



SEND Information Report

Oaklands Schools

April 2026



How do we support Children/young people with Special Educational Needs or Disabilities?	
What is the school's vision and mission statement?	❖ All children are of equal worth and have the right to equal access to a broad and balanced curriculum. ❖ All children have the right to be valued equally, regardless of their ability, disability, gender, culture, race, ethnicity, religion, linguistic, social or care circumstances. ❖ The interests of all pupils are best served when each pupil is able to access and focus on the education on offer.
How does this relate to children with Special Educational needs and disabilities?	The above is achieved through following the Aspiration and Achievement Policy, through the School Development Plan and through the sharing and believing in these fundamental principles. The Schools 3 I's and subject documents use the term 'all' which upholds the principle of inclusion. The Child and Families Act (2014), Equality Act (2010), the SEND Code of Practise (2015, updated 2020) and Local Guidance documents, such as Ordinarily Available Provision (2025) underpin the policies and approaches used at Oaklands Schools. The children with Special Educational Needs or Disabilities may have barriers to their Cognitive Development and Learning, Communication and Interaction, Social, Emotional and Mental Health and/or Sensory processing and/or physical development. These disabilities may, and often are in combination. At Oaklands we use our best endeavours to overcome these barriers to learning through wave 1,2 and 3 support as appropriate.
What type of school are we?	Oaklands Infant school: Cater for up to 180 children aged 4-7. Oaklands Junior School: Cater for children aged 7-11. Both schools welcome all children with any type of special need who are able to be included in the learning of a mainstream school happily and effectively reach their full potential.
Ofsted rating	GOOD
How does our school ensure children who need extra help are identified early?	• Discussion with parents/carers. • Foundation Stage teachers and support staff carry out home visits before the children start. • Communication with pre-schools and nurseries prior to children starting and previous settings if coming in from a different area. • Outside agency reports; this might include Early Years Support Team, Educational psychologist or Paediatrician etc. • On-going teacher observations and informal assessments. • Observations from other staff. • Formal assessments, baseline and other appropriate screening and other assessments as appropriate.



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	• Rigorous monitoring of progress data, including 3 data meetings a year with the senior management team. • On going staff training to ensure staff have a high level of knowledge to make accurate judgements.
What should a parent do if they think their child may have special educational needs?	Talk to their class teacher. The SENCO may then be invited to share the conversation.
What are the common barriers to learning in our school?	• Behaviour and Emotional difficulties, including Anxiety. • Speech and language difficulties. • Autism or Asperger's Syndrome. • ADHD (Attention Deficit Hyperactivity Disorder) • Dyslexia
What does the school do to help children with special education needs?	• Early intervention. • A rigorous and carefully monitored graduated response. • Provide provision via wave 1,2 and 3 support. • Parent involvement. • Some access to outside agencies. • Educational Psychotherapist on site. • A Family Support Advisor and Nurture Assistants • A hard-working committed staff. • Autistic/Dyslexia friendly classrooms. • Experienced, flexible and open-minded staff. • A range of intervention programmes. • Monitoring pupils' outcomes, targets and provision through thorough assessment. • A broad balanced curriculum. • An on-going programme of training to remain up-to-date and fully skilled. • Policies that underpin excellent practice.
Who over sees the progress and provision of SEN children?	The class teacher has the responsibility to ensure the child with Special Educational Needs can access a broad and balanced curriculum and make the best progress they can in all areas of the curriculum. The SENCO over sees provision, ensuring the delivery of a graduated response and monitors the child's progress in detail.
How to the teachers match the curriculum to the individual child's needs?	Wave 1, Universal provision will be in place. All lessons are adapted to meet needs. Adaptions maybe in terms of amount, content, equipment support, time allocated, outcome and support provided. If the child is still struggling to access their learning then a targeted approach may be actioned. A pupil profile can be written detailing specific individual short-term targets and the provision required, which the child and parents may be involved in. These



