

SEND at Oulton

INTENT – At Oulton Primary School, we ensure the curriculum is developed and adapted to meet specific needs. Taking individual starting points into account, personalised curriculums allow pupils to experience success and be supported to achieve outcomes academically as well as across other strands of development. We are proud to be an inclusive school where everyone is valued and their strengths and ambitions are celebrated. We recognise the importance of all pupils fully participating in school life and to support this, ensure that the Special Educational Needs of children are identified, assessed and provisioned to the best of our ability.

We come to school every day so that pupils with SEND and complex needs...

	Think for ourselves	Care for each other	Understand the world
CURRICULUM VISION	<ul style="list-style-type: none"> are happy, resilient and successful learners have self-confidence and high aspirations develop their independence have their own ideas and are able to make links can communicate effectively 	<ul style="list-style-type: none"> feel safe and happy in school have respect and tolerance for others have the social skills needed to develop and maintain positive relationships learn alongside and from their peers 	<ul style="list-style-type: none"> show curiosity about the wider world develop life skills and are prepared for the next stage of their life are active and responsible British citizens have the skills to allow them to make a positive contribution to the school and wider community

What are special educational needs?



'A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post -16 institutions.*

A child under compulsory school age has special educational need if they fall within the definition (a) or (b) above or would do so if special educational provision was not made for them (Clause 20 Children and Families Bill)' (Draft SEN Code of Practice 2013, 1.8)

Thinking for ourselves, caring for each other.

What are the areas of SEND?



Communication and Interaction:

Children with speech, language and communication needs (SLCN) have difficulty communicating with others and may also not understand and use social rules of communication. This often includes children diagnosed with Autism.



Cognition and Learning:

Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe (SLD), where children are likely to need support in all areas of the curriculum. Specific Learning difficulties (SpLD), affect one or more specific aspects learning. This encompasses a range of conditions such as dyslexia, dyscalculia and developmental co-ordination disorder (DCD).



Social, Emotional and Mental Health difficulties:

Children may experience a wide range of social and emotional difficulties. These may include becoming withdrawn, isolated as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment difficulties



Sensory and/or Physical Needs:

These include vision impairment, hearing impairment or multi-sensory impairment which will require specialist support and/or equipment or access their learning. Some children with a physical disability require ongoing support and equipment to access all the opportunities available to their peers. It also includes children with medical needs.

What is a disability?



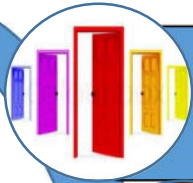
The Equality Act 2010 states that a person has a disability if they have a physical or mental impairment and the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A physical or mental impairment includes: learning difficulties including specific learning difficulties; medical conditions including epilepsy, diabetes, more severe forms of asthma and eczema; autism; speech, language and communication impairments.

If the impairment has a substantial and long-term effect on a person's ability to carry out normal day-to-day activities it may amount to a disability.

Who are the best people to talk to about my child's Special Educational Needs or concerns I have with areas of their development?

Early identification is very important and we aim to identify your child's need at the earliest point possible and so that we can start to make effective provision and ensure support is in place in school



Class teacher: If you feel that your child may have SEND or needs further support in school then you should speak to your child's class teacher in the first instance.



SENDCo: Mrs Hoskin is our SENDCo. She works closely with class teachers to put in place strategies and interventions which help to support children in school.



Learning Mentors: Mrs Holtby and Miss Birch work with children in and out of class who have been identified as needing additional support linked to social skills, a learning need or to provide emotional support / intervention.



For further advice, you can contact Leeds Special Educational Needs and Disability Information Advice Support Service (Leeds SEND IASS) who offer information and advice for parents/carers, children and young people with Special educational needs. This is a private and confidential service.

Telephone: 0113 378 5020 Email: sendiass@leeds.gov.uk Visit: www.sendiass.leeds.gov.uk

Thinking for ourselves, caring for each other.

What are the different types of support available for children with SEND at Oulton Primary?

In close liaison with parents/carers, the provision will be matched according to need and appropriateness.

Quality first teaching

Whole class teacher input:

All children receive quality first teaching, where the teacher will have the highest expectations for your child and all the pupils in their class. Your child's teacher will have carefully checked your child's understanding and identified any gaps where they need extra support to help them make the best possible progress.

Targeted / small group support

Specific small group work or identified intervention:

This may be a run in or outside of the classroom by a teacher or teaching assistant who has had training to run these groups. Your child will engage in group sessions with specific targets to help him/her make more progress.

Specialist input/ personalised support

Individual Support:

Your child may have been identified as requiring short sessions of intensive support on a 1:1 basis. This type of support is available to children with specific barriers to learning that cannot be overcome through whole class teaching or intervention groups. The school may choose to support your child, setting individual targets, which addresses the individual needs of your child. This support is reviewed regularly and will complement other support in place. The frequency and type of intervention at this level will vary for each child, depending on the age, area of need and concentration levels.

This may also be a support plan or targets set by another professional working with your child.

Thinking for ourselves, caring for each other.

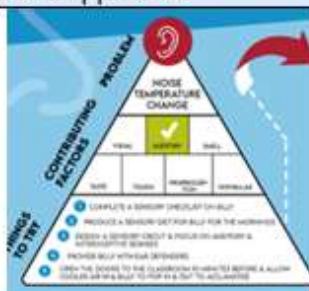
IPM – Individual Provision Map

Thinking for ourselves, caring for each other.



How will my child be supported?

Assess



We will complete a problem-solving triangle to help us highlight situations and assess the sensory needs. We will gather the view of the child / parent as part of this.

Plan

A sensory profile will be written for your child



Do

Provision is put in place. This may include:

- Sensory support objects in the classroom
- Sensory diet activities
- Sensory circuit

(School will purchase any resources needed)

Review



After a period of time, we will review the sensory profile / impact of the provision in place. Adaptations will then be made as needed.

What is sensory integration?

Sensory integration is the neurological process of organising sensation for use in everyday life. If there is a problem with the way a child processes this sensory information, it can result in delays in development and can be uncomfortable for the child. It can impact many areas across the school day.

My child uses a 'fiddle toy' at home, can this be used in school?

All provision put in place will be discussed and implemented as part of a child's sensory profile. The resources used will be purchased by school. Careful consideration around the object and how this can support your child in a learning environment is needed. What is working well at home is key information that will be considered as part of the graduated approach.

Further support:

Speak to your GP. In some cases, the OT (occupational therapy service) can provide support for a child.

What happens if my child still requires extra support?



If your child requires a particularly high level of support or has complex needs which are above that which is normally provided, school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child. The Local Authority will then decide whether to write an Education & Health Care Plan (EHCP).

In this instance we will begin by discussing the process and ask for your permission to proceed.

** We will collect information from all agencies involved.*

**Evaluate strategies and interventions that have been put in place.*

** Send all information to the Local Authority.*

**The Local Authority will then hold a panel meeting to discuss your child's needs and requirements.*

Once the Local Authority receives a request to consider whether to make a EHC or not, a legal timescale begins. This process is bound by legislation and guidance within the SEN Code of Practice.

Throughout this process your child's needs will continue to be met through the support that is already in place.

You may find this information helpful:

Video link: [What is an Education, Health and Social Care \(EHC\) plan? \(updated 2019\) - YouTube](#)



EHC Assessments
info flyer (Stage 1).



EHC Assessments
info flyer (Stage 2).



EHC Assessments
info flyer (Stage 3) ar

SENSAP Information pack:

Mrs Hoskin will be able to speak to you about an EHCP in more detail should you wish to discuss this further:





What do MindMate do?

MindMate Single Point of Access (SPA) is a service run by the NHS that helps children and young people in Leeds find support with their mental health. If you're unsure how to get the support you need, you can contact the MindMate SPA (Single Point of Access), so they can help you to find the most suitable service in Leeds.

There are lots of specialist support services that you might be referred onto, such as school or college based support or counselling at The Market Place or Kooth. Or you might be referred onto CAMHS (Child and Adolescent Mental Health Service) if this is the right service for you

[Click here for more information](#)

How can a referral be made for my child:

Self referral	GP	Referral through school	Cluster
If you are under 18, or if you are a parent of someone aged 5-17, you can ask for MindMate SPA to help find support. Use the online referral system or call 0300 555 0324.	Speaking to the GP about your concerns can be useful. A GP can refer to mindmate but depending on the concerns, they may feel it is also appropriate to refer for support from an alternative service e.g. Occupational Therapy	From September 2022, Education settings can make direct referrals to MindMateSPA. Please speak to the SENDCo or a learning mentor if you feel you would like school to make a referral.	If you are receiving support from the Cluster, they will work alongside school and can submit a referral if needed. This will be discussed as part of support.

Before school can make a referral:

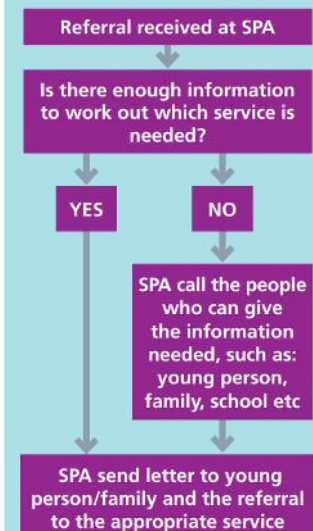
Early intervention and school support must have been in place to support your child.

There must be evidence of a graduated approach with the strategies implemented being evaluated for effectiveness.



What happens next?

How does SPA work?



