

# Special Educational Needs Information Report The Oaks Academy



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| <b>Approved by:</b>        | Helen Holland | <b>Date:</b> June 2024 |
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## Introduction

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, read our SEND policy.

You can find it on our website [Policies | The Oaks Academy](#)

You can ask a member of staff to provide a printed copy of the policy.

**Note:** If there are any terms we've used in this information report that you are unsure of, please see the Glossary at the end of the report.

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

Our school provides for pupils with the following needs:

| AREA OF NEED                               | CONDITION   |
|--|---|
| <b>Communication and interaction</b>       | Autism spectrum disorder  |
|  | Speech and language difficulties  |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia. |
|  | Moderate learning difficulties  |
|  | Severe learning difficulties  |
| <b>Social, emotional and mental health</b> | Attention deficit hyperactive disorder (ADHD)                               |
|  | Attention deficit disorder (ADD)  |
| <b>Sensory and/or physical</b>             | 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 and disability co-ordinator, or SENDCo**

Our SENDCo is Helen Holland

Mrs Holland has several years' experience in this role, is a qualified teacher and achieved the National Award in Special Educational Needs Co-ordination in November 2022.

### **Assistant SENDCo**

Our Assistant SENDCo is Claire Hall and has several years' experience in this role and is a qualified teacher.

### **Subject teachers**

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

### **Teaching Assistants (TAs)**

We have a team of 7 TAs, including those trained to deliver interventions such as catch up numeracy, anger management, ADHD management, Autism social skills, fluency reading as well as phonics-based learning.

### **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 SEND and to support their families. These include:

- Speech and language 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
- Mental Health services
- Outreach with specialist schools

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

If you think your child might have a SEND need then please contact our SENDCo, Mrs Helen Holland by either phone or email.

Phone: 01270661223

Email: [hholland@theoaksacademy.co.uk](mailto:hholland@theoaksacademy.co.uk)

The SENCo will then discuss the concerns and try to get a better understanding of what your child's strengths and difficulties are and then together we will decide what the next steps are for your child. We will make a note of what has been discussed and add to your child's record.

The SENCo will carry out one or more of the below under the 'first concerns'

- Referral to outside agency
- Observation in different subject areas
- Social skills questionnaire completed
- Round Robin of all subject teachers
- Review of behaviour record
- Academic progress analysed

If the SENCo does find an area that your child needs additional and permanent support then your child will be added to the school's SEND register. You will be notified of this formally.

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

All our subject teachers are aware of SEND and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially. This might include:

- Handwriting
- Spelling
- Reading and comprehension
- Mathematics
- Social skills
- Behaviour
- Attitude to learning

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 SEND 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 SEND.

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.

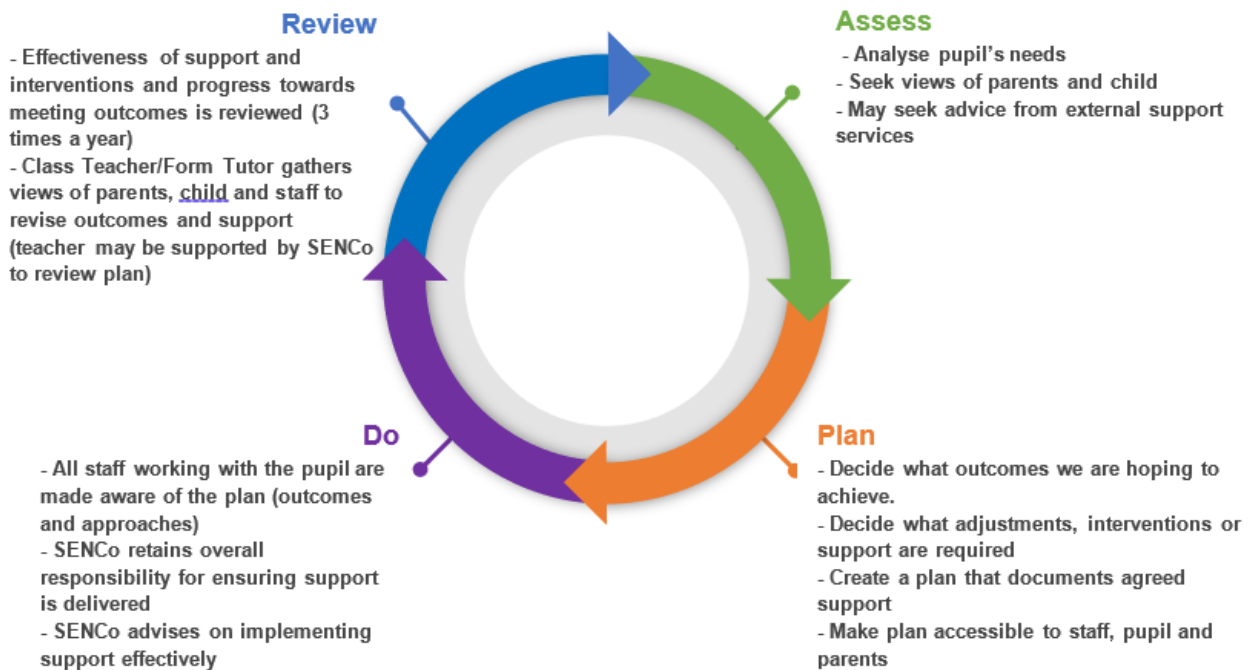
Based on all this information, the SENCo will decide whether your child needs SEND support. You will be told the outcome of the decision in writing.