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	targets are monitored closely and reviewed at least three times a year. Targets may include those set by outside agencies if advice has been sought. Pupil Profiles and targets are shared with parents. The child's provision will then follow the cycle of assess, plan, do and review (a graduated response).
How are your school's resources allocated?	The Senior Leadership team meet to review provision for children with SEND within the school and discuss how their needs might best be met. If available, sometimes school might allocate resources, both financial and staffing to meet these needs. Specialist interventions are monitored and impact measured. Outside agencies and outreach services may be accessed for specialist assessment and advice. If a child has needs, which are complex, severe and long-term, then an application for an EHCP assessment might be made.
How are decisions made about what type and how much support an individual child will receive?	Meetings with the Senior Management Team, class teachers, support staff, parents/carers and child (if appropriate) and SENCO to discuss the child's barriers to learning and how these can be best overcome, take place throughout the year. Discussions will be around the child's progress in all areas of the curriculum, including their Social, Emotional and Mental well-being. Outcomes would be decided in collaboration with the parents, the class teacher and sometimes outside agencies and the child, when possible (this is sometimes hard with the youngest children). Regular reviews are held to review the impact as part of the graduated approach. The SENCO reports back to the Senior Leadership Team with requests of funding or a change of staffing is needed. The Finance Manager, may also have input. Ultimately, the Head teachers make the final decision if high levels of support are required. Rarely, the Local Authority or CORVUS Learning Trust may provide a contribution, if the situation is complicated.
How do you monitor a child's progress and how do you communicate this with parents?	Progress is monitored through on-going informal observations, assessments and as part of the graduated response cycle. In the Infants, teachers also monitor through the Measuring Standard Progress document which breaks down learning steps into smaller chunks, so achievements can be monitored closely. In the Juniors the assessment is also broken down in small steps so that children not -working -within their year group objectives, can be monitored carefully and progress celebrated. Progress is communicated by: parents' evenings, and review meetings, extra meetings with class teachers or the SENDCo, annual reviews if your child has an EHCP. Parents can also communicate via our Parent Support Advisor.
What support do the school offer for young children's overall health and well-being?	The school's Medical Policy provides information and procedures on medical provision. Some children also have individual medical plan that provide individual procedures. The Intimate Care Policy provides guidance and some children also require individual plans.



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	Separate Fire Drill and Lock Down plans are also written when required. Individual risk assessments for school trips or playtimes are sometimes written when needed. The Jigsaw PHSE scheme of work is followed across both schools to develop Emotional skills. <u>Infants</u> every year, a group of year 2 children are specifically trained to support their peers during playtimes with friendships and conflict resolution. Some children visit our reading/nurture dog each week. A 'Time-To-Talk group sometimes runs when required as well as Attention Autism Groups when capacity allows. <u>Juniors</u>- have lunch time clubs and sensory club in the mornings. Both schools implement and use Project Soothe resources to support mental health and reduce anxiety. There are four trained nurture assistants over the schools who work with groups and sometimes individuals. Outside agencies also provide expert targeted support or training, e.g Foundry College, an Art therapist, play therapy and sand tray or lego therapy.
What is the school approach to bullying for SEND learners?	The same as any other pupil. It is unacceptable. It is recognised among all staff that children with SEND are statistically more likely to be bullied. There are regular meetings with lunchtime controllers, support staff and teachers with the SENCO and Heads of Schools to identify vulnerable children and strategies that might support them. Please see the Anti-bullying Policy.
What is the approach to developing friendships and social skills for SEND learners.	The children's social skills and emotional development are carefully monitored by observing and communicating with all staff, as well as talking to the child and parents. The school have developed a 'Monitoring Social and Emotional Milestones' sheet where progress in this area can be recorded and monitored closely. This monitoring can lead to extra support, a peer support, class strategies or specialised interventions. Our Nurture Assistants may also be involved with this provision. There are lunch time clubs in the Juniors to support socialisation.
What medical support is available in school for children with SEND or disabilities?	The Medical Policy provides information on procedures. Most staff are first aid including EPIPEN and severe allergic reactions, Asthma and Epileptic trained. There are designated school first aiders. If any specific training and support is required then parents, the school nurse or other professionals will provide training and support.
How does school the administration of medicines?	Please see Medical Policy. Medical care plans are written and reviewed regularly.
What support is there for behaviour and avoiding	The schools have comprehensive Behaviour Policies. If a child is communicating through exhibiting unacceptable behaviours then a graduated response would be followed in the same Assess, Plan, Do,



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exclusions and increasing attendance?	Review Cycle. A pupil Profile and Behaviour plan may be written and implemented, detailing strategies and monitoring techniques. If further help is needed then a referral may be made to the attendance specialist from the trust, social services, an Educational Psychologist, medical professional, the Family Support Advisor and/or Foundry College for behaviour support as well as outreach services. The Head Teachers, Family Support Advisor and Attendance Officer monitor attendance carefully and contact parents promptly if there is a problem.
How can children contribute their views?	Both schools seek to gain a pupil voice for all subjects and in the general running of the schools to check rules are understood, appropriate and relevant. <u>Infants:</u> These are very young so a practical and informal approach is taken. Opinions are sort through play, sharing work they are proud of and picture-based questionnaires (scribed for them) and observations. The Infants also have members on the joint school council. <u>Juniors:</u> All pupil elect class representatives to the school council each September, so they have a forum in which to communicate. The year 6 children are asked to complete a questionnaire about their time at Oaklands, which can feed improvements or changes. Suggestions from the children are welcomed through assemblies, P4C sessions, informal conversations, competitions and throughout school life. Children with communication difficulties will be supported or use an adapted way to communicate. Some children with additional needs will have an opportunity to meet with the SENDCo or nurture assistants to express their views.
What support does the school provide to develop independence and prepare children for adulthood?	• Universal provision, within the schools through the adaptation of the curriculum promotes independence with learning. • Where appropriate Individual Pupil Profiles will detail targets around children becoming independent with their learning. This maybe through specialised techniques or equipment provided. • Children are encouraged to take responsibility for their work, possessions and behaviours. • Life skills and independent self-care are supported and encouraged. We would like every child to start school being able to manage their own toileting, unless in exceptionally circumstances. • A sense of pride, respect and responsibility is promoted through the school's characters in the Infants and Thinking School Ethos in the Juniors. • When starting the Juniors, children are place in a 'Thinking family'. These groups have two children from each year group and are led by the year 6 children. This promotes a sense of belonging and responsibility, which are vital attitudes for adulthood. Termly 'thinking' mornings or days are



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	held each term, where children work together in their families on tasks and challenges. Sometimes, 'thinking lunches' are organised, so children can relax and talk together within these families. The children with SEND are fully included and supported within these events. • Opportunities to encourage all the children's interests are constantly sort, through literary events, Science and Maths competitions, many varied sports events and visitors into the schools, providing workshops as well as various school trips.
How is this promoted in the classroom?	Classrooms have visual timetables, so children know what is timetabled for that day. This helps them to fetch the equipment they need and get into the right frame of mind for their learning. Children who find independence difficult may have individual task reminders which break down activities to ensure they learn independence. Children are given jobs of responsibility within the classes and in the schools. In year 2 children are given extra jobs of responsibility. <i>All</i> children are given this opportunity. In the Juniors, the Oaklands 'thinking' ethos is promoted and applied in every classroom for <i>all</i> children.
What interventions are in place?	Interventions are triggered to meet need and vary each term. They are reviewed in a cycle of Assess, Plan, Do and Review as part of the graduated approach through wave 1 and 2 provision. Interventions can include for example; Precision Teaching, Sounds -Write interventions, Toe To Toe, 60 seconds reads, spelling support groups, Time to Talk, OT/handwriting intervention, SALT support, Autism Attention or Nurture group, Maths plus one or two. Most interventions are delivered within a small group. Interventions are subject to staffing and budget restraints.
What wider school practices are employed for this purpose?	Staff are responsible for the education of all the pupils in their class. The SENDCo is available to discuss, observe, support and monitor provision. There are opportunities for staff to meet with the SENDCo once a term to discuss children's progress, needs and provision. Support staff are flexible and work where needs dictate. Specialist Interventions have to be initiated in response to staffing and financial priorities, as well as meeting the needs of the children being arranged via regular Senior Management meetings. The School uses its best endeavour to meet the needs of all the children.
What arrangements are in place to support children who are 'looked after' and SEND?	Access to services can be made through referrals to Educational Psychologist, Learning Support Service, Speech and Language etc. in the same way as with any other child. Children's needs can be discussed at Surgeries and relevant services contacted. The adoption service has been involved with several families. The SENDCo, Headteacher or Family Support Adviser would be a point of contact. Children that cover more than one category of vulnerability are very carefully monitored.



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What specialist services and expertise available at or by the school?	- Fully qualified and experienced SENDCo (part-time, non-class based) with Dyslexia certificate. - Nurture Assistants - Family Support Advisor. - A dedicated and experienced staff. Oaklands Schools can access: - Parenting Courses (Via Family Support Advisor) - Mental Health Services (CAMHS) Please note the waiting list is approximately 2 years. - Educational Psychology Service. - Learning Support Service. - School Nursing Service - Behaviour Support-Foundry College (at cost) including therapies such as, sand tray, art therapy, Thera-play, one to one therapy sessions. - Sensory consortium- support for hearing and visually impaired children. - SENDIASS- Parent Support and Advice. (Please see their website) - At extra cost: waterside centre, JACs (Horse therapy), and Forest School, trained Psychotherapist. All the above services are subject to meeting their criteria for referral.
What training have the staff supporting children with Special Educational Needs and disabilities have?	The SENCO has the National Award for Special Needs Co-ordination from Reading University and has completed many courses regarding a wide range of Special Education Needs and Disabilities during her many years as SENCO. All staff are kept up to date, on a rolling programme of training, both from the SENCO and External Agencies. These include: Autism refreshers, Dyslexic friendly classrooms and strategies, Occupational Therapy, Speech and Language Training, anxiety, Pathological Demand Avoidance, attachment disorder, strategies and interventions, as well as keeping up to date on current Policies and Procedures. Inset days are regularly dedicated to SEND.
How are children included in activities outside the classroom and school trips?	The activities planned have all the children in mind. Adjustments that are needed are planned for carefully and extra staff or risk assessments put in place. Parents are asked for their help and advice if the activity seems challenging. The venues for school trips are visited and well known to the staff and relationships between the venue and staff often well established. We only use venues we know are suitable and inclusive. Sometimes extra staff are employed to support the child. Usually, the trip can be adapted if necessary.
How accessible is the school environment?	The schools have been assessed for Disability Access and follows the recommendations under the accessibility section of the Disability Discrimination Act. This is constantly being reviewed through the sites and



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	buildings team and by reviewing the Accessibility Access Plan. An individual plan can be written if necessary.
Have there been any improvements in the auditory \visual environment?	There is a sound system in the halls (not loop). The classrooms are fitted with up-to-date interactive whiteboards. There is no evidence to support that the interactive whiteboards are a problem with epilepsy. They have clear screens and excellent sound. The classrooms are partly carpeted and have blinds reducing echo and improving quality of sound.
Are there disabled changing facilities/toilet?	There is a disabled toilet in both schools, with step, wet room with shower in the Infants, and a secure table changing table with side barriers (Infants).
How does school prepare and support children when they join?	Pre-school/Nursery to Infants: • Visits to pre-schools and nurseries. • Home visits. • Meetings with pre-school parents, Early Years SEN advisor, other relevant professionals. • Transition programme maybe written and implemented if necessary, this may include extra visits and/or photo books. • Sometimes children may already be under the Local Authority SEN team; information would therefore be shared. • The Pre-school SALT team would have already transferred information ready for a child's start. • There are 2 stay and play sessions as well as two transition mornings. • The children have a staggered start to help them settle. • If the child has an EHCP already paperwork would have been sent to the school already to assess whether the school can meet your child's needs. Infants to Juniors: Increasingly the schools are working together to create a seamless transition between Infants and Juniors. This includes a 'buddying system, where children immediately are partnered up. There are many joint events and sessions throughout the year. Children starting from another school- mid year • The previous setting will be contacted to gain as much information as possible. • Extra visits or a transition plan maybe written and implemented as necessary. • Meeting with parents. • If the child has an EHCP then their needs will be considered to ensure that the school has the resources and expertise to meet your child's needs.



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How does the school prepare and support the children when they transfer to a new school?	• A transition programme can be written and implemented if required. This will be in collaboration with the new setting, class teacher, support staff, SENCOs, parents and child (if appropriate). • The SENCOs meet. • The Junior SENCO/Secondary School will be invited to any review meetings, where possible. • A detailed and thorough changeover meeting with the class teachers and SENCO will take place, which will include strategies and targets for next step of learning. • Secure exchange of all paperwork. • New staff visiting the child in their current setting. • Support staff visiting and talking through strategies that have worked well. • Extra visits to new classroom can be arranged. • Photos of new classroom, key adults (booklet) can be provided, if required. In addition, for children transferring to Secondary School transitions activities may include: • Induction days • Additional visits for vulnerable pupils • A joint meeting with the Year 6 team and the secondary school Head of Year. • Discussion with the child so particular worries can be targeted.
How are parents involved in school life?	• Parent are invited to attend Celebrations of Learning in the Infants school each term and join the pride awards. • Parents are invited to help with class activities, to support on trips, help with reading and attend information events as well as support with other curriculum events. • Attend Class Assemblies and school productions • Attend Parent evenings and review meetings. • Enjoy events such as Sports day and the Carol Services. • Teachers are always happy to arrange mutually convenient times to discuss any child. • Sometimes home school communication books are used if appropriate. • Phone/TEAMS meetings can be arranged for mutually arranged times. • Family Support Advisor will provide support/meet with parents as needed.
How does the school communicate with parents whose first language is not English?	Oaklands can contact an interpreter, but more often than not a friend, another parent or an older sibling can help.



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Who can a parent contact for further information?	The class teacher is your first point of contact, then the SENDCo or Head of Schools. We can always help you to contact other agencies or organisations. At the end of this Information Report on our website, there are contact details for many organisations for support. SENDCO: <u>01344 774644</u> (Infants) 01344 773496 (Juniors) send@oaklands-crowthorne.com
Who can you contact to make a complaint?	Class teacher SENDCO Miss Weston or Mr Holland -Co-Headteachers Mr P Wright- Governor See Complaints Procedure Policy
Where do I find the School policies?	School website