

Oakfield Primary School



Special Educational Needs (SEND) information report

SENCO	Megan Reeve senco@oakfield.essex.sch.uk
Date information report ratified by Governors	8 th October 2026
Date information report to be reviewed	Autumn 2027

Contents

Contents	2
1. What types of SEN does the school provide for?	3
2. Which staff will support my child, and what training have they had?	4
3. What should I do if I think my child has SEN?	6
4. How will the school know if my child needs SEN support?	6
5. How will the school measure my child's progress?	7
6. How will I be involved in decisions made about my child's education?	8
7. How will my child be involved in decisions made about their education?	8
8. How will the school adapt its teaching for my child?	9
9. How will the school evaluate whether the support in place is helping my child?	10
10. How will the school resources be secured for my child?	10
11. How will the school make sure my child is included in activities alongside pupils who don't have SEN? ..	10
12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?	10
13. How does the school support pupils with disabilities?	11
14. How will the school support my child's mental health, and emotional and social development?	11
15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?	12
16. What support is in place for looked-after and previously looked-after children with SEN?	12
17. What should I do if I have a complaint about my child's SEN support?	12
18. What support is available for me and my family?	13
19. Glossary	13

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 special educational needs support works in our school.

If you want to know more about our arrangements for SEND, please read our SEND policy available on our school website: <https://www.oakfield.essex.sch.uk/page/?title=Policies&pid=36>

Note: If there are any terms we've 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?

Our school provides for pupils with a range of needs such as the below.

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	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 hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
	Trauma and attachment
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?

SENCO

The Inclusion team is led by Miss Reeve who is the school SENCO. She is a qualified teacher, the school assistant Headteacher and has both a personal and professional interest in SEND. Miss Reeve has completed her NASENDCO qualification.

Miss Reeve is not classroom based, which allows her the flexibility to manage her diary around the needs of the school and the children. As such she does not have specific days to manage SEN provision and the allocation may look different each week. Her role is focused on coordinating SEND provision and ensuring that statutory requirements are met.

She can be contacted at senco@oakfield.essex.sch.uk



Learning Mentor

Mrs Marsh works in the Inclusion team as a Learning Mentor. She is also not class based. Mrs Marsh has a more pastoral role and supports children with a range of needs both formally (e.g. running interventions) and informally (e.g. running drop ins, check ins and ad hoc support) as well as supporting parents. She has a range of experience and training.



All teachers at Oakfield Primary school are teachers of SEND and have a range of skills and experience. All teachers are expected to provide high quality teaching that supports the needs of pupils in their class and ensure they are implementing the 'Ordinarily available' offer with targeted provision for pupils that have a One Plan or EHCP. Teachers receive both in house and external training, for example: Autism, ADHD, trauma and attachment. Some teachers will also receive training specific to pupils they are working with such as ODD or specific medical needs. Teacher training needs are based on pupil cohorts to ensure that they are trained in relevant areas to enable us to support children effectively.

HLTAs and LSAs

HLTAs and LSAs work across the school in key places to support children. HLTAs often support whole classes and are trained in line with teachers. Some LSAs run interventions for children identified as needing a short, targeted provision in order to keep up or catch up with peers. Some LSAs support children in the classrooms based on their needs, One Plans or EHCPs. We do not offer 1:1 support as standard provision for children with SEN but recognise for a minority of pupils this may be required. This can only be funded through additional funding from the Local Authority. Similar to teachers, LSAs receive a range of in house and external training sessions. They have had training on Autism, ADHD, trauma and attachment, specific interventions such as Number Stacks, Little Wandle fluency and Little Wandle phonics.

Governors

There is a named SEND Governor who monitors SEND provision in the school to ensure we are meeting our statutory duties. The name of the SEND Governor is **Jane Granby**. She can be contacted via the school office.

Intervention coordinator

Mrs Pinchback coordinates the provision of interventions across the school. She is responsible for coordinating pupils, groups and ensuring provision takes place. She works alongside other LSAs to deliver the agreed provision.

External agencies and experts

Sometimes we need extra help to offer our pupils the support 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:

- Local Authority Inclusion Partner
- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education access
- Specialist provision outreach teams e.g. ESSET or CSS
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

- If you think your child might have SEN, the first person you should tell is your child's teacher.
 - You can ask them directly (at the pod door at the end of the school day) to arrange a conversation or speak to the school office with support to arrange this.
 - The class teacher will either look to implement things that fall within the Ordinarily Available offer or will pass the message onto the SENCO if they feel more guidance or support is needed.
 - You can also contact the SENCO directly on senco@oakfield.essex.sch.uk.
 - You may be asked to complete a parental SEND concern form to provide some additional details to help focus an upcoming conversation or meeting. You can wait to receive one from the SENCO once you have emailed but can also ask for a copy in the school office.
- We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.
 - Together we will decide what outcomes to seek for your child or provide you with recommendations and agree on next steps.
 - Depending on the outcome, this meeting may be followed up with you via email or notes added to your child's file.
- If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.
 - Depending on the age and/or needs of your child this may be discussed with them in a child friendly way so they are involved in the process. The approach to this will be discussed with you and agreed.
 - There is more information in our SEND policy about the requirements for children to be added to the SEND register.

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 school work or socially. This might include reviewing their books, test results, test results over time, teacher assessment data and teacher assessment over time, general presentation in lessons, presentation in more unstructured times such as lunchtime. Senior leaders analyse the progress of pupils termly and pupil progress through interventions is analysed in line with the expectations of the intervention.

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 identify and plan how 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 contact you to discuss this and broach the possibility that your child has SEN. The teacher will have also spoken to the SENCO.

The SENCO may observe the pupil in the classroom and/or 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 may 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.

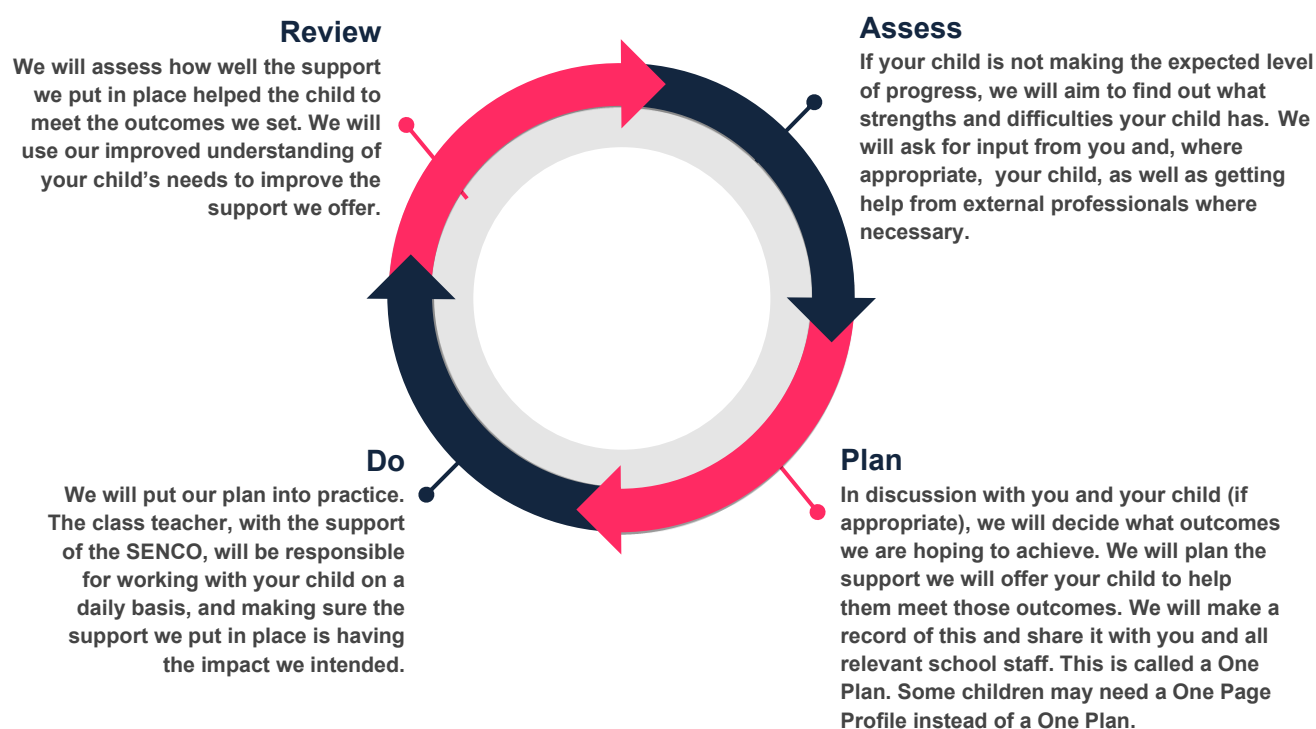
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be formally notified in writing if your child will be added to the SEN register.

If your child does need SEN support, their name will be added to the school's SEND register, and the teacher will work with you to create a SEN support plan for them. Often this is a One Plan but at times it may be more appropriate to use a One Page Profile or to develop a One Plan with a view to applying for an EHCP.

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**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve. We aim for these to be small, achievable steps towards a bigger outcome.

For example, a bigger outcome could be for a child to fluently read phase 3 books. The One Plan target needs to be the first small step towards this e.g. to read the phase 3 sounds 'sh' and 'ch' independently in words.

When we run a specific 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?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you at parents evening in the Autumn and Spring terms and in the Summer you can contact them to book an additional review meeting. In these meetings you will work with the teacher to formulate the One Plan by:

- Setting clear outcomes for your child's progress
- Reviewing progress towards those outcomes
- Discussing the support we will put in place to help your child make that progress
- Identifying 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. 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 them.

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.

The One Plan 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 in the same way as noted in section 3 of this report.

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 2 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, scaffolding resources, 1:1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, chunking instructions, using visuals to support etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, sensory supports etc.

Some of the provision we may provide is listed below, however, this is not exhaustive and provision will depend on the needs of the child:

- Visual timetables
- Visual instructions or communication
- Social stories
- Social communication sessions
- Sensory supports e.g. ear defenders
- Quiet spaces
- Regulation spaces / safe spaces
- Personalised motivation systems
- Clear, simple, repeated instructions,
- Speech and Language therapy or activities
- Fine motor activities
- Adapted timetable
- Use of technology
- Alternative recording systems
- Personalised curriculum
- Support with medical needs
- Accessible building and grounds
- Changing and hoisting facilities
- Gym trail
- School accessibility plan: <https://www.oakfield.essex.sch.uk/page/?title=Policies&pid=36>

Some of the evidence-based interventions we run are:

- Talk Boost
- Number Stacks
- Little Wandle phonics
- Little Wandle fluency

These interventions have clear criteria for involvement in them and may not be suitable for all pupils. We are always keeping up to date with new research and possible interventions that could benefit children.

These interventions and provision are part of our contribution to Essex's local offer.

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 each term
- Reviewing the impact of interventions
- Seeking and receiving parent and pupil feedback
- Monitoring by the SENCO
- Holding an annual review (if they have an EHCP)

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will carefully consider what they may need and consult with external agencies to get recommendations on what will best help your child access their learning.

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

As an inclusive school, this is considered within all events and activities. As such, 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 Year 6 residential trip. We encourage all pupils to take part in sports events, the Christmas plays, end of year assemblies, workshops etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments we can to make sure they can be included.

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

All school admissions are managed by Essex County Council and therefore the school has no direct involvement in this. We welcome visits to the school from all prospective pupils. Essex admissions policies can be found on their website: <https://www.essex.gov.uk/schools-and-learning/schools/admissions/admissions-booklets-policies-and-forms>

13. How does the school support pupils with disabilities?

Inclusion is key for us at Oakfield Primary School. We teach children that this means about supporting people with what they need and that what they need may be different to others. We teach children about kindness, different and bullying so that they both recognise behaviour that is unacceptable but also report and challenge it if they see it. Our behaviour policy supports us to challenge poor behaviour, in which others may be treated less favourably for something such as a disability or other protected characteristic, and holds children accountable for their words and action.

Our school and grounds are all on one level so are accessible for those using physical aids such as wheelchairs or walking frames. We have disabled toilets, a hygiene room and hoisting facilities. Our full accessibility plan can be found on our school website: <https://www.oakfield.essex.sch.uk/page/?title=Policies&pid=36>.

We work closely with the Local Authority and external professionals to identify what support is required and identify ways in which we can do this in a school setting for example, using a microphone which connects to a hearing aid. We will always aim to enable the use of auxiliary aids and services that support an individual with a disability.

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 apply for and take on roles of responsibility around school such as school council and eco council
- We provide extra pastoral support for listening to the views of pupils with SEN by allowing time and opportunities for pupils to share their thoughts with teachers, LSAs, the Learning Mentor and the SENCO.
- Mrs Marsh runs targeted support for specific pupils for social or emotional development – this looks different depending on the needs of the child
- We have a 'zero tolerance' approach to bullying. We prevent bullying in the school by teaching children the 'STOP' definition of bullying and the 'STOP' approach to taking action. Pupils are encouraged to highlight poor or concerning behaviour to adults.
- We make referrals for additional support as needed e.g. bereavement counselling or CAMHS.

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 SEN be prepared for a new school year we may:

- Arrange internal handover meetings between teachers
- Arrange transition sessions for children to meet their new teacher
- Develop transition books with them for them to take home

Between schools

When your child is moving on from our school, we will share SEND records and documents and aim to speak directly to the SENCO to pass on any relevant information.

Between phases (primary to secondary)

The SENCO of the secondary school will come into our school for a meeting with our SENCO and/or teachers. They will discuss the needs of all the children who are receiving SEN support.

Pupils may be prepared for the transition by:

- Meeting key secondary school staff
- Having additional visits to the secondary school
- Learning how to get organised independently
- Plugging any gaps in knowledge
- Discussing their questions/concerns
- Use visuals or transition books to help them familiarise themselves with the school or staff

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

Miss Lodge, as SENCO, is also the designated teacher for looked-after and previously looked-after children with SEN. She makes 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. This is further supported by our commitment to being a trauma informed school and following the Essex Trauma Perceptive Practice (TPP) approach.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. However, looked-after pupils will also have a personal education plan (PEP). We will 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?

We would always encourage you to speak to the class teacher in the first instance regarding any concerns to see if these can be resolved. If you do not feel they have been then it is worth arranging to see the SENCO to discuss this further.

If you are not satisfied with the response at this point then you can make a formal complaint in line with our complaints policy. This can be found on our school website:

<https://www.oakfield.essex.sch.uk/page/?title=Statutory+Website+Policies&pid=96>

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

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

If you have questions about SEN, 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 Essex's local offer. Essex publishes information about the local offer on their website: <https://send.essex.gov.uk/>

Our local special educational needs and disabilities information, advice and support (SENDIAS) service is: <https://www.essexsendiass.co.uk/>

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

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

19. Glossary

- › **Access arrangements** – special arrangements to allow pupils with SEN 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 SEN 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
- › **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
- › **EHCP** – an education, health and care (EHC) 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
- › **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 that explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- › **One Plan** – targets to support your child to progress as well as a way of tracking their progress
- › **One Page Profile** – a means of recording things your child needs to be successful e.g. clear instructions
- › **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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages