



Oak CE VC Primary School

Special Needs Offer (SEN Report) September 2026

Date	Approved by Governing Body	Review Date
September 2026		September 2027

Welcome to our Special Educational Needs (SEN) report which is part of the Kirklees Local Offer for learners with Special Educational Needs. All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually. This document needs to read in conjunction with our SEN Policy.

What is the Local Authority Local Offer?

The Children and Families Bill 2014 states that as from September 1st 2014, Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Kirklees Local Offer can be accessed here: <https://www.kirkleeslocaloffer.org.uk/>

What are Special Educational Needs?

Special Educational Needs come in many shapes and sizes, including English as an additional language, learning difficulties, behavioural issues, more able children and medical problems to name but a few.

In addition to working closely alongside and observing your children every day, we carefully track their skills, progress and academic attainment. If we had any concerns at all about your child, the class teacher or, SENCO Miss C Brook, or Assistant SENCO, Mrs A Pilling, would contact you to arrange a mutually convenient meeting or telephone discussion.

We strongly believe that working in partnership with parents strengthens the learning experience our children receive. If your child has not yet arrived at Oak Primary School we would welcome meeting you to plan how we can work together to meet your child's needs.

What should I do if I am worried about my child?

If you have concerns about your child, big or small, you must speak to your child's class teacher as soon as possible. They are here to support you and your child on their learning journey through school and know

your child better than anyone else in school. Don't put any worries or niggles off until the next parent's evening!

How can I speak to my child's class teacher?

- Directly at the door as they dismiss the children at the end of the school day.
- By leaving a message at, or emailing the office (office@oakprimary.co.uk) asking for the class teacher to contact you.
- By writing a letter to the class teacher asking them to contact you.

Who else can I speak to?

There are a number of staff in the wider Inclusion team. Mrs Melanie Garlick, Head Teacher, leads the team alongside Mr Rob Townsend, Assistant Headteacher for Inclusion, Miss Chelsea Brook, School SENCo and Mrs Amanda Pilling the Assistant SENCo.

Mr Matthew Auty, Miss Helen Wyke, and Mrs Diane Brook are all part of the Pastoral Wellbeing Team and provide support with pastoral wellbeing or safeguarding concerns.

How can they help?

They can sit and listen to your concerns, discuss them with you and work with you and your child to come up with a plan. For example:

- they may work with your child to produce targets on an Individual Educational Plan (IEP) or support to self regulate plan,
- allocate an adult to offer intervention work or pastoral support,
- produce a pastoral plan
- introduce a home school book or
- put you in touch with, or make referrals to, other agencies (see below).

If your child has an Education Health and Care Plan (EHCP), they will likely receive some extra support from an SEN Educational Teaching Assistant (ETA) and you will be invited in to school for regular progress updates. (At least termly).

If your child is at the SEN Support stage they will receive extra support in school. For example:

- Attending interventions
- My Support Plan/I-APDR
- Small group work
- Additional ETA support in class
- Focussed teacher planning
- Specific programmes from outside agencies (see below)

Have you heard of the Kirklees Additional Needs Register?

If your child has, or you believe may have, learning or physical disabilities, sensory or communication impairment, complex health needs, emotional behavioural difficulties, Autistic Spectrum Disorder or Special Educational Needs, Kirklees ask that you consider adding your details to the register.

The register has been created in association with PCAN (Parents of Children with Additional Needs), an independent parent led forum for all parents and carers of children with additional needs in Kirklees. PCAN welcomes any parent or carer, whether they are just becoming aware that their child may have additional needs or whether they have a child with a confirmed diagnosis. PCAN aims to help parents get good information, support each other and provide a collective voice on behalf of children. They want your

contribution to help ensure that good quality information is available to Kirklees Council, the NHS and organisations supporting children and families with additional needs.

Choosing whether to enter information about your child/children with additional needs is up to you; this is a voluntary database. However, by adding your information, this helps to build up a more accurate picture of the population of children/young people with additional needs in Kirklees and helps us to make better decisions when planning and developing services and support information. You can fill in the register online at:

<https://www.kirklees.gov.uk/beta/special-education/additional-needs-register.aspx>

A PDF version can also be found on this link, which you can print off and submit by post. Any of the Inclusion Team would be more than happy to assist with this if you are interested.

How will I know my child is making progress?

As teachers, it is our job to ensure your child makes at least expected progress in their time with us. During termly meetings with the Senior Leadership Team, we are accountable for each and every child. We discuss their individual progress and attainment, what's worked, what may not have worked and the next steps in their learning journey.

We also discuss progress, attainment and next steps with all parents and carers termly.

However we are happy to discuss your child's progress at any time in the year. You do not have to wait until parent's evening to make an appointment to see the class teacher or any other adult supporting. We are flexible, we understand that at times the school day is not always convenient and can meet you before or after school or arrange to telephone you outside school hours.

How will the curriculum be adapted for my child?

At Oak Primary School, we strive to ensure that including children with additional needs does not mean that they are excluded in a mainstream setting. We are required by law to make reasonable adjustments and use our best endeavours to allow all our learners to access the curriculum and this is something we are passionate about. As teachers our job is to adapt the curriculum to suit all our learners' needs.

At times, some of our learners might need to access a slightly different curriculum and other learners may need a completely personalised curriculum. Skills different from, or in addition to, that which other children receive, sometimes need to be explicitly taught.

Any adaptations to the curriculum would be discussed and reviewed regularly with parents or carers and their children.

When planning school trips and conducting risk assessments we are always considering facilitating the needs of all the children in our care.

Who will my child work with?

Your child's classroom teacher will be ultimately responsible for your child's progress. They may be further supported by Mrs Garlick, Mr Townsend, Miss Brook, Mrs Pilling, relevant medical professionals, if any, the Pastoral Wellbeing Team, ETAs and you.

In school your child may be supported by:

- Pastoral Wellbeing Team
- School Nurse (Local)
- School Nurse Assistant Practitioner (Local)
- Speech and Language Therapist (NHS)
- Assistant Headteacher for Inclusion Mr Townsend, SENCo/Assistant SENCo (Miss Brook, Mrs Pilling)
- Speech and Language Therapy trained ETAs
- ETAs delivering named proven interventions
- Any class teacher or ETA

Visitors to school to support our children include:

- The Sensory Service for Hearing Impaired and Visually Impaired Children
- Speech and Language Therapists
- Diabetic Nurse
- Occupational Therapist
- Educational Psychologist
- Attendance and Pupil Support Officer
- Police Community Support Officers
- Outreach workers from specialist provisions
- Plus any other agency we feel can assist your child in an educational setting

Who will assist my child in taking their medication?

If your child requires medication on a regular basis a Health Care Plan will be drawn up with school. This will outline what medicine your child requires, how often they require it and any special instructions. It will also contain an overview of why the medicine is needed and what the effects of not taking it are. The responsibility of ensuring medication is in school and is up to date is that of the parent or carer.

If your child has a severe allergy or may require life-saving medication, their medication and Health Care Plan will be kept in an emergency bag in the medical room. All staff are trained annually on the administering of epi-pens. Specific training, eg diabetes, is given to some or all staff where necessary. Where medicine is required on a short-term basis a consent form will need to be filled in at the school office, indicating how much and how often. The medical label must be evident on any medicine/tablet to be administered in school.

My child has challenging behaviour, will they be excluded?

We have had many successful transitions of challenging behaviours to Oak CE Primary School. We have an excellent Pastoral Wellbeing Team who work hard to ensure children remain in school. The team also work hard to ensure children's attendance is good and support parents in getting their children to school.

My child is in a wheelchair, is your environment accessible?

Although we endeavour to make reasonable and proportionate adjustments to meet the needs of all our learners, unfortunately not all of our site is easily accessible by wheelchair. Please see accessibility plan.

The Disability Discrimination Act (DDA) says that all schools must find out what they can do to make their school welcoming to *all* people who use it. If you would like to walk around the school environment and help us in updating our access plan we would greatly appreciate your contributions.

How can I get in touch with my SenCo?

You can leave a message at the office asking any of them to contact you, you can do this either by phone or in person. Or you can email office@oakprimary.co.uk.

Where else can I go for support?

KIAS, formerly Kirklees Parent Partnership, Parents of Children with Additional Needs (PCAN) and Contact a Parent are three independent bodies that offer general support for parents of children with additional needs.

KIAS web: <http://iaskirklees.wordpress.com> or Email: kias@kirklees.gov.uk

Telephone: 01484 225422

PCAN web: <http://www.pcankirklees.org/> or Email: info@pcankirklees.org

Telephone: 07754 102336

Contact a Family web: <http://www.cafamily.org.uk/>

Freephone: 0808 808 3555

Depending on your child's needs, condition or diagnosis we may have details of many other supporting agencies or organisations. Please contact us for further information.

I am worried about transition arrangements for my child

Transition for all children can be a stressful time, and we understand for those children with additional needs and their parents this stress can be heightened. The class teacher and SenCo will work closely with you and your child to make transitions as smooth as possible.

For some children and their parents this could be as simple as a couple of additional visits to a new teacher or setting, for other children this could be a planned programme of visits and settling in days spanning over a much longer period of time. Not all children are the same and with this in mind not all transitional arrangements are the same.

