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Oaklands Primary Academy

SEND INFORMATION REPORT 2025-2026

Meeting The Needs of Pupils With Special Educational Needs and Disabilities

Bromley Schools are committed to adopting a similar approach to meeting the needs of all pupils, including those with special educational needs. This information report is co-produced, where applicable to governors, staff, pupils and parents, and this is done through periodic surveys and staff working groups. From this collaboration, a shared expectation was met that all pupils, regardless of their specific needs, should be offered inclusive teaching, enabling them to make the best possible progress in school and be a valued member of the wider school community. During the production of this report, stakeholders have been consulted as to their perception of SEND support at Oaklands Primary Academy. Comments from stakeholders are included as part of the report. Any further feedback or comments on the SEND Information Report are welcome and should be addressed to admin@oaklands.cetrust.com

This report is written in line with the requirements of:- Children and Families Act 2014, SEN Code of Practice 2015, Special Educational Needs and Disability Regulations 2014 (Part 3 Duties on Schools), Special Educational Needs Co-ordinators (Schedule 1 regulation- Information to be included in the SEN information report and Schedule 2 regulation 53 – Information to be published by a local authority in its local offer) and the Equality Act 2010, This report should be read in conjunction with the following school policies; Behaviour Policy, Equalities Policy, Safeguarding Policy, Complaints Policy.

Oaklands Primary Academy is an inclusive school and through our school ethos of the 5R's (Respect, Resilience, Risk taker, Resourceful, Responsibility) we are committed to inclusive practice in supporting our students with SEND in their learning and well-being through a range of tailored provisions for pupils requiring additional support due to Specific Learning Difficulties (SPLD), Moderate Learning Difficulties (MLD), Cognition and Learning Difficulties (CL), Speech and Language (SCLN), Social Emotional and Mental Health Difficulties (SEMH), Autism Spectrum Condition (ASC), Attention Deficit Hyperactivity Disorder (ADHD), Attention Deficit Disorder (ADD), Vision Impairment (VI), Hearing Impairment (HI) and Physical Difficulties (PH).

At Oaklands Primary Academy we embrace the fact that every child is unique and, therefore, the educational needs of every child are different; this is the case for children with Special Educational Needs and Disabilities. We ensure that all children are equally valued by having equal access to a broad and balanced curriculum.

Within our school we have our ARP (additionally resourced provision) for children with an Educational Health and Care plan (EHC). The children attending the ARP have a range of Special Educational Needs and Disabilities (SEND). Places are sought through local authority consultations. The ARP has three classes and their curriculum is made up of three bespoke pathways, Engagement, Active and Exploring. Where applicable we will try to encourage our pupils to participate in learning opportunities in the main school if it is beneficial to their social and academic development.

- We have effective procedures for SEND, taking into account the current Code of Practice (2015).
- We have successful communication between teachers, teaching assistants, children with SEND, parents of SEND children, and outside agencies.
- We acknowledge and draw upon parents' knowledge and expertise of their own children.
- We are committed to developing the knowledge and skills of all staff to manage the challenges of the range of needs in the school, and to ensure high quality support.
- We have strong links with our local secondary schools and liaise well with them regarding children moving into their school and any movements between schools.
- We work very closely and have a very strong relationship with our nursery, to work together on meeting the needs of all children and continuing the learning journey.
- We ensure that the consideration of SEND crosses all curriculum areas and all aspects of teaching and learning.
- We have strong links within our Multi Academy Trust sharing expertise and support to always strive to improve our increasing SEND provision

Information and Guidance:

Who should I contact to discuss the concerns or needs of my child?

The first point of contact is the Class teacher if you wish to discuss any concerns or needs regarding your child.

