



Special Educational Needs and Disability Information Report

Oakwood Primary School

Special Educational Needs and Disability (SEND) Information Report

Review date: November 2026 (review annually)

Our commitment and aspirations

Oakwood is a fully inclusive school where we actively seek to remove the barriers to learning and participation that can hinder or exclude pupils or groups of pupils. Oakwood ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs).

This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with special educational needs and disabilities (SEND), in order that they can reach their full potential. It may not list every skill, resource and technique we employ in order to achieve this, as these are continually developed and used to modify our provision to meet the changing requirements for individual children.

We aim to ensure that children with SEN at Oakwood make excellent progress, reach their full potential and achieve in line with, or better than other schools nationally. We ensure effective communication with parents and carers, in order to work collaboratively and secure the best possible outcomes for all our children. Children's views are also critical in ensuring the right provision to meet children's needs. We work hard to ensure that reasonable adjustments are made to overcome barriers to learning. We have strong relationships with outside agencies who, after referral, may visit, observe and work with some of our children and families.

Other useful documents such as our SEND Policy and Disability Accessibility Plan are available on the school website. If you would like further information about what we offer here at Oakwood, then please do not hesitate to contact us directly.

How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

Class teachers, together with the SENCO and the senior leadership team regularly discuss the progress for all our pupils. Using this analysis, children are identified who are not making the expected progress for their age and circumstances, and teaching strategies and practices are reviewed and discussed so that reasonable adjustments are made going forward to support the children's learning. Every term, the class teacher meets with members of the senior leadership team, including the SENCO in pupil progress meetings to ensure there is a clear understanding of the needs of their pupils and to plan for appropriate support and interventions.

Children are identified as having SEN when their progress has either slowed or stopped and the interventions and resources put in place do not enable improvement. Where this occurs, we have specific needs-based plans and pupil profiles, called SEND Support Plans, which help support their development and accelerate progress through specific targets.

How will school staff support my child?

- ✓ **All teaching staff will have high aspirations of all learning.** They are responsible for planning and delivering the curriculum to support all learners through quality first teaching. The class teacher is your first point of reference on a day-to-day basis
- ✓ **The teacher coordinating SEND, the Special Educational Needs Coordinator (SENCO) - Miss Stubbs BSc(Hons), PGCE, PGCert SEN (NASENCO)** is responsible for coordinating all the support and intervention in the school, working with staff to ensure delivery of the curriculum, holding Annual Review meetings for children with EHCPs and liaising with all agencies involved with your child.
- ✓ **The Head Teacher is** responsible for the day-to-day aspects of the school and all the arrangements for children with SEN. The Head Teacher has to report to the Governing Body on all aspects of SEN in school
- ✓ **The SEN Governor is** responsible for ensuring that the necessary support is made available for every child with SEN, who attends the school

How will I know how well my child is doing at school?

In our school we have:

- ✓ An open-door policy – parents/carers are welcome to make an appointment at any time. There will always be an appropriate member of staff available to discuss more urgent matters. Please book appointments through the school office.
- ✓ Partnership between parents/carers and teachers - we will communicate on a regular basis either by telephone, email or face-to-face.
- ✓ Each year we hold two 'parent, teacher consultation' evenings to allow for an opportunity to discuss your child's progress with their class teacher. However, if you would like to discuss your child's progress at any other point in the year, please book an appointment to meet with your class teacher.
- ✓ A detailed end of year report.

In addition, if your child has special educational needs, there will also be:

- ✓ Termly meetings with the class teacher (and SENCO if there are complex needs or EHCP) where the Assess, Plan, Do, Review (ADPR) graduated approach is reviewed and new outcomes are set.
- ✓ If your child has an EHC plan there will be an Annual Review, a formal meeting where progress is reported on to the Local Authority, and a report written and available.

How will the learning and development provision be matched to my child's needs?

- ✓ Quality first teaching – The class teacher provides high quality education on a daily basis for all children that includes adapting and differentiating the curriculum to meet the needs of all pupils based on daily assessment practices.
- ✓ Ordinarily Available Provision. In Hertfordshire, Ordinarily Available Provision (OAP) refers to the high-quality, inclusive support and resources that all mainstream schools and settings are expected to provide as standard for all learners, including those with SEND, using their own funding and resources. It involves everyday high-quality teaching, simple adaptations, and reasonable adjustments to remove barriers to learning, rather than specialist or additional

provision, which is reserved for children with more complex needs.

- ✓ Specific, evidence-based interventions to further support the child's progress in specific areas of learning which are closely monitored by the class teacher, SENCO and leadership team.
- ✓ Access to committed teaching assistants.

For those children with identified SEN needs, in partnership with parents or carers, a SEND Support Plan will be formulated. Individual targets will be set and additional provision will be put into place to help achieve these targets.

What support will there be for my child's overall wellbeing?

- ✓ The school pastoral lead and school Mental Health Lead, Miss Stubbs, is available to provide support for children and parents.
- ✓ Carefully planned assemblies which encourage a range of skills such as reflection, resilience and empathy.
- ✓ Each week PSHE lessons are taught with the aim to prepare children for life, helping them really know and value who they truly are and understand how they relate to other people in this ever-changing world.
- ✓ Activities such as circle time and class discussions.
- ✓ All classes in school use the Zones of Regulation.
- ✓ All classes in school teach Protective Behaviours.
- ✓ The Hertfordshire School Nursing Service provide additional support and advice for children who are experiencing emotional and mental health difficulties.

What specialist services and expertise are available at or accessed by the school?

