



# SEND Policy and Information Report

## *A guide for parents and carers*

### **Our Mission**

**"Promoting learning excellence - Inclusion beyond the barriers."**

At Oakwood Academy, we believe that every young person can dream, persevere and achieve. We are proud to be a specialist setting supporting pupils with Education, Health and Care Plans (EHCPs), and we work closely with families to help every child thrive.

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## **1. What is SEND?**

A child or young person has Special Educational Needs (SEN) if they need additional or different support to help them learn.

All pupils at Oakwood Academy have an **Education, Health and Care Plan (EHCP)**

This means their needs have been identified by the Local Authority and specialist provision has been agreed.

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## **2. The Types of Needs We Support**

Oakwood Academy supports pupils with a range of needs, including:

### **Communication and Interaction**

- Autism Spectrum Condition (ASC)
- Speech and language difficulties
- Social communication needs

## **Cognition and Learning**

- Moderate learning difficulties
- Dyslexia
- Dyspraxia

## **Sensory and Physical Needs**

- Visual or hearing impairments
- Processing difficulties
- Epilepsy
- Physical disabilities

Many of our pupils have more than one area of need.

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# **3. Who Supports My Child?**

## **Heads of Year (SENCOs)**

At Oakwood Academy, each year group has a Head of Year who also acts as the SENCO. They:

- Coordinate support
- Monitor progress
- Liaise with families
- Work with outside professionals

## **Teachers**

Teachers are responsible for:

- Planning high-quality lessons
- Adapting learning
- Tracking progress
- Working closely with teaching assistants

## **Teaching Assistants**

We have a large, highly trained team of Teaching Assistants (including 8 HLTAs) who:

- Support pupils 1:1 where required
- Deliver interventions
- Support emotional regulation

- Help pupils access learning

### **Inclusion & Pastoral Team**

- Inclusion Manager
  - Learning Mentors
  - Disability Advisor
  - Counsellor (2 days per week)
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## **4. How Do We Assess and Monitor Progress?**

We carefully track progress in a range of ways:

- Reading, spelling, phonics and maths baseline assessments
- B Squared assessment framework
- Oakwood Learning Stages
- Point in Time Assessments
- Teacher assessments
- EHCP outcome reviews

EHCPs are reviewed **at least once per year**.

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## **5. How Are Parents Involved?**

We believe parents are key partners.

You can expect:

- Interim reports
- An annual written report
- An annual EHCP review
- Regular phone calls or messages
- Opportunities for informal meetings
- Home visits where appropriate

You can contact us at any time if you have concerns.

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## 6. How Are Pupils Involved?

We make sure young people have a voice in their education.

We:

- Gather pupil voice each term
- Involve pupils in EHCP reviews
- Review targets termly
- Encourage participation in School Council

Preparing pupils for adulthood is a key priority.

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## 7. Our Approach to Teaching

High-quality teaching is at the heart of everything we do.

We use:

- Differentiated teaching
- Small group work
- 1:1 support where needed
- Visual supports
- Pre-teaching of vocabulary
- Longer processing time
- Adapted resources

### **Interventions Available**

- Read Write Inc Phonics
  - ELKLAN
  - ELSA
  - Counselling
  - Animal therapy
  - Sensory room provision
  - Bespoke support in our SMART Room
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## 8. Support from External Professionals

We work closely with:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- CAMHS
- School Nursing Team
- Specialist Advisory Teachers

All external support is coordinated through EHCP reviews and multi-agency meetings

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## 9. Emotional & Social Development

Emotional wellbeing is central to learning.

We support this through:

- Personal Development curriculum
- Zones of Regulation
- Nurture principles
- Lego therapy
- Mindfulness
- Learning mentors
- Counselling
- Trauma-informed practice

We have a **zero-tolerance** approach to bullying.

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## 10. Transition Support

Transitions are carefully planned.

We support pupils by:

- Holding transition meetings
- Sharing key documents
- Providing enhanced visits
- Using social stories and transition booklets
- Working with colleges and post-16 providers

- Supporting independence and life skills
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## 11. Equipment & Accessibility

We provide specialist equipment when needed, including:

- Communication devices
- Sensory equipment
- Adapted seating
- ICT aids
- Accessibility adaptations (lifts, ramps, grab rails)

Our Accessibility Plan is available on request

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## 12. Enrichment & School Life

All pupils can take part in:

- School trips
- Residential visits
- Clubs
- Sports day
- Performances
- Workshops
- After school clubs
- Extra tuition

We make reasonable adjustments so no pupil is excluded due to their needs

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## 13. If You Have Concerns

Your first point of contact is:

1. Form Tutor / Class Teacher
2. Head of Year
3. Assistant Headteacher
4. Head of School

You may also follow the school's formal complaints procedure if needed

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## 14. Further Support for Parents

- **Salford Information, Advice and Support Service (SIASS)**  
0161 778 0343  
[siass@salford.gov.uk](mailto:siass@salford.gov.uk)
- **Salford Local Offer**  
<https://mycitydirectory.salford.gov.uk>
- **Contact (national charity for families with disabled children)**  
<https://contact.org.uk>

