

Special Educational Needs & Disabilities (SEND) Information Report 2024-25

Oakham Primary School



Mr N.Skett (SENDCo) & Mrs T.Rivers (Inclusion Manager)

September 2024

We recommend that this report is read in conjunction with our current SEND Policy, Accessibility Plan and Whole School Provision Map.

1. What kind of special educational needs provision is accessible for children at Oakham Primary School?

Oakham Primary School is a fully inclusive school, which ensures that all pupils achieve their potential; personally, socially, emotionally and academically in all areas of the curriculum; regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need. (See Whole School Provision Map for individual interventions in the Local Offer).

The school SENDCo is Mr N.Skett (Headteacher & National Award in Special Needs Co-ordination). The day to day running of the school SEND offer is led by Mrs T.Rivers, our Inclusion Manager. She is a highly experienced practitioner with extensive knowledge and experience of supporting children with SEND. She also supports other schools with SEND development, both in and out of Sandwell.

The SENDCo/Headteacher & Inclusion Manager regularly meet to discuss the SEND provision at Oakham and review weekly planning for each of the Structured Learning Environments.

2. How do we identify children who may have an SEND need?

Children entering our nursery are screened using the WELLCOMM language assessment and baselining against Development Matters, as are new children to reception. New children to school are screened with Salford Reading and Comprehension, Hodder Spelling and the Hodder Maths Screening Test to help identify if children should be placed on our SEND Register.

Other assessments are also used to identify need based on discussions with new parents. Pupil progress meetings and discussion are held every term from which we track and identify children who are not making expected progress. If in those discussions those children are identified to have a SEND need then they will feature in our provision mapping meetings to identify interventions and/or support programmes to be implemented and monitored termly to ensure the child makes accelerated progress.

3. What provision is made for children with SEND; with and without an EHC Plan, in respect of:

a) How is the intervention/support monitored as to its effectiveness?

Those children identified as benefiting from intervention/support are monitored against the progress they are making; this is normally at termly pupil progress meetings and in termly pupil progress meetings.

Our provision maps track progress over time and allow us to identify the impact of interventions. Interventions are monitored by the SENDCo for delivery and effectiveness on a termly basis. The SENDCo will meet regularly with the SEND team to discuss impact of interventions on each individual child.

b) What are the school's arrangements for assessing and reviewing progress of children with SEND?

SEND children will be monitored against progress from teacher assessments as well as assessments linked to their interventions. Children will be baselined at the start of their intervention and then summatively assessed on a termly basis. This allows us to triangulate data and identify further gaps

in learning to specify our provision further. However, through effective formative assessment staff are able to understand children's needs and adapt provision for each intervention if needed. Our provision maps track progress over time and allow us to identify if children have made accelerated progress.

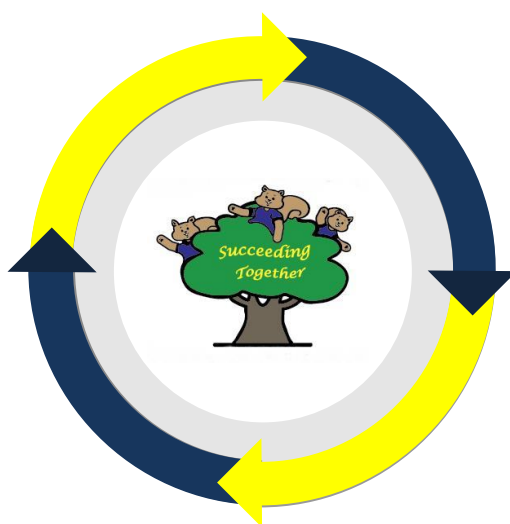
At our termly provision mapping meetings and SEND team meetings we are able to identify if interventions and classroom provisions are effective as they can possibly be. We will follow the 'graduated approach' to meeting your child's SEN needs. The graduated approach is a four part cycle of **assess, plan, do, review**.

Review

We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess

If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.



Do

We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan

In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best. This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For

others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

We use a range of assessment tools at Oakham and they include:

- Salford Reading & Comprehension
- Sandwell Early Numeracy Test
- DGR Listening & Comprehension Assessment
- Wellcomm
- Phonic Screening using the FFT Reading Assessment
- Sound Discovery Assessments
- Strengths & Developments Questionnaires
- Boxall Profile
- Sandwell Key Skills Ladders
- Well Being/SEMH Assessments
- Hodder Spelling

c) What is the schools approach to teaching children with SEND?

We are a fully inclusive school, who are extremely passionate about all children achieving their best; we ensure that all pupils achieve to their full potential, this may be through in class differentiation, withdrawal for small group work or through 1 to 1 teaching both in and out of the classroom.

