

## **The Oaks Federation SEN information Report**

As a Federation of Church Schools, we are committed to an inclusive curriculum and breaking down barriers to ensure the best possible progress for all pupils whatever their needs and abilities.

### **The kinds of SEN that are provided for**

As a Federation we aim to provide additional and /or different provision to support children with a range of needs:

**Moderate Learning difficulties** within different lessons in class

**Communication and interaction**, examples of this may be speech and language difficulties, autistic spectrum disorder (ASD) or Asperger's Syndrome or elective mutism.

**Cognition and Learning**, examples of this may be dyslexia or dyspraxia

**Social, emotional and mental health difficulties (SEMH)**, this may be pupils with attention deficit disorder (ADD) or attention deficit hyperactivity disorder (ADHD) and general anxieties

**Sensory/or physical needs**, this may be pupils with hearing and visual impairments and processing difficulties.

### **Close partnerships**

As a Federation we strongly believe in working closely with parents/carers to ensure that we meet the needs of every child. Parents have knowledge about their child and have shared experiences with their child from birth. We encourage open dialogue to ensure that we are working as a team to support the development of the child. We also talk to the children to ask what helps them learn so that they are part of the process and feel valued that we are trying to support and develop their learning. If outside agencies become involved in meeting the child's needs, we ensure that we work in partnership with their support and guidance.

In discussions we aim to ensure

That everyone is clear about a child's strengths and areas to address.

Parents concerns are heard.

Children's voices are heard

Everyone understands the agreed outcomes for the child

Everyone is clear about what the next steps are

Initial meetings may be held when there is concern and these will be documented on a concern form.

Parents will be formally invited in if their child will be receiving SEN support and this will be documented on the concern form and this will link to the provision map.

We operate an open door policy and parents can contact class teachers the SENCO/Heads of School and the Executive Head via the school's admin offices. Parents will mainly liaise with the class teacher, who will be responsible for implementing agreed strategies and provision. They will liaise with the schools SENCO and, when needed the school's SENCO will meet with parents also. Where parents are unsatisfied with the provision in place, they may wish to lodge a complaint and follow the Federation complaint procedure and escalate concern to the Executive Head Teacher.

### **Expertise of the Federation Staff**

We have at least one member of staff in each school that is a specially trained Emotional Literacy Support Assistants (ELSA). These staff meet regularly and receive support from the Educational Psychology service

Staff use a variety of support programmes and receive training for this either in school or from an outside agency if appropriate:

DEST testing

Makaton

Speech and Language Therapy

Cued articulation

Occupational Therapy

One member of the School Leadership Team (SLT) is gaining their Accredited National Award for SENCOS.

We have a member of staff in the Federation who is THRIVE trained.

Some staff are trained in Team Teach (positive behaviour handling)

All staff and teaching assistants have ongoing training within the schools or from outside agencies ensuring that we are all meeting the current needs of our SEN children.

An SLT member of staff will attend termly local area SENCO meetings to share expertise with local school SENCOs and will attend County training if appropriate.

### **How do we identify pupils that have SEN and how do we assess these?**

As a Federation we believe in early identification to inform us of any learning difficulties.

Therefore, we ensure that there is close liaison with a child's previous setting whether that is a pre-school setting or a previous school.

We baseline children on entry to school and continue to assess children throughout the year using the National curriculum / Early Years Curriculum and Early Years Foundation Stage profile. We carry out a screening procedure (DEST) for the majority of pupils in their reception year. This helps to identify any difficulties a child may have in literacy. We may also use a programme called Language Links in Year R which may help identify any language needs. SIDNEY (Specific Intervention for Dyslexia Notable in the Early Years) can be used to support children whose DEST test indicates they may need support. This will be used in Year 1.

As part of our Federation monitoring, teachers and Heads of Learning/SENCO review the progress of every child in the school at set times throughout the year. As part of this review, concerns are recorded to track where progress is not sufficient, which may then alert us to a possible barrier to learning.

Teachers, parents or other staff may suggest an intervention is required to support a child when differentiated opportunities to learn are not making the intended impact to help that child progress in their learning.

Examples of this may be

The child makes little or no progress despite targeted teaching to address that child's identified area of weakness in the curriculum.

The child persistently presents emotional or behavioural difficulties which are not improved following the Federation's behaviour policy.

The child has communication/interaction difficulties and despite a differentiated curriculum makes slow progress.

The child has sensory or physical difficulties and is not making progress despite provision and perhaps equipment being used.

## **When pupils are identified as having SEN how may they be supported**

It is the Senco's responsibility to strategically coordinate and lead staff in the schools to understand how to meet the needs of the child. If required, these types of changes could be considered

Class teacher planning differentiated work.

Methods of communication – using cued articulation, Makaton, visual communication cards

The provision of a modified timetable, this may be a visual timetable or Makaton timetable or first this and then next cards.

Changes to the learning environment within class. This may be a personalised workstation, a quiet area or specific furniture to meet a child's physical needs as directed by an outside agency. A teaching assistant providing small group or 1-1 support

## **The Structure of this Support**

Assessing possible barriers

The teachers have a range of initial assessments to complete and consider which may help in beginning to identify specific barriers. Including:

SALT assessment,

Autism checklist

Boxall assessment etc

At times, we will also need to support parents to organise professional assessments such as hearing, sight assessments etc.

These will help to begin to understand possible barriers to learning and may lead to further assessments from other professionals.

## **Quality first teaching**

Teachers understand and find methods of overcoming a child's barrier to learning. This may include:

Differentiated questioning

Differentiated planned work

Appropriate resources for the age, stage and needs of the child

The use of a range of teaching and learning styles such as multisensory aids /technology

Flexible grouping in subject areas

Consideration to communication needs of the child, eg short phrases, cued articulation

Appropriate use of teaching assistants to facilitate the child's learning eg precision teaching, pre teaching

Working with the child to understand learning needs and setting achievable targets

Creating an environment that supports the child eg visual timetable, workstation.

All adults involved in the child's learning meeting regularly to review progress.

### **Small focussed group teaching**

This may be led by the teacher or teaching assistant

#### **In Literacy this could include:**

Reading support in pairs or 1-1 /reading eggs programme

Phonics support, including booster phonics groups for those who haven't yet passed their YR1 phonics test

Focussed handwriting support

Focussed guided reading support

Booster writing groups

### **Maths**

Focussed booster groups, pre teaching concepts before a lesson.

### **Speech, Language and Communication Needs**

This may include:

Cue cards

Visual timetable

Makaton

Cued articulation

Speech and language Therapy

### **Securing Equipment and Facilities**

The Federation ensure that all children with SEN and disabilities have their needs met to the best of the school's ability and within the funds available.

The budget is allocated on a need's basis.

### **Accessibility for pupils to the schools**

All three schools are accessible to children with physical needs. All toilets are accessible. However, some areas may be more difficult to access (some outdoor areas). All schools will aim to make reasonable adjustments to meet these needs on an individual basis, for further information please refer to the Accessibility Policy

### **Assessing and reviewing pupils progress towards outcomes**

At the Oaks Federation we use the graduated approach (see appendix) and the four-part cycle assess, plan, do and review.

The class teacher with the SENCO will analyse the pupil's needs. These will be reflected on by

The teacher's assessment and experience of the pupil

The pupil's previous progress attainment /behaviours

Other teacher's assessments where relevant

The pupil's development in comparison to peers and national data

The views and experience of parents

The views of the pupil

If relevant, advice from outside support agencies.

We will review these assessments regularly.

Children highlighted that need SEN support will have an IEP. This document will state the needs of the child and how support will be given to address those needs.

This will be reviewed by the teacher, TA and SENCO regularly to review if progress is being made.

During review parents will be invited in to discuss progress and any changes that are being made.

Changes may be

To increase or reduce intensity or frequency of support

The need to increase or decrease outside agency support

Whether sufficient progress is being made or whether additional support is required

Possible needs for further assessments to determine the appropriate level of support going forward.

When specialist outside agencies are required parents will always be notified. The involvement of outside agencies will be recorded and shared with parents and teaching staff supporting the child.

In a small number of cases where pupils have received additional support over a period of time and continue to make less than expected progress consideration will be made to request an Educational health care plan from the local authority (EHCP)

### **How we evaluate the effectiveness of the provision made for pupils with SEN**

The Senco and EHT and SEND Governor should monitor the effectiveness of the provision.

Reviewing the pupils individual progress towards their targets/goals each term

Reviewing the impact of an intervention, normally after a six week period

Asking the pupils through questionnaires

Use provision maps to track and measure progress

Ensure that training is up to date

### **Enabling all pupils including those with SEN to engage in activities in the Federation**

All after school clubs are available to all pupils

All pupils are encouraged to take part in events such as sports day, special workshops and school celebrations

Risk assessments are carried out prior to all off site activities to ensure that it is safe for all. School trips consider the needs of all children.

### **How we provide support for Emotional and Social development. ?**

The Senco will work closely with the SLT member who has the role of mental health advocate to ensure that those children with emotional and social needs are fully supported.

Each school in the Federation has a trained ELSA. These ELSAs will have regular meetings with the Ed Psych team to ensure that they continue to develop their practise.

Class teachers and parents can discuss with the SENCO if they feel that their child may require some emotional or well-being support.

The SENCO will ensure that procedures are put in place to assess the needs of the child and what areas need to be addressed to support their emotional and social development.

This will be shared with parents and class teachers.

The child will usually receive 1-1 support over a six week period. The support is then reviewed.

In year groups there may sometimes be nurture groups that are run by the class teacher or teaching assistant. These aim to support the personal and social skill development of children.

### **Working in partnership with other agencies**

The school works closely with a range of agencies to meet children's needs.

These include:

Health- GPs, school nurse, clinical psychologists and psychiatrists (accessed through CAMHS -Child and Adolescent Mental Health Services), paediatricians, speech and language therapists, occupational therapists and physiotherapists.

Social services-locality teams, social workers, child protection teams, family intervention programmes

Hampshire Educational Psychology Team

Primary Behaviour Service (The Clifford Centre)

Hampshire Inspectorate and Advisory Service /SEND team

### **Arrangements to support pupils in moving between phases of education.**

#### **Pre-school to Early Years Foundation Stage**

In the summer term the Early years teachers in each school will make contact with the child's pre-school setting. Schools often visit the child in their pre-school setting.

If the child has SEND needs a meeting will take place and all those working with that child and the new teacher and school SENCO will be invited to attend.

There are a variety of transition opportunities such as visiting the school, stay and play sessions an information evening with parents and home visits.

#### **Year 2 to Year 3**

In the year leading up to a child transitioning from year 2 to year 3 there are many opportunities provided by the main feeder school.

Teachers visit from the junior school to meet the children.

The children visit the junior school and there are sometimes joint activity days.

If children have SEND needs or EHCPs special transition meetings are arranged prior to the child attending the school. Parents and outside agencies and infant school staff working with those children will attend these. Special transition days may be organised for SEND children with particular needs to help support a smooth transition.

#### **Transfer during their time at school**

Schools liaise with the other setting and ensure that information is shared and transferred.

### **Concerns or contacts about SEN provision**

Your main point of contact at school should always be your child's class teacher in the first instance. You can contact the school SENCO or should you wish to raise a complaint about provision, the Executive Head through the school admin team.

SENCO for Oaks Federation – Mrs J Thomas

Executive Head of Oaks Federation – Mrs M Flynn

### **Contact Details of support services of pupils with SEN.**

Please contact the school SENCO who will advise you on which support service you may require. The Local Authority's local offer is published here <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

### **Links with other Policies and Documents**

#### **This report has links to**

Send policy

Accessibility Plan

Behaviour Policy

Anti- Bullying Policy

Complaints Policy

Supporting children with medical conditions document

**Report approved by Governors - November 2025**

**Review Date - November 2028**