Class teacher	He/she is responsible for: Monitoring the progress of your child using the Assess, Plan, Do, Review approach. Planning and delivering any additional help your child may need (this could be targeted work, additional support or implementing personalised teaching strategies) Providing high quality teaching through adapting and refining the curriculum to respond to the strengths and needs of all pupils. Implement personalised high quality teaching strategies as detailed on individual provision maps. Writing individual provision maps detailing additional support for SMART targets and sharing and reviewing these with parents at least once each term. Applying the school's Inclusion and Send policy. If you have concerns about your child, you should speak to your child's class teacher first. You may then be directed to the Senco
SENCo admin@oaklands.cetrust.co m	He/she is responsible for: Identifying, monitoring, and supporting all pupils who need extra resources and/or teaching help as early as possible. Coordinating provision for children with SEN and physical disabilities and developing the school's SEN and Accessibility policy. Keeping parents informed about the range and level of support to ensure parents are involved in supporting their child's learning and access to the curriculum. Ensuring a good working relationship with parents and school to ensure parents are involved in their child's learning and access to the curriculum. Provision support and advice for all staff working with special educational needs pupils to ensure all staff have a high level of expertise to meet pupils' needs through targeted training. Ensuring parents are consulted about planning successful movement (transition) to a new class or school. Working in cooperation with and having productive partnerships with the Local Educational Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners. Quality assurance of teaching practice. Checking outcomes against provision maps, the "assess, plan, do" cycle and collaboratively working with staff as part of the pupil progress reviews.

	Work with head teachers and school governors with regards to reasonable adjustments and access arrangements. Ensuring that the Governing Body is kept up to date about issues relating to SEN. Regularly reviewing staffing structure, ensuring that appropriate provision and adult support is in place Ensuring the Sen register is kept up to date and accurately reflects the needs of the school.
Head teacher Mr James Robinson Admin@oalkands.cetrust.co m	He/she is responsible for: The day-to-day management of all aspects of the school, including the provision made for pupils with SEN and Disabilities.
SEND Governor: Admin@oaklands.cetrut.co m	He/she is responsible for: Supporting the school to evaluate the quality and impact of provision for pupils with SEN and disabilities.

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provisions to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

Has a significantly greater difficulty in learning than the majority of others of the same age; or
Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. SEN Code of Practice (2015, p 15)

Progress Identification, Assessment, Planning and Review

Parent meetings are held three times a year to discuss your child's progress and open channels of communication are available via telephone or school Dojo should you have any specific questions relating to your child's academic or emotional development. Progress is measured using both formative and summative assessment three times a year for children with or without SEN. Arbor is used to help monitor and track individual progress. Those with an EHCP will have an additional yearly review in addition to the above-mentioned meetings. On entry all reception and nursery children are screened for speech and language to gain a baseline assessment of development.

Staff at Oaklands Primary Academy use the Assess, Plan, Do, Review Cycle as outlined in the Special Educational Needs Code of Practice and the school's Inclusion Policy. Regular assessments are carried out alongside regular observations and scrutiny of children's work. Ongoing monitoring of achievement, progress, and behaviour takes place by class teachers and SENCO. These assessments are monitored and discussed with the Senior Leadership Team at Termly Learning Reviews. As part of this review, they will identify pupils who are not making progress or who have behaviour needs which are affecting their ability to engage in learning activities.

For those children identified as not making enough progress, even if a special educational need has not been identified the following steps are put into place, where applicable:

- Booster groups– measured through entry and exit data
- English and Maths interventions– outcomes measured through provisions maps.
- Tailored packages such as IDL- outcomes measured against tracking records.
- Short term targeted group or individual work as identified on the class provision map – measured through entry and exit data
- Additional phonic support– measured through entry and exit data
- Social skills and self-esteem support via the pastoral team.
- Speech and Language groups - measured by entry and exit data
- EAL Speech and Language groups - measured by entry and exit data
- Referrals to supporting agencies such as Bromley Y, Living on, Bromley Children's Project, ISAT

Identification of Need

Early identification of need or difficulty is essential to ensure that the correct support can be put in place for the pupil, especially if progress continues to be slower than expected.

According to the SEN Code of Practice (2015, 6.17) inadequate progress is demonstrated when a pupil

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

Following discussions with key staff and parents **and** if your child continues to show delayed progress or difficulties with their learning or social development, additional provision will be put into place to provide enhanced resources and targeted small group/or individual support to help overcome any difficulties. If the provision required is 'additional to and different from' that provided within the differentiated curriculum, special educational support will be provided under one or more of the four areas of need identified in the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory/Physical needs

Parents are an integral part of the process as they know the strengths and needs of their individual child. We will always listen to parents and involve them in the decision-making process where we will be identifying the appropriate next steps for them and their child as outlined below. When children are identified as needing SEN support, and thus being placed on the SEN register, parents will be informed and a provision map and pupil passport detailing the support and interventions will be provided. Short term targets and next steps are set in agreement with the Senco and class teacher which prioritise key areas of learning or behaviour to address and by which progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes.

