

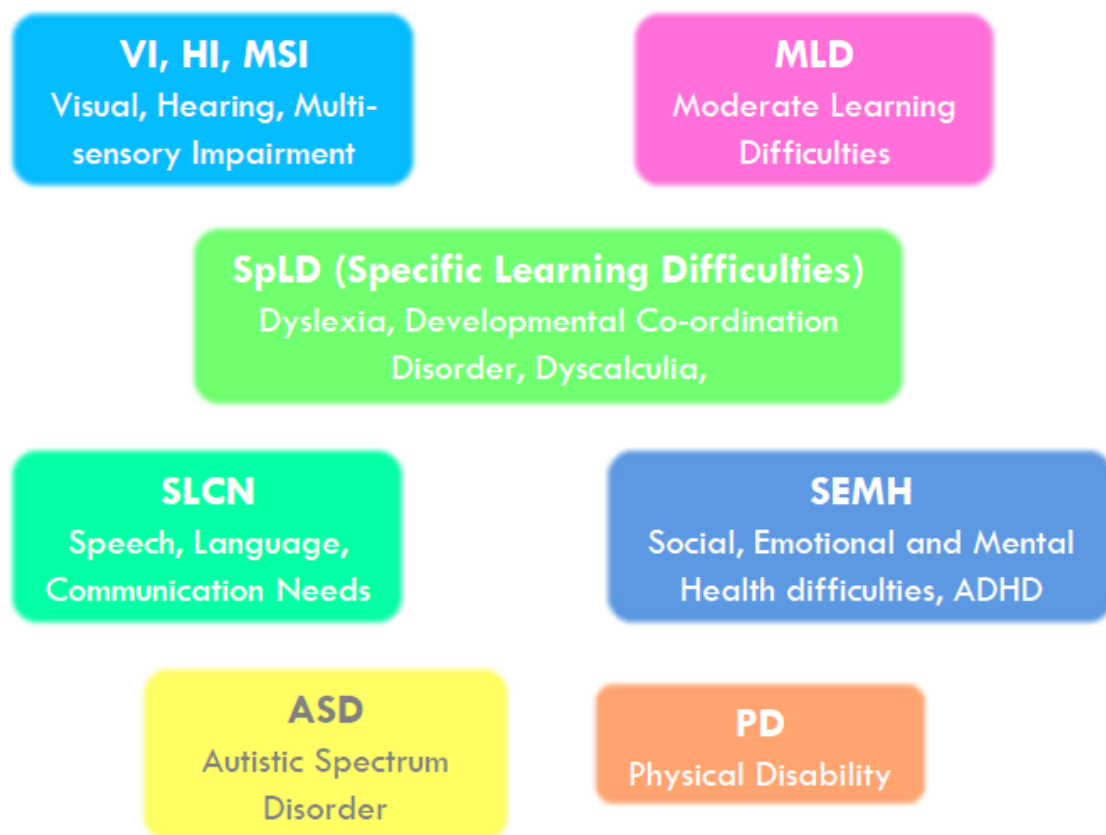


SEN INFORMATION REPORT

Approving Body	The Oakwood Academy Governing Body
Date Approved	31/8/2026
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Further Information/Guidance	

Updated: July 2026

At The Oakwood Academy we support a wide range of needs, including:



1. What kinds of special educational needs does the school/setting make provision for?	The Oakwood Academy is able to effectively meet the needs of pupils who are neurodiverse with conditions such as autism or ADHD; emotional and social needs; specific learning difficulties (dyslexia, dyspraxia, and dyscalculia); and moderate learning difficulties. The needs of pupils with physical disabilities, including visual and auditory impairments can also be met in the majority of cases. All areas of the school are fully accessible for wheelchair users.
2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?	Students undertake reading tests on entry. Reading ages are updated at least annually to identify pupils working below national expectations. Pupils are also regularly assessed by subject teachers and data is closely monitored. All year 7 and 8 students will be given an additional reading assessment and follow the Accelerated Reader scheme using a reading book that is appropriate for their ability. If you think that your child may have special educational needs or are concerned about your child's progress, then you should speak to your child's tutor in the first instance. If you continue to be concerned you may contact the school's SENDCO (special educational needs co-ordinator), Mrs Louisa Holt.
3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs? b) How will both the school and I know how my child/young person is doing and how will the school/setting help me to support their learning?	a) The progress of all pupils is updated and monitored throughout the year by the classroom teacher. In addition, the school's SENDCO is responsible for monitoring the progress of students on the SEND register and arranging additional support / advising on effective strategies where necessary. b) Students with an EHCP will be invited to attend an annual review meeting to discuss their child's progress. All students on the SEND register will be monitored throughout the year and complete a pupil voice termly. Parents/guardians are contacted to review SEND support each term.

