

SEND School Information
Report



Oak Grange Nursery & Primary School

J Lane
SENCO

School Information Report

Oak Grange Nursery and Primary School

2025-2026

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This document aligns with the Governors' aims and objectives, reflecting our school vision and commitment to fostering a nurturing environment.:

“Together may we give our children the roots to **grow** and the wings to fly.”

What is SEND and SEND support?

Oak Grange Nursery and Primary School is an inclusive school where diversity is celebrated. SEND stands for Special Needs and, or a Disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to CYP (Child or Young Person) of the same age.’

Many children will have special educational needs of some kind during their education. Fortunately, schools and other organisations can help most of these children quickly and easily overcome their challenges. However, a few will require extra support for some or all of their time in school to thrive successfully.

Our School is:

Oak Grange Nursery and Primary School and is a new school catering for the needs of Meadows, Holbrook Park and Fellow Lands Estates. It is part of the East Midlands Education Trust (EMET). The school is a spacious, modern, purpose-built school which opened in September 2023 where we opened to Nursery and Reception. In Foundation Stage 1, we currently have 29 children on roll, 28 on roll in Foundation School 2, 37 on roll in Year 1, and 14 in Year 2.

Who are the best people to talk to at our school about my child's difficulties with learning / SEND?

The **class teacher** has responsibility for:

- Regularly checking on your child's progress.
- Identify, plan, and deliver a tailored curriculum as needed.
- Focus on personalised teaching and learning for your child.
- Ensure compliance with the school's SEND Policy is followed within their classroom.

Who else can I contact?

SENCo Mrs Justine Lane
SEND Governor Mrs Rachael Taylor
Learning Mentor N/A

They are responsible for:

- Developing and reviewing the school's SEND Information report/policy to ensure clarity and compliance.
- Co-ordinating all the support for students with special educational needs or disabilities, ensuring they have the resources needed to thrive.
- Updating the school's SEND register, keeping accurate and confidential records of each child's progress and needs.
- Providing specialist support and guidance to teachers and support staff, empowering them to effectively assist students with SEND.
- Creating an inclusive environment where every student can achieve their best possible progress in line with their individual capabilities.

They are also responsible for ensuring that you are:

- Involved in supporting your child's learning.
- Kept informed about the support your child is receiving.
- Be part of reviewing your child's progress and liaising with other agencies, like Educational Psychology, Behaviour Support Service, Social Care and Health Care.

The kinds of SEND provided for in our school are:

When identifying the nature of a child's special educational needs, the four prime areas of need considered are:

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

The school recognises that the child may need support in more than one of these areas.

How are Children with SEND identified at our school?

Referring to the 'SEND code of practice: 0-25' 2014, a CYP (Child or Young Person) has special educational needs *'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'*.

Class teachers regularly assess the progress of all children, allowing the school to identify those who are not achieving expected progress relative to their age and individual situations. They also take into account factors like attendance, punctuality, and health, as well as considerations for students in care or eligible for Pupil Premium.

If special educational provision is needed, the SENCo and class teacher will hold a meeting to review all relevant information gathered within the school. This ensures that every child's unique circumstances are properly addressed.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- the child's areas of strengths and difficulties
- any parent/carer concerns
- plan any additional support your child may receive
- discuss with you, any referrals to outside professionals, to support your child's learning

Where a child has been identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The SEND support will take the form of a four-part cycle:

Assess - an analysis of CYP need will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

Plan - if the school decides to provide the CYP with SEN support parents/carers will be notified. All staff involved with the CYP will be informed.

Do - interventions/support will be delivered.

Review - the effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the child and parents through this process.

Target plans will be written at least three times throughout the year and shared with children, parents and the SENCo. The Assess, Plan, Do, Review Process will be used to help inform target planning.

These target plans will be shared with parents through face-to-face meetings, where plans can be discussed. Children will also be given the opportunity to share their thoughts about their targets, where appropriate, and the child is able to contribute. It is crucial that all parties, parents/carers, children, and school input into the plan to ensure the best support for the child and to ensure that the child is at the centre of the planning.

What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all children in their class. The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues.

- Teachers adapt planning to support the needs of children with SEND (Adaptive Teaching).
- Teachers use a variety of teaching styles and cater for different learning styles to allow children with SEND to access the curriculum.
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

Specific group work intervention

- This could be for reading, reading for comprehension, spelling, numeracy, social skills. These could be delivered by a teacher, TA, or in the future, a Learning Mentor.

Adaptations to curriculum or learning environment may be made to remove barriers to learning. Things such as:

- Sitting at the front of the classroom
- Using enlarged resources
- Use of ICT
- Use of colour overlays
- Individual visual timetable provided
- Having someone scribe their work

- Personal workspace e.g. workstation
- Use of the sensory room for regulation time
- Use of The Nest to enable your child to be able to engage in learning at their own level and pace
- Makaton – staff are trained in Makaton and this is used alongside verbal communication to enhance communication. Non-verbal children are able to then have a ‘voice’ and be able to communicate with peers and staff.

