The Oval School

SEND Information Report

October 2026

drb Ignite Multi Academy Trust

Outstanding pupil experience

Excellence in education

Impactful teaching

Effective partnerships

Key Questions

Who is the Special Educational Needs and Disabilities Co-Ordinator	How does the school ensure pupils with SEND can access the school environment?
What are the types of special educational needs the school supports?	How does the school ensure pupils with SEND can access all of school activities?
How does the school identify and assess pupils?	How are pupils transitioned into the school?
What are the different stages of support? • Universal • Universal Plus • Targeted • Specialist	How are pupils transitioned to new settings?
How is my child's provision reviewed?	What training do staff receive?
How does the school work with and involve parents?	Where can I find support beyond school?
How does the school work with and involve pupils?	Who do I contact if there is a problem?
What support does the school offer for emotional, social and mental development?	Glossary A – P
Who do I contact for support for my child's mental health and wellbeing?	Glossary P - Z

Welcome to The Oval School

Ms. Slater

Assistant Headteacher for Inclusion/ SENDCo

Hello, my name is Ms. Slater and I am the Assistant Headteacher and Special Educational Needs and Disabilities Co-Ordinator (SENDCo) at The Oval. I work with children, teachers, parents/carer and external agencies to ensure that the needs of our pupils are met so that they can achieve their best possible outcomes. If you have a concern about your child, I would welcome you to come and speak to me, your child's class teacher or with our Pastoral Lead, Miss Thomas.

As part of drb Ignite Multi-Academy Trust (MAT), we work in close collaboration with our other Trust schools. This includes developing policies and practices, creating provision for pupils and supporting with statutory SEND processes. This collaborative alignment means that on occasions SENDCos are able support within other schools across the Trust, where necessary.

☎ 0121 464 3248

✉ enquiry@theoval.drbignitemat.org

🌐 https://theoval.drbignitemat.org/

For more information on how we support children with Special Educational Needs, you can view our SEND Policy: Special-Eductaional-Needs-and-Disabilities-SEND-Policy.pdf (drbignitemat.org)

Special Educational Needs (SEN)

At The Oval we are a highly inclusive school and provide support for children with a wide range of additional needs.

These needs will be categorised under the SEND Code of Practice 2015 areas of need:

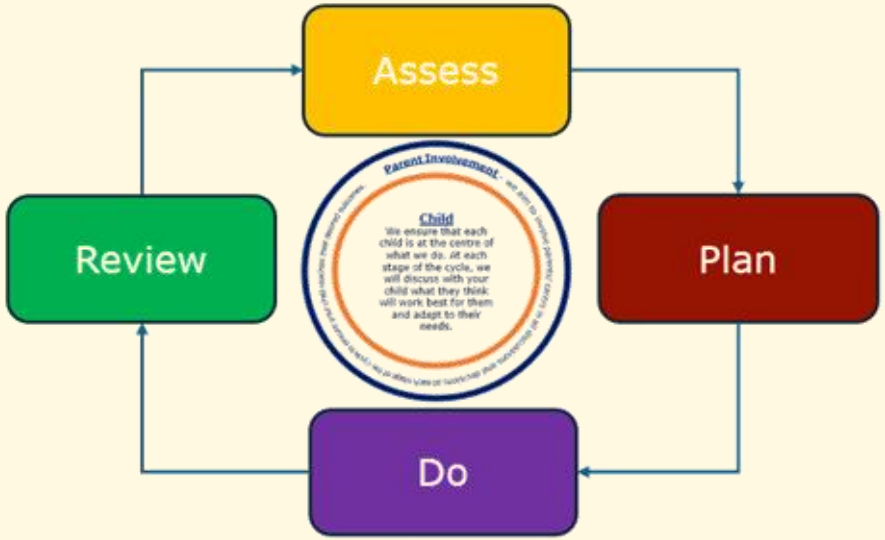
Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional & Mental Health (SEMH)	Physical & Sensory (P&S)
Autism Speech, Language and Communication Difficulties Developmental Language Disorder (DLD)	Dyslexia Dyscalculia Dyspraxia Moderate Learning Difficulties	Attention Deficit Hyperactivity Disorder (ADHD) Social, Emotional and Mental Health Difficulties (SEMH)	Dyspraxia Dysgraphia Visual Stress Hearing Impairment Visual Impairment

Please note that this list is not exhaustive and also includes supporting pupils with a range of medical and health needs.

