Oakwood Infant and Nursery and Nursery School

Special Educational Needs and Disabilities (SEND)

Reviewed: **June 2026**

Next Review Due **June 2027**

Information Report

(Linked to Essex County Council Offer)

SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

INFORMATION REPORT

School Statement of Intent

At Oakwood Infant and Nursery School we value the abilities and achievements of all learners. Our aim is for children, parents/carers and school staff working together to enable all children to and make the best possible progress whatever their needs or abilities.

We believe in providing an inclusive and high-quality education for all learners through providing a creative, broad and balanced curriculum and environment which encourages and enables each learner to become an independent in their learning.

We recognise that some learners will require a more personalised approach to their learning and development to enable them to make progress, achieve and enjoy success.

Adjustments to the curriculum are based on a learner's individual needs with additional support and interventions put in place aiming to overcome barriers to learning. Reasonable adjustments are made to ensure that learners with special educational needs and disabilities can take a full part in every aspect of school life.

In meeting children's needs we are also required to work within the following Acts:

- The SEN Code of Practice and the Children and Families Act 2014, SEN Code of Practice 2014 will be through the School Offer.
- The SEN and Disability Act (amended 2001) and the
- The Discrimination and Disability Act (12 2006)
- The Equality Act (2010)

The Local Offer:
The Local Authority has information on what is provided or is available in this area for schools and children with special educational needs and disabilities. This can be accessed by going to www.essexlocaloffer.gov.uk

School Details and Personnel

Head Teacher	Mrs Maguire-Egan
Special Educational Needs Coordinator (SENCo)	Mrs Trinder
Inclusion Manager for Vulnerable Children	Mrs C McNamara
Governor with responsibility for SEND	
Type of school	Mainstream Infants and Nursery School
Age range	Nursery 3 years – 4 years Infants 4+ years to 7+ years
Contact Details	Oakwood Infant and Nursery School Windsor Avenue, Clacton On Sea Essex CO15 2AH
Telephone	01255 421 168
Email contact for personnel	admin@oakwood.essex.sch.uk
Local Offer Webpage Link	www.essexlocaloffer.org.uk

This document sets out the arrangements we make for children in our school. It explains the standard teaching, learning and care that we offer, plus the *additional* provision which may be needed by some children, and *specialist* provision needed by a few children with more significant or complex needs

Admissions	Oakwood Infant and Nursery School welcomes children with special educational needs, disabilities, health conditions and learners with a wide range of needs. The school is fully accessible including disabled toilet facilities for children who have physical disabilities as well as children who are wheelchair users. The admissions policy does not make any distinction between children; children are admitted regardless of aptitude, ability, physical or learning needs. Children with an Education, Health and Care Plan (EHCP) that names Oakwood Infant and Nursery School on the plan are required to be admitted to the school regardless of their place in the priority order. The Governing Board follows the Essex Schools admissions criteria when offering places to children.
What SEN does the school provide for?	Our school recognises that children with SEND will have a significantly greater difficulty in learning that a majority of others the same age or a disability which hinders or prevents them from making use of facilities generally provided for others of the same age in mainstream schools. The school is experienced in supporting children with a wide range of special educational needs and disabilities e.g. speech and language needs, high behavioural, social and/or emotional needs, Autistic Spectrum Disorder, Attention Deficit and Hyperactivity Disorder, visual impairment, hearing impairment, cerebral palsy, physical health needs such as diabetes, heart transplant children who mobilise using a wheelchair and/or walking frame. Provision and adjustments are made according to an individual child's need is developed . We work in partnership with parents, schools and external agencies to identify children with SEND. Through observing children in a variety of situations, discussion with parents and tracking children's

	responses to interventions and approaches, along with external advice a fuller understanding of a child's learning, health, social, emotional and behaviour needs is developed. Where a child joining the school is known to have significant needs, home visits are arranged, and risk assessments undertaken with support from the appropriate Advisory Services. This ensures our mainstream provision adequately meets the needs of individual children. A specific transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning and support for children and their care.
How does the school identify, assess and make provision for children with SEND?	We aim to identify children with special educational needs as early as possible. This will be done using a range of assessments, observations and gathering information from teachers, SENCo, parents, staff and other relevant professionals. Our child centred approach to working with all children enables us to know them and their families well. Our positive relationships with a range of partners means that learners needs are identified quickly and the most appropriate support strategy to put in place. The majority of children's needs will be met in the classroom setting by the class teacher through delivering high quality lessons with different levels of work tailored to meet the levels of children working in the class and tailored interventions to close gaps in learning. If, after taking relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, the setting will consider requesting an **Education, Health and Care needs assessment (EHCNA).** This is also in line with the recommendations in the Code of Practice.

