Oaklands School
"The best for all, the best from all"

Oaklands School

SEN Information Report

September 2026

SENCO: Miss N Howbrigg (Assistant Headteacher)

SEN Governor: Mrs Joanna Evans (Co-opted Governor)

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https://livewell.cheshirewestandchester.gov.uk/Categories/3948

The Ethos at Oaklands School is *"The best for all, the best from all"*

Our Mission Statement is,

We believe in making a lasting difference, by giving students the tools to meet the challenges of the future.

The Oaklands values that underpin our ethos and mission statement are:

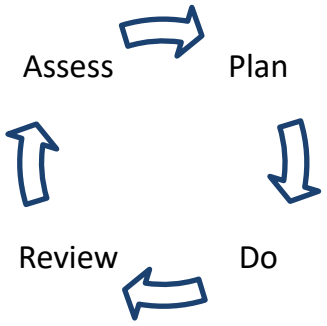
- *Developing emotionally healthy minds*
- *Providing pathways to success*
- *Supporting pupils to become confident and resilient young adults*

Whole School Approach:

Quality first teaching and additional interventions are defined through our person-centred planning approach across the school, contributing to our excellent curriculum offer. These processes help us to regularly review and record what we offer EVERY child or young person in our care and any additional provision. These discussions also serve to embed our high expectations among staff about quality first teaching and the application of an adapted and personalised approach to teaching and learning. We provide an aspirational curriculum and make it a point to discuss aspirations with ALL our learners.

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Underpinning ALL our provision in school is the cycle of:



All students at Oaklands School have an Education Health and Care (EHCP Plan. The school caters for students who have Complex Moderate Learning Difficulties. The school works predominantly with Cheshire West and Chester (CWAC) Local Authority but also has pupils from Cheshire East (CE), Halton (H), Wrexham (W) and Flintshire (F).

Assess: On admission to the school a learner's needs are initially identified from examining the child's EHC plan. This, alongside benchmark assessment processes ensures a curriculum tailored to ensure progress is provided. All teachers and support staff work together with appropriate external agencies to continuously assess the learner's educational needs.

Plan: A child's learning programme is developed alongside their EHC plan and is implemented and monitored by their subject tutors and LSA.

Do: A child's needs and areas for development as identified in their EHC plan are reinforced consistently. This information on the child's progress is communicated throughout the year to Parents/Carers.

Review: Due to the nature and specificity of the school a child's educational is reviewed and monitored throughout each term. This information then forms the basis of the annual review document which is shared appropriately with parents.

SEN Needs:

Children and young peoples' SEN are generally thought of in the following four broad areas of need and support:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health

4. Sensory and/or physical needs

The school primarily caters for learners who have cognition and learning needs. We have internal processes for monitoring quality of provision and assessment of need. These include governor learning walks and monitoring meetings, subject/curriculum leader meetings, assessment meetings and analysis of progress data.

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parents / Carers' Evenings	Parents/carers meet with their child's form tutor, TAs and subject teachers.	Annually (or as required)
Annual review meeting	Parents/carers meeting with their child's form tutor and SENCO (if at a transition point)	Annually
Designated phone contact / text message	Form tutor, TA or subject staff contacting parents/carers	When required
Parents / Carers' Coffee Morning	Parents / Carers meet with the Headteacher, senior teachers and governors	Termly

All pupils from year 7 to year 11 access careers guidance support. This is supported by an impartial commissioned service (presently Mploy Solutions).

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff.

Some recent whole school training has been completed on;

Functional Literacy (including Reading), Behaviour Development, Restorative approaches, Safeguarding Children (including sexualised behaviour, peer on peer abuse, online safety), Planning and Processes of EHCP, Attachment

Training and Careers Guidance. In addition, we are keen to support the emotional needs of our pupils and have two ELSA (emotional literacy support assistants) who work closely with staff to develop staff knowledge and understanding in this area.

School Development Plan Priorities 2026

Evaluation Area 2 - Inclusion

- To effectively meet the needs of new and future cohorts (i.e. the ever-changing face of consultations)

Evaluation Area 3 – Curriculum and Teaching

- To ensure that the quality of teaching and learning is outstanding
- To ensure that there is a sustained focus on functional literacy and reading across the curriculum
- To successfully use technology to support students make progress.
- To develop an effective assessment strategy that drives improvement through high quality, impactful feedback for all students (New policy development)

Evaluation Area 8 – Leadership and Governance

- To strengthen the quality of education by embedding a cohesive approach to professional development through the effective use of BlueSky/National College platform, ensuring all staff take ownership of their professional growth and that all CPD and appraisal targets are clearly linked to the school's development plan priorities and the drive for improved teaching, learning, and pupil progress.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

An indication of external partners who we work with can be found in our contribution to the Local Offer.

Complaints

Our complaints procedure is in accordance with the national procedure. This can be found on our school website.

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Pupil Progress

A detailed summary of pupil progress can be found on the school website in the documents in the tab titled 'Exam and Assessment Results'.

Accessibility Plan

The school accessibility plan can be found on the school website.

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year includes a continuation of; planned lesson observations, learning walks, evaluation of data, pupils and parent feedback and collaboration and how this impacts on development.

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: 13th October 2026

(This version which will be presented at the above meeting, includes relevant and up to date information. This is provided alongside the present report, to inform readers of the key changes for this academic year, during the delay in it being ratified by governors.)