

Oakdene Primary Academy



SEND Support offer



Contact Information



Principal – Mrs E Bramley

Vice Principal – Mrs S Osborne

Special Needs Co-ordinator (SENDCo) – Mrs L Farnaby

The Education Welfare Officer is Anne-Marie Cartwright

Contact via School Office – 01642 560768

Stockton Parent Carer Forum – 07985 245668

Email: Stocktonparentcarerforum@gmail.com

Facebook Page: Stockton Parent Carer Forum

Special Educational Needs and Disability
Information, Advice & Support Service (SENDIASS)

Contact: 01642 527158

Email: SENDIASS@Stockton.gov.uk

<https://www.stockton.gov.uk/article/10259/Welcome-to-Stockton-on-Tees-Borough-Council-s-Local-Offer>

School Core Offer

- High Quality First Teaching
- Early Identification of children with SEND
- Inclusive environment
- Highly trained Teaching assistants in each year group
- Enrichment activities including French
- Opportunities to learn through play
- Outside Agencies to support SEND

We strive to ensure all children regardless of physical and learning ability be given the best possible education.

At Oakdene Primary Academy we pride ourselves on being an inclusive school and strive to meet the needs of all children. Our aim is to identify at the earliest possible time children's special educational needs and to meet these needs in the best possible way.

If we believe that your child has a special educational need we will inform you at the earliest possible opportunity. We will work in partnership with you to assess the needs of your child and ascertain the barriers to learning and identify what additional support is required.

If you are concerned about your child, you can speak to the class teacher in the first instance and they can liaise with the SENDCo for further support.

[More information](#)

Every term you will be informed about the progress your child has made. You will also be given the opportunity to review the support in place for your child, in their area of SEND. We will also be able to offer guidance as to how you can support your child at home to make continued progress.

We will look at how effective the support has been and decide what needs to happen next for your child to continue to make good progress. This will feed into the next Graduated Approach Support Plan.

[More information](#)

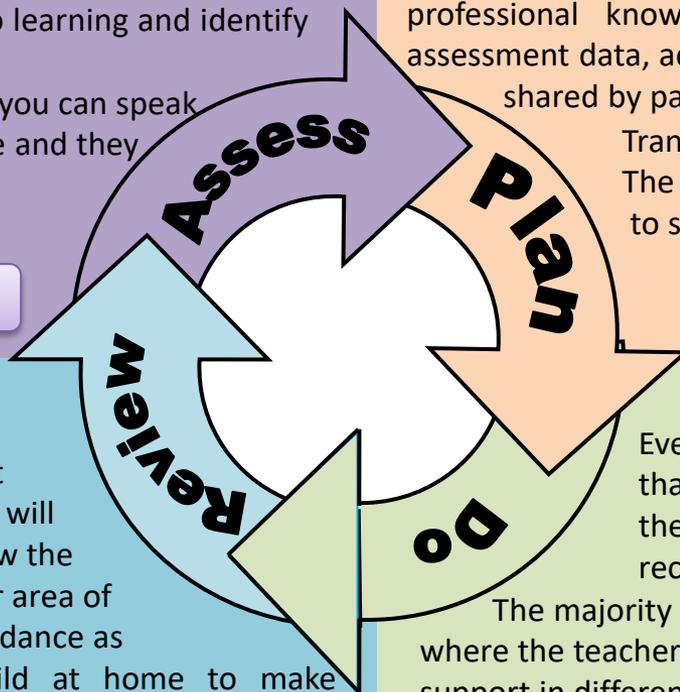
Each term, the class teacher and SENDCo, will plan provision for each child on the SEND register, using the graduated approach process – assess, plan, do, review.

This provision is documented for each child on their Graduated Approach Support Plan.

Each child is set desirable outcomes which aim to help your child make progress in the areas in which they have difficulties. These outcomes are drawn from the teacher's professional knowledge of the child, current academic assessment data, advice from outside agencies, information shared by parents and pupil views.

Transition is a key time for children with SEND. The current and new class teachers will meet to share information and plan for transition.

[More information](#)



Every day, the broad and balanced curriculum that we provide is delivered to all children by their class teacher, ensuring that pupils receive a high level of quality first teaching.

The majority of children work within their own class where the teacher and teaching assistants provide additional support in different ways. This may include; accessing differentiated tasks, working in a collaborative group, participating in intervention groups and accessing 1:1 support where appropriate. This will be planned and assessed by the class teacher..

[More information](#)



Quality first teaching is the first step in supporting all children, including those with SEND, so, initially staff will adapt their teaching and/or tasks appropriately, put in place suitable interventions and consult with the SENDCo and parents their concerns.

External agencies will be consulted if additional provision is required.

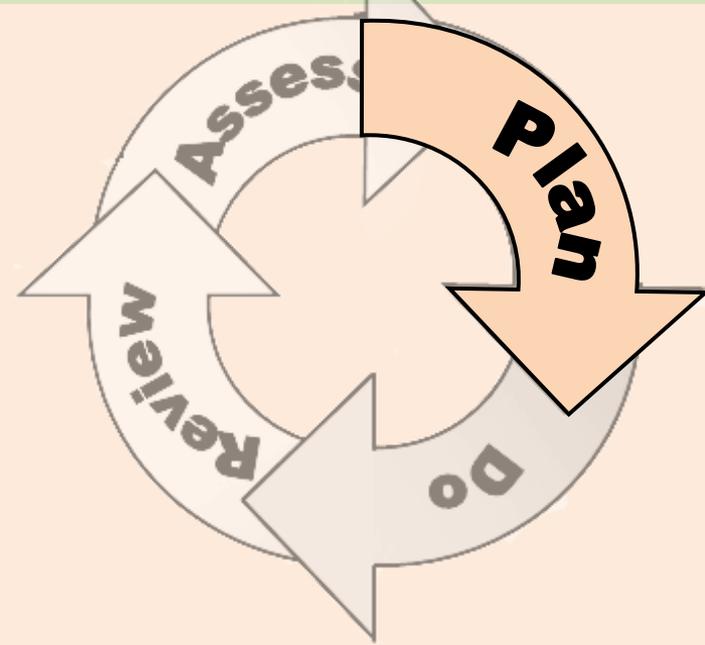
- If you are concerned about your child in school, the first person that you need to speak to is their class teacher.
- If we believe that your child has a special educational need or disability we will inform you at the earliest possible opportunity. The class teacher will discuss any concerns with you and the SENDCo, who will then contact you.
- Your child's need will be categorised into one of the four areas of SEND stated in the SEND Code of Practice 2014: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health or Sensory and/or Physical Needs.
- We monitor the progress of all children very carefully. If we think that your child isn't progressing at the expected rate across an area, teachers will talk to you about our concerns in conjunction with the SENDCo. The SENDCo, or someone from the Inclusion or Senior Leadership Teams will carry out some early assessments of need through discreet 1-1 assessments with the child, observations and discussions with appropriate adults. If the SENDCo feels that it is necessary then referrals to outside agencies could be made i.e. to Speech and Language Therapists, Educational Psychologists, Occupational Therapists, CAMHS etc.
- We will ensure that if required, any Access Arrangements for formal assessments/examinations will be made. Further information can be found at <http://www.jcq.org.uk/about-us>

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



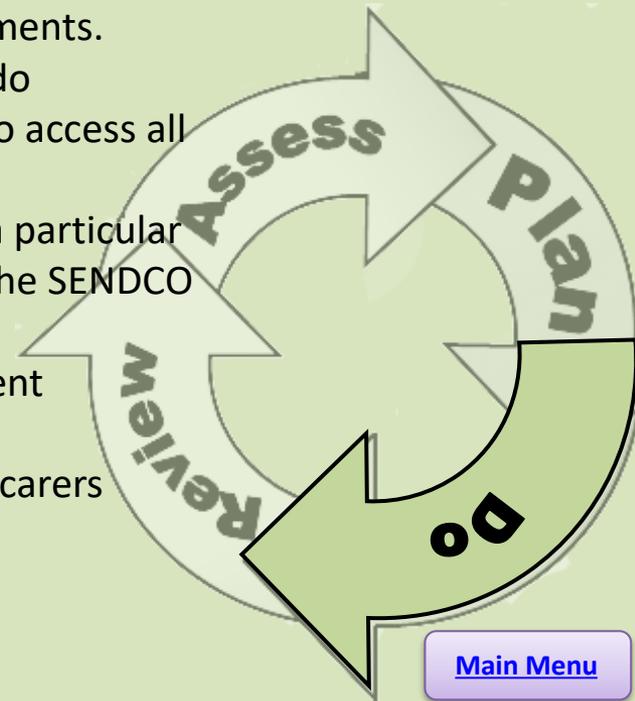
This section is about the additional support our school offers children/young people with SEND.

If your child has been identified as having a special need, there is a range of support that we will offer.

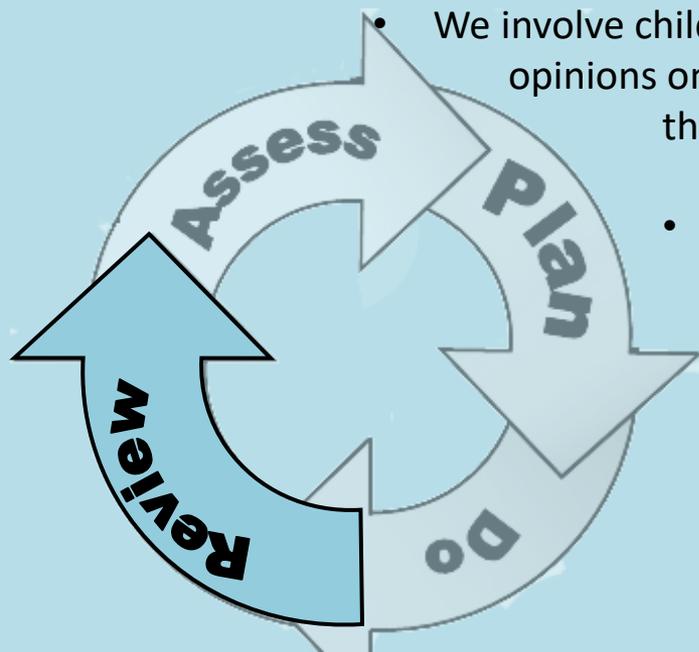
We have high expectations of all our children and expect them all to make good progress. Firstly, we ensure that all children receive the highest quality teaching that is targeted to their individual needs. Work will be differentiated in a range of ways such as the difficulty of work that should be completed, collaborative working and providing support tools to allow for independence. Some children may work in smaller groups or with additional adult support. Intervention activities will be planned where appropriate to address specifically identified needs.

[Main Menu](#)

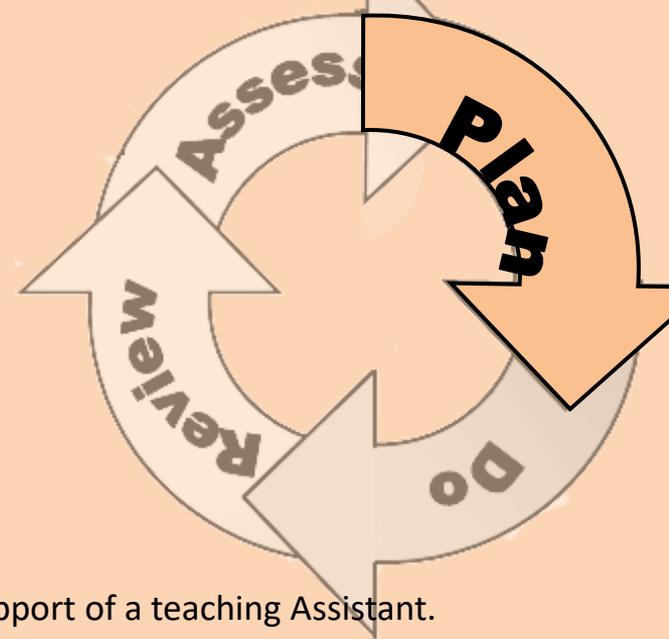
- All learning in Oakdene Primary is carefully tailored to the educational needs of all children, but especially our SEND children. SEND needs are highlighted and provision is put in place. High aspirations and a focus on enabling children and young people to be as independent will lead to the best outcomes.
- We have a Care Team who work with a range of different children who usually display some social, emotional or mental health difficulties. Alliance work therapeutically with children on bespoke programmes in the Sensory Sanctuary. In addition, staff trained in Theraplay support children throughout the school day.
- Both the Principal and Vice Principal have achieved ‘The Attachment Leads in Schools’ qualification which means they are both attachment aware and trauma informed. Specific intervention is implemented when children are highlighted as having such difficulties.
- School have good communication links with the Speech and Language Therapy service. We aim to identify needs and refer to this service at the earliest time, to intervene before speech and language issues begin to directly impact on other academic achievements.
- We pride ourselves on being an inclusive school and we will always do everything we can to ensure that all children have the opportunity to access all activities and visits that are arranged in school.
- If there are times when either school or parents are worried about a particular aspect of school life then a discussion would be arranged including the SENDCO to look at ways to resolve any possible issues.
- School follow a systematic process for following Early Help Assessment process. When school feel this would benefit a child then an EHA is set up in conjunction with the EWO, SENDCo, class teacher, parents/carers and other professionals involved with the support of the child. Targets are set and reviewed regularly.



