



ANNUAL REVIEW

SEND Information Report 2021-2022

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:

- | | |
|---|----------------------------------|
| 1. Communication and Interaction | 2. Cognition and Learning |
| 3. Social, Emotional and Mental Health difficulties | 4. Sensory and/or Physical Needs |

General School Details:	
School Name:	Oakfield Community Primary School
School website address:	http://www.oakfield-widnes.co.uk/
Type of school:	Nursery and Primary School
Description of school:	Oakfield Community Primary School is an inclusive, mainstream primary school. The school has two speech, language and associated behaviours resource bases, offering places for children between 4-11.
Does our school have resource base? Yes or No	Yes
If Yes please provide a brief description.	<p>The school has a Key Stage 1 and a Key Stage 2 Resource Base, both providing support for children with speech, language and communication needs, along with behaviours associated with speech and language difficulties.</p> <p>The Key Stage 1 Resource Base has 14 allocated spaces for children on dual school placements. 7 children attend Mondays and Tuesdays while another 7 children attend on Thursdays and Fridays. The Resource Base Teacher offers outreach support on Wednesdays. Children access the Resource Base for 2 days each week and spend the other three days with their home school. Key Stage 1 Resource Base placements are for 12 months only. Children do not need an Education Health Care Plan (EHCP) to access this provision, but the child's home school must apply to Halton SEND team for a placement.</p> <p>The Key Stage 2 Resource Base has ten full time places. Children must have an Education Health Care Plan (EHCP) to be placed within the KS2 Resource Base.</p>
Number on roll:	318
% of children at the school with SEND:	25%
Date of last Ofsted:	24/02/2016
Awards that the school holds:	Inclusion Quality Mark Communication Friendly Setting Award Basic Skills Quality Mark (Mathematics and English) Primary Science Quality Mark – Silver Award Sainsbury's School Games (P.E.) – Bronze Award Eco School Award Healthy Schools Award Arts Mark – Silver Award (Art and Design Technology)

<p>Accessibility information about the school:</p>	<p>Our school is accessible for disabled pupils. Ramps have been installed at all exits/entrances. There is onsite disabled parking available. There is an accessible toilet located in each key stage with changing facilities such as changing beds and a shower. We also have a hoist for children who cannot manage toilet transfers. We work closely with a number of outside agencies including medical professionals such as paediatric continence, occupational therapists and physiotherapists. We have also sought advice from Chestnut Lodge and Brookfield's Outreach Support and have worked with specialist teachers for the visually and hearing impaired.</p>		
<p>Please provide a web link to your school's Accessibility Strategy</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/5c3166098d08421bab1a14ae4f7a3b38/disability-equality-scheme-and-disability-accessibility-plan-22-04-21.doc</p>		
<p>Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.</p>	<ul style="list-style-type: none"> • SENCo National Award for SEN (Edge Hill University) • ELKLAN Communication Counts • ELKLAN Speech and Language Level 2, Level 3 and Level 4 • ELKLAN Complex Needs Level 3 • Mental Health First Aid • Boxall Profile training • Good Practice in Autism Education • Understanding ADHD • TEAM Teach • MAP Training • Asthma and allergy training • First aid training 2018 • Diabetes training • Trauma training • Solihull Approach • Emotional Coaching • Attachment Disorder training • Nurture Programme • P.E. sessions for SEND children • Headteacher on Development Panel for SEMH (Social, Emotional, Mental Health) strategy 		
<p>Documentation available:</p>	<p>Are the following documents available on the schools website?</p> <p>If yes please insert the link to the documents page.</p>	<p>SEND Policy</p> <p>Safeguarding Policy</p> <p>Behaviour Policy</p> <p>Equality and Diversity</p> <p>Pupil Premium Information</p> <p>Complaints procedure</p>	<p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/6331d95db2a74ccf9c085742ce29ae13/send-policy-may-2021.doc</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/085e31159e2c4111b8efa46c9fc20f24/safeguarding-policy-adopted-from-hbc-policy-september-2020.docx</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/1f00693b01fe44fa83ec6e77a2f72e1a/behaviour-policy-reviewed-and-updated-4th-march-2021.doc</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/ccaf2cadafa247fea313266748c98eb8/equality-and-diversity-policy-april-2021.docx</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/2075e17da1024e9d97d1a0150282263c/pupil-premium-policy-january-2019.docx</p> <p>https://primarysite-prod-sorted.s3.amazonaws.com/oakfield-community-primary-school-cheshire/UploadedDocument/b0259a6d5c94439d8dfb53367fce1c03/complaints-procedure-model-dfe-used-june-2021.docx</p>

