



Oakley Cross Primary School

SEN Information Report

Introduction

Our SEN Information Report - which is part of Durham County Council's Local Offer - provides details about how we support children and young people with Special Educational Needs in our school.

The SEN Information Report was reviewed and updated November 2020.

At Oakley Cross Primary we are committed to the equal inclusion of all pupils in all areas of school life. We recognise the diverse and individual needs of all of our pupils and take into account the additional support required by those children with Special Educational Needs and Disabilities (SEND). This SEND Information Report should be read alongside the school's SEND Policy, the Equalities Information and Objectives and the Accessibility Plan.

Key Contacts

- Headteacher: Mrs Rachel Brannan can be contacted on 01388 833186 or by e-mailing oakleycross@durhamlearning.net.
- SENCO: Miss Charlotte O'Neil can be contacted on 01388 833186 or by e-mailing oakleycross@durhamlearning.net.
- SEND link Governor: Mrs Rachel Dobinson can be contacted on 01388 833186 or by e-mailing oakleycross@durhamlearning.net.

SEND Admissions

For information on the admission of pupils with a disability, please visit the School Admissions section of our website and view the Accessibility Plan in our School Policies section.

If you would like to discuss your child's SEN in more detail please contact the school to arrange an appointment.



The full range of local support available for children/ young people with SEND and their families within and outside of school can be found in the County Durham Local Offer

Our SEN Provision

There are four broad areas of special educational need, these are:

- Communication and Interaction
This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs
- Cognition and Learning
This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties
- Social, Emotional and Mental Health Difficulties
This includes any pupils who have an emotional, social or mental health need that is impacting on their ability to learn
- Sensory and/or Physical Difficulties
This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

The kinds of SEN that are provided for:

At Oakley Cross, we have experience of supporting children and young people with a wide range of need including:

Social emotional and mental health needs

- Social, emotional difficulties
- Mental health difficulties

Communication and interaction

- Autism
- Speech, language and communication needs

Cognition and learning needs

- Moderate learning difficulties
- Specific learning difficulties

Physical and sensory needs

- Visual impairments
- Gross & fine motor needs

To support the needs of all children we have access to a range of interventions. Some include:

- Lexia
- Toe by toe
- Speechlink
- Talkabout
- Power of
- Lego therapy
- Memory Fix
- Start write, stay right
- Left handed writers
- Elklan
- Magical Spelling
- Blast
- Elklan

The effectiveness of these interventions is closely monitored by the SENCO, through lesson observations, pupil interviews and drop in sessions. If you would like to discuss your SEND requirements in detail please contact the school to arrange an appointment.

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The school provides data on the levels and types of need to the Local Authority. This is collected through the school census.

Our approach to teaching children & young people with SEN

Inclusive education means supporting all pupils to learn, contribute and participate in all aspects of school life alongside their peers. Our curriculum includes, not only the formal requirements of the Early Years Foundation Stage Curriculum / National Curriculum, but also a range of additional opportunities to enrich the experiences of all pupils.

The Curriculum also included the social aspects that are essential for lifelong learning, personal growth and development of independence.

At times it may well be that children will form part of our SEN register for only a short period or long period of time. However, this is frequently reassessed and the needs of children will be assessed regularly in order to ensure that the support given is suitable to their needs, in order to support every child's development.

SEND Support Plans should include:

- Short term targets for the child which are linked to their needs
- Details of any extra support the child will get
- Who will give the child help
- How often the child will get help
- How and when the school will look at the child's progress again (usually at least twice a year)

How we adapt the curriculum and learning environment for children & young people with SEN

We adapt the curriculum and learning environment for pupils with SEN by:

- Changing the way activities are planned and delivered
- Matching activities to the ability / need of each child (differentiation)
- Adapting learning materials such as equipment and activities to suit each child's needs
- Offering small group support to promote skills identified in the child's SEND Support Plan
- Seeking advice from or enlist the help of outside agencies and professionals e.g.

More details on how we adapt information, our environment and curriculum can be found in the Accessibility Plan which you can find in the School Policies section of our website.

How we identify, assess and review children with special educational needs

Most children and young people in mainstream schools will have their special educational needs met through good classroom practice. This is called Quality First Teaching.

Early Identification of Need

In deciding whether to make special education provision to support educational, social, physical or emotional needs, we:

- Work in partnership with parents/carers, pupils
- Consult with relevant external agencies
- Use assessment tools & materials
- Use observations
- Use Short Notes
- Other

SEN Support

Where a pupil is identified as having a special educational need we follow a graduated approach which takes the form of cycles of "Assess, Plan, Do, Review".

As part of this approach, we will produce a SEN Support Plan that describes the provision that we will make to meet a child's special educational needs and agreed outcomes. The school aims to work in partnership with parents as well as other agencies for additional assessments and advice, if necessary. eg, the Educational Psychology Service, Learning Difficulties and Disabilities Inclusion Service, Speech and Language Therapy Team, CAMHS, school nursing, Paediatricians etc. Parents will be consulted at every stage of this process.

- Assess a child's special educational needs
- Plan the provision to meet your child's aspirations and agreed outcomes
- Do put the provision in place to meet those outcomes
- Review the support and progress

As part of this approach, every child with SEN will have an individualised SEN Support Plan that describes the child's needs, outcomes & provision to meet those needs. Parents/carers and child/YP (where appropriate) views are integral to this process.

Pupil progress towards outcomes/targets is continually assessed and reviewed through:

- Teacher assessments/tests
- Progress towards individual targets
- National curriculum testing (including Year 1 Phonics test)
- Information provided by parents, carers and other professionals
- Records provided by other schools a child may have attended.

A small percentage of children and young people with significant and/or complex needs may require an assessment that could lead to an Education, Health and Care Plan.

The purpose of an EHCP is to make special educational provision to meet special educational needs of the child or young person, to secure the best possible outcomes for them across education (SEND Code of Practice p.142). It is a legal document that describes a child or young person's special educational, health and social care needs. We currently have two EHC Plans.

For more detailed information see the Local Offer

How children with SEN engage in all activities?

We enable all children to engage fully in all aspects of school life. To do this, we:

- Ensure that all children with SEND are fully included in all activities of the school in order to promote the highest levels of achievement.
- Ensure that all pupils have access to the school curriculum and all school activities.
- Ensure every child has the entitlement to a sense of achievement.
- Other

How we evaluate the effectiveness of SEN Provision

We continuously ensure the provision has a positive impact on the outcomes for all of our children/young people. We do this in a variety of ways, including:

- Robust evaluation of policy and practice
- Book scrutinies
- SENCO/SLT/Governor monitoring
- Learning walks
- Performance management
- Other

Support for Emotional & Social Development

At Oakley Cross we have developed a number of partnerships and consult with a wide range of agencies in order to support our children with pastoral, medical and social needs.

At Oakley Cross we believe that a child's education extends beyond subjects covered by the National Curriculum and Religious Education. PSHCE helps give children the knowledge, skills and understanding they need to lead confident, healthy and independent lives and to become informed, active and responsible citizens. It encourages children to develop their emotional intelligence, build their knowledge of factors contributing to a healthy lifestyle and develop respectful relationships with others.

Time is allocated within the curriculum to teach social and emotional aspects of learning and we have regular whole school assemblies to reinforce this work. Our policy therefore, seeks to embed PSHCE firmly within the school curriculum and requires it to be part of the explicit as well as the hidden curriculum. All children are encouraged to recognise and express their feelings and learn to contribute to whole class discussions. Some children may access small group intervention if they require extra support in developing these skills.

We have worked with our children, including those with SEND, to educate them in recognising what bullying is, how to report it and strategies to support themselves and others. Our anti-bullying policy gives further details.

We believe that children have a right to work and play in a safe, non-threatening environment. We are developing the roles of Buddies to provide support with friendships at break times and Peer Mediators who help with reconciliation following disagreements. This helps to foster a family atmosphere across the school. Through our curriculum work and our support of Anti-Bullying Week, the children are encouraged to explore the feelings, actions and consequences of bullying through the eyes of the victim and the bully. Children are also taught about diversity, racism and cyberbullying.

We are a Rights Respecting school and all of the children encourage one another to respect the rights under the UNICEF Convention. We hold regular 'Family Days' where the children work in mixed age and family groups across the school. They explore the difficulties some children face in the world and are taught about difference, acceptance and tolerance. We have Rights Respecting Ambassadors who nominate peers on a weekly basis who have displayed excellent examples of respect for the rights of others.

We have excellent partnerships within the The Centre (funded by a cluster of schools in Bishop Auckland) and regularly access additional support for our children. This is in the form of high quality group programmes including; self-esteem, behavior, anger management, emotions, anti-bullying and are designed to

provide intense work for those children who find some of the social and emotional aspects of the curriculum more demanding.

