



SEND Information Report 2026/27

Oakfield Academy

What kinds of Special Educational Needs are provided for at Oakfield Academy?

Oakfield Academy supports pupils with a range of Special Educational Needs and Disabilities (SEND), including needs relating to:

- Communication and interaction (including autistic spectrum disorder and speech and language difficulties)
- Cognition and learning (including dyslexia, dyspraxia and moderate learning difficulties)
- Social, emotional and mental health difficulties (including attention deficit hyperactivity disorder, attachment disorder and mental illness eg anxiety)
- Sensory and/or physical needs (including visual impairments, hearing impairments, sensory processing difficulties, physical disabilities and epilepsy)

The school aims to provide an inclusive learning environment where all pupils can achieve their potential and participate fully in school life.

How does the school know if children need extra help?

At Oakfield Academy , pupils' needs are identified through a range of approaches including:

- Liaison with First Schools or previous settings
- Baseline assessments and screening tools
- Teacher observations and assessments
- Progress tracking and attainment data
- Concerns raised by parents/carers
- Feedback from teachers, tutors and support staff
- Pastoral concerns linked to emotional wellbeing or behaviour
- Information from outside agencies and professionals

A pupil may be identified as needing additional support if they:

- Make significantly slower progress than peers from the same starting point
- Fail to close the attainment gap
- Show difficulties in communication, cognition and learning, social, emotional or mental health, or sensory/physical needs

- Require provision that is additional to or different from Quality First Teaching

The school also works closely with external professionals such as Educational Psychologists, Speech and Language Therapists, Occupational Therapists, CAMHS and medical professionals where appropriate.

Our approach to identification and assessment of special educational needs is set out in the MNSP SEND Policy, which can be found on the Academy's website. This includes information on the identification and assessment of pupils with SEND, the graduated response (including quality first teaching and the involvement of external agencies), and the SEND register (including SEND support and EHC plans).

How will I be able to raise concerns I may have?

If parents/carers have concerns about their child's progress or wellbeing, they should contact the class teacher, tutor or subject teacher in the first instance.

Concerns may also be discussed at:

- Parents' evenings
- Review meetings
- Telephone calls or email communication
- Meetings with the SENDCo
- Parent coffee sessions run by the SEND department, which may include internal and external visitors to provide further information on support offered in school and in the local community, such as SENDIAS

Where necessary, concerns will be discussed with the SENDCo to identify appropriate strategies and support.

How will school staff support my child?

Oakfield Academy is committed to inclusive practice and high-quality teaching for all pupils.

Quality First Teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children, this is achieved by identifying specific barriers, followed by personalisation and differentiation using strategies identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need, targeting specific support for teachers to plan and for any interventions to take place. You can learn more about the Somerset Graduated Response at:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

We also use:

- Differentiated teaching strategies
- Adapted resources and learning approaches

- Targeted interventions
- Small-group or individual support where appropriate

Teaching Assistants may support pupils in class or deliver intervention programmes under the guidance of the SENDCo and teaching staff.

Support is reviewed regularly using the Assess, Plan, Do, Review (APDR) process to ensure interventions are effective and appropriate.

Who will plan provision for my child and explain this to me?

The class teacher or subject teacher has overall responsibility for the progress of all pupils in their care.

The SENDCo oversees SEND provision across the school and works alongside:

- Teachers
- Teaching Assistants
- Pastoral staff
- External agencies

Parents/carers will be kept informed through regular communication and review meetings.

How will the curriculum be matched to my child's needs?

When a pupil has identified SEND needs, teaching may be adapted through:

- Differentiated tasks and resources
- Scaffolded learning
- Visual supports
- Assistive technology where appropriate
- Additional adult support
- Personalised interventions
- Adapting our curriculum to ensure all pupils are able to access it; for example, by ability grouping, teaching style, or content of the lesson
- Using recommended aids, such as laptops, coloured overlays, visual timetables, and larger font
- Adapting our teaching, such as giving longer processing times, giving short chunked instructions, checking for understanding, or reading instructions aloud

For pupils with an Education, Health and Care Plan (EHCP), provision will be tailored specifically to meet the outcomes identified within the plan.

How will I know how my child is doing?

