

# Oakfield School

## Special Educational Needs and Disability Information



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### **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:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- 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."

SEN Code of Practice January 2015

### **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

### **SEN Code of Practice 2015**

In making provision for pupils with special educational needs our policy objectives are:

- To ensure that our duties, as set out in the SEND Code of Practice 2015 and The Equality Act 2010, are fully met to enable pupils with special educational needs to join in the normal activities of the school along with pupils who do not have special educational needs;
- To ensure that all pupils gain access to a broad and balanced curriculum and have an equal opportunity to receive an education that is appropriate to their specific needs;
- To identify and assess the pupils with special educational needs and disabilities (SEND) as early as possible, including assessment places where appropriate;
- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our pupils;
- To provide a graduated approach in order to match educational provision to pupils' needs;
- To develop a partnership with parents/carers in order that their knowledge, views and experience can assist us in assessing and providing for their children;
- To take into account the ascertainable wishes of the pupils concerned and, whenever possible, directly involve them in decision making in order to provide more effectively for them;
- To ensure effective collaboration with Local Authority (LA) services, health services and social services in order to take effective action on behalf of pupils with special educational needs;
- To ensure that all staff are aware of their responsibilities towards pupils with special educational needs and are able to exercise them;
- To monitor our effectiveness in achieving the above objectives.

## Who are the best people to talk to in Oakfield School about my child's difficulties/ Special Educational Needs or Disability (SEND)?

SENDCo/Designated Teacher for Looked After Children (Mr Sam Hodgson)

Responsible for:

- overseeing the day to day operation of the school's SEND policy
- co-ordinating provision for children with special educational needs
- liaising with and advising fellow teachers
- overseeing the records of all children with special educational needs
- liaising with parents of children with special educational needs
- contributing to the in-service training of colleagues
- liaising with external agencies including the LA's support and educational psychology services, health and social services, speech and language therapy and voluntary bodies.

## What are the kinds of SEND that are provided for within Oakfield School?

Oakfield currently supports children who have a range of special educational needs and disabilities (SEND). The Code of Practice 2015 describes four broad areas of SEND.

- Communication and Interaction, including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
- Cognition and Learning, including Severe Learning Difficulties (SLD), Profound and Multiple Learning Difficulties (PMLD), Specific Learning Difficulties (SpLD), including Dyslexia.
- 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.
- 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).

## **Identification & Assessment**

On acceptance of a place the SENDCo will gather all relevant background information on new pupils, prior to their entry to the school. New pupils will be placed in a class best suited to their individual needs. All pupils will undergo an initial assessment period of 6 weeks where academic ability, as well as any residential requirements, are assessed and discussed with Parents/Carers. The teaching staff in consultation with the SENDCo and/or the outside agency involved will assess and update an Individual Behaviour, Education and Care plan (IBEC) each term and review dates are set to assess the child's progress each half term, with an annual review of progress. Standardised testing is also used to assess progress in specific areas. School staff carry out home visits with Parents/Carers termly to discuss their child's progress and to discuss new targets. Ongoing classroom records are used to inform planning and target setting for each child. Where learning behaviour support mentors are involved, their observations and evidence are very valuable contributions to the assessment process. Early identification of specific needs is vitally important, and the school makes every effort to identify these needs and target support as quickly as possible. Identification is achieved through any of the following means:

- use of transfer records
- contact with parents/carers who express concern over their child's progress
- classroom monitoring and observation by the class teacher
- use of standardised tests taken throughout the school
- other assessments made by the class teacher or SENDCo

## **Monitoring**

The SENDCo maintains a record of all children, including those on assessment placements, which contains relevant information about each child. The class teacher and the SENDCo keep IBECs, which are stored on the school's computer system. This allows learning and behaviour support mentors, subject teachers and residential staff to all contribute and be aware of the targets within the IBECs. They may also be involved in drawing up new targets if appropriate.

What are the different types of support available to my child with SEND at Oakfield School?

## **ACCESS TO CURRICULUM**

All children in school are given access to a broad and balanced curriculum. Each pupil has a different combination of needs inherent in the specific SEND, but all pupils are fully integrated into the school as a whole. The school has adopted a number of strategies in order to support full and complete access:

- individual approaches
- in class support\*
- withdrawal/support\*
- a tailored curriculum with matched/differentiated activities
- specific equipment to allow access, i.e. iPad/Laptop etc.
- specialist teaching or support, i.e. support from outside agencies

\* In- class support and withdrawal is wholly dependent upon the child's individual needs, taking into account classroom routines, key stage structure, availability of resources and support. Consideration of these factors ensures that each child has full access to the whole curriculum.

Access to the curriculum is enabled via differentiation. In each curriculum area, advice is given on making specific subjects accessible to all pupils. (Refer to individual curriculum policy documents).

Regular assessment helps class/subject teachers determine the next learning step for each pupil. Children with SEND may need to have the Statements of Attainment and APP broken into small steps to assist both with assessment and the setting of new learning objectives. It should then be possible to produce an individual teaching programme geared more precisely to meet individual's needs.

Some pupils with sensory or physical difficulties may need special facilities or approaches to access the curriculum. The school has access to:

- means of communication other than speech, including technological aids, signing, symbols or lip-reading.

Further advice on specific needs children may have, in order to access the curriculum, can be obtained from the City Psychological Service / or Psychology Direct. In order to enable full curriculum access when considering programmes for children with SEND, the class/subject teachers are also aware of:

- (i) levels of support in school and home,
- (ii) motivation,
- (iii) materials, both teaching and conceptual,
- (iv) methodology, e.g. in-lesson delivery,
- (v) means of recording for pupils with SEND, e.g. use of laptop computers, tape recorders and/or cameras to record information,
- (vi) groupings / peer support
- (vii) pace - an awareness that children with SEND often work at a slower pace than their peers, requiring “over learning” to acquire new skills / knowledge,
- (viii) evaluation / feedback needs to be shared with the individual pupil by the teacher on a regular basis.

External support services play an important part in helping the school to identify, assess and make provision for pupils with special educational needs. The school is aware of how to secure access to support services and knows the terms on which they are available. Services include equipment, materials, staff support, technical and professional expertise, all of which are used exclusively for the identification and assessment of, or making special educational provision for, pupils with SEND.

- School receives regular visits from Educational Psychologists.
- In addition, the school may seek advice from specialist advisory teaching services for children with sensory impairment or physical difficulties.
- Speech and language therapists contribute to reviews of children with significant speech and language difficulties, including school staff who are appropriately trained.
- Multi-agency liaison meetings, with representation from Social Services, Health and the Educational Psychologist service are held to ensure effective collaboration in identifying issues and then making the provision accessible for vulnerable pupils.

The school has close links with:

- The other special schools within the city,
- Pupil Referral Units,
- Educational Psychologist Service / Psychology Direct,
- CAMHS,
- School Nurse Service.

### How can I let Oakfield School know that I am concerned about my child's progress in school?

- If you have concerns about your child's progress you should speak to your child's form tutor initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the Head of Curriculum or Head of Key Stage who will then inform the form tutors, learning and behaviour support mentors and SENDCo.

### How will Oakfield School let me know if they have any concerns about my child with SEND's progress in learning?

If your child has been identified as not making progress Oakfield School will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may require, including interventions and speech and language therapy (SaLT).
- Discuss with you any referrals to outside professionals to support your child's learning.

### Who are the other people providing services to children with SEND at Oakfield School?

Directly funded by Oakfield School:

- Head Teacher
- Deputy Head Teacher
- Senior Teacher (Curriculum)
- SENDCo / Designated Teacher for Looked After Children
- Safeguarding / Multi-agency Co-ordinators
- EWB Team – Co-ordinator and 5 full-time support staff
- Heads of Key Stage (KS3, KS4 and CLC)
- Curriculum Team
- 24 Specialist Teachers
- 32 Learning and Behaviour Support Mentors

Paid for by Oakfield School and delivered in school

- MABLE SaLT
- Spectrum Analytics

Paid for centrally by the Local Authority, but delivered in school:

- Youth Offending Team
- Youth, Drugs and Alcohol Project, Refresh

Provided and paid for by the Health Service but delivered in school:

- School Nurse
- Occupational Therapy
- Speech and Language Therapy Team, LA
- CAMHS
- Children and Young People's Service
- iPASS

How are the teachers in Oakfield School helped to work with a SEND child and what training do they have?

All staff are expected to keep up to date with the new Code of Practice, by attending staff meetings / Phase meetings etc. Provision is made on both a formal and informal basis for staff to extend their knowledge of identification, assessment, evaluation and record keeping.

There are a variety of strategies adopted to provide specific in-service training. All in-service training, both internal and external, needs to be school generated so that the teaching and non-teaching staff feel that they are part of a whole school programme.

How will we support your child when they are leaving Oakfield School?

We recognise that transition can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving to a different subject teacher within the Oakfield School:

- Information will be passed on to the new class teacher.

How will teaching be adapted for my child with SEND?

- Specifically Trained Subject Teachers plan lessons according to the specific needs of all groups of students in their class and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teacher's planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.
- Specifically planned and implemented learning environment to best address the needs of children.



### How will we measure progress of your child in Oakfield School?

- Your child's progress is continually monitored by his/her subject teachers.
- His / her progress is reviewed formally at three assessment points throughout the year and their progress will be tracked and monitored.
- Students with SEND will have a student overview which will be reviewed with your involvement at each review meeting.
- The progress of students with an EHCP is formally reviewed at an Annual Review with all adults involved with the student's education and the student themselves.

### What support do we have for you as a parent of a child with an SEND?

- Keyworkers and Form Tutors make regular contact with parents to discuss progress and behaviours.
- Senior Teacher (Curriculum), Curriculum Team and SENDCo are regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- Multi-agency and EWB staff are available to meet with you to discuss your child's progress or any concerns/ worries you may have.
- All information from outside professionals will be discussed with you, either communicated by the person involved directly, or where this is not possible, in a report.
- Student Overviews will be reviewed with your involvement at each annual review.

### Complaints around SEND Provision?

The parent / carer of a child with SEND has the right to make a complaint about the provision made for their child at the school. The first point of contact will be the class teacher or keyworker, then the SEND Co-ordinator, who will try to deal with the complaint as efficiently and effectively as possible. If the parent / carer is unhappy with the response from the SEND Co-ordinator, the complaints hierarchy is as follows:

- Head
- SEND Governor
- School Governing Body
- LA

Whilst it is hoped for a school based solution to the complaint, the parent / carer is able to proceed to the LA if the school is unsuccessful in dealing with, or providing a satisfactory solution to the complaint. The parent/carers will be encouraged to contact KIDS (an independent education advisory service).

### Oakfield School Procedure for Bullying within Oakfield School

- Investigate all incidents of bullying.
- Take a serious view of bullying.
- Take appropriate action.
- Involve parents/carers to ensure that they are clear that our School does not tolerate bullying.

- Make available resource materials particularly through the spiritual, moral, social and cultural development (SMSC) curriculum.
- Ensure that this policy is given a high profile throughout Oakfield School.
- Ensure that all governors, staff, parents and students are aware of this policy.
- Ensure good supervision of students at all times.
- Include anti-bullying procedures and information in staff training.

### Safeguarding and SEND within Oakfield School

Oakfield School recognises that, statistically, young people with behavioural difficulties and disabilities are the most vulnerable to abuse. School staff who work, in any capacity, with children with profound and multiple disabilities, sensory impairment and/or emotional and behavioural problems will need to be particularly sensitive to signs of abuse. School staff must give consideration to children who are subject to an Education Health Care Plan, or have a medical condition as these can mask safeguarding issues and must not be dismissed.