

Special Educational Needs and Disabilities Information Report

The Oaks Infant School



Academic year 2026 to 2027

Headteacher or Head of School	Mrs Jenny Wynn
SENCO	Miss Amy Adams
SENCO contact details	01795 523619 amy.adams@oaks.kent.sch.uk
SEND governor	Viv Beer
School address and website	The Oaks Infant School Gore Court Road, Sittingbourne, Kent, ME10 1GL, Tel: 01795 423619, Web: https://www.theoaksinfantschool.co.uk/
Approved by and date	LMC 21.10.26
Review information	Last reviewed: October 2026 Next review due: October 2027

This report must be reviewed annually and updated as soon as possible if any information changes during the year.

Contents

1. What types of SEND does the school provide for
2. Which staff will support my child
3. What should I do if I think my child may have SEND
4. How does the school identify and assess SEND
5. How will the school review my child's progress
6. How will parents and carers be involved
7. How will pupils be involved
8. How will teaching and the curriculum be adapted
9. How will the school evaluate the effectiveness of its SEND provision
10. How will the school secure appropriate resources and expertise
11. How will pupils with SEND be included in activities beyond the classroom
12. How does the school ensure fair admissions
13. How does the school support disabled pupils
14. How will the school support emotional and social development
15. What support is in place for looked after and previously looked after children
16. How will the school support transition and preparation for adulthood
17. What support is available to families
18. How can concerns or complaints be raised
19. Supporting documents
20. Glossary

Introduction

Dear parents and carers,

This SEN Information Report explains how our school implements the OCMAT SEND Policy and supports pupils with special educational needs and disabilities. It describes what families and pupils can expect from the school and how support is identified, planned and reviewed.

It should be read alongside the OCMAT Mainstream Inclusion Strategy. The strategy is broader than SEND provision alone and sets out the Trust's approach to identifying and reducing barriers to learning, participation and belonging. It covers inclusive leadership, early identification, high-quality teaching, provision beyond the classroom, culture and attendance, partnership with families and services, and accessible environments.

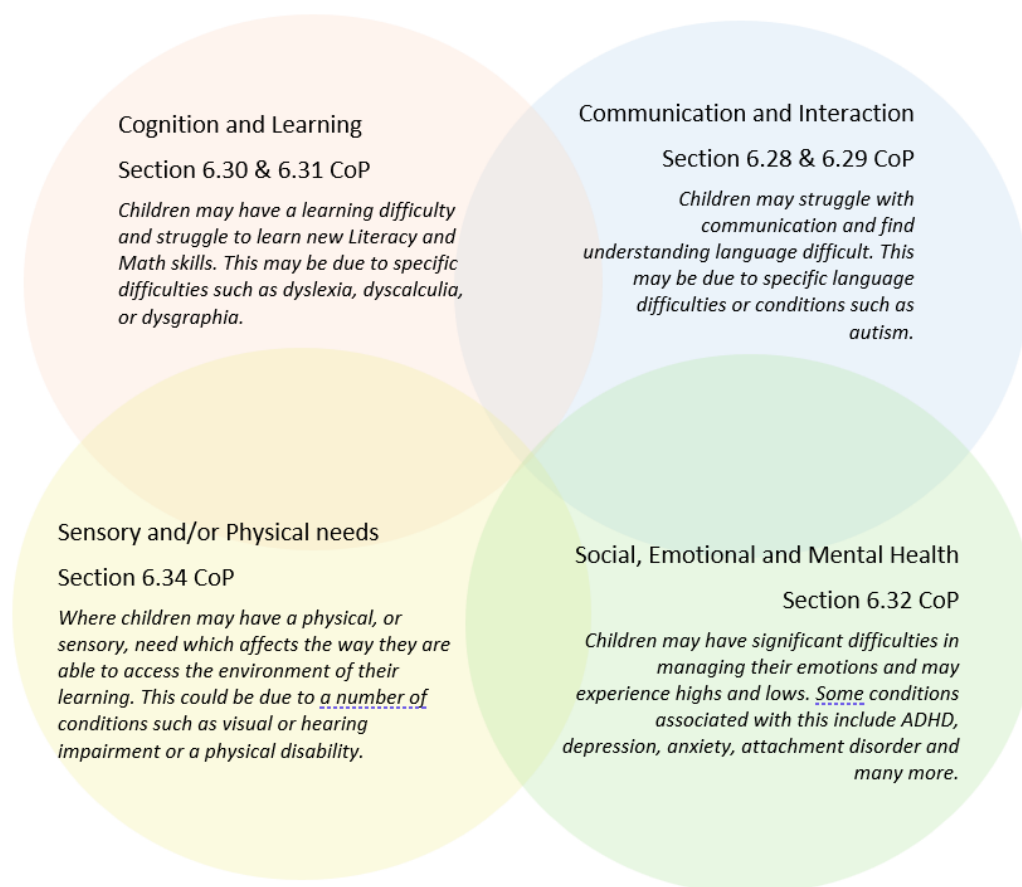
Key trust documents: [OCMAT policies](#) | [OCMAT Mainstream Inclusion Strategy](#)

