

Oakdene School Offer



- How does our school know/identify that children and young people have special educational needs and/or disabilities? (SEND)
- What are the first steps school will take if SEND are identified?
- What should parents/carers do if they think their child has SEND? How can they raise concerns? (This should include contact details including name of SENCO)
- What intervention is available to all children/young people? (this is the school's CORE offer)
- How will our school involve children/young people in the assessment process?

[More information](#)

- How will our school teach and support children with SEND?
- Who will be working with your child?
 - What expertise does the school and our staff have in relation to SEND?
- How does our school ensure that information about a child/ young adult's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?
- How will our school include parents and the child/young person in planning support?
 - How will our school teach and support children/young people with SEND?
 - What access do our SEND children/young people have to facilities and extra curricular activities?
 - How does our school plan for transition for children/young people with SEND?

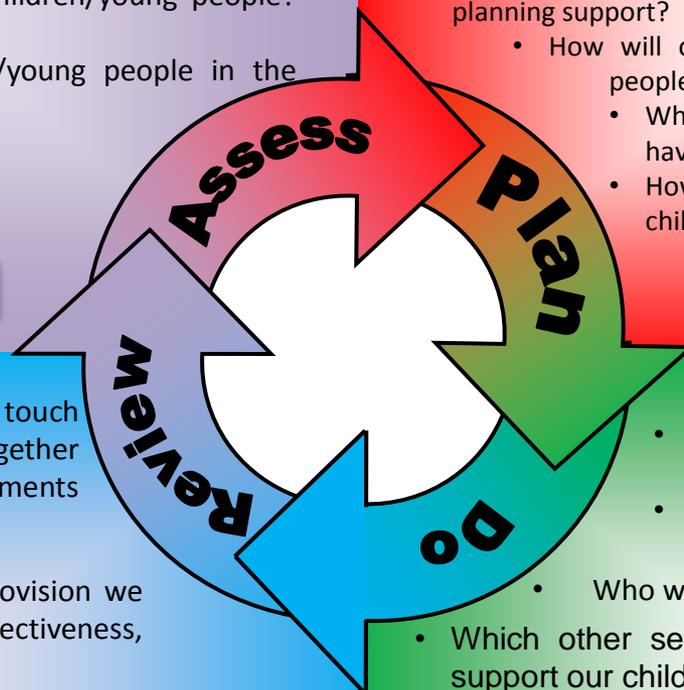
[More information](#)

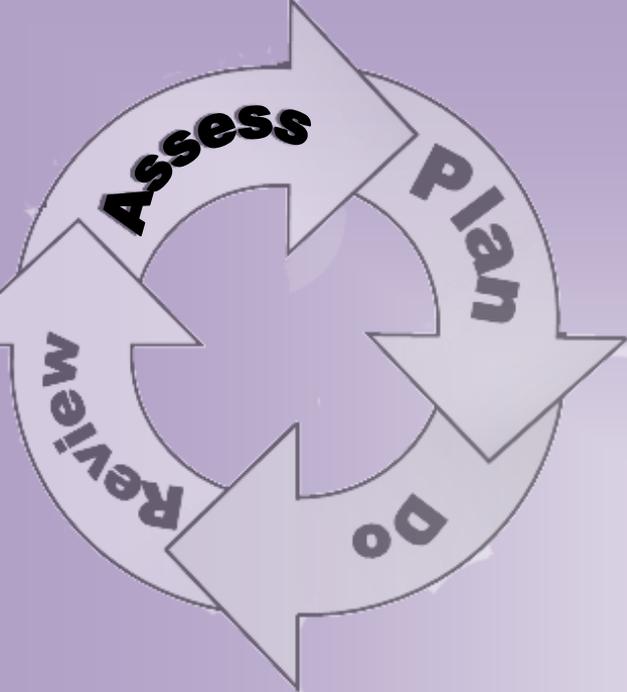
- Who will be talking with and keeping in touch with the parent/carer? (working together towards outcomes, reviewing arrangements etc.) and how often?
- How do we assess and evaluate the provision we have arranged for your child? (effectiveness, outcomes, progress)
- Where can parents/carers find additional information e.g. SEND policy, LA Local Offer

[More information](#)

- How is the different provision delivered in our school?
- What role will the child/young person's teacher/s play in the additional provision?
 - Who will be working with your child?
- Which other services do we use to provide for and support our children/young people?
- How will parents/carers be kept informed of engagement in additional provision whilst it is ongoing?
- How does our school encourage parent/carers to become involved in the additional provision?

[More information](#)





All staff are involved and fully aware of the procedures for identifying, assessing and making provision for pupils with Special Educational Needs and/or Disabilities (SEND). Observations, analysis of data, attainment, and collaboration with home, assist in the identification of SEND.

If your child is identified as having SEND, class teachers will begin a graduated approach as set out in the SEN Code of Practice 2014.

<http://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The voice of the child is sought, where appropriate, through discussions, and in setting targets.

Quality first teaching is the first step in supporting all children including those with SEND, so, initially staff will adapt their teaching and/or tasks appropriately, put in place suitable interventions and consult with the SENCO and parents their concerns. External agencies will be consulted if additional provision is required.

If you believe your child has a SEND, make an appointment to discuss this with the class teacher. The SENCO, Lesley Farnaby, can be contacted via the school office and will endeavor to return your call at the earliest opportunity.

The school SEND policy can be found on the school website. The Local Authority Local Offer can be found on the council website. Parents are encouraged to seek help and advice from the LA and Parent Partnership Service, who can be contacted by telephoning 01642 393939 or 01642 415550.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children/young people with SEND.

At Oakdene, we teach and support children with SEND through a range of teaching strategies, differentiating teaching materials and activities, using ICT and a range of resources, having high expectations, and providing additional adult support, small group work, interventions and a flexible creative curriculum.

The class teacher will be the key person working with, and responsible for your child, but they will receive additional support from a dedicated classroom TA. If required, your child may additionally work with an external agency worker. Information about targets will be shared with parents, relevant staff and the SENCO.

At Oakdene, we value the role and positive contribution parents/carers make, recognizing and respecting their roles and responsibilities. School will make every effort to collaborate with parents/carers, who are encouraged to work with school and other professionals to ensure that the child's needs are identified as early as possible and enable support and learning continue at home.

The SENCO attends in-service training and support group meetings, and feeds back relevant information to colleagues. Staff discuss SEN issues and in-service training is provided to update expertise and knowledge. To comply with statutory requirements the SENCO is undergoing the NASCO certification.

Transition preparation for those with SEND begins in Year 5, with meeting to discuss and guide parents to choices of secondary placements. In Year 6, when the placement is confirmed, a transition programme is developed.

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At Oakdene, class teachers will be responsible for the provision put in place for your child. Planning and differentiating learning, assessment, monitoring progress and target setting are all the responsibility of the class teacher.

Class teachers may deliver some interventions, but more specific intervention programmes will be delivered by a teaching assistant, usually the designated classroom teaching assistant. Occasionally children may work with an external agency worker, however all findings are shared with, and managed by the class teacher.

We liaise with many external agencies to support children and gain advice. If this is necessary for your child, it will be discussed with parents prior to any involvement.

Parent/Carers input is valued so regular involvement and discussions are welcomed both formally and informally.

Meetings involving outside agencies will usually take place during school hours.

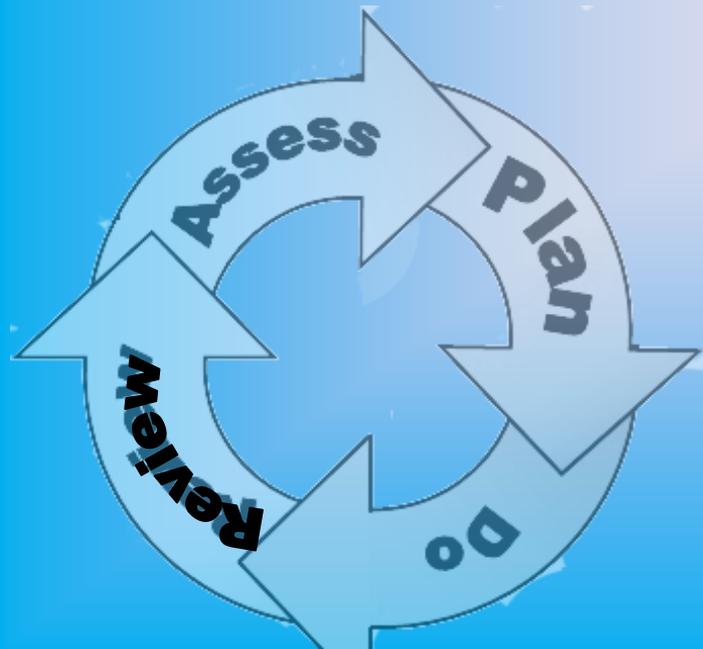
Access to trips and visits are considered and risk assessments are undertaken to make necessary adjustments or provision, as required.

Parents would be asked to assist on residential trips, if necessary, to ensure full inclusion.



The class teacher or SENCO, will keep in touch with parents, reviewing arrangements, targets, interventions etc, termly or more regularly if necessary.

To assess and evaluate the provision put in place to support your child, all those working with your child will assess the progress made and the effectiveness of the provision. Parents and children, where appropriate, will receive feedback and an opportunity to contribute to identifying the next steps.



Communication and Interaction

- Access to small group and/or individualised interventions to develop skills in communication, interaction, emotional awareness, self care, flexible thinking
- Enhanced access to visual approaches e.g. TEACCH
- Access to low stimulus area
- Flexible approaches to timetable
- Modifications to lunch and/or breaktimes
- Enhanced access to additional aids
- Access technology
- Explicit teaching of generalising skills from one context to another
- Careful planning of transitions
- Mentoring and/or buddy systems
- Social stories developed alongside a TA
- Speech & Language Therapy programmes delivered in school, by specialists



Cognition and Learning

- Regular, individually focused intervention
- Increased access to small group support
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes
- Increased access to ICT
- Flexible groupings
- Enhanced access to technical aids e.g. spell checker, ICT software and/or hardware
- Adaptations to assessments to enable access e.g. readers, scribe, ICT
- Curriculum will be adapted to meet the learning needs of the child/young person
- Delivery allows for inclusion
- Frequent repetition and reinforcement.



**Social, Emotional and Mental
Health Difficulties**

- Access to 'time out'/individual work area
- Mentoring
- Individualised rewards system
- Nurture
- Access to counselling services
- Increased access to additional adults in the classroom
- Alternative curriculum opportunities
- Opportunities to develop Social Emotional Aspects of Learning
- Referrals made to appropriate services as necessary





Sensory and/or Physical Needs

- Physical aids to support access e.g. wheelchair, walking frame, hearing aids, large print materials
- Access to a specialist teacher/LSA for the hearing/visually impaired.
- Concrete apparatus available to support learning
- Access to support for personal care
- Therapy programmes delivered in school, designed by specialists e.g. Occupational Therapists, Physiotherapists
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum