

SEND Information Report 2023-2024

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:

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|---|----------------------------------|
| 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 and Nursery School
School website address:	https://www.oakfieldwidnes.co.uk/
Type of school:	Primary and Nursery School
Description of school:	Oakfield Community Primary School is an inclusive, mainstream primary school. The school has three 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 2 Key Stage 2 Resource Bases, all providing support for children with speech, language and communication needs (SLCN), along with behaviours associated with speech and language difficulties. A new KS1 full time SLCN Resource Base will be opening within the next academic year date TBC.</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 (Mornings) has ten places. Children must have an Education Health Care Plan (EHCP) to be placed within the KS2 Resource Base. Children are taught in their mainstream classroom in an afternoon.</p> <p>The Key Stage 2 Resource Base (Full time) has twelve full time places. Children must have an Education Health Care Plan (EHCP) to be placed within the KS2 Resource Base.</p>
Number on roll:	319 pupils

% of children at the school with SEND:	23.5%		
Date of last Ofsted:	29/09/2021		
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)		
Accessibility information about the school:	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. 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 Brookfield’s Outreach Support and have worked with specialist teachers for the visually and hearing impaired.		
Please provide a web link to your school’s Accessibility Strategy	https://www.oakfieldwidnes.co.uk/page/send-special-educational-needs-and-disabilities/122612		
Expertise and training of school based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	Autism Training - 16/11/2021 ELKLAN Communication Counts ELKLAN Speech and Language Level 2, Level 3 and Level 4 ELKLAN Complex Needs Level 3 Makaton training Autism in Girls Autism and Anxiety Working Memory 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 Diabetes training Trauma training Solihull Approach Emotional Coaching Attachment Disorder training Nurture Programme Sensory Difficulties training ELSA		
Documentation available:	Are the following	SEND Policy	https://www.oakfieldwidnes.co.uk/page/send-policies/121908

documents available on the schools website? If yes please insert the link to the documents page.	Safeguarding Policy	https://www.oakfieldwidnes.co.uk/page/safeguarding/123209
	Behaviour Policy	https://www.oakfieldwidnes.co.uk/page/behaviour-and-attitudes-policy/123839
	Equality and Diversity	https://www.oakfieldwidnes.co.uk/page/send-special-educational-needs-and-disabilities/122612
	Pupil Premium Information	https://www.oakfieldwidnes.co.uk/page/pupil-premium/122641
	Complaints procedure	https://www.oakfieldwidnes.co.uk/page/complaints-procedure/123414

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. 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 SENCO 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 seeking advice from Halton SEN service, the Educational Psychology Service, Speech and Language Therapy Service or services at Woodview Child Development Centre etc.</p>

	<p>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 always accessible therefore a copy of each support plan is kept in the class folder. 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. 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 • PBSS • Health Visitor • Woodview Child Development Centre • Child and Adolescent Mental Health Service (CAMHS) • Mental Health Support Service • Social Workers
<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. 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 sensitivity needs etc.

	<ul style="list-style-type: none"> • Individual workspaces • School has 1 ICT suite in KS1 and iPads for each year group. • Prompt and reminder cards/ visual timetables for organisation • Symbols and visual prompts e.g. word mats, high frequency word lists, number cards, etc. • Whole school access to Widget Software to ensure symbols are consistently used throughout the school to support learning. • Each class has a range of math manipulatives which are used frequently within in lessons.
<p>What strategies/programmes/resources are used to support pupils with autism and social communication difficulties?</p>	<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. All staff have had a basic Elklan training in order to support pupils with communication difficulties. The school has two sensory rooms which are used to help children regulate their emotions. Classrooms have a calm area/regulation station which has arrange of strategies to support children with self-regulation. We have a school dog and fish which are used to help the children regulate.</p>
<p>What strategies/programmes/resources are available to speech and language difficulties?</p>	<p>At Oakfield we are in the fortunate position of having three 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 2 Speech and Language Resource Bases (1 fulltime and 1 part time). The resource bases are for identified pupils with specific speech and language difficulties. The Key Stage 2 Resource Bases are run by teachers and teaching assistants, who are 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>WellComm is used throughout the school to identify children with speech and language difficulties at the earliest point. Interventions are then accessed to ensure children make progress.</p>
<p>Strategies to support the development of literacy (reading /writing).</p>	<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> <ul style="list-style-type: none"> Phonics interventions Small group writing interventions Handwriting support Reading interventions – reading one to one with an adult Project X (reading intervention) Look and say programme (High frequency words) Precision teaching Beat Dyslexia programme SNIP Literacy Comprehension activities <p>Children have access to individual netbooks or iPads with access to paid for websites such as Collins Big Cat, Spelling Shed and Phonics Play.</p>
<p>Strategies to support the development of numeracy.</p>	<p>Children complete a daily ‘Fast Five’ that focuses on retrieval practice of key mathematical skills. Each class has a range of maths, manipulatives that are used daily to support children with their understanding. Small group interventions by TAs or teacher. All children have access to TTRS.</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</p>

	<p>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 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. 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 8.00 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</p>	<p>All staff at Oakfield take into consideration the Equality Act 2010. This legislation places</p>

(including school trips) working alongside their peers who do not have SEND?	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.'
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<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 • Mental Health Weeks and days. • Circle time in class • 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 • ELSA
What strategies can be put in place to support behaviour management?	<p>Use of the school's behaviour policy and implementation of school behaviour management programme. Where appropriate, individual behaviour plans and then, if necessary, support plans are put in place. School's behaviour policy is adapted for children when needed. A range of strategies are used:</p> <ul style="list-style-type: none"> • ELSA and nurture groups • STAR or ABC charts used • Meet and greet at the start and end of the day • Regular daily check-ins with designated adult • Time-out support • Brain breaks/sensory time given • Strategies in place for unstructured times of the day e.g. alternative location for break time • Restorative practice • Calm scripts used • Regulation stations • Positive behaviour rewarded (Daily Dojo, weekly Headteacher award, termly postcards, Dojo recognition points)

	When necessary, a referral might be made to the Educational Psychologist service to provide additional support for children with challenging behaviour.
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<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>
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	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.
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	We believe that a good home-school partnership is one of the keys to successful learning. Our Family Support Worker works closely with our families to make sure support is provided at the earliest opportunity. 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.
How additional funding for SEND is used within the school with individual pupils.	In common with all maintained schools in Halton, Oakfield is allocated funding for all pupils including those with SEND and we meet pupil's needs through this (including additional support and equipment). This budget is

	<p>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.</p> <p>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: Rhianna Downey</p>	
<p>Headteacher name/contact: Joanne Makin</p>	
<p>ANNUAL REVIEW 2023-2024</p>	
<p>Completed by: _____ Date: _____ 2024</p>	