



OAKWOOD COMMUNITY SCHOOL

SEND Information Report
September 2020

Oakwood Community School is a Registered School for 8 to 18 year olds. We provide cross-phase education for up to 40 pupils with emotional, behavioural and mental health difficulties.

All pupils will have a statement of Special Educational Needs (SEN) or an Education, Health and Care Plan (EHCP), or may be admitted under an assessment placement. Admission is via the Local Authority Special Education Service (SES) who formally consult us to see if there is an available and appropriate place.

SEN categories provided for at Oakwood School:

- Social Emotional and Mental Health
- Cognition and Learning needs
- Communication and interaction difficulties
- Sensory needs or Physical difficulties

Our pupils come to us with a variety of behavioural and emotional needs. What binds them is their need to try and make sense of different, and often confusing, life experiences that they will have been through prior to joining the school. Regardless of their individual situation, they will all have the capacity to benefit from receiving the chance to develop key life skills and achieve educationally, in a strongly supportive and caring environment.

We place honesty, tolerance and respect at the foundation of everything we do, and we ask everyone at the school to embrace these values, to promote self-discipline and increase self-esteem amongst our pupils.

We recognise each child as an individual and always acknowledge their separate personalities when creating suitable learning opportunities for them. In this way, we can ensure that everyone is given the best possible chance to fully access educational possibilities; to learn and develop, not just in their own right, but also importantly as part of a school community. That community should be somewhere where each child can

enjoy the feeling of belonging and is one that helps to nurture its future citizens and prepare them for a wider role in society.

Our values and aims are simple ones; to provide a school community that:

- Provides a safe, happy and caring environment for all.
- Promotes high standards of learning, achievement and behaviour for all.
- Encourages everyone to make a positive contribution.
- Establishes a broad, balanced and exciting curriculum that supports the development of social, emotional and behavioural skills and a love of learning.
- Values, supports and celebrates the many ways that children can learn and achieve their full potential.
- Respects the rights and views of others and acknowledges our own responsibilities as citizens.
- Considers the effects of our actions on the environment and promotes more environmentally friendly practices.

At Oakwood Community School students of all ages and all abilities will:

- Be treated as individuals where their individual needs, interests and aptitudes are recognised.
- Be entitled to have an emerging or evident special educational need identified and assessed.
- Be provided with opportunities for continued growth and development so that they increase their self-esteem and become more confident.
- Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond Oakwood.
- Be encouraged to achieve their full potential, whatever their abilities.
- Be encouraged to learn thorough a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.
- Learn to take increasing responsibility for their own learning and actions so that they will be equipped for future life after school.
- Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

Required Information

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be include in the SEN information report. This can found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

The SEND information report outlines information regarding the ways in we which we provide support for all students with Special Education Needs and Disabilities (SEND), in order to realise their full potential, make outstanding academic progress and grow to be equipped for their future lives. Provision may change and develop over time.

SEND Responses

What types of SEN do we provide for?

Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of the education facilities of a kind generally provided for children of the same age in schools within the areas of the Local Authority (SEND Regulations, 2019).

Oakwood Community School aims to provide for a wide-range of special educational needs under the four headings as stated in the SEND code of practice 0-25 years:

- Communication and Interaction
- Cognition and Learning
- Social Emotional and Mental Health Difficulties
- Sensory and Physical needs

However, the majority of our pupils will have Social, Emotional and Mental Health difficulties stated as their primary need.

How do we identify and assess pupils with SEN?

Due to the level of expertise at Oakwood Community School, we do on occasion identify that a young person needs additional help. This may occur during a discussion, if the young person is not making the progress we expect, through a change in behaviour or during a formal review process. Parents can approach staff at any time if they are worried about their child. They may then be invited to meet with the class teacher, a key worker, a member of the Leadership team or the SENDCo to discuss planned support for their child. These staff will also be able to provide advice or suggest referrals for support on particular family issues such as managing behaviour at home. Sometimes further assessments may be undertaken to help us to develop a package of support and may involve professionals such as:

- ✚ Educational Psychology
- ✚ Health Care Professionals such as the School Nurse
- ✚ Speech and Language Therapist
- ✚ Complex Learning, Communication and Interaction Support Team (CLCI) ADHD Solutions
- ✚ Connexions
- ✚ Visual or Hearing Support team (VST/HST)
- ✚ Child and Adolescent Mental Health Services (CAMHS)
- ✚ Youth Offending Team (YOT)
- ✚ Social care and Safeguarding
- ✚ Virtual schools (CLA)

When your child first joins Oakwood School, we use information from a range of sources to help identify SEND and other needs. These include information from previous placements; parents/carers; end of Key Stage 2 levels; base line testing; National Grid Reading Test (NGRT) and National Grid Spelling test (NGST), Boxall tests; standardised reading and spelling tests; subject teachers; specialist colleagues and external agencies if required.

