



# Oakdene Primary School

## SEND Information Report- 2023-2024

### **What is a SEND (Special educational needs/disabilities) information report?**

The SEND information report was introduced to explain to parents/carers and young people how schools will support them and what support can be expected.

At Oakdene Primary School we are committed to working together with all members of our school community and all staff and governors are committed to supporting children, parents and carers. We are an inclusive school where we strive to meet the needs of all pupils with Special Educational Needs and Disabilities within a mainstream setting.

### **What to do if you think your child may have special educational needs?**

If you are concerned about your child's learning or development we would encourage you to speak to your child's class teacher in the first instance, they will be happy to discuss your child's progress and you can highlight any concerns you may have.

### **Other key staff you can contact include-**

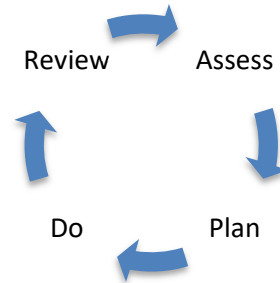
- Head Teacher – Lynsey Young
- Deputy Head teacher – Martin Weston
- SENCO – Caroline Hughes
- Pastoral Lead – Andrea Green
- Special Educational Needs Governor – Lisa Sharkey

### **Our Approach as a School:**

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Quality first teaching and additional interventions are defined through our person-centred planning approach across the school contributing to our provision management arrangements. These processes help us to regularly review and record what we offer all children or young people in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it a point to discuss aspirations with ALL our learners. This is a whole-school approach and this report will promote how we underpin this practice across our classrooms, pastoral care and support arrangements. We believe that early identification of barriers to learning and SEND needs is extremely important at Oakdene and therefore the SENCO works closely with the Class Teachers to ensure that all learners' needs are being met whilst they are in our school.

Underpinning ALL our provision in school is the **graduated approach** cycle of:



**Assess:** Children are assessed against nationally set criteria to check their progress across all areas of learning/subjects. It is through this process that children who are not making expected progress are highlighted. Teachers and support staff play a vital role in raising concerns about other barriers to learning, such as behavioural, social and emotional matters. A rigorous assessment procedure to track children's progress is continually used. If a child fails to make expected progress the next stage would be to make use of school interventions and/or outside agencies.

**Plan:** Class teachers are responsible for planning & differentiating the curriculum for all children in their care. If it is felt appropriate, the SENCO and parents will also be involved in this process. If outside agencies have been involved they may also give advice to staff and help to plan a programme of work. Pupil voice is used regularly to ensure that the needs of each individual child are met whilst they are at Oakdene. Any child who receives additional support/specific interventions will have an Individual Educational Plan to outline their targets and a Pupil Profile to explain a child's needs. These will be reviewed termly in conjunction with the SENCO, parents and any outside agencies.

**Do:** Quality First teaching is the priority of all class teachers. If it is deemed necessary children may access high quality interventions which may be delivered by trained support staff, the SENCO or outside agencies.

**Review:** SLT and class teachers will continually review the progress of all children. The SENCO is responsible for tracking children's progress termly and will report to SLT.

Having consulted with children, young people and their parents, all our additional provision (internal or external) is based on an agreed outcomes approach and these are discussed with the professionals that offer the support to the child/young person and hold both our internal/external providers and ourselves to account.

### **What Categories of SEND may be within school?**

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

#### **1. Communication and interaction**

Some children in the school may have visual timetables and may make use of a variety of visual resources. Children who are having specific communication difficulties may work with our link Speech Therapist from the Speech and Language Therapy Service. A therapist has contact with the school and comes into the setting to undertake assessments. Reports are passed on to the class teacher, any specific LSAs, SENCO and parents. Children who have severe communication difficulties may be discussed through TESSA, our Local Authority support team. Through TESSA we work very closely with LASC to support our children with ASD who have communication and interaction difficulties.

#### **2. Cognition and learning**

Class teachers will plan quality first teaching work/activities for their pupils. They will adapt the curriculum to take account of different learning styles, interests, abilities and any necessary environmental adjustments. Support staff will support the teachers in enabling children with SEND to have access to an appropriate curriculum and deliver interventions to close the gap for children experiencing difficulty. Some children may work with LSAs on specific interventions such as precision teaching, SNIP Literacy, IDL or work with our Pastoral Mentor, Mrs Green to work on barriers to learning. Small group maths interventions and literacy interventions are also used alongside individually targeted teaching activities.

If a child with cognition and learning difficulties fails to make progress on internal intervention programmes, advice from external agencies through TESSA, is sought. Parents will always be updated with the progress and recommendations provided by this service.

