



Oakthorpe Primary School

SEN Information Report

Adopted by the Governing Body Teaching and Learning Committee

Date: 27th September 2025

Signed Chair: Mrs Nuala McNeely

Headteacher: Mr Wheeler

To be reviewed: Annually

Oakthorpe Primary School SEN Information Report

October 25

If you require this page adapted or would like to discuss the contents of this policy, please contact Mrs. Sefer or Mrs. Sesto on 0208 807 4689

About our school:

Oakthorpe Primary school currently has 438 pupils on roll, aged four to eleven years old. Our admission arrangements for children with SEND are in line with Enfield admissions policy which can be found at www.enfield.gov.uk/admissions

Our Ofsted rating

December 2024 'Oakthorpe Primary School has taken effective action to maintain the standards identified at the previous inspection' Good for overall effectiveness.

External Inclusive Awards

Oakthorpe continues to hold the highest Inclusion Quality Mark award for inclusion: Flagship status and have been reaccredited annually since 2014.

Extracurricular activities

We offer a range of extra-curricular activities/clubs run by outside providers at a reasonable cost. Every half term children receive a copy of our club program.

How we support children with Special Educational Needs or Disabilities (SEND)

At Oakthorpe Primary School we strive for excellence for all our children. We want **all** our children to:

- Participate wholly in their community
- Be prepared for life after school
- Be confident individuals and responsible citizens We aim to help **all** children achieve this by:
 - Working closely with parents/carers
 - Being positive/celebrating what children can do
 - Promoting pupil voice
 - Providing an ethos of trust and support
 - Having high standards and expectations
 - Taking a creative and personal approach
 - Being vigilant to bullying and discrimination [Anti-Bullying Policy](#)

- Supporting Looked After and Previously Looked After Children with SEND – SENCo is LAC designated teacher [Looked After Children Policy](#)

We strive to ensure that all children have the opportunity to succeed and enjoy learning. We believe one of our most important roles in supporting children with SEND is to foster independence skills. Children have opportunities to work independently of adult support in order to develop life skills which are vital to their next transition stage. This is an important part of helping them prepare for adulthood (PFA) and achieve their PFA outcomes of Employment, Independent Living, Community Inclusion and Health.

How we know if a child/young person has special educational needs (SEN)

This can be through different routes which could include:

- Parents raising concerns
- Early identification when children do not make the expected progress in learning or well-being despite first class teaching. Class teachers complete SEN Team referral forms when they have concerns. The SEN Team meet to review these.
- Information passed on to us from previous settings or external services

As a result of the above information the SEN Team will carry out assessments and observations to inform the Assess, Plan, Do, Review process. This enables us to think holistically about children and identify needs, set outcomes, provide quality first teaching in class and offer support/interventions as needed. A period of time is then given to implement the above before reviewing progress again.

Parental involvement

At Oakthorpe we recognise that parents are their child's first teachers and can provide a wealth of information to school about their children.

We have an open door policy and parents are encouraged to speak to a member of staff quickly if they have concerns regarding their child. Parents can:

- Speak directly to the Class teacher at the door
- Make an appointment for a longer discussion
- Speak to our Parent Support Advisor
- Meet with the Class teacher and SENCo together

A meeting will always be offered to parents with the best person to listen and respond to concerns.

We recognise that parental involvement and support is one of the key factors to a child's success and enjoyment at school. We provide opportunities for parents to co-produce SEN Provision by:

- Attending coffee mornings and information sessions with the SENCO, SEN Team and Parent School Advisor
- Evaluating Annual Reviews and undertaking surveys/feedback
- Parent surveys and meetings

How we support children with Special Educational Needs or disabilities (SEN/D). What we do to help children/young people with special educational needs

All children need to feel safe, happy and valued at school in order to learn, progress and develop their well-being.

Relationships are the key to the success of inclusion. Our staff are committed to working closely with parents and professionals to ensure the best outcomes for our children. Oakthorpe Primary School is a happy and welcoming environment.

[Provision Map](#)

This indicates the range of provision/support/equipment and additional programs that are available to support children with SEND. This can be viewed on our website alongside this SEND offer.