Thinking for ourselves, caring for each other.



How will the curriculum be matched or personalised to my child needs?

Regular assessment will inform class teachers as they plan lessons according to the specific needs of all children in their class. Specialised resources and strategies can be used to support your child individually and in groups. Planning, teaching and provision within the classroom can be adapted on a daily basis if needed to meet your child's learning needs. For some children, progress will be tracked and planned for using Bsquared or the SENIT developmental journal (EYFS). These are documents which breaks down the curriculum into smaller steps and objectives.

The school is well resourced to support the learning of children with SEND. The school has a variety of intervention rooms and a Sensory room which is accessed by children with SEND and Social, emotional and mental health difficulties (SEMH).



Angelfish

Angelfish class, our inclusion provision, has been set up to meet the needs of some individual children. The provision is a nurturing environment which is designed to provide a blend of personalised, 1-1/small group learning experiences, allowing children to develop as independent learners.

Children accessing Angelfish, will also access link classes for some part of the day, providing opportunities to develop confidence, join in and learn with other peers as well as to access other areas of the curriculum and wider school life.





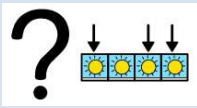
How accessible is the school?

All schools must adhere, by law, to the Equality Act 2010. The school is based at ground level and is accessible to children with Physical Disabilities. We ensure that equipment used is accessible to children, regardless of their needs. We have ramped access to exterior areas. There are two disabled toilets and a hygiene suite. Our Accessibility policy is on the school website.

Thinking for ourselves, caring for each other.

How will I know how well my child is doing and how will you help me support my child's learning?



Types of review used in school		
What? 	Who? 	How often? 
Parents Evening	Parent, teacher, child key staff and SENCo (if requested by the parent)	2 appointments during an academic year
SEN support reviews (all children receiving SEN support in school)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	2 reviews during an academic year
Annual reviews (children with an EHCP or receiving top up funding – FFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	1 review per academic year
ISAR (child with early years top up funding – EYFFI)	Parent, teacher, key staff and SENCo <i>External professionals as required</i>	Termly
Pupil interviews	SENCo, teacher, key staff with pupil	Throughout the academic year
Meetings / phone call as a when required – based on need	Parent, SENCo, teacher, key staff	As needed

Remember, you do not need to wait until one of these events to raise a concern or ask a question about your child's learning, provision or support in place.

There is an open-door policy of easy access to the Teachers, SENDCo, Phase Leaders and Deputy/Head Teacher. The staff are always available at drop off in the morning if you need to speak to them. If you have any concerns that take up more time than a short conversation in the morning, you can make an appointment with the Class Teacher before or after school. We can also arrange to call you at a convenient time.

Thinking for ourselves, caring for each other.

What support will there be for my child overall well – being, including their social, emotional and mental health?



The well-being of your child is extremely important to us and we aim to support and foster the whole child.

Oulton Primary School ensures that staff receives up to date training and that there are designated staff to deal with pastoral care. It is the aim of all staff to ensure that all children feel safe and supported and can access their learning in spite of any pastoral issues. We have a team of two Learning Mentors who are able to offer tailored support to children. 1:1 or small group support is often used. However, this may vary depending on a child's needs. They attend regular Cluster Meetings to discuss children who have been referred for support.

We follow a whole school Behaviour Policy, which can be found on our website. To support behavioural development, this may be adapted should it suit a child's needs and a positive behaviour support plan may be implemented. We aim for this to be short term, with a swift return to our usual Behaviour Policy. Where that is not possible, school has access to behaviour support from other settings.

For some children, intervention programmes are used to support social and emotional development. We use evidence based interventions which provide a targeted way to work with young people who may have struggled with difficult life events and / or their emotional regulation.

What services and expertise are available or accessed by the school, including staff with specific specialist knowledge/qualifications?



If in partnership with yourselves, if it is agreed your child needs some extra specialist support from a professional outside the school, there are a range of services that we may seek advice from:

- Complex Needs Service Special Education Needs Inclusion Team (CNS SENIT)
- STARS Autism Teachers. (We also have a lead practitioner trained by STARS in school.)
- Educational Psychology Team
- Speech and Language Therapy (SALT)
- Child and Adolescent Mental Health (CAMHS). (This can be accessed via a GP or Cluster referral. Parents can also self refer through Mindmate Spa.

(Self referral link: [Leeds MindMate SPA - MindMate](#))

- Social Care
- School nursing team
- Reach
- Area Inclusion Partnership (AIP)
- Health, Safety and Well-being Team (Leeds City Council)
- Attendance Officer (Cluster. and Leeds City Council)

Thinking for ourselves, caring for each other.

What training and development is done by staff supporting those with SEND?



