

Oakdene SEND Information Report



SEND Information Report outlining how Oakdene Primary School meets the needs of children with Special Educational needs (SEN) and disabilities.



Contact Information



Executive Head Teacher – Mrs E Bramley

Head of School – Miss C Champion

Special Needs Co-ordinator (SENDCo) – Mrs L Farnaby

Contact via School Office – 01642 560768

Stockton Parent Carer Forum – 07935 447375

Email: Stocktonparentcarerforum@gmail.com

Facebook Page: Stockton Parent Carer Forum

Special Educational needs and Disability
Information, Advice & Support Service (SENDIASS)

Contact: 01642 527158

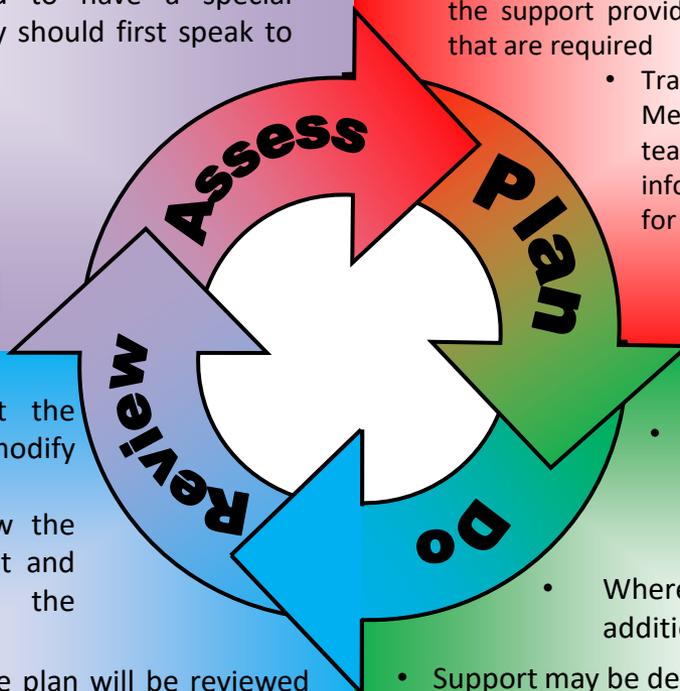
Email: SENDIASS@Stockton.gov.uk

- All our children receive quality first teaching.
- If a child is not making adequate progress or fails to meet key age related expectations staff will identify the barriers to learning and identify what additional support is required.
- A discussion with parents will be arranged to discuss concerns and if in agreement with staff the child will be placed on the school SEND register.
- If parents /carers believe their child to have a special educational need or disability then they should first speak to the class teacher or the SENDCo
Mrs L Farnaby 01642 560768

[More information](#)

- When a child has been identified as having a special educational need, staff will consider what additional support will be implemented to meet that particular need
- The additional support will be identified in a termly Support Plan, which is shared with parents and children if appropriate
- This support is usually additional focussed teaching or an intervention with a specific outcome
- All staff involved with the child will be aware of their specific needs, the support provided and any teaching strategies or approaches that are required
 - Transition is a key time for children with SEND. Meetings are held between a child's current class teacher and the next class teacher to share information about the child and their needs to plan for transition.

[More information](#)

