



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

Special Educational Needs and Disabilities SEND SEN Information Report and Local Offer 2026–2027

Approved by:	Full Governing Body
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At Oakridge Schools Federation, we are committed to identifying and meeting pupils' individual needs so that they can participate fully in school life and achieve the best possible educational and wider outcomes.

High-quality inclusive and adaptive teaching, reasonable adjustments and Ordinarily Available Provision are the first response to pupils who have or may have additional needs.

Some pupils require special educational provision that is additional to or different from that made generally for pupils of the same age. Where this is the case, support is planned and reviewed through the graduated approach of assess, plan, do and review.

This SEN Information Report and Local Offer should be read alongside the Federation's Special Educational Needs and Disabilities SEND Policy 2026–2027 and SEN Support: Identification and Criteria Guidance 2026–2027. Together, these documents explain the Federation's statutory approach, the criteria used to identify SEN Support and how provision is implemented in practice at Oakridge.

Mrs Claire Cameron (Deputy Headteacher responsible for Inclusion)
Mrs Ceri Frost (Inclusion Manager/SENCO)
Miss Dani Bartlett (Pastoral Support Worker)
Mrs Sarah Farmer (Pastoral Support Worker)
Mrs Jenni Clarkson (ELSA)
Ian Hemstock (SEN Governor)

Roles and responsibilities of the Inclusion Team

Mrs Claire Cameron, Deputy Headteacher responsible for Inclusion, and Mrs Ceri Frost, SENCO and Inclusion Manager, work across the Federation. The SENCO oversees the day-to-day operation of the SEND Policy and coordinates provision for pupils with SEN, including pupils with an EHCP. They work with class teachers, families and relevant professionals to identify barriers, monitor progress and review the effectiveness of provision. Class teachers remain responsible and accountable for the progress and development of every pupil in their class, including pupils supported by an LSA, SNA, the Inclusion Team or an external professional.

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 and SEN Information Report?

Hampshire's Local Offer provides information about education, health and social care services available to children and young people with SEND and their families. The Federation's SEN Information Report explains how Oakridge implements its SEND arrangements in practice and what parents, carers and pupils can expect from the schools.

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.

This report answers the questions families commonly ask about identifying needs, planning support, reviewing progress, working with other services and preparing for transition. Hampshire's Local Offer can be accessed at <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

The information below should be read alongside the Federation's SEND Policy 2026–2027 and SEN Support: Identification and Criteria Guidance 2026–2027.

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

We consider whether a pupil needs additional help when:

- Concerns are raised by parents/carers, teachers or child
- Liaison with previous schools (if applicable)
- Assessment, observation or review indicates ongoing barriers to learning, development or participation despite appropriate high-quality teaching and Ordinarily Available Provision
- There is a significant or sustained change in the pupil's learning, participation, wellbeing, behaviour or attendance
- Relevant information is shared by health, social care or other professionals

Identification is based on the individual pupil's needs and evidence. It is not determined solely by attainment, progress, diagnosis or presenting behaviour. The Federation will not delay appropriate teaching, adjustments or support while assessment is ongoing.

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

- If you have concerns, please speak initially to your child's class teacher. The class teacher may then involve the SENCO or Deputy Headteacher responsible for Inclusion. Parents/carers may also contact Mrs Frost or Mrs Cameron through the school office.

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

- Each pupil's learning is planned by the class teacher. Teaching, resources, the environment and methods of recording are adapted in response to individual strengths and needs. This may include support from the teacher or an LSA, individually or in a group. Additional adult support is planned carefully to promote access, participation and independence and does not replace high-quality classroom teaching.
- Where a pupil needs targeted support in a specific area, such as communication, literacy, handwriting, numeracy, regulation or social and emotional development, a focused intervention may be provided by a teacher, LSA or member of the Inclusion Team. The duration and frequency will reflect the pupil's needs. Its impact will be reviewed and used to inform next steps; interventions are not continued simply because a programme has been completed.
- Pupil Progress Meetings are held each term. Class teachers meet members of the Senior Leadership Team to review pupils' attainment, progress, participation and wider development. This shared discussion may identify barriers and lead to further assessment, adaptations or support.
- Where appropriate, the Federation may seek advice from an external professional, such as a Speech and Language Therapist, Paediatrician or Educational Psychologist. Referrals are discussed with parents/carers and consent is sought where required. Parents/carers are kept informed of relevant advice and progress. This does not affect the Federation's safeguarding or other statutory duties to share information or make referrals where necessary.
- 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 Mrs Frost, SENCO, and Mrs Cameron, Deputy Headteacher responsible for Inclusion. They also report to the Governors to keep all informed

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

- Teachers maintain high expectations and use inclusive and adaptive teaching so that pupils can access the curriculum and work towards ambitious outcomes.
- Where a pupil is identified as having SEN, the class teacher and SENCO agree appropriate outcomes, provision, reasonable adjustments and review arrangements with the pupil and their parents/carers.
- LSAs may provide individual or small-group support for identified needs. Support is linked to classroom teaching, reviewed for impact and planned to build independence and maintain access to peers.
- Pupils on the SEN Register have an Individual Learning Plan ILP. This working document records the pupil's strengths, agreed outcomes, provision and approaches that support them. The class teacher monitors the ILP and reviews it regularly with support from the SENCO. The pupil and parents/carers contribute their views and the ILP is shared at parents' evenings or an arranged review meeting.
- If your child has significant and complex SEND, they may already have an Education Health and Care Plan (EHCP) or a request for an EHC needs assessment may be needed.

What is an Education Health and Care Plan EHCP?

Where, despite relevant and purposeful action through the graduated approach, a pupil has not made expected progress and may need provision beyond that ordinarily available through SEN Support, consideration may be given to requesting an Education, Health and Care EHC needs assessment.

An EHCP is a statutory legal document that describes a child or young person's education, health and social care needs, the outcomes sought and the provision required. The Local Authority decides whether an EHC needs assessment is necessary and, following assessment, whether it is necessary to issue an EHCP.

The decision is based on the individual pupil's needs and circumstances and evidence of the provision already made and its impact. The Federation works collaboratively with the pupil and parents/carers and provides evidence about needs, progress, provision and outcomes.

An EHC needs assessment may be requested by a parent/carer, a young person where applicable, or a person acting on behalf of the school or setting. Other professionals may also bring a child or young person who they believe may require an assessment to the attention of the Local Authority.

Following a request, the Local Authority must decide whether to carry out an EHC needs assessment. The Local Authority must normally notify the parent/carer or young person whether it will carry out an EHC needs assessment within six weeks of receiving the request. If an assessment takes place, the Local Authority must then decide whether it is necessary to issue an EHCP. The Local Authority will notify the parent/carer or young person of its decision and explain the relevant rights of appeal.

- The Local Authority decides that it is necessary to issue an EHCP; or
- The Local Authority decides not to assess or, after assessment, not to issue an EHCP and informs the parent/carer or young person of the decision and relevant rights.
- Where the Local Authority agrees to issue an EHCP, the statutory process from the initial request to the final plan should normally take no more than 20 weeks, subject to the exceptions set out in the SEND Regulations.

The Local Authority must review an EHCP at least every 12 months. Where delegated to do so, the Federation convenes the Annual Review meeting and invites the pupil, parents/carers and relevant professionals to contribute. The review considers progress towards outcomes, current needs, the continuing suitability of provision and any recommended amendments. The pupil is supported to participate in a way appropriate to their age, development and communication needs. The Federation sends its report and recommendations to the Local Authority and all those invited within two weeks of the meeting. The Local Authority must notify the parent/carer or young person and the school of its decision within four weeks of the meeting.