- This level of support may involve:
- 1:1 Support from our pastoral lead
- Speech and language assessments and support sessions via Love to Communicate
- Dyslexia screening
- Individual provision map/Behaviour plan/Pastoral plan
- Support from outside agencies such as Bromley Y, Bromley Children's Project,
- Specific small group work, including the lunchtime club
- Individual support
- Educational Psychologist Assessment
- ISAT support
- CAMHS
- Bromley Wellbeing
- Signposting to other support organisations such as Mencap, Caspa and the services of Bromley via the Local offer
- BTA
- Vison team

Review meetings are held regularly and may involve the class teacher, SENCO or other member of the Senior Leadership Team. Depending on the age of the pupil they will be consulted with regards to the type of support needed.

Any additional support is documented on a Class Provision Map or an Individual Provision Map a Behaviour Plan, or a Pastoral Support Plan. In consultation with the SENCO and parents, short term targets are agreed which prioritise and address key areas of learning, emotional wellbeing or behaviour whereby progress can be measured. Where external agencies are involved, their advice and recommendations are included in these support programmes. Actions agreed to will take into account each pupil's strengths as well as their difficulties.

These plans are reviewed termly by the class teacher and the SEN team. The impact of the support and progress towards the targets are monitored and support arrangements are updated and revised accordingly. If your child is continuing to have significant difficulties after a period of intervention, further external expertise may be requested from Educational Psychologists and referrals may be made to other professionals or agencies such as CAMHS, Occupational Therapists, ISAT, Pediatricians, Bromley Wellbeing, Bromley's advisory teams.

Following the advice received and the monitoring data available it may be at this stage, with the agreement of the parents that a Funded Inclusion Plan (FIP) or an EHCP (whichever is more appropriate) will be applied for in cases where the pupils are presented with highly complex and significant difficulties.

Additional funding may be available for children who meet the criteria according to the Local Authority Process and Banded Funding Criteria. Further details about this process will be explained in the LA Local Offer.

Following identification of a need pupils may be entitled to additional adjustments and/or arrangements to allow full access to National Tests. These may include, rest breaks, enlarged text or use of a scribe or word processor.

Curriculum and Teaching Methods (including groupings and interventions)

How will teaching be adapted to meet the needs of my child?

Teachers are well skilled at adapting teaching to meet the diverse range of needs in each class through quality first teaching. Daily planning takes account of individual needs and requirements which may include pupils with speech, language and communication difficulties, learning difficulties, specific literacy or numeracy difficulties, social emotional and mental health difficulties and physical or sensory difficulties. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning. Pupils are taught mixed ability classes with additional support provided as needed by high quality teaching assistants, in Key stage one we stream for phonics to ensure coverage and pace of progress. A graduated approach to teaching is taken for pupils with special educational needs and high quality teaching and differentiation is the first step in responding to pupils who may or may not have SEN. The quality of teaching is reviewed regularly for all pupils including those at risk of under achieving.

Within classes and streams (if applicable), grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all, with pupils being able to move between streams as and when appropriate.

Additional adults are used flexibly to help groups and individual pupils with a long-term goal of developing independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on adult support.

To ensure staff knowledge is up to date staff receive in-house training, training from outside professionals such as speech and language specialists, educational psychologists along with online training platforms and courses run by borough.