Range of Provision and inclusion information:	
<p>How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.</p>	<p>First and foremost, we provide high quality first teaching which includes differentiation. Termly progress meetings are held with the Head Teacher, SENDCO and individual class teachers. At these termly meetings we review the progress of every child in our care. We identify those children who are not making adequate progress. We identify their barriers to learning and discuss what action we can put in place to accelerate progress. These discussions serve to embed high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning.</p> <p>If it is decided that a pupil has SEND, the parent must be informed. At this stage a SEND Support Plan will be drawn up. This will be done in consultation with the parent, pupil and teacher. The SENDCO can also be asked to attend these meetings. The plan will detail the type of need, the level of support and the professionals who are involved. It will also include the child's academic levels and attendance data, plus most importantly the views of the child and the family. It will identify areas of difficulty, desired outcomes and the support required to achieve those outcomes.</p> <p>Support plans are reviewed termly with parent and child. If the pupil continues to make little or no progress, the next step would be to make a referral to an appropriate agency such as the Educational Psychology Service, Speech and Language Therapy Service or services at Woodview Child Development Centre etc. Parental permission is always sought prior to any referrals being made. The SEND Support Plan should always reflect the advice received from professionals involved. The class teacher is responsible for ensuring that the support plan is followed. Children with support plans should be familiar with their desired outcomes and clearly understand what it is they are aiming to achieve. Support plans are working documents and are expected to be accessible at all times for example when the class teacher is absent. Every step of the way, we consult with children and their parents and all our additional provision is based on an agreed outcomes approach.</p>
<p>What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example; health, social care, local authority support services and voluntary sector organisations.</p>	<p>We work closely with the Widnes Locality Team as we strongly believe in the benefits of early intervention in resolving family issues and ensuring that our young people thrive emotionally and educationally. We believe our approach has benefited our children and their families in the following way: we are able to offer a multi-agency approach to children and families who require additional support; we are able to ensure that the needs of vulnerable children and families are met early on to prevent the escalation of needs and we are able to signpost families to services.</p> <p>We also work together with:</p> <ul style="list-style-type: none"> • Educational Psychologist • Specialist teachers within Halton • Speech and Language Therapy Service - Chatterbug • Occupational Therapist – OT- and Physiotherapist • School Nurse • Diabetic Nurse • Hearing Impairment Team • Visual Impairment Team • Halton's Behavioural Team • Health Visitor • Woodview Child Development Centre • Child and Adolescent Mental Health Service (CAMHS) • Primary and Specialist Family Support Workers • Social Workers • Catch 22
<p>How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.</p>	<p>We are a fully inclusive school and currently have the Inclusion Quality Mark.</p> <p>To further support children we have:</p> <ul style="list-style-type: none"> • Specialist equipment to support the curriculum such as coloured overlays/ paper/ reading rulers, seating aids, concentration aids, ear defenders to support hearing

	<p>sensitivity needs etc.</p> <ul style="list-style-type: none"> • Individual workspaces • All children in KS2 have their own netbook • Prompt and reminder cards/ visual timetables for organisation • Symbols and visual prompts e.g. word mats, high frequency word lists, number cards, etc.
What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?	<p>All staff use visual timetables and are mindful of the use of ambiguous language. Staff are trained in the use of Blanks level questioning.</p> <p>All staff have had a basic Elklan training in order to support pupils with communication difficulties.</p>
What strategies/programmes/resources are available to speech and language difficulties?	<p>At Oakfield we are in the fortunate position of having two Resource Bases. In Key Stage 1 we have a Resource Base for children with Speech and Language Difficulties and Associated Behaviours. The Key Stage 1 Resource Base is staffed by one teacher and one teaching assistant, who are both ELKLAN trained, and can take a maximum of fourteen pupils on a part time basis. Children attend the Resource Base for two days per week and for the remaining three days attend their home school. In addition to this, the Resource Base teacher will offer both in-reach and outreach support to the home school. All Resource Base pupils have termly reviews, one of which will be an annual review to determine next steps.</p> <p>In Key Stage 2 we have a Speech and Language Resource Base. This is a ten-place resource base for identified pupils with specific speech and language difficulties. The Key Stage 2 Resource Base is run by one teacher and one teaching assistant, who are both ELKLAN trained, and the children all have permanent places. We do however facilitate and encourage integration into mainstream as and when children are ready.</p> <p>School staff work very closely with outside agencies and ensure that any recommended individual programme for a child is carried out in school.</p> <ul style="list-style-type: none"> • Interventions from speech therapists • Support from TA within class • Assistance from TA for small group or individual work • Range of language resources and programme materials available for use with TA • Use of visual timetables, social stories, workstations, choice cards etc. <p>Both Key Stage One and Two have a Speech and Language Specialist Teacher who monitors children’s speech and language care plans.</p>
Strategies to support the development of literacy (reading /writing).	<p>Children who have been identified as not making adequate progress will be placed into intervention groups for their specific area of need. There are many interventions which children may take part in and may include . . .</p> <p>Phonics interventions</p> <p>Small group writing interventions</p> <p>Handwriting support</p> <p>Reading interventions – reading one to one with an adult</p> <p>Project X (reading intervention)</p> <p>Look and say programme (High frequency words)</p> <p>Precision teaching</p> <p>Beat Dyslexia programme</p> <p>SNIP Literacy</p> <p>Comprehension activities</p> <p>Children have access to individual netbooks in KS1 and access to paid for websites such as bug blub (for reading and phonics)</p> <p>Parents are also given ‘Home help’ packs to enable them to support their children at</p>

	<p>home with completing homework and supporting them further at home. Children have individual target bookmarks with targets to work towards.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Target bookmarks are used and adults within school will work with individual children on their specific targets.</p> <p>Children in KS2 have their own individual net books for access to interactive maths games.</p> <p>Children take part in maths of the day activities once per week (linking maths and P.E.).</p> <p>Parents are also given 'Home help' packs to enable them to support their children at home with completing homework and supporting them further at home.</p>
<p>How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.</p>	<p>We understand that not all children can access the same curriculum and so we adapt it as and when required. Some children will require a personalised and differentiated curriculum. We support SEND by having small class sizes which enables small group support in class from the TA or teacher. One to one support can be deployed in the classroom or playground, if necessary. School have purchased specialist equipment to support children, such as rise and fall desks that wheelchairs can fit under or Foxdenton chairs to give children more support while sitting. All staff have had ELKLAN Communication Counts training and are aware of how to modify their language to effectively communicate and teach children with speech and language difficulties.</p>
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<p>In addition to the two parents' evenings each year, if a child has a SEND support plan or an Educational Health Care Plan, parents, along with their child will be invited into school at least once a term to discuss the additional support given and review its effectiveness towards the child's outcomes. Whilst reviewing the effectiveness of current provision, the voice of the child will be listened to along with parental views. Pupil progress will also be discussed with the Headteacher, SENDCo and class teacher during termly pupil progress meetings.</p>
<p>Strategies/support to develop independent learning.</p>	<p>We believe that it is vital for children to be as independent as possible. Some examples of strategies used to support children include:</p> <ul style="list-style-type: none"> • Acknowledging the challenge and rewarding the effort • School Readiness Assessment • Visual aids/prompts e.g. visual timetables or task plans • Personal development targets
<p>Support /supervision at unstructured times of the day including personal care arrangements.</p>	<p>We understand that unstructured times can be stressful and difficult for some children, therefore we have a number of strategies to help ease anxieties and behavioural difficulties at play times. When government guidance allows it, we have a group of children who eat their lunch in the Nurture room with a member of staff where they are able to develop their social skills. We also have a member of staff who helps children eat at a Nurture table in the dinning room. The children will then spend their lunchtime play, playing in the Nurture play area with two members of staff and a small number of children. We have Year 6 Play Leaders who are able to support other children with their play. Children who require personal care all have an individual care plan that are shared by all staff. A key member of staff will support the child/children with their personal care.</p> <p>All children who require personal care have an individual risk assessment in line with government Covid safety guidelines.</p>
<p>Extended school provision available; before and after school, holidays etc.</p>	<p>Breakfast club begins at 8.30 a.m. every morning. School has a range of after school clubs that change on a half termly basis.</p> <p>Up to date information for clubs can be found on the school website.</p>
<p>How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?</p>	<p>All staff at Oakfield take into consideration the Equality Act 2010. This legislation places specific duties on schools, settings and providers including the duty not to discriminate, harass or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments.'</p>

<p>Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.</p>	<p>Ofsted rated Oakfield as Outstanding for Personal development, behaviour and welfare. We believe that children’s emotional wellbeing is paramount. Strategies to promote wellbeing and self-esteem include:</p> <ul style="list-style-type: none"> • Nurture Sessions • Nurture Lunchtime • PSHE Month (one week focusing on mental health) • Circle time in class • PHSE programme • Character strength cards • Robust safeguarding procedures with all staff having had recent training. • Regular monitoring of the Behaviour Policy and how it contributes to children’s increased self esteem • School Council • Planned support from teaching assistant • Referrals and advice from EP and CAMHS and Family Workers and Social Workers • Meet and greet at the start of the day for individual children • Regular parental contact in person or through a home school diary • Close links with the school nurse
<p>What strategies can be put in place to support behaviour management?</p>	<p>The school has a number of rules, but our behaviour policy is not primarily concerned with rule enforcement. It is a means of promoting good relationships, so that people can work together with the common purpose of helping everyone to learn. At Oakfield we follow the ‘Good to be Green’ behaviour system. All children begin each day with a green card. If they do not show good behaviour they will receive an amber card. If the unwanted behaviour continues, the child will receive a red card and will then be sanctioned according, depending on their age.</p> <p>We praise and reward children for good behaviour in a variety of ways such as congratulating children, award stickers, certificates, house points, earning golden time and Headteacher’s Awards.</p>
<p>How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i></p>	<p>We work closely with other schools to support transition. For pupils joining either one of our Resource Bases, a tailor-made transition plans are agreed with the parents and the feeder school. We also work closely with our local high schools to ensure that our year 6 SEND pupils have a planned, smooth transition from Key Stage 2 to Key Stage 3. The SENDCO is available to support parents of SEND children in making decisions around High School education. Appointments can be made for parents to visit local high schools and the SENDCO will accompany parents on these visits. Once a High School place has been secured, the transition process will begin and additional visits can be arranged. Part of the transition process also involves sharing information with the high school so that the child’s needs are fully understood. Occasionally SEND pupils from other year groups move on. This may be due to a family moving out of the local area. In such instances, the SENDCO will contact the receiving school to have a conversation about the child’s additional needs. This is in addition to all relevant documents being forwarded on to the receiving school.</p>
<p>Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.</p>	<p>Collaboration with outside agencies is vital at Oakfield. We access advice from the Visual Support and Hearing Support Specialist Teachers, Physiotherapist, Educational Psychologist, School Nurse and the Occupational Therapy Team.</p>
<p>Extra support for parents and carers and pupils offered by the school/how parents are involved in their child’s education.</p>	<p>We believe that a good home-school partnership is one of the keys to successful learning. We support parents by providing them with a curriculum parent pack to support their child with homework along with a termly curriculum plan. We ensure that parents are involved in the planning and review of their child’s School SEND Support Plan and provide home school diaries where appropriate. We also support parents by securing them places on parenting courses when applicable.</p>
<p>How additional funding for SEND is</p>	<p>In common with all maintained schools in Halton, Oakfield is allocated funding for all</p>

<p>used within the school with individual pupils.</p>	<p>pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment). This budget is allocated on an individual child's needs basis following the assessment, plan, do and review of progress cycle and advice provided by outside agencies. In some cases, the child's needs will be such that an application to the authority will be made for an Education and Health Care Plan which will involve statutory assessment. Parents and children will be involved at all stages together with any professionals involved.</p>
<p>Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.</p>	<p>Children who are looked after by the local authority or neighbouring authorities are supported within school. We discuss these children at Group Consultation with Educational Psychologists, provide specific interventions such as Take Ten anger management or self-esteem building, additional tutoring and access to the school's Nurture programme. We have termly PEP meetings and create a one-page profile with the child to ensure that their needs are fully understood.</p>
<p>SENCO name/contact: Miss Claire McGuffie 0151-424-4958</p>	
<p>Headteacher name/contact: Mrs Cath Khan 0151-424-4958</p>	
<p>ANNUAL REVIEW 2020-2021 Completed by: Claire McGuffie Date: 01/09/2021</p>	

SEND Broad Areas of Need

Communication and Interaction	
6.28	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
6.29	Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning	
6.30	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
6.31	Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health difficulties	
6.32	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or Physical Needs	
6.34	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).
6.35	Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.