How will I know how my child is doing?

- Parents/carers are welcome to contact the class teacher or arrange a meeting with the SENCO or Deputy Headteacher responsible for Inclusion. Progress, provision and next steps are also discussed through parents' evenings and planned review meetings.

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?

- The Federation takes a positive, relational and inclusive approach to behaviour. Expectations are taught clearly and applied consistently, with reasonable adjustments made where a pupil's SEND or disability affects their behaviour or ability to regulate.
- Following an incident, pupils are supported to reflect and repair relationships when they are emotionally regulated and developmentally able to do so. Staff consider what the behaviour may communicate and whether changes to provision, reasonable adjustments or additional support are required.
- Where a pupil is at risk of suspension, the school reviews their needs, provision and reasonable adjustments and works with the pupil, family and relevant professionals to identify additional support.
- 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 Mrs Frost, SENCO, and Mrs Cameron, Deputy Headteacher responsible for Inclusion, 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 Mrs Frost, SENCO, and Mrs Cameron, Deputy Headteacher responsible for Inclusion. Parents will be informed if their child is going to take part in ELSA sessions

Looked-after and previously looked-after children with SEN

- Where a pupil with SEN is looked after by the Local Authority, the SENCO works closely with the Designated Teacher for Looked-After and Previously Looked-After Children, the child's social worker, Virtual School and other relevant professionals. The pupil's Individual Learning Plan, Personal Education Plan and, where applicable, EHCP are coordinated so that education, care and SEND provision work together.
- The Designated Teacher and SENCO also work together to support previously looked-after children with SEN, in partnership with parents/carers and relevant professionals.

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 Workers. 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?

- Pupils are supported to express their views about their individual needs, provision and progress in ways appropriate to their age, development and communication needs. This may include discussion, observation, visual resources, questionnaires or other personalised approaches.
- 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. Pupils are supported to contribute to the writing and review of their Individual 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 Education Health and 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

- Paediatric Services
- 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

Referrals to external agencies are normally discussed with parents/carers, and consent is obtained where this is required. Parents/carers are kept informed of relevant involvement and advice. This does not prevent the Federation from sharing information or making a referral where this is necessary to fulfil its safeguarding or other statutory duties. Parents will be kept informed of any involvement and progress.

What training have staff supporting pupils with SEND received, or what training is planned?

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 pupils are included in the curriculum, educational visits and wider school activities. The Federation plans reasonable adjustments and appropriate support so that pupils with SEND can participate safely and meaningfully.
- Risk assessments and accessibility arrangements are considered before off-site activities. Planning is individual and proportionate and takes account of health, safety, communication, sensory, physical and regulation needs.
- Where a pupil requires a high level of support, the school will plan suitable staffing and reasonable adjustments. Families may contribute relevant information to planning, but a pupil's participation will not be made conditional on a parent or carer accompanying them.

How accessible is the Oakridge Schools Federation environment?

- We discuss individual access requirements with pupils and families and consider reasonable adjustments on an individual basis. The Federation's Accessibility Plan explains how access to the curriculum, physical environment and information is improved over time.
- The Infant and Nursery site is wheelchair accessible.
- The ground floor of the Junior site is wheelchair accessible. Individual access arrangements are discussed and reviewed according to need.

The Federation recognises that English as an additional language is not, in itself, a special educational need. Where a pupil has EAL, assessment considers whether difficulties arise from language acquisition, SEN or a combination of factors. The Federation may seek support from EMTAS where appropriate.

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

- We encourage new pupils to visit before starting. For pupils with SEND, additional visits, photographs, personalised information or a visit to the current setting may be arranged to support familiarisation.
- Where helpful, we use social stories, visual information and personalised transition plans.
- When pupils transfer to a new school, including secondary school, additional visits and enhanced transition arrangements may be agreed according to individual need.
- Our Early Years Leaders liaise with nurseries and other early years providers before children enter Year R and share relevant information with the Reception 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
- For pupils with complex needs, transition planning may form part of an EHCP Annual Review or another multi-professional transition meeting. Staff from the current and receiving settings will be invited where appropriate.

