



Oakbank School

SEN Information Report

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Oakbank School

SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Miss Katherine Reggler

This report was reviewed and updated on: 15/01/2026

This report was approved by the School Governing Body on: 20/01/2026

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the SENDCO.*

SENDCO:

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Headteacher:

Mr Rob Gerrard, rgerrard@oakbankschool.co.uk

SEN link governor:

Wing Kin Tam

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Miss Reggler in the first instance. Please contact them on sen@oakbankschool.co.uk.

Wokingham Local Authority Local Offer:

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

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1. School Context

Oakbank School is an inclusive secondary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Autism Spectrum Disorder (Communication and Interaction), closely followed by Social, Emotional and Mental Health, and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with both communication and interaction and social emotional and mental health. Pupils with identified need can access supervised movement breaks within the day to support their sensory and/or emotional regulation.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan

their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN register have a pupil passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age (SEN Code of Practice, 2015).

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process.

On entry, we assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- Demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the SENDCO so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their class(es).

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding, and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as those with poor working memory, those who need extra processing time, and those who struggle with maintaining attention. .

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil passports are reviewed three times a year in partnership with the pupil and parents/carers. The pupil passport is shared with parents/carers and they are invited to meet to discuss/review the contents at the start of Autumn term, and during the Spring and Summer terms. Parents can request an earlier review of the pupil passport at any time.

Students are assessed for their access arrangements in KS4 and where possible these arrangements are then included within their normal way of working in the classroom, as well as in internal and external examinations.

5. Adaptations to the curriculum for pupils with SEN

At Oakbank School, the focus on high challenge, high support through the high quality inclusive teaching means that pupils are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, and identified as beneficial through testing, pupils can have access to a laptop or iPad to be able to use accessibility tools.

6. Targeted interventions

At Oakbank School, we have the following interventions:

Read Write Inc (for pupils whose reading age is significantly below their peers and where it is identified that they struggle with phonics so that they can build their understanding of phonics and improve their reading and writing).

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Oakbank School, we work in partnership with a range of external agencies and they will support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. We work regularly with educational psychologists from the local authority and engage with other professionals including the Speech & Language Therapy (SALT) Team, MHST, CAMHS, CYPIT, SAFE, and alternative provision providers that meet our high standards for safety, level of care, and quality of education and provision. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention, as well as informing whole school practice. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

Pupils who require a movement break as agreed as part of the pupil passport review process can access one when needed through the on-call system throughout the school day.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum.

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENDCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Pupils' progress, attendance and behaviour is reviewed on an ongoing basis by school staff. Teachers and Heads of Department highlight concerns around pupil progress when highlighted in lessons, and following assessments. A formalised process of assessment review is led by the Raising Standards Lead after each series of KS4 mock exams, as well as following KS3 assessments. Our Behaviour Leads and Attendance Leads review data on a weekly and termly basis and highlight students of concern to the SENDCO and Senior Leadership Team. Team Around the Child meetings, with the Safeguarding team, Behaviour Lead, Attendance Lead and SENDCO, take place on a fortnightly basis.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed. For example, in our Read Write Inc intervention, testing on reading, writing, and spelling fluency and understanding of phonics, identifies progress from their initial assessment to the assessment at the end of the intervention.

All pupil passports are reviewed by the SENDCO, in conjunction with staff, student and parental feedback, three times a year. Where concerns are raised by staff, students or parents, pupil passports are reviewed more frequently. Implementation and impact of pupil passports is reviewed on a regular basis by the Oakbank School SEND team, SEND School Improvement Leads from Greenshaw Learning Trust, our teaching staff, and from student and parental feedback.

For a small number of pupils who require a more bespoke pathway, or who have an EHCP, the SENDCO will work in partnership with teachers to assess and review progress against individualised targets.

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Oakbank school also runs SEND coffee mornings and afternoon teas. These events are an opportunity to ask the school any questions. Wherever possible, the school will also invite other professionals to join these events so that parents can gain a wider understanding of the services in the local area.

12a. Supporting pupils moving between phases / transition

For admissions starting in Year 7, we visit all the students before the transition day to get to know them and reduce the anxiety linked to the transition. SEND students were invited to come to school before the transition day to show them around. Our TA Team is briefed about the needs of the incoming students and during transition day supported with activities and built relationships with the pupils.