Our subject / class teachers, Senior Leadership Team and SENDCo closely monitor the progress and attainment of all students. The continuous monitoring of students during their time at Oakwood Community School will further identify any additional special educational needs, not previously diagnosed. This identification may come from tutors, class teachers, outside agencies, parents/carers or the student themselves. If your child needs to be assessed, we would use a range of assessments and referrals can be made to outside agencies.

We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan Do, Review' model. The triggers for intervention could be the teacher's, SENDCo or others concern, underpinned by evidence, about a student who, despite receiving differentiated learning opportunities, does not make expected progress. Targeted interventions are planned and delivered where appropriate. This may include small group and individual work across a broad range of activities.

During the statutory review process for the Education, Health and Care plan, all students also receive individual targets. These are not always based on 'learning' in the form of levels or grades but can be focused on overcoming the individual barriers faced by students and may look at attendance, small aspects of behaviour or plans for the future broken into smaller steps. This process will also outline the support that is available to help them to achieve these steps and who will be monitoring them.

Who is our special educational needs co-ordinator (SENDCO) and how can he/she be contacted?

Our interim SENDCo is Mrs Laura Kinsella and our trainee SENDCo is Miss Zoe Robertson. Both of which can be contacted at Oakwood Community School on 01455 273763.

What is our approach to teaching pupils with SEN?

Our teachers have high expectations for all students, regardless of their SEND. All teachers will be told about your child's individual needs. This will be in the form of regular meetings between staff where strengths and areas for development are discussed, and through the sharing of individual targets from Education, Health and Care Plans. Teachers will adapt their lessons to meet each pupils' learning needs. Teachers have experience in doing this and it may involve using different strategies, more practical lessons or adaptation of resources and activities. This means your child will be able to access the lesson fully. Staff regularly participate in CPD sessions in order to improve their practice in teaching and learning.

There are a range of interventions and additional subject support which are available should your child need this, it will be discussed with you.

When your child is approaching the start of Key Stage 4, if we think it is needed and there is evidence to support the need, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.

How do we adapt the curriculum and

Our school is a safe and accessible building and we do our best to make it welcoming to the whole community. All safeguarding procedures and risk assessments are in place and are adhered to by all staff.

learning environment?

Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interest and abilities. This may include provision or activities off-site, additional literacy and numeracy, and alternative provision.

How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

As part of the curriculum at Oakwood Community School, we offer regular trips and activities into the local community. Activities/trips could include:

- ✚ Local sports facilities
- ✚ Parks or outdoor learning centres
- ✚ Museums
- ✚ The Space Centre
- ✚ Local towns
- ✚ Shops and supermarkets
- ✚ Cinema

We recognise the need for all pupils to develop relevant life skills and to make a positive contribution to society, this includes being in public areas and participating in activities of daily living. In all of the activities above, pupils will be supported to be around members of the public, and other young people who do not have SEND.

How do we consult parents of pupils with SEN and involve them in their child's education?

Oakwood Community School will need you to support your child by encouraging them to fully engage with their learning and any interventions offered by:

- ✚ Helping them be organised for their day (including bringing the right equipment and books)
- ✚ Full attendance and good punctuality
- ✚ Completion of homework
- ✚ Checking and signing the diary
- ✚ Attending parents' meetings
- ✚ Attending meeting specifically arranged for your child
- ✚ Inform the school of issues which may impact on your child's learning

We will support you by having regular communication about your child's day and their progress and achievements. The class teacher/tutor will be your first point of contact. You are welcome to make contact with the school at any time.

How do we consult pupils with SEN and involve them in their education?

Students are encouraged to take part in Student Voice activities; regularly evaluate their work in lessons, attend review meetings; contribute to Personal Education Plan (PEP) and Education, Health, and Care plan (EHCP) meetings, contribute to target setting and reviewing and reflecting on their learning and achievements with staff.

How do we assess and review pupils' progress towards their outcomes?

Whilst we appreciate the need for educational improvement at Oakwood School, we understand that 'progress' and 'success' for our students can look very different to a grade on a certificate. Over the year we monitor the small steps and changes we have seen in behaviour, concentration, social skills and response to challenges and track these through examples from staff or feedback from other adults. We value a parent's input to these and any feedback or comments you can provide to ensure those attending Oakwood improve as learners is always welcome. Academic progress is reviewed by class teachers every half term and discussed with those who work with the child. Parents will be informed of any concerns alongside regular contact for positive achievements in the classroom. The statutory review of the Education, Health and Care Plan will happen annually, in conjunction with three IEP reviews. In addition, we will hold 3 progress afternoons, and 3 parent's evenings per year. Such meetings are not restricted to the specific published dates and at Oakwood School we are happy to arrange reviews at any stage should there be any issues a parent wishes to discuss.

