

This page is part of the SEN Local Offer & SEN Information Report for Oakworth Primary School.

Under the Children and Families Bill which becomes law in 2014, Local Authorities are required to publish, and keep under review, information about services that they expect to be available for children and young people with disabilities and Special Educational Needs aged 0-25. This is called the Local Offer. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for professionals in understanding the range of services and provision in the local area.

SCHOOL NAME:	Oakworth Primary School		
TYPE OF SCHOOL:	Mainstream Primary School Academy Converter.		
ACCESSIBILITY:	Fully wheelchair accessible	No – Ground floor only	
	Auditory/Visual enhancements	2xKS1 Classrooms, Nursery & Hall – Auditory equipment	
	Other adaptations:	<ul style="list-style-type: none"> - Disabled Toilet / Shower facilities - Ramped entrances/exits - Tinted screens on Class Smartboards 	
CORE OFFER:	Are you currently able to deliver your core offer consistently across all areas of your school? Yes		
POLICIES	Are the schools policies available on its website (or from School Office) for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUAL OPPORTUNITIES	Yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010		Yes
RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	Areas of Strength:		
	<ul style="list-style-type: none"> • Highly trained Teachers and Teaching Assistants with a range of expertise. • Well planned lessons ensuring the highest possible expectations of children with SEN and all pupils in the class. Good differentiation and resources/staffing to meet individual need. • Use of multi-sensory teaching and learning strategies to engage and support children in their learning. • Use of multi-media resources. • A creative curriculum that encompasses and encourages children to develop and show their areas of strength and talent. • Use of ELKAN strategies across school and Nursery classes. • A wide range of inclusive extra-curricular activities and after-school provision. • Strong transition links from playgroup/home–Nursery, throughout school, Y6–Secondary. • Community and Parent involvement – family activities provided in school. 		
	Specialist Facilities/Equipment to support SEND:		
<ul style="list-style-type: none"> • All staff attend regular in-house training to update their knowledge and inform practice with children who have Special Educational Needs. Several staff in school have attended specific training and form a Communication Group to share resources and strategies with other staff. Currently this group includes; The SENCO and One HLTA who have completed the ELKAN Communication Counts Training who support the implementation of communication friendly strategies, 2 Teaching Assistants who are Earlybird+ trained (Autism). • All CTs, TAs and Lunchtime Staff have received ELKAN training on Communication Friendly strategies to develop understanding of speech & language and how this impacts on learning and positive behaviour. • Use of additional resources to support learning including; voice recorders, ipads, pencil grips etc • Additional assessment, screeners and checklists used to help identify needs. • We take a small group of identified children to Clockhouse each week to develop their social and life skills and ensure we make use of facilities available in our local area. • Children’s needs are assessed on an individual basis and the correct adaptations, resources and equipment are provided, following advice from external support services (Bradford LA and health professionals) as well as in school daily provision as part of good practice. 			
Input from Therapists/Advisory Teachers/other specialist support services:			
We have access to a range of Specialist and Advisory Teachers through the Local Authority support services (Cognition & Learning Team-Learning Difficulties, Communication & Interaction/Autism, Educational Psychology, Behaviour Emotional and Social Difficulties Team, Pre 5-Early Years’ Intervention Team, Physical Difficulties, Visual & Hearing Impairment Teams). We involve parents in referrals to appropriate services to offer additional assessment, advice and support for individual children and the staff supporting them. We have good links with the support hubs provided by the Autism team which staff can attend each half term.			

	<p>We also have access to Speech & Language Therapy, School Nurse and other health services through Airedale. In school we have the SENCO, Pastoral Support Assistants and Parent Involvement Worker who all provide support to children and families in their own specialist areas.</p> <p>We use our Academy colleagues for help and advice and use their staff where needed.</p> <p>Breakfast and After School Club: Yes - daily before and after school provision.</p>
<p>INCLUSION</p>	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> • School has Ekklan accredited status (2017) • All pupils are included in Class and School activities including Class topic ‘Wow starts’ and ‘Fab finishes’, curriculum enhancing activities (visitors, local events) and school trips. Where necessary additional support is provided or activities are adapted to enable pupils to join in. • All classes have a Teaching Assistant to support learning and extra staffing is provided if individual needs require this to enable that child to access learning and make further progress. • Our Pastoral Support Assistant provides nurture support 1:1/groups and offers support for parents. We also have a Parent Involvement Worker who liaises regularly with parents and encourages parents/carers to be involved in the school community and their child’s learning by organising an array of fun and educational activities. • We have a buddy system where all children are paired with a child from another class. <p>What proportion of children currently at the school have an SEND) →</p> <p>Total number of children on SEN children in School in register is 36. This is around 8%.</p> <p>Some children receive support purely for Speech & Language & may attend speech therapy (with no other SEN).</p> <p>Range 2 (SA) & Range 3 (SA+) 34 children</p> <p>Range 4 Statement of Educational Need (Education Health Care Plan): IEP = 2 children</p> <p><i>Additional, specific assessments are carried out by the SENCO & other specially trained staff in school, with children at all Ranges to help identify barriers to learning, support effective provision, identify strengths and next steps.</i></p> <p>The Children’s Special Educational Needs include: Learning Difficulties; Irlen (use of coloured overlay or tinted lenses); Specific LDs-Dyslexia, Autism; Communication & Interaction; Speech & Language difficulties; Behaviour, Emotional & Social Difficulties; Social skills; Motor coordination; Developmental delay; Hearing impaired (hearing aid).</p> <p><i>* Please note that these figures constantly fluctuate as we respond rapidly to individual children’s needs and therefore children move between Ranges dependent upon the level and type of additional provision they require to meet their needs at any particular time.</i></p>
<p>PARENT SUPPORT INVOLVEMENT/ LIAISON</p>	<p>How do you involve/support the parents of children with an SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • We aim to work fully in partnership with parents/carers and offer a range of opportunities for you to meet with your child’s Class Teacher, the SENCO and other members of staff supporting your child, including external support services, on a regular basis. • We have termly Parents’ evenings when you can discuss how your child is getting on, any concerns and any additional provision being made. If your child is receiving additional support in school, the Class Teacher or SENCO may also invite you to attend an IEP (Individual Learning & Provision Plan) review meeting where your child’s individual targets, progress and next steps can be discussed and agreed. Class Teachers and the SENCO are available to meet at other times should you wish to talk to someone in between review meetings and parents’ evenings. • We can provide you with information about training courses and voluntary parent groups (such as AWARE who provide clubs for children with additional needs). • Our Pastoral Support Assistant and Parent Involvement Worker are available for parents to talk to and provide essential home-school links. They signpost families to additional support. <p>How will the school prepare children with an SEND to join their next setting/school/college/stage of education or life?</p> <p>We have good relationships with our local secondary schools and will ensure contact with the transferring school should your child move mid-year or to another area. We will contact the SENCO at their new school to ensure they know about any special arrangements or support that needs to be made. We liaise with secondary schools to arrange additional transition visits or for staff from the transferring school to visit your child here at Oakworth. We ensure all relevant documents for your child are passed on confidentially to ensure that staff working directly with your child are aware of support, strategies and resources and can ensure a smooth transition.</p>
<p>OTHER INFORMATION</p>	<p>What else do you think parents would like to know about your school?</p> <p>If you have a question that this document has not provided the answer to, or would like to know more about a specific aspect of Special Educational Needs provision please go to our SEN FULL LOCAL OFFER which can be found under the Policies section of the school website.</p>

COMPLETED BY:	Mr J Travers - SENDCO
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