There are many more that may be put in place depending on the individual pupils needs.

During times when school may be told to close or children being required to self-isolate during term time (e.g. during a pandemic), guidance, support and work will be provided to help support parents and families. Communication with class teachers will be paramount, with online platforms being used to share work, information, and messages.

At Oak Grange, the focus will be put on ensuring children and their families are safe and well during these times and not on completing work put online or sent home. Personalised timetables for individuals with SEND will be important and it is important that parents and staff understand that families must do what works for them during these unprecedented times.

Teachers are to be responsible for the learning of all children in their class, including those with SEND. Teachers are to communicate with children with SEND and where appropriate give suggestions of alternative learning ideas and support if requested from parents.

Outside Agencies

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist, Speech Therapist, STePS. This will help the school and you to understand your child’s needs better and so support them more effectively.

The specialist professional may work directly with you and your child and may make recommendations on support strategies to be used at home and in school.

How we measure progress

Children’s progress is continually monitored by the Class Teacher, Senior Leadership Team and SENCo. Progress is reviewed at regular intervals and formally once each term. If your child is at SEND Support or has a statement/EHC Plan, you will receive a termly report through their SEND Target Plan on their progress as well as having the opportunity to speak to class teachers at a parents’/carers’ evening. The progress of children with a statement/EHC Plan is formally reviewed at an annual review.

The SENCo will also monitor that the child is making good progress in any targeted work while also monitoring the effectiveness of the provision or interventions.

Evaluating Effectiveness

The SENCo and school leadership team will use the four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the children’s needs and of what supports the child in making good progress and securing good outcomes. This is known as the graduated approach. 6.44 CoP

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should, in the first instance, speak to your child's class teacher. The class teacher will then monitor your child and pass on any concerns to the school's SENCo.

If you have concerns that your child has an unmet special educational need after speaking to the class teacher, you should contact the SENCo, Mrs Lane directly at senco@oakgrange.org.

What support is there for my child's overall Well-Being?

In our school, children are taught PHSE skills that align with the National Curriculum, using the Early Years Curriculum for Foundation Stage and the Chris Quigley Curriculum in Key Stage 1. There's a strong emphasis on early social and emotional skills in FS2, recognised as a prime area of learning.

Mrs Lane, our SENCo, is also the Well-Being Lead, recognising that children with SEND often have unique well-being needs. For those who find social skills and friendship development a challenge, we provide lunchtime support, with class teachers potentially allocating buddies and planning specific circle time activities. If challenges persist during social times, we encourage referrals to Mrs Lane, who can facilitate social skills interventions through friendship stories, engaging games, and tailored support to help boost confidence.

Collaboration with outside agencies, such as the Health Service or specialist educational services like CAHMS or STePS, may also be involved to ensure each child receives the support they need to thrive socially.

How is SEND support allocated to Children at our School?

The Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, which is different from or additional to that normally available to CYP of the same age.'

- Children who are underachieving and failing to meet targets have interventions in and out of class.
- Children are moved on to SEND support (previously School Action), when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of children who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.

Children with more complex needs who may also require support from outside agencies would be classified as SEND support (previously School Action Plus).

The school budget is received from Derby City Local Authority, which includes funding to support children with SEND. This is £6,000 per pupil on the SEND register per academic year which is called 'SEN Notional funding' and equates to approximately 10 hrs support per week.

The Headteacher decides on the budget allocation for SEND in consultation with the school governors, based on needs within the school. The Headteacher, business manager and SENCo discuss information they have about SEND including:

- Children already receiving extra support.
- Children needing extra support.
- Children who have been identified as not making as much progress as expected.

All resources/training and support are reviewed regularly, and changes made, as necessary. Children will be taken off the SEND register if and when targets/outcomes have been achieved.

Who else could support your child with SEND?

Directly funded by the school:

- Teachers
- Teaching Assistants funded from SEN budget who support in class and deliver programmes designed to meet individual and group needs.
- Learning Mentor (in the future)
- Educational Psychology Service / STePS
- Educational Welfare Officer
- ELSA
- LEGO Therapy

Paid for centrally by LA/Health Service:

- Speech and Language Therapy
- Occupational Therapy
- Behaviour Support Service (LA)
- Multi-agency team
- SENDIASS
- Support Services for the Hearing, Physically & Visually impaired
- Connexions Careers Service
- Community Learning Disabilities Team
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care
- School Nurse
- Physiotherapy Service

Voluntary Sector

- Umbrella
- Fun8bility
- Disability Direct
- Derby City Parent and Carer Forum
- Voices in action

And many more.

For more information go to www.derby.gov.uk/sendlocaloffer

What support do we have for you as a parent/carer of a child with SEND?

At our school, we understand the importance of providing tailored support for children and young people who are looked after by the Local Authority, acting as their corporate parent. We believe in close collaboration between class teachers, Heads of Department, SENCo, and Behaviour/Pastoral Support Managers (when appointed) to ensure every child's unique needs are met.