If a child's needs are not being met by reasonable adjustments to normal classroom practice and Ordinarily Available Provision (OAP), then Oakwood Primary School seeks to support pupils by accessing a variety of external agencies. Each service has its own referral criteria and access to the service depends on this and is decided by the service. These services include:

- ✓ NHS Speech and Language Therapy
- ✓ NHS Occupational Therapy

- ✓ Hertfordshire's School Nursing Service
- ✓ Hertfordshire's Children's Wellbeing Practitioners
- ✓ Hertfordshire's Speech, Language, Communication and Autism Team
- ✓ Involvement of Advisory Teachers for Sensory and Physical Impairments
- ✓ School Family Workers – this part of St Albans Plus (VISTA)
- ✓ Children and Adolescent Mental Health Service (CAMHS)
- ✓ Educational Psychology Service
- ✓ Nessie Arts Therapy
- ✓ Outreach from specialists such as Colletts (Specialist Provision for Learning Disabilities) and LINKS (Behaviour outreach)

What training have the staff supporting children with SEND had, or are having?

Expertise of members of staff is shared to promote good practice. The school has a continuing development plan identifying the training needs for staff members, aimed at improving outcomes for all children, including those with SEND.

In addition, recent external training (during the academic year 2024-2025) for some members of staff includes:

- ✓ SCERTS
- ✓ Attention Autism
- ✓ Makaton (Level 1)

How will you help me to support my child's learning?

School staff are keen to work closely with parents in order to support your child's learning.

Support includes:

- ✓ Meet the teacher meetings at the start of every academic year – to discuss your child's learning over the year as well as ask any questions you have
- ✓ Home-based learning opportunities to build upon learning in school
- ✓ An annual report for parents/carers on your child's progress
- ✓ Curriculum newsletters
- ✓ Parent, teacher consultations during the Autumn and Spring term

- ✓ SATs meetings
- ✓ Parent workshops

We have an open-door policy at Oakwood, so if you would like to discuss how best to support your child at home, please book in an appointment with your class teacher.

How will I be involved in discussions about and planning for my child's education?

- ✓ Meetings between teaching staff and parents, and pupils if appropriate
- ✓ Termly meetings for specific children between staff, children and parents to discuss a tailored target plan, the SEND Support Plan

How will my child be included in activities outside the classroom, including school trips?

All children at Oakwood Primary School will have the opportunity to be included in all activities. Some children may require additional support so that they are able to take part and these are carefully risk assessed and planned, with reasonable adjustments made where necessary and in consultation with parents.

How accessible is the school environment?

- ✓ All areas of school are accessible by wheelchair and throughout the school, there are ramps to improve wheelchair access
- ✓ One disabled parking bay is available outside the main office
- ✓ Accessible toilet facilities are available in the main school building, Reception classroom, Year 1 and 2 Annex and Treetops.

In addition (and as part of Ordinarily Available Provision and Quality First Teaching), some children benefit from:

- ✓ Regular use of visual timetables and checklists both for whole class and individuals
- ✓ Pre-teaching of vocabulary to support children with speech and language difficulties or who have English as an additional language

- ✓ Scaffolding with writing frames
- ✓ 'Now' and 'next' cards
- ✓ Personalised targets discussed with and referred to regularly with individual child
- ✓ Sand timers and other motivators as visual reminders of independent work time.
- ✓ Personal strategies to moderate sensory processing differences such as concentration aids, rocker seats, rocking chairs, portable standing desks. These items will be provided by school.
- ✓ A calm corner in each classroom or in an area very close to the classroom.

Who can I contact for further information?

- ✓ The Head Teacher, Mrs Anna Thompson
- ✓ The Deputy Head Teacher, Mr Stanway
- ✓ The SENCO and senior mental health lead, Miss Stubbs

You may also visit the school website or Hertfordshire Grid for Learning for further information with regards to supporting children with SEND and Ordinarily Available Provision.

How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Our school follows the admissions arrangements of Hertfordshire County Council. The local authority considers children with Education and Health Care Plans and children with medical needs, as well as Looked After Children, before other children.

We recognise that transition periods can be difficult for children, particularly those with SEND, and take steps to ensure that any transition is as smooth as possible.

- ✓ We liaise and where possible visit the school or nursery your child is transferring from. We are able to discuss with the relevant staff any individual needs and how best to support your child in school.
- ✓ We ensure that all staff are aware of individual pupils needs, learning progress

and best support strategies. Where transition may be difficult for an individual, we make sure that a program is in place for support.

- ✓ We ensure there is a smooth transition when your child transfers to his/her secondary school of choice by close liaison with the inclusion team at the new setting. All supporting documents will be passed on.
- ✓ Annual transition day when all children at Oakwood Primary School meet their new teacher and teaching assistant.
- ✓ Summer term pupil progress meeting with SLT (including SENCO), current and new class teacher.
- ✓ If your child has an EHC Plan, we will facilitate its review in sufficient time prior to him/her moving between key phases of education. You will be kept informed of these arrangements and asked to attend the reviews.

How are the school's resources allocated and matched to children's special educational needs?

- ✓ The notional budget for SEN pupils is used to provide staffing and relevant resources for those pupils identified as requiring SEN support.
- ✓ The school is well resourced and provides many resources in the classroom setting.
- ✓ We aim to use resources in the most efficient and effective way possible to benefit pupils.
- ✓ Careful thought is given to ensure resources are allocated fairly and meet children's needs.

How is the decision made about how much support my child will receive?

All teaching staff provide 'Quality First Teaching' and universal provision which ensures that provision is made in each lesson to meet the diverse needs of all learners. The support that your child will receive will depend upon the type and degree of need, and how to best promote his/her learning and independence.

How can I find information about the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The local authority, Hertfordshire County Council, has published its local offer of services and provision for children and young people with SEN on its website:

<https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>

If you feel that your queries have not been answered in this document, please do not hesitate to contact us.