If your child does need SEND support, their name will be added to the school's SEND register, and the SENCo will work with you to create a SEND support plan for them.

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

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

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 SEND 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 twice a year 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. Therefore, we want to make sure you have a full understanding of how we are 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 SEND 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 the SENCo on phone or email:

Phone: 01270661223

Email: [hholland@theoaksacademy.co.uk](mailto:hholland@theoaksacademy.co.uk)

## **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 teachers are 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 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:

- Adapting 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.
- Adapting 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, larger font, etc.
- Teaching assistants may be assigned to support individuals during a practical lesson.

- Teaching assistants will support pupils in small groups when appropriate

We may also provide the following interventions:

| <b>AREA OF NEED</b>                        | <b>CONDITION</b>  | <b>HOW WE SUPPORT THESE PUPILS</b>                |
|--|---|---|
| <b>Communication and interaction</b>       | Autism spectrum disorder  | Visual timetables<br>Social stories               |
|  | Speech and language difficulties  | Speech and language therapy                       |
| <b>Cognition and learning</b>              | Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia | Writing slope<br>Dyslexia Gold                    |
|  | Moderate learning difficulties  | Specific to need                                  |
|  | Severe learning difficulties  | Specific to need                                  |
| <b>Social, emotional and mental health</b> | ADHD, ADD   | Quiet workstation<br>Rest/Movement breaks         |
|  | Adverse childhood experiences and/or mental health issues                     | Nurture groups<br>Counselling (where appropriate) |
| <b>Sensory and/or physical</b>             | Hearing impairment  | Specific to need                                  |
|  | Visual impairment   | Specific to need                                  |
|  | Multi-sensory impairment  | Specific to need                                  |
|  | Physical impairment   | Specific to need                                  |

These interventions are part of our contribution to Cheshire East’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 after 12 weeks
- 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?**

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 is the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it 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 trips abroad

All pupils are encouraged to take part in all extra activities and specific days e.g. sports day

No pupil is ever excluded from taking part in these activities because of their SEND or disability and we 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 SEND or a disability?**

All admissions are done in line with Cheshire East, this includes all EHCP. We will respond to consultation with Cheshire East within the 15 working days.

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

Pupils with SEND are supported to access the facilities available to their peers, for example by providing large print text for those with visual impairments, providing additional adult support for sports sessions etc. Where required the school seeks to make reasonable adjustments to the auditory and visual environment for those learners with sensory impairments.

- We aim to personalise communication to suit families. For those who find it difficult to access written documents we communicate in person, by phone or text.
- Where pupils and their families require communication through languages other than English we seek to provide translation for key meetings / communications, and would discuss with those families their preferred means of communication.
- The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the

school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Our accessibility plan can be found here [Policies | The Oaks Academy](#)

#### **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 SEND are encouraged to be part of the school council
- We provide extra pastoral support for listening to the views of pupils with SEND via our school hub
- We run a nurture club for pupils who need extra support with social or emotional development
- We have a 'zero tolerance' approach to bullying. The school holds a clear position on bullying, and all pupils are taught to distinguish bullying from isolated acts of unkindness. There are a range of assemblies and whole school events linked to anti bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. Where bullying is suspected, personalised support measures are put in place for both victims and perpetrators which consider the needs of all the pupils involved. We have a bullying log which tracks events and incidents clearly. This allows the Pastoral Leads and the Safeguarding Team to deal with incidents quickly and effectively. The school council have a designated bullying prevention team who work proactively to address bullying matters.

#### **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:

Ensure that all staff are aware of SEND needs of their pupils to ensure that they are able to prepare suitable lessons to meet their needs

##### **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.

##### **Between phases**

The SENCo of the primary school meets with our SENCo to discuss the needs of the incoming pupils near the end of the summer term.

We arrange meetings with the parents/carers of incoming pupils to discuss how we can best welcome their child into our community.

We set up new pupils with a buddy from the year above to help them get settled in and make friends.

##### **Onto adulthood**

We provide all our pupils with appropriate advice on paths into work or further education.

We work with the pupil to help them achieve their ambitions, which can include goals in higher education, employment, independent living and participation in society.

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

Emma Leftwick, Assistant Head Teacher and Designated Safeguarding Lead will work with Helen Holland, our SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEND 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 who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEND 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 SEND support?**

Our complaints procedure can be found here - [Policies | The Oaks Academy](#)

Complaints about SEND provision in our school should be made to the SENDo in the first instance. They will then be referred to the school's complaints policy.

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 [SEND 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.

## **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 Cheshire East local offer. Cheshire East publishes information about the local offer on their website: [Local offer \(cheshireeast.gov.uk\)](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

[SEND support \(cheshireeast.gov.uk\)](#)

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

[South Cheshire CLASP –](#)

[Cheshire Autism Practical Support | Autism Support](#)

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

- [CEIAS](#)
- [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
- **Adapted / adaptive practice** – when teaching is adjusted to meet the needs of the learner.
- **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
- **Early Identification of Needs Pathway** – the steps the school takes to decide what support a child 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 SEND 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 SEND 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
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages