasonable adjustments where possible in order to ensure this happens.
Accessing lessons How do I know my child will be able to access all lessons? Oak Field Children	At Oak Field each class teacher is responsible for • Adapting and refining the curriculum to respond to strengths and needs of all children. • Checking on the progress of your child and identifying, planning and delivering a curriculum/lesson which each child can access and then may succeed in. • Contributing to identifying and planning the next steps required for your child to improve learning. • Liaising with Speech and Language Therapists (SALT) and Occupational Therapists (OT) and any other professionals who may be able to support the development of your child applying the SEND policy and SEN information Report
Who we work with Who does the school work with?	At Oak Field we have Cognus employed Speech and Language Therapists and Occupational Therapists who work closely with teachers, and parents, to ensure that children are receiving the individual therapy programmes they may need according to their Education and Health Plan. Oak Field works with many different external services, these include; • Educational Psychology Service • Playwise • Autism Spectrum Disorder Service • School Nurse and dieticians • Child and Adolescent Mental Health Service
Working with other agencies How does the school work with other agencies?	Agencies will follow up a referral if the criteria has been met by making contact with the school.
Informing parents and carers How will I be informed?	Each of these services has their own referral system and access criteria. If it is felt that a referral is needed then a discussion between parents and staff (usually the class teacher or Head of Oak Field) will take place.
Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they	Transition is a very important time for children. We aim to make the transition between classes yearly and moving on to new school as smooth as possible. At Oak Field the children are given social stories which include information about who the child's next teacher and support staff are.

move between schools and year groups?	Parents/carers will have an opportunity to meet their child's new teacher at the Open Evening/Social at the end of the summer term. Transitioning from Year 6 to secondary school will normally involve the child visiting the school with a familiar adult from their present school. A social story of this visit may be made to aid the child's recall and preparation for their forthcoming transition.
Extended School Day What additional facilities do you offer? e.g. Breakfast club; After school clubs; walking train to after school care	Presently there are no after school clubs offered to the children at Oak Field.
Policies Please ensure the link works! Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan	Please follow this link to access all school policies and documents: School Policies & Documents
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