



**Oakridge Schools Federation**  
**(Oakridge Infant, Nursery and Junior Schools)**

**Special Educational Needs and/or Disability (SEND)**  
**Local Offer/Information Report 2025 – 2026**

Approved by:	Full Governing Body
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At Oakridge Schools Federation, we strive to support all children to enable them to achieve at school.

In order to do this many steps are taken to support them through their learning journey.

High-Quality Inclusive teaching is vital; however, for some children there are occasions when further additional support may be needed to help them to maximise their potential for learning.

**Mrs Claire Cameron (Deputy Headteacher responsible for Inclusion)**  
**Mrs Ceri Frost (Inclusion manager/SENDCo)**  
**Miss Dani Bartlett (Pastoral Support Worker)**  
**Mrs Jenni Clarkson (ELSA)**  
**Ian Hemstock (SEN Governor)**

**Roles and Responsibilities of Inclusion manager/SENDCo**

The Deputy Headteacher responsible for Inclusion and the Inclusion manager are responsible for the operation of the Special Educational Needs Policy and the co-ordination of specific provision made to support individual children with SEND. They liaise with staff to monitor the pupil's progress and oversees further interventions (put in place by nursery team/class teacher) where progress is slower than expected. The Inclusion team have regular contact with a wide range of external agencies that are able to give more specialised advice if and when needed.

**Pastoral Support Worker (PSW)**

The Pastoral Support Worker will work closely with children and families who may be experiencing difficulties. This could be as simple as a misunderstanding with friends or it could be a more complex issue such as financial worries, day to day struggles which can impact on mental health, attendance issues/difficulties or a change in family circumstance. The support in place will be matched to suit the needs of the family with the emotional welfare of the pupil at the forefront.

If you have any concerns regarding SEND matters, then the Inclusion team will always make themselves available to discuss your concerns. Please make an appointment through either school office or nursery.

### **What is the Local Offer?**

The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child.

The local offer provides information on a number of things including:

- Special educational provision
- Health provision
- Social care provision;
- Other educational provision
- Training provision
- Travel arrangements for children and young people to schools, colleges and early years education
- Preparing for adulthood, including housing, employment and leisure opportunities.

With regards to education, the Local Offer will let parents/carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools. There are 14 questions in total; these have been devised in consultation with parents/carers and other agencies and reflect their concerns and interests.

**Below are Oakridge Schools Federation responses to these questions and should be considered alongside the SEND policy:**

### **How does the Oakridge Schools Federation know if children need extra help?**

We know when pupils need help if:

- Concerns are raised by parents/carers, teachers or child
- Liaison with previous schools (if applicable)
- Limited progress is being made
- There is a change in the pupil's behaviour or progress
- Liaison with external agencies e.g. health, social care

### **What should I do if I think my child may have special educational needs?**

- If you have concerns initially talk to your child's class teacher and then this can be discussed with the appropriate member of the Inclusion team depending on what year your child is in. You can speak to either Mrs Frost or Mrs Cameron.

### **How will I know how Oakridge Schools Federation supports my child?**

- Each pupil's learning journey will be planned by the class teacher. It will be adapted accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or Learning Support Assistant (LSA). The LSA may be working with your child either individually or as part of a group, if this is deemed necessary by the class teacher. The class teacher will discuss any additional LSA support provided with you at parents' evening
- If a pupil has needs related to more specific areas of their education, for instance spelling, handwriting, numeracy or literacy skills then the pupil may be placed in a small focus group. This will be run by a teacher or LSA. The length of time the intervention will run will vary according to need but will generally be for half a term. The interventions will be reviewed regularly by all involved to ascertain the effectiveness of the provision and to

inform future planning. These interventions will be monitored by the DHT/SENDCo. If you have any queries related to the interventions that need to be discussed before the termly parent/teacher consultation, then talk to your child's class teacher to make an appointment

- Pupil Progress meetings are held each term. This is a meeting where the class teacher meet with members of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned
- Occasionally a pupil may need more expert support from an outside agency such as the Children's Therapy Team, Paediatrician and Educational Psychologist etc. A referral will be made, with your consent and forwarded to the most appropriate agency. If deemed necessary, a programme of support may be designed to support the individual child and sometimes these are delivered in school
- The Deputy Headteacher responsible for Inclusion reports to the Governors of Oakridge Schools Federation every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is always maintained. In addition to this, one of the Governors is responsible for SEND and meets regularly with DHT/SENDCo. They also report to the Governors to keep all informed

#### **How will the curriculum be matched to my child's needs?**

- All work within class is pitched at an appropriate level so that all children can access according to their specific needs
- When a pupil has been identified with special educational needs their work will be adapted by the class teacher to enable them to access the curriculum more easily
- LSAs may be allocated to work with the pupil 1-1 or in a small focus group to target more specific needs
- If a child is identified as having an additional need, they will be given a Individual Learning Plan (ILP). An ILP includes information about their strengths and targets for development. Targets will be set according to their area of need. These will be monitored by the class teacher frequently and by the Inclusion team three times a year. Individual Learning Plans (ILPs) will be shared with parents either at Parents' Evenings or during an arranged meeting. During this meeting, parents will have opportunity to discuss the targets set
- If your child has significant and complex SEND, they may already have an Educational Health Care Plan (EHCP) or a request for an EHC needs assessment may be needed.

#### **What is an Education and Health Care Plans (EHCP)?**

Some children with significant and complex SEND may need more support than would be ordinarily available at the SEN support level. These pupils receive support through an Education, Health and Care (EHC) plan.

An EHCP is a legal document that sets out the child's needs and the extra provision they require. It is written when the Local Authority (LA) decides that the special educational provision the child needs cannot reasonably be provided within the resources normally available to the school. These resources can include staff time and special equipment.

If a child's needs are demonstrating significant cause for concern, then a request for an Education, Health and Care (EHC) needs assessment may be made. The purpose of the assessment is to find out, exactly what the child's special educational needs are and to identify the special help they might need.

An EHC needs assessment can be requested by the child's parents, the school (in agreement with the parents), and where appropriate, the child themselves. The school will have already shared with the parents their concerns, the support already given and the progress the child has made.

Once the request has been made, the LA will contact the relevant people involved with the child for additional information and evidence. They review all this and make a decision, which would be either:

- The child is issued with an EHCP
- The LA do not feel at that time the child needs the extra support and so it is turned down
- The whole process, from the request to the final EHCP, should take no longer than 20 weeks

Each year, the EHCP is reviewed via an Annual Review meeting, which is arranged by the SENDCo. The SENDCo will invite the parents and every professional working with the child to a formal meeting. They will request information and advice in the form of a written report, in advance. During the meeting, the provision detailed in the EHCP will be reviewed to check it is still meeting the child's needs. If it is practical, the child should have the opportunity to produce their own report and participate in the meeting. Following the annual review meeting, a report will be written which will be circulated to all the people who were involved in the annual review process. Once the LA has received the report, they will review the EHCP and decide whether or not to accept the recommendations. They will then send the parents and school a letter with the outcome.

#### **How will I know how my child is doing?**

- We offer an open-door policy where you are welcome any time to make an appointment meet with either class teacher or the DHT/SENDCo and discuss how your child is getting on. You will be able to discuss your child's progress at Parents' Evening

#### **How will you help me to support my child's learning?**

- The class teacher may suggest ways of how you can support your child
- Mrs Frost or Mrs Cameron may meet with you to discuss how to support your child with strategies to use if there are difficulties with a child's behaviour/emotional needs
- If outside agencies have been involved suggestions and programmes of study are normally provided that can be used at home

#### **What support will there be for my child's overall well-being?**

- We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to their well-being. We have a caring, understanding team looking after our children
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class teacher liaises with the Inclusion Team for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Primary Behaviour Support Service
- The school also has an Emotional Literacy Support Assistant (ELSA) who works under the direction of the DHT/SENDCo, with vulnerable children during the school day. The ELSA works with small groups or individuals and supports their emotional well-being. Children can be referred to ELSA by class teachers via the DHT/SENDCo. Parents will be informed if their child is going to take part in ELSA sessions

### **Pupils with medical needs**

- The school has a policy regarding the administration and managing of medicines on the school site
- Parents need to contact admin staff if medication is recommended by Health Professionals to be taken during the school day
- Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member
- As a staff we have regular training and updates of conditions and medication affecting individual children so that all staff are able to manage medical situations
- Staff receive EpiPen training delivered by the school nurse (if needed for specific children)

