



SEN Information
Oakfield School
220 Hopewell Road, Hull

	Date	Signature
To be Reviewed/Amended:	September 2018	

AIM

To promote the successful inclusion of pupils with a range of special educational needs and disabilities.

ETHOS

At Oakfield School At Oakfield, we believe it is every pupil's right to expect excellent teaching of an enriched, engaging and inclusive curriculum, in a safe learning environment, which will enable them to reach their full potential so that they become prepared for adult life.

We believe that education is about acquiring good personal and thinking skills, developing communication and ICT skills; it is about becoming creative and reflective. This, we believe, enables students to achieve their full academic potential.

We believe that education is also about developing self-confidence, maturing socially and emotionally and becoming independent, able to make sound lifestyle choices based on enquiry and reasoning.

All our pupils will be treated fairly and with respect.

We believe we should set challenging targets for both staff and pupils, building on strengths and striving for improvements.

To promote high standards in lessons and behaviour, we will have effective systems for reviewing and developing our practice as part of our self evaluation and quality assurance programme.

Definition of Special Educational Needs (SEN)

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

Definition of Disability

‘A physical or mental impairment which has a substantial and long-term effect on the ability to carry out normal day-to-day activities’

Equality Act of 2010

The purpose of this document is to ensure that all stakeholders, including parents, teaching staff and governors understand and use a consistent approach in implementing support for young people with special educational needs.

1. Special Educational Needs for Which Provision is Made

Oakfield School currently supports children who have a range of special educational needs (SEN). The Code of Practice 2014 describes four broad areas of SEN

1. Communication and Interaction, including speech, language and communication needs (SLCN) and Autism Spectrum Disorder (ASD).
2. Cognition and Learning, including severe learning difficulties (SLD), profound and multiple learning difficulties (PMLD), Specific Learning difficulties (SpLD), including Dyslexia.
3. Social, mental and emotional health, including attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD), as well as other issues that are rooted in mental health.
4. Sensory and/or physical needs, including a range of physical difficulties (PD) as well as hearing impairment (HI), visual impairment (VI) and multi-sensory impairment (MSI).

The school has direct experience of supporting children with all of the above, with the exception of PMLD, PD and MSI.

2. Policies for the identification and assessment of pupils with SEN.

The vast majority of pupils attending Oakfield School will already have an existing Statement for Special Educational Needs or have in place an Education, Health and Care Plan.

- a) On commencing a place at Oakfield School all pupils are assessed in lessons create a baseline data set. All teaching staff add comments and data to a document called an initial pupil baseline, as well as an assessment of the pupils Read Accuracy and Comprehension age, which are presented as part of the pupils Six Week Assessment. THIS Initial Pupil Baseline is accompanied by the first drafts of their Personal and Social Profile (PSP), Individual Behaviour, Education and Care Plan (iBEC) and Positive Handling Plan (PHP). If the pupil is resident at the school a Residential Assessment will also be presented. As part of this Six Week Assessment, targets are agreed for the pupils Academic and

Social/Emotional and Behavioural development in the period upto their first Annual Review.

- b) Specific targeted assessment is carried out in core subject areas using NGRT Adaptive Testing for Literacy, Progress in Maths (PiM) in Numeracy and Any targeted assessments done on pupils with suspected special educational needs on entry to the school.
- c) Details of any referral process whereby teachers are encouraged to raise concerns with the SENCo regarding the performance of pupil who they suspect of having special educational needs.
- d) You may include in this section any training given to teaching staff to help them identify such children.
- e) Pupils who do not make adequate progress through the graduated approach may be further assessed by external agencies, such as the Educational Psychologist, IPASS, SENSS and Speech and Language Therapy Services.

3. Policies for making provision for pupils with SEN

The policies outlined in this section apply to all pupils with SEN, whether or not they have EHC Plans.

- a) The school closely monitors the progress of all pupils, including those with special educational needs. The effectiveness of the provision for these pupils is evaluated by ensuring that they make adequate progress. This will be reviewed termly by class teachers in collaboration with parents, the SENCo and the pupils themselves.
- b) Pupils who are receiving support that is additional to or different from their peers, due to special educational needs, will be assessed on a termly basis in all their subjects in line with the whole school policy of termly assessment of progress. In addition, these pupils may be assessed in more specific terms using more detailed testing, to evaluate their level of progress in their specific area(s) of difficulty.
- c) The approach to teaching pupils with special educational needs varies, dependent upon the need of the particular child. Some of the interventions that are used at Oakfield School are:
 - For Primary Schools, this may include:
 - (i) In class support, where a teaching assistant may support one or more children to understand the content of the lesson.
 - (ii) Small group withdrawal, where a member of staff may deliver a short term literacy, numeracy or other intervention to a small group of pupils
 - (iii) One to one withdrawal, where there may be a targeted support in their area of need.

For Secondary schools, this may include

- (i) Interventions at KS3 for literacy, where pupils are withdrawn from lessons to work in small groups on a variety of interventions dependent upon their specific need.
 - (ii) Interventions at KS4, where pupils continue to receive literacy support instead of one of their option subjects to aid progress for them across the curriculum.
 - (iii) KS3 Maths interventions to support pupils who show signs of difficulty with numeracy.
 - (iv) In-class support from a teaching assistant (TA), where a higher level of support is required.
 - (v) Particularly weak and vulnerable children take part in a nurture group for a percentage of their lessons, where they work in a small class of ten to twelve pupils.
- d) For those pupils who are particularly weak and vulnerable, a nurture group is provided in years 7 and 8. Pupils who will benefit from this approach study a differentiated curriculum of RE, History and English as well as receiving additional literacy and numeracy interventions as appropriate.

At KS4, a differentiated curriculum is provided offering a more practical range of subjects, designed to allow pupils with a variety of needs to be able to access learning and qualifications at a level appropriate to their abilities.

- e) Additional support for pupils with SEN is provided in the form of:
- (i) Small group or individual withdrawals for literacy and numeracy
 - (ii) In-class TA support
 - (iii) Social skills groups where appropriate.
- f) Lunch time clubs are offered covering a variety of activities for all pupils, but especially for pupils who find unstructured time difficult to manage. For some pupils, in a small number of cases, it may be necessary to provide supervision during unstructured times. A variety of Inclusion sports activities are held throughout the school year and pupils with special educational needs are encouraged to participate. Such pupils also take part in regular extra-curricular activities, for example school productions.
- g) Additional support is provided for pupils requiring emotional and social development in the form of social skills groups, a pastoral system that operates for all pupils in the school including those with special educational needs. This system allocates each child a personal tutor with whom they meet regularly to discuss any problems and successes that the child may have. Further support groups are available as they may be required.
- h) Access arrangements are made for all pupils with defined Special Educational Needs that may affect their ability to access or succeed in externally set examinations. Internal assessment is made for arrangements such as reader, but full reports from an educational psychologist are undertaken for scribe access. A

full list of access arrangements are also given to all staff prior to each examination series.

- i) Homework and Revision activities and clubs, support pupils taking examinations in the build up to each examinations season, in order to allow them to achieve and best access the examinations.

4. Contact details of the SEN co-ordinator.

SENCo name: Sam Hodgson

Contact Telephone number: 01482 854588 (Ext. 2009)

Email: Samhodgson@oakfield.hull.sch.uk

5. Expertise and training of staff in relation to children and young people with special educational needs

As part of the staff induction programme all staff undertake a series of training courses, including safeguarding, Team Teach and first aid. In-house training for all staff includes bereavement training, dyslexia training, curriculum development, examinations, SEND reforms, etc.

All staff have a series of Performance Management and Supervision meetings throughout the year, which informs their individual programme of CPD in order to best meet the needs of pupils. Oakfield has an ongoing policy of CPD for all staff including teachers, teaching assistants and ancillary staff on special educational needs.

Staff will seek training from outside support agencies when necessary including outreach and transitional support, from the local offer for list of external agencies and outside providers.

Staff will also attend training courses provided by the local authority and partnership schools.

6. Equipment and facilities to support children and young people with special educational needs.

All needs for equipment and facilities will be assessed for each pupil individually. Dependent upon the nature of the need, funding may be provided by the school or requested from other appropriate agencies.

These may include IPASS, who can provide specialist equipment for physical, visual, and hearing needs.

7. Arrangements for consulting parents of children with special educational needs about the education of their child.

Parents/carers are involved at each stage of the assess, plan, do and review process. Parents/carers are invited to discuss with the SENCo and Multi agency Co-ordinator (and/or keyworker/form tutor) the needs of their child in the first instance. This allows for parents to share knowledge about their child and engage in a positive discussion from which there will be agreed actions relating to how the child's needs can be met. Therefore parents/carers have an active role in the planning and decision making regarding their child's provision.

Subsequent to this, parents/carers will be kept informed of progress and outcomes as a result of the aforementioned actions in a number of ways:-

- a) Liaison with the class/form teacher informally.
- b) End of Term home visit when advice and support in helping their child at home can also be given. In addition to this
- c) Formal review (Annual Review or Six Week Assessment) their child's progress with the SENCo (and keyworker/form tutor).

During these meetings/discussions, a 'person centred approach' allows for professionals and parents/carers to contribute towards reviewing the effectiveness of provision in place for the child. Following this, decisions can be made regarding next steps.

8. Arrangements for consulting young people with special educational needs about their education.

- a) The child/young person is involved at every stage of the assess, plan, do review process:-
 - (i) At the initial assessing and planning stage, in order to support a 'person-centred approach', the child/young person's wishes and aspirations are taken into consideration, along with the outcomes they seek and the support they need to achieve them. These discussions enable individuals to feel that they have more control over decisions about their support.
 - (ii) Where the child/young person may be unable to verbally communicate or provide a written input, observations of the child/young person may be made in order to gather information regards their likes, interests, dislikes and difficulties.
 - (iii) The thoughts and opinions of parents/carers, and those who know them best, may also be sought.

- (iv) Any documentation used as a part of the agreed provision (for example, Individual Behaviour, Education and Care Plans, Six Week assessments, etc.) will have a 'child friendly' section which is shared with the child/young person so that they are able to understand all aspects of their support.
- b) The child/young person is able to discuss any aspect of their provision in a number of ways:-
 - (i) Informally with their Keyworker/form teacher informally on a regular basis.
 - (ii) Where appropriate, the child/young person will attend a more formal meeting to review their progress and provision.
 - (iii) A child/young person may contribute to this meeting either by attending in person or by providing written input.

During these discussions/meetings a 'person centred approach' allows for professionals and parents/carers and the child/young person to contribute towards reviewing the effectiveness of provision. Following this, decisions can be made regarding next steps.

9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning provision made at the school.

Complaints about SEN provision within the school are first dealt with by the SENCo or Multiagency Co-ordinator during arranged meetings.

Where a satisfactory conclusion cannot be reached, the parent can then make an appointment to see the Head Teacher or Deputy Head Teacher during which further information can be exchanged and procedures altered as appropriate. If a satisfactory conclusion still cannot be reached then the Governing body must become involved.

The school participates fully if receiving requests for information for tribunals or assisting parents in formulating appeals etc.

10. How the governing body involves other bodies in meeting the needs of pupils with special educational needs.

Where a school has concerns that a child may require additional or external support to meet their special educational needs, then a request can be made to the local authority service provider and / or other professional support service, or voluntary organisation.

These may include:

- Educational Psychologists
- Speech and Language Support Agency
- ASD Team
- National Autism Society

- IPaSS – Integrated Physical and Sensory Service(Visual/Hearing/Physical)
- Social Care Team
- Examination Boards
- Children’s Centres
- CAHMS for Mental Health Needs
- Rowan Centre – Home Education Support
- Echoes
- Kids – Parent Partnership
- School Nursing Team
- Whitehouse Unit
- Cruze / Dove House Bereavement Support Team
- Sibling Support Services – Barnardo’s
- Traveller Education Team
- Northcott Outreach Service
- Police

Links to all of these can be found in the Hull Authority Local offer.

Advice may be sought from one or several service providers, when considering the initiation of a statutory assessment. Details of this may be found in the DFE SEN Code of Practice.

A Statutory Assessment is only usually required or conducted for children with complex or severe learning needs. This may include needs in:

- Cognition and Learning
- Communication and Interaction
- Sensory and/or Physical.

Throughout this process the local authority has a duty to request the opinions of parents, the school and other involved professionals.

Following a Statutory Assessment, the local authority will make a decision whether an Education Health and Care Plan is considered appropriate for the child.

11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32.

All contact details are detailed in the links provided in the Hull Authority Local Offer.

www.connecttosupport.org/hulllocaloffer

12. Arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

All children with special educational needs will require support and planning when they transfer between key stages from 0-25.

For example:

Preschool -> Nursery -> Foundation -> KS1 -> KS2 -> KS3 -> KS4 -> KS5 -> Higher Education/College -> Independent Living.

Where a child has a Statement of Special Educational Need or an Education Health Care Plan, a preference for educational setting should be made during the Annual Review process the year prior to the transition. This enables the local authority to consult and request placements at the preferred school. A request for a special school placement should be made early in Year 5 or year 9 to determine that suitable provision can be considered. It is useful at this stage for the parent to visit some appropriate schools or colleges at the next key stage to help an informed choice to be made. The SEN Team will administer the process following any request by the parent.

Transition packages need to be planned carefully for children with special educational needs and many education providers now offer additional visit time, weekend schools and / or transition meetings to support all new pupils. Other consideration could also be given to the use of social stories, transition activities/ programmes and /or communication passports. All of these can help to support children and prevent vulnerability during their transition. Early admittance policies are also being used by some secondary providers to help children to settle earlier into new routines.

All children with a Statement of Special Educational Need / Education Health Care Plan, must have their secondary transfer placement confirmed by 15th February in Year 6.

Dependent upon the school's setting, they may wish to elaborate on the specific arrangements that they have in place to support pupils with SEN through the transitions they are involved with.

13. Information on where the local authority's offer is published.

This section will simply be a link to the local authority website where their local offer is published.

www.connecttosupport.org/hulllocaloffer