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

- The Federation uses its delegated budget, including its notional SEN budget, together with any additional funding received, to support the identification of and provision for pupils with SEN. The notional SEN budget is not a separate budget or an individual pupil entitlement.
- Provision is allocated according to identified need and reviewed through Pupil Progress Meetings, the graduated approach and other review arrangements. It may include staffing, targeted intervention, specialist advice, training, equipment, resources and reasonable adjustments.
- Mainstream schools are expected to meet the additional costs of supporting a pupil with SEN up to the nationally prescribed threshold, currently £6,000 per pupil per year, from their delegated resources. This relates to the additional costs of SEN provision, over and above the costs of ordinary teaching and learning. Where the cost of provision exceeds this threshold, additional high-needs funding may be available through the Local Authority's arrangements. The £6,000 is not a personal budget or an automatic individual entitlement.

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

- Decisions are made according to the pupil's individual needs and evidence, in consultation with the class teacher, SENCO and relevant leaders and with the views of the pupil and parents/carers. Advice from external professionals is considered where available.
- Different pupils require different types and levels of support. Provision is selected to address identified barriers, support ambitious outcomes and promote participation and independence; it is not allocated solely to close an attainment gap.
- During their school life, if further concerns are identified due to the pupil's progress, participation or wellbeing indicates that further support may be needed.

How do we know if it has had an impact?

- By reviewing progress towards the outcomes and targets recorded in the pupil's ILP or EHCP and considering whether the provision has been implemented as planned

- By considering academic progress alongside participation, communication, independence, wellbeing, attendance and wider development, according to the pupil's individual starting points and needs
- By gathering evidence and views from the pupil, parents/carers, teachers, support staff and relevant professionals
- A pupil may leave SEN Support where review evidence shows that they no longer require special educational provision that is additional to or different from that made generally for pupils of the same age. This is discussed with the pupil and parents/carers, and the pupil continues to be monitored through the school's usual arrangements.
- 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, SENCO or Deputy Headteacher.

We aim to resolve concerns promptly and work in partnership with families. If a parent/carer is unhappy about SEND provision, they should:

- Discuss the concern with the class teacher and/or SENCO in the first instance
- If the concern remains unresolved, discuss it with the Headteacher and follow the Federation's Complaints Policy
- Complaints relating to disability discrimination may also fall within the jurisdiction of the First-tier Tribunal (Special Educational Needs and Disability)
- Seek independent information, advice and support from Hampshire SENDIASS
- Parents/carers and young people can obtain free, impartial and confidential information, advice and support from Hampshire SENDIASS:
 - Website: www.hampshiresendiass.co.uk
 - Telephone: 0808 164 5504
 - Email: information@hampshiresendiass.co.uk
- Use the relevant statutory disagreement resolution, mediation or appeal arrangements for certain EHCP or Local Authority decisions

Further details are available in the Federation's Complaints Policy. Complaints about certain EHCP or Local Authority decisions follow separate statutory routes.

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
APDR Assess Plan Do Review
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
EHCP Education Health and 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
MHST Mental Health Support Team
NC National Curriculum
NICE National Institute for Health and Care Excellence
OAP Ordinarily Available Provision
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
SATs Standard Assessment Tests
SALT Speech and Language Therapy
SC Social Care
SEMH Social, Emotional and Mental Health difficulties
SEND Special Educational Needs and/or Disability
SEN Register The school's record of pupils receiving SEN Support or with an EHCP
SENCO Special Educational Needs and Disability Co-ordinator
SLCN Speech, Language and Communication Needs
SpLD Specific Learning Difficulties
STA Specialist Teacher Adviser
TPA Transition Partnership Agreement
VI Visual Impairment