#### **3. Social, emotional and mental health**

Children are supported first and foremost by their class teacher and teaching assistant. Where necessary Mrs Green may support individual or small groups of children using a number of programmes. These programmes, such as 'Time to Talk' are followed in school to develop children's social, emotional and mental health. Mrs Green also runs pastoral groups for those children who may be experiencing difficulties in this area or for children who are experiencing difficulties in their life, such as parental separation or divorce. If it is deemed necessary and with the agreement of the parents, children may receive some counselling/play therapy sessions from an outside agency on advice from TESSA.

**4. Sensory and/or physical needs**

Class teachers plan and differentiate the curriculum to ensure all children are able to participate. The learning environments may be adapted to take into account an individual’s needs and specialist equipment and resources may be sourced. Where necessary, sensory diets are planned into an individual child’s curriculum throughout the school day.

If necessary, we welcome physiotherapists and occupational therapists into our school to work with the children and/or provide advice.

As of January 2024, we have 38 children or young people receiving some form of SEND Support.

As a school we have 3 children who have EHCPs and one additional child waiting for an EHC Assessment. For the current EHCPs, the main area of need is ASD.

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny. There is also a termly review of internal intervention programmes.

**How will school cater for your child’s needs?**

**Identification**

Our school promotes a graduated response to assessing, identifying and providing for pupils’ special educational needs and interventions to help children make progress and successfully access the curriculum. We recognise that there is a continuum of SEN and that where necessary increasing specialist expertise should be involved to address any difficulties a child may be experiencing.

<b>First Stage – initial concerns. Child supported by Quality First Teaching</b>	<b>Second Stage – Targeted support alongside Child Supported by Quality First Teaching</b>	<b>If little progress has been made despite intervention and Quality First Teaching</b>	<b>Third Stage – Referral/SEN Support Plan</b>	<b>Fourth Stage – Funding</b>
<p><b>Trigger For Concerns:</b> academic progress or social/emotional presentation</p> <p>Actions: Initial concerns made to SENCO Evidence of support is gathered to show what the concerns are and how we are</p>	<p><b>Actions:</b> Child accesses targeted intervention. Monitored by SEND team and Head Teacher termly.</p> <p><b>EYFS</b> - Any child within Early Years that has areas of need will also receive targeted</p>	<p><b>Actions:</b> Assessment completed to identify specific need(s) Individual Support Plan put in place to show strengths and targets for the pupil. Child now recorded as needing SEND support and put onto the SEND register.</p>	<p><b>Actions:</b> Where no progress or limited progress is recorded, then, with permission from the parents, the SENCO will discuss the child through TESSA decide whether to refer the child to a specialist.</p>	<p><b>Actions:</b> Discussions with SENCO &amp; Head Teacher regarding funding application. Parental views collected Funding received – a member of staff identified by Head Teacher to work with child.</p>

<p>trying to address those concerns. Concerns will be shared by class teacher at data meeting with Senior Leaders and actions agreed. SEND team informed.</p>	<p>intervention before accessing the National Curriculum.</p>	<p>Parents informed and ISP and Pupil aspirations shared with them.</p>	<p>This could include: Neurological – ADHD, ASD, FAS, Health referral – OT, vision, hearing, speech, physio... Educational Psychologist – if a pupils is working more than 2 years behind chronological age, or displaying complex social/emotional needs. Advice from reports put in place. SEN Support Plan written.</p>	<p>SEN Support Plan created by class teacher/SENCO and reviewed termly. Parent and Pupils views involved. Review every year to assess if funding is to continue <b>Fifth Stage-</b> If still limited progress: EHCP (Education Health Care Plan) application to be made to ask for further support and possible change of setting once graduate response has been complete.</p>
<p>Support options discussed with Senior Leaders/SENCO The Class Teacher shares concerns and actions agreed with parents and gathers their views.</p>	<p>If Progress Has Been Made: Continue to monitor in class. Discuss if further access to intervention is needed</p>			

### Additional strategies

- They may take part in additional group work
- They may have an individual support plan (ISP) to target short term goals
- They may access a modified/bespoke curriculum with specialised support or be part of our nurture support
- Be referred to a specialist for an observation and advice
- Apply for funding for additional adult support
- Apply for an EHCP if further support is still needed

Every Teacher is required to adapt the curriculum to ensure access to learning for all children in their class. Our teachers will use various strategies to adapt the curriculum within class and this might include using:

- Visual timetables
- Writing frames
- I-pads, laptops or other alternative recording devices
- Positive behaviour rewards system
- Individual working towards trackers
- Now and Next cards
- Work station activities
- Sensory breaks
- Gross and fine motor stimulation sessions
- Movement breaks
- Manipulatives to support independent learning
- Word mats and spelling mats

All class teachers make adaptations to planning and teaching to meet the needs of all children in their class. Our priority is to ensure that all children in our care receive quality first teaching all day every day. Where possible, we aim for our SEND children to be taught in the classroom with their peers. Some arrangements are made for children to access small group work outside of the classroom. Where necessary, one to one teaching in a quiet area is undertaken as this may be best learning environment to support a child's complex needs whilst supporting their preferred learning environment whilst maximizing their potential. In a number of classrooms, individualised work stations or independent stations are set up to allow children to complete tasks within the classroom with minimal distractions independently.

