

School Information Report – June 2026

Introduction

At Oakwood Junior School we have adopted the Derby City approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

Oakwood Junior School is a member of the [Odyssey Collaborative Trust](#) who supports our school to be as inclusive as possible. We are a mainstream educational provision for children aged 7-11 years. Oakwood is a three form entry and is located in Alvaston, Derby.

At Oakwood School we have a graduated approach to SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our Special Educational Needs and Disability Policy, which outlines the purpose, nature and management of special educational needs within our school.

What is SEND?

SEND stands for special educational needs and/or a disability.

The Special Educational Needs Code of Practice 2014 states that:

'A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to Children and Young People of the same age.'

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

SEND at Oakwood Junior School

What kinds of Special Educational Needs are provided for at Oakwood Junior School?

We provide for children with a variety of additional needs and we are able to support children with difficulties in the following areas:

- **Cognition and Learning** – This area includes general difficulties with learning, profound and multiple learning difficulties (PMLD) and specific learning difficulties (SpLD) such as dyslexia (difficulties with read and spelling) and dyscalculia (difficulties with number and calculation).
- **Communication and Interaction** – This area includes speech, language and communication needs (SLCN), which could mean difficulties with speech production, the understanding of language, the expression of language or a combination of all three. It also includes difficulties with the social use of language and pupils with autism spectrum disorder.
- **Physical and Sensory** – This area includes sensory impairments, such as visual impairment (VI) and hearing impairment (HI), as well as physical disabilities such as cerebral palsy.
- **Social, Emotional and Mental Health** – This area includes children who are struggling with emotional regulation, social skills or who are dealing with a mental health difficulty. Some children may have a diagnosed disorder such as ADHD (Attention Deficit Hyperactivity Disorder) or ADD (Attention Deficit Disorder) which affect how they behave.

At Oakwood Junior School we recognise that children may have needs in more than one area, and every child is different; often the area of need given for a particular child is their 'prime' area and we always look at the individual child when thinking about how best to support them.

Policies and Procedures

We aim to identify children's needs early in their school career. To do this, class teachers monitor children's progress and identify those making less than expected progress given their age and individual circumstances.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCO, the class teacher and the parents to consider all the information gathered, including:

- The child's areas of strengths and difficulties
- The views of the parent/carer and child
- Any additional support or provision the child needs
- Any referrals to outside professions that could provide support

Where a pupil is identified as having SEND, the school will seek to remove barriers to learning and put SEND provision in place. The support will take the form of a four part cycle, known as the graduated approach:

- **Assess:** an analysis of need will be carried out by all concerned, including outside agencies
- **Plan:** an appropriate plan will be agreed by all concerned
- **Do:** agreed support and interventions will be delivered
- **Review:** the effectiveness of the intervention/support will be reviewed regularly

Working in Collaboration with Parents/Carers and Children

We aim for parents/carers to play a central part in supporting their child at school. At Oakwood Junior School, we understand that no one knows a child better than their

parent or carer and we endeavour to consult with parents/carers at every step of supporting their child.

We value and celebrate each child being able to express their views on all aspects of school life. Children with SEND are involved, when age and need appropriate, in the drafting and reviewing of their SEND Support Plans and in offering their pupil views for the Annual Reviews of Educational Health Care Plans.

Contact about my child

At Oakwood Junior School we strive to promote and establish positive relationships with our parents and carers.

The following opportunities are available to parents and carers so that discussions can take place around the child's learning:

- Phone or email contact
- Dojo message contact
- Comments in the child's Reading Record
- Meetings with class teacher/SENCo/Head Teacher/Learning Mentor
- Parents' Evening twice a year
- Annual Review meetings – yearly review for children with n EHCP
- SEND Coffee Mornings
- Annual report

SENCo Details and Contact Information

The Special Educational Needs Coordinator (SENCo) at school is Nicola Fray and she can be contacted through the school office on 01332 571231 or via email n.fray@oakwoodj.odysseyct.org.uk

Other key members of staff include:

Head Teacher	Mrs Atwal
Learning Mentor	Mr Stone
SEND Teacher	Mr Brown
SEND Governor	Mr Blackwell

Assessing Children's Progress

We have high aspirations for our children with Special Educational Needs. It is important for everyone to understand how the children are progressing in their learning and development. To do this, teachers and the school's Senior Leadership Team will use the Graduated Approach's four-part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the child's needs and of what supports the child in making good progress and securing good outcomes.

