

# Special Educational Needs (SEN) Information Report

Oakwood Primary Academy



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**Aurora Academies Trust**  
Each Child, Every Day

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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy.

You can find it on our website [www.opaprimaryacademy.org](http://www.opaprimaryacademy.org)

**Note:** If there are any terms that have been used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.



## 1. What types of SEN does the school provide for?

We have supported with a broad range of needs, as identified within the SEND Code of Practice, 2014. The areas of need are as follows:

AREA OF NEED	INCLUDING BUT NOT LIMITED TO...
Communication and interaction	Autism spectrum disorder
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactive disorder (ADHD)
	Anxiety and mental health conditions
	Attachment and Trauma related needs
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

### Our Special Educational Needs Co-ordinator (SENCO)

Our SENCO and Assistant Headteacher for Inclusion is **Mrs. Kerry Wood**



They have three years' experience in this role and have worked at Oakwood Primary Academy for the last 9 years, with the last 3 years on the Senior Leadership Team. Prior to this, they have worked for 8 years in further education settings, leading curriculum, and supporting those learners with SEN. They are a qualified teacher.



They achieved the National Award in Special Educational Needs Co-ordination in March 2022 and completed the DfE Senior Mental Health Lead training in June 2024. The Assistant Headteacher also holds the role as Designated Safeguarding Lead (DSL) in school and is the Designated LAC Teacher.

The Assistant Headteacher for Inclusion is non-classed based role.

### Pastoral Manager

Our pastoral manager is **Ms. Carol Snelgrove**



They have a number of years' experience supporting children with Social Emotional and Mental Health needs (SEMH) and are Nurture trained. They also hold the role of Deputy Designated Safeguarding Lead (DDSL) in school.

### Class teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Training is also provided, when needed, from outside agencies such as CLASS (Autism service), TASS Inclusion Advisors and our Mental Health Practitioner (via Place-to-Be charity).

### Teaching assistants (TAs)

We have a team of TAs, who support children across the school. Of these TAs, we have a non-classed based TA who is trained to support SEN interventions including overseeing our Forest School provision.

In the last academic year, TAs have been trained (or refresher training given) in Read Write Inc, Daily Supported Reader (DSR) and Fresh Start Interventions.

### External agencies and experts

Sometimes we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

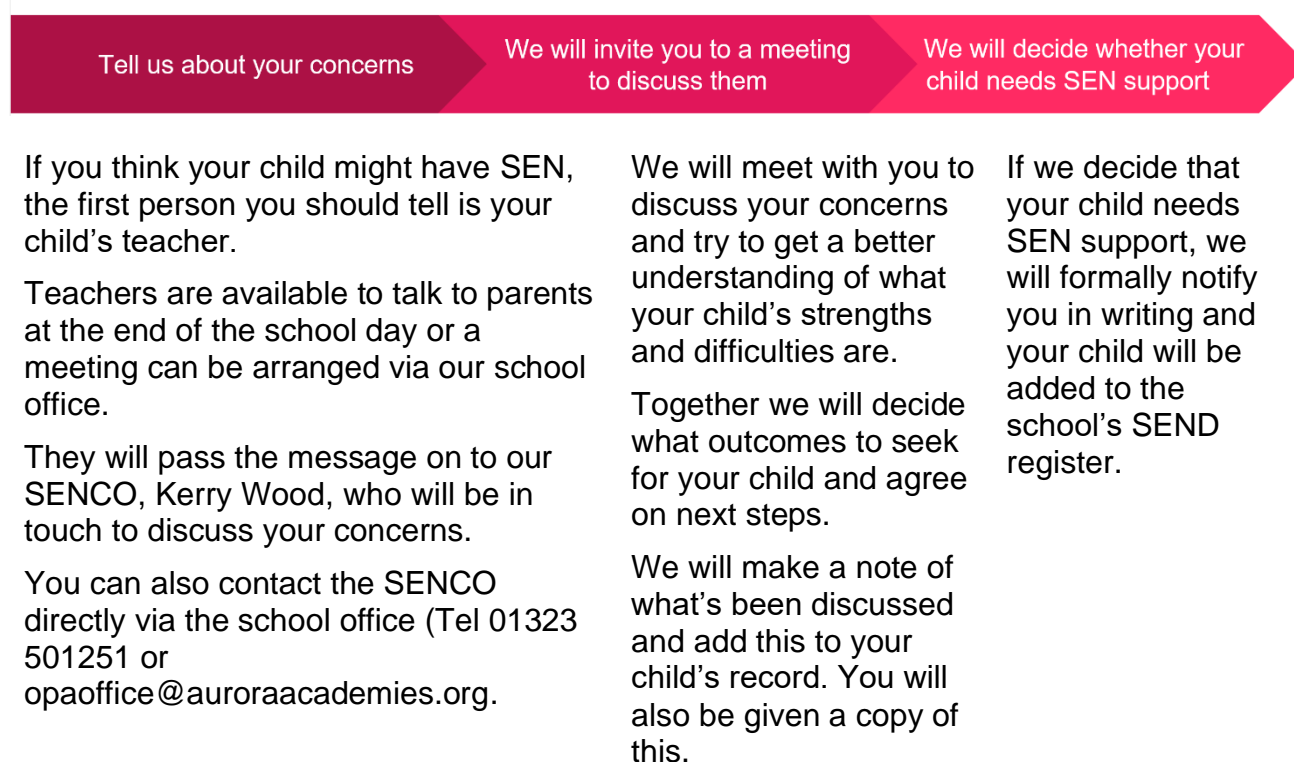
- Speech and language therapists
- Mental Health Practitioners
- Family Therapists
- Play Therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses



- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other LA-provided support services
- Voluntary sector organisations

### 3. What should I do if I think my child has SEN?

If parents have concerns these should always be discussed with your child's class teacher in the first instance, who will direct to our SENDCo for further guidance/support.



### 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might be identified in their writing, through assessments or when interacting peers socially.

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if



there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

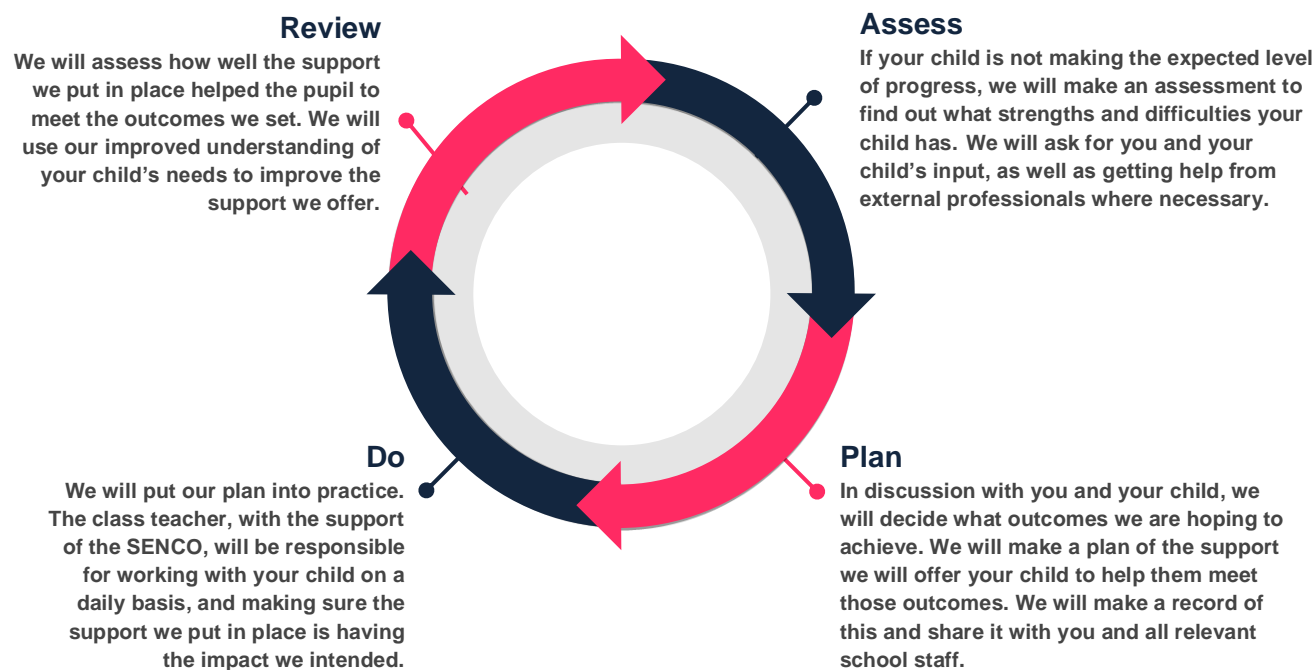
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN support plan for them. Not all children will need to remain on the SEN register long-term and it is important to recognise that this register is 'fluid' and children can be removed from SEN support as they make progress.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**. These cycles are reviewed three times a year with targets and provision matched to the outcomes we want children to be able to achieve. Review meetings are held with teachers and parents at least 3 times a year to ensure that plans are reviewed and that all parties are working together to provide support that is based on achieving the best outcomes for children.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## **6. How will I be involved in decisions made about my child's education?**

As well as whole school reports which are provided to all parents annually, your child's class/form teacher will meet you 3 times a year to review their SEN plan to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child's class teacher. Class teachers can be available for a chat after school or if a longer meeting is required you can book this through the school office.

## **7. How will my child be involved in decisions made about their education?**

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.



We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

## **8. How will the school adapt its teaching for my child?**

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

We will personalise (or adapt) how we teach to suit the way the pupil works best. There is no '1 size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, task planners, 'now and next' boards, larger font, etc.
- Deploying our Teaching Assistants to support children in order that children achieve the best outcomes, gain independence in their learning and are ready for their next steps of education

Please refer also to our school's accessibility policy which can be found on our school website [www.oakwoodprimaryacademy.org](http://www.oakwoodprimaryacademy.org) . The aim of our school is to ensure that our school is inclusive, providing high quality education to all pupils; preparing them for the next steps of their education. This includes those children with medical needs and disabilities.



We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
<b>Communication and interaction</b>	Autism spectrum disorder	'TalkAbout' social skills intervention
	Speech and language difficulties	Speech and language therapy (either inhouse or SALT based plans)
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Fresh Start Intervention Daily Supported Reader Nessy Dyslexia Intervention
	Moderate learning difficulties	
	Severe learning difficulties	
<b>Social, emotional and mental health</b>	ADHD, ADD	Individual/ positioned work stations Access to quiet spaces Access to lunch club
	Adverse childhood experiences and/or mental health issues	SEMH interventions in our 'Hive' provision Family Therapist Mental Health Practitioner
<b>Sensory and/or physical</b>	Hearing impairment	
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	
	Physical impairment	

These interventions are part of our contribution to East Sussex's (ESCC) local offer. More details of ESCC's local offer can be found at [www.czone.eastsussex.gov.uk](http://www.czone.eastsussex.gov.uk)



## **9. How will the school evaluate whether the support in place is helping my child?**

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals during review of APDRs
- Reviewing the impact of interventions after 6-10 weeks (depending on intervention)
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)

## **10. How will the school resources be secured for my child?**

School receives a 'notional' budget of £6,000 for SEN children which is used to support the costs associated with providing support – this includes salaries, interventions and any additional equipment required.

In the majority of cases, this funding is sufficient to support children and their needs. However, where this is not the case, we will consult with external agencies to get recommendations on what will best help your child access their learning. This may require seeking additional funding from our local authority.

## **11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?**

- All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.
- All pupils are encouraged to go on our school trips, including our residential end of year trip in Year 6.
- All pupils are encouraged to take part in sports days, school plays, curriculum events etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability and wherever possible will make whatever reasonable adjustments are needed to make sure that they can be included.

## **12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?**

- Whenever SEN is identified on the admissions form to our school, a tour is arranged with both the Headteacher and the SENCO, to enable parents to discuss their child's needs and offer school the opportunity to discuss provision that is provided at Oakwood. We will often liaise with your child's previous SENCO to ensure that we can replicate support (where able) as quickly as possible, to ease transition into our setting.



- Children with EHCPs are admitted to Oakwood via a consultation process with East Sussex County Council, in which we are given the opportunity to review your child's EHCP to ascertain whether we feel we are able to meet your child's needs at our school. All children whose EHC plan names the school will be admitted before any other places are allocated.
- As a school we adhere to the Fair Access Protocol (FAP), as detailed in our School Admissions Policy. This can be accessed on our school website <https://www.oakwoodprimaryacademy.org/admissions/>

### 13. How does the school support pupils with disabilities?

Our school aims to ensure that our school is socially and academically inclusive, that all pupils have access to a full curriculum, and that all pupils are appropriately challenged. Further information relating to accessibility can be found in our 'Accessibility Plan' on our school website <https://www.oakwoodprimaryacademy.org/equality-and-accessibility/>

### 14. How will the school support my child's mental health and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Pupils with SEN are encouraged to 'leadership' roles in school including School Ambassadors
- We have a Wellbeing curriculum which is adapted to the needs of our SEN children (discussion-based activities, role play, drawing/alternatives to writing)
- We provide extra pastoral support for listening to the views of pupils with SEN by ensuring they are represented in our pupil voice groups and that questionnaires are accessible.
- We have the 'Hive Provision' in school for pupils who need extra support with social or emotional development and where a number of interventions are facilitated.
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by ensuring our Wellbeing curriculum is focussed on equality/diversity, kindness and community, taking reports of bullying seriously – ensuring each case is investigated and outcomes/support are given.
- We seek support from external agencies when needed (school health, CAMHs, family therapists and mental health practitioners) to support children and families with SEMH needs.



## **15. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?**

### **Between years**

To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year, when the pupil's needs are discussed. During this meeting, APDRs are shared and any relevant Health Care Plans or EHCPs.
- Transition 'class moves' for children to experience a morning with their new teacher and TAs
- Transition booklets are provided at the end of term with photos of new classrooms, teachers, TAs and key staff in school.

### **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting as well as sending all safeguarding and SEN related files.

When children are moving to Year 7, the SENCO of the secondary school will come into our school for a meeting with our SENCO. They will discuss the needs of all the children who are receiving SEN support.

Additional parental meetings may be offered as well as increased individual visits to secondary schools were needed.

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

The Designated LAC teacher in our school is Kerry Wood (our SENCO). Our Designated LAC teacher will make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child. However, looked-after pupils will also have a Personal Education Plan (PEP). It is more likely that a looked after child will have a SEN need, and so where this is the case, we make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

If you are concerned about any aspect of the education provided this should be first discussed with the class teacher. Most matters of concern can be resolved positively in this way. All teachers work hard to ensure the children in their class are happy and making progress so welcome the opportunity to resolve anything affecting this. If a complaint



cannot be resolved in this way, complaints can be made to our Headteacher. You will then be referred to the school's Complaints Policy.

Our school complaints policy can be requested via our School Office or accessed on our school website <https://www.oakwoodprimaryacademy.org/policies/>

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

For more information on this you can access [www.localoffer.eastsussex.gov.uk](http://www.localoffer.eastsussex.gov.uk)

## **18. What support is available for me and my family?**

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at East Sussex's local offer. East Sussex publishes information about the local on their website: [www.localoffer.eastsussex.gov.uk](http://www.localoffer.eastsussex.gov.uk)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are: [www.amazesussex.org.uk](http://www.amazesussex.org.uk)

Local charities that offer information and support to families of children with SEND are: [www.aspens.org.uk](http://www.aspens.org.uk)



National charities that offer information and support to families of children with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

## 19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- **Differentiation** – when teachers adapt how they teach in response to a pupil's needs
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an Education Health and Care Plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the Special Educational Needs Co-ordinator
- **SEN** – Special Educational Needs



- **SEND** – Special Educational Needs and Disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN Information Report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