Your class teachers are responsible and accountable for the progress and development of **all** the pupils in their class. High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing – ensuring access to teachers and support staff.
- Using recommended aids, such as laptops, coloured overlays or books, visual timetables, larger font, etc.
- Your child will have access to the wide range of informal and formal interventions we offer at Oakham (See Whole School Provision Map).
- LSA/LSP's will support pupils on a 1-to-1 basis (in some cases) and support pupils in paired activities or small groups .

d) How does the school adapt the curriculum and learning environment for children with SEND?

Lessons are highly differentiated so that children are working on the correct area of the curriculum based on their individual needs and attainment levels. Lessons can also be differentiated by support, pace, resources, recording and technology to ensure that there are fewer barriers to learning.

Interventions are used in order to fill gaps in learning based on feedback from class teacher feedback and assessments; feedback from intervention staff is given to class teachers on a weekly basis.

e) What additional support is available for children with SEND?

The school provides various interventions/support that meet the individual needs of the children (See Whole School Provision Map for individual interventions in the Local Offer). Children who may require higher levels of support have access to appropriately trained support staff. School also provides staff with appropriate continued professional development to ensure SEND provision is as effective as possible.

Children who are classroom based have timetabled support where appropriate to the level of their needs.; this may be in the form of 1:1 or small group support. This will be designed to support progress towards PLP targets and addressing key needs as identified by the Inclusive Learning Service teams.

Some children will require pre-learning sessions to aid children's understanding of key vocabulary for geography, history, science, maths & English units.

Other children require specific SEMH support to reduce anxiety or aid understanding. This can take the form of 'Brain Breaks', reduced periods of learning, mini reviews or use of In/Out trays.

f) What support is available for ensuring the emotional and social development of pupils with SEND?

The children have a weekly PHSE lesson to support their social and emotional needs, through a programme called Jigsaw. In addition to that we provide nurture group activities and other social emotional programs through the deployment of a Pastoral Manager and Learning Mentor. These include:

- De-escalation Techniques
- Bereavement Support
- Boxall Profile & target setting
- Circle of Friends
- CBT – Cognitive Behaviour Tool
- SULP – Social Use of Language Programme
- Play/Lego Therapy for a range of issues
- Social Communication Development
- Young Leaders led 'Active Playgrounds' to support children at Lunchtime
- Social/Emotional Fix Assessment
- KS1 Nurture Group Sessions – 100 Minute Model
- KS2 Mentoring – SAW Officer & Sports Coach
- Mighty Oaks Forest School & Outdoor Learning (SEMH)

4. Who are the named SEND contacts?

Mr N.Skett (SENDCo) & Mrs T.Rivers (Inclusion Manager)

Oakham Primary School Darbys Hill Road, Tividale, Oldbury, B691SG

Tel: 01384 254368 or Via E-mail: school.office@oakham.sandwell.sch.uk

5. What specific expertise is available to children with SEND?

We are supported by an external team of specialists from the Inclusive Learning Service – Sandwell’s SEND Service. They are:

- Dr. T. Room – Educational Physiologist (EP)
- S. Arrowsmith – Special Educational Needs Advisory Teacher – Learning (SENAT-L)
- D. Lloyd for Specific Learning Difficulties (SpLD)
- R.Barker – Social Emotional Mental Health Lead (SEMH)
- E.Woolman– Complex Communication & Autism Team (CCAT)
- Sandwell NHS Speech and Language Therapists (SLT)

We can also access, through Inclusive Learning Service, support from various specialist services as and when we need them:

- SEN Advisory Teachers for Specific Learning Difficulties
- Preventing Primary Exclusions Team
- SEN Advisory Team for Complex Communication Disorders
- Sensory Support Service (Hearing & Visual Impairment)
- Early Years Inclusive Learning Service

For Occupational Therapy, Physiotherapy and CAHMS, we are supported by a team of experts, who are deployed to work with our school staff, once parents have made a referral to the FASTA self-referral service.

School has an experienced SENCO, Inclusion Manager and a team of dedicated LSPs and LSAs, who are led by an Intervention Manager and trained to delivering intervention and support as and when required.

6. What specialist equipment and facilities are there for children with SEND?

Oakham Primary does not have a Local Authority Focus Provision as part of our SEND offer.

Wherever possible, children with SEND are supported in class with peers. However, some children will spend time in ‘The Little Den, Acorns Room or Big Den’; our *Structured Learning Environments*. These are led by our Inclusion Manager and are designed to meet the bespoke needs of some our children.

- Little Den & Acorns: Pre-National Curriculum working through the ‘Sandwell Skills Ladders’.
- Big Den: Early National Curriculum working through the mainstream ‘Step Up’ Programme.

The three LSE’s are resourced to meet their needs when withdrawn in either group or 1-1 situations, including an interactive whiteboard, interactive table top, sensory room and outdoor spaces.

