

The Local Offer or Summary of Provision for children and young people with special educational needs or disabilities **(SEND)**

Oxenhope Church of England Primary School

We are a caring, Christian school that aims to provide a high quality of education to all our pupils within a secure and loving environment. We hope that our children move on with confidence, positive memories and lasting benefits from their time spent with us.

The Children and Families Act 2014 section 20 defines when a child has special educational needs (SEN). This is when they have a learning difficulty or disability and they need special educational provision (SEP) to be made for them. SEP is defined as any education or training provision which is additional to or different from that generally made for others of the same age.

When a potential special educational need has been identified, a graduated approach which involves assessing, planning, implementing and reviewing the approach taken with the child becomes increasingly personalised. This cyclical process, as we build a deeper understanding of the child's needs, enables school to continually reflect upon the approach taken.

The graduated approach based on the guidance from Bradford Metropolitan District Council's Children's Services for SEN is used to inform the provision in place for each child identified as having special educational needs.

This is based on a four range structure which takes account of the following areas of need: Autistic Spectrum Condition, Speech, Language and Communication needs, Moderate learning needs, Specific learning needs, Behavioural, social and emotional needs, hearing impairments, visual impairment, multisensory impairment and physical difficulties.

At Oxenhope Church of England Primary School, our offer for Ranges 1 to 4, for each area of SEN, can be accessed through the above hyperlink to Bradford Local Authority's guidance. If a child falls into Range 4 or above, an Education, Health and Care Plan. The support provided in school will therefore follow the detailed provision in the statement / plan.

Name of School	Oxenhope Church of England Primary School
Type of School	Mainstream
Accessibility	<p>Visual enhancements</p> <p>Adapted / disabled toilet and shower</p> <p>Wide corridors and doors</p> <p>Slopes to entrances</p> <p>Children's space all on one floor</p>
Agencies that can be accessed	<p>Speech and Language Service</p> <p>Educational Psychologist</p> <p>Specialist Advisory Teachers from Local Authority e.g. learning difficulties teacher, autism specialists,</p> <p>specialist teachers for children with social, emotional, behavioural difficulties</p> <p>School Nurse</p> <p>CAMHS (Child Adolescent Mental Health Services)</p> <p>Bereavement, domestic violence support groups</p>
Provision Unique To School	<p>Experienced Inclusion Manager/Senco</p> <p>Experienced team of teaching assistants who are involved in whole school development</p> <p>Experienced Learning Mentor</p> <p>Parental Involvement Worker who has strong links with local Children's Centres and other professionals in the local area who work to secure improved outcomes for children and their families</p>

	Dedicated space for small group work
Consultation with Parents	<p>School has an open door policy and you are welcome to make an appointment at the office to speak to a member of staff. When a child is placed on the SEN register, parents become involved in the graduated approach of the assess, plan, do and review system. Parents will be involved all stages of this system. For further details of SEN processes in school, please see the SEN policy.</p> <p>Parents of a child with an EHCP will access 3 meeting per year plus one annual review meeting</p>
Before and after school activities	SEN children can access all extra-curricular activities as well as childcare provision. If needed, additional resources will be deployed to support the inclusion of children with special educational needs.

Information to Support Parental Understanding of Special Education Provision

Key Individuals in School Responsible for SEN Provision

1. The SENCO

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy and provision mapping to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - o involved in supporting your child's learning
 - o kept informed about the support your child is getting
 - o involved in reviewing how they are doing.

- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

2. Class/subject teacher

Responsible for:

- Quality First Teaching.
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCO know as necessary.
- Writing Graduated Approach Plans where required, and sharing and reviewing these with parents at least once each term and planning for the next term.
- Ensuring that all staff working with your child in school are supported to deliver the planned provision for your child, so they can achieve the best possible progress – this may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

3. Head teacher

Responsible for:

- The day to day management of all aspects of the school – this includes the support for children with SEND.

The Head teacher will give responsibility to the SENCO and class teachers but is still responsible for ensuring that your child's needs are met.

The Head teacher must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND

4. SEN Governor

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND

5. Parents

If you have concerns about your child's progress you should speak to your child's class teacher.

How will school let me know if they have concerns about my child's learning?

If your child is identified as not making expected progress or has additional needs the school will set up a meeting to discuss this with you in more detail and to:

- Share initial concerns between school and home
- Review the provision that has been in place for your child and the impact of this provision
- Arrange additional support or interventions your child may need
- Discuss any further referrals to other professionals if necessary
- Explain and agree the review process that will be in place for your child

How is extra support allocated to children?

The school budget, received from Bradford LA, includes money for supporting children with SEND.

- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including:
 - o the children getting extra support already
 - o the children needing extra support
 - o the children who have been identified as not making as much progress as would be expected
 - o deciding what resources/training and support are needed.
- All resources/training and support are reviewed regularly and changes made as needed

What are the 'Ranges of Needs'?

Bradford Council have identified 7 'Ranges of Need' for pupils with SEN. Within a mainstream school it is expected that provision will be made for pupils within Ranges 1-3 (and 4 dependent on the individual child).

If a child has a Statement of Special Educational Need or an Education, Health and Care Plan, in which our school is named, then we provide the support detailed in the plan.

For further information about the Ranges at Oxenhope School for each area of need please click on guidance from Bradford Metropolitan District Council's Children's Services for SEN

What support do we have for you as a parent of a child with SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCO is available via an appointment to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- Graduated Approach Plans will be reviewed with your involvement each term as appropriate.
- Homework will be adjusted as needed to your child's individual needs.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- There are a number of parent support groups such as Parent Partnership, Bradford Families Information Service and Peer workshops
- The school's Parental Involvement Worker is available

What are the different types of support available for children with SEND?

Your child will receive:

- Quality First Teaching.

Your child may receive:

- Specific small group work
- Specific targeted work on an individual basis as part of a small group
- Specialist individual support or sessions from specialist teachers or other professionals
- Specified 1:1 support during lessons and or/ playtimes

Who are the other people providing services to children with a Special Educational Need or Disability in this school?

- Autism Spectrum Team
- School Nursing Team

- Cognition and Learning Service
- Educational Psychology Team
- Child and Adolescent Mental Health Service (CAMHS)
- Health Services as appropriate
- SEN Early Intervention Team
- Behavioural, Emotional and Social Difficulties Team
- Barnardos

For more information please go to our Early Help Offer, via the school website.

Written by – Alice Jones 6.9.18

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