



OAKLANDS CATHOLIC SCHOOL **AND SIXTH FORM COLLEGE**

With delegated responsibility from the

Edith Stein Catholic Academy Trust

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT On Academic Year 2024-2025 PUBLISHED SEPTEMBER 2025

The information set out in this report is in accordance with the Special Educational Needs Regulations (Clause 65) and further guidance provided in section 6.75 of the Revised SEN Code of Practice 2015

See also Oaklands Catholic School's [Inclusions and Special Educational Needs Policy](#)

Mission Statement

Community: No one gets left behind

Unity: United by the cross

Opportunity: Potential for greatness

We believe that the essential nature of Oaklands Catholic School and Sixth Form College is one where education and formation occurs for all, in Christ.

Therefore, the transmission of Gospel values is integral to the distinctiveness of our school community.

At Oaklands we strive to live as a Catholic Christian community. We celebrate unity and embrace opportunity. Our students are formed in their faith to recognise and fulfil their potential in the service of Christ and educated to become disciples who inherit the mission to transform society into a more just and loving place.

This SEN Information Report outlines the way Oaklands Catholic School implements its Inclusion and SEND Policy and provides an update on SEND provision for the academic year 2024-2025

1.0 Defining Principles - *UNITED BY THE CROSS*

Oaklands Catholic School is a mainstream secondary school with Sixth Form College. We strive to be an inclusive school with a strong sense of community. We apply our best endeavours to provide an inclusive ethos, systems of early identification of any barriers to learning and participation, and by having high expectations for all students.

“Our work at Oaklands is guided by the Gospel values of faith and integrity, dignity and compassion, humility and gentleness, truth and justice, forgiveness and mercy, purity and holiness, tolerance and peace, service and sacrifice, respect and responsibility. These values are nurtured and integrated into our work.” (Oaklands Values Statement)

2.0 Who is responsible for Special Educational Provision?

Our SENCO has overall responsibility for coordinating provision for students with additional needs but we recognise that the provision of appropriate support for all students, including those with SEN, is the responsibility of all members of staff.

Special Educational Needs Co-ordinator (SENCO)

Mrs Tracey Rowsell

023 9225 9214 or direct line 023 9224 8048

t.rowsell@oaklandscatholicschool.org

In accordance with the Code of Practice guidelines, a member of the Governing Body has special responsibilities for SEN.

The current SEN Governor is Miss Joanne Webb

The current Chair of Governors is Dr Elizabeth Cluett

3.0 What to do if you think your child may have special educational needs

- 3.1 If you believe your child has, or may have, a special educational need, you should contact our SENCO to discuss your concerns. You may also wish to discuss initial concerns with your child's tutor.
- 3.2 In addition, we also employ a Safeguarding and Welfare Manager as well as members of the pastoral team who are available to offer guidance and support and can help signpost avenues of additional support if needed.
- | | |
|----------------------------------|------------------|
| Safeguarding and Welfare Manager | Mrs Jane Standen |
| Pastoral Support | Mr Scott Miller |

4.0 Whole School Approach to Teaching and Learning

- ✓ High Quality Teaching and Learning – all teachers are responsible for the learning and progress of every child in their class, including those with SEND.
- ✓ An inclusive, differentiated and personalised approach to enable all learners, including those with SEND, to engage with all aspects of school life.

5.0 How we identify students with Special Educational Needs

- 5.1 All members of staff understand they have a commitment to support all students whether or not they have additional needs or a disability. Teaching staff actively work with the Learning Support Team to identify any barriers to learning and ensure that each individual achieves their potential.
- 5.2 Students are identified as having a possible SEN need through:
- ✓ Continual monitoring of progress by subject teachers and Heads of Department.
 - ✓ A graduated Assess, Plan, Do and Review system starting at the monitoring stage, through to SEN Support and Education, Health and Care Plans for students who are not **making expected progress**.
 - ✓ Information provided by feeder schools
 - ✓ Below national average performance literacy and numeracy judged against level descriptors/peers
 - ✓ Standardised screening or assessment tools
 - ✓ Information from parents
 - ✓ If a pupil is identified as having SEND (according to the criteria laid out in the SEN support document from Hampshire County Council) and the SENCO identifies that they meet the criteria of requiring support “different or additional to” our universal offer of good quality first teaching to SEN SUPPORT. then their name will be added to the SEN register at SEN Support. The aim of any additional provision is for the child to achieve age expectations, so once they reach this threshold they may be removed from the school’s SEN register.
 - ✓ There are many barriers to learning that all pupils may face at some point during their time at school. All teachers are expected to consider the individual learning needs of all pupils, and make changes to their approach to ensure they achieve. If a teacher has further concerns, they can seek the advice of the Learning Support team.

6.0 SEN Breakdown of Provision and Needs for 2024-2025

During 2024-2025, just over 12% of our students were identified as requiring support additional to or different to that provided for the general cohort. Another 23% were at the monitoring stage, meaning they would need some additional input or adaptations in the class, but this should be managed through good quality first teaching. The breakdown of students needing access to SEN Support was:

Year	EHCP	SEN Support
7	9	27
8	6	37
9	6	24
10	9	25
11	6	25
Sixth Form	1	15
Total	37	153

No one is left behind.



7.0 SEND needs generally fall into four broad categories:

Communication and interaction needs; including speech and language needs and ASD (Autism) needs

Cognition and learning needs; including moderate learning difficulties, severe learning difficulties, dyslexia, dyspraxia and dyscalculia

Social, mental and emotional health needs; including ADD, ADHD and Anxiety Disorder

Sensory or physical needs: including physical disability, hearing and visual impairment

7.1 In 2024-2025 the breakdown of SEN Type at Oaklands was:

Cognition and Learning = 31%

Communication and Interaction including those with ASC = 29%

Physical and Sensory = 11%

Social, Emotional and Mental Health including those with ADHD = 29%

This shows an increase in the number of students with SEMH and Sensory needs over last year's breakdown.

2024-2025 Profile		% of SEN
Autistic Spectrum Condition	46	24%
Social, Emotional & Mental Health	39	21%
Sensory Impairment	3	1%
Moderate Learning Difficulties	26	15%
Specific Learning Difficulties	31	16%
Physical Disabilities	10	5%
Speech, Language and Communication	9	5%
ADHD	16	8%
PD/Medical	10	5%
Total	190	

8.0 What is our approach to teaching pupils with special educational needs - how do we adapt our curriculum?

- 8.1 In accordance with our Mission Statement, we value the abilities and achievements of all our students. All subject teachers and tutors are responsible for identifying students with SEN and, in collaboration with the SENCO, will ensure that those students requiring different or additional support are identified at an early stage as part of our graduated approach to intervention. We are committed to providing the best possible environment for learning.
- 8.2 It is expected that the needs of the majority of SN pupils can be met through a mainstream curriculum, with teacher planning taking account of starting points and progress made. Teachers will provide an adaptive curriculum appropriate to the individual's needs and ability. Teaching styles and flexible groups will reflect this approach. Schemes of work reflect whole school approaches to teaching and learning and take account of any special educational needs.
- 8.3 Differentiation, and Quality First Teaching strategies are central to our professional development programme and inset sessions are held to ensure staff are informed about current research and equipped with the skills to support good practice in the classroom. A check list of Quality First Teaching Strategies is provided to all teachers to help with planning appropriate adaptations to resources and teaching methods. A whole school approach to adaptive teaching strategies has been linked into our CPD and school improvement plan to be implemented over the next three years.

8.4 The SENCO is responsible for ensuring teachers:

- understand a child's needs
- are trained in meeting those needs
- have support in planning to meet a child's needs
- ensure the quality of teaching for pupils with SEND, and that provision across the school is efficiently managed.

8.5 Some children may require additional support to make progress across the curriculum, because they are significantly below the expectations for their age. Then, the SENCo is responsible for organising intervention for an individual or small group of pupils, which might include one of these provisions, for example:

- Additional adult support in the classroom
- Withdrawal from some lessons in small groups for pre-arranged sessions with LSAs. Sessions might include: handwriting, reading, numeracy, study skills, organisation
- Students may be withdrawn for frequent, but short term, 1:1 sessions with either the SENCo or a qualified LSA. Programmes are highly structured, multi-sensory and aim to ensure the learner progresses at double ratio gain (for example, makes 12 months' progress in a 6 month period).
- Disapplication – if long-term intervention is needed, a pupil can sometimes be disapplied from a subject on the national curriculum, in order to allow time for intensive support with learning.

9.0 What additional support for learning is available to pupils with special educational needs – how is the level of support decided?

9.1 Assessment of additional need focuses upon four factors: the child's learning characteristics, the learning environment, the tasks and activities undertaken and the teaching style. The progress of SEND learners in all subject areas is tracked and monitored continually, and progress is compared to the progress made by the non-SEND peers of these pupils. Appropriate intervention can then be put into place at the appropriate time.

9.2 In Class Support - subject teachers make use of a range of teaching strategies to ensure students with SEN can access the curriculum. These include the use of key words, task sheets/learning maps, writing frames and differentiated resources designed to scaffold learning and help students make progress.

Our SENCO allocates LSA support to classes on a needs-led basis following consultation with the subject teacher. An LSA can provide additional clarification and opportunities for pre and post learning within the classroom although it is acknowledged that teacher input and an adaptive approach is the most appropriate intervention in the classroom. Any LSA will work under the direction of the subject teacher to help individuals or small groups access the class resources if they feel this is necessary.

9.3 St Christopher's Provision . St Christopher's adopts a whole-child approach to learning and provides a space where students, particularly those who are neurodiverse, can be supported to regulate their emotions and behaviour and also have a quiet place to learn. This time-out facility is focused in JP11 with a regulation area outside where students can be supported to regulate their emotions prior to returning to lessons.