The current SEND Code of Practice uses four broad areas of need. A pupil's needs may overlap and may change over time. Our response is based on the pupil's individual strengths, barriers and needs rather than on a label or diagnosis.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1 What types of SEND does the school provide for

Our school is a mainstream infant school. We provide support for pupils whose needs fall within one or more of the four broad areas described in the SEND Code of Practice:



A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. Special educational provision is provision that is additional to, or different from, that made generally for pupils of the same age.

Difficulties with learning, attendance, communication, regulation or behaviour do not automatically mean that a pupil has SEN. We consider the pupil in context and gather evidence from several sources before reaching a decision. Support and reasonable adjustments do not depend on a formal diagnosis.

[SEND Code of Practice 0 to 25 years](#)



2 Which staff will support my child

All staff share responsibility for inclusion and for supporting pupils with SEND. Teachers remain responsible and accountable for the progress and development of every pupil in their class, including where a pupil receives support from a teaching assistant or specialist professional.

The SENCO



Our SENCO is Miss Amy Adams.

Miss Adams has experience working in both the mainstream and specialist settings as a SENCO and has worked as a class teacher prior to this. She is a qualified teacher.

Miss Adams has a Masters Degree, Qualified Teacher Status and National Professional Qualification for Leading Teaching. Miss Adams is currently working towards the National Professional Qualification for SENCOs.

The SENCO works with the headteacher or Head of School, teachers, support staff, families, pupils, governors, Trust central staff and external professionals. The SENCO advises colleagues, coordinates provision, monitors the impact of support and helps ensure that statutory duties are met.

Teachers and support staff

Teachers plan and deliver high-quality, inclusive teaching and use assessment to identify barriers and adjust provision. Teaching assistants and other support staff supplement, rather than replace, teaching. They are deployed to promote participation, learning, self-regulation and increasing independence.

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Staff have engaged in the following training:

Emotion Coaching

Stage Not Age Training

Adaptive Teaching

Language Through Colour

AET Autism Awareness Training

Reading Recovery

Teaching assistants (TAs) and Support Staff

We have a team of TAs, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as:

- Sensory Circuits
- Language Link
- Speech Link
- BEAM
- Emotional Literacy
- Social Skills Intervention
- Attention Bucket
- Speech and Language Interventions

External professionals and services

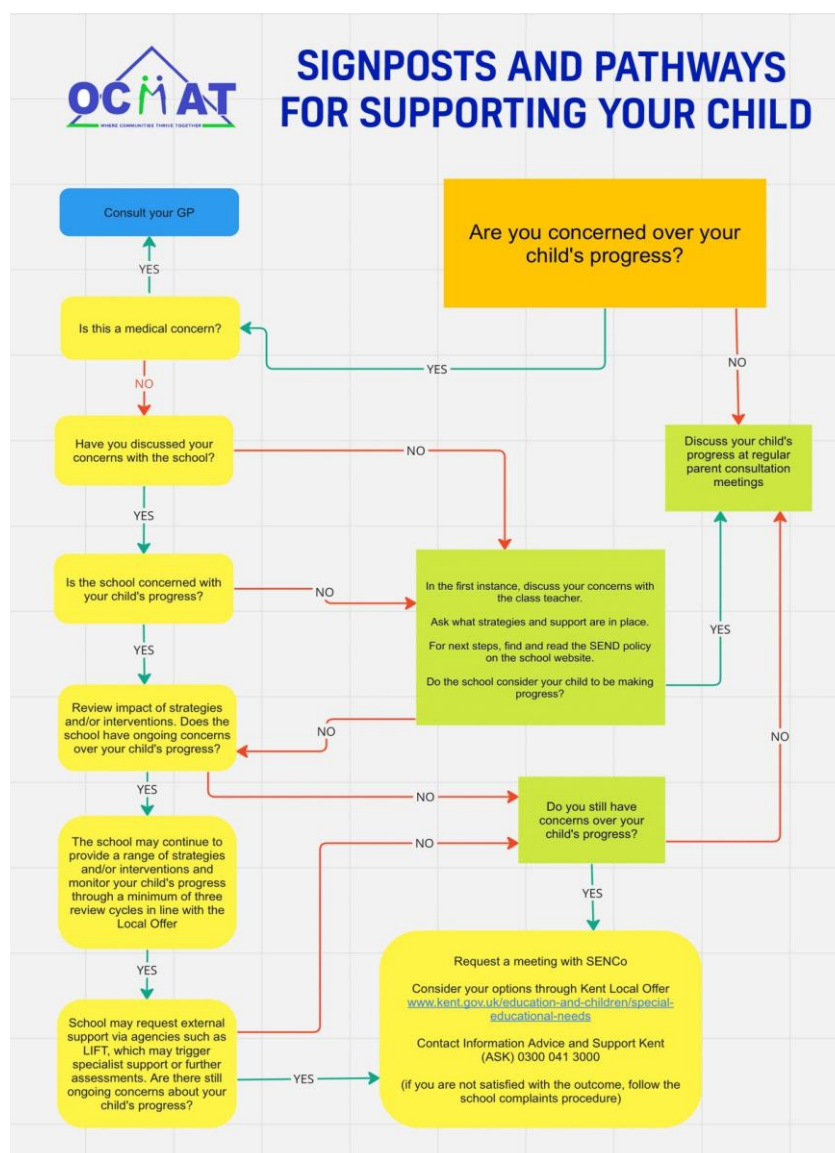
Where appropriate, and with the knowledge and involvement of families, the school works with education, health, social care and voluntary-sector professionals. Advice is used to understand need, improve teaching and provision, support families and review outcomes.

- Education welfare officers
 - Educational psychologists
 - GPs or pediatricians
 - NELFT practitioners
 - Occupational therapists
 - Therapeutic practitioners
 - Safeguarding services
 - School Liaison Officer
 - School nurses
 - SEND Inclusion Advisor
 - Specialist Teacher Service
 - Speech and language Therapist
- Children and Adolescents Mental Health Service (CAMHS)



3 What should I do if I think my child may have SEND

If you are concerned about your child's learning, development, communication, wellbeing, attendance or participation, speak first to their class teacher or contact the SENCO. You do not need to wait for a diagnosis or assessment before raising a concern.



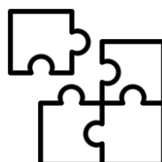
We will listen to your concerns, share what we have observed and agree appropriate next steps. Raising a concern does not automatically mean that a child will be identified as having SEN. It begins a process of understanding the child and deciding what support may be helpful.

4 How does the school identify and assess SEND

We identify and assess needs through a graduated, evidence-informed process. We look at the pupil within the wider context of their learning and school experience before focusing on a possible area of need.

Information considered may include:

- the pupil's strengths, views, aspirations and experience of school
- family knowledge, concerns and relevant history
- teacher assessment, curriculum attainment and progress over time
- observations across different lessons, times and environments, including structured and unstructured parts of the day
- attendance, punctuality, communication, relationships, emotional wellbeing and behaviour
- prior teaching, curriculum access, reasonable adjustments and strategies already tried
- pupil progress discussions and information from previous settings
- screening or assessment information, where appropriate
- advice from external professionals, where this is needed

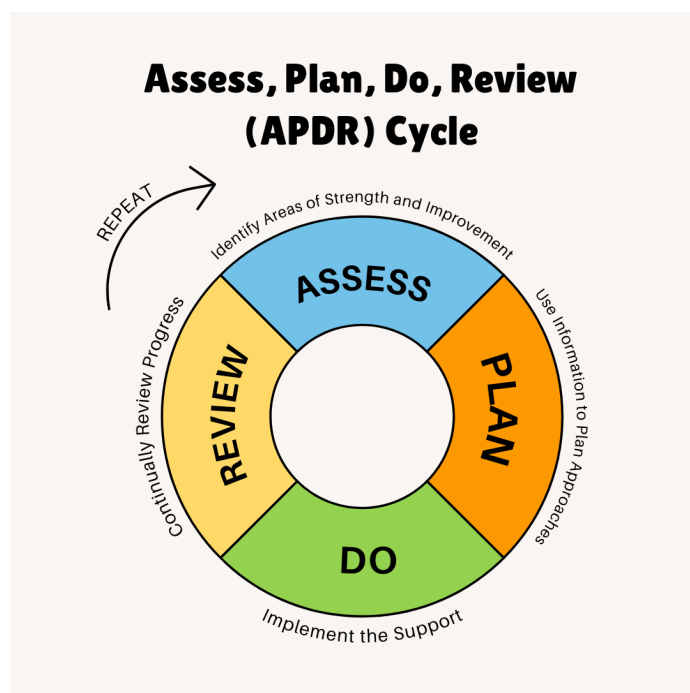


The class teacher and SENCO consider whether the fundamentals of communication, attendance, behaviour, curriculum and assessment are secure. They also consider factors such as gaps in prior learning, English as an additional language, disadvantage, trauma, health, family circumstances and attendance. These factors may affect learning but do not, by themselves, mean that a pupil has SEN.

Where a concern remains, the school follows the graduated approach and works with the pupil and family to identify appropriate outcomes and support. Parents and carers will be informed when the school is considering whether their child has SEN and before a pupil is added to the SEN register.

5 How will the school review my child's progress

We use the graduated approach of assess, plan, do and review.



OCMAT schools use 'Insight Assessment' to record and review provision. Where an intervention is used, staff identify a baseline, the intended outcome and suitable measures of impact. Teachers and support staff review provision together, and termly pupil progress discussions help leaders evaluate whether it is making a meaningful difference.

If a pupil has an EHC plan, the school contributes to the statutory annual review process and reviews progress towards the outcomes and provision specified in the plan.

Assess	If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.
Plan	In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.
Do	We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.
Review	We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.

6 How will parents and carers be involved

WORKING TOGETHER
**Your child's support:
a shared conversation**
You know your child well. Your insights help us understand needs,
plan support and see what is making a difference.

FAMILY
What you see

PUPIL
What matters to them

SCHOOL
What we see

In our meetings, we will talk about...

01 **Your child**
Their strengths, interests, views and hopes.

02 **Progress**
How they are doing against agreed goals.

03 **What is working**
What helps, and what is still difficult.

04 **The support**
Support and reasonable adjustments at school.

05 **Our shared actions**
What school, family and pupil will each do.

06 **Review**
When and how we will check the plan together.

