

OAKDALE PRIMARY SCHOOL



SEND Information Report

Date approved by the Governing Body	September 2025
Date of next Review	Annually

Dear Parents and Carers,

The aim of this information report is to explain how SEND support works in our school.

If you want to know more about our arrangements for SEND, you can read our SEND policy on our website.

<https://www.oakdale.peterborough.sch.uk/page/?title=SEND+and+Inclusion&pid=39>

1. What types of SEN does the school provide for?

Our school provides for pupils with a range of needs, including:

Communication and interaction

Speech and language difficulties

Autism spectrum disorder

Cognition and learning

This could be specific learning difficulties, including dyslexia, dyspraxia, dyscalculia, as well as moderate learning difficulties.

Social, emotional and mental health

We support children with social, emotional and mental health difficulties, as well as those diagnosed with Attention deficit hyperactive disorder (ADHD) or Attention deficit disorder (ADD)

Sensory and/or physical

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 co-ordinator, or SENCO

Our SENCO is Lucy Cleveland

She has eleven years' experience in this role and is a qualified teacher. She achieved the National Award in Special Educational Needs Co-ordination in 2015.

Our SENCO is allocated 3 days a week to manage SEN provision.

Class teachers

All our teachers receive in-house SEN training, and are supported by the SENCO and external professionals (where appropriate) to meet the needs of pupils who have SEN.

We also have a designated Nurture support teacher who plans and delivers interventions and provides support for staff, pupils and their families.

Teaching assistants (TAs)

We have a team of 16 TAs, including two higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and 1:1 TAs to support some children with an EHCP.

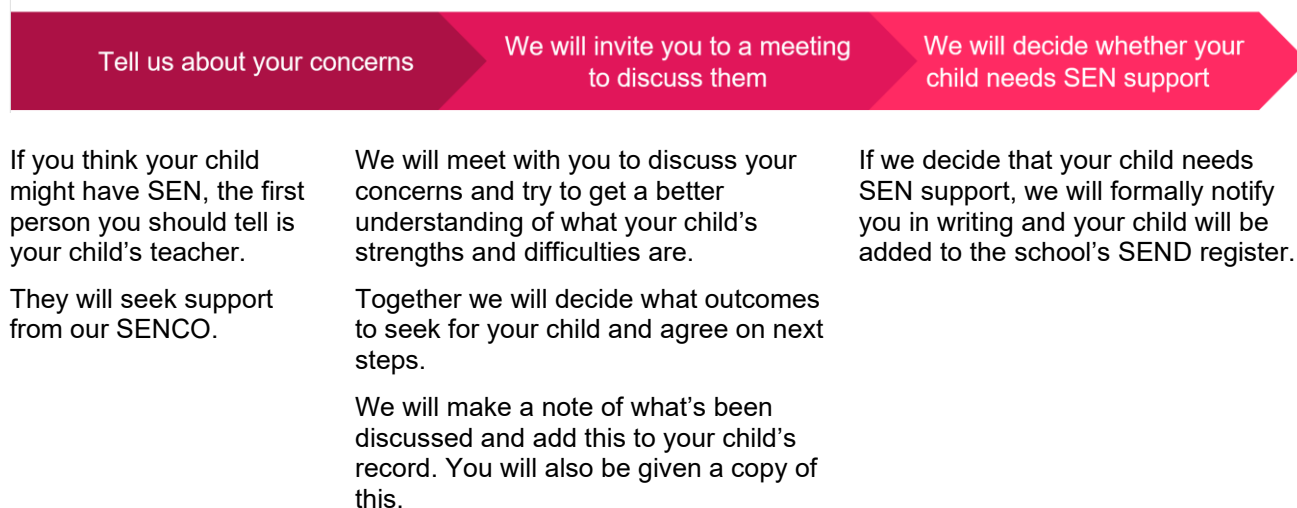
In the last academic year teachers and TAs have been trained in Positive Handling, Emotional Health and Wellbeing support, Emotional Literacy Support Assistant training, Supporting children with SEND in the Early Years, as well as training provided by local SEND hub schools for sensory processing, early years and Autism support. We have also received training and support as part of our involvement in the Project for Inclusion of Neurodiversity in Schools. They are also involved in supporting school to attain the Equality, Diversity and Inclusion Quality Mark.

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 SEN 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)
- LA-provided support services, including SEN hub schools and Specialist services
- Social services
- Voluntary sector organisations

3. What should I do if I think my child has SEN?



4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and are on the lookout for any pupils who aren't making the expected level of progress in their schoolwork or socially.

If the teacher notices that a pupil is not making expected progress, they use a range of information to try to find out if the pupil has any gaps in their learning. This will then help them to choose the most appropriate strategies for support.

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 SEN.