Evaluating provision

It is important that any provision put in place to support your child is successful and makes a difference to their learning and well-being. If your child takes part in an intervention to support them, an intervention plan will be written. It will include the following:

- Agreed outcomes
- Review date

How we adapt our teaching for children/young people with special educational needs

All children are individuals. Adaptive teaching is high-quality teaching based on high expectations; providing learners with the opportunity to meet expectations. Examples of this include:

- Range of curriculum materials e.g. large text/Chromebook access
- Equipment e.g. coloured exercise books/lenses
- Seating arrangements e.g. sit nearer the front/away from distractions
- Groupings e.g. supportive groups/working with a partner.
- Breaks e.g. needing to move between tasks/refocus and refresh

Children therefore have the best possible opportunity to learn and progress regardless of their starting points.

How we decide what resources we can give to a child/young person with special educational needs

The Local Authority sets the annual SEN budget for the school. Additional money may be allocated on a child's Education, Health and Care Plan if the Local Authority has agreed that the child requires one.

We: listen to the views of parents, staff and children via school questionnaires, individual surveys, formal meetings and informal conversations

- Respond to the needs of individual children
- Audit the provision already in place through annual external school evaluation
- Meet regularly in order to review and plan provision for children with SEND
- Purchase Educational Psychologist time for children for whom we require additional advice
- Commission external audits to celebrate good practice and also identify ways to improve practice e.g. SEN review day and IQM day

How we increase the extent to which pupils with disabilities can participate in the curriculum/ access the physical environment and written information (Accessibility Plan summary – full policy available on school website)

During the academic years 2025 – 2026 we will improve our access for disabled pupils to the curriculum/physical environment/written information to:

- Improve access to the physical environment by renewing the external yellow painted lines and increasing outdoor learning
- Use the Autism Education Trust materials to support children educated within our SRP

How we check that a child/young person is making progress and how we keep parents informed

Pupil's progress is constantly kept under review and monitored through:

- Tracking academic levels and progress
- Reviewing outcomes of interventions and support
- Evaluating the impact of SEN Support Plans and Education, Health and Care Plans
- Discussions with children, teachers and parents

- Observing practice

We would expect children to make progress through any additional interventions or support and should a planned intervention not lead to the desired outcomes for any child, an alternative approach will be considered. Parents are kept informed of the progress of their child in a variety of ways including:

- Scheduled reviews
- Formal and informal discussions
- Parent evenings and consultation meetings
- SEN Support Plans (LSPs)
- Sharing general medical updates and signposting parents to services via email and text bulletins
- Using signs and modifications to pupil surveys to increase pupil voice

Support we offer for children's/young people's health and general wellbeing

We recognise that for children to learn and progress they must firstly be settled, happy, feel valued and safe in their environment. We aim to ensure all children enjoy school and are able to attend. We place a whole school emphasis on the importance of good relationships and communication and are committed to children's well-being through:

- A commitment to inclusion by all members of staff
- Whole school training and support for parents and children via MyMe (My Mental Health Enfield/Mental Health in Schools Team)
- SENCO is the DSL/SMHL (Designated Safeguarding Lead and senior Mental Health Lead) who attends half termly Enfield network meetings and termly supervision sessions.
- Speech and Language Leads, mental health first aider and an emotional well-being Lead.
- Working closely with professionals e.g. school nurse, parents and staff meet to draw up Health Care Plans for individual children
- Purchasing support via the Educational Psychologist Service and working with ECASS
- Building our expertise supporting children with medical needs e.g. diabetes, sickle Cell, asthma and allergies requiring an Auto Immune Injector (EPIPEN or other)

- Being aware of increased risks of Child on child abuse or bullying of pupils with SEN and disabilities. Members of the inclusion team speak to children with SEND about bullying using the pupil voice format.

Arrangements for consulting young people with SEN and involving them in their education

We recognise that for children to learn and progress they must have a voice. We use a variety of person centred and child friendly formats to gain their thoughts and feelings. These include Talking Mats, conversations, surveys, drop ins and self-referrals to our Learning Mentor. Timings will vary according to need.

Specialist external services we use when we think extra help is needed including Social Care, Local Authority and Voluntary organisations (access can be subject to referral, meeting defined criteria and funding)

- Educational Psychology Service (EPS)
- ECASS Speech and Language Service
- Child and Adolescent Mental Health Service
- Enfield young carer's service
- MyMe/MHST referrals for parents to support mental health and well-being of children
- School nurse
- Social Care, Grief Encounters, Enable, Specialist hospital nurses, Family Based Solutions
- Advisory teachers for the deaf
- Russet House specialist advice service for children with Autism or social communication difficulties (EASA)
- Advice and training from the outreach services from Enfield special schools such as West Lea and Waverley

Current Staff expertise and training

- SRP network training
- ELKLAN trained Speech and Language Leads/Specialist Teaching Assistants
- Learning Mentor support and supervision
- Mental Health First Aider
- Speech and Language Lead training: Developmental Language Disorder

- Supporting children with eating difficulties/rigid eaters
- MyMe: understanding Anxiety

How we include children/young people in activities and school trips

We start from the premise that all children should be able to access the whole school offer. If a child with special needs and/or disabilities requires more careful planning in order to attend a trip or activity; a risk assessment will be drawn up with parents to consider any modifications that can be made such as additional support, equipment or training. Where possible we will try to provide these.

How we adapt our school environment for children with:

Visual impairment

Many areas are accessible for children with visual impairment. In KS2 this includes visually supportive corridor colours, coat pegs, class and support room lighting, halls and yellow lines on playground. We have experience of using equipment which supports curriculum access.

Hearing Impairment

We have experience of individual radio aid systems, hearing aids and sound supportive environments. We have worked with the Teachers for the deaf.

Autism

We hold termly coffee mornings for parents of children with SEND. At these meetings school procedures and practices are constantly reviewed to ensure they are fully supportive of children and parents with special educational needs. We have a number of very supportive parents who would be willing to share ideas and their experience with any parents of children with autism. We have experience of modifying the curriculum, delivery and environment for children with Autism.

We run a LA funded KS2 Specialist Resource Provision (SRP) for children with complex needs including Autism, called Little Oaks. More information, including policy is available on the school website. If you would like to discuss this further, please contact Mrs Sefer.

Physical, sensory and medical needs

Our environment has ramp access to the whole school via the KS2 entrance, KS1 playground, Foundation stage playground and year six block.

Unfortunately, there is no direct access to the main office due to the steep nature of the entrance. However, the KS2 playground access is accessible to the office. A plan could be drawn up to enable a child to temporarily use a wheelchair on our premises, however the narrow doors and corridors would make permanent access for a wheelchair more difficult. This is kept continuously under review by the Governing body via our accessibility plan. We have staff trained in peg feeding and supporting children with dietary needs.

How we prepare children/young people for joining our school and leaving our school/Transition and Preparing for Adulthood (PFA)

We work with parents to ensure any transition is as smooth as possible for families and children by:

- Supporting additional visits by staff and children
- Passing on key information and arranging meetings before children transition
- Making links with parents of children with SEND at play sessions through the Summer Term prior to joining us

Who to contact for more information/ discuss a concern/complaints procedure

To gain more information on any of the information covered in this SEND information sheet please contact the SENCo Mrs. Sefer on 0208 807 4689, or email the school office at office@oakthorpe.enfield.sch.uk

Oakthorpe SEN Governor is Ms Reshma Chandrani; please ask at the office to make an appointment.

For concerns regarding your own child please speak directly to your child's class teacher in the first instance.

For information regarding Enfield's provision for special educational needs and disabilities please go to: [Enfield SEND offer](#)

For independent parent support please contact

- SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service) at sendiassenfield@centre404.org.uk. 07494280063
- EPC (Every Parent and Child – supporting local families) Community House, 311 Fore Street, London N9 0PZ. 020 8373 6243. enquiries@epandc.org.uk or Google enquiries@epandc.org.uk

For our [Accessibility Plan](#) please refer to website.

We welcome comments on this policy: ssefer@oakthorpe.enfield.sch.uk

This policy is reviewed annually.