

OAKFIELD PRIMARY SCHOOL

SEND Report 21-22



What types of SEN do we provide for?

Oakfield is a happy, welcoming and inclusive school, where everyone is treated equally and expectations are high. Teaching and learning is firmly focused on the needs, abilities and enthusiasms of all our pupils and we provide a tailored approach to supporting pupils with additional needs, giving extra support to those pupils who need it most. We believe that, by providing high quality learning opportunities in a fully inclusive setting, we can achieve our mission of 'preparing our children for a successful, ambitious and happy future.' We tailor our provision to meet the needs of pupils who may experience barriers to learning which relate to:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and / or Physical

or may relate to factors in their environment, including the learning environment they experience in school.

How do we identify and assess pupils with SEN?

How do we assess and review pupils' progress towards their outcomes?

The school's system for regularly observing, assessing and recording the progress of all children is used to identify children who are not making adequate progress and who may have additional needs.

The school uses the following definitions of adequate progress:

- Closes the attainment gap between the child and their peers
- Prevents the attainment gap from growing wider
- Is similar to that of peers starting at the same attainment baseline, but less than the majority of peers
- Matches or betters the child's previous rate of progress
- Ensures full access to the curriculum
- Demonstrates an improvement in self-help or social or personal skills
- Demonstrates an improvement in the child's behaviour

The school's system includes reference to information provided by

- Baseline assessment results
- School's internal progress measures

- Attainment in relation to age related expectations
- Progress measured using PIVATs descriptors
- Standardised screening and assessment tools
- Observations of Social, Mental and Emotional Development
- An existing Education and Health Care Plan
- Assessments by a specialist service, such as Educational Psychology, identifying additional needs
- Another school or LA which has identified or has provided for additional needs

Every pupil is discussed in our half termly Pupil Progress meetings, where attainment and progress over time are considered. If a child continues to give cause for concern, a graduated approach is employed.

At Phase 1, the class teacher will ensure appropriate support is provided within class and speak with parents/carers. If adequate progress is not made, they pupil may move to Phase 2, when they will be included on the school's SEND register and the Inclusion Manager will become involved in ensuring that appropriate provision is in place. Should adequate progress still not be achieved, the pupil may move to Phase 3. At this point, advice and support from external agencies may be sought.

For a child who is not making adequate progress, despite a period of SEND Support, and in agreement with the parents/carers, the school may request the LA to make a statutory assessment in order to determine whether it is necessary to provide an EHC plan for the child. The school is required to submit evidence to the LA whose panel makes a judgment about whether or not the child's needs can continue to be met from the resources normally available to the school. This judgment will be made using the LA's criteria for making a statutory assessment. Planning, provision, monitoring and review processes continue as before while awaiting the outcome of the request.

Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?

Our Inclusion Manager (SENDCO) is Mrs Paula Anderson. She can be contacted at the school on 0161 368 3365 or by email at p.anderson@oakfieldhyde.co.uk

What is our approach to teaching pupils with SEN?

High quality learning opportunities are provided for all children in all classes at Oakfield. This includes provision specifically tailored to meet the needs of pupils with SEND.

In order to make progress, a child may only require differentiation of the plans for the whole class. The differentiation may involve modifying learning objectives, teaching styles and access strategies. Under these circumstances, a child's needs are provided for within the whole class planning frameworks and individual target setting. Differentiation is recorded in the daily planning by the class teacher. Monitoring of progress is carried out by the class teacher and used to inform future differentiation within whole class planning. The child's progress is reviewed at the same intervals as for the rest of the class and a decision made about whether the child is making satisfactory progress at this level of intervention. It is sometimes necessary to offer an additional intervention, which may be delivered by the class teacher or a member of our support staff, to address gaps in a pupil's attainment. Interventions may take place in small groups, or on a 1:1 basis, depending on need. This support may take place within the classroom, or in a smaller, quiet space outside the classroom. Interventions are usually offered for a limited period with a very specific aim. On completion, progress is assessed to evaluate the impact of the intervention and determine if further intervention is appropriate.

How do we adapt the curriculum and learning environment?

A variety of strategies are employed to support pupils with SEND. These include:

- Differentiation
- Flexible class grouping
- Adaptations to lesson content
- Varied teaching approaches
- Alternative recording methods (e.g. use of IT, scribing, voice recording)
- Additional physical resources (e.g. writing slope, pencil grip, 'wobble' cushion, adapted text, overlays, workstation)
- Additional adult support
- Personalised intervention
- 1:1 or small group withdrawal
- Adaptations as recommended by other professionals

<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>There are no barriers to inclusion for our pupils with SEND to engage in the activities available in school. All pupils are able to access all extra-curricular activities. All trips, visits and residential trips are accessible to all pupils.</p>
<p>How do we consult parents of pupils with SEN and involve them in their child's education?</p>	<p>Staff and parents/carers work together to support pupils identified as having additional needs. Parents/carers whose children are being recorded as having additional needs are invited to meet with the Inclusion Manager and class teacher and take part in the education planning process.</p> <p>We hold Person Centred Reviews with parents/carers where the child's strengths as well as areas for development are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed. SEND targets may include targets to work towards at home, and parents/carers are invited to contribute their views to the review process. All targets and reviews are copied and sent to parents/carers after meetings.</p> <p>Parents/carers' evenings provide regular opportunities to discuss concerns and progress. The school operates an 'open door' policy where parents/carers can access a first day response to any concerns or queries they may have.</p> <p>Where outside agencies, such as Educational Psychologists, are involved with a child, parents/carers are always invited to input into information-gathering and reports are discussed at consultation meetings. Parents/carers are invited to attend and contribute to person-centred annual reviews for those pupils with EHC plans.</p>
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>Pupil voice is a vital part of planning to meet the needs of pupils with SEND. Throughout the phases of our graduated approach, the child is asked to contribute their views with regards to their strengths, needs and appropriate strategies to support them. An annual, child-centred review takes place for all of our pupils with EHCPs.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>We aim to ensure that any points of transition for a child with SEND are managed efficiently with the appropriate support for that child.</p> <p>When a child moves school during the primary phase, our Inclusion Manager contacts the receiving school's</p>

	<p>SENCO and ensure that he/she knows about any special arrangements or support that needs to be made for the child. All relevant records are sent on to the receiving school.</p> <p>When a child moves class within school, information is passed on to the new class teacher during the preceding term and planning for provision is undertaken. All children visit in their new classroom at the end of the summer term to become familiar with new staff and their new environment. If necessary, a transition book can be provided to support pupils with SEND and individual transition plans can be put in place.</p> <p>When a child moves on to high school, the Inclusion Manager meets with the SENCO of their secondary school to discuss the specific needs of the child and a transition package will be put together for them as required. Additional high school visits can be arranged if required.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>The school has a Pastoral Manager and Wellbeing Lead who provide group and individual support/intervention.</p> <p>Pupils with SEND are able to access the school's counsellor.</p> <p>Support staff trained in therapies to support emotional and social development.</p> <p>Advice from Educational Psychologist/CAMHS/CLASS used to inform support provided.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<p>The Inclusion Manager has 18 years' experience and is also the Teacher in Charge of the school's Resource Provision for pupils with Moderate Learning Difficulties. She is non-classroom based in the morning and is available to provide support and advice to staff in meeting the needs of pupils with SEND. She attends regular local SENCO cluster meetings and also attends training and networks through the Enquire Learning Trust. The Inclusion Manager is a member of the SLT.</p> <p>SEND training for staff is scheduled on a termly basis and additional training is provided for staff on a needs basis as required.</p> <p>Support staff have received training to deliver a wide variety of interventions to support pupils with SEND. The school's Pastoral Manager has extensive experience of working with pupils who have barriers to learning and their families. She is Child Protection and CAF trained. The school employs a children's counsellor for two days per week.</p>
<p>How will we secure specialist expertise,</p>	<p>Each child's needs are met on an individual basis in conjunction with the relevant professional agency. We will always ensure that recommended resources are provided for a pupil with SEND. The school receives</p>

<p>equipment and facilities to support pupils with SEN?</p>	<p>funding to respond to the needs of pupils with SEND from a number of sources:</p> <ul style="list-style-type: none"> • A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit) • the notional SEN budget • pupil premium funding for pupils who meet certain criteria • for those pupils with the most complex needs, the school may be allocated additional Special Educational Needs funding. <p>This funding is used to provide the specialist expertise, equipment and facilities to support pupils with special educational needs and disabilities.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>The school works in close partnership with a number of agencies in order to meet the needs of pupils with SEND and their families. We consult and liaise with:</p> <ul style="list-style-type: none"> • Educational psychologist • Speech and Language Therapist • Pupil Support Service • CLASS • Health professionals • Healthy Young Minds • Sensory Support Services • Occupational Therapy • Intraquest Therapy <p>Referrals are made to appropriate agencies in order to ensure that appropriate provision is in place to support pupils with SEND and their families. Staff incorporate advice from professionals in their planned support for pupils with SEND.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Progress and attainment are reviewed and discussed at pupil progress meetings each half term. Progress towards targets is discussed and the effectiveness of the strategies and / or interventions that have been used is evaluated. The Senior Leadership Team monitors the progress of pupils with SEND each term to evaluate the impact of provision and to identify and adjust provision as changing needs arise. The quality of teaching is monitored regularly as part of the school's ongoing monitoring cycle.</p>

<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>Complaints are handled as outlined in the school's Complaints Procedure 2021-22</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>SENDIASS – Tameside Special Educational Needs and Disability (SEND) Information, Advice and Support (IAS) Service 0161 342 3383 sendiass@tameside.gov.uk</p> <p>Inclusion Team Tameside – 0161 342 3805</p>
<p>What support services are available to parents?</p>	<p>OKE (Our Kids' Eyes) - OKE is a Registered Charity based in Tameside. The charity is run by volunteers, who are local parents of children who have special needs, who know first hand the impact that having a child with special needs has on the whole family. 0161 371 2084, 0161 371 2087, 0161 371 2066</p> <p>TASCA - Tameside Action for Social Communication & Autism Support Group - TASCA is a parent run support group for families with children who have Autistic Spectrum Disorder and communication difficulties in the Tameside area www.Tascatameside.com</p> <p>Youth in Mind - The Hive is a mental health and wellbeing hub for children and young people aged 8-18 in Tameside and Glossop. They offer a variety of support for children and young people struggling with low level mental health issues or in need of wellbeing support. www.togmind.org/youth-in-mind/the-hive 0161 3309223</p>
<p>Where can the LA's local offer be found?</p>	<p>The Local Authority offer can be found at www.tameside.gov.uk/localoffer</p>