Assessing the Effectiveness of Provision

It is important that the provision we tailor for each individual child has a positive impact and therefore careful monitoring of support is essential. To do this we:

- Analyse the results and progress children have attained while being taught on various interventions as part of our monitoring timetable
- Monitor the impact of interventions on classroom learning and progress by analysing half termly assessments

- Make changes to the provision of interventions according to the results they generate
- Monitor the work in children's books to determine how well they are applying what they have been taught in interventions
- Have professional conversations with colleagues about how children are doing in the classroom environment
- Value Pupil Voice by listening to the child about their learning and needs

How do we meet the Needs of Children with SEND?

We adopt different approaches to cater for all the children we teach and this is particularly relevant for children with SEND. This encompasses:

- High Quality First Teaching with appropriate, targeted differentiation in place according to pupil need
- Additional adult support, where appropriate, to complement the work of the teacher
- The use of small group work
- Personalised provision, where appropriate, through targeted, time-limited programmes
- Personalised provision through adapted resources and interventions such as Precision Teaching, phonics booster groups, Speech and Language interventions, handwriting support and, when necessary, individual reward and behaviour systems
- Catering for children's social, emotional and mental health needs by using a range of tools to support emotional literacy skills, and by providing Social Stories and Comic Strips for children who need them
- Following recommendations from different agencies such as Physiotherapy, Occupational Therapy and the Speech and Language Team

How do we measure your child's progress?

A child's progress is continually monitored by the class teacher and subject coordinators. We use a range of assessment tools including PIVATS (Performance Indicators for Valued Assessment and Targeted learning.) Progress is then reviewed at regular intervals and formally through Pupil progress Meetings between the class teacher and Head Teacher. If your child has an EHCP this will be assessed through the annual review meeting. In addition to this parents will also have the opportunity to speak to class teachers, SENCo, Head and any other relevant staff at the Parent/Carer Evenings.

Supporting Children with Medical Conditions

Oakwood Junior School has a policy regarding the administration and management of medicines which can be found on the school website. Care plans are available for students who require them. These are available to all staff and written in consultation with parents, carers and relevant professionals. Staff across school are trained in first aid and specific staff with identified students have specialised medical training where appropriate.

What support is there for my child's well-being?

At Oakwood Junior School we believe that happy and emotionally healthy children make the best learners. We have a strong pastoral team who support the children's well-being. Provision is personalised to the needs of the individual child. The support may include:

- Support from the Learning Mentor or another member of the pastoral team
- Lego therapy
- Forest schools
- Social stories
- Opportunities to spend time with our Well-Being dog Ron
- Zones of Regulation
- Boxall Profile assessment
- Sensory breaks
- Lucky Lunches

If you feel your child will benefit from an intervention please discuss this first with the class teacher and then with the SENCo.

Further support from outside agencies can be secured through referrals made by the SENCo. These may include:

Compass – Action for Children (mental health support)

SPOA – Single Point of Access (neurodevelopmental pathway)

Art therapy

Counselling

Bereavement support

School nurse

Accessibility for All

Oakwood Junior School is able to cater for children with a wide range of SEND needs. The level site is accessible for all, and includes access to a disabled toilet and changing area.

Outside space provides the opportunities for all to enhance their learning and wellbeing. Our Well-Being dog, Ron, helps support those children with anxiety and dysregulation.

Oakwood Junior School is a fully inclusive environment, where every learner and all members of our school community are equally valued. We believe that the Equality Act provides a framework to support our commitment to valuing diversity, tackling discrimination, promoting equality and fostering good relationships between people.

The schools Equalities Information and Objectives Policy can be found on the school website on the policy page.

Supporting Transitions

Some children find transitions from one year to the next, or one stage of education to the next, very difficult. To support children with these transitions we:

- Provide transition planning with learning outcomes shared between year 2 and year 3
- Organise additional transitions visits and activities

- Have increased conversations about the needs of children
- Organise handovers between staff and schools

Expertise of Staff and Involvement of Other Agencies

We aim to employ skilled staff to support our children with additional needs. We have staff who are experienced in working with children with ASC (Autism Spectrum Condition), emotional and social difficulties and a wide range of learning difficulties. Here at Oakwood Junior School, we take a multi-agency approach and work in collaboration with other professionals and agencies to ensure the provision we provide is effective and innovative. We will always seek additional support and expertise with regards to a child in consultation with parents or carers. The external agencies we may seek advice from are:

- The Educational Psychologist who can advise on additional strategies to support specific children
- The STEPs Team who, as specialist teachers, can offer advice for issues related to vision and hearing impairment and Autism Spectrum Disorders
- Derby City Council's SEND Department who can advise on funding and processes such as Education Health Care Plan applications
- The Speech and Language Team who can offer support and assessments for children who are struggling with their speech, use or understanding of language
- Physiotherapists and Occupational Therapists who can support children with physical difficulties and can be referred to via the family GP
- Community Paediatricians who can carry out further investigations into children who we feel may have underlying difficulties, such as neurodevelopmental disorders
- Early Help Assessment Team who can offer support for families who are having a variety of difficulties which might mean their children are struggling to access education
- Education Welfare Officer who supports children and their families who are having issues around attendance
- [SENDIASS](#) (SEND Information, Advice and Support Services) who will support families of children with SEND and act as advocates for them. School will signpost parents/carers in the right direction for this service.
- Virtual school who will offer guidance and support for children who are Looked After or have previously been looked after.

What training have staff had about SEND?

Our SENCo, Mrs Fray has a qualification in the National Award for Special Educational Needs Co-ordination which she completed at Sheffield Hallam University. She regularly attends Local Authority and Trust SEND training and network meetings.

All staff receive an on-going professional development programme throughout the school year which addresses areas of SEND within the school. During the last two years, training has included:

- SMART target setting
- Autism Spectrum Disorder
- Team-Teach: Positive Behaviour Training Level 2

- Sensory Processing Needs
- Precision Teaching training
- Attachment Training
- Sensory Circuits
- Lego Therapy
- Comic Strips
- PINS – Partnership for Inclusion of Neurodiversity in Schools: various SEND training accessed
- PIVATS

Children who are Looked After by the Local Authority

Our Head Teacher, Mrs Atwal, is our Designated Teacher for Looked After Children. We ensure regular meetings take place twice yearly to complete Personal Education Plans (PEPs) and to source additional funding as appropriate. All relevant agencies are invited to attend these meetings. This is on top of the completion of SEND Support Plans if that child is also considered to have Special Educational Needs.

How do you apply for a school placement?

We believe that our admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the 2014 SEND Code of Practice. Places within our school are admitted through the Local Authority. We will consult with the Local Authority, parents and the child's current setting to ensure that provision is appropriate and can meet the needs of the individual child. For more information, go to [School admissions - Derby City Council](#)

Complaints from Parents/Carers of Children who have SEND

Due to the inclusive and parent friendly philosophy of our school, we enjoy excellent and mutually supportive relationships with the parents and carers of our pupils. However, if you have any concerns, we hope that they can be resolved by accessing the support and advice of the SENCo. Our aim is to work with parents/carers to resolve any issues through active and positive communication.

If you wish to make a complaint, please follow the procedure in our Complaints Policy found on our website. [Complaints Policy](#)

Equalities Act

We pay due respect to all the Protected Characteristics highlighted in the Equalities Act 2015. This applies to children waiting to be admitted to Oakwood Junior School, as well as those currently here and those who have recently left us. The Protected Characteristics are:

- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief

- Sex
- Age
- Marriage/Civil Partnership
- Sexual Orientation

Click here to read [Oakwood Junior School Equality Objectives](#)

How to find out more information about SEND in Derby City

Derby City's SEND Local Offer is an online 'one stop shop' for parents and young people to find out about all the services and support on offer to children and young people from birth to 25 who have special educational needs and/or Disabilities (SEND) in the city. Derby City Council, along with all other local authorities, are required to publish information about services they expect to be available in their area. Derby City's Local Offer is available here: www.derby.gov.uk/education-and-learning/derbys-send-local-offer/ . It tells parents how to access services and support in Derby City and what to expect from these services, including details of Higher Needs Funding and Education and Health Care Plans.

If you are Derbyshire County Council resident [click here](#) to view their Local Offer.

How do I contact school staff?

□ Inclusion Leader/SENCo – Mrs Fray: n.fray@oakwoodj.odysseyct.org.uk

admin@oakwoodj.odysseyct.org.uk

This document is written in conjunction with the following policies: Accessibility plan

Anti-Bullying Policy Behaviour

Policy

Equality Objectives

Mental health and Well-Being Policy

PSHE Policy

Safeguarding and Child Protection Policy

SEND Policy

SEND Information Report written by Mrs Fray - June 2026