The Study Support Centre within St Christophers (J14/Excel) includes structured intervention Programmes as well as individual bespoke support sessions.

Intervention sessions are planned on a needs-led basis and students who have standardised scores of below 85 or have a specific learning or social and emotional difficulty, will access this form of intervention as deemed appropriate by the SENCO.

9.4 This year, additional provision for students on our additional needs register has included:

- **Communication and Interaction** – ELKLAN intervention, Specialist Teacher Adviser input from the CAL team and Hearing Impairment team. Specialist Outreach mentoring sessions
- **Cognition and Learning** – dyslexia screening, Spellzone intervention, small group and 1-1 intervention sessions, dyslexia toolkit, use of ICT, 1-1 support (reader/scribe), paired reading, precision teaching, revision and study skills session
- **Social, Emotional and Mental Health** – Lego therapy, safe zone for break and lunch, including access to our Sunflower Garden, nurture room, project work, additional transition, mentoring, 'chill n chat' sessions, gardening project, Friends for Life, Social Use of Language, Zones of Regulation
- **Sensory and Physical Needs** – PE support, environmental adaptations, personalized curriculum, note-taking system, physiotherapy sessions, reduced timetable and EBO.



Our Nurture Room (J12) also offers group and individual ELSA style sessions where the focus is on developing emotional literacy and resilience. There is also a safe haven/ games club for vulnerable students at break and lunch time and before school.

Homework Support - Learning Support Assistants operate a homework support club during break, lunch periods and after school on a Monday, Tuesday, Wednesday and Thursday. This support is available in JP14 from 3.30 to 4.35pm.

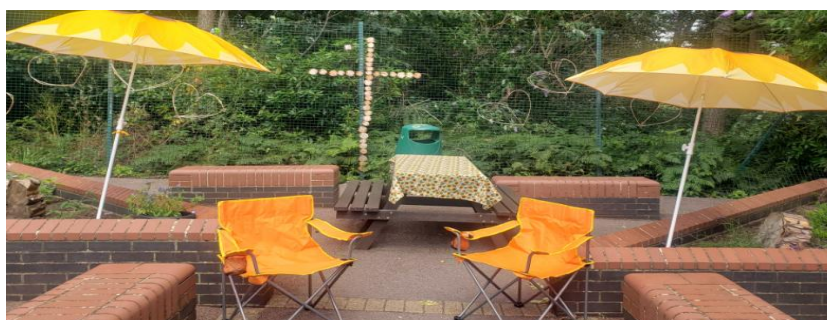
Good Morning Club - Programmes to support spelling, handwriting and numeracy. If your child has difficulties in any of these areas they are welcome to attend the morning support groups between 8.30 and 8.50am in JP14. These sessions can also be used for the completion of homework with support.

Study Support - On a Monday, Tuesday, Wednesday and Thursday evening, we operate a drop-in study support programme. Students can self-refer and receive help with revision and exam technique.

Study Skills Development - Throughout the year we offer a series of Study Skills courses. These cover techniques for answering questions, time management and revision techniques as well as how to cope with stress and manage anxieties.

Access to Technology - If your child has a specific difficulty you will be invited to discuss possible alternative recording methods such as use of a laptop. You will have an opportunity to discuss these options at our SEN Parent Review sessions.

Sunflower Garden – A quiet place to spend break and lunch. This area is also used for intervention sessions focussing on team building and project work.



10.0 How do we evaluate the effectiveness of our provision for pupils with special educational needs?

What are our arrangements for assessing and reviewing the progress of pupils with special educational needs?

10.1 Your child's progress across the curriculum will provide primary evidence for the success of any SEN provision and this will be analysed carefully alongside our whole school system which includes:

- Data collection each term, from all teachers, showing the current level of attainment of all the pupils they teach. This means that teachers and Heads of Department in each subject area can track the progress of pupils across the school year and intervene if pupils experience difficulties or are not making the expected levels of progress.
- In the case of intervention programmes progress is reviewed every half term, which might include testing or screening. These programmes are reviewed by the SENCo and Assistant SENCO, who use the information to plan and design the next half term's intervention programme.
- In-class additional support is reviewed regularly at the Learning Support Team meetings and at department meetings. LSAs and teachers work together on a day-to-day basis, planning and reviewing lessons. Most LSA support in class is provided for a specific period to help foster independence.
- Teachers are observed by senior leaders and line managers as part of our scheduled Learning Walks. The deployment of additional adults in the classroom and the progress of pupils with additional learning requirements are part of the Teacher Standards, against which the quality of teaching is measured.
- At the start of Year 7, pupils are screened for reading, spelling and maths skills. This allows us to identify when they may need further support, intervention or additional assessment to detect any underlying difficulties.
- Year 7 pupils undertake a series of CAT (cognitive ability) tests. These tests give teachers and learning support staff another important set of baseline data to work from.
- The school's positive behaviour management system (ClassCharts) provides parents with information about how well a pupil is engaging with the learning opportunities on offer and provides pastoral staff with evidence for how well a child is learning at school.
- Regular intervention meetings between Head of English, Head of Maths, SENCO and members of the Senior Leadership Team
- Evidence obtained from the SEND Champion through discussion and observations within each curriculum department.
- Analysis of individual intervention programmes to determine effectiveness of the scheme.
- Regular progress reviews with two progress reports sent home during the course of the year. These reports include a progress tracker so you can see how much progress has been made over time. Our SENCO is also present at all parent evenings and you are welcome to make an appointment to discuss any concerns or discuss provision.
- Termly SEN review meetings are held each year to discuss individual progress and support strategies with keyworkers or the SENCO and members of the Learning Support team. Your child will also be invited to contribute to the review process.