- We regularly review the progress that your child is making in school through daily in class teacher assessment, progress through a specific intervention, through more formal testing and regular data captures. We see this as a key part of the jigsaw when meeting the needs of your child. It is important that we know if progress is not being made and therefore need to know that we are required to plan different provision to meet the learning needs of your child. Equally we want to celebrate the progress and successes of your child and ways to continue this progress further. We expect all children to make good progress.
- Termly reviews are in place for you to review, with the class teacher, your child's Graduated Approach Plan and their progress towards meeting the set desirable outcomes. This is your opportunity to share your thoughts and opinions about your child's progress, the support that is in place, to share new information you have about your child's needs and to discuss the next steps.
- We involve children in our review process and ask for their opinions on how they feel they are making progress. This is done through the Pupil Voice sections of the Graduated Approach plan.
- If your child is accessing a planned structured intervention, then the progress during this intervention is tracked throughout and overall progress is assessed at the end of the intervention period which is usually a term.



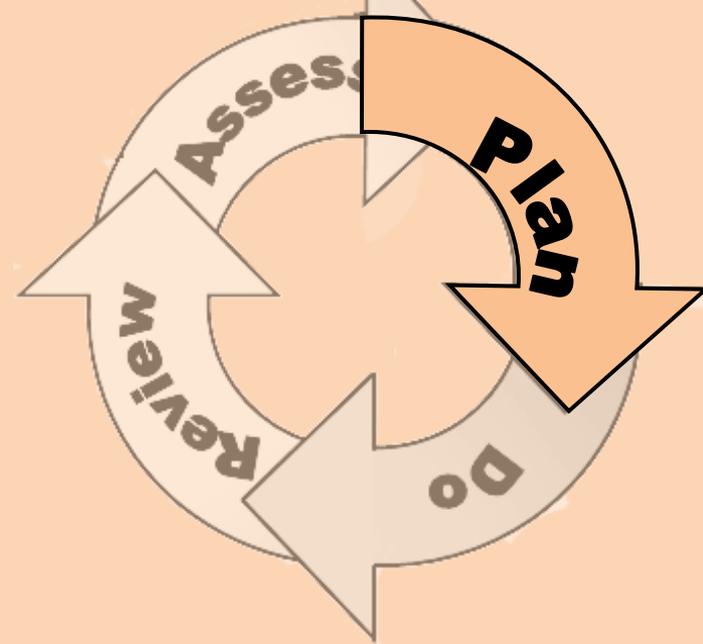
Communication and Interaction

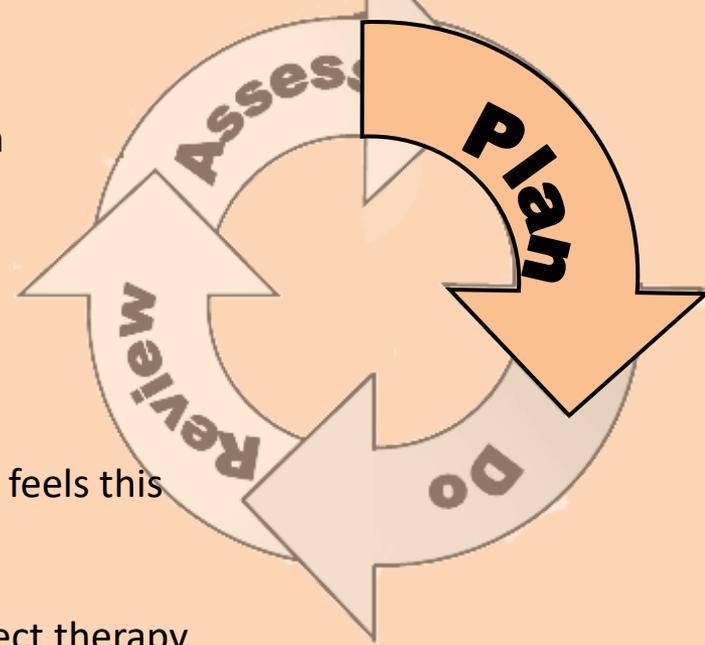


- Access to small group and/or individualised interventions to develop skills in communication and interaction. These interventions include; Colourful Semantics, specific speech and language recommendations, social stories/ cartoons, emotional literacy intervention and turn-taking games.
- ASD friendly strategies are followed. Children may be withdrawn into low stimulus area or have an individual workstation within the classroom.
- Liaison with Speech and Language Therapy Service. Children who are referred to the service access therapy through this resource where appropriate. Recommendations are provided for school to input.
- Modifications to lunch and/or break times such as activity groups with the support of a teaching Assistant.
- Some children with communication and interaction difficulties may require us to apply for funding for the support of an additional adult.
- Any transitions are planned very carefully to ensure that children are well prepared.
- Mentoring and/or buddy systems provide additional support around development of appropriate interaction skills.
- Scaffolding systems can be used to support and develop social understanding i.e. social stories, social cartoons.
- Visual timetables may be used alongside the language of 'Now and Next' to help support children with the expectations of the day.
- Access to technology to support learning
- Quality first teaching is planned which focuses on pre-teaching of vocabulary, explicit explanations, chunking of information and other language recommendations.
- Close liaison with outside agencies and parents to best understand the child's needs.