Meetings should work for you
Tell us if you need an accessible format, more time, an interpreter,
an advocate, a different way to meet, or support from another
trusted professional.

7 How will pupils be involved

Pupils will be involved in decisions in ways that are meaningful and accessible for their age, communication preferences and individual needs. Staff will not rely on one method of gathering pupil voice.

A pupil may contribute by attending part or all of a meeting, speaking with a trusted adult, completing an accessible questionnaire, using pictures or symbols, creating a drawing, written statement, audio or video, or contributing to a pupil passport. Their views will inform outcomes, support, reasonable adjustments and transition planning.

8 How will teaching and the curriculum be adapted

High-quality, inclusive teaching is the first response to identified barriers. The curriculum remains ambitious, broad and balanced. Teachers adapt teaching, resources and the environment so that pupils can participate, learn and increasingly work independently.

OCMAT schools draw on the Mainstream Inclusion Strategy, the Kent Mainstream Core Standards and the Trust's subject-specific adaptive teaching guides. Adaptations are selected in response to the pupil and the subject rather than applied as a fixed checklist.

Approaches may include:

- explicit teaching and modelling
- carefully selected scaffolds that are reduced as independence grows
- pre-teaching or revisiting key knowledge and vocabulary
- additional processing time and checking understanding
- visual, practical or alternative ways to access and record learning
- adapted equipment, resources, grouping or classroom organisation
- changes to communication, sensory demands or the physical environment
- targeted teaching or intervention that supplements the curriculum

Support staff supplement teaching and are expected to help pupils engage with the teacher, curriculum and peers rather than create unnecessary separation or dependence.

Accessibility Plan: [can be found here.](#)

9 How will the school evaluate the effectiveness of its SEND provision

For individual pupils, staff evaluate progress towards agreed academic and wider outcomes, participation in learning, attendance, wellbeing and developing independence. Provision is not continued simply because it has been delivered; its impact is reviewed and decisions are recorded.

The school also evaluates the overall effectiveness of its SEND provision through:

- analysis of attainment, progress, attendance, persistent absence, behaviour and participation
- review of provision and intervention information in Insight
- monitoring of teaching, curriculum access and the deployment of support staff
- pupil and family feedback
- SENCO and senior-leadership monitoring
- subject-leader and pupil-progress discussions
- SEND governor challenge and oversight
- OCMAT seasonal visits, inclusion peer review and school self-evaluation against the seven lenses of inclusion

Findings inform the school's inclusion priorities and School Development Plan. Leaders consider whether provision is equitable, whether barriers have been reduced and whether pupils are more able to participate and succeed.

10 How will the school secure appropriate resources and expertise

The school uses its best endeavours to secure the special educational provision a pupil requires. Decisions about staffing, resources, training, specialist equipment and external advice are based on assessed need, intended outcomes and evidence of impact.

The SENCO and school leaders consider how resources can remove barriers while preserving access to high-quality teaching and the wider life of the school. Where specialist advice recommends equipment, facilities or training, the school considers how this can reasonably be provided, implemented consistently and reviewed.

It may be that your child's needs mean we need to provide additional resources such as:

- Additional resources to support their learning
- Adaptations to in class support
- Further training for our staff
- External specialist expertise

Where appropriate, we will consult with external agencies to get recommendations on what will best help your child access their learning and use our best endeavours to ensure these are supplied.

11 How will pupils with SEND be included in activities beyond the classroom

We want pupils with SEND and disabled pupils to participate in clubs, visits, residential experiences, sport, performances, leadership opportunities and the wider life of the school alongside their peers.

Staff identify potential barriers in advance and work with the pupil, family and relevant professionals to plan reasonable adjustments. Individual planning and proportionate risk assessment are used to enable safe participation. If a particular arrangement cannot safely or reasonably be made, the school will discuss this with the family and consider suitable alternatives rather than making assumptions based on a diagnosis or category of need.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips to places such as the seaside, the local library, the local park and other curriculum enhancement trips such as the zoo.