Intervention

Access to learning and the curriculum

Strategies available to support/develop literacy including reading:

Quality First Teaching and adaptations
Differentiated phonics teaching in Years 1 and 2
Additional phonic sessions for revision
Monster phonics programme
1 to 1/small group support with a Teaching Assistant
VIPERS
Rapid Reading and Sight word reading interventions.
Use of dyslexia friendly resources
Use of writing supports such as writing frames
Funky fingers
Booster classes.
Touch type training
Speech and language interventions
OT and SALT specialists
Precision teaching

Strategies available to support/develop numeracy:

Quality First Teaching and adaptations
1 to 1/small group support with a Teaching Assistant
Pre teaching

Booster classes
Use of manipulatives
Times tables rockstars

Provision available to facilitate/support access to the curriculum

Soundfield System for hearing impaired children
Visual Cues/Prompts/Timetables
Multi-sensory approach to all areas of the curriculum
Access to ICT for children who find handwriting difficult
Funky fingers
Reading support in assessments where appropriate
Extra time in class and in assessments
Modified texts and enlarged texts
Use of dyslexia friendly resources
Appropriate seating
Interventions with targeted staff
Vision team adaptations
Range of statutory exam access arrangements
OT
SALT

Strategies/support available to develop independent learning

Regular reminders from the class teacher/additional adults
Positive praise and rewards
Visuals – communication boards
Visual timetable
Modified timetables with clear targets and time expectations
Chunking of information
Alternative forms of recording
ICT
Individual behaviour charts with an emphasis on promoting positive behaviour and enhancing self esteem
Rest breaks, movement breaks
Widget symbols
Makaton in our ARP provision
Therapeutic interventions

How we evaluate the impact of effectiveness of provision

- Regular monitoring of the data tracking system and book scrutiny will be used to monitor the progress and achievement of all pupils and the progress and achievement of pupils with special educational needs.
- Termly assessments
- Regular monitoring of observational records will be used to monitor the effectiveness of behaviour interventions.
- Teaching assistants keep regular records of interventions and will track and monitor progress.
- Where any intervention is shown not to be making an impact, it will be reviewed and may be discontinued or adapted.
- Regular meetings to discuss individual and group performance via caseload with SEND team and lead teachers
- Individual provision maps are reviewed termly which will inform the production of the new individual provision maps. "Access, plan, review do" cycle of provision maps.
- Regular meetings are held with parents of children with complex needs where the provision will be discussed and next steps planned

Pastoral Support

Strategies available to support the development of pupils' social skills, enhance self-esteem, reduce anxiety and promote emotional wellbeing:

Rewards and stickers

Housepoints

Lunch Clubs

Daily checking and touch bases with Pastoral team member

Meet and Greet by a named adult

Social Skill and self-esteem groups

ELSA interventions

Play therapy

Purple pod – calming class

Sensory room

Zones of regulation

Talk time

Drawing and listening

Lego therapy

Anxiety/angry/self-esteem gremlin

Pastoral support plan

Strategies to support / modify behaviour

Day reports

Use of housepoint system to promote behaviour

Reward system

Behavior support plan

Liaison with outside agencies

Regular meeting with parents

Safety plans

Daily check-ins

Reduced timetables.

Rest breaks

Adaptive curriculum

Support/supervision at unstructured times of the day including personal care:

Lunch club facilities for children who require support/supervision during unstructured times

Support Staff support the toileting needs of our children especially in the Early Years

Intimate care plans for children who require support for toileting.

Dietary plans in place

Healthcare plans reviewed annually

Staff to receive first aid training

Defib in school

Increasing accessibility - getting about

In order to facilitate, plan and access strategies/programmes to support occupational /physiotherapy needs we seek advice from Health professionals such as:

- Occupational health
- Borough speech and language
- School nurses
- Care plan providers
- Sensory support service (hearing team)
- Bromley Wellbeing
- Pediatric services
- ISAT– Inclusion Support Advisory Team

In line with the Equality Act of 2010 we endeavour to make reasonable adjustments and provide auxiliary aids where possible such as specialist equipment, resources and ICT support.

Access to strategies/programmes to support occupational needs:

See the school's Accessibility Plan for further detail

Children with physical difficulties are supported through Risk Assessment Planning to ensure there are no Health and Safety Risks.

Site reviews and checks by Physiotherapists and Occupational therapists are arranged by Inclusion manager for children with long term Physical disabilities.

Children with Physical Needs will be referred to Occupational Health and Physiotherapy Team as appropriate.

The school follows programmes recommended by Occupational Therapy for children who need to develop their fine and gross motor control.

Adaptive site management

Adaptive physical measures put in place

Access to modified equipment and ICT

The school provides large print for all our school community who may need this to access information

Where Occupational Health has advised that children need access to additional aids to support their writing, we provide them where possible. We provide a Soundfield System to support children with hearing impairments and for those children who are assessed at risk of dyslexia or with a diagnosis of specific literacy difficulties the school use dyslexia friendly resources.

We provide additional support for children during the Assessment process to support their learning difficulties eg. Readers, Scribes, Additional time, Access to strategies/programmes to support occupational needs: (See the school's Accessibility Plan for further detail).

Children with physical difficulties are supported through Risk Assessment Planning to ensure there are no Health and Safety Risks and those who require medical plans have these overseen by a school nurse termly.

Site reviews and checks by Physiotherapists and Occupational therapists are arranged for children with long term Physical disabilities.

Children with Physical Needs will be referred to Occupational Health as appropriate.

The school follows programmes recommended by Occupational Therapy for children who need to develop their fine and gross motor control. Our site is adaptive, and physical measures for accessibility are in place.

Transition

How will the school help my child move to a new class/year group or to a different school?

Children and young people with SEN can become particularly anxious about "moving on" so we seek to support successful transition by:

- Undertaking handover meetings with the new class teachers.
- Having opportunities to meet the new teacher prior to the new class commencing.
- Sharing the SEN file and important information.
- For transitions from year 6 to year 7 we will attend the primary/secondary transition day arranged by Bromley.
- Bromley Y transition works
- Arrange (if available) through Bromley Y mentors to assist with the year 6 to year 7 transition.

The majority of pupils from Oaklands School transfer to Charles Darwin Secondary School. We have full and detailed meetings with both the SEND team and the Year 7 team from Charles Darwin prior to secondary transfer.

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- Arrange (if available) through Bromley Y mentors to assist with the year 6 to year 7 transition.

On some cases additional multi-agency meetings may be arranged to create a more detailed “transition” plan which may include more visits to the new school and/or additional visits from the new school.

COMPLAINTS AND CONCERNS

Parents are encouraged to follow our complaints policy and discuss their concerns initially with the class teacher and SENCO to resolve the issue before contacting the Head teacher. If the complaint is not resolved, a formal complaint should be made to the Head teacher who will forward this on to the governing trust body. Should the complaint not be resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children with SEN who have an EHC, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

FURTHER INFORMATION

The ‘Children and Families Bill’ (2014) requires all Local Authorities and schools to publish and keep under review information about services they expect to be available for all children and young people with Special Educational Needs and Disabilities, aged 0-25. This is called the ‘Local Offer’. The Local Offer is intended to improve the choice for families. It is also an important resource for parents, for them to understand the range of services and provisions in the local area.

The Local Authority Local Offer – <https://www.bromley.gov.uk/localoffer>

More support and services for pupils and their families can be found at

Bromley Parent Voice (forum and support for parents) - <http://www.bromleyparentvoice.org.uk>

The DfE code of Practice (Statutory practice) — <http://www.education.gov.uk/childrenandyoungpeople/send>

Bromley Children's project (supporting families) — [Bromley Children Project – London Borough of Bromley](#)

Bromley Wellbeing- (supporting families and children) [Bromley Y Home Page \(bromley-y.org\)](http://bromley-y.org)

Bromley IASS advice: (support with SEN) [Bromley IASS — Bromley Information, Advice and Support Service \(IASS\)](#)

Food bank information via our Pupil Support/Safeguard Lead Ms Amy Nabdo 01689 602786 Autism support- [Main Home - CASPA BROMLEY](#)

ADHD support- [ADHD and mental health - Mind](#)

Speech and language support- [Signs and symptoms \(speechandlanguage.org.uk\)](http://speechandlanguage.org.uk)

Dyslexia and Dyscalculia Support- [Dyscalculia - British Dyslexia Association \(bdadyslexia.org.uk\)](http://bdadyslexia.org.uk)

Dyspraxia support: <https://www.bdadyslexia.org.uk/dyslexia/neurodiversity-and-co-occurring-differences/dyspraxia>



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Reviewer S.Burdett