

Special Education Needs and Disability Information Report

September 2023

Introduction

This report has been written to help parents have a better understanding of how we support children at Oldfield with special educational needs and disabilities (SEND). It has been written in consultation with parents and we hope it is both helpful and informative.

We use the SEND Code of Practice published by the Department for Education (DfE) in 2014 (Special educational needs and disability code of practice: 0 to 25) and the EEF Special Educational Needs in Mainstream Schools Guidance Report's (October 2021, Guidance Report SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS) evidence-based recommendations to guide our support of pupils with SEND at Oldfield.

The SEND Code of Practice divides special educational needs and disabilities into four areas (6.28):

- Communication and Interaction (C&I)
- Cognition and Learning (C&L)
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical (S&P)

The DfE's description of these four broad areas of need are in the appendix to this document.

1.	Who is our Special Educational Needs and Disabilities Coordinator (SENDCo)?	Nikki Bailey nikki.bailey@oldfield.cheshire.sch.uk 01244 292 426
2.	Who is our SEND Governor?	Deanne Morris deanne.morrisgovernor@oldfield.cheshire.sch.uk
3.	Who are the best people to talk to at Oldfield if I have concerns about my child?	Your child's class teacher is always the best person to talk to first to initiate a discussion around your concerns. We recognise that parents know their children best and identify the value of parental voice and input around children's development (SEND Code of Practice, 6.20). You can contact individual class teachers directly via email (their email addresses are on our school website, on their individual class pages). If you would like to discuss any concerns regarding your child further, you should contact our SENDCo.
4.	How do we identify pupils with SEND	We consider factors including: Concerns raised by parents/carers and/or teachers.

	<p>who need additional help with their learning?</p>	<p>If pupils are performing well below age related expectations and making little progress despite their best efforts and despite targeted interventions.</p> <p>Information passed to us from a previous school or nursery setting.</p> <p>Information shared by external agencies and professionals (for example, a GP or a physical health diagnosis from paediatricians).</p> <p>These additional needs may be as a result of SEND, which cover the four areas of need mentioned above.</p> <p>SEND are identified through the gathering of evidence relating to progress, attainment, learning behaviours, social interaction and ability to access the curriculum and school life in general.</p> <p>Class teachers and Senior Leaders in school track children's attainment and progress regularly; if a child is identified as not making expected progress according to age-related expectations staff will discuss this with parents/carers in more detail and explore this further. Initially high quality teaching is targeted at their areas of difficulties. If progress is less than expected then those working with the pupil (Class Teacher or Teaching Assistant, for example) and the SENCO will assess if the child has SEN. This is in line with the statutory guidance in the SEND Code of Practice (6.18 and 6.19).</p> <p>It is our aim to identify SEND as soon as possible in order for us to plan and support children in achieving their potential. Actions are taken at the earliest opportunity to support pupils through in-class support or interventions to address any needs. If the targeted support does not have the desired outcome, following consultation between the teacher, SENDCo and parents, children's needs are explored further and it may be agreed that the pupil is placed on the SEND register and a plan, do, assess, review cycle is completed.</p> <p>Identification of some SEND is made by other professionals, using data and information from school and parents to support identification. These areas of identified need include pupils on the autistic spectrum, those with dyslexia, dyspraxia and attention-deficit hyperactivity disorder. If the identified need impacts significantly on the pupil's ability to access teaching and learning, then the pupil will be placed on the school SEND register.</p>
5.	<p>What are our arrangements for assessing and reviewing pupil's progress towards</p>	<p>The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils in line with statutory guidance in the SEND Code of Practice (6.5). School has access to a range of different assessment tools to measure and track progress. Pupil progress and the provision</p>

	outcomes?	<p>is continuously monitored and evaluated and formally reviewed at least termly.</p> <p>Assessment is regular and purposeful (EEF Guidance Report, page 16), building an ongoing, holistic understanding of the children's needs. In line with the SEND Code of Practice (6.45 6.56), we use a plan, do, assess, review cycle to monitor the impact of interventions and support. Hard and soft data is gathered to support future planning needs, alongside advice from outside agencies, the views of the parents and pupils and our professional knowledge and experience.</p> <p>We recognise that slow progress and low attainment do not necessarily mean that a pupil has SEN. As the SEND Code of Practice (6.23) guides us, slow progress and low attainment do not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it isn't assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, if left unaddressed, can lead to pupils not achieving their potential and / or feelings of frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.</p> <p>We monitor children throughout their time at Oldfield as we recognise, for some pupils, SEN can be identified at an early age. However, for other pupils, difficulties become evident only as they develop (SEND Code of Practice, 6.20).</p> <p>External professionals including Speech and Language therapists and Child Adolescent Mental Health Services (CAMHS), can be involved in assessing and reviewing progress and sharing this information with schools, if parents give their permission.</p> <p>Pupils are encouraged at the earliest opportunity to review their own progress and engage in discussions and active participation in their own next steps. We recognise it is in the best interests of children for parents and school staff to be working together and we actively encourage parents to be involved in discussions around progress, impact and next steps.</p> <p>In line with the SEND Code of Practice, 6.60 school staff provide the opportunity to meet with parents at least three times per year.</p> <p>We recognise the value of increasing parental engagement.</p>
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6.	How do we work with parents/carers to support our children with SEND?	<p>We recognise that you, as your child's parent/carer, are the experts and actively seek to involve you every step of the way. We seek to work with you to support your child, to have shared goals and a consistent approach with you where this is in the best interests of your child.</p> <p>We have an 'open door' policy and encourage active dialogue and collaboration between home and school. Staff will always make themselves available to work with you.</p> <p>At Oldfield we have regular and ongoing dialogue and communication with parents about their children. These include formal and informal meetings (face-to-face and remotely), emails, home/school communication diaries, parents evenings and end of year reports.</p> <p>Parents are involved in discussions around the plan, do, assess, review process. If there are concerns to be discussed between these meetings, teachers will contact parents to do so, and parents are encouraged to contact class teachers or the SENDCo.</p> <p>As part of the Annual Review process for pupils whose provision is identified by an EHCP and/or additional Top Up Funding, parents are always invited to share their view and to contribute to the meeting.</p> <p>The SENDCo can liaise with you to consider agencies which you as parents/carers may find helpful. This may include support networks, parenting workshops, skill development and training, online training/resources, support through Team Around the Family, Family Support Workers and the school health team.</p>
7.	How do we involve pupils with SEND in shaping and	<p>At the start of each academic year, all pupils complete their own Pupil Passports, sharing key information with staff on their own understanding of themselves and the support they feel</p>

	engineering their future?	<p>will help them for the academic year. Parents are encouraged to be involved in these. These are reviewed at least three times per year in school, usually at the start of each term.</p> <p>During all Annual Reviews, pupil voice is sought and considered as part of the review process. This includes pupils reflecting on what they feel is going well for them at home and at school, what they enjoy doing and their hopes, dreams and aspirations. Their views are sought in a range of ways to ensure that Oldfield is a place they feel they can thrive and feel safe.</p> <p>Pupils with SEND are encouraged to take part fully in all aspects of school life. We encourage pupils to be actively involved in their learning and in setting personal goals.</p>
8.	How are pupils included in activities outside the classroom, including educational visits?	<p>Oldfield prides itself in its inclusivity removing barriers to learning and participation, providing an education that is appropriate to the needs of the pupils and promoting high standards and the fulfillment of potential for all pupils (EEF Guidance Report, page 12). We aim for pupils with SEND to work together in class with their peers as much as possible and to be included in all parts of the curriculum, including educational visits.</p> <p>Staff use a range of targeted resources and strategies to support pupils and their families in preparing pupils for educational experiences both inside and outside of the school environment, and to access these experiences. This is based on the needs and views of the pupils, advice from outside agencies, previous pupil visits, the experience of staff and input from those who know the pupils best, including parents.</p> <p>In exceptional circumstances, possibly in medical cases, a parent may be asked to attend a residential visit to ensure a pupil is able to safely access the residential or educational visit. This would be discussed and agreed with the parent and any relevant professional agencies as needed.</p> <p>A risk assessment (RA) is carried out prior to any off-site activity to assess the health and safety risks for all relevant parties. Additional RAs are carried out for individual pupils as deemed necessary following the broader RA.</p> <p>In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which cover the same curriculum areas as closely as possible, will be provided in school.</p>

9.	How do we support pupils moving to and from our school?	<p>We work closely with early years settings, primary and high schools to ensure that transition into and from Oldfield Primary School is as smooth as possible. This includes discussions with the pre-schools, nurseries and school settings either face-to-face or remotely, and may include Action for Inclusion meetings, where all those supporting the pupil are invited to attend. Here we agree provision and systems to minimise anxieties, to support well being and to support access to learning as the pupil starts with us or transitions from us to another setting. We make use of practical resources too to further support transitions. These include social stories, comic strips, visiting school websites and watching virtual school tours.</p> <p>We encourage all those considering Oldfield as their school of preference, to come and visit us. Where this isn't possible, a virtual tour and/or remote meetings can be arranged and are encouraged.</p> <p>We work closely with the schools children are moving to, and where necessary, arrange additional pre visits for children to support their transition.</p> <p>As children and parents begin to consider high school choices, we support parents in Year 4 and Year 5 to establish if any specific provision is needed for their child when they transition to high school. We recognise the value of pupils and families preparing ahead of time for this transition to high school. If necessary, additional transition support is organised in conjunction with potential high schools. This is personalised based on the individual needs of the pupils and their families.</p> <p>We access the resources of specialist providers, including the Autism Service, to support pupils transition to high school.</p> <p>Following the SEND Code of Practice (6.16) we assess each pupil's current skills and levels of attainment when they start at Oldfield, building on information from previous settings and key stages as appropriate.</p>
10.	How do we prepare pupils for adulthood?	<p>We look ahead to the skills, knowledge and attitude pupils are going to need in the next part of their learning journey and use this to plan our provision. These include developing independence and making their own decisions, participating in society and developing friendships, contributing to the local community and taking responsibility for their own self care physically and mentally.</p> <p>We work with pupils and their families to support pupils develop skills needed for their futures in being school-ready in Reception, and being high school ready by the time they leave</p>

		<p>us in Year 6.</p> <p>Opportunities are embedded into the school day for pupils to develop life skills and become increasingly independent responsible citizens, positively contributing to society. Targeted support is part of our provision if there are identified gaps in pupil's skill sets. We work closely with parents to develop these life skills.</p> <p>Our high expectations and our celebration of efforts towards goals, supports pupils in fulfilling their potential, whatever their starting point.</p> <p>Our Core Values of Cooperation, Achievement, Respect and Enjoyment are embedded into our provision for all pupils, including those with SEND.</p>
11.	What are the different types of support available for pupils with SEND?	<p>We believe strongly in inspiring a love of learning for all our pupils, including our SEND pupils, by tailoring the curriculum to support their needs and interests, where necessary.</p> <p>All SEND pupils are part of a class and access a broad and balanced curriculum. The teaching and learning environment in all classes is inclusive.</p> <p>We deliver a graduated response, following guidance in the SEND Code of Practice (6.44) to support pupils with SEND. In the first instance pupils with SEND receive their education through quality first teaching (ensuring that each pupil receives teaching that suits their learning style, staff personalising their teaching to suit the needs of their pupils) from their class teacher.</p> <p>Further support may be provided in class or supplemented by another adult, which may be a teaching assistant (TA) or a higher level teaching assistant (HLTA).</p> <p>Some pupils will also receive specific interventions based on the four areas of needs as identified in the SEND Code of Practice: C&I, C&L, SEMH and S&P. This may include pre-teaching vocabulary, developing memory skills, targeted maths / english intervention, social skills, managing feelings and emotions and sensory interventions, for example. These are taught for short specific periods following the assess, plan, do, review approach.</p> <p>Classrooms are adapted to meet the needs of pupils. This may include individual work-stations in classrooms, access to quieter areas of the classroom or school to regulate and to refocus and visual prompts to support language and</p>

		<p>independent access to learning and practical resources. We maintain and regularly update a diverse selection of resource materials, books, sensory equipment and facilities that staff can draw upon as required.</p> <p>If your child has been identified as needing more specialist support, in addition to the above, outside professionals may directly work with your child, following a referral. Speech and Language, for example, are a service which may choose to carry out a targeted programme led by one of their specialist therapists, either in the school setting or at their clinic, or they may feel it is in your child's best interest for school staff and parents to deliver a personalised intervention programme in school and at home.</p>
12.	<p>Do you have any children in school with complex needs?</p>	<p>We have children in school with a range of needs, some of which are more complex. We seek to work alongside parents / carers and outside agencies to support the needs of all our children, including children with more complex needs. We are part of the SENCO cluster group and access support through that, alongside tapping into the expertise of our special schools through Outreach Support, as needed. We recognise the importance of staff training to support staff in meeting the needs of all children, including children with SEND and those with more complex needs. We follow the SEN Team's review process for children with Education Health and Care Plans to review pupil's progress and provision and liaise with them regarding any further next steps.</p>
13.	<p>How do pupils and families access support from outside professionals?</p> <p>What are our areas of expertise in supporting pupils with SEND?</p>	<p>The SENDCo and teaching and support staff in school will meet with parents to discuss concerns and opportunities to access further support from relevant professionals outside of the school setting. With the permission of parents, the school SENDCo can make referrals to a range of outside professionals or can direct parents to providers that parents can get in touch with for further support. Parents are encouraged to initiate conversations around concerns if they have them and are able to make referral requests to school or find out more from school about how they can initiate a referral.</p> <p>If these referrals are successful, the specialist professional will seek to get a fuller understanding of the pupil's needs and is likely to make recommendations regarding the specific support your child would benefit from. Sometimes this will involve the specialist working directly with the pupil, on other occasions the specialist will work with key adults (possibly parents and staff) to support them as they work with the pupil.</p>

		<p>School works closely with a wide range of outside professionals to support the needs of our pupils, including:</p> <ul style="list-style-type: none"> School Health Services (Specialist Nurses and Doctors) Continence Advisory Service Autism Service Speech and Language Therapy Service Sensory Service (hearing, vision or multi-sensory impairments) Occupational and Physiotherapy Services CAMHS Health Box (counselling) Educational Psychologist Service Behaviour consultants The Early Years Specialist Support team (prior to transition) The SEN Advisory Officer Outreach Support Service Polaris (Emotional Health and Well being) Together For Adoption Education Access Team The Virtual School (Attachment, adoption and fostering) Person Centred Therapy Art Psychotherapy Education Welfare Service Children In Care Team Passion for Learning (reading and emotional well being) Our Ways of Working <p>All staff are trained to deliver quality first teaching to all pupils including those with SEND.</p> <p>Staff adapt the curriculum to suit the learning needs of the pupils in their class whilst remaining inclusive to all. TAs are well trained to support pupils, including pupils with a wide range of additional needs.</p> <p>Staff have regular SEND update training through staff meetings and TA workshops led by the SENDCo and specialists including in-house staff and outside agencies. They share good practice between themselves both formally and informally, and also attend training relevant to the needs of the pupils they support.</p> <p>The SENDCo attends local SENDCo cluster meetings to keep abreast of changes to SEND provision and to share and receive examples of good practice. Key information from this is disseminated to relevant staff at school.</p> <p>Oldfield has achieved Cheshire West and Chester's Attachment Friendly Schools Award and Cheshire's kitemark for 'Supporting Social Communication in school'.</p>
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14.	How are staff supported in identifying and understanding the needs of pupils with SEND?	<p>The Continuous Professional Development (CPD) of all our staff is planned in line with school priorities, the presenting needs of the children in school and matters arising at appraisals. The SENDCo and subject leaders direct staff to relevant SEND training as appropriate. This CPD may involve inhouse training using the expertise of our existing staff. It may also include training delivered by outside providers.</p> <p>SEND updates, procedures, legislation, provision and evaluations are addressed at staff meetings, year group team meetings and Key Stage meetings.</p> <p>Staff attend training and disseminate information to staff through team meetings, Key Stage meetings and staff meetings.</p> <p>The SENDCo attends professional training and network groups to keep up-to-date with current thinking and practice and with local and national procedures and legislation. This is disseminated to relevant staff and stakeholders.</p> <p>Our induction procedure for Early Career Teachers, new staff and volunteers covers the key principles of our inclusive approach to learning and barriers and strategies used to support individual pupils and needs.</p> <p>The SENDCo works with a small team of colleagues from across Cheshire to coordinate the SENDCo Professional Network Cluster meetings for Cheshire West and Cheshire East.</p>

		<p>The SENDCo is a SEND Specialist Leader in Education (SLE) for the Local Authority and is experienced at supporting colleagues in the area of SEND.</p> <p>The SENDCo is the Local Authorities Primary SENDCo representative for the Cheshire Autism Clinical Network group.</p>
15.	How accessible is Oldfield to pupils with SEND?	<p>We follow the statutory guidance in the SEND Code of Practice (6.9), making reasonable adjustments to prevent pupils with SEND being put at a substantial disadvantage in school.</p> <p>Oldfield is on one level. It has ramps to support access to the school building and is accessible to pupils with physical disabilities.</p> <p>We have discrete disabled toilet facilities.</p> <p>We liaise with outside professionals to ensure our school environment is accessible for pupils with SEND. Staff from the Occupational Therapy team carry out environmental audits as needed, and at least annually for those pupils who have identified needs.</p> <p>RA are completed by Class Teachers as required, to assess the need for further measures to be put in place for the safety and well being of our pupils during in-school and out-of-school educational experiences.</p> <p>Pupils have access to quieter areas of school during the school day, as needed. We have a flexible start to the school day to reduce anxiety during these key transition times. Classes are open before our school day starts to give children and families additional time during this transition.</p> <p>We use our best endeavours and work closely with parents, pupils and outside providers to ensure extra curricular activities are accessible for all pupils, including those with SEND.</p>
16.	How do we support a pupil's emotional health and well being?	<p>Our Core Values of CARE (Cooperation, Achievement, Respect and Enjoyment) are central to everything we do at Oldfield. They are embedded into our school approach and day.</p> <p>Staff teach personal, social and emotional health (PSHE) as part of the curriculum. Class assemblies and whole school projects are also used as a vehicle to teach PSHE. PSHE is also taught and key messages reinforced directly to identified groups, where particular needs are identified. Mutual respect and developing a greater understanding of the diverse needs</p>

		<p>of individuals is actively promoted.</p> <p>All children in school, including children with SEND, access the myHappyMind programme which aims to build pupil's resilience, develops a greater understanding of themselves, build positive relationships and develop balanced and happy minds myHappyMind . Parents are regularly shared information on how to access support resources linked to myHappyMind via the Newsletter or during meetings with staff.</p> <p>Staff promote an environment in which positive personal relationships can flourish and support pupils in managing their emotions and relationships on a day-to-day basis. Strategies can include:</p> <ul style="list-style-type: none"> Access to a quieter area of school to regulate Personalised Tool Box of resources for pupils to access Sensory diets - programme of activities to support regulation Emotions and feelings gradings and scenario links Adults modelling emotional language Adults using agreed scripting which might include "Feeling angry is okay, hurting someone/damaging property/taking someone's belongings isn't okay" Proud Books Home / school communication books with an agreed focus and purpose for recording Connection time with trusted adults in school Daily Meet and Greet Regular check-ins to monitor emotional well being and offer a flexible approach to the school day to support pupils in being ready to learn <p>Zones of Regulation is used throughout school for an inclusive approach to managing feelings, increasing children's awareness of themselves and increasing their independence in accessing strategies to regulate.</p> <p>Personalised interventions are used to support pupils experiencing difficulties with emotions or relationships. Our trained ELSA delivers bespoke interventions, addressing identified needs.</p> <p>Pupil voice, ownership and engagement is encouraged to work towards longer term outcomes.</p> <p>We seek to work with parents to actively promote positive mental health and develop pupil's independent strategies to manage their emotions, feelings and responses.</p> <p>School liaises with relevant outside professionals, with the permission of parents, to access further specialist support for</p>
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		pupils and for families. This may include referrals to CAMHS or the Outreach Support Service, for example.
17.	Where can I find information about local services and support for SEND?	<p>The online Live Well site has a wealth of information about local services and support for residents in Cheshire West and Chester: Information for Schools and Settings Live Well Cheshire West</p> <p>If you would like independent support or advice about any aspect of your child's SEND, the Independent Advice and Support Service (IASS) can be contacted on: 0300 123 7001 or email iasservice@cheshirewestandchester.gov.uk.</p> <p>Further information on IASS can be found on their website or on the Livewell site: Cheshire West & Chester IASS Information Advice and Support Service (IASS) Live Well Cheshire West</p>
18.	What are our arrangements for handling complaints from parents of children with SEND?	<p>We always ask that you talk to us. We will do our best to work with you, considering what is in the best interest of your child.</p> <p>If our parents are unhappy with the provision for their children they can refer to the Complaints Policy which can be found on our website.</p>
19.	When is this information formally reviewed and up-dated?	<p>Annually in September each year.</p> <p>This document will be reviewed in September 2024.</p>

Appendix:

The DfE's description of the four broad areas of need from the 2014 SEND Code of Practice (pages 97 and 98):

Communication and interaction

6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where 98 children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactivity disorder or attachment disorder.

6.33 Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools – see the References section under Chapter 6 for a link.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.