Cognition and Learning

- Quality first teaching with highly effective differentiation: differentiation by task, through group work, by outcome, by resources provided, by targeted teaching. Teachers follow the recommendations in the EEF document “Special Educational Needs in Mainstream Schools”
- Following the Graduated Approach process, strategies are planned with the SENDCo and class teacher to meet individual children’s needs. A range of tools are used to support this planning process.
- School can complete assessments to highlight areas of strengths and difficulties – including Working Memory assessments. Other assessments may be completed by the Educational Psychologist or other external agencies.
- Planned targeted intervention in either a small group or one-to-one :
 - Bespoke systematic phonic programmes
 - Lexia
 - Numicon intervention
 - Bespoke intervention to address specific needs
- There are many practical resources available such as table squares, time/number lines, pictures, photos to support children to be independent learners in their classrooms.
- Increased access to ICT resources to record work.





If your child is identified as having social, emotional or mental health difficulties, we offer a range of support in school.

- Access to Wellbeing Lead
- Mental Health Trailblazer School – Alliance Psychological Service
- Universal offer from Alliance throughout KS2
- We support parents with referrals to CAMHS where the SENDCo feels this is appropriate.
- Where appropriate, referrals can be made to the Bungalow Project therapy service for specific types of therapeutic need.
- We implement bespoke programmes to support specific needs i.e. Anxiety
- We may apply for funding for increased access to additional adults in the classroom to meet higher level of needs.
- Additional adult support is implemented where the children requires a more flexible approach to learning with adult support breaks and time in quiet withdrawal spaces to help manage emotions and to do their work e.g. Theraplay, and the therapeutic toolbox etc. Also to give the child further explicit instruction and preparation for each part of the day.
- We may refer to the SBC Inclusion Team for advice on how to meet children’s needs.

Sensory and/or Physical Needs

- We always support the use of physical aids to support access e.g. wheelchairs, walking frame, hearing aids.
- Access to a specialist teacher and Learning Support Advisor for the hearing/visual impaired.
- Any therapy programmes for motor difficulties and sensory processing difficulties which are designed by specialists e.g. Future Steps, Occupational Therapists or Physiotherapists will be incorporated into children's daily timetable.
- We provide access to alternative resources to support children accessing their learning.
- We ensure the best possible seating arrangements for children with visual and/or hearing impairments.
- Children can access identified necessary intervention such as bespoke intervention designed by Occupational Therapists.
- Specialist Clinical Sensory Assessments can be applied for when the SENDCo feels this is necessary.