Identification and Assessment of SEN

At The Oval, we pride ourselves in early identification and assessment of children who we believe have Special Educational Needs. We know and identify children who require extra support when:

- Concerns are raised by parents/carers
- A pupil voices their concerns and/or asks for help
- Teachers raise a concern to our SENDCo team through the SEND Referral Forms
- Analysis of pupil progress data indicates a potential concern about progress or wellbeing
- Information from the previous school or setting
- Information shared by the Local Authority or outside agency



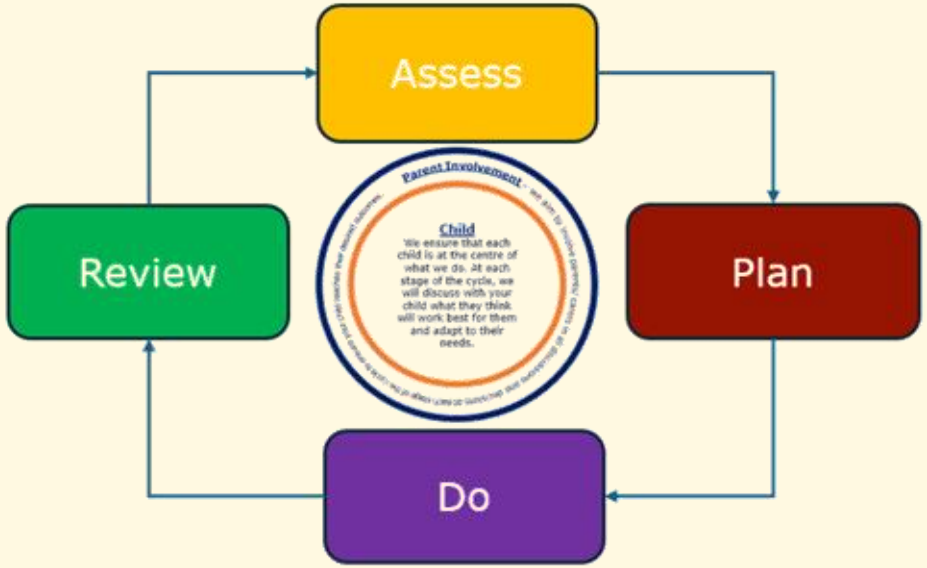
When a concern is raised Ms. Slater will work alongside staff, parents and the pupil to understand the barriers and identify strategies for support. Our SEND referral pathway sets out this process, outlining a graduated response as part of the Assess, Plan, Do, Review (APDR) cycle.

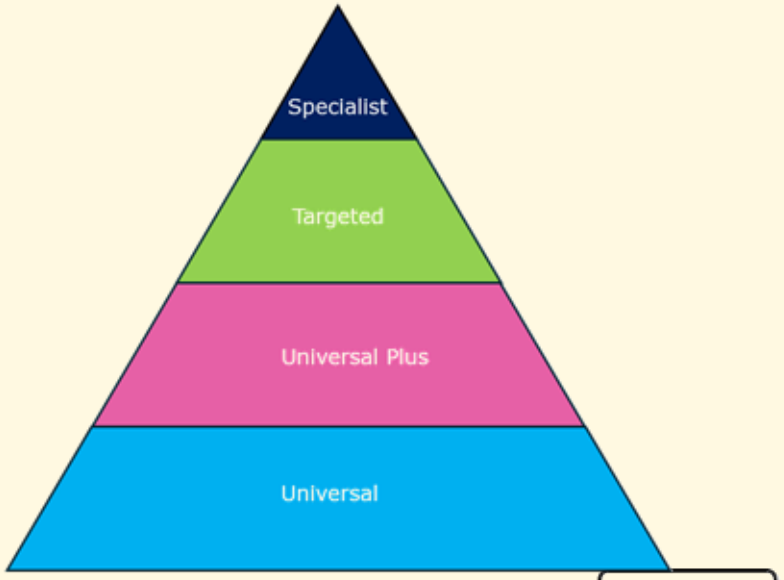
We have a range of assessment tools that we used to track the progress of pupils. These are also used to identify barriers to learning and inform adaptations to provision.

The Graduated Approach

At The Oval, we are committed to the early identification and assessment of pupils with special educational needs to facilitate learning for all.

A four-part cycle, known as the graduated response is used to support with the identification of pupils with SEND. This consists of an assess, plan, do review (APDR) cycle and starts at whole-school level with teachers monitoring the progress of the all pupils in their class. We are then able to identify the type of support a pupil may require. We refer to the different stages of support as **Universal, Universal Plus, Targeted** and **Specialist.**





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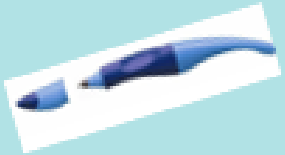
Special Educational Needs (SEN)

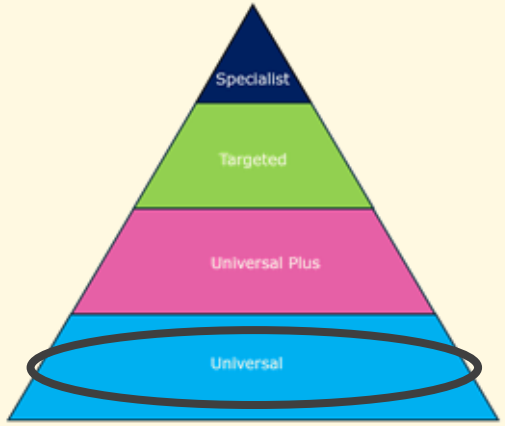
Universal

Teachers plan to meet the needs of all pupils through effective assessment and knowing the strengths and barriers to learning of their pupils. All staff have high expectations of all pupils and are committed to offering a broad and balanced curriculum. Adjustments are made through adaptive high-quality teaching so that all children can access learning.

All teachers are able to make creative adaptations to classroom practice, enabling children with special needs to learn inclusively and meaningfully, alongside their peers. All children have access to a high standard of quality first teaching through whole class teaching.

Some examples of the quality first teaching strategies used include:

Visual Supports	Scaffolding	Adapted pencils	Coloured overlays	Word banks	Manipulatives
					



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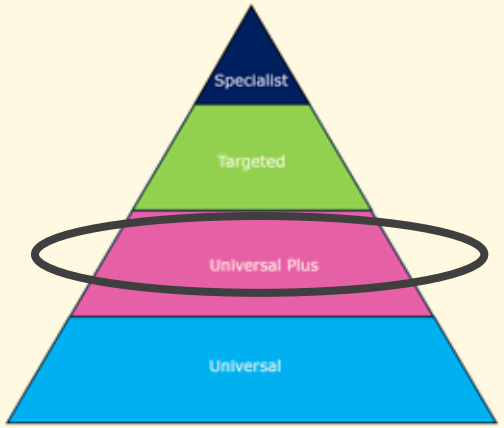
Special Educational Needs (SEN)

Universal Plus

At The Oval, we recognise that some children require more support than the **Universal level** of support in order to make progress. This may mean that their provision requires additional support/ interventions due to little or slowed progress. At this stage, your child may receive more intensive support that is different and in addition to what is provided as part of the school's usual adapted curriculum offer and will be receiving SEN Support.

Some of these interventions/ additional support mechanisms may include:

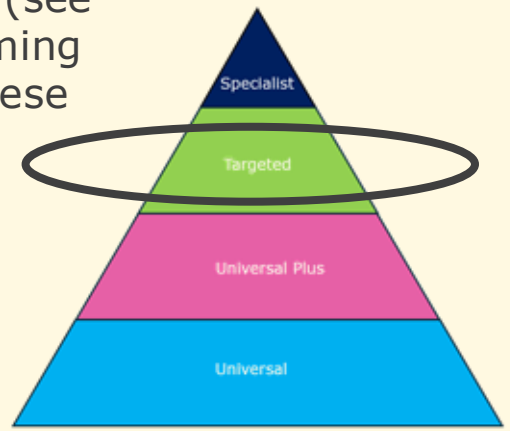
- Daily 1:1 Reading
- WellComm (Speech and Language Intervention)
- Daily Whizz words
- Maths Mop-up (maths intervention)
- Sensory circuits
- Wellbeing check ins
- Power2 maths



Special Educational Needs (SEN)

Targeted

For some pupils, the next level of support required could be through the targeted approach. This may be identified when your child's class teacher or the SENDCo feels that the child isn't making enough progress. This may mean that the school decides to bring in external agency support (see slide 10) and can include implementing small group interventions to support pupils in overcoming barriers. This intervention is specific, time limited and evidence-based. Where appropriate, these pupils will have an Individual Support Plan (ISP) detailing the required additional support.



Some examples of these types of interventions include:

- Precision Teaching
- Speech and Language Interventions
- Brick by brick therapy (Lego therapy)
- Hamish & Milo
- Social Skills Interventions
- Learning Village

These plans are reviewed as part of our parental consultation meetings, where we gain parent, pupil and staff views as well as reviewing what is working well and what may need to change.

Special Educational Needs (SEN)

Specialist

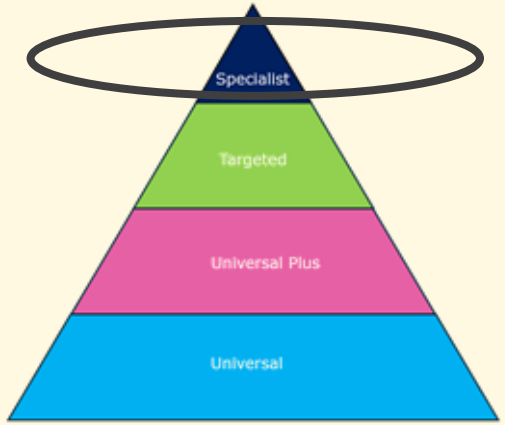
Some children have needs that are highly individual and require the expertise, guidance and intervention of specialist external professionals. We work closely with a range of external agencies who support the school in identifying effective strategies, adaptations and provision to meet a child's specific needs. These professionals may advise staff, provide assessments, and in some cases deliver direct interventions.

Where a child requires a significantly personalised approach, an **SEND Support Provision Plan (SSPP)** may be put in place. SSPPs identify a child's strengths, needs, outcomes and tailored provision, ensuring that support is carefully planned, implemented and regularly reviewed in partnership with families and relevant professionals.

For some of our children, they may require this specialist support for a longer period of time and so, evidence would be gathered through this graduated approach and may support a request for a **Statutory Assessment** leading to an **Education, Health and Care Plan (EHCP).**

Examples of the external agencies we work with include:

Communication & Interaction (C&I)	Cognition & Learning (C&L)	Social, Emotional & Mental Health (SEMH)	Physical & Sensory (P&S)
Communication and Autism Team (CAT) Educational Psychology Service (EP) Speech and Language Therapy (SALT)	Language, Learning and Strategic Support Team (LLSS) Educational Psychology Services (EP)	Educational Psychology Services (EP) City of Birmingham Schools (COBS)	Physical Difficulties Support Service (PDSS) Educational Psychology Services (EP) Hearing Impairment Sensory Support (HISS) Vision Impairment Sensory Support (VISS) Occupational Therapy (OT)



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Reviewing and Evaluating Provision

At The Oval, we ensure there is appropriate provision for all pupils with special educational needs including those pupils identified as SEN Support and those with a School Support Provision Plan (SSPP) or Education, Health and Care Plan (EHCP).

Provision is evaluated termly, tracked through the school's provision map. This document identifies the interventions that each child is receiving, the targeted outcomes and monitors the progress towards meeting the outcomes.

All children on the SEND register will have their support reviewed 3 times a year to identify progress towards outcomes and where appropriate new targets to be created. This will also provide an opportunity to discuss the support and strategies being used and make updates and amendments. This will be completed in collaboration with parents and the children's views will also be taken into account in terms of their thoughts about learning and how they feel about school.

For pupils with an EHCP, in line with statutory guidance, an annual review will be held to review the progress towards the outcomes outlined and the provision. In some cases, an emergency annual review may be held prior to the identified annual review date.

Parent Voice

We believe that Parent/Carer-School partnership is key to supporting the needs of our pupils. Parents/ Carers know their children best and therefore, we ensure we are available to listen and understand when Parent's/Carers express concerns about their child's development. throughout our graduated response.

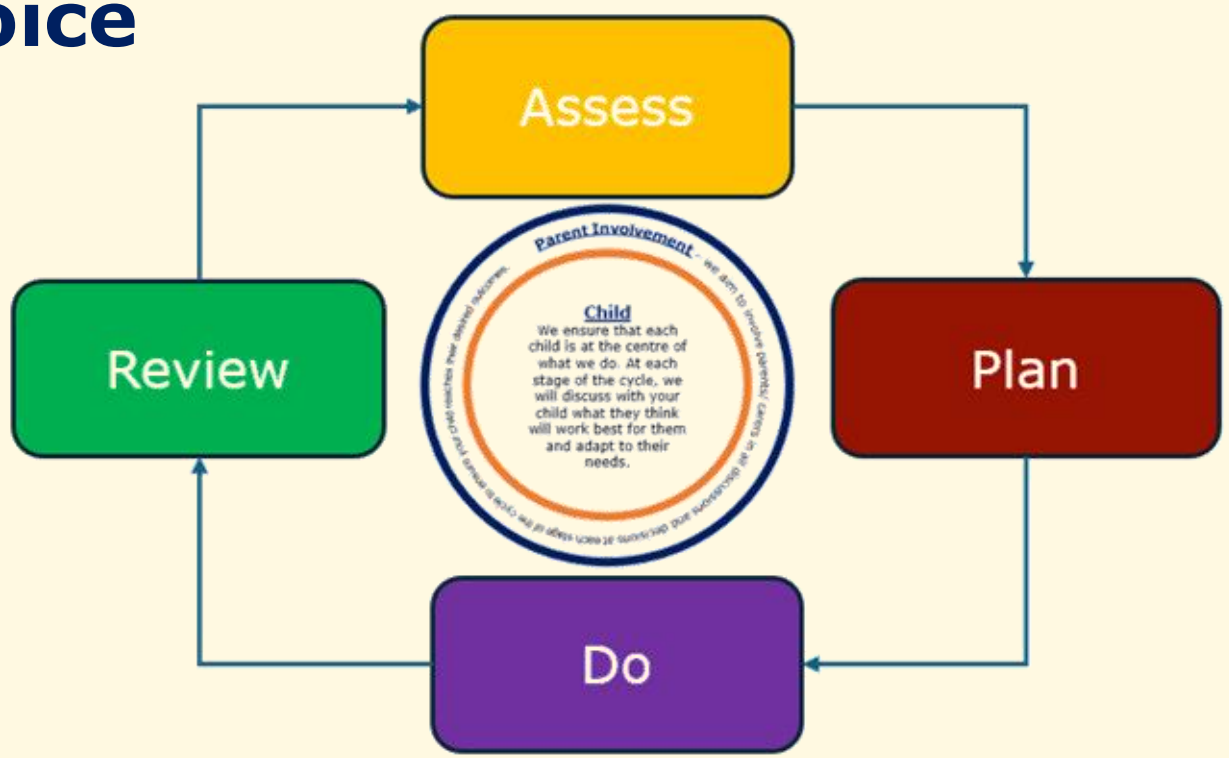
You will be able to discuss your child's progress and learning with the class teacher at Parent Consultation meetings.

Class teachers are regularly at the playground door at the beginning and end of the day if you wish to raise a concern. Appointments can be made to speak in greater detail to the class teacher, Mrs Slater or Mrs Williams at the school office.

We will ensure we share current Individual Support Plans (ISPs) and provisions with parents. Parents of children with an ITP will be given a copy to ensure collaboration between home and school.

If your child has an SSPP, EHCP, or if a statutory assessment for an EHCP is requested, parental view about the provision and outcomes will be discussed through meetings with the SENDCo.

Pupil Voice



Pupil voice is of high importance. Pupils are given the opportunity to reflect on their learning and how they are supported and identify the provisions that help them alongside their ITP reviews. Pupils are encouraged to take ownership over their learning and evaluate their progress towards their targets.

If a pupil has an EHCP, or if a statutory assessment for an EHCP is requested, the pupil's views about what helps them and what they think is working well will be gathered by the SENDCo.

Mental Health and Wellbeing (Pastoral) Support

At The Oval, we understand the importance of emotional health and how this can impact our pupils' learning and the behaviours that they may demonstrate.

We offer a range of Pastoral and Social Skills-based interventions to support children who find social situations difficult and promote positive wellbeing.

Zones of Regulation	Nurture Groups	Social Skills Groups
We use the Zones of Regulation as a tool to support children in understanding and managing their emotions.	We provide nurture-based interventions to support pupils' social and emotional development.	We run social skills groups across the school to support children who find social situations difficult.

Where needed we also work with the City of Birmingham School, who provide support for pupils who have difficulty in managing their behaviour. When appropriate we can also make a referral to Forward Thinking Birmingham (Children and Adolescent Mental Health Services (CAMHS), Pause or Compass.

Mental Health and Wellbeing Support

Our school provides additional assistance to children who need support with understanding and managing their behaviour. All measures are taken to prevent bullying; open lines of communication ensure that we can prevent bullying behaviour as all learners' voices and views are valued and heard.

At The Oval, we have clear policies on bullying, please refer to:

- Trust Behaviour Policy: Behaviour Policy
- Trust Anti-Bullying Policy: Anti-Bullying Policy

- Our Pastoral Team, Miss Thomas, Pastoral Lead, Mrs Williams, Headteacher and Designated safeguarding lead work with pupils and families to support their emotional, health and well-being.

Mrs Williams, Headteacher Designated Safeguarding Lead

Mrs Mason Deputy Headteacher Designated Safeguarding Lead

Mrs Chadda Deputy Headteacher Designated Safeguarding Lead

Mrs Poulson Assistant Headteacher Designated Safeguarding Lead

Miss Bird Assistant Headteacher Designated Safeguarding Lead

Ms Slater Assistant Headteacher Designated Safeguarding Lead

Miss Thomas, Pastoral Lead Designated safeguarding Lead

Miss Bates, attendance Lead Designated Safeguarding Lead

Mrs Slater is also the Designated Teacher for Children in Care. If the pupil also has SEND needs, she will ensure support is coordinated and meets the needs of the pupil.

Accessibility

The Oval is a 3-form entry primary school which has the following adaptations to ensure the school is accessible to all:

- Safe space for administering medication (Medical room)
- Calm space and Sensory Room
- Access to outdoor areas
- Disabled toilet
- Learning environments are audited to meet sensory needs

We work closely with our Trust's Estate Team to review the accessibility arrangement within our school's site.

Where necessary, reasonable adjustments are made to ensure that all pupils can access school trips and outdoor activities. For example, when required, we hire coaches with a tail lift that will lift a wheelchair on-board.

For further information please refer to:

- Trust Accessibility Plan: Accessibility Plan
- School Accessibility Plan: School Accessibility Plan

Extra-Curricular Activities

As an inclusive school, The Oval will always strive to ensure that children with additional needs are able to partake in every part of our curriculum offer. This includes educational visits, enrichment activities, social events and after school clubs.