### **What support is there for behaviour, avoiding suspension and increasing attendance?**

- As a school we have a very positive approach to all types of behaviour with a clear reward system that is followed by consistently all staff and pupils
- If a child has behavioural difficulties, an Individual Behaviour Management Plan (IBMP) may be needed and if so, is written alongside the child and parents to identify the specific issues, put relevant support in place and set targets
- After any behaviour incident we expect the child to reflect on their behaviour with an adult. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour
- Attendance of every child is monitored on a daily basis by admin staff and our Pastoral Support Worker. Lateness and absence are monitored and recorded as well as reported to the headteacher. Support is given as identified as good attendance is actively encouraged throughout the school

### **How will my child be able to contribute their views?**

- We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised
- Children who have Individual Learning Plan (ILP) discuss and set their targets with their class teacher. Children will also be able to celebrate their achievements with class teachers and offer ideas for how they would like to be supported. Children will be part of the process of writing and updating their Personalised Learning Plan
- There is an annual pupil questionnaire where we actively seek the viewpoints of children
- Classes regularly hold class circle times (or similar) where pupils can contribute their views
- If your child has an Educational Health Care Plan their views will be sought before any review meetings.

### **What specialist services and expertise are available at or accessed by the Oakridge Schools Federation?**

We work closely, in partnership, with external agencies to focus on identification and provision for children with SEND.

External agencies who may be contacted, include:

- Educational Psychologist
- Speech and Language Therapist
- Primary Behaviour Service
- Specialist Teaching Advisory Services e.g. for Visual or Hearing Impairment and Physical Disability

- Mental Health School Team (MHST)
- Child and Adolescent Mental Health Services (CAMHS)
- Outreach Teams e.g. from Maple Ridge
- Occupational Therapy/Physiotherapy
- School Nurse
- Specialist Nurses e.g. diabetes, epilepsy
- Paediatrician
- Children's services – social workers etc.

The support from an external agency could include:

- Classroom observations
- Individual work with a child
- Discussions of strategies for the teacher/LSA to use in the class
- Training for staff
- Support for parents at home

Support from an external agency will only be requested after a discussion with the parents has taken place and written permission obtained. Parents will be kept informed of any involvement and progress.

### **What training are the staff supporting children and young people with SEND had or are having?**

Different members of staff have received training related to SEND. These have included sessions on:

- How to support pupils on the Autistic Spectrum
- How to support pupils with social and emotional needs
- How to support pupils with speech and language difficulties
- How to support pupils with physical and co-ordination difficulties
- All LSAs have had training in delivering reading, spelling and phonics programmes

### **How will my child be included in activities outside the classroom including school trips?**

- All children are included in all parts of the school curriculum, and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised
- If it is deemed that an intensive level of 1-1 support is required a parent or carer may be asked to accompany their child during the activity

### **How accessible is the Oakridge Schools Federation environment?**

- As a school we are happy to discuss individual access requirements.
- The school (Infant) site is wheelchair accessible.
- The bottom floor of the school site (Junior) is wheelchair accessible
- We liaise with EMTAS (Ethnic minority and Traveller Achievement Service) who assist us in supporting our families with English as an additional language

### **How will the Oakridge Schools Federation prepare and support my child when joining the school and transferring to a new school?**

- We encourage all new children to visit the school prior to starting to be shown around the school. For children with SEND we would encourage further visits to assist with the

familiarisation of their new surroundings. If beneficial we will visit them in their current school

- We write social stories with children if transition is potentially going to be difficult
- When children are preparing to leave us for a new school, typically to go to secondary education, we may arrange additional visits
- Our Early Years Leaders, liaises with the nurseries of the Year R children coming in each year and then feeds the information to the year R team
- We liaise closely with staff when receiving and transferring children to/from different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood
- If your child has complex needs, then a TPA (Transition Partnership Agreement) or EHC Plan review will be used as a transition meeting during which we will invite staff from both schools to attend

### **How are Oakridge Schools Federation's resources allocated and matched to children's special educational needs?**

- The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on individual's needs
- The additional provision may be allocated after discussion with the class teacher at Pupil Progress Meetings or if a concern has been raised by them at another time during the year
- Resources may include the deployment of staff depending on individual circumstances