Students who are exceeding their learning and social or emotional outcomes will be stretched and challenged to increase their social skills and learning strategies for example using less adult support to develop self-reliance, capability and improve their life skill in a holistic manner.

How do we support pupils moving between different phases of education?

Careful consideration to the individual needs of each young person is put into any package for transition to or from Oakwood School. Initial contact is made with the setting previously attended and with parents/carers, as soon as we are formally notified the young person will be attending our school. A suitable integration and education programme is then formulated to ensure each young person experiences success at Oakwood School from the very start. Initially, this may involve a staggered start of shorter school days to ensure the young person is not overwhelmed or stressed by the experience of changing schools. At all times, parents/carers will remain informed of their child's success in settling in.

From year 9 onwards, we continue to build on preparing our pupils for adult life by ensuring that they receive careers guidance, and information about the next steps in their education. In key stage 4, we offer a registered alternative provision which provides an opportunity for students to gain relevant, practical skills-based qualifications to help prepare them for employment and independent living.

How do we support pupils preparing for adulthood?

All students receive advice on careers and are encouraged to visit a wide range of post 16 courses with other post 16 providers. If additional support is needed this will be put in place. All students who have an ECHP will aim to have an early annual review (if required) before Christmas to ensure that transition arrangements can be out in place.

How do we support pupils with SEN to improve their emotional and social development? At Oakwood Community School we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. All staff have a responsibility to support pupils social and emotional development. Small class sizes mean that staff are able to offer a significant amount of emotional support during lessons and are able to debrief if a child becomes upset.

Class staff are the first port of call for any issues such as peer conflict or bullying. They act quickly and follow the schools bullying policy if this required. Pupils are always given chance to share their views, and we pride ourselves on working with parents and pupils to resolve any conflict which may arise.

What expertise and training do our staff have to support pupils with SEN? All of our staff team have significant experience in working with young people with SEND. Weekly professional development is provided to all staff, including teachers and support staff. Topics vary from SEND teaching and learning strategies to assessment, planning and social and emotional support systems. Staff new to the school follow an induction programme which includes training and information on SEND.

How will we secure specialist expertise? As a school we can access a range of services including,

- Health services – occupational therapy, physiotherapy, school nursing specialist nursing, CAMHS, Healthy Minds;
- Speech and Language Specialists;
- Behaviour specialists;
- Hearing Impaired Team;
- Social Care – including social workers, targeted youth and all other family support services within social care.

How will we secure equipment and facilities to support pupils with SEN? The services named above are contacted when necessary and appropriate, according to your child’s needs. If you believe that your child needs specialist equipment or facilities, please contact the SENDCo or discuss the issue at the next review meeting.

How do we evaluate the effectiveness of our SEN provision? Oakwood Community School has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students. The outcomes and evaluations of this process are used to create and implement development plans for all aspects of school life. These are regularly reviewed through evaluation by the teaching teams and senior leadership.

How do we handle complaints from parents of children with SEN about provision made at the school? In the first instance contact the class teacher or your child’s tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact the Headteacher or SENDCo. The school’s complaint procedure is on the school website.

Who can young people and parents contact if they have concerns? In the first instance contact the class teacher or your child’s tutor who may refer your concerns to a more senior member of staff if needed. Alternatively contact the Headteacher or SENDCo.

What support services are available to parents? The following websites may also be useful to you for further information:

<http://www.sendiassleicester.org.uk/about-independent-support-leicester-leicestershire-and-rutland> that offers free, confidential and impartial information, advice and support to parents and carers of young people aged 0-25 with special educational needs or disabilities (SEND) Contact IS Leicestershire: 0116 305 5614

www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/complaints-and-appeals/independent-advice-for-special-educational-needs-and-disability-send

Independent advice for special educational needs and disability (SEND)

You can get advice, information and someone to speak for you if you're having difficulties with getting your child the help and care that they need. The organisations that offer advice and someone to speak for you are independent of Leicestershire County Council, schools and the health service.

www.sendgateway.org.uk – for information on SEN and new legislation changes

www.kids.org.uk – support for families of children with SEN, including financial advice

www.councilfordisabledchildren.org.uk – advice on supporting children and families with a variety of needs.

www.preparingforadulthood.org.uk – advice on moving into further education, employment and social support.

www.ipsea.org.uk – independent advice for parents and families of children with SEN, including advocates who can support you during multi agency meetings or legal processes.

If a number of agencies are needed to support your family, you may be asked to complete an Early Help Assessment form, possibly leading to setting up a Team around the Child (TAC)

Where can the LA's local offer be found? Leicestershire Local Authority's local offer can be found on their website:
<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/about-the-local-offer>

How have we contributed to it?