

Oak Green SEN Information Report – updated Sept 2025

At Oak Green, we firmly believe that every child has the right to progress and flourish, regardless of their age, gender, ethnicity, religion, impairment, disability or background. We are committed to providing a high quality and challenging education for all our pupils, giving them every opportunity to reach the highest level of personal achievement.

All pupils, including those with a special educational need or disability (SEND) have access to an inclusive, broad, balanced, relevant and challenging academic and social curriculum, appropriate to their individual abilities, talents and personal qualities, as well as an entitlement to be fully involved in all the school offers.

SEND Provision at Oak Green School

Oak Green is a state-run mainstream nursery and school, serving children from 2-11 years of age. Oak Green is three-form entry from our Reception cohort up to Year 6. Children are taught in single age year groups and follow the National Curriculum. Oak Green also has an Additional Resourced Provision (ARP) for children diagnosed with an Autistic Spectrum Condition (ASC).

Facilities to include pupils with SEND






Oak Green School site covers a wide area and most buildings used by children are on one level. The new Year5/6 block, however, is a two-storey building, with a wheelchair lift. The school's buildings are DDA compliant. The main buildings are accessible for wheelchair users and there are three toilets available for disabled users. There are disabled parking bays in the staff and visitors' car parks. Personal Emergency Evacuation Plans (PEEPS) are produced when needed.

Identifying Pupils with Special Educational Needs

Early identification, assessment and provision for any child at Oak Green School is crucial. When a child appears to be behind expected levels, or where a child's progress gives cause for concern, the school will consider all the information about the child's development from within and beyond the setting to investigate whether a child has special educational needs and/or disabilities (SEND). Concerns raised by parents, or other specialists are also taken into consideration.

At Oak Green School if children have English as an additional language this must not be equated with learning difficulties. However, at the same time, when a child is behind their cohort's age-related expectations, it should not be assumed that their language status is the only reason. So early identification of the specific difficulties a child is having, is vital to ensure the best possible support can be put in place for them.

The process of such an investigation will always involve close liaison with parents/carers and might include some, or all, of the following:

-  Observations in school by school and/or external agencies (such as Speech and Language Therapists, Occupational Therapists, Educational Psychologists)
-  Assessments undertaken in school, or by external agencies
-  Medical assessments
-  Liaison with other nursery / school settings
-  Liaison with parents

Arrangements for Consultation

At Oak Green School, we actively encourage the involvement of pupils and parents of children with SEND in their education. Individual Provision Maps (IPMs) are reviewed each term and new ones set up when required. Pupils, parents, teachers and LSA/SSAs are all involved in this process, with pupils and parents recording their evaluations on the provision maps in addition to those of the class teacher.

Parents/carers are invited formally to parents' evenings and other "Meet the Teacher" events but know that they can request a meeting with the Class Teacher or SENDCo/ EYFS SENDCo to discuss progress, or concerns at any time. When a child has an Education, Health and Care Plan (EHCP) these are also formally reviewed at least annually. All children who have a new EHCP or who are under 5 years of age will have their review within 6 months of the plan or last review.

Communication between school and home may also occur through letters or a home/school book.

Oak Green's Approach to Teaching Pupils with SEND

Teaching at Oak Green is of a high quality and includes effective adaptive teaching and target setting. However, many children, at some point in their school life, may need extra support to enable them to reach their potential, such as extra help in the classroom, or additional programmes of support. Reasonable adjustments to the curriculum and learning environment are therefore made, as and when required, to meet their individual needs. This may include the provision of one-to-one, or small group support, both in and out of class; specific intervention programmes; specific seating arrangements, or the use of specialist equipment.

The school's pupils and practice are well supported by external agencies, including Educational Psychology, SEND Integrated Services (e.g. physical disabilities team, hearing impairment team), Speech and Language Therapy and Occupational Therapy, who provide individualised programmes and professional advice as appropriate.

Children assessed as having SEND have IPMs, which show how support is targeted and the effectiveness of that support. IPMs identify support received that is additional to, or different from, what is provided as part of the school's usual adaptive curriculum. They are reviewed by class teachers, with both pupils and parents. Pupils and parents are consulted about the provision being put in place.

Inclusion is promoted in all aspects of school life, including extra-curricular activities, trips and clubs and children with and without SEND are encouraged to take an active part. Risk assessments are carried out and reasonable adjustments made to enable all pupils to become active participants in the wider school community.

