



The Oaks Community Primary School SEND Information Report

September 2022

At The Oaks Community Primary School, we strive to make a difference for all pupils and are committed to providing a learning environment that is inclusive and supportive. Employing a range of teaching and learning approaches to ensure our children are ready, respectful and responsible, we aim to remove barriers to learning to allow all children to reach their full potential. Learning objectives are set to match the curriculum and are appropriate for all pupils through a quality first teaching approach.

We have an inclusive pedagogy and our approaches ensure that our classrooms support any child who may find learning difficult. Many of our classes have highly skilled teaching assistants who provide Special Educational Needs (SEN) provision which is additional to and different from that which is offered to other pupils of the same age. Support may take the form of specific intervention programmes to support learning as well as supporting the social and emotional needs of pupils.

All Cheshire West and Chester Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and /or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

This document outlines our provision for different areas of additional needs. We aim to answer as many questions as possible about our school's graduated approach and give parents/carers an idea of the different outside agencies who work within school frequently. We believe that the best way to find out more is to come into school and discuss your child's needs and we can work in partnership to find how we can best support you. Please do not hesitate to contact the school to arrange an appointment.

The broad areas of SEND need are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health Difficulties.
- Sensory and/or Physical.

The LA Local Offer

The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents and carers in understanding the range of services and provision in the local area.

Further information about the Local offer can be found at
<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> and the following legislation:

Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

<https://www.legislation.gov.uk/ukpga/2014/6/part/3/enacted>

The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education.

<https://www.legislation.gov.uk/uksi/2014/1530/contents/made>

How does The Oaks Community Primary School know if my child needs extra help?

At The Oaks, we continually monitor children's progress and attainment through the use of assessment for learning strategies in every lesson and summative assessment of curriculum objectives. Through this close monitoring, we are able to identify a child as having additional needs which are not met through quality first teaching. Learning interventions or additional adult support will be put in place to support the progress of our SEND learners. For our children who have additional needs, we measure smaller steps of progress through Provision Map. Provision Map is an assessment tracker that allows us to monitor and evaluate the impact of learning interventions that are additional to and different from the provision for each year group. Through Provision Map, any child who is identified as having SEND will have individual targets set in their 'My Child's Learning Plan'.

How does The Oaks Community Primary School support my child with SEND?

Most classes in school have a class-based teaching assistant for English and Maths lessons. Our teaching assistants have a wealth of knowledge about SEND and how to support children with a range of needs. We allocate teaching assistants to ensure that high quality interventions are delivered regularly and consistently. Specific resources and strategies will be used to support your child and at The Oaks we focus on removing barriers to learning through structured and well delivered interventions alongside quality first

teaching. Children who have been identified as having additional needs are tracked and monitored vigorously by the SENDCO through our normal assessment procedures including monitoring progress against 'My Child's Learning Plans'.

Some children may require further support and school can apply for additional funding to support your child. This will be in the form of a top up to the school budget or an Education and Health Care Plan. Any additional funding will finance support that is different from and additional to what is provided to other children of the same age. This is decided by a panel of people who meet monthly and includes head teachers, SEN consultants and other professionals. If it is decided that your child requires additional funding, school will liaise directly with parents and carers to discuss the best approach to ensure that your child continues to achieve.

How will the curriculum be matched to my child's needs?

At The Oaks, we have a broad and balanced curriculum and we provide our children with many opportunities for learning both inside and outside of the classroom. We provide an inclusive education for all and class teachers plan to meet the needs of individuals within the classroom. They ensure that all children are appropriately challenged. Children attend all lessons with their year group peers. Children may receive support from a teacher or teaching assistant in lessons or have visual aids or technology to support their learning. Other support may be in the form of Emotional Literacy Support (ELSA) or further specialist help may be sought e.g.; CAMHS, Art/ LEGO Therapy, Educational Psychologist or Speech and Language.

What support will there be for my child's overall wellbeing?

At The Oaks we recognise the importance of a child's overall wellbeing and we appreciate that children need to have positive self-esteem and that they need to feel safe and secure while in our care.

The class teacher has overall responsibility for the pastoral, social and medical care for the children in their class. The class teacher should be the first point of contact for parents and carers who wish to discuss the wellbeing of their child. The SENDCO works closely with class teachers to plan any further support that a child may need.

Many of the staff have a first aid qualification and are able to administer medication to children that has been prescribed by a doctor, however, this is usually completed by our school's business manager, in the office, Miss C. McGuinness. Medication must be labelled clearly with the child's name and the prescription label from the doctor. If medication is to be given in school, a form must be completed in the school office. Medication that has been delivered is recorded and securely kept in school.

Children who have asthma keep their inhalers in the teacher's storeroom in their classroom with a copy of their asthma card. Any children with medical needs are on the whole school medical register which is shared with staff so all staff are aware of any allergies and medical conditions.

Miss M McGuinness and Miss Martins are trained ELSAs and can offer support in emotional literacy.

What specialist services, experience, training and support are available at or accessed by the school?

Mrs Trafford-Haigh, our SENDCo, will support the class team to plan for children with SEND. Our school has a plan for the continued professional development of all staff which includes training for all staff to support and improve the teaching and learning of children identifies as having SEND.

We work closely with a range of external agencies:

- SEN Team
- Educational Psychology Service
- Speech and Language Service
- Chatty Therapy (Speech and Language therapist and assistant)

If your child needs referring to these agencies, the SENDCo will make a referral for support. Your permission will always be sought before a referral is made and we will always explain why we are seeking advice from an outside agency. Any advice from reports made by external professionals will be followed in school and will be monitored by the SENDCo.

There is lots of information about Special Educational Needs and the services that are available for families on the Cheshire West and Chester Live Well Site. The local offer can be accessed here:

<https://www.livewell.cheshirewestandchester.gov.uk/Categories/3948>

How are staff trained to support children with SEND?

All school staff attend regular continued professional development. Our SENDCo also attends regular SEN cluster meetings to enhance and develop skills to meet the needs of our SEND children. We have a whole school CPD plan at The Oaks that ensures that all staff complete regular training to enable them to remove barriers to learning for children with SEND.

Many of our teaching assistants are trained to deliver specific learning interventions to support the core curriculum, speech and language and emotional support.

We also buy in speech and language therapy from Chatty Therapy where children are assessed by a speech and language therapist who provides a report identifying need. The speech programme is delivered by a qualified speech therapy assistant.

How accessible is the school environment?

The teaching and learning environment is inclusive and teachers adapt the classroom and wider school environment to meet individual pupil's needs. The school is on one level with the only stairs leading to the stage in the hall. All classrooms have an interior and exterior door. At school we have a disabled toilet and the school is accessible for wheelchair users.

Children who join our school with English as an additional language (EAL) receive additional support in learning English through small group intervention and the use of technology.

How will my child be included in activities outside the classroom including school trips?

All children are included in all aspects of the curriculum at The Oaks, including the learning that takes place on school trips and residential visits. On occasion, reasonable adjustments may be made to accommodate the needs of a child to enable them to take part. Such adjustments would always be discussed with parents or carers prior to an event taking place.

We will always contact the parents and carers of all children prior to an event taking place. The class teacher should be the first point of contact for any queries families may have.

For all trips and visits, we carry out a risk assessment prior to the event. Through completing thorough risk assessments, we are able to determine if adjustments for individuals are needed. All staff attending the trip receive a copy of the risk assessment and school staff meet prior to the visit to discuss any additional needs during the trip.

How will the school support my child to join the school, transfer to a new school or onto the next stage of education and life?

When applying for a school place at The Oaks, we would encourage families/ carers visit the school prior to making an application. This will give you the opportunity to discuss any SEND that your child may have.

If your child has been allocated a place at The Oaks by the local authority and they have an EHCP an Action for Inclusion meeting will take place before they begin. In this meeting we will discuss strategies in place that work and any reasonable adjustments that will need to be made to the classroom environment or teaching in order to make the transition into school as smooth as possible for your child. We can also provide additional transition time or visits to the school.

When leaving The Oaks for high school a meeting will take place between parents/carers, the SENDCo and a member of Cheshire West and Chester SEN team. During that meeting schools will be discussed that will best meet the child's needs.

If your child is transitioning to or from another school, our SENDCo will liaise with the SENDCo from the school your child is coming from or going to. Records will be shared as soon as is possible to ensure the school your child is transitioning to is prepared to meet your child's needs.

When children who have SEND leave primary school in Year 6, we will liaise with the SENDCo from your chosen high school to discuss your child's needs. Additional visits to high school or from high school staff may take place for a child who has special educational needs if this is appropriate.

If your child has an EHCP, before a high school application is made, the SENDCo will meet with parents/carers and, where possible, a member of the SEN Team to discuss the best choice of high school based on your child's needs.

If your child has an EHCP, parents are asked to make a choice of which school they would like their child to attend. If your preferred choice is The Oaks, we would be contacted by the Cheshire West and Chester SEN Team to ask if we feel we can meet the needs of your child. We recommend families visit our school prior to any application of admission. This will allow us to discuss your child and for you to become familiar with our school environment.

In the event that a child has been refused a place, parents and carers can make an appeal to the Admissions Appeal Panel. If parents/ carers feel discrimination has occurred, they can contact the Special Educational Needs and Disability Tribunal System. More information can be found here.

<https://www.gov.uk/courts-tribunals/first-tier-tribunal-special-educational-needs-and-disability>

How is the decision made about what type and how much support my child/young person will receive? How are disabled pupils supported and treated fairly in school?

Our primary aim is to ensure children are able to access the curriculum as independently as possible and to develop key self- help strategies for learning/socialising. Support is reviewed termly, as part of an 'assess, plan, do, review' process. Decisions are based on progress and the level of need and can be linked to areas other than attainment. The school adheres to the 'graduated response' to SEN and in some cases guidance on progress will be sought from appropriate outside agencies.

As outlined in The Equalities Act 2010, schools are required to make reasonable adjustments for children with SEND to ensure they are not disadvantaged compared to their peers.

Adjustments may come in the form of additional adult support, learning interventions or changes to the environment to allow children to make progress.

How are parents involved in the setting / school / college? How can I be involved?

Strong relationships between families and school are valued at The Oaks. Class teachers are available for quick discussions at the classroom door at the start and end of the day. If you would like a longer or more private discussion these times can be used to arrange a meeting with the teacher.

Mrs Trafford-Haigh is also available to meet with parents Monday-Wednesday and appointments can be made by contacting the school office.

Who can I contact for further information?

If you are considering applying for a place at The Oaks and your child has SEND please contact Mrs Trafford-Haigh lindseytraffordhaigh@theoaks.cheshire.sch.uk or contact the school office.

If you do have any concerns or complaints about the provision for your child, please do arrange to speak to a member of the senior leadership team. We will do all that we can to ensure that provision is made for all children to make progress and feel cared for here at The Oaks.

Parents and carers can also contact the SEN Team directly via telephone or email. Our consultant is Tracy Rimmer. senteam@cheshirewestandchester.gov.uk Telephone 0151 337 6505