c) What is the school's approach to teaching pupils with special educational needs? d) How will the curriculum and learning environment be matched to my child/young person's needs? e) How are decisions made about the type and amount of support my child/young person will receive?	c) The needs of students with special educational needs are met within the classroom and the classroom teacher is responsible for effectively adapting lessons to meet the needs of all pupils. Some pupils will be allocated additional TA support or supportive technology to ensure that they make adequate progress. d) All teachers are teachers of SEN and are responsible for adapting the curriculum and learning environment, where possible, to meet the needs of pupils within their classes. Teachers at The Oakwood Academy use Quality First Teaching strategies to support all learners. Classroom teachers are updated regularly on the needs of pupils through their Individual Education Plan (IEP) by the school's SENDCO and supported as necessary. Please see the school's Accessibility Plan. If pupils are significantly behind with literacy, they may be selected to be in an intervention group where the key focus is developing independence, reading and confidence. In KS4 it may be appropriate for some students to undertake a Foundation learning pathway. e) Decisions about support are usually made by the school's SENDCO in conjunction with the views / wishes of parents. Decisions are based on information from the primary school, initial tests to determine academic ability and individual needs. The Oakwood Academy's SENDCO works closely with the feeder primary schools – students with complex needs should be known to the SENDCO before they arrive.
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f) How will my child/young person be included in activities outside the classroom, including school trips? g) What support will there be for my child/young person's overall well-being?	f) All out of school activities/school trips will be fully supported by the SEND team. TAs will be allocated according to need to accompany pupils on such activities as necessary. g) We have a dedicated SEND team enabling the school to provide a 'safe haven' during break and lunchtimes; a clear anti-bullying and behaviour policy; an inclusion team to provide mentoring and behaviour support where necessary; a thorough pastoral care system which uses a vertical tutor structure; a robust child protection system and access to outside support as necessary.
4. Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details?	Special educational needs co-ordinator (SENDCO) – Mrs Louisa Holt Email: l.holt@oakwoodacademy.org.uk Tel: 0115 9539323
5. a) What training have staff supporting special educational needs had and what is planned? b) What specialist services and expertise are available	a) We have a team of experienced and qualified teaching assistants, Assistant SENDCOs and a SENDCO. The SEND team in school and the teachers have received training regarding Autism, ADHD and other relevant training opportunities. The teaching assistants have also accessed training given by the Inclusive Education Team and the Educational Psychologist in order to support our lower ability learners. b) The Academy accesses support from agencies including but not limited to: The Autism Team, the Inclusive Education

or accessed by the setting/school?	Service, Educational Psychology, and Learning Support Team. There is a small nurture group for students who have below average reading skills on entry which is led by the Assistant SENDCO. The curriculum for this group is provided by specialist teachers from the Learning Support Team.
6. What are the arrangements for the admission of disabled pupils? What steps has the school taken to prevent disabled pupils from being treated less favourably than other pupils? What facilities are provided to help disabled pupils access the school?	The Oakwood Academy is a fully inclusive school which welcomes all students. The admission arrangements for all students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND, those with Education, Health and Care Plans, and those without. We have designated disabled parking areas, and the school is accessible for wheelchair users and those with other physical disabilities. Pupils with disabilities may, for example, be provided with lift access, aids and appliances, and differentiated seating arrangements. There are disabled toilet facilities. Equipment for particular or complex needs are considered and catered for on an individual basis. The school has an Accessibility Plan which can be found on the school website. It covers the following: the extent to which disabled pupils can participate in the curriculum, the physical environment to enable disabled pupils to take better advantage of the education and facilities at the school, and the availability of accessible information to disabled pupils.
7. What are the arrangements for consulting parents of students with special educational needs? How will be I involved in the education of my child/young person?	If your child is identified as not making adequate or expected progress, the school will set up a meeting to discuss this with you in more detail. The purpose of the meeting will be to: • Listen to any concerns you may have. • Plan any additional support your child may need.

	• Discuss with you any referral to outside professionals to support your child's learning. Students with an EHCP will have an annual review meeting to enable parents and pupils to express their views about the nature and level of support given, progress made and to set targets for future progress. Parents of all SEN students will be invited to review their SEND support each term. There will be opportunities for parents to attend workshops and coffee afternoons run by external services, as well as be involved in working groups with the SEN team.
8. What are the arrangements for assessing and reviewing progress towards outcomes?	Progress towards outcomes are reviewed at least three times per year at meetings either face to face or via telephone / video call with a key worker; student views are included as part of the assessment and review process. In some cases, contact is more frequent than this. All parents/carers and students are invited to a parents evening once a year and there is a member of the SEN team in attendance. There are also tutor review meetings for each year group, where progress is discussed with parents/carers. Students with an Education, Health and Care (EHC) Plan will have an annual review meeting to enable parents/carers and students to express their views about the nature and level of support given, progress made and set targets for future progress. Teachers make regular assessments of progress and data is collected throughout the academic year. Small steps progress is assessed by the SEN team using appropriate assessment tools such as Boxall, B Squared and AET framework.
9. What are the arrangements for consulting young people with SEN and involving them in their education?	Each student has an Individual Education Plan which is written with input from the student. The student's views are included in this along with support strategies. All students on the SEND register can have a meeting with the school's SENCO at least annually to discuss their needs/support given. In addition to this, we have a thorough pastoral system to support students with all aspects of their education. All students are allocated a tutor – for pupils with SEND, the SENDCO will liaise with tutors to inform them of individual

	circumstances. The tutor should be the first port of call for all pupils and information is shared with key professionals in school as necessary.
10. What do I do if I have a concern or complaint about the SEN provision made by the school?	The school's SENDCO, tutors and class teachers are regularly available to discuss any concerns, worries or complaints. We are committed to working together with parents/guardians and students and value parental feedback and/or guidance to help students' progress and wellbeing.
11. How does the governing body involve other organisations and services (e.g., health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?	The governing body involve other organisations and services in meeting the needs of SEND students through close communication and dialogue with the schools SENDCO. The SENDCO meets at least annually with the link governor to discuss any issues.
12. How does the school/setting seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?	At The Oakwood Academy, we strive to find ways to support parents/guardians in and out of school and investigate local organisations and seek support and guidance from outside support where appropriate. The school are supported by a wide range of services, including: an educational psychologist; specialist teams and CAMHS. The SEN team are available to discuss support available for your child and make the necessary referrals when appropriate to do so.
13. How will the school/setting prepare my child/young person to: i) Join the school/setting? ii) Transfer between phases of education (e.g., early years to primary, primary to secondary etc.)?	The school's transition team will visit the local feeder primary schools in advance of pupils joining the school. We have an open evening in the first term of each year and parents are encouraged to attend. Students with SEND may be given extra visits to the school prior to joining and parents are welcome to visit and discuss any individual needs and concerns in detail with the school's SENDCO. All information from primary school will be passed to the school's SENDCO in good time so that

iii) Prepare for adulthood and independent living?	arrangements are put in place – this information will be shared with teaching staff at the beginning of the school year. All students will have an opportunity to undertake a work-experience placement in year 10 and will receive career guidance and information about local colleges. Students with complex or significant needs can be supported by a member of the SEN team in finding work experience placements – this could include pre-visits and practice routes.
14. What are the arrangements for supporting students who are Looked After and have SEN / disabilities?	The Academy will work with the Local Authority to ensure that there are arrangements for supporting children and young people who are looked after by the local authority and have SEND.
15. Where can I access further information?	Our SEND policy can be found on the school's website. Any further information can be obtained by contacting the school to discuss individual circumstances/needs and to arrange a meeting or visit if required.

The Local Offer is a list of all services and provisions that are available to children and young people with SEND in the area and is published by the Local Authority.

The Local offer gives ideas of things to do, details of schools & colleges and advice on health, social care & employment.

You can find Nottingham City's SEND Local Offer at:

www.yournottsdirectory.org.uk

The Local Offer for Nottinghamshire County Council can be found here:

www.nottshelpyourself.org.uk