Parents/carers receive regular information about progress through:

- School reports
- Parents' evenings
- SEND review meetings
- Ongoing communication with teachers and support staff

Pupils receiving SEND Support or holding an EHCP will have personalised targets and support plans reviewed regularly with parents/carers and pupils involved wherever possible.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing the impact of interventions after 10–12 weeks using entry and exit data.
- Monitoring by the SEND team and working with all class teachers.
- Holding annual reviews for pupils with EHC plans.

As of 18th July 2026, Oakfield Academy had 97 pupils receiving some form of SEN Support (including pupils with Education, Health and Care Plans).

How well our SEND pupils perform (End of KS2 data- pupils achieving age related expectations):

	Reading	Writing	Maths	RWM
Year 6	69%	77%	66%	58%
Year 6 SEND pupils	37%	42%	29%	24%

Attendance data:

	Year 5	Year 6	Year 7	Year 8	Whole school
Attendance	93.46%	92.2%	89.66%	91.18%	91.57%
Attendance of SEND pupils	91.4%	87.81%	79.77%	87.43	86.8%

Support for my child's wellbeing

The school recognises the importance of emotional wellbeing and pastoral care. We are an inclusive academy; we welcome and celebrate diversity. All staff work towards safeguarding and promoting each pupil's self-esteem. The class tutor has overall responsibility for the pastoral, medical and social care of every pupil and is the first point of contact.

Support may include:

- Tutor and pastoral support
- Emotional wellbeing interventions, such as Thrive, ELSA (emotional literacy support), managing emotions groups, counselling, and mentoring
- Social skills and confidence-building programmes, such as Talkabout social communication groups and self-esteem groups
- Access to quiet areas at social times, morning meet and greets, one-to-one social stories sessions, emotional download sessions at the end of the day, time out cards, Forest school, and nurture arts and crafts groups.
- Nurture provision is in place to support pupils with social and emotional difficulties.
- The school prepares all pupils for adulthood through our PSHE curriculum, which includes Relationship and Sex education, careers, and specialist drug and alcohol workshops.

As part of our adoption of the Thrive Approach, we carry out assessments of individual children in relation to their social and emotional development. The results are used to guide the teacher or other adult as to the activities and teaching that would be useful. Pupils at risk of permanent exclusion are discussed at the Frome Behaviour Panel (PEVP) and with the Local Authority's Inclusion Advice Line.

Managing medicines and medical needs?

The school works closely with parents/carers and healthcare professionals to support pupils with medical needs.

Individual Healthcare Plans are created where appropriate, and staff receive relevant training to administer medication safely.

Parents/carers should contact the school office to discuss specific medical requirements.

Specialist services and expertise

The school may access support from:

- Somerset's Virtual School
- Educational Psychology Service
- Integrated Therapy Service (including Speech and Language Therapy and Occupational Therapy)

- Physical Impairment and Medical Support Team (PIMS)
- Hearing and Vision Support Services
- SENDIAS service (Special Educational Needs and Disability Information, Advice and Support)
- Family Support Services and Children's Social Services
- Child Adolescent Mental Health Service (CAMHS)
- Frome Learning Partnership

Referrals are made where appropriate in consultation with parents/carers.

Training and professional development

Staff receive ongoing training linked to SEND and inclusion, which may include:

- Autism Spectrum Condition (ASC)
- ADHD
- Dyslexia-friendly practice
- Speech, language and communication needs
- Mental health and wellbeing
- Medical needs and safeguarding
- Attachment
- Demand Avoidance
- Down's Syndrome awareness (from Ups and Downs charity)
- Inclusive classroom practice

Training is updated regularly to ensure staff are equipped to support pupils effectively.

Enabling Pupils with SEND to Engage in Activities

All pupils are encouraged and enabled to participate fully in school activities and educational visits, including all extra-curricular activities, workshops, and sports days. No pupil is ever excluded from taking part in these activities because of their SEND.

Reasonable adjustments are made where necessary, including:

- Risk assessments
- Additional adult support
- Adapted activities
- Medical planning

If a pupil has a specific need that cannot be accommodated easily, parents may be asked to support them during the trip, or a trained member of staff may accompany them on a one-to-one basis.

The school works with parents/carers to ensure all pupils can access opportunities safely and successfully.

Accessibility

Oakfield Academy aims to provide an accessible environment for all pupils. The site is large and sprawling, however all the classrooms are on ground floor level and there is a ramp into the main entrance. We have an inclusive toilet large enough to accommodate changing.

Accessibility arrangements may include:

- Ramp access
- Accessible toilet facilities
- Adapted learning environments
- Support for pupils with sensory or physical needs

Further details can be found within the school's Accessibility Plan, which can be viewed here: [Accessibility plan](#).

Transition support

The school works closely with feeder schools and receiving schools to support smooth transitions.

Transition support may include:

- Additional visits
- Meetings with parents/carers
- Sharing of information between schools
- Visual supports and timetables
- Individual transition plans where required

In addition to this, pupils with SEND will also benefit from:

- For pupils with a high level of need, a School Entry Plan meeting is held involving parents and all professionals currently and planned to be working with the pupil. Their plan is then reviewed after the pupil has been in the new school for a term.
- The SENDCo and Admissions Officer will organise extra visits and tours for the most vulnerable pupils, so they can familiarise themselves with the surroundings and meet key staff members.
- Designated Teaching Assistants may be introduced to certain pupils and may observe pupils in their first schools and/or meet with Year 4 teachers, if appropriate.

- Pupils with EHCPs will have a member of the SEND team from the next school invited to annual reviews.

Allocating resources

Considerable thought, planning and preparation goes into utilising our support staff to ensure pupils achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age. Teaching Assistants are deployed predominantly to meet the provision requirements of high needs pupils as stated within their EHC plans. Remaining teaching assistant hours are used to deliver high quality, time restrained, outcome based interventions (as detailed above).

Funding is also used to provide:

- Intervention programmes
- Specialist resources
- Staff training
- External agency involvement

Pupils with SEND may, from time to time, require access to different equipment or facilities. We will aim to support these needs following an evidence based approach utilising internal and external resources. Provision is reviewed regularly to ensure resources are used effectively to meet pupils' needs.

How is the decision made about the support my child receives?

Support is based on:

- Assessment information
- Progress data
- Teacher observations
- Advice from external professionals
- Discussions with parents/carers and pupils

The school regularly reviews support to ensure it remains appropriate and effective.

Admissions Arrangements

Oakfield Academy School follows Somerset Local Authority admissions procedures and welcomes applications from pupils with SEND.

The school will make reasonable adjustments in line with the Equality Act 2010 to support access for pupils with disabilities and additional needs.

Accessibility and Equality

The school complies with duties under:

- The Equality Act 2010
- The Children and Families Act 2014
- The SEND Code of Practice 2015

The school's Accessibility Plan outlines how access to the curriculum, environment and information is improved for disabled pupils over time.

Links with Other Policies and Documents

This report links to the following Academy and Trust policies, which can be found at:
<https://oakfieldacademy.co.uk/academy/policies>.

- Trust Accessibility policy
- Trust Admissions policy
- Trust Behaviour policy
- Trust Equalities policy
- Trust Safeguarding policy
- Trust SEND policy
- Trust Medical Conditions in Schools policy

Complaints Procedure

If parents/carers are unhappy with SEND provision, they should:

1. Speak to the class teacher or subject teacher
2. Contact the SENDCo
3. Contact the Ex Headteacher
4. Follow the school's formal Complaints Policy if concerns remain unresolved

The school aims to resolve concerns as quickly and positively as possible.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our academy has discriminated against their children. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services, or making reasonable adjustments, including the provision of auxiliary aids and services.

Somerset Local Offer

Oakfield Academy works closely with Somerset Local Authority to support pupils with SEND.

Further information about services and support available for children and young people with SEND can be found through the Somerset Local Offer:

<https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

School Contact Details

Oakfield Academy

Telephone: **01373 462539**

Email: **oakfield@oakfield.mnsp.org.uk**

Executive Head Teacher: Michelle Parsons

Head of School: Emma Thomas

SENDCo: Alison Ingram (Assistant Head Teacher for Inclusion)

Designated Teacher for Looked After Children: Ellie Green (Y5), Philippa Nightingale (Y6), Rachel Gardner (Y7) & Debbie Stickley (Y8)

SEND & Medical Administrator: Alannah Uings

Chair of Governors: Andy Jones

SEND Governor/Trustee Link: Gary Smart

The school is part of Midsomer Norton Schools Partnership