We ensure that key members of staff are in receipt of up to date training, which will benefit our pupils with SEND. All staff are regularly offered Continuing Professional Development (CPD) offered by Leeds City Council, to enhance the provision they offer children with SEND in their classes. Support for staff can also be requested from the Complex Needs Service Special Education Needs Inclusion Team (CNS SENIT) and other relevant outside agencies.

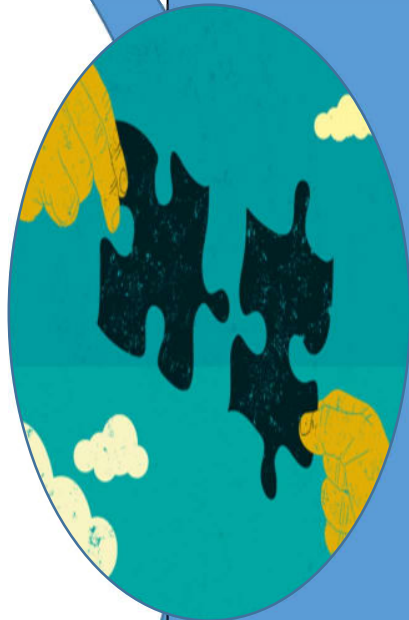
Recent training has been undertaken by the Learning Mentor on specific evidence based interventions such as ELSA, Lego based therapy and drawing and talking. Speech and language training, specific to children's needs, has been given to teaching assistants working with specific pupils including Makaton

Whole staff Dyslexia training has taken place to promote dyslexia friendly approaches across school

Staff at Oulton Primary have benefitted from Autism Level One training, through the Leeds Autism Hub (STARs team). A member of staff working in Angelfish, our inclusion provision, is trained to Level Two. The SENDCo is trained to Level Three and is the Autism lead practitioner.

The SENDCo is qualified and holds the national award for SEN.

How will my child be included in activities outside the classroom?



All children will be able to access activities outside the classroom wherever possible. Oulton Primary School will make reasonable adjustments to enable children to access school trips and Residential visits, but it is not always possible to change some activities or residential visits to meet the needs of every child. We carry out individual risk assessments where necessary and work closely with the settings to ensure that children's needs can be met. School uses the Leeds EVOLVE system to ensure that systems and procedures around risk assessments are robust and carried out thoroughly. Where appropriate, parents/carers are invited into school and the activities are discussed in relation to the child and their needs.

How will the school help children and young people transfer to the next phase of education?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible. At the end of each academic year there are internal transition meetings from current teacher to future teacher; some of these meetings may involve parents/carers.



If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible the new school will be invited to be part of a review held in school prior to their transition. As a parent/carers, you are responsible for ensuring that your application forms to transfer to other schools are completed accurately and with detail.
- We will make sure that all records about your child are passed on to the new setting.



In Year 6:

- Your child may do focused learning about aspects of transition to support their understanding of the changes ahead. This may be through a specific intervention / transition group.

Where possible your child will visit their new school on several occasions and a suitable transition plan will be put in place. We will work closely with parents / the child's new setting to plan appropriate transition support.



When moving classes in school:

- All children will have the opportunity to spend time with their new teacher and classroom
- Information will be passed on to the new class teacher
- All previous targets, provision and strategies in place will be shared with the new teacher.
- Transition booklets and visual prompts will be prepared if your child requires this.

The strategies to support your child will depend on the circumstances as appropriate to the needs of the child.



Thinking for ourselves, caring for each other.

Funding is prioritised to ensure that there is accessibility to the Curriculum for all pupils, including those with SEND. This may mean that school needs to purchase specialist equipment and learning resources. Staffing needs to be well considered and children's individual needs catered for. In some cases, the school will apply for additional top up funding to support a specific need a child may have.

How are parents/carers involved in the school?



Oulton Primary School uses many ways of ensuring that parents/carers can be involved in school and are informed about the learning that is taking place not only in their own child's class but right across school. We use the school website as a way of sharing learning and information is sent out via newsletters. The School calendar also provides parents/carers with key dates for the academic year.

Who can I contact for further information?



If you are interested in applying for a school place for your child, please contact Admissions at Leeds City Council. To make an appointment to discuss concerns or queries regarding your child in school with relation to SEND please speak directly to the class teacher or make enquiries through the school office to speak to our SENDCo: Mrs Hoskin.

Telephone: 0113 2821344 Website: www.oulttonprimary.co.uk Email: senco@oultton.leeds.sch.uk

For more information about the services and support available in Leeds, please refer to the Leeds local offer:

<https://youtu.be/Smc6dEajnOk>
Directory (leedslocaloffer.org.uk)



Useful resources: SENDIASS:



SENDIASS Flyer.pdf

Parents Connect:



What we do LLO
Live.pdf

STARS service offer:



STARS Service Offer
2022 Leaflet parents.docx

Thinking for ourselves, caring for each other.