11.0 What training have the staff supporting Special educational needs had or have access to?

- 11.1 Part of the SENCO's role in school-based INSET is to develop awareness of resources and practical teaching strategies for use with SEN students. At the beginning of each academic year, the SENCO provides a comprehensive briefing on current SEN issues.
- 11.2 Training on inclusion and special educational needs is provided by:
- Our SENCO delivers training on all areas of SEN using the Inclusion Development Training Programme as well as information obtained from outside agencies and the National Association of Special Education Needs (NASEN)
 - First Aid courses
 - Training led by Speech, Language and Communication Specialist Teachers.
 - Training on Autistic Spectrum disorders and ADHD led by Outreach worker from local Special Behaviour Unit.
 - Training led by Specialist Teacher Advisers to support provision for students with physical and sensory issues.
- 11.3 All staff are encouraged to attend courses that help them to acquire the skills needed to work with SEN students as well as safeguarding vulnerable children.
- 11.4 All members of the Learning Support Department are encouraged to complete training courses which meet the criteria of the school and Department Development Plans which reflect the needs of students with special educational needs. As well as whole school training, Learning Support staff undertook individual SEND training in 2024-2025 in the following areas:
- Hearing Impaired Training to support Note-taking system for key stage 5.
 - Physiotherapy Support – training of keyworker team to support physiotherapy sessions for individual students.
 - Safeguarding – Keeping Children Safe (focus on SEN)
 - Exam support for Readers and Scribes – External provider
 - Speaking and Drawing Therapy
 - Maths for key stage 3 intervention..
 - Zones of Regulation
- 11.5 Whole school awareness and training is addressed through dedicated Inset time and the SEN Champion will liaise regularly with the SENCO in order to advise subject specific colleagues on individual strategies. The focus for the next three years is on developing classroom practice and adapting teaching styles and resources as needed.

12.0 How accessible is the school both indoors and outdoors?

- 12.1 **COMMUNITY: NO ONE GETS LEFT BEHIND:** Oaklands Catholic School is a place where:
- All who learn and work have the opportunity to participate fully and achieve their full potential with appropriate support where necessary.
 - Physical, social and economic barriers to access are minimised
 - The environment is welcoming and supportive.
 - Everyone accepts their responsibility to uphold equality and show respect to others.
 - All complaints of any strand of equality are investigated and appropriate actions are taken.
- 12.2 As detailed in the school's *Equality Policy*, some of the school buildings preclude economical or even feasible modification for wheelchair users. The Sixth Form College building and JP11 block includes extra wide doors and corridors as well as accessible toilet facilities and a lift to the upper floor and in 2019-20 additional accessible facilities were installed in Newman and Romero blocks. Every effort will be made to include students with physical disabilities wherever structures and building constraints allow, subject to any risk assessment deemed necessary.

- 12.3 We have rise and fall tables installed in our technology and science departments to help support students with physical difficulties. We also have access to the specialist teacher adviser team who will visit and assess the need for additional resources to support any disability. This includes the provision of adapted equipment in our technology department to support students with physical and sensory impairments.
- 12.4 We have disabled parking bays at various points around the school including in front of our Sixth Form College and main reception area. Our school *Equality Policy* provides more detail on the accessibility of our site and curriculum.
- 12.5 Assistive Technology is currently being introduced for individuals with an identified need in order to support access to the curriculum. This includes voice to text software, predictive text and reading pens.
- 12.6 If you have accessibility issues, please let us know and we will work with you to try and overcome any barriers you may experience. See our Equality Policy for further information about our commitment to equality.
- 12.7 For students with physical disabilities, an Individual Health Care Plan and Risk Assessment is produced highlighting the specific support needed to ensure a student's needs are met. This document also includes procedures to be followed in the event of an emergency (Personal Emergency Evacuation Plan - PEEP).