For children with sensory needs or fine and gross motor needs we deliver sensory diets and help develop social skills sessions and life skill sessions. Our classrooms are rich in effective concrete and visual resources to support the learning of our children with SEND. Where necessary, the use of technology is promoted to allow our children with SEND to fully access the curriculum.

Support is provided on the playground for those children who require it to ensure that our SEND children are provided with the same opportunities as other children in the classroom. This may be through a link midday supervisor, 1:1 or class teachers.

### **What Interventions might your child be part of?**

#### **Speech and Language**

Learning assistants deliver Speech Therapy that has been set by SALT. These programmes can include speech sound production, language development and social skills, depending on the child's needs.

**IDL**

The comprehensive programme develops English skills by combining successful phonological approaches with the very best of conventional, multi-sensory and structured teaching methods.

**Read Write Inc 1:1**

Read Write Inc. Phonics teaches children to read accurately. They also learn to form each letter, spell correctly, and compose their ideas step-by-step. This is a EYFS/KS1 entitlement for all children.

**Pastoral Support**

This intervention is accessible to all pupils who may be experiencing difficulty with some aspects of home/school life e.g. a family bereavement which may impact on their school life.

**Insync**

Fine motor skills (pencil grip and manipulation) and gross motor skills (skipping, hopping) are vital to the development of many competencies in young children. The Insync Programme is a resource pack that supports the development of these skills in young children with motor co-ordination difficulties.

**Socially Speaking**

This is a social skill programme for pupils using peer role models to help support children with communication and language interaction difficulties.

**Precision Teaching**

This is a precise and systematic strategy to teach fluency and accuracy of skills across English and Maths.

**Small group Maths and English**

This will be small group work directed towards closing the gaps by either pre-teaching or post teaching of English or maths skills taught in the classroom.

**Pupil Outcomes**

Most of the children who are currently receiving additional support are making progress towards meeting their individual targets as set out in their ISPs. Each term the progress of children with SEN is reviewed, and new targets are set or original targets amended. The progress of children with SEND is monitored termly.

We have internal processes for monitoring quality of provision and assessment of need. These include, learning walks, data analysis, classroom observations, pupil interviews, planning and book scrutiny.

### **What specialist support services are available at or accessed by the school?**

St Helens Local Authority SEND Team support pupils and schools through TESSA. This hive of professionals, aims to provide educational support and specialist advice for schools.

Additionally, we also access support from

- Speech and Language Therapy
- Occupational Therapists
- Social Services
- School Nurse
- Virtual Schools Team (for Looked After Children)
- Visual Impairment Team
- Audiology
- Continence Team
- Educational Psychologists

### **What training have staff attended so that they can best support children with SEND?**

Our SENCO, Caroline Hughes, has achieved the National Award for Special Educational Needs Coordination.

Within school we have access to additional resources for children who require specialist support. We have staff who are trained in:

Mental Health First Aid

TEAM Teach (positive behaviour management)

All staff receive ongoing professional development. Many are trained in the use of social stories, TEACCH approach plus a wide range of other tools and strategies. Some staff have also received training on ACES (Adverse Childhood Experiences) We review staff training needs regularly and ongoing training is provided, informed by the needs of the children in our school.

Further examples of training provided:

- Paediatric First Aid



- PECS level 1, 2 and 3
- Mental Health First Aid Training
- ASD friendly Strategies
- Epi-Pen updates
- Asthma updates
- Reluctant worker strategies

**How accessible is the school environment to promote inclusion?**

- At Oakdene Primary School we are always happy to discuss individual access requirements.
- All aspects of the school building are accessible to wheelchairs and a disabled toilet is available.
- Our Equality Scheme is regularly updated.
- All learners should have the same opportunity to access extra-curricular activities. At Oakdene Primary School we offer a range of additional clubs and activities where all children can take part and access.
- Every child regardless of their SEND will attend school trips and enhancement opportunities within school.

