

SEND report and parent information

Retford Oaks Academy

September 2025

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1 Our academy

Retford Oaks Academy is a fully inclusive mainstream Academy which values all students equally, regardless of their physical or academic abilities. We offer a range of provision to support all children ensuring their access to a broad, balanced and relevant curriculum.

Retford Oaks Academy is committed to equal opportunity for all, enabling our students to achieve their maximum potential.

2 SEND

At Retford Oaks Academy we will provide support for any young person with Special Educational Needs and Disabilities (SEND): This support falls within four primary areas:

Cognition and Learning (C&L)

- Cognitive development, attainment / progress is at a lower level and majority of peers.
- Communication and participation, language and communication difficulties.
- Curriculum access/student participation, concentration and retention difficulties.
- Social development, difficulties in making and maintaining friendships and relationships.
- Motor skills, some delay in fine and gross motor skills.
- Self-help skills, may need support to develop independence in organisational skills and personal care needs.

Communication and Interaction (C&I)

- Language and communication difficulties.
- Social interactions.
- Curriculum access/student participation, difficulties following instructions and accepting adult direction.
- Unusual response to sensory stimuli.
- Uneven developmental profile.

Social, Mental and Mental Health (SEMH)

- Difficulty in understanding and participating in classroom activities resulting in limited progress.
- Disruption in emotional health and wellbeing impacting on learning.
- Unpredictable responses to learning tasks resulting in being uncooperative and/or emotional withdrawal.
- Difficulties making and maintaining friendships.
- Increasingly disruptive despite appropriate classroom strategies

Sensory and Physical needs

- Where progress requires some additional support

- Has mobility needs or personal and intimate care plan
- Has a health care plan
- Has difficulty forming and maintaining friendships
- Communication and language difficulties requiring specialist support

To support any of the above learning needs there are a range of support strategies that are available within Retford Oaks Academy.

All students at Retford Oaks Academy have access to:

- Quality teaching first
- Differentiation within the classroom
- Dyslexia friendly classroom teaching
- ASD friendly classroom teaching
- ADHD friendly classroom teaching
- Attachment friendly classroom teaching
- Visual timetable
- Simple adaptation of communication
- Reasonable environmental adaptations
- Nurture groups
- Progress tracking and monitoring
- Sensory room

Further support for some students at Retford Oaks may include:

- Writing access materials
- In-class informal support
- Group tracking
- Dyslexia screening
- Dyscalculia screening
- Parental meetings to discuss concerns
- Progress tracking and monitoring

Targeted individual support may include all of the above strategies plus:

- Individualised differentiation (over and above usual teacher differentiation)
- Outcome-focused directed use of Teaching Assistant time
- Regular planned meetings as part of the provision assessment review
- Extended use of groups or interventions with progress behind those at same age
- Targeted group and outcome focused Wave 3 intervention
- Regular, sustained access to a range of booster groups
- Bespoke alternative provision for Social, Emotional and Mental Health
- Pupils having additional literacy and numeracy regularly and matched with progress concerns/levels of attainment
- Targeted lunchtime clubs

- Targeted Afterschool clubs
- 1-1 Key workers
- Withdrawal from classes for supported work
- Mentoring to support achievement
- 1-1 afterschool teaching
- Agency intervention
- Tracking for Assess Plan Do Review
- Extended supervision at break times, before and after school
- Counselling
- Off-site educational provision
- Additional transition support including Summer School
- Support from the Educational Psychology service or Schools and Family Support Service

3 Support Service

All pupils with SEND have access to a broad and balanced curriculum. They are taught by teachers with training and experience in the adaption and delivery of lessons in order to ensure the removal of barriers to learning. Lessons are adapted and delivered at an achievable level for all students.

The quality of every teacher's provision for pupils with SEN is observed, monitored and challenged as part of the Academy's quality assurance processes and the teachers' annual performance management arrangements.

Retford Oaks Academy provides regular training throughout the year to support teachers in addressing specific SEND, ensuring that pupils receive 'quality first teaching'.

4 Identifying SEND

How do we identify children with Special Educational Needs?

The identification of SEN is built into the overall approach to monitoring the progress and development of all students and is the responsibility of all members of staff.

The assessment of special educational needs will actively involve the student, their parents/carers and their teachers.

Data will be used to help us accurately assess and plan for the needs of all students with SEND. The data used is a combination of students' academic progress, standardised assessments and diagnostic tests identifying of strengths and weaknesses in mathematics and English.

The above information will form a starting point from which we can tailor intervention and build a comprehensive picture of progress. For some students, we may also seek advice from specialist agencies.

Feedback on student progress is via termly reports, parents' evenings and student review days. Parents can track behaviour, homework and attendance via our online system.

Parents can contact either the tutor or the SENCO at any time to discuss their child's progress.

5 Parent communications

How do we work with parents and students?

Parents/carers are invited to review meetings, Parents' Evening and to contribute to their child's Pupil Profile. Information on support agencies, including the Parent Partnership Project, is available from the SENCO.

Where more frequent regular contact with parents is necessary, this will be arranged accordingly. If an assessment or referral indicates that a student has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

6 SEND strategies

Adapting the curriculum & interventions

All students in the academy are placed into appropriate classes according to their academic profile on entry. All teachers are expected to adapt their teaching to match individual needs. A large team of Teaching Assistants provide additional support across all years to ensure students' progress well at meeting their own bespoke, ambitious targets.

Further strategies to ensure children can access the curriculum include:

- Keeping staff fully informed of the special educational needs of any students in their charge including sharing progress reports, medical reports and teacher feedback
- Providing regular CPD opportunities for staff in all departments on the subject of SEND and SEND teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Using in-class provisions and TA support effectively to ensure that the curriculum is differentiated where necessary.
- Implementing Individual access arrangements for informal and external examinations

7 Support for Transition

For students with identified SEND, communication between primary and secondary education starts when the child starts Year 5.

The SENCO and other academy staff will meet with primary school staff and parents/carers to discuss students' needs and build a picture of the support and any possible extended transition. All students will attend a transition week in Year 6, an extended 'in year transition' for those with SEND is offered to provide a more tailored experience.

As a secondary academy, we will attend meetings at the relevant primary schools prior to transition week, to ensure a smooth and supported transfer. Where appropriate, the Academy works in partnership with the Educational Psychology service and other external professionals involved in the support of vulnerable students and students with SEND.

8 Working with the support of agencies

The Academy works in partnership with the Educational Psychology service and the Support for Families and Schools Service. It also has a good professional working relationship with many outside agencies including Family Services, Health and Child and Adolescent Mental Health Service.

9 Further information

Please visit our Local Offer on the [Notts Help Yourself portal](#)
Our Special Educational Needs Co-ordinator (SENCO) is Mrs C Gould