13.0 How we listened to the views of students/ parents

- 13.1 Parents' Review meetings – both whole school and specific SEND Review meetings held termly. In the summer term, parents of new Year 7 students are invited into school for a transition afternoon to talk about support, and share concerns prior to their child starting at Oaklands. This event was very well attended in July 2025, with 43 families joining us for the afternoon event.
- 13.2 Assess, Plan, Do, Review of Student Passport and Plan. Termly update of what student and parents want teachers to know about support needed. Parents and students are asked to contribute to the learning profile.
- 13.3 Annual Review Meetings – these are conducted in a student focused manner for all students with EHCPs. The student is asked to contribute both a written review of what is going well/what needs improving as well as playing a full part in the review meeting. Similarly, parents can provide a written summary of how they feel things are going and the support they feel is needed moving forward.
- 13.4 Team around the Child/Family Meetings. As required for a holistic approach to supporting families. These meetings are led by members of the pastoral team and are student focused. Students are always invited to play a role in these meetings so their voice is heard.
- 13.5 Email communication direct between SENCO and parent.
- 13.6 Open door policy in Learning Support for all students with SEN Support or with EHCP.
- 13.7 It is our SENCO's responsibility, in conjunction with student keyworkers and Heads of Year, to establish close links with parents of students with SEN although you may wish to make initial contact via your child/young person's Form Tutor. Details of tutor email addresses are provided at the beginning of the academic year and are also available on our website.
- 13.8 We actively encourage your involvement in identifying areas of need and helping us to understand your child/young person. You will be asked to contribute to proposed targets and provide feedback on progress and provision in place.

- 13.9 As part of our on-going assessment process, all students have regular progress reviews with two progress reports sent home during the course of the year and planned parent/teacher reviews for each year group. Our SENCO is available at all Parents' Evenings to meet with you to discuss your child/young person with additional needs. As well as bookable appointments, these evenings will also allow for drop-in sessions so they can fit around your other appointments.
- 13.10 In addition, three SEN/Intervention specific parent review sessions are scheduled each year to discuss individual progress and support strategies with the child's keyworker, SENCO or members of the Learning Support team. Your child will also be invited to contribute to the review process.
- 13.11 We also make available details of the Parent Partnership service (SENDIASS – <https://www.hampshiresendiass.co.uk>) available through the Local Authority.
- 13.12 We employ pastoral officers who can offer advice on all aspects affecting your child's emotional, physical or social well-being. Members of our pastoral team can offer you additional family support to deal with issues around your child's SEN at home and will attend meetings with you on request as appropriate.

14.0 How are young people with special educational needs consulted and involved in planning provision for their education?

- 14.1 Young people with special educational needs often have a unique knowledge of their own needs and we will actively seek their views about the sort of help they would like in order to make the most of their education. We encourage students to contribute to their learning and personal development plan by respecting their opinions and consulting with them about any concerns or proposed interventions. This includes the production of an Individual Learning Plan.
- 14.2 Your child will be encouraged to participate in all the decision-making processes and contribute to the assessment of their needs, the review and transition processes. This will be achieved through termly review of SEN Learning Plans with their keyworker and more frequent discussions with their linked LSA.
- 14.3 In addition, the SENCO provides an opportunity for all students with SEN to meet with a member of the Learning Support team (keyworker) regularly in order to discuss provision and review progress. This can be undertaken in person and via Team Chat facility.
- 14.4 Your child will also be supported by subject teachers and LSAs to identify their own learning style and preference and to develop independent study and life skills that recognise their strengths and qualities.
- 14.5 School Council/Pupil Voice is encouraged at our school and students are able to contribute to questionnaires gathering their views on different aspects of the school. Students with SEN are encouraged to be part of this process.

15.0 What transition arrangements are in place to support students with special educational needs?

15.1 In addition to our whole school transition programme led by the Head of Year 7 and members of the pastoral team, our SENCO will liaise with the SENCOs at our main feeder schools to ensure that a transition programme can be arranged for students with specific difficulties. This supplementary transition programme can include:

- Additional visit for students with either an EHCPs or who had been identified by primary schools as having significant needs. This enabled them to familiarize themselves with the school environment and also to meet with key members of the Learning Support team.
- Allocation of individual key worker to meet with student on induction day and in September
- Learning Support staff involvement with Summer School.
- Liaison with primary schools including visits to see student in familiar setting.
- Provision of a transition booklet with lots of visual aids and most frequently asked questions. See examples on the next page:

OAKLANDS CATHOLIC SCHOOL
Welcome to your new school!

 Hello, my name is Mrs Cunningham and I am Head of Year 7. I am really looking forward to you joining Oaklands in September 2021

 This is my Assistant Head of Year 7 – Mr Neil. He will be able to provide you with support during year 7. He also teaches PE.

Below are the names of the year 7 tutor groups and tutor. We have 8 tutor groups in each year group. You will receive a video postcard from your new tutor so you can get to know each other before you start in September.

Mr Leath	Mrs Broadway	Ms Draycott	Mr Semple
7 St Catherine	7 St Clare	7 St Dominic	7 St Margaret
Ms Kelly	Mrs Wilkinson	Ms Wrang	Ms Sykes
7 St Martin	7 St Stephen	7 St Teresa	7 St Vincent

 Mrs Bonnington is the Deputy Head and will also be part of the pastoral team who are all there to look after you and make sure you feel safe and happy.

