



Oatlands Junior School SEND Information Report

2025-26.



Our SEND Information Report outlines details for parents/carers of children who have Special Educational Needs or a Disability (SEND) and all those who support children with additional needs. This information outlines the support and provision you can expect to receive if you choose Oatlands Junior School for your child.



Hello, my name is Mrs Wendy McNerney, and I am the Inclusion Leader and Assistant Headteacher at Oatlands Junior School. I have the NASENCO qualification.

You can contact me on **01423 872827** or via email mcnerneyw@ojs.rklt.co.uk . I am always happy to chat about your child's needs and how we can best support them to be safe, happy, and learning within our school.

At Oatlands Junior School we support children with a range of additional needs. All staff are committed to providing quality first teaching so that every child has an equal opportunity to succeed and reach their potential.

'Pupils, including those with special educational needs and/or disabilities (SEND), learn the curriculum very well. Pupils achieve consistently high standards. Many exceed the expected standard for their age in national tests.' (Oatlands Ofsted report, January 2025).

Oatlands follows NYCC admissions procedures and fair access arrangements. We work in line with the SEND reforms of the Children and Families Act 2014. The SEND Policy and access to the school local offer is on the school website for parents to access. The Policy is reviewed by the Governing Body every two years. This SEND report, which reflects the implementation of the SEND Policy is updated by the Inclusion Leader and reviewed by the Governing Body annually.

What is a Special Educational Need or Disability?

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they (SEND Code of Practice: 0-25 years; Department of Education; January 2015):

- Have a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

SEND needs fall into four broad categories:

The profile for every child with a Special Educational Need or Disability is different and their needs may change over time. They may have difficulty with one, some or all of the different categories of SEND at different times in their lives.

Communication & Interaction

Children and young people with speech, language, and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication.

Cognition & Learning

Some children and young people learn at a slower pace than their peers, even with appropriate differentiation and adjustments made. Cognition and learning difficulties cover a wide range of needs, including difficulty in accessing and understanding parts of the curriculum; difficulty with organisation and memory skills; or having a difficulty which affects one particular part of their learning, such as displaying dyslexic, dyscalculic, dysgraphic or dyspraxic traits.

Social, Emotional and Mental Health Difficulties

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive, or disturbing behaviour.

Sensory and/or physical needs

Some children or young people have a disability which prevents or hinders them from making use of their educational facilities generally provided, for example visual and/or hearing impairments, or a physical disability which requires additional ongoing support and equipment to access all the opportunities available to their peers.

How do we support SEND and disadvantaged pupils to achieve across the curriculum?

We want all children to achieve their full potential and the main way that we achieve this is through providing high-quality first teaching, day to day in the classroom, which caters for the varying needs of children in the class.

‘The school ensures that the needs of its pupils with SEND are identified and considered carefully. Where required, any adjustments to the curriculum are made in collaboration with external experts. This ensures that pupils receive the support they need to access the full curriculum alongside their peers when this is appropriate.’ (Oatlands Ofsted report, January 2025).

Sometimes, reasonable adjustments or intervention may be necessary to further support a child's development within a particular area of the curriculum or to help them develop their social skills, self-confidence, or self-esteem. These include, but are not limited to:

- 1:1 adult support
- Small group work, led by an adult
- Pre- and post-teaching of learning and vocabulary
- Use of iPad or laptop (Clicker 7) to support learning, with accessibility functions, Apps and voice instruction
- Scaffolded and modelled tasks to support pupils' independence, including differentiated writing frames.
- Chunking learning into manageable tasks
- Differentiated teacher questioning
- Practical resources to support understanding
- Individual visual timetables
- Social stories
- Check-ins and check-outs
- Word banks and memory aids
- A range of short-term interventions, designed to meet specific needs

The OJS Community Hub

Working in close partnership with teachers, parents, carers and external outside agencies (including the Harrogate Cluster Support Team), we recognise that a pupils' wellbeing and happiness are the foundation to their success. The Community Hub, found at the heart of our school, offers a safe, supportive and confidential environment. Our Learning Mentor provides support to help pupils overcome obstacles to their learning.