English is not my preferred Language, can you help?

Yes! We need to work together to support your child on their learning journey through school. Although many of our children in school excel as bi-lingual learners, often parents' English is not as fluent. In addition to the bilingual support staff we employ in school, we regularly use Kirklees to provide interpreters to assist in making meetings accessible and meaningful for parents, children and staff. As yet we have not found a language that they have not had an interpreter for!

What If I have a Complaint?

Mr Townsend and Mrs Pilling meet regularly with the Head Teacher to give an overview of the SEN population of school and the types of support they require and are receiving. If you feel dissatisfied with the service you and or your child have received and are not able to address this with Mr Townsend or your child's class teacher in person then you can contact the Head Teacher or SEN Governor, Mrs M Shaw via the school address.

Can you help us?

Was this document easy to read and did it answer all your questions? We would welcome your comments and suggestions for improvement. Please contact Robert Townsend r.townsend@oakprimary.co.uk

What do all these words and letters mean?

This glossary might help, if not come in and ask us!

Annual Review

All statements and Education, Health and Care Plans must be reviewed annually. The Annual Review ensures that that once a year the parents, the pupil, the Local Authority, the school and all professionals involved consider the progress the pupil has made over the last 12 months, and whether amendments need to be made to the statement or education, Health and Care Plan.

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 hold back 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. Children with ADD/ADHD may be: Inattentive, hyperactive, and impulsive (the most common form) Inattentive, but not hyperactive or impulsive. Hyperactive and impulsive, but able to pay attention.

ASD/ ASC

Autistic Spectrum Disorder/ Autism Spectrum Condition. More recently referred to as ASC as this is more inclusive and has less negative connotations. ASD/ASC characterised by difficulties interacting and communicating. The characteristics of autism can be described as the 'triad of impairment': Socialisation - poor social skills; Communication - difficulties with speech language and communication; Imagination - rigid thought and resistance to change. The commonly used terms autism, ADD, ADHD, aspergers are all autistic spectrum disorders.

Assessment

This involves building a picture of your child's abilities, difficulties, behaviour, his/her special educational needs and the support required to meet those needs. Assessment is an important part of deciding whether your child's progress rate is as good as is expected. Teachers carry out routine assessments regularly. More specialised assessments may be required if progress is not at an expected rate. This may be carried out by the SENCO, an Educational Psychologist or an Advisory Teacher. A statutory assessment is a formal procedure which involves the collection of information from as many people as possible who have detailed knowledge about your child. This may lead to the issue of an Education Health and Care Plan.

Asperger Syndrome

An autistic spectrum disorder characterised by difficulties with social interaction, social communication and inflexible thought patterns in an otherwise intelligent and able child.

Attachment Disorder

Children with attachment disorders or other attachment problems have difficulty connecting to others and managing their own emotions. This results in a lack of trust and self-worth, a fear of getting close to anyone, anger, and a need to be in control.

DCD (Developmental Co-ordination Disorder)

A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing, organisation or writing. It is more recently known as DCD and may perhaps be more widely known as Dyspraxia.

Differentiation

Differentiation is the adjustment of the teaching methods and/or resources according to the learning needs of the pupils. It can be aimed at the groups within the class or individuals. See also personalised learning.

Dyslexia

Children with dyslexia have a marked and persistent difficulty in learning to read, write and spell, despite making good progress in other areas. 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.

Dyspraxia

A disorder that affects the co-ordination of movement. This can affect co-ordination of the speech organs (oral dyspraxia) or other actions e.g. eating, dressing, organisation or writing. It is more recently known as DCD. Developmental Co-ordination Disorder.

EHCP

Education, Health and Care Plan From 1st September 2014, Education, Health and Care Plans (EHCPs) will be issued instead of statements of SEN. Existing statements will be converted to EHCPs over a period of three years. An EHCP has the same statutory protection as a statement but it can be issued at and maintained to any point from birth to the age of 25.

EP

Educational Psychologist. Most, but not all, Educational Psychologists are employed by local authorities (LAs). Their main work is with schools and pre-school settings to provide advice, support and staff training for children with SEN. They may perform assessments of children with SEN and produce a report as part of the statutory assessment.

ETAs

Educational Teaching Assistants. Almost all schools now employ educational teaching assistants to support whole classes, small groups or individual pupils.

HI

Hearing Impairment. Children 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, children 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.

Inclusion

Inclusion is the process by which schools and other establishments change their principles, policies, practices and environments to increase the presence, participation and achievement levels of children with special educational needs and/or a disability.