 Mrs Rowsell is our SENCO and Head of Learning Support and she can help you if you have any difficulties at school with your learning or have any additional needs

This is our School Prayer. Can you learn this before you start in September?

Father, we pray as a Christian Community, to be open to the gospel message of Jesus. We value the uniqueness of each other and, in respecting and supporting one another, celebrate the gifts we bring. In unity and love we will reach out to those in need. Guide us as we work to make prayer, love, healing, peace and justice a reality within our school.

 I am worried about the amount of homework we will get. What if I get stuck and cannot keep up?

 We will give you a homework timetable so you know exactly what you need to do each evening. To start off with you will just have to do Core subjects and then gradually we will add in more subjects. This way you can get used to doing the homework.

 We use two online programmes – Microsoft Teams and Class Charts. These will help you keep track of your homework assignments and you will also be able to see how many positive behaviour points you have achieved each day.

 This also means you will be given your own email and online storage area with access to all the Microsoft Office software.

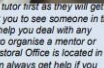
 But what if I still don't understand or if I have additional needs and struggle with learning. What can I do?

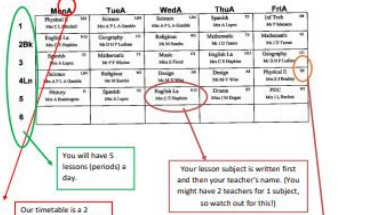
 Don't panic. We have a homework club at lunchtimes and after school where you can go and get extra help with homework.

 The Learning Support area is at the top of JP block and it is here you can get help with your learning either before school at Good Morning Club, Lunchtimes or after school. We can help you with homework tasks, spelling, improving your times tables or just be there if you need a quieter place to go at break or lunch.

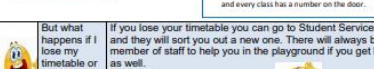
 This is where you will find Mrs Rowsell and the LSAs/Keyworkers who may support you in class.

 What if I need emotional support or am worried about something at home or with friends. Who is there to help?

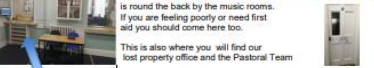
 It is always a good idea to talk to your tutor first as they will get to know you really well. They might ask you to see someone in the Pastoral Office as they are trained to help you deal with any worries you may have. They might also organise a mentor or friendship group to help you. The Pastoral Office is located in Student Services so you know you can always get help if you need it.

 Our timetable is a 2 week timetable. Week A (1) and Week B (2). Your planner will tell you what week it is so you go to the right lessons.

 Your lesson subject is written first and then your teacher's name. (You might have 2 teachers for 1 subject, so watch out for this!)

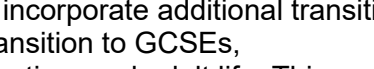
 This little pairing of a letter and number tells you what room you are in. Every block has a letter (e.g. White House=W) and every class has a number on the door.

 But what happens if I lose my timetable or cannot find my class? If you lose your timetable you can go to Student Services and they will sort you out a new one. There will always be member of staff to help you in the playground if you get lost as well.

 This is Student Services. It is in the White House and the entrance is round the back by the music rooms. If you are feeling poorly or need first aid you should come here too.

 This is also where you will find our lost property office and the Pastoral Team.

 If you are late to school after your first day, or need to sign out for any reason, you need to go to the attendance window.

 Don't forget to make sure all your uniform and equipment has your full name in it in case you lose it. Especially coats and PE kit!

If you have any questions regarding the information in this booklet, please email: L.rowsell@oaklandscatholic.school.org

15.2 For students with an Education Health Care Plan, Year 9 reviews incorporate additional transition planning as we begin the process of preparing for the student's transition to GCSEs, employment, Further Education, work-based training, Higher Education, and adult life. This includes access to independent careers advice.

15.3 Year 9 Options Evening – The SENCO is available prior to and during the Year 9 Options evening in order to offer advice and guidance on appropriate GCSE/Key Stage 4 curriculum path.

15.4 For Key Stage 4, we offer a number of curriculum paths to support individual learning including access to intervention programmes and entry level qualifications where available. For students with SEN there may be an opportunity to access some work experience, if considered appropriate for the individual.

15.5 Careers guidance is provided for all students, including those with SEN, and additional support with college applications and choices can be provided. This can also involve visits to apprentice providers to help students explore all options.

15.6 Consideration is given to all Preparation for Adulthood outcomes for students with additional needs including liaison with post-16 placements and raising awareness of financial, health and lifestyle options.

- 15.7 Colleges will use the information received from college applications and interviews to plan support and this will include contacting us for more information about provision at Key Stage 4. It is therefore essential that you include details of any support and exam access arrangement received at Oaklands on any application to college. The SENCO will also meet with the Learning Support team at our local colleges in order to ensure that all relevant support information is passed on.
- 15.8 If your child/young person has an Education, Health and Care Plan, it is important that you notify the SENCO about college applications/offers, in order that full sharing of information can take place and college staff can be invited to any Year 11 review. The level of support needed at college will be discussed at the Year 11 annual review in order that your child/young person's views are accurately recorded and the SENCO can support the young person and parents through the transition process. You will be able to contribute to the contents of this Plan including discussion of issues such as travel and additional support needed at home.
- 15.9 Our Sixth Form College can provide additional support as needed and all students with additional needs applying for our sixth form are invited to meet with the SENCO and Director of Sixth Form to discuss specific needs and support available.