Your child's targets will be reviewed at least three times a year, and we will engage you in meaningful planning and review discussions during parents' meetings. In addition, we will meet with you three times a year to hear your thoughts on how things are progressing.

We recognise the significance of involving outside professionals when appropriate, and we will hold meetings to share insights. Our annual information evenings and open evenings will also provide opportunities for connection and communication with you.

In the event of prolonged school closures, such as during a pandemic, please rest assured that parents and children will receive support from the staff at Oak Grange. All parents can contact class teachers, the SENCo, or any member of the Senior Leadership Team via Class Dojo or directly through email. A contact system for vulnerable children will be established to ensure they continue to feel supported.

Support and guidance will be tailored to children's individual needs and the preferences of their parents, with regular communication from class teachers to keep everyone informed.

How does the school support Children and Young People with medical conditions?

The school follows '**Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England**' April 2014

The school has guidance and procedures regarding the administration and management of medicines on the school site. Some children will have a care plan in place.

Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they can manage medical situations.

How is our school accessible to children with SEND?

Our school is a single-storey building designed to ensure easy access for everyone. We pride ourselves on inclusivity, with three disabled toilets located throughout the premises, along with a medical bed available in our hygiene room to cater to various needs.

To support students with sensory processing challenges, we provide a sensory room that is accessible to all children on the SEND register. In cases where specific specialist equipment is required—such as mobile hoists, standing frames, or adapted seating—external services are engaged to order and provide these essential resources.

All teaching resources and equipment are designed to be accessible, allowing every child to engage fully in their learning. Our after-school clubs and extracurricular activities are also open to all children, including those with special educational needs.

When it comes to school trips, every child is given the opportunity to participate. We provide extra support as needed, and we always engage with parents beforehand to discuss any additional requirements. We carefully select accessible venues and conduct thorough risk assessments to ensure a safe, enjoyable experience for everyone. Inclusivity is at the heart of everything we do!

How will my child be supported through transitions?

The school recognises that transitions can be difficult for children with SEND and their families and so it takes steps to ensure any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school's SENCo and ensure they know about any special arrangements and support that needs to be made for your child.
- All records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to new teachers. All relevant information will be shared.

Starting school:

- Visits to school
- Parent sessions
- School Readiness programme for children from other Nurseries or children who may require additional support with the transition.
- Share records.

Transition from Key Stage 2 to Key Stage 3:

- Head of Year and SENCo will visit your child's primary school.
- Transition meeting with staff from both schools
- Record sharing
- Enhanced transition, which includes visits and activities with designated members of staff.
- Extra support for tests, assessments and examinations will be considered as and when necessary.

Other agencies who aid in transition

- STePS
- Speech and Language
- Occupational Therapy
- Physiotherapy
- Educational Psychologist
- Social Care
- Previous Settings
- Wider health team, e.g. health visitor, community nurse, dietician

How will my child be able to share their views?

At our school, we truly value and celebrate each child's ability to express their views on every aspect of school life.

Once established, our School Council will provide a fantastic platform for this.

For those with a statement or EHC Plan, involvement in writing and reviewing their own Outcomes is crucial. During SEND review meetings, children will be encouraged to share their thoughts at a suitable level, and a familiar adult may help gather their views beforehand to ensure their voices are heard.

What training have the staff had about SEND?

There is an on-going professional development programme throughout the school year which addresses areas of SEND within the school. For example:

- Quality First Teaching and Adaptive Teaching
- ADHD, ASD, Dyslexia, Epilepsy etc.
- Applying the new Code of Practice,
- Using specialist medical equipment such as EpiPen, standing frame, etc.
- Behaviour support
- Identifying and providing for sensory need
- Makaton
- Autism Advocates
- ELSA
- LEGO Therapy
- Manual Handling
- TEAM Teach

What if I want to complain?

At our school, we have a complaints policy available on our website for your convenience. We always recommend chatting with the class teacher first if you have any concerns; often, we can sort things out together. However, if the matter is not satisfactorily resolved, you can make an appointment with the SENCo. If you still feel the need to lodge a complaint, please write to the Head Teacher. If your concern is about the Head Teacher, kindly direct your written complaint to the Chair of Governors. For complete details, do check out our complaints policy.

Linked documents on the school's website include:

- Accessibility Policy Oak Grange
- Anti-Bullying Policy Oak grange
- Children with health needs that cannot attend school
- EMET Complaints Policy
- EMET Equality Policy
- EMET Safeguarding Policy
- EMET SEND Policy
- EMET Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014.
- Oak Grange Primary School Equality Objectives
- Parent Information Sheet

Position	Name	Review Date	Signed
SENCo	Justine Lane	September 2026	<i>J Lane</i>
Head Teacher	Sarah Coleman	September 2026	
SEND Governor	Rachael Taylor	September 2026	