How accessible is the school to children with SEN/D	All provision is fully inclusive to ensure pupils are not disadvantaged by their need. With support from the local authority and parents/carers, we aim to ensure that children are fully included into the life of our school. Where a child is known to have significant needs, home visits are arranged and risk assessments undertaken with support from the appropriate Advisory Services to ensure our mainstream provision adequately meets the needs of individual children. A specific transition programme is put in place and where necessary, appropriate training and resources are organised to maximise learning for children and their care. The school is a single storey building and is fully accessible with adaptations made to the building that ensure that children with SEN/D are able to fully participate in the learning across school. These include: • wheelchair accessible classrooms, building and outside facilities • disabled toilets including hoists and washing facilities • medical room • specific equipment is hired or bought according to the needs of children as and when they arise. See Accessibility Plan Equality Policy and Medical Policy
What is our approach to teaching pupils with SEN?	We recognise that some children will, at some stage in their school life, require a more personalised approach to enable them to make progress, enjoy success and achieve. To support children with specific needs we use a person centred, collaborative, graduated approach. We use a 'Assess, Plan, Do, Review' cycle to ensure we give high quality and appropriate support. Our aim is for children to have access to high quality teaching and learning in the classroom. This includes all teaching and learning that takes place in the classroom during the day. As part of this experiences the class teacher will make sure the planned learning is closely matched to each child's needs through good assessment of

	how children learn best, their stage of learning and any gaps in their learning. Children are involved in the setting of next step targets and also have the opportunity and time to respond to them. Children's progress is tracked and targets set for each child. Children's progress is regularly discussed to insure they are on track. If there are any concerns adjustments will be made to teaching and learning, interventions designed by the class teacher will be put in place as required. Interventions are additional to the high quality teaching provided by the teacher. On most occasions interventions will take place in the classroom and may be carried out by the teacher or teaching assistant. These adjustments will be regularly reviewed to ensure the child is making continued progress. Reasonable adjustments will be made so that children with special educational needs and disabilities can take part in every aspect of school life. Any adaptations to the curriculum are based on a child's individual needs with the goal of including them socially and academically. Any support and interventions put in place aim to overcome barriers to learning. In meeting children's needs we are also required to work within the following Acts: • The SEN Code of Practice and the Children and Families Act 2014, • The SEN and Disability Act (amended 2001) and the • The Discrimination and Disability Act (12 2006) • The Equality Act (2010) The implementation of the SEN Code of Practice 2014 will be through this School Offer. Our approach ensures that: • all children have access to good/outstanding teaching • class teachers and support staff have the highest possible expectations for all children

	• all staff working with children in school are supported to deliver planned work/programmes so that the child can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specialist planned work and resources. • Teachers plan lessons according to the specific needs of all children in their class. • The curriculum is adapted to meet children's individual needs. • Teachers monitor children's progress, identifying, planning and delivering any additional help a child may need which could include targeted work and interventions, additional support and alerting the SENCo as necessary • Trained staff support children in the classroom and can adapt the teachers planning to support the child's needs where necessary
How do we adapt the curriculum and learning environment?	**Learning Environment** Classrooms ensure easy access and movement around the school Dedicated work stations for children to follow tailored programmes including visual timetables and personalised resources. Available spaces throughout our provision means that children can access a breadth of provision that supports their individual and collective needs. Adaptations are made as necessary and specific resources acquired to ensure access to safe and appropriate learning and play spaces. To support this, we provide regular health and safety training, training and risk assessments for manual handling, learning walks by the leadership team focussing on learning environments. **Curriculum** Individualised and personalised learning programmes Children of every ability are continually challenged to accelerate progress Organise additional adult support (small group or 1:1) Teaching groups within the class Organise and establish targeted intervention groups

	Use of different ways of teaching so that each child is fully involved in learning in class. This may involve personalised learning and learning approaches Using specific strategies including those suggested by the SENCo and/or outside staff to support learners individually and/or in groups Use of Ordinarily Available to targeted support.
How do we know children are making progress?	Children's progress is continually monitored by their class teacher. Clear baseline assessments are carried out to ensure progress is tracked from a child's starting point. Regular pupil progress meetings and SEN consultation meetings are held to review progress. Effective communication in weekly year group meetings supports awareness of all staff for identified children. Reviewing children's targets regularly. Termly One Plan meetings. Progress data is compared to the national average and age related expectations and to see if the gap is narrowing and they are catching up with their peers.
How is support organised for children with identified Special Educational Needs	Our staff team has a wide range of experience and expertise and an appreciation of the effectiveness of flexible working and timetabling. This enables us to deploy our staff as particular needs arise and for less experienced colleagues to have strong models of practice to increase their own knowledge and skill-set. Interventions are broadly carried out in the classroom to allow for the class teacher to monitor the programme and bring key strands of the intervention into the class teaching Support for our children is needs-led. Their ability to independently access and learn alongside their peers is an important factor in deciding how much support a child needs. For our children with the highest needs, information is also collated from specialist support services that make recommendations on appropriate levels of support to enable children to access our provision.

	• Ensure that the teacher has the highest possible expectations for your child and all pupils in their class • Ensuring that all teaching is based on building on what your child already knows, can do and can understand • Put in place different ways of teaching so that your child is fully involved in learning in the class. • Staff deployment is organised well in advance of the new school year with careful consideration given to the classes, groups and individual children staff will work with • Well trained Support staff work with children in small groups in class, by supporting interventions or supporting children in class to access the learning. • Children in receipt of High Needs children Funding are supported by additional adult support for some or part of their learning day (as appropriate) • Access to appropriate training enables our staff to meet a wide range of need. • Discussions/review meetings with parents/carers and other professionals support us in providing the appropriate support for individual children. • Attendance at SENCO Cluster Meetings with fellow SENCO/Inclusion Leaders and other professionals • Regular pupil progress meetings ensure that support for individuals is continuing to have positive impact on their learning outcomes • Recommendations from Advisory staff or Therapists ensures that our support is focussed and targeted on developing specific skills. • Tracking children's attainment and rate of progress ensures that support is regularly reviewed and adjusted as appropriate • Class teachers also make decisions about support needed in class for specific purposes, e.g. 1:1 reading, reading comprehension etc.

How will we support your child when they are moving on to a new class or leaving the school	Children visit their new classes and teachers either at Oakwood Infant and Nursery School or their new school. Some children may need extra visits to get familiar with their new class/school To support a smooth transition the SENCo meets with new class teachers, liaises with relevant personnel to ensure as much information about the child as possible is shared with the new class teacher and/or new school including relevant documents. Parents will be involved in the process Home visit are made to children joining nursery and Reception. One Plan meetings are held with the SENCo from the Junior School in the summer term.

What support do we have for parents of children with SEN	Parents can speak to the class teacher and teaching assistant informally at the end of the school day. Parents are invited to attend Reviews of ECHP Plans, Initial One Plan Meetings and termly Reviews of One Plans when needed. A meeting can be arranged with the SENCo where your child's progress or any concerns/worries can be discussed. We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. We hope this will make sure we are doing similar things to support your child both at home and school can share what is working in both places.
How do I make a complaint	The school and nursery welcomes feedback from parents. Teachers and staff will explain school policies and practices and how they affect pupils. A majority of concerns will be handled by the class teacher. The usual process is to firstly speak to the child's class teacher. If the matter cannot be resolved you should contact the school office to make an appointment with whoever you wish e.g. SENCo, Manager for Vulnerable Children, Headteacher or Deputy Headteacher. If occasionally a parents feels they need to share their concern more formally the school has a procedure for managing complaints. A copy of the school complaints policy is available on the school website or a copy can be requested from the school office.