Children with SEND but classroom based have access to resources which include timetabled support from adults for 1:1, paired and small group learning activities. The SLEs are designed to support learning through the use of ALD (Aided Language Displays). Pupils may also use PECS (Picture Exchange Communication System) to support independence and facilitate communication with peers and adults.

Every child remains part of their class and cohort and spend as much time as possible with their peers; LSA's will support children accessing class-based learning.

7. What arrangements are there for consulting and involving parents of children with SEND?

We are proud of our home/school relationships and parents and carers are actively encouraged to be partners in their child's education through; informal discussions, telephone contact, home school diaries, provision map discussions, progress reviews, yearly written reports and termly parent and carer meetings. If children are new to the SEND register, parents will receive a letter and opportunity to speak to their child's class teacher, Inclusion Manager or SENDCo.

8. What are the arrangements for consulting children with SEND about, and involving them in, their education?

All children, regardless of SEND, are aware of their next steps. Children who have additional needs all have targets which are shared, discussed and worked upon with those members of staff who are providing their additional support.

Children identified as 'Additional SEN' on the school SEND register have a Personalised Learning Plan (PLP). Where possible, the child will be involved in directly creating these targets with Oakham staff following advice from members of the relevant Inclusive Learning Service Teams.

All children with SEND are actively encouraged to reflect on their learning in relation to their PLP/EHCP targets. Child predominately working with Den staff will have two targets per term – 1 chosen by an adult and 1 by the child.

9. What are the arrangements for parents of children with SEND who may wish to complain about the provision?

Parents who wish to complain are strongly encouraged to initially speak to the Inclusion Manager or SENDCO/Headteacher regarding their complaint. If the issue can't be resolved at this level or the complaint is regarding the SENDCO/Headteacher the parent will be directed to the school's complaints procedure, which is available on our school website.

10. How does the school/governing body involve health, social services, LA Support Services, and others in meeting the needs of children with SEND and supporting their families?

Our Oakham SEND Governor is Mrs A.Underhill. She meets on a termly basis with the SENDCo & Inclusion Manager to review the school's offer, progress data and discuss the overall provision for children with SEND. She also visits classes and our SLE's and meets with children.

In order to meet the individual needs of a child the school will work with and seek advice from an outside team from Inclusive Learning Service – Sandwell's SEND Support Service.

With regards to Occupational Therapy, Physiotherapy, NHS Pediatrics and CAHMS, we will work with whoever is deployed to work with our school staff, once parents have made a referral or have been referred by those particular services.

11. What are the contact details of support services for the parents of children with SEND?

- Inclusive Learning Service 0121 569 2777
- Speech & Language 0121 612 2345
- Occupational Therapy 0121 612 2345
- Physiotherapy 0121 612 2345
- CAHMS 0121 612 6620
- Special Educational Needs Service 0121 569 8240
- Sandwell SEND Information, Advice & Support Service (SENDIASS) 0121 500 4010

12. What are the school's arrangements for supporting children with SEND in transferring between phases of education?

- Consultation with parents or carers in how we can best meet the emotional needs of the child.
- Consultation with teaching staff, support staff and other lead professionals as to how we can best support the academic, medical and social needs of the child.
- Visual supports – Photographic Transition Book & meeting key adults in new provision/school or Key Stages when at Oakham.
- Opportunities for the child and parent to have supported visits to the new situation as part of an extended transition process.

13. Where is the Local Authorities Local Offer published?

Please click on the link below to access the Sandwell Local Offer.

<http://www.sandwell.gov.uk/send>

Glossary



Access arrangements – special arrangements to allow pupils with SEND to access assessments or exams

Annual review – an annual meeting to review the provision in a pupil's EHC plan

Area of need – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.

CAMHS – child and adolescent mental health services

Differentiation – when teachers adapt how they teach in response to a pupil's needs

EHC needs assessment – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.

EHC plan – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.

First-tier tribunal/SEND tribunal – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND

Graduated approach – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

Intervention – a short-term, targeted approach to teaching a pupil with a specific outcome in mind

Local offer – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area

Outcome – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment

Reasonable adjustments – changes that the school must make to remove or reduce any disadvantages caused by a child's disability

SENDCO – the special educational needs co-ordinator

SEN – special educational needs

SEND – special educational needs and disabilities

SEND Code of Practice – the statutory guidance that schools must follow to support children with SEND

SEN information report – a report that schools must publish on their website, that explains how the school supports pupils with SEN

SEN support – special educational provision which meets the needs of pupils with SEN

SLE – Structured Learning Environment – A learning space designed to meet the bespoke learning, emotional and behavioural needs of a group of children

Transition – when a pupil moves between years, phases, schools or institutions or life stages