Our risk assessments are inclusive of children with SEND and reasonably adjustments are made accordingly to ensure access to extra-curricular activities, should this be required.

We work closely with parents/carers and external agencies regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

If you have any questions, please contact our SENDCo (see slide 3).

Transition

A number of strategies are in place to enable effective transition. These include:

- Meetings between members of staff so that key information about individual children can be shared.
- Where appropriate, additional transition plans can be put in place for pupils. This may be through the use of a transition book or a social story, detailing their new classroom teacher with photographs to take home.
- Sharing of relevant paperwork to ensure provision can be continued from one setting to the next.

On entry:

- If your child is starting at The Oval, we liaise with the nursery school / current school setting to find out as much information as possible about your child's needs. This will include any targets and paperwork or agencies who might have been involved in supporting your child.
- Parents/ carers will have the opportunity to visit the school. For children starting in Reception, this will involve an Early Years Foundation Stage (EYFS) Induction Meeting, where you will be provided with a range of information to enable you to settle your child into their first school routine.
- The SENDCo will meet with all new parents / carers of pupils who are known to have SEND.
- Previous school records will be requested immediately, and where possible, professional meetings will be held to discuss the provision and support which has been in place for your child.

Please refer to our Admissions Policy for more information: Admissions-Policy.pdf (drbignitemat.org)

Transition

Secondary transition:

We have a transition programme in place that provides a number of opportunities for pupils and parents to meet with staff in their new school. These opportunities are further enhanced for pupils with SEND through a person-centered approach. This might include 'moving on' photo books, additional visits and/ or pupil passports.

For pupils with an Education Health Care Plan (EHCP), the transition process will begin at the Y5 annual review, where we will support parents to make decisions regarding secondary school choice. Here, we can involve external agencies, as appropriate, to ensure information provided is comprehensive and accessible.

Ms Slater will arrange to meet with the secondary school SENDCos in the Summer Term (prior to transition) to discuss the needs of pupils with SEND and ensure a smooth transition. Mrs Mason, Miss Bird and Miss Thomas will also be involved in the transition process to facilitate development of successful support in the new setting.

Training

At The Oval, we provide training opportunities to ensure all staff feel confident and knowledgeable in supporting children's needs.

We hold regular in-house training opportunities as well as accessing training delivered by specialists. Our recent training offer has included:

Training	Provider
Emotion Coaching and Attachment Awareness	Educational Psychology Service
Colourful Semantics in Writing	'in house' - SENDCo and WMSALT
Team Teach and De-escalation	Positive Handling Academy
Positive Behaviour Management	'in house' – Deputy Headteacher
Individual target plans	'in house' - SENDCo
Visual Impairments	Visual Support Service
Autism Awareness	Communication and Autism Team (CAT)
Continuums in Reading, Writing and Maths	'in house' – SENDCo
SEND Code of Practice: The Graduated Response & the Four Areas of Need	'in house' – SENDCo
Zones of Regulation	Occupational Therapists / COBS
WIDGET	'in house' – SENDCo
Makaton training stage 1	Speech and language therapy - WMSLT
Early communication	Speech and language therapy– WMSLT
Complex communication	Speech and language therapy– WMSLT
Precision Training	Language, Learning and Strategic Support Team (LLSS)

Information: Support Services

Parent Link Service:

Birmingham's SEND Parent Link contact service will listen to queries and concerns and signpost you to the relevant professional to help you with your child's needs.

0121 303 8461 – is available for you to call from 9am to 5pm, Monday to Friday.
Email: Parentlinkservice@birmingham.gov.uk

Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

SENDIAS offer independent advice and support to parents and carers of all children and young people with SEND.

BIRMINGHAM - Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email sendiass@birmingham.gov.uk

SOLIHULL – call 0121 5165173 (8.30am-4.30pm, Monday to Friday) , email solihullsendias@family-action.org.uk

Information: The Local Offer

As a school, we work in close collaboration with Birmingham Local Authority to ensure that children and young people with Special Educational Needs and Disabilities (SEND) receive the appropriate support to thrive. This collaboration involves regular communication and joint planning to assess individual needs, develop and review Education, Health and Care Plans (EHCPs), and coordinate access to specialist services.

Over the last academic year, we have continued to contribute to Birmingham's Ordinarily Available Guidance, designed to help education practitioners in all settings identify, plan for and meet the needs of children and young people who may require targeted support or interventions that can be provided from the resources that are 'ordinarily' available within the setting. A copy of this guidance can be found here: Ordinarily-Available-Guidance.pdf

The SEND Local Offer is a single place for information, services, support and resources for children and young people aged 0-25 with special educational needs and / or disabilities, their families, parent and carers.

Local Offer Birmingham | SEND Advice, support and Information

Support & Complaints

If you have any concerns about your child or the support they are receiving, in the first instance please contact the SENDCo Team on:

☎ Tel: 0121 464 3248 ✉ Email: enquiry@theoval.drbignitemat.org

If your issue remains unresolved, please refer to our Complaints Policy: Complaints-Policy.pdf (drbignitemat.org)

If your child has or is going through the process to have an Education Health Care Plan (EHCP) you can also contact:

Special Educational Needs and Disabilities Information and Advice Support Services (SENDIASS):

Call 0121 303 5004 (8:45am to 5pm, Monday to Friday), email sendiass@birmingham.gov.uk

SENAR
Parents can talk to their child's Birmingham City Council SENAR case worker directly in office hours:

SENAR - Local Offer Birmingham
Advice and Support | Local Offer Birmingham

Glossary of Acronyms and Abbreviations

ADD	Attention Deficit Disorder	ePEP	Electronic Personal Education Plan (Specifically for LAC/ CIC)
ADHD	Attention Deficit and Hyperactivity Disorder	EP	Educational Psychologist
AP	Alternative Provision	FASD	Foetal Alcohol Spectrum Disorder
APDR	Assess, Plan, Do, Review	FSW	Family Support Worker
AR	Annual Review	GAD	Generalised Anxiety Disorder
ASD/C	Autism Spectrum Disorder/ Condition	HI	Hearing Impairment
CAT	Communication and Autism Team	HS	Hearing Support
CIC	Child in Care	HNF	High Needs Funding
CIN	Child in Need	IHCP	Individual Health and Care Plan
C&I	Communication and Interaction	ISP	Individual Support Plan
C&L	Cognition and Learning	LA	Local Authority
COP	Code of Practice (SEND CoP, 2015)	LAC	Looked After Child
COBS	City of Birmingham Schools	LLSS	Language, Learning and Strategic Support Team
CP	Child Protection	MLD	Moderate Learning Difficulty
CYP	Child and Young Person	OAG	Ordinarily Available Guidance
EHCP	Education Health Care Plan	OCD	Obsessive Compulsive Disorder
EHCPNA	Education Health Care Plan Needs Assessment	ODD	Oppositional Defiant Disorder
EHA	Early Help Assessment	OT	Occupational Therapy / Therapist
EYFS	Early Years Foundation Stage	P&S	Physical & Sensory

Glossary of Acronyms and Abbreviations

PDA	Pathological Demand Avoidance	SEND	Special Educational Needs and Disabilities
PDSS	Physical Disability Student Support	SENDCo	Special Educational Needs and Disabilities Co-ordinator
PEEP	Personal Emergency Evacuation Plan	SSPP	SEND Support Provision Plan
PMLD	Profound and Multiple Learning Difficulties	SLCN	Speech Language Communication Needs
PP	Pupil Premium	SLD	Severe Learning Difficulty
PTSD	Post Traumatic Stress Disorder	SpLD	Specific Learning Difficulty
SALT	Speech and Language Therapy / Therapist	TAC	Team Around the Child
SDQ	Strengths and Difficulties Questionnaire	TAF	Team Around the Family
SEMH	Social, Emotional and Mental Health	VI	Visual Impairment
SENAR	Special Educational Needs Assessment and Review Service	VS	Visual Support