16.0 What activities are available for pupils with special educational needs in addition to those available as part of the curriculum?

- 16.1 All children and young people are invited to join in with our extra-curricular activities including the Duke of Edinburgh Award and enrichment activities off-site. In certain circumstances it may be necessary to complete a Risk Assessment prior to any event in order to assess any risk to the child or others involved.

In addition, we provide a games club and safe haven in our Study Support Centre for your child during break and lunch periods if they do not wish to access the playground as well as a supported quiet area in our Sunflower Garden.

- 16.2 All students, including those with SEN and/or disabilities are actively supported to take part in all extra-curricular activities and clubs including off-site trips and residential visits.

17.0 What support is available for improving the emotional and social development of pupils with special educational needs?

- 17.1 We employ a qualified ELSA who runs individual and small group sessions to help students develop emotional resilience and social use of language designed to support self-esteem.
- 17.2 We offer the accredited self-esteem programme endorsed by the Educational Psychology team – FRIENDS. This programme is delivered for Year 7 students identified by the SENCO or Head of Year and can support the development of social skills and emotional resilience.
- 17.3 For a small group of students, identified by the SENCO in consultation with primary schools, Oaklands operates a series of Transition Group Meetings during the Summer Term. This enables emotionally vulnerable students to establish relationships and develop self-confidence before the main day visit for all prospective new students.
- 17.4 We have a fully staffed Student Services section that control and administer the use of medication. A separate policy on the administration of medicine is available on our website.
- 17.5 Our Student Services team can provide guidance on any personal care that may be needed and training will be given to staff to ensure that reasonable personal care needs can be met within school.

- 17.6 We provide regular feedback to parents on behaviour (positive/negative) through our ClassCharts App. This enables parents and students to see on a daily basis any issues that have occurred during the day as well as the positive feedback they have received from members of staff for engaging positively with the Oaklands Way.
- 17.7 We operate a tiered behaviour support programme and team around the child approach to providing behaviour support both in the class and, when deemed necessary due to high number of behaviour points, as part of a withdrawal programme. You will be kept informed of targets and progress made. Our trained Behaviour Support team will work with your child to recognise triggers to their behaviour and help them make good choices. (*see our Behaviour Policy*)
- 17.8 As well as the tiered approach we also help minimise the need for an external exclusion by using internal sanctions, short-term provision at another local school and encouraging reintegration to class and reconciliation between parties.
- 17.9 We operate a zero tolerance approach to bullying and actively encourage students to report all forms of bullying so action can be taken as appropriate. (*see our Anti-Bullying policy*)

18.0 Attendance

- 18.1 The SENCO works with the attendance team to monitor the attendance of students with SEND. Data is reviewed both holistically in comparison to whole school attendance data and individually so specific students can be tracked.
- 18.2 Attendance figures for this period:
- | | | | |
|----------------------|--------|--------------|-------|
| Whole School | 94.5% | FFT National | 91.3% |
| SEN Support Students | 88.9 % | FFT National | 86.1% |
| EHCP Students | 84.0% | FFT National | 80.0% |
- 18.3 Attendance data for students with SEND can be affected by those with Social, Emotional or Mental Health needs or medical issues that impact on attendance at school. This can include those with high anxiety issues who may need Emotionally Based School Avoidance (EBSA) intervention programmes and those with complex medical conditions which can flare up.

19.0 How the Governing Body involves other bodies, including health and social services, local authority support services and voluntary organisations, to meet the needs of pupils with special educational needs and their families.

- 19.1 External agencies can provide additional specialist assessments that can inform planning and give advice on the use of new or specialist strategies or materials. Referral to CAMHS may also be made after detailed discussion with yourself, your child/young person and other agencies as appropriate.
- 19.2 Links with Social Services when deemed necessary, will usually be established, in the first instance, by the Deputy Head, Family Support Worker or Head of Year, liaising with the SENCO as required. The Head of Year and/or Family Support Worker will usually provide written reports and attend case conferences, involving the SENCO as appropriate
- 19.3 We work closely with the Local Authority Specialist Teacher team and seek advice from their service on strategies to support individual needs.
- 19.4 We have a contract with the Educational Psychology team to provide guidance and this includes a limited number of assessments throughout the year.