We aim to offer excellence and choice to all our children, whatever their ability or needs. We strive to ensure all children experience a fulfilment in learning every single day, delivered through our broad, ambitious curriculum. At OJS, we have high expectations of all our children. We aim to achieve this through the removal of barriers to learning and participation. We want all our children to feel that they are a valued part of our school community. We understand and acknowledge that some of our learners require additional support and/ or provision for them be able to embrace learning and to experience success and enjoyment within school. Through appropriate curricular provision, we respect the fact that children:

- Have different educational and behavioural needs and aspirations; (Social, Emotional and Mental Health Difficulties)
- Require a range of different teaching approaches and experiences for learning; (Cognition and Learning)
- Acquire, assimilate and communicate information at different rates; (Communication and Interaction)
- Require additional support and equipment to access the full curriculum. (Sensory and/or Physical Needs)

What should I do if I think my child has a Special Educational Need or a Disability (SEND) and might need to go on the school SEND register?

School staff at Oatlands Junior School are trained to meet the needs of all the children. If they feel that your child needs extra support, they will contact you to talk this through. Staff recognise that you know your child best and will want to talk through their concerns and observations and how best to support your child. We also recognise and understand that you see your child in a wide range of environments and may have concerns of your own. If you have any concerns your child's teacher is usually the best person to raise these with.

Usually, a child with an identified and assessed SEND can have their needs met through additional and different support and / or provision within their classroom. Class Teachers differentiate their provision and curriculum to help all children, including those with SEND, access learning within the classroom. Where a teacher is supporting a child to work towards closely monitored individual targets set out in a 'My Support Plan', this child is placed on to the School SEND Register. This is known as SEND Support.

It is important to remember that many children just need a few simple changes to make a big difference.

If you have any concerns about your child and the progress they are making at school:

- make an appointment to speak to your child's class teacher to discuss your concerns
- following these discussions, if it is felt that your child would benefit from additional and different support or provision, the teacher may discuss it with the Inclusion Leader before deciding on the best course of action for your child
- the teacher will meet with you again and discuss a plan for your child and explain how the school will provide additional and different support or provision to help meet your child's needs
- school will closely monitor the impact of the plan, review and adjust it at least every term (or earlier if necessary), taking information for this from your child, the class teacher and support staff, assessments, and yourself where appropriate
- school will keep you informed about the additional support your child is receiving, and the impact this is having, by sending you the reviewed and adjusted plans

What can I expect from Oatlands Junior School if my child has special Educational Needs and/or a disability and is on the school SEND register?

Following an initial meeting with the class teacher, and where it has been established that your child requires additional support or provision, you can expect Oatlands Junior School to put this in place to ensure that your child has the best chance of success.

At Oatlands Junior School, we will:

Discuss your child's needs with you. This will usually involve a discussion with the class teacher, although it may also be appropriate for the Inclusion Leader, Learning & Teaching Assistants, or other staff to be present at these discussions.

Identify your child's need and put in place extra support and / or provision. This may be in the form of:

- small group work around a specific learning need so your child can make rapid progress
- specialist programme of support or intervention around a learning or an emotional need
- a parallel curriculum developed with specialist support
- support from outside of school, e.g., Speech and Language Therapy (SALT), HKRC SEND HUB, Early Help Team, Educational Psychologist (EP), The Healthy Child Team,
- a 'My Support Plan' that identifies:
 - the specific need(s) / barrier to learning faced by your child,
 - assessments and evaluated impact of support and interventions,
 - child and parent voice,
 - information provided by external agencies,
 - termly targets,
 - a plan for additional and different support or provision,

Staff at Oatlands Junior School will keep you informed about the progress your child is making. This could be through:

- parent consultation meetings
- additional arranged meetings with the class teacher
- copies of the 'My support plan'
- annual or Interim Review meetings for children with an EHCP
- Early Help planning meetings
- Social Care Child Protection or Child in Need meetings
- annual pupil reports
- letter informing details of which interventions a child is receiving, why and for how long

What happens at each stage?

The provision at Oatlands Junior School is based on the **graduated approach**:



ASSESS

Look at what is being done to assess the child and by whom, to ensure that it is being recorded. It is the teacher's role to provide clear analysis and evaluation of a pupil's needs. The teacher is supported by the Inclusion Leader in gathering assessment information and interpreting it. Parent views and external advice also form part of the assessment.

PLAN

Ensure that a plan is developed in response to the assessment process, keeping the child and their needs at the centre of the process. Every child identified as having SEND will have a 'My Support Plan' and parents will be informed. The teacher, the Inclusion Leader and the Headteacher will agree (with the parents/carers and the child) what support or interventions will be put in place, what the expected outcomes are, the impact and progress expected and a review date.

DO

Implement the plan. We will ensure that the plan is evidenced, and we will consider the roles of different staff involved and their different responsibilities will be identified. The class teacher retains responsibility for day-to-day teaching and any teaching away from the classroom. The class teacher will work closely with any specialists or SEN support to plan and assess interventions.

REVIEW

On the date agreed, we will consider the impact of any intervention against pupil progress and evaluate the effectiveness of the support.

At Oatlands Junior School, we ensure that our staff are trained in general SEND issues. For example:

- how to identify children with SEND
- understanding our legal duties
- sharing good practice
- keeping up with relevant educational research
- having an overview of typical SEND needs and the strategies to support the needs
- liaise with external agencies to provide specific support / advice / training when necessary

Staff will monitor the impact of additional support for children with SEND. We keep a register of children who are receiving additional and different support and / or provision. This is known as the SEND Register. This register is continually reviewed. When the targets have been achieved and additional support is no longer required, a child may be removed from the register.

Some children will be on the SEND Register only for short periods of time. Children with more complex needs, may be on the register and receiving additional and different support for much of their time at Oatlands Junior School.

We constantly monitor and review the type of additional and different support / provision provided in our school to ensure that it is having the required and expected impact. Staff in school are adept in identifying when support / provision is ineffective and will adapt and

On occasion, it is necessary for the school to access further advice, information, and recommendations from external agencies.

Monitoring and evaluation of SEND

The quality of provision of SEND is regularly and carefully monitored and evaluated, in line with the school's procedures. The Inclusion Leader liaises with the SEND Governor to give an update on SEND issues. Reviews are also conducted for those pupils on the SEND register with class teacher and where relevant, the Inclusion Leader. We will also:

- monitor data and whole school bi-annual data-drop meetings
- Undertake monitoring visits and learning walks in school with a focus on SEND provision and to look at pupils' work
- Undertake pupil interviews to evaluate the effectiveness of provision

Criteria for exiting the SEND register (SEND Support)

Following a review meeting, it may be agreed that a pupil no longer needs to be included on the SEND register. This may be based on information from the class teacher and outside agencies that show that the pupil is making expected levels of progress and that their needs can be met through quality-first teaching. When this happens, the pupil's name will be removed from the SEND register. In most cases, a pupil would now be supported through high quality teaching and reasonable adjustments, if required. Parents will be informed, and the student will continue to be monitored by the process of assess-plan-do-review.

How do I get a diagnosis for my child?

We understand and recognise that it can feel very stressful and upsetting when you feel that your child has a complex need which will require them to have additional and different support for a longer period of time, within an educational setting. While the process of diagnosing some medical or physical issues are clear and easy, for example, asthma or

diabetes; the process for diagnosing more complex or neurodevelopmental disorders can take much longer.

No-one at Oatlands Junior School is trained, qualified or able to make a diagnosis. What we can do is identify symptoms or barriers your child is experiencing within our school setting. We can put strategies in place to support your child and help to minimise the impact the symptom or barrier is having on your child's ability to be a happy and successful learner. We can provide information for you to pass on to medical practitioners to support a diagnosis for your child.

At Oatlands Junior School, support will be put in place regardless of whether your child has a diagnosis. Often a diagnosis does not change the support a child gets in school.

To pursue a medical diagnosis for your child, you will firstly need to discuss your concerns with your GP. Often, this discussion will lead to a consultation with another member of the medical body, usually a paediatric consultant. School is often consulted and asked for further information to support a diagnosis for complex needs such as ADHD, ASD, Childhood Mental Health Needs etc. With this in mind, it is useful for you to inform the school, via the class teacher or Inclusion Leader, when you are pursuing or investigating a diagnosis so that we are able to gather information for this in a timely manner. Unfortunately, demand for initial assessment, diagnosis and external support for complex needs is very high and waiting times for these can often be very long.

What is an EHCP and how can my child get one?

EHCP stands for Education, Health and Care Plan. This is a legal document which outlines a child's Educational, Health and / or Care needs; the provision required to meet these needs and who is responsible for providing this.

Usually, a child with an identified and assessed SEND can have their needs met through additional and different support and / or provision within their classroom. Class Teachers differentiate their provision and curriculum to help all children, including those with SEND, access learning within the classroom. Where a teacher is supporting a child to work towards closely monitored individual targets set out in a 'My Support Plan', this child is placed on to the School SEND Register. This is known as SEN Support.

On occasion, it can become apparent that a child or young person requires even more support than the school can currently provide. Once a SEND has been identified and a 'My Support Plan' has been in place, this is reviewed, adjusted and new targets are worked towards. This cycle is referred to as – ASSESS, PLAN, DO, REVIEW. If it becomes apparent that, even with additional and different support, a child is not making expected progress then the school can ask the Local Authority to carry out an EHC needs assessment.

An EHCP is provided by the Local Authority for children with very complex and high-level additional needs, where it has been proven that they are unable to make progress without significant changes to their educational provision. The local authority must complete the assessment within 16 weeks and, if it decides to issue an EHCP, do so within 20 weeks of the original request.

If you feel that your child has significant difficulties and will require an EHCP, please discuss this with your class teacher who can arrange a meeting with the Inclusion Leader. North Yorkshire County Council have recently introduced banding for EHCP's which outline the needs and provision required for children who are assessed as requiring an EHCP. It is often useful to discuss these with the Inclusion Leader prior to making this decision.

Transition within school:

- Next year's class teacher meets with the current teacher in June/July to discuss the SEND needs within the class.
- Plans can be arranged to support specific pupils with transitioning into the next year group, e.g., visiting the classroom at different times of the day, taking messages to the new teacher, home 'new class' photo book.

Transition from Oatlands Infant School & other schools:

- Transition programme established to support SEND and vulnerable pupils
- Inclusion Leader meet with Infant School SENDCo end of spring term & liaise with SENDCos from other schools
- Class teachers meet with KS1 teachers and conduct observations in each school
- Plans can be arranged to support specific pupils with transitioning into the next year group, e.g. extra visits to the school and classroom at different times of the day, home 'new class' photo book
- Parent and child visits can be arranged if appropriate
- Inclusion Leader to attend EHCP annual review in the summer term prior to transition

Transition to Secondary School:

- Inclusion Leader advises parents to visit all secondary school open days
- Transition programmes to support SEND and vulnerable pupils are in place with Secondary Schools
- Year 6 class teacher and/or Inclusion Leader meet with SENDCo, Head of Year 7 or form tutors from Secondary Schools
- Inclusion Leader to lead the EHCP annual review in the summer term prior to transition, inviting secondary school SENDCo

Transition to Specialist Provision:

- Education setting to be discussed at EHCP review meetings
- Where appropriate, parents and Inclusion Leader visit specialist provision together
- Transition plan and timetable is organised with staff from both settings

Wider curriculum and school responsibilities:

At Oatlands Junior School, we support children with a range of additional needs. All staff are committed to providing quality first teaching so that every child has an equal opportunity to

succeed and reach their potential. Pupils on the SEND register have the opportunity to be selected by their peers and teachers to perform roles in our Pupil Voice Groups.