### **How is the decision made about how much support my child will receive?**

- These decisions are made in consultation with class teacher, SENDCo, and Senior Leadership Team. Decisions are based upon termly tracking of pupil progress and as a result of assessments by outside agencies
- Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be through on-going discussions with parents, and all involved with the child
- During their school life, if further concerns are identified due to the pupil's lack of progress or well-being then other interventions will be arranged

### **How do we know if it has had an impact?**

- By reviewing children's targets on their Individual Learning Plan and ensuring they are being met
- The child is making progress academically against national/age expected levels and the gap is narrowing – they are catching up to their peers or expected age levels. If they are making personalised progress
- Verbal feedback from the teacher, parent and pupil
- Children may move off the SEND register when their needs are no longer present or they have made sufficient progress
- Teachers keep records of the achievement of individual children using our data tracking system

### **How will I be involved in discussions about and planning for my child's education?**

All parents are encouraged to contribute to their child's education. This may be through:

- Discussions with class teacher
- During Parents' Evenings
- During discussions with Mrs Frost or Mrs Cameron or other professionals
- Parents are encouraged to comment on their child's Individual Learning Plan

**Who can I contact for further information?**

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with class teacher, SENDCo or DHT.

We aim to work very closely with parents, but if they are unhappy about the way in which their child is being supported, they should:

- Discuss their concerns with the teacher
- Have a further discussion with SENDCo and/or Headteacher
- Talk to the Governor responsible for SEND
- Contact SENDIAS to resolve any difficulties - [www.hampshiresendiass.co.uk](http://www.hampshiresendiass.co.uk)
  - Call 0808 164 5504
  - e-mail: [info@hampshiresendiass.co.uk](mailto:info@hampshiresendiass.co.uk)
- Go to the LA's complaint service

In the event of dissatisfaction, parental complaints can be addressed in the first instance to the Headteacher and then to the Governing Body. For further information, please see the Complaints Policy.

## Abbreviations

There are many SEN terms that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEN terms.

**AAC** Augmentative and Alternative Communication  
**ABCC** Antecedent, Behaviour, Consequence Communication  
**ASC** Autistic Spectrum Condition also referred to as **ASD** Autistic Spectrum Disorder  
**CAMHS** Child and Adolescent Mental Health Service  
**CYP** Children and Young People  
**DEST/DST** Dyslexia Early Screening Test (DEST) or Dyslexia Screening Test (DST)  
**DfE** Department for Education (formally DCSF)  
**EHC Plan** Educational Health Care Plan  
**ELSA** Emotional Literacy Support Assistant  
**EMTAS** Ethnic Minority and Traveller Achievement Service  
**EP** Educational Psychologist  
**EWO** Education Welfare Officer  
**EYFS** Early Years Foundation Stage  
**EPS** Educational Psychology Service  
**HAPB** Hampshire Autism Partnership Board  
**HCC** Hampshire County Council  
**HI** Hearing Impairment  
**HIAS** Hampshire Inspection and Advisory Service  
**IBMP** Individual Behaviour Management Plan  
**ILP** Individual Learning Plan  
**KS** Key Stage  
**LA** Local Authority  
**LD** Learning Difficulty  
**LSA** Learning Support Assistant  
**NC** National Curriculum  
**NICE** National Institute for Health and Clinical Excellence  
**OT** Occupational Therapy  
**PSW** Pastoral Support Worker  
**PAATHS** Providing Approaches to Autism for Teachers in Hampshire Schools  
**PBS** Primary Behaviour Support  
**PD** Physical Disability  
**PECS** Picture Exchange Communication System  
**Physio** Physiotherapy  
**SAT** Standard Attainment Test  
**SMHT** Schools Mental Health Team  
**SEND** Special Educational Needs and/or Disability  
**SENDCo** Special Educational Needs and Disability Co-ordinator  
**SLCN** Speech, Language and Communication Needs  
**SALT** Speech and Language Therapy  
**SpLD** Specific Learning Difficulties  
**SC** Social Care  
**SEMH** Social, Emotional and Mental Health difficulties  
**STA** Specialist Teacher Adviser  
**TPA** Transition Partnership Agreement  
**VI** Visual Impairment