The SENCO will have discussions with your child's teacher, 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, as well as looking at work and making observations to see what their strengths and difficulties are.

The class teacher, supported by 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.

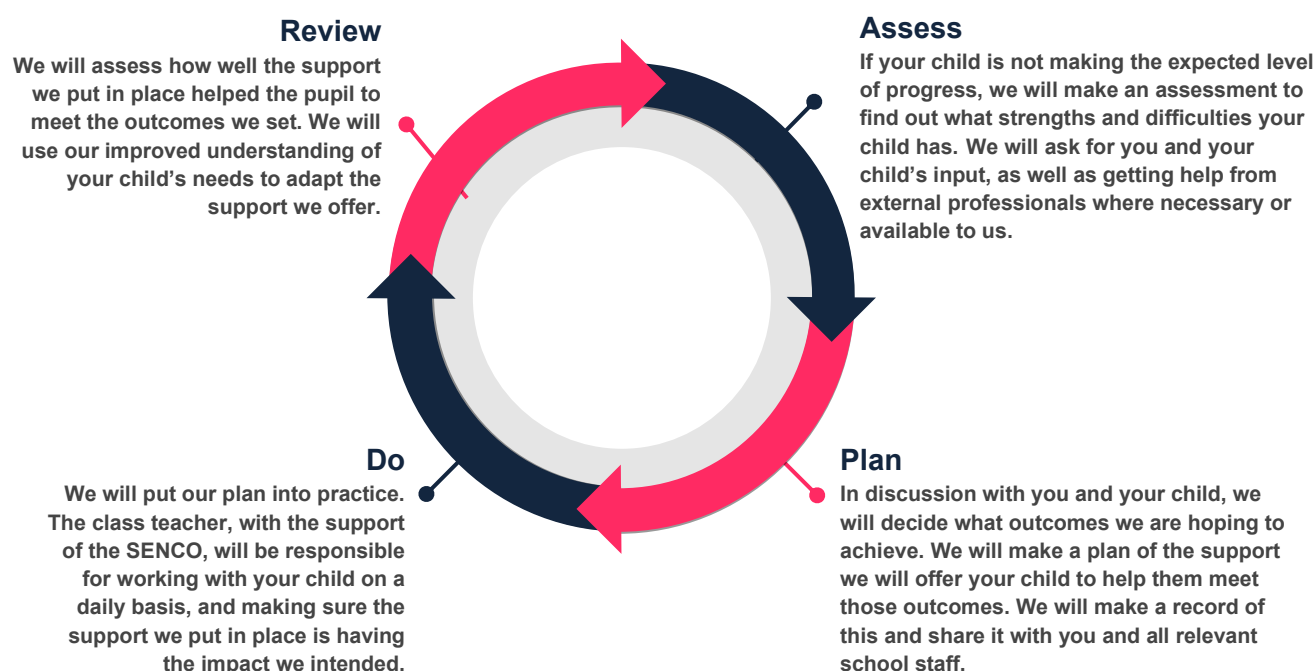
Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

If your child does need SEN support, their name will be added to the school's SEN register, and the SENCO will work with you to create a SEN 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 SEN 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 adapt 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 SEN 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 an annual report on your child's progress.

Your child's class will meet you 3 times 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 if required.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're 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 so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

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 your child's class teacher.

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 written statement, 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 teacher is 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 differentiate (or adapt) how we teach to suit the way the pupil works best. There is no 'one 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.

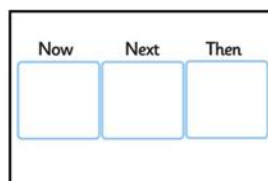
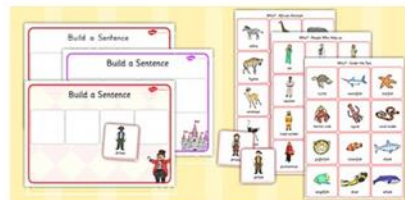
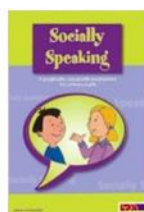
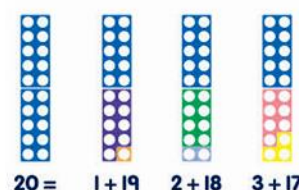
Oakdale Primary School uses the guidance in the Peterborough Local Authority Ordinarily Available Inclusive Provision document to update our own provision map of support.

These interventions are part of our contribution to Peterborough Local Authority's local offer and are adapted regularly following CPD or professional advice. This ensures that you can easily find detailed information about our school's approach to SEND within the broader context of the Local Offer.

