



Oak Hill CE Primary School

SEND Information Report

Our Inclusive Ethos

At Oak Hill CE Primary School, we are committed to ensuring that every child is valued, nurtured and supported to learn, grow and flourish. We are an inclusive community where pupils with Special Educational Needs and Disabilities (SEND) are fully involved in all aspects of school life. High-quality teaching, strong relationships and early identification underpin our approach to meeting the needs of all learners.

What is SEND?

A child is identified as having SEND if they have a learning difficulty or disability that requires special educational provision beyond the high-quality teaching normally available to all pupils. The SEND Code of Practice outlines four broad areas of need:

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health**
- **Sensory and/or Physical Needs.**

Many children have needs that span more than one area, and we take a holistic approach to understanding each child.

How We Identify SEND

We identify SEND as early as possible through a combination of teacher assessments, observations, discussions with parents and carers, and the use of screening tools or standardised assessments. We also listen carefully to pupils' views about their learning. When concerns arise, we gather information from a range of sources, including external professionals where appropriate, to build a clear picture of a child's strengths and needs.

The Graduated Approach (Assess – Plan – Do – Review)

Our SEND support follows the national **Assess–Plan–Do–Review** cycle. We begin by assessing a child's needs, drawing on teacher expertise, parental insights and professional advice. Together with families, we plan the support and outcomes that will help the child make progress. Staff then deliver the agreed support, and we review its impact regularly, adjusting provision as needed. Reviews take place at least three times a year, though more frequent reviews are arranged when necessary.

Our SEND Provision

We provide a continuum of support to meet a wide range of needs. All pupils benefit from high-quality, adaptive teaching that includes clear routines, visual supports, scaffolding and opportunities for pre-teaching or over-learning. Some children access targeted small-group interventions, social skills groups or additional reading, writing and maths support. For children with more complex needs, we work closely with specialist services including

Educational Psychology, Speech and Language Therapy, Occupational Therapy, advisory teachers and CAMHS to ensure provision is personalised and effective.

Education, Health and Care Plans (EHCPs)

For a small number of pupils, the level of need may require an Education, Health and Care Plan. When this is the case, we work in partnership with families and the Local Authority to gather evidence, request an assessment and implement the statutory provision outlined in the plan. Pupils with EHCPs receive carefully tailored support that aligns with their individual outcomes.

Working with Parents and Pupils

We believe that strong relationships with families are essential to successful SEND support. Parents are involved in every stage of the process, from initial discussions to review meetings and planning next steps. We communicate regularly and openly, ensuring that families feel informed and included. Children are encouraged to share their views about what helps them learn, and their voice is central to shaping their support.

Transition Arrangements

Transitions are carefully planned to ensure pupils feel confident and supported. When children join Reception, we work closely with nurseries, carry out home visits and offer a number of transition visits, staggered starts may be offered where appropriate. As children move between year classes, teachers meet to share detailed information and ensure continuity of support. For secondary transfer, we liaise with SEND teams, arrange additional visits and create personalised transition plans for children who need them.

Accessibility

We are committed to meeting our duties under the Equality Act 2010 and ensuring that our school environment is accessible to all. Key areas of the site have step-free access, and we provide adapted resources, visual timetables, communication aids and assistive technology where needed. We also make curriculum adaptations to ensure that all children can participate fully in learning. Our Accessibility Plan is available on request.

Staff Expertise and Training

Our SENCO is a qualified teacher and holds the National Award for SEN Coordination. Staff across the school receive regular training in areas such as autism, dyslexia, speech and language strategies, trauma-informed practice, emotional regulation and adaptive teaching. We are committed to continually developing staff expertise so that we can meet the needs of all children effectively.

Monitoring and Evaluating SEND Provision

At Oak Hill, we evaluate the effectiveness of our SEND provision through ongoing monitoring of the children's progress, reviews of interventions, learning walks, book looks and feedback from children and parents. The SEND Governor meets with the SENCO throughout the year to review provision, outcomes and strategic developments. This ensures that SEND remains a high priority across the school.

Complaints

If parents have concerns about SEND provision, we encourage them to speak first with the class teacher. If further support is needed, they can contact the SENCO or the Headteacher. Should concerns remain unresolved, parents can follow the school's Complaints Policy. We aim to work collaboratively and resolve issues promptly.

Gloucestershire Local Offer

Information about services, support and provision available across the county can be found on the Gloucestershire Local Offer website. Our school contributes to the Local Offer by providing clear information about our own provision and by working closely with external agencies.

Contact Details

SENCO: Jade Attwood

Email: sendco@oakhill.gloucs.sch.uk

Phone: 01242 620448