Oxenhope Church of England Primary School

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

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Our School Vision

We are a community where each person is valued by God. We nurture confidence, delight and discipline in seeking the skills needed to shape life well.

Life in all its fullness; John Chapter 10 v 10.

At Oxenhope our school values are:

Love	'Love your neighbour as yourself' Luke 10 v 27 Just like Jesus was 'moved with compassion' we want to instil the children of Oxenhope with selfless kindness towards others. The ultimate aim is to do good to other people, whoever they may be.
Service	'Serve one another in love' Galatians 5 v14 At Oxenhope we actively seek opportunities to work together to help others. As even Jesus washed the disciple's feet we can learn from his example and seek to do good where we can, both locally and globally.
Forgiveness	'Forgive us our sins as we forgive those who have sinned against us.' Luke 11 v 4 These are the words we quote in our school prayer. As we appreciate how much we have been forgiven, we can forgive others.
Courage	"Have I not commanded you? Be strong and courageous. Do not be afraid; do not be discouraged, for the LORD your God will be with you wherever you go." Joshua 1 v 9 It is important that the children go from Oxenhope with a determined strength that they can bravely overcome whatever challenges they are faced with.
Endurance	**'**Be joyful in hope, patient in affliction, faithful in prayer.' Romans 12 v 12 Jesus' followers are challenged to think of life like a race. However - NOT a short sprint but a marathon! The bible says that we are made stronger for the future every time we endure and refuse to give up. We teach our children to persevere and not give up hope.
Respect	'So, in everything, do to others what you would have them do to you.' Matthew 7 v 12 At Oxenhope we teach children how to value others, whoever they may be, and celebrate what makes us different and unique.

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. (https://bso.bradford.gov.uk/content/send-documentation)

It takes into account 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 each area of SEND can be accessed through the above hyperlink to Bradford Local Authority's guidance. If a child falls into the 'SEN Support' or 'EHCP' category then we will begin the process of implementing an Assess, Plan, Do, Review cycle and a personalised plan will be created. The support provided in school will therefore follow the detailed provision in the plan.

Name of School	Oxenhope Church of England Primary School
Type of School	Mainstream
Accessibility	Visual enhancements Adapted / disabled toilet and shower Wide corridors and doors

	Slopes to entrances Children's space all on one floor
Agencies that can be accessed	Speech and Language Service Educational Psychologist Specialist Advisory Teachers from Local Authority e.g. learning difficulties teacher, autism specialists Specialist teachers for children with social, emotional, behavioural difficulties School Nurse CAMHS (Child Adolescent Mental Health Services) Bereavement Domestic violence support groups
Provision Unique To School	Experienced Inclusion and nurture team Fully qualified SENDCO Experienced team of teaching assistants who are involved in whole school development Experienced Pastoral Manager who has strong links with professionals in the local area who work to secure improved outcomes for children and their families Pastoral Assistant Dedicated space for small group work
Consultation with Parents	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 SEND 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 SEND processes in school, please see the SEN policy. Parents of a child with an EHCA will access 3 meeting per year plus one annual review meeting
Before and after school activities	SEND 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.
Broad areas of need that are supported	Communication and Interaction, Cognition and learning Social, Emotional and Mental Health difficulties, Sensory and/or Physical needs

The areas of support and experience Oxenhope C of E Primary currently offers to meet needs of children and young people with SEND:

Pupils are supported through daily 'quality first teaching' within their age appropriate year group. All classes have timetabled support from highly skilled Support Assistants to ensure pupils are provided with support at the point of contact and when needed.

Support Assistants supporting pupils with SEND deliver certain interventions. These are maths, English or phonics based. Pupils are also supported through structured reading, writing and mathematical intervention lessons within the normal classroom teaching schedule.

Support Assistants providing the Literacy and Mathematical support are all trained in delivering and assessing the highly structured programmes.

All support is overseen by the SENDCO (Heather Cooper).

Pupils with social and emotional and or Mental health difficulties are supported from the Pastoral Manager and Pastoral Assistant (Gillian Dyson and Laura Smales) and complete weekly check-ins, self-regulation, friendship groups, and directed work as advised by recommendations from Boxall Assessments or outside professionals and all are overseen by the SENDCO.

Pupils with specific physical difficulties are supported by bespoke programmes which are designed by with physiotherapists and occupational therapists who are key to providing the correct support.

The SENDCO oversees the programmes and ensures that staff working directly with pupils are fully trained and that training is updated yearly, or when needed.

Pupils with specific communication and interaction difficulties are supported by the school SALT (Speech and Language therapist) and the local Autism Outreach Service. Support is sought when needed but is also provided on a termly basis. The SENDCO meets with the outreach service termly to plan targeted support for individual pupils. All ASD children attend interventions which are recommended on their diagnosis. These are either lead by the Pastoral Team or the Support Assistant.

All children including all those children on the SEND register access PSHE lessons. Lessons include; road safety, health and hygiene, home safety, stranger danger, cooking and food preparation lessons, visits to the local elderly residential home to play games/read stories and craft activities, learning to ride bikes (using the local adapted bikes at the park), reading a timetable, following a timetable and catching a bus. These are just some of the topics lessons that pupils participate in over the year.

The aims of our SEND policy and practice are to:

Provide pupils with SEND with individualised programmes of support to ensure they make the best possible progress from their starting point. To provide quality first teaching with targeted in class support with individualised learning targets that aim to provide next steps in learning.

What policies do you have for the identification and assessment of pupils/learners with special educational needs and disabilities?	• SEND Policy • Accessibility and Disability Policy • Accessibility Plan
How will you evaluate the effectiveness of your provisions for these pupils/learners? What arrangements do you have for assessing and reviewing the progress of these pupils/learners?	• Termly pupil progress meetings - all teachers involved and look at pupil progress and next steps for learners • Annual reviews for pupils with an Education Health and Care Plan • Termly discussions with the SENDCO– looking at targets, steps achieved and next steps in learning to take place • Concerns documentation – staff collate information showing areas of concern, strategies used, changes to routines/timetable/provision

	• Termly 'Small Steps' meetings– the SEND team meet with parents and pupils to talk about achievements and progress and look for ways forward and next steps in learning. Pupil Passports are discussed at these meetings and shared with parents to ensure they are fully involved in pupil learning and next steps
What is your approach to teaching these pupils/learners?	• Pupils are in the first instance supported through 'Quality First Teaching' within their age appropriate year group • Pupils who are working two years+ behind their peers, are given a Pupil Passport that aims to close gaps in basic skills for both Literacy and Mathematical development. Teachers are responsible for updating Pupil Passport and setting the next steps on their learning journey. Pupils requiring an Pupil Passport will be given additional support within the classroom during Literacy and Mathematics sessions and or when needed; for example: during PE sessions if a pupil has a physical disability. • All pupils are withdrawn at some point during the week to work on Pupil Passport targets and some pupils are withdrawn for additional specific learning programmes • Some pupils also require 1:1 support within the classroom for specific learning difficulties – this support is not for 100% of the time and is tailored to the child specific area of need. Pupils requiring 1:1 support are sometimes provided with an Education and Health Care Plan. EHC Plans are reviewed annually • Pupils with a physical disability are given physiotherapy (if needed) on a daily basis and are overseen by the appropriate physical intervention services. The SENDCO is responsible for ensuring all physiotherapy sessions are carried out.
How will you adapt the curriculum and learning environment for these pupils/learners? How will you provide additional support for learning to these pupils/learners?	• The curriculum is adapted for pupils when necessary, either through support, differentiated learning challenges, adaptations to furniture (e.g. handrails, writing slopes, foot blocks for the classroom, quiet learning zones for children with ASD who need time away from the classroom and a physical intervention support room for pupils with severe physical disabilities) • Pupils with dyslexia or other reading/writing diagnosed conditions will be provided with reading and writing overlays, as needed, coloured books, as needed and teachers will be made aware that they may need to sit with their backs to windows with the blinds closed in order to reduce the glare from the sunlight. All pupils with identified Dyslexia will also follow an intervention programme.

	• Pupils with specific mathematical difficulties are assessed and follow a specialised 'Dyscalulia' programme which focuses on developing basic mathematical skills and concepts • Learning environments are assessed yearly for ease of access and appropriateness for pupils with physical disabilities and or learning disabilities – environments are adapted as far as possible without taking away from the school environment policy – if environments are deemed unsafe, due to physical disabilities then they will be adapted. • Access to and from the school/classroom is reviewed yearly– access is adapted when and where needed. (for example: a ramp for wheelchair access to the back entrance of the school, yellow paint markings around any steep steps/dips in the pavement and ramps for access the main school entrance and Foundation Stage area). • At times some children may require additional support from the school 'Emotional Well-being and Behaviour support worker.' Children needing this specialised support will be given a personalised plan and have regular check-ins and time to talk about their feelings/behaviour and personalised situations.
What training is available to staff supporting children and young people with SEND?	• Reading and Mathematical Intervention training is given to all Support Assistants working on a specialist programme of support. Monitoring of these programmes is done as part of the school's appraisal cycle. Support Assistants liaise with the SENDCO to ensure information sharing is key to pupil success and achievement. • All Teaching staff are trained on an annual basis with key messages, changes in SEND law and policy • SENDCO attends annual training and Workstream and disseminates information to teaching staff and the SEND team • Support Assistants working 1:1 for pupils who have specialist care plans or specialist's difficulties are kept up to date with training from outside agencies • Support Assistants are provided termly whole school training as part of the school professional development programme – this training is based around whole school issues but is transferable to all groups of learners • Support Assistants working with pupils who have Speech and/or language difficulties are given weekly training from the schools SALT and this training is ongoing for as long as the child needs support

What specialist services and expertise are available or accessed to support these pupils/learners?	Services include: Educational Psychologist Service AWARE ASD Hubs Speech and Language Therapist Service NHS Speech and Language Therapist service IPASS – Integrated Physical and Sensory Service Pupil Referral Unit – Support for pupils with behavioural difficulties Physiotherapist service Occupational Therapist Service CAHMS Early Help
What activities are available for these pupils/learners, outside of the classroom?	Pupils are fully integrated into school life and are able and encouraged to attend any out of school or extra-curricular clubs.
How will we prepare and support these pupils/learners when transferring to a new school?	• Parents, teachers and pupils are invited to attend transition meetings • Teachers pass on relevant information to next teacher. • Year 6 EHCP transitions, staff from the chosen secondary are invited to attend meeting • Where appropriate children will spend time in their new phase before transition • Year 6 pupils are part of the Secondary Transfer system and will have a visit to the school prior to their attendance – sometimes they are invited to attend a weekly transfer session for 4 weeks prior to their transition week at the end of the Summer Term

	• ASD pupils will have a picture/photograph book sent home for the summer holidays – the book will show them their new classroom, teacher, place to site, where their belongings are kept, toilets and any new equipment they will use in the classroom. Pupils will also have ample opportunities to visit the classroom and meet with the teacher prior to the transition week that the whole school participate in for the last week of the school year
How will parents/carers be involved in discussions about and planning for their child's education?	• Termly 'Small Steps' meetings – meeting with the SENDCO and conversations around pupil progress, achievements and next steps • Pupil Passports are used to gather information about pupils, parents, support and medical needs • Pupil Passports targets are discussed with the pupil and parent as part of the SEND meetings • Informal meetings with parents when requested • Interim reviews for new EHC Plans – 6 weeks after the plan has been issued – check in with the parent to talk about how the pupil has settled into the school, additional support needed for parent and pupil • From time to time the needs of pupils change significantly – when this happens the SENDCO and or Parent will request a meeting to talk about changes next steps and support.
How will children/young people be involved in discussions about and planning for their own education?	• Pupil Passport targets are discussed with the pupils • Termly discussions prior to parent consultation meetings – pupils are given time to talk with their teacher, look through their books and discuss their strengths, progress and areas of need. Pupils are asked what support they feel they need to move their learning forward
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
Who are the SEND team in school?	Heather Cooper - SENCO Alice Jones – Headteacher Gillian Dyson – Pastoral Manager Laura Smales – Pastoral Assistant Jane Topham – SEND Governor
How do you contribute to the publication of the local authority's local offer?	https://localoffer.bradford.gov.uk/ - link to the Bradford Local Offer

Information to Support Parental Understanding of Special Education Provision

Key Individuals in School Responsible for SEND 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 teacher (Cognition and learning needs, physical and medical needs and sensory needs) and the Pastoral Manager (SEMH needs)

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 Pupil Passports 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. SEND Governor

Responsible for:

• Making sure that the necessary support is made for any child who attends the school who has SEN

5. Parents

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