At Oakley Cross Primary School, we also have a dedicated team of staff who know the children well as individuals. Our Learning Mentor (Mrs. Lowrie) works with children and families to encourage attendance and punctuality but also focusses on support for those children who find accessing certain areas of the curriculum more challenging. She provides emotional and social support programmes designed to build confidence and self-esteem.

Mrs Lowrie's role in Oakley Cross is to support the children in overcoming any difficulties that are getting in the way of their learning. As well as supporting individuals, she also supports the family, when needed. The support each child gets will depend on their individual needs:

- Children referred to Mrs Lowrie may have difficulties with: feelings, making friends, social skills, and behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with Mrs Lowrie.
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including: Social Services and the Police
- As part of her role in conjunction with the SENCO we may signpost to other relevant services
- Mrs Lowrie also tracks attendance for all pupils in school. Parents will be informed of a pupil's lateness and attendance throughout the year.
- Supporting parents to gain access to learning
- Help parents to access areas of health needs

In addition to supporting children in school, we use the services provided from The Centre, where children can be supported through counselling, friendship and self-esteem groups, as well as providing family support.

Looked After Children with SEND

We have a Designated Teacher for Looked after Children (Mrs R Brannan) who works closely with the SENCO (Miss C O'Neil) to ensure all teachers in school understand the implications for those children who are looked after and have SEN. Mrs Brannan works closely with the Virtual School Head (VSH) who are there to ensure effective systems are in place for LAC. A significant amount of children may be undiagnosed when they begin to be looked after and we work quickly and effectively to assess any undiagnosed SEN to ensure that they are addressed as quickly as possible.

Mrs Brannan works closely with all LAC with SEN and with all staff to ensure that they understand the implications for LAC with SEN. LAC with SEN are supported in school and have a Support Plan which is reviewed every term. All LAC have a statutory Care Plan, which is drawn up and reviewed by the Local Authority that looks after them. The Personal Education Plan (PEP) is a legal part of the Care Plan; which is a statutory requirement for LAC in education provision. Mrs Brannan ensures that LAC have a PEP which is also reviewed every term.

The Support Plan and the PEP should compliment each other. If a LAC with SEN requires further assessment for an Education, Health and Care Plan (EHCP) we are particularly aware of the need to avoid any delays for LAC and carry out the EHC needs assessment in the shortest possible timescale. Addressing a LAC's SEN will be a crucial part of avoiding any breakdown in their school and or care placement.

SEN Transition

At Oakley Cross we understand the importance of a smooth transition for all children, as well as those children who may need extra support.

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

Transition into Nursery is based very much upon an individual child's needs. We want all children to feel safe, secure and happy at Oakley Cross and for that reason starting nursery may look different for many children. Each child will be welcomed along to nursery, with family members, prior to starting nursery.

While children play, supported by a member of staff, parents have the opportunity to ask any questions, receive key information, buy uniform and sign any consent forms. From then, children will initially attend Nursery for an hour on their first day, then typically for an hour and lunch club the following day and then a full session on the third day. However, for some children this may change and having them attend short nursery sessions for an extended period may be necessary in order to support their needs.

Transition into reception class is supported throughout a child's time in nursery. Staff frequently visit nursery to engage with the children, and the children often go into the reception classroom to talk to staff and sometimes play with the children. However, there is time set aside in June/July for nursery children to attend reception class for their usual nursery session, when they get to familiarise themselves with the environment, play in the areas and spend time with staff. At the start of a year children will attend reception class for half a

day including lunch, moving on to attending till 2 o'clock and eventually attending full sessions in school.

Just as between nursery and reception, there is a very positive relationship between reception and year 1. Children regularly visit year 1 when they are in reception class, to share their work achievements with the staff and children. Furthermore, children will have the opportunity to spend short sessions in year 1 towards the end of the summer term in order to prepare them for the transition. Children typically visit year 1 on 'Class Swap Day', a day when children spend a full day in their new class.

Transition within school from class to class is supported so that the children have met with their new teachers and are familiar with the new classroom environment and organisation. This usually takes the form of several transition lessons over a few weeks culminating in a 'Class Swap Day' where children spend the entire day with their new class and class teacher.

It is sometimes necessary to provide children with a transition booklet including information regarding their new class teacher and photos of their new classroom environment. Additional arrangements may also be made to ease children's anxieties during the transition process.

