

Oxbridge Lane Primary School



SEN Information Report

To be reviewed September 2024

Our Core Offer

Oxbridge Lane is a very inclusive school, who welcomes everyone. We endeavour to ensure that our children reach their full potential . In order to do this we will:

- Provide high quality teaching to meet the needs of every child, regardless of the barriers they may face.
- Offer an engaging and exciting curriculum through experiential learning. Where children require extra support, specialist resources or extension materials, will be provided wherever possible.
- Children on the Special Educational Needs register will, where appropriate, receive bespoke intervention or support. This will be delivered by highly skilled members of staff and will cover a range of areas to meet the needs of every child both academically and socially.
- As a school and SEND team, we value the work we do in partnership with parents to ensure that home and school offer complimentary support packages.

- How we identify individual special educational learning needs.
- Contact details for our SENDCo
- Complaints information
- SENDIASS information

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- How we adapt the curriculum so that we meet SEN.
- How we modify teaching approaches.
- How we support pupils in their transition into our school and when they leave us.

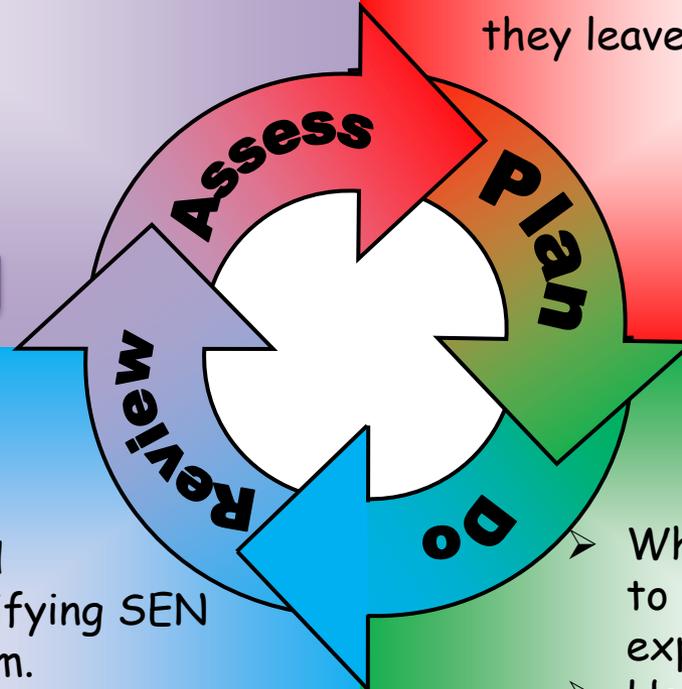
[More information](#)

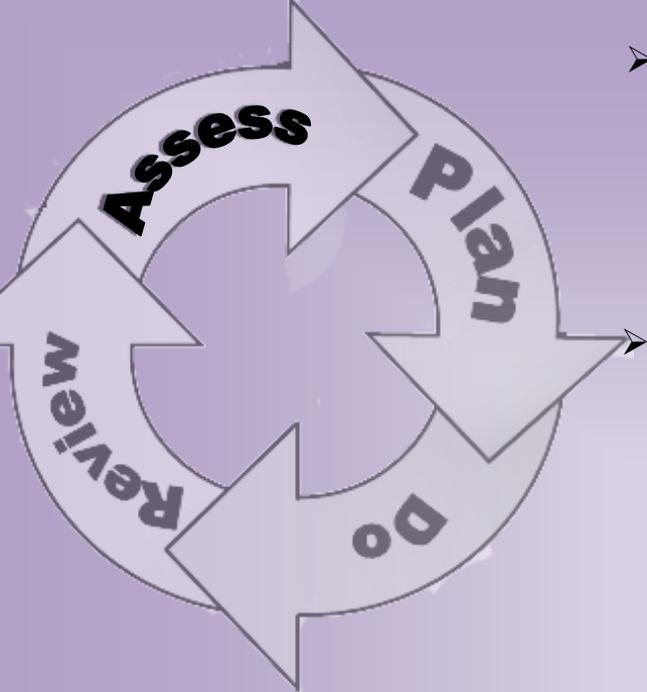
- How we involve pupils and parents/careers in identifying SEN and planning to meet them.
- How we review pupil progress made towards the outcomes we have targeted for them.
- Where parents can get extra support

[More information](#)

- What extra support we bring in to help us meet SEN :- services, expertise
- How we work together collaboratively
- What other activities are available for pupils with SEN in addition to the curriculum.

[More information](#)





- Identification - Your child will be identified as having SEND if they have a significantly greater difficulty in learning than the majority of children of the same age or if they have a disability preventing or hindering the use of educational facilities provided for children of the same age within the Local Education Authority.
- Teachers use the graduated response if they have concerns about your child and any SEN needs they may have. This may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will begin by using a range of strategies to support your child. Through ongoing observation and assessment we will assess their understanding of what we are doing in school. (What is happening and why.) Through the systems that are in place, school will determine if your child needs to be moved through our stages and onto our SEN register. This process will be discussed with you, as well as your child, as part of our person-centred approach.
- The school's SENCo is Mrs Smith. She can be contacted at school by telephone on 01642 607421 or by e-mailing oxsenco@sbcschools.org.uk.
- If you are not satisfied with a decision or what is happening, your first point of contact is always the person responsible - this may be the class teacher, the SENCo or the headteacher. Explain your concerns to them first. If you are not satisfied that your concern has been addressed, speak to the headteacher and then ask for the school governors representative. The Special Educational Needs and Disability Information, Advice and Support Service (formerly Parent Partnership) provide independent information and advice. They can be contacted on tel 01642 527158 or e-mail SENDIASS@stockton.gov.uk.

[Communication and Interaction](#)

[Cognition and Learning](#)

[Social, Emotional and Mental
Health Difficulties](#)

[Sensory and/or Physical Needs](#)



This section is about the additional support our school offers children/young people with SEND.

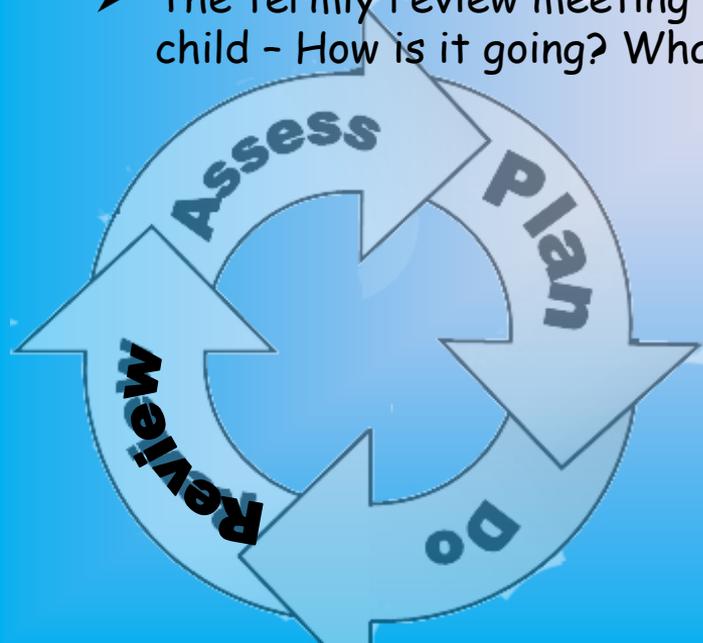
- All our staff are trained to make materials and 'work' easier or more challenging so that every pupil is able to learn at their level. Through Quality First Teaching our staff are able to make adaptations to best support every child. In addition, we are able use resources/ adaptation so that we have something at the right level for pupils with SEN.
- Class teachers will be the key person working with your child. They may work with a teaching assistant(TA) or an external agency worker requested by school. Parents are encouraged to work with the school and other professionals to ensure that their child's needs are identified properly and met as early as possible.
- All SEND pupils have a SEN Support Plan (SSP) with personalised targets and interventions to support their learning. These plans are shared with the child, parents, relevant staff and SENDCo.
- Some pupils receive extra funding through an Education, Health and Care Plan or through Stockton Authority's High Needs Panel.

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- At Oxbridge Lane, we focus on each child's needs. We scaffold and support our curriculum accordingly for children with SEND. This can range from providing additional resources, specific interventions to support their need or providing children with extra adult support.
- We have a wide range of staff responsible for delivering specific interventions. The interventions we use range from supporting English and Maths, such as Precision teaching, to social and emotional interventions such as Lego therapy and specific learning difficulty interventions like fine and gross motor control development.
- We include all children in all activities, including trips and visits, ensuring appropriate risk assessments are in place. Extra curricular activities are available to all SEND children.
- As a school and Governing Body, we work closely with a number of external agencies including, Educational Psychology, Hearing and Visual Impaired Service (STARS), specialist learning team, speech and language department, sensory service, Bungalow Project (Counselling Services), CAMHS and MAAT. Parents and carers input is invaluable to staff, so regular discussions and involvement is welcomed.

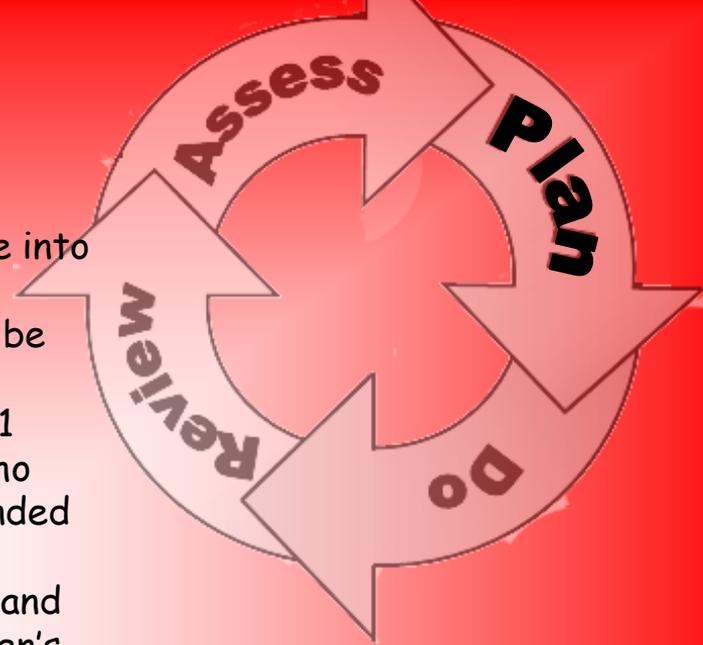


- SEND children will be monitored closely and class teachers will informally discuss progress, achievements and concerns with senior leaders including the SENDCo and the Senior Leadership Team throughout the year
- All children discuss their aspirations and what they need help with as part of the 'My SEN Support Plan' at the start of every cycle. These are referred to throughout the whole cycle.
- The progress of SEND children is reviewed with parents at least termly. This will be done through a meeting with the class teacher. Where appropriate, the child will be involved in this meeting too. We believe that the child is at the heart of everything that we do and their thoughts and opinions matter.
- The termly review meeting will also discuss the provision that is being made for the child - How is it going? What do we need to do next?



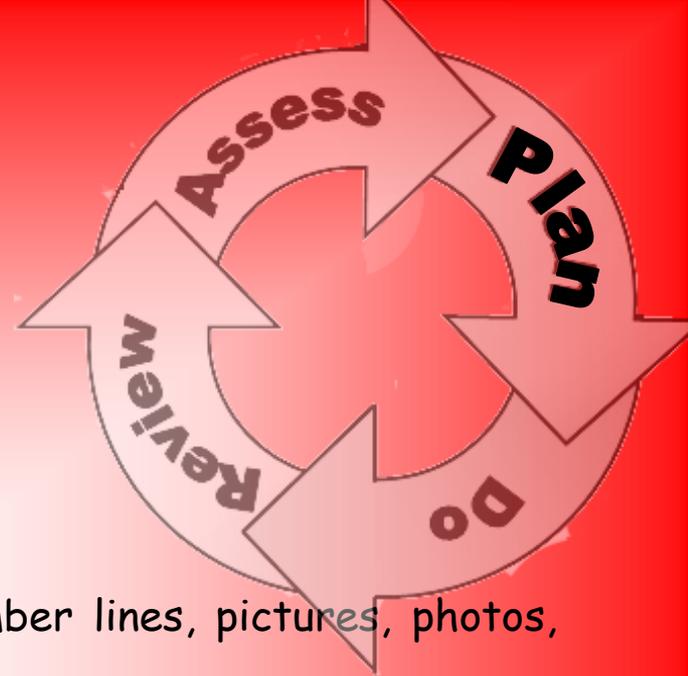
Communication and Interaction

- School refers to the Speech and Language Service, who come into school to work with children. They feedback to staff so that programmes/ support can implement in school. This work can be daily or less frequent as recommended.
- School has a trained teaching assistant who works across KS1 supporting children with speech and language difficulties. Who works with children on a 1:1 or small group basis as recommended by the Speech Therapist.
- School also uses Time to Talk to develop social skills, SPLAT and BLAST in Nursery and Reception Narrative to develop children's language.
- Sometimes children will be offered additional support for lunchtimes and playtimes.
- Access to small group and/or individualised interventions to develop skills in social interaction, emotional awareness, flexible thinking etc.
- Careful planning of transitions - our staff look at what will possibly make moving from one year group to another difficult. We will then put together a transition plan to ensure that this is as easy as possible using social stories and visits.
- Mentoring - we have mentors in school that work with children in small groups or 1:1 if needed.
- Flexible approach to timetables.
- Bespoke curriculum where necessary.
- Individual targets set for small step progress.
- Educational Psychologist Service
- School accesses services from the Local Authority. This team can come in and give advice and training to staff around meeting the needs of pupils.



Cognition and Learning

- Regular, individually focused intervention through assessment for learning (AfL) allows for bespoke intervention.
- Small group interventions - eg. Fast Track Phonics, where children are grouped with children of a similar ability across classes and year groups.
- Practical aids for learning e.g. table squares, time/number lines, pictures, photos, accessible reading material suited to age
- Phonic development programmes - children are ability grouped for the teaching of Phonics. Fast Track Phonics and bespoke interventions.
- Increased access to IT - computer based interventions Teach Your Monster to Read, Numbots and Timestable Rockstars.
- Children are grouped in different ways for different subjects.
- Enhanced access to IT support eg. Laptops/ ipads, talk tins etc.
- Adaptations to assessments to enable access e.g. readers, scribe, IT
- Curriculum will be adapted to meet the learning needs of the child/young person.
- Frequent repetition and reinforcement.
- Individual targets set for small step progress.
- Educational Psychologist Service
- School access additional support from the Local Authority to give advice and offer training to staff around meeting the needs of pupils.



Social, Emotional and Mental Health Difficulties

- Mentoring - all staff invest time in building relationships and model a variety strategies with children.
- Our positive behaviour system builds children's self-esteem and offers them the chance to reflect when things have been difficult.
- Individualised rewards system - designed for individual children.
- Some access to safe space/ individual working space
- Access to Counselling (via The Bungalow Project)
- Increased access to additional adults around school and within the classroom - trained mentors.
- Referrals made to Thrive.
- Educational Psychologist.
- School access additional support from the Local Authority to give advice and offer training to staff around meeting the needs of pupils.





Sensory and/or Physical Needs

- Access Hearing Impaired and Visually Impaired Services - via a referral from the hospital .
- Concrete apparatus available to support learning.
- School liaises with Occupational Therapy and Physiotherapy Services and programmes are delivered in school, by a named teaching assistant on a regular basis.
- Adapted curriculum to enable full access e.g. alternative recording devices, modified PE curriculum
- We have teaching assistants who are trained to run dyspraxia support programmes.

- PLEASE NOTE: Oxbridge Lane is a Victorian school building and despite adaptations is not easily accessible for wheelchair users. We are a split site school where children need to go in and out of buildings throughout the course of the day. Due to the nature of the building, playground noise can be heard throughout the day.

