



Oakfield Short Stay School

SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND)

INFORMATION REPORT January 2025

Oakfield North - Shepshed

Forest Street

Loughborough

Leicestershire

LE12 9DB

Tel: 0116 275 9150

oakfield@leics.gov.uk

Oakfield South - Earl Shilton

Belle Vue Road

Earl Shilton

Leicestershire

LE9 7PA

SENDCo/Inclusion Coordinator Oakfield North: Georgina Cole (georgina.cole@leics.gov.uk)

SENDCo Oakfield South: Christopher Brown (christopher.brown@leics.gov.uk)

What are the kinds of Special Educational Needs for which provision is made, at Oakfield Short Stay School?

Oakfield Short Stay School is familiar with supporting children with the following needs:

- Autism
- Sensory needs
- Emotional needs
- Behavioural needs
- Attention Deficit with or without Hyperactivity
- Attachment Disorder
- Dyslexia
- Visual impairments
- Hearing impairments
- Physical impairments
- Diabetes
- Epilepsy
- Speech and language difficulties
- Asthma
- Other medical conditions

What expertise and training do the staff at Oakfield Short Stay School have?

All staff members have a Level 1 qualification from the Autism Education Trust. Several staff members have completed the Level 2 and Level 3 qualifications. All staff members are trained in Team teach (level 2) and several staff members are qualified Team Teach trainers.

Staff members have also received training in safe-guarding and child protection, positive handling, ADHD awareness, dyslexia, attachment and trauma – with three members awarded a diploma in this field, LEGO Therapy, Big Empathy Drawings and speech and language communication difficulties. All staff hold first aid qualifications.

Some staff have the following training in addition to the above:

- Emotional Literacy Support (ELSA)
- Forest Schools
- Social Communication
- Sensory processing
- TheraPlay
- Emotion Coaching
- Big Empathy Drawings
- Forest Schools
- Vision and hearing difficulties

We also have a counsellor on site each week who provides one-to-one therapeutic sessions to some of our pupils through creative expression and play.

The SENDCo attends SEND network meetings each term to ensure the school is kept up to date with current statutory frameworks and has access to support from a local group of SENDCo's.

Staff training is highlighted at a whole school level by the Senior Leadership Team (SLT). Individual needs are raised during Performance Management. There is a budget for staff training which is managed by the acting Headteachers. All staff in school have access to an online training platform which they have designated time for.



How does the school involve other agencies to support children with additional needs in school?

Children with services identified in their Education Health Care Plan (EHCP) will have access to the services required in order to fulfil their plan. Other children can access services too, according to identified needs. Many of the services that school needs to access have cost implications, but these are budgeted for and allocated accordingly.

Agencies that we work with regularly are listed below:

- Specialist Teaching Service - Autism Outreach
- Specialist Teaching Service - Hearing and vision support
- Specialist Teaching Service - Dyslexia support
- SENA – Assessment of SEN
- SENDIASS – Parent support
- SALT - Speech and Language Therapists
- Pupil Inclusion Support Services
- Early Years Inclusion and Children’s Service Team
- Virtual Schools
- Family Help and Social Care services to support parents in their home settings
- The NHS

Leicestershire County Council’s SEND local offer - Details of this can be found at

www.leicestershire.gov.uk/local-offer

Please see our school website and our school policies for further information.

What are our policies for the identification and assessment of pupil with SEND?

The majority of pupils who arrive at Oakfield will have an area of SEND identified from their previous setting. In most cases, children have previously displayed challenging behaviours that is thought to relate to their Social and Emotion Health Need (SEMH). The class teacher will continue to gather evidence through observation and shared discussions with staff to ensure the right level of support is provided for their needs. Ongoing assessment ensures that any barriers to learning are addressed and any other areas of SEN are identified through...

- a. Liaison with previous setting
- b. Parents/carers concerns
- c. Ongoing observations by the class teacher
- d. Baseline assessments and other continual assessment procedures
- e. Involvement with outside agencies
- f. Individual intervention from one of our qualified teachers and/or SEND Co-ordinators

Staff members work closely with parents/carers to build up a complete picture of the child’s needs, so that appropriate support can be put in place. Further information on this can be found in the school’s SEND Policy document (available on the website).

How do we consult with parents/ carers of pupils with SEND and involve them in the education of their child?

At Oakfield it is vitally important that home and school work closely together. A strong partnership enables us to share our expectations, develop our understanding of pupils’ needs and celebrate their successes. Class DoJo is used to communicate with parents and our Family Support Workers are available to parents daily. Parents are encouraged to attend regular review meetings and teacher’s contact parents on an ad hoc basis several time a term. Our Family Support Workers encourage families to engage with home visits to enable wider understanding and tailored support.

How do we support parents/ carers who have a concern about their child's learning?

The school has an open-door policy and works closely with educational and healthcare professionals who can signpost parents/carers to further avenues of support. All information from outside agencies will be discussed with parents/carers and the professionals involved directly, or where appropriate, in a report.

We hold half termly review meetings at which academic targets and progress are discussed, along with well being and social factors. Class DoJo and regular telephone communication are used to give parents/ carers feedback about their child's engagement and achievements.

How do we involve our children with SEND in their education?

Wherever possible, children are encouraged to contribute to their own target setting and reviewing processes. Children also review their progress against their SEMH targets, often associated with those outlined on their EHCP twice daily. Self-assessment is an integral part of their learning at our school. Children are provided with additional support to contribute as fully as possible in their annual review. We seek children's views from regular questionnaires in preparation for their review meetings.

What are the arrangements for assessing and reviewing the progress of these pupils?

Oakfield uses a range of methods to assess pupils, from day-to-day informative assessment made during lessons, to the formative assessment made each term. Boxall and Goodman's Strength and Difficulties Questionnaires (SDQ) are completed regularly. These allow us to provide daily intervention and set bespoke targets. Academic assessments, such as, Sandwell (maths), Read Write Inc (RWI), Accelerated Reader and PM Benchmark are also used.

Parents/carers are encouraged to talk to class teachers or make an appointment to speak to the SENDCo if they have concerns. If outside agencies or the Educational Psychologist have been involved, suggestions and programmes of study are then provided that can also be used at home.

Targets are reviewed in conjunction with pupils, parents/carers, class teachers, LSAs and new targets are then set. The SENDCo and class teachers track the progress of the pupils in their Individual Learning Plan (ILP), SEND Portfolio and on their 'Assessment on a Page'.

All parents/carers receive an annual written report which informs them of how their child is performing across the curriculum and personalised targets.

How do we support pupils with SEND when they transfer between phases of education?

At Oakfield Short Stay School, we have strong links with mainstream primary schools and alternative provisions across the County and work very closely to provide a smooth transition both into and out of Oakfield for all pupils. The SENDCo, Deputy Headteacher and member of the Family Support Team will liaise with the schools and ensure that all the pupils and family needs are understood and met prior to transition. When children leave Oakfield to return to a mainstream setting, we offer a member of staff who understands their needs and has an established relationship with them, to support them until settled in their new school. Transition internally between classes is managed very carefully through visits to the new class settings. Class teachers meet to discuss pupils and hand on information prior to transition.

We also work closely with secondary schools across the County and have developed a transition pathway which allows our pupils and their families to get to know staff at the next school prior to transfer. There are close ties with the SEND team at both schools to support and inclusive family ethos and smooth transition. This will include additional visits for SEND and vulnerable pupils. In some cases, the SENDCo at Oakfield will arrange a transition meeting for parents, pupils, and the high school SENDCo.

What is our approach to teaching pupils with SEND?

All children (with SEND or otherwise) receive high quality teaching and are organised by their academic and SEMH needs. Teachers are skilled at differentiating work to meet the needs of all children. Where possible, foundation subjects involve interactive and practical activities to engage our children's interests, release their desire to learn and discover a joy in their learning.

All members of staff have high expectations for pupils, regardless of their needs, and planning takes into account pupil's individual needs and requirements. Recommendations from outside agencies are also considered when adopting teaching strategies to meet specific needs. Teachers and other education staff also attend training courses to support their teaching methods.

Our staffing ratios ensure children have additional support both in and outside of the classroom available to them. This could be in the form of small group work, emotional coaching, 1:1 support or with specialist equipment. Many of our children have bespoke arrangements in place to support their regulation and emotional needs so that they are ready to learn. Support is provided by teachers, specialist teaching assistants and LSAs. Additional adults are used flexibly to support groups and individuals with the long-term goal of developing independent learning and self-regulation skills.

Our class teachers provide support through quality first teaching. This means that:

- The teacher has the highest expectations for all children, including those with SEND.
- Teaching is built on what your child already knows, can do and can understand.
- Different ways of teaching are in place to cater for your child's strengths and weaknesses
- Specific strategies suggested by the SENDCo or other outside agencies are in place to support your child's learning.

How do we provide specified individual support?

In addition to quality first teaching we provide specific small group work which may take place in the classroom or away from the main teaching area and may be led by a teacher or specialist teaching assistant. Currently interventions focus on phonics, fine motor skills and handwriting, maths, reading, managing emotions and lots of nurture opportunities. We also have specialist 1:1 support provided by outside agencies such as Speech Therapy, Specialist Teaching Service and a counsellor. This is often linked to Education, Health and Care Plan (EHCP) targets.

How do we adapt the curriculum and learning environment for pupils with SEND?

The aim at Oakfield is for all children to receive a rich, broad, and varied curriculum. Teachers ensure that all children, including those with SEND receive their full entitlement and access. Class teachers receive regular training in a range of areas to help them understand and deliver lessons that meet the needs of pupils in their class.

Class teachers differentiate their teaching and use a range of learning styles including, visual, auditory, and kinaesthetic. Children also have opportunities to work with both LSAs and the class teacher. Teachers plan support for all children and aim to encourage complete pupil involvement using, for example, 'talk partners'. Interactive Smartboards and ipads are used creatively in all classrooms. The school also acts on the advice from external agencies such as educational psychology, occupational therapy, speech and language therapy, physiotherapy, and visual and hearing impairment teams, to identify necessary adaptations and alterations.

How do we evaluate the effectiveness of our provision for pupils with SEND?

All children receive high quality first teaching which is then differentiated for individual pupils, in particular, for those who may have SEND. Interventions are organised to suit the particular needs of the pupil as either small group, whole class setting or 1:1 support. Initial identification occurs through concerns raised during the school's assessment cycle

and data tracking or via parents or Health professionals. Behavioural incidents, observations in lessons, recorded work and individual data about academic progress are all used to evaluate how well we are meeting the needs of children with SEND. The Head teacher, SENDCo, and the class teachers work closely together to highlight any children who may require additional provision or intervention. Pupil progress is reviewed each term and the effectiveness of any additional support or intervention is evaluated. Formal assessments are made each term in reading, writing and maths and social targets are set. For pupils with an EHCP, an Annual Review meeting is held with all adults involved in the child's education and provision is reviewed formally. Documentation is shared in advance and meetings are held at a mutually agreed time. Advice is provided by the class teacher, SENDCO, external agencies and shared with parents/carers. The ongoing monitoring identifies pupils who are not making the expected progress and require additional support to help them as each year progresses.

How do we provide additional scaffolding to support pupils with SEND?

At Oakfield all pupils benefit from a high level of classroom staff to provide additional support to meet learning and emotional/social needs. The support is varied and specific to each child. It may include small group support work in class, individual support, small groups to develop social skills or provide nurture. We complete baseline assessments on all children who start with us, in order to address any gaps in knowledge which could be a barrier to learning. Many of our children benefit from opportunities to engage in outdoor learning such as Forest schools.