Oak Green has a strong nurturing ethos and aims to provide a secure and positive environment where children understand that they are important and valued. Children's self-esteem, self-belief and self-confidence are seen as essential requirements in the process of learning. All pupils take part in Personal, Health and Social Education (PSHE) and circle times, but additional social skills and play therapy groups, as well as a Nurture Group, are provided to support children with social, emotional and mental health needs. Occasionally, a child may be referred to Child and Adolescent Mental Health (CAMHS) for extra support.

If a pupil has an additional medical need, a detailed care plan will be compiled in consultation with parents/carers. These are discussed with all staff who are involved with the pupil and appropriate support put in place.

Oak Green School has a 12 place Additional Resources Provision (ARP) for pupils with Autistic Spectrum Condition (ASC). Pupils with an EHCP indicating ASC as their primary need are placed within this specialist provision by the Local Authority (LA) who have determined, in consultation with Oak Green School and with parents, that an ARP best meets the specific needs of the child.

At Oak Green School we seek to achieve up to 80% inclusion into mainstream classes where appropriate to pupil need and capability. The ARP has its own teaching rooms within the mainstream school which are well resourced with specialist materials and equipment. The ARP pupils have full and equal access to all extra-curricular activities and trips.

Evaluation of provision and reviewing progress of Pupils with SEND

Evaluation of the effectiveness of provision and the review of pupil's progress is undertaken at least termly. The tools used to gauge the effectiveness and impact of the interventions being delivered include:

- School banding assessment levels, showing progress made
- Formal testing at the beginning and at the end of each termly provision
- Records maintained by Teaching Assistants when interventions are delivered
- Classroom observations
- Assessment by external agencies
- Review meetings with parents and pupils
- Feedback from the pupil (recorded on the evaluated provision map)
- Feedback from the parent (recorded on the evaluated provision map)

Staff Training

School staff regularly take part in internal and external training courses to develop their understanding and expertise in supporting children with SEND, including guidance on strategies to use in the classroom with students who have specific needs.

Transition and Transfer Arrangements Between Education Providers

In the summer term, the SENDCO liaises with the secondary schools that pupils with SEND will be moving to in the next academic year. In this way, the new school is aware of any concerns and preferred learning styles.

Liaison is also established between other schools and nursery's when children move to Oak Green from other settings and records transferred accordingly.

Within school a transition process is undertaken for individual children who would benefit from extra support when moving up a school year, which can include booklets to have at home during the summer holiday.

The School's Partnerships

Oak Green School involves other professional bodies to meet the needs of pupils with SEND and their families. These include.

- Educational Psychology Service
- Cognition and Learning
- SEND Integrated Services
- Speech and Language Therapy Service
- Occupational Therapy Service
- School Nurse
- Paediatricians
- Child and Adolescent Mental Health Service (CAMHS)
- The Pupil Referral Unit (PRU)
- Child Protection Service and Safeguarding Team
- Social care
- The Family Support team
- Young Carers

Key Contacts

Head Teacher/s

Mrs D Kelloway and Mrs N Beesley.

SENDCO/ EYFS SENDCo

Mrs T Thompson (Key stage 1 and 2)

Mrs C Fell (EYFS)

ARP Lead

Mrs R Ludlow

All of the above may be contacted via the school office on 01296 423895. Email: office@oakgreen.bucks.sch.uk

Complaints or Concerns

Effective communication between school and home ensures that concerns are addressed promptly. However, should a parent wish to complain about the provision their child is receiving, it is suggested that the SENDCO be contacted initially, so that she can raise any issues with the Co-Head Teacher/s and endeavour to resolve the situation. Any unresolved issues should be dealt with as described in the Complaints Policy*.

Associated Policies

*Further information can be read in the following policies, which are available from either the school office and/ or the school website: <http://www.oakgreen.bucks.sch.uk/>

- SEND Policy
- Child Protection Policy
- Equality Policy
- Accessibility Policy
- Oak Green School Policy on Medical Care
- Behaviour Policy
- Complaints Policy
- Promoting British Values Policy

Local Offer

Please see link below to the Local Offer, which provide a directory of all there is available in the local area for children with SEN

<https://directory.familyinfo.buckinghamshire.gov.uk/?categories=secondaryschools&categories=primary-schools&collection=education-andlearning&map=true&page=1>