Accessibility:

At Oatlands Junior School, we ensure that our school environment is inclusive and meets the needs of all pupils. We can offer the following:

- Ramps
- Disabled toilet
- Shower room with hoist
- Hygiene room
- Visual aids – yellow line markings
- Hearing support – soundproofed classroom

SEND register for 2025-26:

Total number of children on school roll	357	
Number of children on SEND register for this period	40	
% of children on school roll with SEND	10.8%	National Average 14.2%
Number of children with EHCPs	7 1.9%	National Average 5.3%

Current SEND staffing infrastructure:

Advanced Learning & Teaching Assistants (LTA) – full time	1
Learning & Teaching Assistants (LTA) – full time	3
Learning & Teaching Assistants (LTA) – part time	3
Higher Level Teaching Assistant (HLTA) – full time	2
Learning Mentor (LM) – full time	1

Range of interventions currently in place (these will change according to the needs of pupils):

Name of Intervention	Description
Nurture Group	A nurture group is a small supportive class. The children in a nurture group spend a substantial part of each week in the group but remain members of their mainstream class, joining the other children daily for planned activities.
1st Class @ Number	A 'light touch' mathematics intervention, which was created by Edge Hill University. It's delivered by a trained LTA to a group

	of up to 4 children outside the classroom as a supplement to their daily maths lesson.
Precision Spelling	A teaching method used to accelerate progress in word reading and spelling skills.
Lego Therapy	A social development programme which helps children and young people with autism spectrum disorders and related social communication difficulties.
Phonics	An intervention to support children not secure with sound up to Phase 6.
Reading Intervention	A 10-week intensive reading programme based on knowledge of phonics to be delivered as a catch-up programme by a trained LTA.
ELKLAN	Providing speech and language support for children.
Gaps in Maths	Provide a bespoke targeted individual intervention following the identification of knowledge gaps in number.
ELSA	The ELSA (Emotional Literacy Support Assistant) intervention is designed to support the emotional needs of their pupils.
Clay Therapy	Clay Therapy is delivered by Hannah Alderson, where unidentified and unexpressed feelings and emotions become visible through physical manipulation of clay. It enables communication when problems are hard to put into words. This makes it a universal language for fostering emotional intelligence and is especially helpful when working with issues such as anger, bereavement, loss, attachment, separation, bullying, shame, and guilt.

Please contact the school office for any further information. Please follow the link to the NYCC offer for pupils with SEND:

<https://www.northyorks.gov.uk/children-and-families/send-local-offer>

Dealing with complaints

The Governing Body will make the following arrangements for the treatment of complaints from parents of pupils with SEND concerning the provision made by the school:

- In the first place, complaints should be directed to the Inclusion Leader.
- If the complaint is not resolved to the satisfaction of the parent or Inclusion Leader, it will be directed to the Headteacher.
- If the complaint is not resolved it may be necessary - and parents have the right to ask for – an examination of the complaint by the Governing Body.
- If the complaint is not resolved, parents should raise their concerns as per the formal procedure within the Red Kite Learning Trust Complaints Policy. Parents should complete Appendix 1. <https://www.rklt.co.uk/about/policies/rklt-complaints-policy/>

Acronyms & definitions:

SEND – Special Educational Needs and Disabilities
SENDCo – Special Educational Needs & Disabilities Co-ordinator
EHCP – Education, Health and Care Plan
EMS – Enhanced Mainstream School
IPM – Individual Provision Map
SLT – Speech and Language Therapy
ADHD – Attention Deficit Hyperactive Disorder
TA – Teaching Assistant
GTA – General Teaching Assistant
ATA – Advanced Teaching Assistant
WO – working outside the Key Stage
WTS – working towards the expected standard
EXS – working at the expected standard
GDS – working at greater depth
Dyslexia - a learning disability that impairs reading ability
Dysgraphia - impacts handwriting and fine motor skills
Dyscalculia – makes maths challenging to process and understand
Dyspraxia - also known as developmental co-ordination disorder (DCD), is a common disorder that affects movement and co-ordination and can affect co-ordination skills