

Oaks Park High School

Title:	Special Educational Needs & Disability (SEND) Information Report
Person responsible:	C Douglas
Date for review:	2017

An overview of Oaks Park High School

Oaks Park High School identifies those students who have additional learning needs in a number of ways and at a number of different times during the school year. The principle of quality first teaching, alongside early intervention, underpins the graduated approach to supporting SEND students at the school. All teachers and teaching assistants have a responsibility to identify and support students. Student progress is assessed formally through monitoring of academic levels and reading ages; observation of friendship groups; behaviour in class and behaviour around the school site. All of these factors are indicators which could prompt a member of staff to initiate further investigation and establish evidence of need, where appropriate. All parents/carers should consider whether the curriculum on offer is correct for their child before deciding on a school.

The range of special educational needs provided for at Oaks Park comprises:

- Support for students whose behaviour is challenging.
- Support for the Visually Impaired.
- Specified individual support.
- Support for health needs.
- Grouping of students.
- Specialist teaching groups
- Social and emotional support (individual and group) and support during unstructured time.
- Support for students with social communication difficulties.
- Mentoring.
- Counselling.
- Individual and group support for students with literacy difficulties.
- Individual and group support for students with numeracy difficulties.
- Curriculum adaptations/differentiation.

Support is personalised; however students with similar needs may receive support as part of a group. Teaching staff are aware of the need to adapt the curriculum and differentiate schemes of work, lessons and tasks, depending on the learning needs of the students they teach.

During break, lunch and after school, students receive support with their academic work and coping mechanisms are provided for those students who find it difficult settling into school. Our Pastoral and Inclusion teams manage any concerns students, parents/carers or teachers have in order to remove any barriers to learning and ensure that all students enjoy and achieve during their school day.

How will the school know if my child needs additional help and how will information be shared with me?

Transition

At Oaks Park we have a permanent Head of Year 7. The Head of Year, in conjunction with a dedicated Pastoral Assistant and the Inclusion team, works closely with feeder primary schools to ensure a smooth transition for all students. Where possible, the SENCO attends any annual reviews for Year 6 Statement/Education Health Care Plan (EHCP) students who have named Oaks Park as their chosen secondary school. In addition, a member of the Inclusion team attends primary feeder visits with the Head of Year 7 and Pastoral Assistant in order to collate as much information as possible to support students with additional needs upon arrival at Oaks Park High School.

A Year 6 to 7 transition day is held in advance of the 'first day' at Oaks Park for all Year 7 students. Year 6 students spend a day at the school and during this time are supported by a large team of teaching assistants who, alongside teaching staff, observe students and raise any possible concerns they may have with the Head of Year 7 and SENCO.

The Beginning of Year 7

At the beginning of Year 7 all students sit an online LASS (Lucid Assessment System for Schools) assessment, which is an online diagnostic assessment of specific learning difficulties. Students who score below specific thresholds in the assessment are identified and teachers fully briefed about possible barriers to learning to ensure that students are supported through quality first teaching. This assessment, coupled with additional in-class assessments, allow staff to identify students who may require additional support. These exercises 'kick start' the process of identifying the specific needs a student may have.

Progress Reviews

Students and parents/carers receive regular progress reviews. Student progress is reviewed and evaluated each term, based on the academic progress being made and how well included they are within the school community. Primarily, data is reviewed by the student's Form Tutor and Head of Year and those in need of additional support identified. If there are any concerns regarding progress, the Head of Year can refer students to the Inclusion team to consider additional support strategies. Parents/carers can also liaise directly with the Form Tutor/Head of Year if they have any concerns.

The Inclusion team know that parental support and involvement in their child's learning is important for any student who has an EHCP or Statement of Special Educational Needs (SEN). Communication and partnership with parents/carers is therefore conducted through our key worker system, where a named key worker will regularly contact home regarding the progress and wellbeing of the child. This establishes positive home school links.

Concerns

Where staff have concerns regarding the progress (academic or social) of students, they can contact their Team Leader and the relevant Head of Year, who will then liaise with the SENCO. If parents/carers have any questions or concerns they can speak to their child's Form Tutor, Head of Year or SENCO, by calling the school or emailing cdouglas@oakspark.redbridge.sch.uk.

Interventions

Where students have been identified as being in need of additional support or further assessment, parents/carers are informed and offered the opportunity to discuss the nature of the support in detail. Interventions are monitored carefully and, where possible, progress is measured throughout the intervention itself and by referring to academic progress reviews.

Further Assessment

Where the school requires further clarification to identify the specific needs of a student, or if there is complexity in the assessment of the student's needs, an assessment from the school's Educational Psychologist (EP) will be requested. In this case, written consent is required from parents/carers. Reports from the EP are sent to parents/carers and an agreed way forward discussed.

Education and Health Care Plan (EHCP)

If the school feels that an EHCP may be required, it will begin the process with an assessment by the Educational Psychologist. Parents/carers are invited to meet with the EP and SENCO to discuss the procedure and their part in the process.

The Approach to Teaching Children and Young People with SEND

Oaks Park High School aims to ensure that all students are fully included in school life. At the end of their school experience we also aim to equip students with the appropriate skills and qualifications to enable them to progress in life and fulfil their ambitions. Helping students to overcome any barriers which may stand in their way is approached in a variety of ways. These include:

- withdrawal from mainstream lessons for group or individual support;
- in-class support.
- mentoring - (peer and staff);
- tutorial intervention;
- a differentiated curriculum.

A number of different factors are considered when the nature of the support is being decided, including:

- the nature of need;
- the impact of withdrawal from mainstream lessons;
- support from parents/carers;
- key workers;
- the student's ability to access lessons independently;
- the number of hours of support likely to be required.

Early intervention is highly effective in removing barriers to learning and, as a result, the majority of interventions take place during Year 7. Where this is successful, the need for support is often reduced and the level of intervention typically decreases further up the school.

Oaks Park High School recognises that students can become over-reliant on support out of habit rather than need. Therefore, as part of their holistic development, we believe that students should be challenged - both academically and in their approach to learning. It is of utmost importance that all of our students understand that we are preparing them for the next step by equipping them with relevant skills as well as academic achievements. Where staff believe that in-class support is not fostering the development of independent learning, the support will be reviewed and if necessary, withdrawn.

How will the school know how well my child is doing and how will they inform me about this?

The progress of all students is measured against their baseline starting point and compared to the progress of students nationally. Progress review reports detailing this information are produced once per term. All students will have levels of progress monitored by their Head of Year and those identified as requiring further support are also monitored by the Inclusion team. Where intervention is already taking place, the success criteria determined at the start of the intervention will be used to measure its success.

Communication with parents/carers and students also provides information on how well the support is being received and their views on the way that support is provided. This information is gathered through formal and informal meetings with parents/carers, students, teachers and teaching assistants. Inclusion staff ensure that open and regular communication with parents/carers and students takes place. Through this we can identify any difficulties; reduce anxieties; communicate how well the child is doing at school and ensure that the focus is on them enjoying their learning.

How will the School communicate with parents of children with special educational needs and how will it involve parents in the education of their child?

At Oaks Park we believe that a strong home-school partnership underpins success. Parents/Carers are communicated with regularly and in a variety of different ways. Any student who has a statement of SEND or an EHCP will have an assigned Key Worker, who is the main point of contact and establishes a strong bespoke relationship with the student and the family. We have various additional systems which can be used, based on what is best for the individual student and the wider family (e.g.) home/school book; daily progress report; email or text. Parents/carers are also invited to attend planning and review meetings.

How are students involved in the design of their educational provision?

Any student identified as having SEN or requiring SEN support has a one page profile, which is made available to all relevant staff through our Schools Information Management System. This profile page is designed by the student, with the support of a teaching assistant, and details the specific difficulties the student has, how they like to learn and what their targets are. These targets are mutually agreed between the student and the teaching assistant and progress is monitored on a regular basis.

How will the school support my child to change classes and/or move on to a new school when they reach the appropriate stage(s)?

Primary to Secondary Transition

Transition work begins with the dedicated Head of Year 7, Pastoral Assistant and members of the Inclusion Team visiting primary schools during the summer term of Year 6. Visits to Oaks Park High School are also arranged for any students with a statement of SEND or EHCP in advance of the general Year 6 transition day, and even as early as Year 5. This enables students to familiarise themselves with the school and staff and feel more confident when they arrive at the start of Year 7. Our transition work allows us to ensure that your child makes a positive start at secondary school.

Key Stage 3 to 4 Transition

Transition from Key Stage 3 to 4 is a fully supported process which is facilitated by a range of teachers, advisors and support staff. When students with SEND move from Year 9 to Year 10, their transition is supported by the Oaks Park Inclusion team; Connexions advisors and any teachers from the outreach service who have worked with the student at KS3. This joint support helps students to understand their options; progress towards a possible chosen career or develop interests in particular subjects.

Key Stage 4 to 5 Transition

Connexions advisors and the Inclusion team support SEND students in making the right choice at the end of Year 11. Many of our students choose to stay on at Oaks Park and enter the 6th form. Wherever students apply to study at KS5, staff support them with the application process; arrange visits and ensure that students are well informed to ensure they make the right choice of institution and course. Parents/carers are involved throughout the process.

Life beyond 6th Form

At the end of a student's life at Oaks Park High School, whether they want to enter the world of full time work, study or undertake other types of training, we work closely with them to ensure that they are prepared for the next step. The long term goal for our SEND students is to help them become independent adults; fully equipped with the necessary skills and confidence to make a positive contribution to their community and the ability to succeed in the workplace and in their future lives.

How will the school ensure that my child will be included in all activities at school, after school clubs and on school trips?

Oaks Park High School ensures that all students can participate in school activities and trips. A comprehensive list of clubs and activities is published each year; reviewed each term and shared with students via their Form Tutor. Only where activities or trips are advised against by medical professionals will students not be offered places. In this case the school will look at how partial participation may be possible.

How is the school accessible to children with SEND?

Oaks Park High School work closely with Redbridge Special Educational Needs Resource Centre (SERC) and Newbridge Outreach, which enables us to seek further advice, guidance and training on the use of specialist equipment to facilitate access to learning for students with complex needs. We also work closely with the Joseph Clarke Service for Visually Impaired students.

There are two lifts in the main school. The Craig Foster building spans three floors and also has a fully functioning lift. The corridors in the main building are quite narrow and can therefore be challenging, though accessible, for students with wheelchairs and walking frames.

We also have a small Inclusion building, the Acorn Centre, alongside the main school, which has compact classrooms used for smaller group sessions. The area is maintained by staff as a nurturing and quiet environment where students can feel safe and seek support. The Acorn Centre is a single storey building which is easily accessible from the main school gates.

What training and support is offered to school staff?

The Inclusion team currently work in sub-teams based on the four key areas of need, as stated in the Code of Practice. These are:

- Communication and Interaction.
- Cognition and Learning.
- Social, Emotional and Mental Health.
- Sensory and/or Physical.

In addition to these and under the umbrella of Inclusion, there is also a sub-team working specifically to support children who are looked after. These teams continually develop their specific areas of expertise by working closely with our outreach services such as Speech and Language Therapy (SALT) and Newbridge Outreach. The sub-team leaders also facilitate the training of all teaching assistants, as needs can, and often do, span more than one of the four key areas. The Inclusion team supports all colleagues across the school by providing advice and strategies and working with teachers in the classroom.

Newly Qualified Teachers receive training on supporting SEND students in the classroom and Continuing Professional Development (CPD) for all teachers includes regular and up-to-date training on best practice for supporting students with SEND.

Working with organisations and professionals outside of the school.

Oaks Park High School works with health and social care organisations as well as outreach providers to access services that may be of benefit to our students. We recognise that parents/carers know their children best; however professionals outside of the school are able to provide expertise in different contexts and it is therefore important that these people are also involved. Students who are looked after by the local authority are given specific consideration and support.

Where can I find my local offer?

All Local Authorities must provide a local offer for children with SEND. The Redbridge local offer can be found [here](#).

Complaints Procedure

The school's Complaints Procedure is available via the school website.

The Governing Body at Oaks Park High School approved this report in July 2016.

Report review date: July 2017