



OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

SEND Information Report 2024/25

Special Educational Needs and Disabilities (SEND)

Oakfield Academy currently provides additional and/or different provision across the four areas of need (as stated in the Code of Practice, 2015), including:

- Cognition and learning (including dyslexia, dyspraxia and moderate learning difficulties)
- Communication and interaction (including autistic spectrum disorder and speech and language 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 Assistant Head Teacher for Inclusion is Alison Ingram.

The Assistant SENCo and Designated Teacher for Looked After Children is Nathan Webb.

They can be contacted by calling the Academy on 01373 462539 or emailing sendco@oakfield.mnsp.org.uk.

As of 18th July 2025 Oakfield Academy had 145 pupils receiving some form of SEN Support (including pupils with Education, Health and Care Plans).

SEND Policy

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),
- The SEND register (including SEND support and EHC plans).

SEND Interventions

We offer the current interventions for pupils within the four categories of need:

- Cognition and learning: Spelling Detectives groups, Number Detective groups, Fresh Start phonics reading intervention, Mighty Oaks (Enhanced Learning Provision) and TA support in class.
- Communication and interaction: Talkabout social communication groups, morning meet and greets, 1-1 social stories sessions, emotional download sessions at the end of the day.
- Social, emotional and mental health difficulties: Thrive, ELSA (emotional literacy support), access to quiet areas at social times, time out cards, Forest school, nurture arts and crafts groups, self esteem groups, managing emotions groups, counselling, mentoring.

As part of our adoption of the Thrive Approach, we carry out assessments of individual children in relation to their social and emotional development. This assessment is automatically analysed, providing indicators of any particular areas for development and support. The results are used to guide the teacher or other adult as to the activities and teaching that would be useful for that class or child.

- Sensory and/or physical needs: enlarged texts, hearing and radio aids, weighted blankets, wobble cushions, fiddle toys, ear defenders and sensory support, Learn to Move groups, fine motor handwriting sessions, toileting plans and personal care support and access to the sensory room and SEND hub (quiet learning space).
- Various therapies using Trust and external providers.

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.

Deployment of Support Staff

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).

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.

See the MNSP Accessibility Plan for further details ([Accessibility plan](#)).

Staff Training

Staff at Oakfield have received training in many areas including Speech and Language; Dyslexia Friendly strategies; ILL; ADHD; Attachment; ASD. This academic year we have had specific training on Demand Avoidance and the Ups and Downs charity provided training on Down's Syndrome awareness. Staff also receive medical training, including First Aid.

Staff training is updated regularly depending on the needs within the academy.

Transitions Between Schools

We will share information with the school or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this. This is in line with General Data Protection Regulation (GDPR).

In addition to the transition provision arranged for all pupils at Oakfield Academy, pupils with SEND will also benefit from:

- Pupils with a high level of need have a School Entry Plan meeting, which involves parents and all professionals currently working with the pupil, and all those planned to work with them. 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 pupils can familiarise themselves with the surroundings and meet key staff members.
- Designated TAs may be introduced to certain pupils and they 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.

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all pupils' needs are met by:

- Adapting our curriculum to ensure all pupils are able to access it; for example, by ability grouping, teaching style, content of the lesson, etc.
- Adapting our resources and staffing.
- Using recommended aids; for example use of laptops, coloured overlays, visual timetables, larger font, etc.
- Adapting our teaching; for example, giving longer processing times, giving short chunked instructions, checking for understanding, reading instructions aloud, etc.

Our 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.

How will school staff support my child?

Quality First Teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets 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/>

Enabling Pupils with SEND to Engage in Activities

All of our extra-curricular activities, workshops delivered by external parties and sports days are available to all our pupils.

Each pupil's needs are considered individually and trips are organised to suit the needs of the majority. If a pupil has a specific need that cannot be accommodated easily, then 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. A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

No pupil is ever excluded from taking part in these activities because of their SEND.

Support for Improving Emotional and Social Development

We are an inclusive academy; we welcome and celebrate diversity. All staff work towards safeguarding and promoting each pupil's self-esteem. We have a caring, understanding team looking after our pupils and pupil voice is an important part of our continuous development of inclusion.

The class tutor has overall responsibility for the pastoral, medical and social care of every pupil in their class, therefore this would be the parents' first point of contact. If further support is required, the class tutor liaises with the Head of Year in the first instance or with the SENDCO for further advice or support regarding SEND.

Nurture provision is in place to support pupils with social and emotional difficulties. Pupils at risk of permanent exclusion are discussed at the Frome Behaviour Panel (PEVP) and with the Local Authority's Inclusion Advice Line for further advice and support.

All pupils are prepared for adulthood through our PSHE curriculum, which includes Relationship and Sex education, careers and specialist drug and alcohol workshops. Further follow up sessions are sometimes required for some pupils to ensure they have a sound understanding of the sensitive topics covered.

Working with External Agencies

The Academy works with a number of external partners including:

- 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 Impairment Service
- Visual Impairment Service
- SENDIAS service (Special Educational Needs and Disability Information, Advice and Support)
- Frome Learning Partnership
- Children's Social Services
- Child Adolescent Mental Health Service (CAMHS)

Parental Communication

Parents are advised to contact a pupil's tutor as a first point of contact, however, they can also contact the SEND department directly by telephone or email. The SEND department runs regular parent coffee sessions, which includes internal and external visitors to provide further information on support offered in school and in the local community, such as SENDIAS.

Further Development

Our strategic plans for developing and enhancing SEND provision in our academy include:

- For staff across the Academy to take greater responsibility for SEND provision and monitoring, including the use of the Somerset Graduated Response Tool.
- The accurate tracking and recording of interventions that take place across the academy and the regular (termly) evaluation of their effectiveness

Complaints about SEND Provision

Complaints from parents regarding provision for pupils with SEND are treated in the same way as any other complaints and we follow the MNSP Trust's Complaints Procedure. If parents wish to make a complaint, they should contact the school office to arrange a time to meet or speak with the appropriate member of staff to discuss their concerns and how they can be resolved.

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
- Making reasonable adjustments, including the provision of auxiliary aids and services

The Local Authority Local Offer

The Academy works closely with the local authority which retains a strategic role across its area to support SEND provision. Details of this support are set out in the local authority's local offer which can be found at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>

Legislation and Guidance Taken into Account when Compiling this Report include:

- Children & Families Act 2014
- SEND Regulations 2014
- Equality Act 2010
- Mental Capacity Act 2005
- SEND Code of Practice 2015

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