All pupils are encouraged to take part in sports day, school plays, special workshops and curriculum enhancement activities.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

12 How does the school ensure fair admissions

Our admissions arrangements do not discriminate against or unfairly disadvantage disabled pupils or pupils with SEN. Children whose EHC plan names the school are admitted through the statutory EHC plan process. Other applications are considered under the school's published admission arrangements and oversubscription criteria.

The school will not refuse admission because it believes it may be unable to meet a pupil's SEN, except where the statutory EHC plan consultation process permits another decision. Families are encouraged to share relevant information so that appropriate support and reasonable adjustments can be planned, but admission is not conditional on a diagnosis or on a family providing medical evidence.

Admissions information: [can be found here](#).



13 How does the school support disabled pupils

Under the Equality Act 2010, a person is disabled if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to carry out normal day-to-day activities.

Not every disabled pupil has SEN and not every pupil with SEN is disabled.

The school takes steps to prevent disabled pupils from being treated less favourably and makes reasonable adjustments to avoid substantial disadvantage. The school's Accessibility Plan sets out how, over time, it will:

- increase the extent to which disabled pupils can participate in the curriculum
- improve the physical environment so disabled pupils can take advantage of education, facilities and services
- improve the availability of accessible information for disabled pupils

Accessibility Plan: [can be found here.](#)

14 How will the school support emotional and social development

We support pupils' emotional wellbeing, relationships, sense of belonging, communication, regulation and participation. Behaviour and attendance are considered within the wider context of need, while maintaining clear and consistent expectations for all pupils.

Support may include trusted-adult relationships, explicit teaching of social and emotional skills, structured support at less predictable times, regulation strategies, adaptations to the environment, pastoral or family-liaison support and referral to appropriate services. Pupils with SEND are supported to contribute to pupil leadership, clubs and wider school life.

Bullying, prejudice and discriminatory language are addressed through the school's behaviour, safeguarding and anti-bullying arrangements. Concerns involving a pupil with SEND are considered carefully so that communication needs, vulnerability and reasonable adjustments are understood.

15 What support is in place for looked after and previously looked after children

The designated teacher, Mrs Jenny Wynn (Head of School) and SENCO, Miss Amy Adams, work together so that staff understand how a pupil's care experience, attachment, trauma, health and SEN may interact without assuming that one automatically explains the other. They coordinate with the pupil, carers, social worker, Virtual School and other professionals as appropriate.

For a looked-after child, the Personal Education Plan, SEN support plan and EHC plan, where applicable, should be consistent and complementary. Provision and use of relevant funding are reviewed against clear outcomes.

16 How will the school support transition and preparation for adulthood

Transitions are planned with the pupil and family and are adapted to individual need. This includes entry to school, movement between classes or key stages, changes in staffing or provision, transfer to another school and transition to secondary education.

Planning may include information-sharing, additional visits, visual or written transition materials, meetings between staff, supported familiarisation, travel or timetable preparation, and opportunities to practise new routines. Information is shared securely and proportionately so that effective support can continue.

Preparation for adulthood begins in primary education. We support pupils to develop communication, self-advocacy, independence, relationships, participation in the community, understanding of their strengths and needs, and the organisational and learning skills needed for the next phase.



To help pupils with SEND be prepared for a new school year we:

- Ask both the current teacher and the next year's teacher to attend a transition meeting at the end of the year when the pupil's SEND is discussed
- Schedule 'drop-in' visits with the incoming teacher towards the end of the summer term
- Provide transition booklets for all children to share with family at home and aid the transition
- Provide more in-depth transition booklets for children with SEND to support their transition.

Between schools and phases

When your child is moving on from our school into junior school, Amy Adams will work with the SENCo at the junior school to ensure all information is shared. The year 2 class teachers will meet with the year 3 class teachers to ensure all information is shared about your child and to give support for strategies and interventions that are successful. If needed, the children will have additional informal visits to the junior school in the summer term before they begin at their new school.



17 What support is available to families

Families can contact the class teacher or SENCO for information about school support. Independent information, advice and support is also available through the local offer and SEND information, advice and support service.

[Kent SEND Local Offer](#)

[Information Advice and Support Kent](#)

Information Advice and Support Kent can provide impartial information and support about SEN support, EHC needs assessments and plans, meetings, disagreement resolution and mediation. Families may also seek advice from national organisations such as IPSEA.

[IPSEA](#)

To see what support is available to you locally, have a look at Kent County Council's local offer local offer. Kent County Council publishes information about the local offer on their website: [About the special educational needs and disabilities \(SEND\) local offer - Kent County Council](#)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

- IASK [Information, Advice and Support Kent \(IASK\) - Kent County Council](#)

Local charities that offer information and support to families of pupils with SEND are:

- Kent Pact [About us - Kent PACT](#)
- We Are Beams <https://wearebeams.org.uk/>

National charities that offer information and support to families of pupils with SEND are:

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)

- [Family Action](#)
- [Special Needs Jungle](#)

18 How can concerns or complaints be raised

Concerns about school SEND provision

Families are encouraged to raise concerns early with the class teacher or SENCO so that the issue can be understood and, where possible, resolved promptly. If the concern is not resolved, it should be raised with the headteacher or Head of School and then through the OCMAT complaints procedure.

[OCMAT complaints procedure](#)

EHC plan and local-authority decisions

Concerns about an EHC needs assessment, an EHC plan or a decision made by the local authority follow different routes. Information Advice and Support Kent can explain rights of appeal, disagreement resolution and mediation.

Disability discrimination

A parent, carer or young person may be able to make a disability-discrimination claim to the First-tier Tribunal (SEND). This is separate from the school complaints procedure.

[Complain about disability discrimination](#)

19 Supporting documents

This report should be read alongside the following current documents:

- [OCMAT SEND Policy](#)
- [OCMAT Mainstream Inclusion Strategy](#)
- [School Development Plan](#)
- [School Accessibility Plan](#)
- Equality Information and Objectives (awaiting ratification)
- [Child Protection and Safeguarding Policy](#)
- [Behaviour Policy](#)
- [Attendance Policy](#)
- [Complaints Procedure](#)
- Supporting Pupils with Medical Conditions Policy (awaiting ratification)
- [Kent Mainstream Core Standards](#)
- [SEND Code of Practice 0 to 25 years](#)

20 Glossary

Adaptive teaching: Responsive teaching that maintains high expectations while adjusting teaching, resources or the environment to address identified barriers.

Annual review: The statutory review of an EHC plan, which must take place at least every 12 months.

Assess plan do review: The graduated cycle used to understand needs, plan support, implement it and review its impact.

EHC needs assessment: The statutory assessment used by a local authority to decide whether an EHC plan is necessary.

EHC plan: A legal document describing a child or young person's needs, outcomes and required education, health and care provision.

Intervention: Planned, targeted teaching or support with a clear purpose, intended outcome and review point.

Local offer: The local authority's published information about education, health and social-care provision for children and young people with SEND.

Ordinarily available provision: The inclusive teaching, adjustments and support generally expected to be available from mainstream settings.

Outcome: The benefit or difference that support is intended to achieve for a pupil.

Reasonable adjustment: A change made to avoid or reduce substantial disadvantage for a disabled pupil.

SEN: Special educational needs.

SENCO: Special educational needs coordinator.

SEN support: Special educational provision made through the graduated approach for a pupil with SEN who does not require that provision through an EHC plan.

SEND: Special educational needs and disabilities.

SENDIASS: A service providing impartial information, advice and support to children and young people with SEND and their families.

Transition: A move between classes, phases, schools or other significant changes in a pupil's education or life.

If you need this report in a different format, such as large print, an accessible digital version or a translated copy, please contact the school and we will discuss what would help you access it.