



SEND Information Report

Autumn Term 2023

SENCO: Mrs T Beacher

Contact: Tel: 01724 842246

email: senco.oakfield@northlincs.gov.uk

SEND Governor: Mrs G Shaw

Dedicated SEND time: 2 days per week

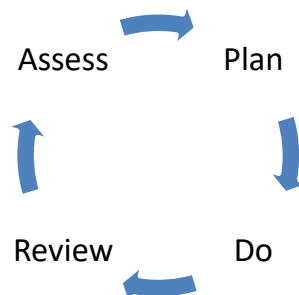
SEND at Oakfield Primary School:

During the academic year of 2022-2023, 19.1% of pupils were placed on the SEND register. 16.2% received SEND support and 2.9% had Education and Health Care Plans. The predominant area of need was Speech, Language & Communication Needs. Other primary areas of need within school included: Moderate Learning Difficulties, Specific Learning Difficulties, Social, Emotional & Mental Health, Physical needs, Autism Spectrum Disorder and Hearing Impairment.

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child or young person in our care and what we offer additionally. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of extra scaffold, intervention and reasonable adjustments in teaching and learning. We make it a point to discuss aspirations with ALL our learners.

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





We recognise the importance of early identification and assessment of children with SEND. We aim to ensure that the learning needs of all children are identified and assessed and the curriculum planned to meet their needs ensuring full access to a broad, balanced, ambitious and relevant education.

The responsibility of delivering high quality teaching to promote learning and progress primarily lies with the class teacher. The SENDCO, along with outside agencies, has delivered training to all teachers providing guidance on identifying children with SEND. This information can also be found in the Oakfield SEND Handbook. If a pupil's progress is limited and a barrier to learning is preventing them from making progress the child's class teacher will adapt the learning where appropriate and discuss any concerns with their parents. At this point, an initial concern may be raised with the SENDCO and outcomes and additional support may be put in place. This will be monitored very closely by the class teacher in discussion with the SENDCO, the pupil, the child's parents, the TA and also the learning mentor where necessary. In consultation with the parents, it may be decided that the pupil needs to be placed on the special needs register and additional support to be put into place.

<p>Assess</p> <p>I really liked the extra page in the report this year which showed the progress made as well as the attainment. It's nice to know how much progress he is making towards his targets. <i>Parent</i></p>	<p>Prior to starting in our Nursery setting, staff visit the child in their home or previous setting/provision in order to build relationships and to discuss any known needs.</p> <p>The progress of all pupils is monitored regularly by class teachers. Children's progress is discussed with the senior management team, including the SENDCO, at least half termly, during pupil progress meetings. When a child is not making expected progress in a particular area of learning, staff are able to quickly identify the need for additional support. This will then be raised as an initial concern with the SENDCO and discussed with parents and the pupil concerned.</p> <p>If parents have concerns about the progress or attainment of their child they should, in the first instance, make an appointment to speak to the class teacher to discuss their concerns, who will then liaise with our Special Needs Coordinator (SENDCO), as appropriate.</p>
<p>Plan</p> <p>The additional support in class has enabled him to grasp new concepts more quickly. <i>Parent</i></p>	<p>In collaboration with the pupil, parents and any outside agencies, targets and support will be identified focusing on the outcomes for the individual child. This planning process will also identify how the outcomes are to be achieved and will be recorded on an individual Learner Passport.</p> <p>The SENDCO, class teacher, pupil and the parents, will agree on any</p>



	<p>reasonable adjustments to be made. These may include:</p> <ul style="list-style-type: none"> • Different learning materials or special equipment. • Some group or individual support. • Extra adult time to devise the nature of the planned interventions and to monitor their effectiveness. • Staff development and training to introduce more effective strategies. • Access to Local Authority outside agencies.
<p>Do</p> <p>Staff check in with me and chat about my targets so I know what I am working towards. This helps me to focus. <i>Pupil</i></p>	<p>As far as possible, support and targeted activities will be carried out in the classroom by the class teacher and/or the Teaching Assistant / Early Years Practitioner. The outcomes will be closely monitored and discussed with the pupil every two weeks. Interventions/targeted support will also be delivered over a set period of time and adapted or altered to ensure the impact is maximised.</p>
<p>Review</p> <p>The support I have received as an ECT has been invaluable. Through regular coaching, I have gained a deeper understanding of how to support pupils with SEND. <i>Teacher</i></p>	<p>All outcomes will be discussed with the pupil on a fortnightly basis and reviewed at least termly. The time scale will depend on the individual. This ensures that the additional support remains focused and specific to address the barrier to learning. This is completed in discussion with the child and their parents and is then used to feed into the next cycle of support.</p> <p>This year we have continued with our child centred annual reviews for an EHCP. Annual reviews were held in school and secondary schools invited where required (Y6 pupils).</p> <p>I was pleased that the staff from his secondary school were invited to the EHCP review and that the transition was well planned to enable him to move up successfully. <i>Parent</i></p>

Having consulted with the pupils, their parents and other professionals involved, all our additional provision is based upon an agreed outcomes approach. The views of parents were sought during the annual review process. Where possible, pupils shared their views through conversations with familiar staff and/or by completing a booklet.



The needs of pupils with SEND are generally thought of in the following four broad areas of need and support:

<p>Communication & Interaction</p> <p>I would like to thank the school for the support I receive from all members of staff. The programmes are supported well enabling pupils to make good progress.</p> <p><i>SALT team</i></p>	<p>We have established a strong professional relationship with the Speech and Language Therapy team. This enables us to ensure all pupils are receiving the best support through individual therapy, additional classroom support and also learn in communication friendly spaces. Classroom practice across the school has a heavy focus on developing language, vocabulary and also social communication.</p> <p>Training undertaken by the SENDCO, SEND governor and Early Years Staff enables early identification of specific communication and interaction need and delivery of targeted interventions to meet these needs.</p>
<p>Cognition & Learning</p> <p>My child receives support with his academic learning but also with the emotional and mental health side of things. I am very grateful for this support.</p> <p><i>Parent</i></p>	<p>Learning is planned and tailored to suit the needs of the individual ensuring that progress is made in small achievable steps whilst providing some challenge and maintaining high expectations. Pupils identified as having SEND are provided with additional support, where necessary, ensuring they reach their full potential whilst maintaining their independence. This may be provided through resources, a personalised curriculum and additional support from the class teacher and TA/EYP. The vast majority of this support takes place within the classroom environment allowing the pupil to learn alongside their peers, use classroom aids to support them and also to transfer newly developed skills into other areas of the curriculum as they are not being developed in isolation of the classroom. Guidance for parents is also provided suggesting ways that they can support their child at home.</p>
<p>Social, Emotional & Mental Health</p>	<p>The social wellbeing of ALL of our pupils and their families is very important to us. The SENDCO and Learning Mentor work extremely closely to support pupils who are experiencing difficulties within in the classroom and/or at home. Meetings are held collaboratively as required to support our families.</p> <p>All pupils in school select an adult within school to be their 'talk buddy,' ensuring they all have a familiar and trusted adult with which they can share.</p> <p>There is always someone to talk to in school. I like being able to talk to my talk buddy and the pastoral team as well as my friends.</p> <p><i>Pupil</i></p>



Sensory and/or Physical Needs

School have worked hard to ensure that my child can attend school trips and clubs as well as being cared for in the classroom.

Parent

We aim to ensure all children can access the school environment fully and we strive for the inclusion of all within our curriculum.

Plans for individual children are written and put into place in discussion with the child and their parents. Referrals are also made to outside agencies for further advice and support as deemed necessary.

Personal care is provided in a dignified and a discrete way to ensure all children feel safe, valued and respected. Medicines are administered by the medical officer or by key people working with the child. Health Care Plans, Intimate Care Plans, Moving and Handling Plans, Personal Emergency Evacuation Plans and all other individualised documents are written in collaboration with staff and parents.

As of September 2023, there are 83% of pupils with no identified SEND need. 17% are on the SEND register with 13.8% of these pupils receiving SEND support and 3.2% having Education, Health and Care Plans.

We have internal processes for monitoring the quality of provision and assessment of need. These include:

- Guidance from the SENDCO on identifying children with SEND
- Lesson/Intervention observations – to ensure high quality teaching for all
- Regular book looks/monitoring
- Fortnightly conversations with pupil
- Regular review of individual learner passports
- Pupil progress meetings to discuss all children
- Weekly staff meeting agenda to share ideas and support colleagues
- Regular reviews of EHCP in school, and an official annual review

Consulting with pupils and their parents:

Involving all parents and children in planning and reviewing progress is central to our approach and we do this through:

- Parents evenings/meetings – these take place termly for every child. These provide opportunities to discuss progress and difficulties
- A parent or teacher can request a meeting to discuss outcomes / progress / behaviour and any other concerns at any time. If the class teacher is not available immediately an appointment will be made.
- Individual learning plan/Learner Passport reviews – at least termly, may be more frequently depending on the needs of the individual child



- We believe that all reviews (EHC & Learner Passport) are extremely important for the child, their family and teacher and ensure that these are child centred and celebrate achievements as well as discussing next steps and future outcomes.
- Pupil voice and opinions are very important to us. Their views are collected through discussions and a review booklet.

Alongside the means stated above, informal discussions take place daily to celebrate individual successes. This can be face to face or through the school dojo messaging system. It is important that this sharing of information and progress includes all key people.

All parents can be assured that they will be kept fully informed on how their child is getting on. Communication and a learning partnership between the school, the parents and the individual child are vital and therefore regular contact is necessary.

Staff Development:

We are committed to developing the ongoing expertise of all our staff.

The designated Special Needs Coordinator for our school is Mrs T Beacher and she holds the NASENCO award.

This year (2022-2023) the following training has been attended/completed:

- SENDCO cluster and network meetings
- SENDCO attended Action & Reflection Courses
- SENDCO attended Good to Great Sessions with the Local Authority
- SENDCO & Medical Officer attended Asthma & EpiPen Training
- Early Years Staff completed SaLT training
- SENDCO has participated in the SENDAP Panel
- SENDCO attended Engagement Curriculum Training
- SENDCO delivered Precision Teach Training
- SENDCO has updated all staff on recent training undertaken
- SENDCO has coached ECTs to develop their understanding or teaching pupils with SEND

Staff Deployment:

Considerable thought and planning goes into utilising our support staff to ensure all children achieve the best outcomes, gain independence and are prepared for future life. We believe that all support staff are a vital tool in supporting both the class teacher and all children



within the class. It is crucial that good relationships are formed between individual children and all staff so that they feel secure and valued.

The class teacher has the overall responsibility for providing quality first teaching to all pupils and planning targeted support for pupils identified with additional needs. These additional activities are provided by both the class teacher and support staff. This support now takes place in the classroom, throughout the school day, working in small groups and on a one-to-one basis when necessary, whilst supporting the children to continue to develop both their social skills and independence. All of this information is discussed with the child's parents and will take into account the needs and interests of the child. Staffing continues to be flexible throughout the school year, adjusting it to suit the needs of individuals. Staffing for the next academic year has been carefully thought through to ensure that our children with the most complex needs are getting the best support.

Within school we have a range of skills and strengths across the staff team. In order to fully support all children we work closely with a range of professionals from external agencies. This year these have included:

- Educational psychologist
- Speech and language therapists
- ASET
- CAMHS
- Physical Disabilities Team
- Behaviour Support
- School Nursing Team
- Epilepsy Nurse
- Occupational Therapists
- Physiotherapists

School Partnerships and Transition:

For all children when entering or leaving our school, transition plans are followed to ensure everyone involved is informed, prepared and ready for these transitions.

On entry to our school this involves:

- Visits to the school for both the parents and the children
- Home visits
- Discussions and visits to all other professionals involved with the children.

Likewise, when children leave our school we work with the receiving school to ensure the transition is as seamless as possible. In preparation for this, the next setting becomes part of the review process. This creates opportunities for discussion between both settings, professionals involved, the parents and the child for any questions, concerns and worries to be answered.

Within school, a pupil with special educational needs will be fully prepared for any changes be this moving to a new classroom with a new teacher or to a new school. This includes



many visits, social stories, transition books containing pictures of the new school, classroom, and teachers etc. to be used at home. This is alongside the transition procedures we have in place for all pupils.

Complaints:

The Complaints Procedure is the same as for any other aspect of the work of the school. If parents or prospective parents have any questions, require further information or would like to visit our school please do not hesitate to contact us. If your child is currently attending our school please speak to your child's class teacher in the first instance. The school's SENDCO and Head teacher are also available for any further discussions.

This year we have had no complaints.

Challenges this year:

Challenges this year have included:

- Ensuring all new staff feel confident in supporting pupils with SEND and are confident in identifying and meeting need.
- The attainment and progress of all our lower ability children, including those recognised as SEND is maximised in all year groups.
- Scaffolding writing tasks effectively to ensure progression.
- Spelling being poor across the school

Further Development:

Our strategic plans for developing and enhancing school provision in our next school year include:

- Further developing quality first teaching and in-class support to maximise the progress of all children
- Class teachers, with the support of the SENDCO, to ensure that all interventions are timed, rigorous, appropriate and effective.
- Monitoring the provision and progress of lower achieving pupils throughout the school
- Providing support and provision and regular review for children with an EHCP plan in place.
- Continuing to address training needs that arise throughout the year
- Making amendments to policies and reports in line with the guidance provided by the local authority and also changes in our school practice.

In preparing this report we have included the views, thoughts and opinions of parents, pupils, professionals and a wide selection of staff across the school. Thoughts were collated through discussions in staff meetings and at parent interviews, the school council meetings and conversations with pupils and parents.



Relevant school policies underpinning this SEND information report include:

- SEND Policy
- Equality Policy
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children and Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date Presented to/approved by Governing Body: September 2023

To be reviewed: September 2024