IEP

Individual Education Plan. An IEP sets out the special help that a child will receive at school or early years setting to meet his or her special educational needs (SEN). It is not a legal requirement for your child to have and IEP. At Oak CE Primary School children all have individual educational targets stuck in their books plus a personal target.

LD

Learning Difficulties. A child has learning difficulties if he or she finds it much harder to learn than most children of the same age.

Learning Mentors

Learning Mentors work with school pupils and college students to help them address barriers to learning and improve achievement. The work they do depends on the priorities of the school they work in but can include running after-school clubs, anti-bullying programmes or helping young people to revise.

LA

Local Authority. Each council has an LA.

MLD

Moderate Learning Difficulties. Children 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.

Motor Skills

A motor skill is an intentional movement involving a motor or muscular component, that must be learned and voluntarily produced to proficiently perform a goal-oriented task. Gross motor skills refers to larger movements, such as kicking a ball or riding a bicycle. Fine motor skills refers to smaller movements, such as threading a needle or writing with a pencil.

My Support Plan (MSP) and Individual Assess, Plan, Do, Review (IAPDR)

A comprehensive document that is used to draw support together for high needs SEN Support Children. It is written by the family, school and the child and updated termly. Not all children who are at SEN support will have an MSP.

National Curriculum

This sets out a clear, full and statutory entitlement to learning for all children, setting out what should be taught and setting attainment targets for learning. It also determines how performance will be assessed and reported. The national curriculum is taught in a way that meets the needs of individual children, e.g. setting goals that are achievable.

OFSTED

OFSTED stands for the Office for Standards in Education. OFSTED is the inspectorate for children and learners in England and they oversee the quality of the provision of education and care through inspection and regulation. They inspect childcare providers, schools, colleges, children's services, teacher training and youth work.

Phonics

A system of teaching reading and spelling that stresses basic symbol-sound relationships and how this works in decoding words. At Oak CE Primary School we use Little Wandle - Letters and Sounds Revised.

Phonological Difficulties

A child with phonological difficulties finds it hard to select and use the correct sounds necessary for speech.

PD

Physical Difficulty. There are a wide range of physical disabilities and pupils cover the whole ability range. Some children are able to access the curriculum and learn effectively without additional educational provision. They have a disability but do not have a special educational need. For others, the impact on their education may be severe. In the same way, a medical diagnosis does not necessarily mean that a child has SEN. It depends on the impact the condition has on their educational needs. There are a number of medical conditions associated with physical disability which can impact on mobility. These include cerebral palsy, heart disease, spina bifida, hydrocephalus and muscular dystrophy. Children with physical disabilities may also have sensory impairments, neurological problems or learning difficulties. Some children are mobile but have significant fine motor difficulties which require support.

Physiotherapists

Physiotherapists see children who have difficulties with movement (e.g. walking, kicking a ball). The therapist will assess the child's movements and identify what the physical problems are and then devise a treatment plan.

SENCO

Special Educational Needs Co-Ordinator. A Special Educational Needs Co-ordinator or SENCO is a teacher who has the responsibility for overseeing the day-to-day SEN provision within his or her school. The SENCO and your child's teacher/s should work together to plan how his/her needs should be met.

SEN

Special Educational Needs. Children with special educational needs have significantly greater difficulty in learning than most children of the same age or have a disability. These children may need extra or different help from that given to other children of the same age. Approximately one fifth of all children may have an SEN at some point in their school career.

Special Educational Provision

The special help given to children with special educational needs which is additional to or different from the provision generally made for other children of the same age.

Statement of Special Educational Needs

The Statement of Special Educational Needs, or 'Statement' describes the special educational needs of a child and the help that she or he will get to meet those needs. It is a legal document that is produced at the end of a process known as 'statutory assessment'. Only those children with the most severe, complex and persistent SEN will need a Statement. From September 1st 2014, no new statements have been written. Instead, an Education, Health and Care Plan (EHCP) with the same legal protection as a Statement are now produced.

Statutory Assessment

This is the legal process for producing an Education, Health and Care Plan (EHCP). Parents, a young person over the age of 16 who is deemed capable and a variety of professionals can request a statutory assessment. Parents and/or the young person themselves if they are deemed capable, must give their permission for this to go ahead. Not all Statutory Assessments result in the issuing of an Education, Health and Care Plan. From September 2014, Statutory Assessment can be carried out at any time between a child's birth and the age of 25, although there will be very few young people undergoing the process for the first time beyond the age of 16.

Transition

Transition is when a child moves from one setting to another, such as from home to a child-minder, to nursery, to primary school, to secondary school, or from education into adult life. Planning for transition is important if your child has a significant level of need where advance preparations may need to be made in the new setting to ensure it is successful.

VI

Visual 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.