How do we improve the emotional and social development of pupils with SEND?

Personal, Social, Health and Citizenship Education (PSHE) is an integral part of our curriculum at Oakfield, for all children. Some children may have special needs which result in social, emotional, and behavioural difficulties and these children are well supported. They may participate in small group or 1:1 session which provide nurture and help develop social skills and self-esteem. As a school we have a very positive approach to all types of behaviour.

Facilities and equipment to support pupils with SEND

The school offers easy access, disabled parking, and ramps as well as disabled toilets throughout. We ensure that wherever possible that equipment used is accessible to all children regardless of their needs. Outside agencies may be contacted if specialist equipment is required.

How do we ensure our provision offers an inclusive curriculum for pupils with SEND?

Oakfield has a very inclusive ethos and all children are included in every aspect of the school curriculum. The school endeavours to include all children on school trips, visits, and extra-curricular activities. Children with SEND are given roles and responsibilities to encourage them to be confident and to develop self-esteem. Risk assessments are completed by staff prior to any trips/ visits and reasonable adjustments are made to meet any additional needs wherever possible. LSAs lead activities and provide support for children with a high level of need at playtimes and lunchtimes, enabling them to be successful. Where there is a financial implication, children in receipt of Pupil Premium are subsidised by the school to enable them to participate in school trips/visits.

What is the role of the Management Committee?

The management committee seek advice and support regarding SEND issues whenever appropriate to ensure the safety and smooth educational running of the school for all children, staff and parents/carers. A designated member (Chris White) is identified to have a focus on SEND and will follow the progress of all children, including visits to the school. Any complaints made by parents or carers of children with SEND, concerning provision at the school, are handled by the management committee in accordance with the school's complaints policy, which can be found on our website. Contact details for support services for parents and carers of pupils with SEND, including those for arrangements made in accordance with Section 32 (Children and Families Act 2014) Information and support services for

families can be accessed in the first instant by contacting the school directly via email on oakfield@leics.gov.uk or by telephone on 0116 2759150.

How do parents/ carers share a concern regarding their child whilst on role at Oakfield?

If parents/carers have concerns of a pastoral nature or day-to-day issues, they should contact their child's class teacher or a member of the Family Support Team. If concerns are of a more educational nature or are about SEND, parents should then contact the SENDCo.

Further advice and support for parents can be found at **SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service)**. They can be contacted on:

Tel: 0116 3055614

Email: sendiass@leics.gov.uk Website: www.leicestershire.gov.uk

How do we ensure we are GDPR Compliant?

Leicestershire County Council (LCC) is committed to delivering excellent services whilst protecting service user's personal information and data. Like all organisations we have been preparing for the introduction of the GDPR and new Data Protection Act 2018. We are revising our policies and processes in line with the new legislation.

All staff are subject to the LCC 'Information Security and Acceptable Use' policy and must complete an on-line 'Data Protection and Information Security' training course (or refresher course) on an annual basis.

All Council systems are accessed through the LCC IT network which is maintained in accordance with the 'Public Service Network Code of Compliance' which is renewed annually. LCC also commission twice yearly penetration tests which are administered by independent experts. Ad hoc tests are commissioned for new systems or system developments when and where required.

We have also achieved compliance with the NHS Digital's Information Governance Toolkit.

Where systems are hosted externally by suppliers, the hosting is subject to stringent, best practice standards.

The Council monitor IT supplier performance and engage in proactive account management. All LCC systems are backed up on a regular basis and have formal disaster recovery arrangements.

We take any concerns about our services seriously and wish to resolve any issues as they arise. Any concerns / issues should initially be raised with the relevant Service Delivery Manager or our Data Protection Officer can be contacted via email (informationgovernance@leics.gov.uk) or by phone (0116 305 8257).