We work in close partnership with our secondary schools to provide an enhanced level of transition for those who we feel would benefit. This may take the form of additional visits for pupils or one to one or small group working with secondary school staff.

The period of transition depends on the individual needs of the child. If it is felt appropriate, secondary school colleagues will attend Annual Reviews to meet the current class teacher, parents and most importantly the pupil. We are particularly keen to involve parents as much as possible in their child's transition to secondary school. School staff will also take opportunities to work alongside parents to visit secondary schools in advance of secondary placement applications being submitted to the Local Authority. This ensures parents can make the most informed placement decision for their child. When a secondary school has been allocated to the child, parents are fully involved and consulted at all stages of the transition process.

SEN Specialist Expertise

Our SENCO, Charlotte O'Neil has a BA Honours in Primary Education, a Post Graduate Degree in Vulnerable Learners and has completed the NASENCO

award. She can be contacted via phone on 01388 833186 or via e-mail at oakleycross@durhamlearning.net

More details of the SENCO's role can be found in the SEN Policy which you can find in the School Policies section of our website.

External Specialists and Other Bodies

The school enjoys good working relationships with a wide range of people who provide services to children with SEND and their families.

The external specialists may:

- Act in an advisory capacity
- Extend expertise of school staff
- Provide additional assessment
- Support a child directly
- Suggest statutory assessment is advisable
- Consult with all parties involved with the child

At Oakley Cross we work in partnership with the following people:

- Durham SEND Information, Advice and Support Service
- CAMHS Assessment Team
- Durham Educational Psychology Service
- Speech and Language Therapy
- EMTAS
- Behaviour Support Services
- EP Consultants
- The Centre (based at St Helen Auckland Primary School)
- School Nurse Service
- Educational Welfare Officer
- Parent Partnership

Our Additional Needs Budget is used to support children and young people with SEN. In 2018/19 this amount is £65 632.35. The spending of this is monitored by the Head teacher and SENCO.

This is used to support children and young people with SEND by offering a wide range of intervention and enhancement programmes within school and through our partnerships with other agencies and professionals within the Local Authority. At Oakley Cross Primary school we provide the following additional support to our children with SEND:

- Small group and individual targeted intervention work with a Teacher or TA
- Talkabout (social communication)
- Benji Bear (social skills)
- Lego Club (Social Communication)
- Power of 2 (a maths enhancement programme)
- Lexia (reading and spelling)
- Toe By Toe (reading support programmes)
- Speechlink and Languagelink
- 1-1 speech and language support including specific programmes provided by Speech and Language Therapy
- Memory fix

If a child has complex special educational needs, we could also receive additional funding from the Local Authority to meet the agreed outcomes.

A Costed Provision Map will be developed in liaison with the child, young person, parent or carer.

Consultation with Children and Young People with SEND

Teachers/SENCO and Support Staff will work with children and young people to identify the support needed to meet agreed outcomes. The provision is planned and interventions are allocated to individual needs. The children take an active role with setting their outcomes and discussing them with the class teacher/SENCO. The children have regular meetings with staff to discuss their progress and support.

We involve children through:

- involving SEND children with planning their own activities and encouraging them to share what they would like to learn and participate in;
- extending any resources that they show a preference for;
- ensuring the children with SEND are happy, motivated and make at least expected levels of progress throughout their time in school.

Consultation with parents and carers of children and young people with SEND

We are committed to working with parents and carers to identify their child's needs and support. Parents and carers will be involved throughout the process.

There is a range of ways this can be done, for example:

- Termly parents/ carers evenings;
- Ongoing discussions with a class teacher and/or SENCO;
- An 'open-door' policy, where parents and carers are welcome to come into school to discuss any concerns they may have;
- Through regular reviews of their child's SEN Support Plan/ EHC Plan.

Compliments, Complaints & Feedback

We are always seeking to improve on the quality of education we provide for children with SEN and are keen to hear from parents about their child's experience.

We would also like your views about the content of our SEN Information Report. If you would like to comment please complete the online form in the Contact Us section of our website.

Compliments are always greatly received and can be passed on either directly to staff and the SENCO, or formally recorded via our regular questionnaires to parents or in the form of a letter to the Head Teacher. These positive comments will be published on this area of our school website.

We hope that complaints about our SEND provision will be rare, however, if there should be a concern the process outlined in the school Complaints Policy should be followed.

Further information can be found in the Complaints Policy in the School Policies section of your website or by visiting the Durham SEND Information, Advice and Support Servicewebsite.