

Schools Local Offer - St Helens Council

The Local Offer

The Children and Families Bill 2014 requires Local Authorities to publish and keep under review information from services that expect to be available for Children and Young People with SEND aged 0-25, this will be known as the "Local Offer".

The purpose of "The Local Offer" is to enable parents and young people to see more clearly what services are available in their area and how to access them. The offer will include provision from birth to 25, across education, health and social care and should be developed in conjunction with children and young people, parents and carers, and local services including schools, colleges, health and social care agencies.

What we offer at Oakdene

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

Aims and Objectives

- ✓ To value all the pupils at Oakdene, enabling all to reach their potential, whatever their level of ability, in a secure and happy environment.
- ✓ To ensure that all pupils at Oakdene have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities
- ✓ The aims of education for pupils with difficulties and disabilities are the same as those for all pupils.
- ✓ To recognise that good special needs practice is good practice for all pupils.
- ✓ To recognise that the early identification of children with SEN in any curriculum area or of any disability is essential. The aim should then be to identify the problem and instigate measures to address the difficulties, involving the parents in planning individual work programmes to assist the child.
- ✓ To improve the confidence of children so that they feel their difficulties are incidental to and not central to their school life.
- ✓ To provide differentiated learning steps that provide progression at a pace and complexity sympathetic to the needs of the individual child.

- ✓ To identify progress through carefully thought-out assessment procedures using Early Learning Goals, National Curriculum levels/level descriptors and continual monitoring of children.
- ✓ To use these assessments as a basis for recording and reporting purposes.
- ✓ To use the evidence provided above to review progress and plan next steps.
- ✓ To integrate/include children with SEN with their peers. Children with SEN are actively encouraged to engage in all activities open to all children in the playground. Children with disabilities are not discriminated against, and every effort is made to offer as much access as possible, within the limitations of the site.
- ✓ To support the Disability Rights Code of Practice (including wheelchair facilities available)
- ✓ To work to the aims listed above as a staff.
- ✓ To develop a whole-school approach that ensures that the necessary knowledge about all children is shared by all teaching staff and that all staff assist in the support of the children.

Identification, assessment and record keeping.

The importance of early identification, assessment and provision for any child who may have SEN cannot be over-emphasised. To assist in the early identification of these children the school will make use of appropriate screening and assessment tools which, along with the assessment of children within the National Curriculum, enable the school to consider children's achievements and progress.

The school uses Early Learning Goals, QCA KS1 SATS, NFER assessments and KS2 SATS to make assessment decisions.

Teacher judgement and expertise feature strongly in the identification of children experiencing learning difficulties. Close observation by the teacher and monitoring of progress is essential.

All pupils are entitled to a balanced and broadly based curriculum including the Foundation Stage and National Curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation, which may include short-term support.

Pupils are only identified as having special educational needs if additional or different action is being taken.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision. The school recognizes and adopts the DfES model as described in the SEN Code of Practice 2002.

The CoP does not require a Register of Concern to be kept; however at Oakdene, this is felt to be of value and in itself good practice. Therefore it is the intention to maintain the Register of Concern as the first point of contact in the procedure.

Stages of support

Class support - class work will be differentiated by the class teacher at the appropriate level and your child will be added to the school's register of concern.

Extra intervention support - extra interventions, such as RWI, Wave 3 and INSYNC, will be put in place.

SEN Support - If your child does not make progress after interventions have been put in place, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Learning Support, Speech therapist, Physiotherapist, and Occupational Therapist. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

Enhanced SEN Support - If your child does not make adequate progress receiving SEN Support, the school may seek further advice and support from other specialists, including Educational Psychologist observations and reports. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. The school will provide appropriate interventions that address children who have more complex needs, including a highly individualised programme of access to the curriculum. Pupils will make progress relative to their individual needs.

Education, Health, Care Plan - If your child continues to demonstrate a lack of progress, the next step is to have a statutory assessment by the LEA. During this period of evidence gathering from other agencies, the pupil will continue to be supported by the school at SEN Support. After the statutory assessment has taken place, a child may be given an Education Health Care Plan. Funding provided must be used for the named child; records, reviews and IEPs must be regularly monitored and maintained.

How will I know if my child is on the SEN register?

If your child is identified as having SEN, you will be invited into school by their class teacher to discuss any concerns. During this meeting an Individual Education Plan (IEP) will be devised. This will outline key targets for your child and include information on members of staff that will support them in making progress. You will be invited for regular review meeting throughout the school year. In addition, parents can contact the school with any concerns at any time.

My child is not on the SEN register but I have concerns regarding their development and progress, who is the best person for me to talk to?

The first person you should speak to is your child's class teacher. They will be the person who knows your child the best and will have all of the information that you need to know about their progress and development. In addition, you can contact the school Special Educational Needs Coordinator (SENCo) and the Headteacher.

How will I know if my child is making progress?

Parents are invited in for regular meetings throughout the school year. For annual review meetings, the SENCo will collect information from the teachers and any outside agencies that are involved with the child, and provide an overview of progress. The review should highlight what is going well and if there are any areas for improvement.

A home/school book is put in place in certain cases. This allows for daily updates on progress and to highlight any issues that may have occurred. Oakdene operates an open door policy to allow parents to contact staff at any time to discuss their child's progress and any concerns that they may have.

Regular assessments are carried out by teaching staff. These assessments are used to measure progress and set future targets. Parents evenings provide the opportunity to meet your child's teacher and discuss your child's progress.

What specialist services and expertise are available at Oakdene?

All teachers are teachers of children with SEN and adapt the curriculum and their planning to meet their needs. All staff are aware of the procedures for identifying, assessing and making provision for pupils with SEN. Each class teacher is responsible for the identification of children with special educational needs. In consultation with the Headteacher, the provision of Learning Assistants (LA's) and additional resources are allocated.

The provision for a child with SEN has to be tailored to the individual child's needs. Generally speaking and wherever possible, the child will be taught with its full peer group, but in some circumstances teaching may be done within a small group (e.g. RWI, Wave 3 interventions, INSYNC interventions) or independently with an LA (e.g. putting speech therapy recommendations into practice.)

These children will work within the programmes of study of the National Curriculum, but in small achievable steps with greater support and guidance from the teacher or LSA.

Extra school support services include:

- Educational Psychologist
- Occupational Therapist
- School Nurse
- Speech and Language Therapy
- The Language and Social Communications Team (LASC)
- The Behaviour Improvement Team - BIT
- Paediatricians
- Learning Support Services
- Visually/Hearing Impaired services
- Child and Adolescent Mental Health Service - CAHMS

How accessible is the school environment?

Oakdene is fully compliant with DDA legislation.

Glossary SEN of terms and acronyms

Term	Description
AAO/AAS	Attendance Advisory Officer /Attendance Advisory Service Practitioner monitoring students with persistent absence from school
ADHD/ADD	Attention Deficit Hyperactivity Disorder/ Attention Deficit Disorder ADHD/ADD is a disorder that appears in early childhood. ADHD/ADD makes it difficult for students to inhibit their spontaneous responses (responses can involve everything from movement to speech to attentiveness). Students with ADD are not diagnosed as having excessive hyperactive behaviour but display all other symptoms.

	<p>Students with ADD/ADHD may be:</p> <ul style="list-style-type: none"> ☐ Inattentive, hyperactive, and impulsive (the most common form) ☐ Inattentive, but not hyperactive or impulsive. ☐ Hyperactive and impulsive, but able to pay attention.
ASD	<p>Autistic Spectrum Disorder (ASD)</p> <p>Students with Autistic Spectrum Disorder find it difficult to:</p> <ul style="list-style-type: none"> ☐ understand and use non-verbal and verbal communication ☐ understand social behaviour ☐ think and behave flexibly. <p>These difficulties may affect the student's ability to interact appropriately with children and adults or their ability to respond to inferred instructions or social prompts. An inability to act flexibly may result in behaviours which appear restricted, obsessional or repetitive. Students with ASD often have specific areas of hypersensitivity, e.g. aversion to noise, smell, touch or physical contact. Students with ASD may not respond well to sudden changes to their routine.</p>
BESD	<p>Behaviour, Emotional and Social Difficulty</p> <p>Examples of difficulties falling into this category are ADHD, anxiety disorders, ODD (Oppositional Defiance Disorder) and OCD (Obsessive Compulsive Disorder). Students who are without a diagnosis but present persistent emotional and/or behavioural difficulties, which are not ameliorated by the behaviour management techniques usually employed in the school, can also be tracked using this category.</p>
CAMHS	<p>Child and Adolescent Mental Health Services</p> <p>Support services for students and families requiring support to cope with BESD or ASD.</p>
Comm. Paed.	Community Paediatrician
CP	Child Protection (plan)
Dyscalculia:	<p>Students with dyscalculia have difficulty in acquiring mathematical skills. Students may have difficulty understanding simple number concepts, lack an intuitive grasp of numbers and have problems learning number facts and procedures.</p>
Dyslexia	<p>Students with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas.</p> <p>Areas of difficulty include: working memory, organisation, reading comprehension, handwriting, punctuation, concentration, sequencing words and numbers. Students with dyslexia may also mispronounce common words or reverse letters and sounds in words.</p> <p>Dyslexia Bands: A-F</p>

	<p>A - no signs of dyslexia B/C - mild dyslexia D/E - moderate E/F - severe</p>
Dyspraxia	<p>Dyspraxia impairs the ability to coordinate and organise movement. Areas of difficulty: development of gross and fine motor skills, balance and coordination, language development, working memory, handwriting, organisation, concentration, sequencing words and numbers.</p>
EAL	<p>English as an Additional Language Recorded as yes or no on SIMs and the data sheets. For details of the student's first language, please see section of SIMs entitled 'first language'. Students will receive extra support from the EAL department.</p>
EHC plan	<p>Education and Health Care Plan</p>
EP	<p>Educational Psychologist An EP provides detailed assessments for student with complex needs. The assessments include recommendations for differentiating work to meet the student's needs. An EP may also provide on-going support in the form of one-one or groupwork with students or consultations with staff and parents.</p>
GDD	<p>Global Developmental Delay Students who have not reached two or more traditional milestones in areas of development (motor skills, speech and language, cognitive skills and social and emotional skills). This is assessed from birth- 18 yrs.</p>
HI	<p>Hearing Impairment Students with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, students are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.</p>
IEP	<p>Individual Education Plan Plans outlining strategies to support students within a mainstream class setting. IEPs are written for students:</p> <ul style="list-style-type: none"> <input type="checkbox"/> with a statement of educational need, <input type="checkbox"/> ASD or other complex needs <input type="checkbox"/> receiving support via an IST

IST	Individual Support Teacher Provides bespoke literacy support to student within small groups or on a 1-1 basis.
LAC	Looked after Children Child in the care of Local Authority
MLD	Moderate Learning Difficulty Students with moderate learning difficulties have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts. They may also have associated speech and language delay, low self-esteem, low levels of concentration and under-developed social skills
MSI	Multi-Sensory Impairment Students with multi-sensory impairment have a combination of visual and hearing difficulties. They are sometimes referred to as deaf-blind but may have some residual sight and/or hearing.
Multi-sensory learning	Multisensory learning takes place when a teacher presents learning objectives and learning materials in such a way that students can learn by seeing, hearing, touching (hands - on) and saying (oral kinaesthetic).
OT	Occupational Therapy/Therapists Practitioner supporting students with difficulties affecting coordination and gross and fine motor skills, e.g. hypermobility and dyspraxia. Students with severe needs may need extra time and require a scribe or use of computer.
PD	Physical Disability There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida and hydrocephalus, muscular dystrophy. Students with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some students are mobile but have significant fine motor difficulties which require support.
PEP	Personal Education Plan Plans for Looked After Children addressing education and welfare needs.
RA	Restorative Approaches Behaviour management strategy supporting students to understand how to resolve conflict appropriately.
SALT	Speech and Language Therapy/Therapist Practitioner providing assessment and support student to develop

	language and social skills. SALT works with students with ASD or students with speech, language or communication difficulties presenting a barrier to learning.
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SENCO	Special Educational Needs Coordinator
SEN Code of Practice	The legal document that sets out the requirements for SEN
SEN Status	<p>Tiered indication of level of support a student should receive.</p> <p>N - No SEN need</p> <p>A - School Action: student requires additional school based support to make progress</p> <p>P - School Action Plus: student requires additional school based support combined with external agency assessments and support to make progress</p> <p>S - Statement of Educational Need: student has been through A and P steps and now has a legal entitlement to support funded by the LA. Student has complex or severe needs and requires a high level of tailored support in order to make progress.</p>
SLC	<p>Speech, Language or Communication Need</p> <p>Students with SLC have difficulties using and understanding expressive, spoken or language. Student may have difficulty managing social situations and understanding language that consists of inference or idioms or is complex or abstract. Difficulties understanding language usually persist into adolescence and adulthood.</p> <p>Areas of difficulty include: use of expressive language, understanding spoken language, speech (stammers/ lisps), delayed language acquisition, difficulties with appropriate social interaction.</p>
SLD	<p>Severe Learning Difficulty (SLD)</p> <p>Students with severe learning difficulties have significant intellectual or cognitive impairments. They may also have difficulties in mobility and co-ordination, communication and perception and the acquisition of self-help skills.</p>
SpLD	<p>Specific Learning Difficulties</p> <p>E.g. Dyslexia, Dyscalculia and Dyspraxia.</p>
TA	Teaching Assistant
TAC/ CAF	Team Around the Child or Common Assessment Framework Multi-agency intervention for students who are receiving external

	safeguarding support
VI	<p>Visual Impairment (or vision impairment) Vision loss to such a degree that additional support is required. Refers to people with irretrievable sight loss and does not include those whose sight problems can be corrected by spectacles or contact lenses, though it does include those whose sight might be improved by medical intervention. This simple definition covers a wide spectrum of different impairments.</p>
Working memory	<p>Ability to hold information in memory whilst performing a cognitive task. Affects ability to sequence, perform mathematical calculations requiring a series of steps, organisation, ability to follow complex instructions etc.</p>