After transition day, all staff involved provided feedback about the students they worked with to inform planning and pupil passports for September. We liaise with feeder schools for more information, in addition to records, and where appropriate and deemed necessary, Oakbank staff including teaching assistants spend time in the primary setting to observe pupils that will require more significant and/or 1:1 support.

For in-year admissions, we work with families to develop a pupil passport to ensure that staff are prepared to support SEND students from the first day. Where possible, we liaise with their previous education setting to support our preparation.

12b. Preparation for adulthood

Pupils with special educational needs receive enhanced careers support. Visits to post-16 colleges as well as access to careers events will be arranged to support pupils with SEND to make informed choices. The SENDCO and Head of Year 11 work with local options to ensure that SEND students are supported during their transition, including meeting with EHCP Transition Leads, and providing all exam access arrangement details to colleges and sixth forms on request.

13. Training for staff

Our SENDCO is an experienced teacher who is working towards her NPQSENCO qualification. The school prioritises time for the SENDCO to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence. There is also a team of TAs who receive regular training with a particular focus on verbal scaffolding and adult-child interactions. Some staff also receive additional training in a particular specialism, such as teaching assistants and our librarian who are trained to deliver interventions.

We commission support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist will work in partnership with the SENDCO to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

14. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress
- Reviewing the impact of interventions after 6 weeks or identified review period
- Using pupil, parent, and staff questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Reviewing pupil passports three times a year
- Reviewing KS4 mock exam and KS3 assessment data to assess progress of SEND students and progress of SEND students versus non-SEND students
- Reviewing Year 11 results data to assess progress of SEND students and progress of SEND students versus non-SEND students, assessing progress against national averages, and local performance

15. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, Fun Fridays, rewards trips, and all other events. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove barriers to participation.

16. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum and assemblies
- Access to lunchtime clubs that are supervised by our staff
- Access to after-school enrichment that is provided by our staff
- Trips, including residentials, and other events based around rewards and/or teambuilding
- Encouraging conversations between students and staff
- Support for families through our safeguarding team

Additional support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

17. Pupils with disabilities

During the admissions process, whether prior to Year 7 or during an in-year admissions process, we discuss how disabled pupils can be supported to ensure they have equitable access to all learning opportunities.

All buildings are accessible to students with disabilities; buildings are either on one-level, accessible via ramp, and/or accessible via lift. We make adaptations for students that require quiet spaces or

movement breaks. We have first aid trained staff who are trained in administering medications in education settings.

[Oakbank School Accessibility Plan](#)

18. Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of pupils with SEND

Oakbank is a school in the Wokingham local authority, but if your child is living within the Reading local authority then you may need to contact Reading services.

[Support for students attending a Wokingham local authority school & for children living within the Wokingham local authority](#)

Go to the Wokingham Borough Local Offer to find information to help you see the range of services, support and information that are available in your local area and understand how to access them.

Wokingham SEND local offer:

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

Email: localoffer@wokingham.gov.uk

Wokingham Local Authority SEND Team

Email: sen@wokingham.gov.uk

Telephone: 0118 974 6000 (Option 5)

Wokingham SENDIASS

Email: sendiass@wokingham.gov.uk

Telephone: 0118 908 8233

Wokingham CAN (Children with Additional Needs) Information Network

Email: CAN.Network@Wokingham.gov.uk

SEND Voices Wokingham

Email: info@sendvoiceswokingham.org.uk

Support for children living within the Reading local authority

Reading Local Authority SEND Team

Email: sen@reading.gov.uk

Telephone: 0118 937 2674

Reading Information, Advice & Support Service for SEND (SENDIASS)

Email: iass@reading.gov.uk

Telephone: 0118 937 3421

Brighter Futures for Children (Reading Borough Council children's services)

Email: info.children@reading.gov.uk

Telephone: 0118 937 3641

Support for children living within Berkshire

Berkshire Healthcare Children, Young People & Families Services

Patient Advice & Liaison Services

Email: PALS@berkshire.nhs.uk

Telephone: 0118 904 3467

Autism Berkshire

Email: contact@autismberkshire.org.uk

Telephone: 01189 594 594

Me2 Club

Email: info@me2club.org.uk

Telephone: 07931 302512 (Wednesdays only)

Parenting Special Children

Email: helpline@parentingspecialchildren.co.uk

Telephone: 0118 9863532