**How will the school prepare and support your child/young person to join the school, transfer to a new school or the next stage of education and life?**

Our assessments for children and young people with special educational needs are handed over to necessary partners within neighbouring schools. We ensure that all relevant documentation is personally passed on during a transition meeting with the relevant SENCO.

Last year, we worked with our feeder school to support 5 children to the next phase of their education. Key Stage Two to Key Stage Three - these transitions are discussed as part of the annual review process in Year 5 and 6.

Our approach involves negotiating additional visits to secondary school settings for vulnerable students and holding additional visits to aid transition for any reception or nursery children. Similarly, this is done where children are transitioning from our school to a specialist provision or changing to another primary school.

We also have very close relationships with our feeder nurseries and both the Reception Class Teacher and SENCO visit the nurseries on a number of occasions throughout the Summer term to aid transition. Transition arrangements are also carefully timetabled throughout the first few weeks in September to ensure that any child entering Foundation Stage with SEND needs receives the relevant support. We also hold a parent's information session to inform parents/carers about the day to day routines of school and any other relevant information.

At Oakdene, we also plan annual transition programmes for children with SEND needs to ensure that the transition to the next academic year is as smooth as possible. These programmes include individualised transition books, opportunities to work with their new Class Teacher and an opportunity for the new Class Teacher to meet with parents. We believe that it is vital for these transition programmes to take place to ensure consistency throughout school for a child with SEND.

### **How are the school's resources allocated and matched to children's/young people's special educational needs?**

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's need.

- The majority of pupils with SEND can access the curriculum within a classroom environment, with differentiation of work from the class teacher following the
- Support is allocated on an individual needs basis and will be decided on using a range of evidence. This could be from classroom observations to reports from outside agencies.
- All decisions about support will be made with the SENCO, class teacher, head teacher and parents/carers.
- If necessary, statutory assessment could be sought and your child may receive additional funding for support, or an EHCP (Educational, Health and Care Plan).
- Specialist equipment and resources may be purchased to support learning needs.
- When actions/ interventions are put in place they will be monitored by the class teacher and SENCO for their impact.

### **How do school work in partnership with children and parents?**

Children, Parents/carers and their teaching and support staff will be directly involved in reviewing progress. This review can be built

into the intervention itself, or it can be a formal meeting held at least once a term where we all discuss progress and next steps. If a learner has an Education Health and Care Plan (EHC plan) or enhanced funding the same termly review conversations take place. An EHC plan will also be formally reviewed annually.

Action/Event	Who's involved	Frequency
Open door policy- speak to class teacher in the first instance (Parents may request to speak with Mr Weston or Mrs. Hughes)	Class teacher Headteacher, Deputy Headteacher, SENCO	As needed
Annual Reviews	Parents of children on EHCP or who receive Enhanced SEND Support. Head Teacher, SENCO and Class Teacher. Any involved outside agencies.	Annually.
Parents meetings/ISP reviews/ SEND Support Plan reviews	Parents, class teacher	Termly

School operates an open door policy and parents can contact the SENCO if they have any concerns before review dates. At Oakdene, we believe that developing effective relationships between all agencies involved with a child is of the utmost importance. We have high aspirations and ambition for all children and we value the voice of the child and parents to enable every child to reach their potential. Pupil and parent voice will be sought each term during a review process and will inform next steps.

### **Complaints procedures**

We aim to ensure that all matters are dealt with in school and that this leads to a satisfactory conclusion. If Parents are not happy with what School has endeavoured to achieve a formal complaint can be made in writing to Oakdene Primary Interim Executive Head Teacher – Lavern Shelford in the first instance and the school's Governing body if unresolved.

Our complaints procedure can be viewed on the school website at <http://oakdenepriamaryschool.co.uk/> alternatively a paper copy can be obtained from the school office.

This year we have had no complaints regarding SEND provision.

**Legislative Acts taken into account when compiling this report include:**

Relevant school policies underpinning this SEND Information Report include: SEND Policy, Teaching and Learning Policy, Equal Opportunities Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- SEND Code of Practice, 2015
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**Further Information**

Useful links

[www.sthelens.gov.uk/SEND](http://www.sthelens.gov.uk/SEND)

[www.dfe.gov.uk](http://www.dfe.gov.uk)

IASS – Information Advisory Support Service (Previously Parent Partnership).

Beverly Ellis – St Helens IASS Coordinator

Based at Moss Bank Children’s Centre

[IASS@sthelens.gov.uk](mailto:IASS@sthelens.gov.uk)

The information in this report forms part of St Helen’s and Knowsley’s local offer which can be accessed at:

<https://new.sthelens.gov.uk/SEND>

<https://www.knowsleyinfo.co.uk/categories/knowsley-local-offer-send>