- 19.5 We work with the Starlight Group, a specialist ASC outreach programme who can offer guidance and support for students on the autistic spectrum
- 19.6 We liaise closely with the Hampshire Specialist Teacher team including support for students with hearing impairment and language disorders.
- 19.7 We have regular workshops with the local Include Team who can offer a holistic support programme for families and students to support inclusion or help in obtaining a medical diagnosis if appropriate.
- 19.8 If your child has Special Educational Needs and you are concerned about provision, we may seek advice and/or training from the Specialist team in order to make reasonable adjustments and remove barriers to learning.
- 19.9 In consultation with the Portsmouth ND Team, we provide a ND Pathway Intervention designed to support students who may be diagnosed or awaiting a diagnosis of autism or ADHD. This intervention is designed to help students identify triggers and build a toolkit of strategies to use.

20.0 What support services are available to parents of pupils with special educational needs

- 20.1 The Hampshire Local Offer can be viewed via a link on our website and this will provide you with a wealth of services available to support you and your child. You can also access independent and impartial parental support and Hampshire Parent/Carer Network team for guidance on specific issues.
Hampshire SENDIASS - <https://www.hampshiresendiass.co.uk/>
- 20.2 For those who live within the Portsmouth local authority, you can also contact their **Independent Support Service** at <http://www.portsmouthparentvoice.org>

21.0 English as an Additional Language

- 21.1 Although students with EAL are not SEN, at Oaklands the management of the EAL register is coordinated by the Learning Support Department.

Year	Number of EAL students	% in relation to school population (1,158 approx)	% in relation to total number of EAL students (404)
7	82	7.08	20.3
8	82	7.08	20.3
9	67	5.78	16.58
10	87	7.51	21.53
11	86	7.42	21.29
TOTAL	404	34.87	100

21.2 There are **69 different languages** spoken amongst Oaklands students and their families:



**Table of Languages
2024-2025**

Language	Number of Students
Afrikaans	03
Akan	01
Albanian	02
Amharic	03
Arabic	07
Bengali	01
Bulgarian	02
Cantonese	10
Cebuano	02
Chinese	01
Chewa	01
Creole	01
Czech	01
Dutch	02
Estonian	02
Eswatini	01
Ethiopian	01
Ewe	01
Fante	03
Farsi	01
Fijian	02
Filipino	01
French	16
German	08
Ghanaian	02
Greek	04
Hindi	04
Hungarian	02
Hiligaynon	01
Ibanag	01
Igbo	07
Italian	14
Japanese	01
Kirundi	01

Language	Number of Students
Konkani	03
Kurdish	01
Lithuanian	01
Llocano	01
Luganda	01
Malayalam	85
Maltese	01
Mandarin	10
Mandigo	01
Nepalese	03
Ndebele	03
Polish	39
Patois	01
Filippino	01
Pidgin English	01
Polish	47
Portuguese	16
Romanian	26
Russian	14
Scottish	01
Shona	15
Sinhala	02
Slovakian	03
Spanish	15
Sri Lankan	02
Swahili	01
Swazi	01
Tagalog	39
Tamil	04
Telegu	01
Thai	04
Turkish	03
Twi	05
Ugandan	01
Ukrainian	01
Urdu	02
Vietnamese	02
Welsh	01
Yoruba	11

22.0 Exam Access Arrangements

- 22.1 There is a clear procedure for the assessment and application of exam access arrangements and the SENCo coordinates and conducts the assessment process to determine the most appropriate arrangement in accordance with JCQ Regulations and our Exams Policy.

22.2 In 2024-2025, Exam Access Arrangements were approved and in place for the following:

Year 11	31 students had access to additional time (an 85% increase on the previous year)
GCSE	15 students made use of a reader or reading pen
	18 students used a word processor with spellcheck disabled
	22 students had supervised rest breaks or a prompt
	5 students had access to a 1:1 scribe or needed a 1:1 room
	1 student needed a practica assistant
Year 13	10 students had access to 25% additional time
A Level	3 students used a word processor with spellcheck disabled
	0 student made use of a reader and reading pen
	5 students had supervised rest breaks or a prompt

23.0 Where can I find Hampshire and Portsmouth's local offer?

- 23.1 This SEN Information Report is provided as part of Hampshire's Local Offer. The Local Offer outlines all services and support available for children/young people and their parents, across Hampshire and the local area. A link to the Local Offer is provided on our website and can be accessed via [Family Information and Services Hub](#)
- 23.2 The Portsmouth Local Offer, for families resident in the Portsmouth Local Authority area, can be located via <http://www.portsmouthlocaloffer.org>

24.0 Complaints Procedure

- 24.1 Anyone wishing to make a complaint with regard to SEN Support and provision should contact the SENCO in the first instance but if this fails to resolve any issue, contact Mrs Bonnington, Head of School: a.bonnington@oaklandscatholicsschool.org. It is hoped that any difficulty can be resolved at this stage to achieve the best possible outcome for your child.
- 24.2 Should this not be the case, formal complaints will be considered with reference to the procedures set out by the Governors in their *Complaints Policy*. Should informal discussions or the formal complaints procedure have been exhausted without resolving matters, then Hampshire's SEN disagreement resolution process may offer a way forward.
- 24.3 In 2024-2025 we received 0 complaints with regards to SEN Support and provision.



Oaklands Catholic School

United by the Cross