

Oakington C of E Primary School SEND Information Report and the Local Offer

What is the Local Offer?

The Children and Families Bill became enacted in 2014. This means that local authorities and schools are required to publish and keep under review information about services they expect to be available for children and young people with Special Educational Needs and/or disabilities (SEND) aged 0-25. This is the 'Local Offer.'

<http://www.cambridgeshire.gov.uk/send>

Special Educational Needs and Disability (SEND)

Our Primary School is an inclusive school and may offer the following range of provision to support children with SEND, where the school has identified a need and staffing levels allow.

The progress of every child in our school is assessed, monitored and discussed in termly pupil progress/structured conversation meetings. If any child is not making the progress we would expect, this is discussed with parents and support is put into place. Pupils are given a Pupil Passport with shared targets which are regularly monitored and reviewed.

Our school Headteacher and SENCo, Mrs Sally Daggianti, is responsible for advising class teachers about the provision they make for children with SEND and for overseeing our whole school provision. An appointment to see her can be made through the school office.

All the interventions at our school are delivered by staff who have had training in running these groups. The provision in these groups is overseen by our SENCo.

<p>Interventions</p> <ul style="list-style-type: none"> • The effectiveness of every intervention run in school is monitored by the use of pre intervention baseline assessments, which are repeated at least termly to monitor the impact the support is having on the children. Interventions are then modified if necessary in light of these assessments. • A whole school provision map is updated termly
<p>Social Skills programmes/support including strategies to enhance self-esteem</p> <ul style="list-style-type: none"> • practical skills programme for a small group of children
<p>Access to a supportive environment – IT facilities/equipment/resources (inc. preparation)</p> <ul style="list-style-type: none"> • Use of appropriate visual timetables • Pre-teaching of strategies and vocabulary • Access to a laptop/ computer • Supportive computer programmes e.g. Clicker • Specialist equipment to access the curriculum • A dyslexia friendly environment
<p>Strategies/programmes to support speech and language</p> <ul style="list-style-type: none"> • Interventions from Speech and Language Therapy Service (if the child meets the threshold level required for their support) • Implementation of their programmes by Elklan trained TAs • Support from a member of staff trained in speech and language strategies • Talking partners/ Time to Talk programmes
<p>Mentoring activities</p>

<ul style="list-style-type: none"> • Use of talk partners • Friendship patrol/listening ear TA • Use of peer mentoring/ peer mediators • Support from external agencies • Play leaders
<p>Access to strategies/programmes to support Occupational Therapy/Physiotherapy needs (if the child meets the threshold level required for their support)</p> <ul style="list-style-type: none"> • Interventions from an Occupational Therapist/Physiotherapist • Delivery of a planned Occupational Therapy/Physiotherapy programme by a trained TA • Gym Trail programme
<p>Strategies to reduce anxiety/promote emotional wellbeing (including communication with parents)</p> <ul style="list-style-type: none"> • Individualised programmes of support implemented consistently by all staff • Counselling • Referral to appropriate outside agencies eg CAMHS (should the child meet their thresholds) • School nurse • Nurture groups • Achievement for All programme • Lego therapy • Social stories • Talkabout
<p>Strategies to support/develop literacy inc. reading</p> <ul style="list-style-type: none"> • Individualised reading • 'Rapid Writing' ; 'Early Literacy Support', 'Further Literacy Support', delivered by TAs • Accelerate-Write • Use of SEN friendly resources • Programmes of work tailored to the needs of children with severe SEN • Use of writing slopes, pencil grips and wedge cushions
<p>Strategies to support modify behaviour</p> <ul style="list-style-type: none"> • Use of school's behaviour policy and PSHE policy • Anger management/ use of quiet areas/ time out zones • Home /school link books • Regular meetings with parents • Behaviour plans to ensure a joint home-school approach
<p>Strategies to support/develop numeracy</p> <ul style="list-style-type: none"> • Small group support in class through guided teaching • Max's Marvellous Maths • Numeracy booster groups • First Class@ Number 1 and 2 • Numicom
<p>Provision to facilitate/support access to the curriculum</p> <ul style="list-style-type: none"> • Small group support from a TA/ class teacher • One-to-one support in the classroom from a teaching assistant to aid access through support or modified resources/ language (if the school feels this is needed) • Individualised curriculum where necessary • Provision of quiet workstations to enable children to focus • Support for children to enable them to participate in school trips/ residential visits

<p>Strategies/support to develop independent learning</p> <ul style="list-style-type: none"> • Use of visual timetables, checklists, personalised success criteria • Visual support e.g. sequenced pictures, mind maps etc • Scaffolding e.g. writing frames, story maps, task plans • Access to personal ICT • 'Chunking' activities • 'Dyslexia friendly' classrooms e.g. word mats • Accessible resources • Use of step in, step out support to encourage independence
<p>Support/supervision at unstructured times of the day including personal care</p> <ul style="list-style-type: none"> • Named teaching assistant at play time • Named midday supervisor at lunchtime
<p>Planning and assessment</p> <ul style="list-style-type: none"> • Secure and regular tracking of individual progress • Assertive mentoring • Regular review of targets with child and parents • Differentiated planning to cater for the needs of all our children • Access arrangements to enable children who have SEND to have scribes, readers and/or extra time for KS2 SATs test if they are entitled.
<p>Liaison/Communication with Professionals/Parents, attendance at meetings and preparation of reports</p> <ul style="list-style-type: none"> • Liaison with a wide range of professionals (educational psychologists, speech therapists, school nurses, family support workers, parent partnership) • Regular progress meetings with parents • Support for parents who have concerns • Explanation of professional reports to parents • Work to ensure smooth transition from pre-school into school and from primary school into secondary school, and between classes while within the school
<p>Access to Medical Interventions</p> <ul style="list-style-type: none"> • Strategies for the use of personal medication for specific long term medical needs e.g. asthma • Implementation of Health Care Plans • Access to the school nurse services • Individual support plans for pupils with short-term medical needs (e.g. a broken leg or arm) • Trained support for life-saving interventions (e.g. epi-pens for allergic reactions) • All staff asthma and epi-pen trained

In the event of any concerns about our school's provision for children with SEND, parents should in the first instance discuss their child's needs and the provision that has been made with their child's class teacher. Any concerns that have not been addressed by this should be taken to the SENCo/ Head teacher. The school's governing body are the final point of contact for these concerns; our school's SEN governor is Anne Christie.