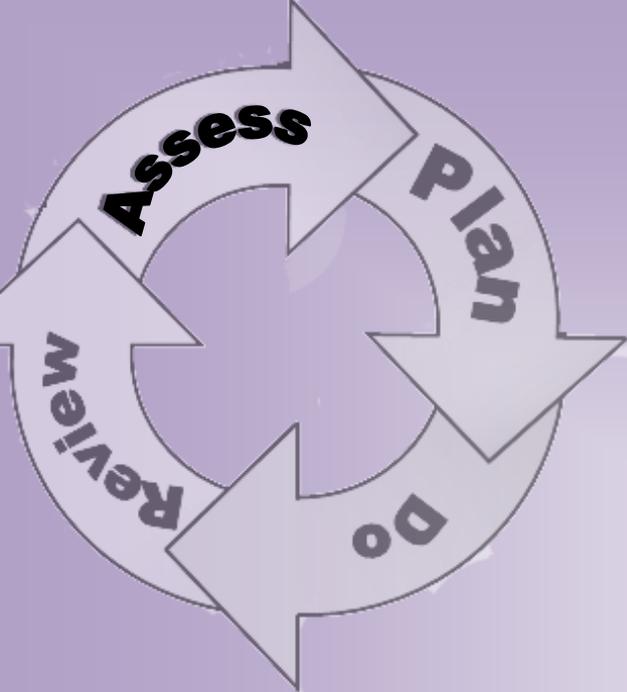


- Staff will assess progress throughout the intervention, enabling them to modify provision to suit the individual need.
- At appropriate points, staff will review the additional support to assess the impact and determine the effectiveness of the provision/intervention
- If the outcomes have been met then the plan will be reviewed and the next steps determined
- Parents/carers will be informed as to the outcome of the review and the next steps discussed and agreed to inform the subsequent support plan

[More information](#)

- Additional support/interventions will be delivered by a teacher or teaching assistant under the direction of the child's class teacher.
- Where appropriate, specialist staff may provide the additional support eg. speech therapists, counsellors
- Support may be delivered within the classroom as part of timetabled lessons or as an additional session taught out of the classroom
- The member of staff delivering the intervention will liaise regularly with all other staff working with the child to ensure that progress made during the intervention is maintained and built upon.
- Class teachers will inform parents/carers how they can support the child at home during the intervention.

[More information](#)



At Oakdene 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 SENDCo 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 SENDCo 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 Special Educational Needs and Disability Information, Advice and Support Service (SEND IASS), who can be contacted by telephoning 01642 527158 or by email to SENDIASS@Stockton.gov.uk

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[Cognition and Learning](#)

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

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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 SENDCo.

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 SENDCo 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 SENDCo has been awarded 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.

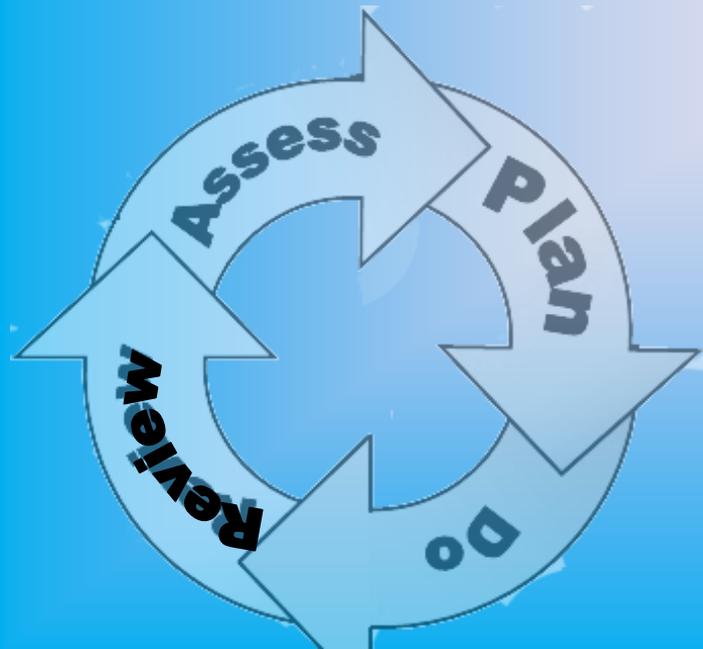
Access to trips and visits are considered and risk assessments are undertaken to make necessary adjustments or provision, as required.

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



The class teacher or SENDCo, 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 break times
- 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 onsite counselling services ABC and Alliance
- Mental Health Trailblazer School
- 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
- Care Team that includes PSA





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
- Working with Future Steps for individual pupil interventions and staff training.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum