

SEND Local Offer & SEND 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, Part of the Bronte Academy Trust		
TYPE OF SCHOOL:	Primary Academy		
ACCESSIBILITY:	Fully wheelchair accessible	No – Ground floor only	
	Auditory/Visual enhancements	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 SEND and all pupils in the class. Excellent differentiation and resources/staffing to meet individual needs. • 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 Elklan strategies across school and Nursery. • 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. • An excellent Nurture Team, who support both children and families. • Strong links with our within our academy schools; Lees and Haworth Primary. 		
	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 and disabilities. The Base One Leader and one Support Staff who have completed the ELKLAN Communication Counts Training, support the implementation of communication friendly strategies • One Teaching Assistant is Early bird+ trained (Autism). • Use of additional resources to support learning including; voice recorders, ipads, pencil grips etc • Additional assessment, screeners and checklists used to help identify needs. • 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:			
<p>We have limited access to a range of Specialist and Advisory Teachers through the 0-25 Inclusive Education Service. The school has access to local Educational Psychology Hub meetings and to Speech & Language Therapy, School Nurse via a panel and other health services through Airedale. In school, we have the SENDCO, Nurture Team 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>			
Breakfast and After School Club: Yes - daily before and after school provision.			
INCLUSION	How do you promote inclusion within the school? Including day and residential trips?		
	<ul style="list-style-type: none"> • School has Elklan accredited status (2016) • 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. 		

	<ul style="list-style-type: none"> • Our Pastoral Support Assistant provides nurture support 1:1/groups and offers support for parents. • Our teachers provide Quality First Teaching and differentiate work to ensure that children have the scaffolding needed to meet their learning intentions. • Children receive instant intervention to ensure that they are confident with their learning • 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. • The school celebrates diversity and promotes independent learning. <p>What proportion of children currently at the school have an SEND? As of September 2018: 32 children are on the SEND Register. 7% inclusive of Nursery.</p> <p><i>Additional, specific assessments are carried out by the SENDCO & 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><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>
PARENT SUPPORT INVOLVEMENT/ LIAISON	<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 SENDCO and other members of staff supporting your child, including external support services, on a regular basis. • We have two 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 SENDCO 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 SENDCO 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. • 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 SENDCO 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>
OTHER INFORMATION	<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 contact the SENDCO via the school office.</p>
COMPLETED BY:	S Layfield SENDCO
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