Some of the strategies we might use include;

- Working in different groups, peer or adult support
- Differentiation of activities, resources or questioning
- Providing resources and displays to support independence
- Adapting teaching – longer processing time, reading instructions etc
- Other ways of recording e.g. oral presentation, posters, sound buttons, mind maps, matching labels to pictures, sorting into categories
- Ongoing opportunities for 1:1 support focused on specific outcomes with reinforcement in whole class activities to aid transfer of skills.
- Implementing advice from outside Agencies e.g. Educational Psychologist, SEND team in the classroom
- Multi- sensory approaches to learning, e.g. using concrete resources in Maths
- Pre teaching vocabulary to enable the pupil to engage with learning in the classroom
- Opportunities to use technology to support learning, e.g. Clicker Writer, sound button
- Use of visual reminders, timers, resources and rewards.
- Small group or 1:1 programmes planned by the teacher and delivered by a TA to address specific difficulties, e.g. phonics
- Providing opportunities for skill reinforcement / over learning / revision
- Sensory circuits group
- Movement or sensory breaks during the day

Making a Mind Map



AREA OF NEED	EXAMPLES OF HOW WE SUPPORT PUPILS
Communication and interaction (including Autism Spectrum Condition, Speech and language difficulties)	Visual timetables Social stories Speech and language therapy advice Advice from Autism Advisory Teaching Service
Cognition and learning (including dyslexia, dyspraxia and dyscalculia)	Scaffolded writing tasks, word mats Chromebook, Clicker Writer, Talking Tin Writing slope, handwriting grip
Social, emotional and mental health (including ADHD, ADD, adverse childhood experiences and/or mental health issues)	Quiet workstation / calm space Nurture groups Emotional Literacy Support intervention
Sensory and/or physical (including Hearing impairment, Visual impairment, Multi-sensory impairment, Physical impairment)	Printed resources, larger font Specialist equipment Adult support Follow guidance from relevant external agency

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
- Using pupil questionnaires
- Monitoring by the SENCO and other school leaders
- 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 support
- Further training for our staff
- External specialist expertise

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

The school are funded with up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority through agreeing with you to submitting a request for an Education, Health and Care Plan.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?

Our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to take part in other wider curriculum opportunities such as Sports day, Class assemblies or visitors to school.

We work with families to agree reasonable adjustments

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make reasonable adjustments so that that they can be included.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

You can apply for a place at any primary school in Peterborough under the local authority coordinated admissions process. We are a community school and you can apply for a place on line using the link below.

<https://www.peterborough.gov.uk/residents/schools-and-education/school-admissions>

13. How does the school support pupils with disabilities?

Our accessibility plan outlines the steps we have taken with our physical environment; buildings, premises and outdoor areas, Outdoor learning space, Staff awareness and Curriculum to ensure that no children are treated less favourably than others. Key measures from our plan include achieving the Inclusion and Diversity Quality Mark which included a full curriculum review as part of our self-evaluation, as well as staff accessing training on specific disabilities. [Oakdale Primary School Accessibility Plan 2023-2026](#)

14. How will the school support my child's mental health and emotional and social development?

To find out more about the support we provide for pupils to progress in their emotional and social development please visit our website.

<https://www.oakdale.peterborough.sch.uk/page/?title=Wellbeing+and+Mental+Health&pid=192>

- We provide extra pastoral support for listening to the views of pupils with SEN with our class teaching assistants
- We run nurture support sessions for pupils who need extra support with social or emotional development
- We also encourage pupils with SEN to take part in extra-curricular clubs at lunchtime and after school to promote teamwork and building friendships

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:

- Ask both the current teacher and the next year's teacher to attend a final meeting of the year when the pupil's SEN is discussed
- Schedule lessons with the incoming teacher towards the end of the summer term

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 SENCOs of feeder secondary schools will contact our SENCO to discuss the needs of children who are receiving SEN support.

Pupils will be prepared for the transition by:

- Learning how to get organised independently
- Plugging gaps in knowledge
- Organising additional transition visits offered by the secondary school

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

Mrs Britton, Deputy Headteacher, will work with Mrs Cleveland, our SENCO, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN 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 SEN 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 SEN support?

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally. This is in line with the Department for Education guidance. Some issues are likely to be best resolved through discussion with a class teacher or other member of staff below the level of a school leader. In some cases, though, a person may feel the need to escalate the matter to the SENCO or Key Stage Leader.

Please find below a link to our school complaints policy, which explains our school's approach, including an outline of how complaints will be handled, and how parents can complain.

<https://www.oakdale.peterborough.sch.uk/page/?title=School+Policies&pid=27>

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN 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.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8-6>

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 Peterborough's local offer.

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/localoffer.page?familychannel=8>

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

<https://fis.peterborough.gov.uk/kb5/peterborough/directory/site.page?id=TYCT5txllwg>

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

<https://www.littlemiraclescharity.org.uk/>

<https://familyvoice.org/>

<https://spectrum.org.uk/>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)