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## **Circulation**

This policy is available to all teaching and non-teaching staff, including external agencies. Copies are available to parents and carers on request and the policy is published on the School's website. As a school which caters for children and young people with special educational needs, all students at Oaklands School will have an Education Health and Care Plan (EHCP).

## **Key Personnel**

Martine Clewes SENCO

- Assistant Head Teacher,
- Designated Teacher for Children in Care (CiC),
- Deputy Designated Safeguarding Lead (DDSL).

Tamsyn Bradley Qualified SENCO

- Assistant Head Teacher,
- Deputy Designated Teacher for Children in Care (CiC),
- Designated Safeguarding Lead (DSL).

SEND Governor: Alison Thorpe

## **Qualifications held by Martine Clewes and Tamsyn Bradley:**

- SENCO Specialist Certificate;
- National Award for SEN Coordination (NASCO)
- Level 3 Keeping Children Safe in Education Certificate.

## **Curriculum Aim to support SEND**

The aim at Oaklands School is to enable all young people to achieve their potential through a fully inclusive curriculum. The Educational Curriculum at the school is based upon the National Curriculum. An inclusive curriculum is one where all learners:

- Experience a child centred approach, where they are supported in a nurturing, safe and appropriate environment
- See the relevance of the curriculum to their own experiences and aspirations.
- Have sufficient opportunities to succeed in their learning at the highest standard.

For students in Key stage 4 and the Sixth Form, there is a range of accreditation available that meets the full range of abilities and aptitudes of all the students at the school.

Opportunities are also available for students to pursue individual interests through a range of additional curriculum opportunities which are reviewed annually. Each student has an individual timetable that details their core subjects and the 'optional subject' choices they have made. The subjects taught enhance well-being, develop skills for independent living and promote citizenship.

## **Responsibility for SEND Provision**

The person responsible for coordinating the provision of education for the students at Oaklands School is the SENCO, supported by qualified staff who apply Quality First Teaching skills to support students.

### **The SENCO is responsible for:**

- To coordinate the whole-school provision for SEND;
- Ensuring the appropriate educational provision, including resources, is available to support the needs identified within the EHCP.
- To be responsive to requests for advice from all stakeholders, particularly from teachers and teaching assistants;
- Establishing training requirements for staff and contributing, as appropriate, to their training;
- Maintaining school systems and records;
- Liaising with parents as necessary, including conducting EHCP annual, transfer or transition reviews;
- Liaising with external support agencies, including the educational psychologist health and social services and voluntary bodies.

All staff within the school are responsible for delivering the day to day provision for all students are the students, everyone has a key role to play in supporting pupil development. This is in line with the expectations outlined in the SEND Code of Practice 2014.

### **Class Teachers are responsible for:**

- Ensuring the emotional and social needs of each student within their form group are met. Class teachers act as mentors for each student in their form group and are responsible for supporting them throughout the school day;
- Planning lessons that meet the needs of all students. This includes differentiation of tasks, providing appropriate resources and support for each student; as outlined in the SEND Code of Practice and in line with the school's core offer;
- Ensuring records of subject progress are kept according to the School's Assessment Policy;
- Liaising with the SENCO/ Data Manager/ external agencies regarding each student's academic progress and welfare needs;
- Providing information as required, including written reports, for external professionals e.g. health service, social services or others with specialist knowledge;
- Providing written reports detailing progress and attainment for Annual Reviews of EHCPs, this includes both pre and post review reporting;
- Updating pupil profiles termly in line with target reviews;
- Identifying and assigning termly targets appropriate to the long-term targets within the EHCPs.

## **6 Monitoring of Progress**

The aim at Oaklands School is that all students make progress in both their academic, social and personal skills.

The School uses a commercial software programme, Onwards and Upwards to record and monitor progress. Please refer to the Assessment and Marking policy for further detail.

## **7 Assessing and Reviewing**

The school follows the guidance within the SEND Code of Practice 2014 where the focus is on the Assess, Plan, Do, Review process.

- **Assess**

On admission to the school the pupil's needs are identified as part of the transition process. Pupils are assessed via formative and summative assessments in order to benchmark accordingly hence continuing to meet need.

- **Plan**

The form tutor and pupils are involved in setting targets and working towards them each term, pupils are encouraged to attend annual review meetings to review how these targets link to EHCP progress. There is a whole school approach to this process.

- **Do**

Pupils' needs are monitored and any developmental areas are communicated to staff on a daily basis if required and parents/carers at parent/carer/teacher meetings, via interim reports or by daily communication as required.

- **Review**

The annual review process ensures that detailed information is updated regarding need and accessibility on an annual basis. There is also the opportunity to review progress with parents at parent/teacher meetings and more informally with the pupil on a daily/termly basis as identified by the relevant tutors.

## **8 Provision for Annual Review of Statements of Special Educational Needs**

The aim at Oaklands School is to create a welcoming environment in which both the young person and their parents/carers feel comfortable to express their views.

Annual Reviews usually take place in the purpose-built SENCO office. There is a car parking area immediately outside which includes a disabled parking area if required, and toilet facilities are also wheelchair accessible. Parents/carers may bring a friend or an independent supporter with them to the meeting if required, who could contribute on their behalf. However, please inform the School in advance that this person will be attending the review.

Additional planning to meet the needs of young people/families with English as an Additional language or communication difficulties. If a young person or their family has English as an additional language or a communication difficulty, the timescale for planning the annual review is taken into account. The School will ensure that documents are translated or made available in an appropriate format. It would also consult with the placing authority regarding the need for appropriate bilingual support to be available at the review.

Invitations are sent out at least 4 weeks prior to the review date to all those involved in the students' education and care. The review documentation and any other written contributions are sent out 14 days prior to the review. EHCP reviews meetings are held annually.

However, interim reviews can be conducted if necessary. Year 11 and post 16 reviews for students may also be held earlier in order to allow sufficient time to resolve issues relating to funding or transition planning.

Students are encouraged to take an active role by contributing their 'voice' and are invited to attend at least part of the review. Parents will receive a draft copy of the amended EHCP from the Local Authority following the review meeting.

**The aims of the Annual Review are to:**

- Assess the young person's progress towards meeting the previous outcomes set;
- Review the special provision made for the pupil, including the appropriateness of any special equipment provided;
- Review the impact of external agency input or identify any new provision requirements;
- Set new targets for the coming year;
- Identify any external factors which are impacting on progression;
- Provide a forum for parental/child discussion.

**9 Transition Planning**

Annual Reviews held from Year 9 onwards, focus on any transition requirements and the necessary planning. A representative from the Local Authority's Young People's Services are invited to attend and contribute to these reviews. A transition plan is developed by the YPS team from Year 9 onwards.

**10 Children looked after by the Local Authority**

Where the young person is also a Child In Care (CIC), the Annual Review may be held jointly as part of the PEP process. Where it is not possible for the reviews to be held jointly, the young person's social worker is invited to attend the separate Annual Review meeting to help ensure a holistic approach.

**11 Target Setting**

The form tutor is the person responsible for setting the termly targets and monitoring progress associated with these targets. However, all subject teachers are required to contribute to this system.

Targets are written in positive language that clearly explains what they need to do. Targets can be chosen from the following four areas as identified within the EHCPs:

- Cognition and learning;
- Communication and interaction;
- Mental health and wellbeing;
- Sensory and/or Physical.

Progress towards each target is monitored termly with year group moderation. Targets are shared with the students and link to academic targets as outlined in the Assessment and Marking Policy.

## **12 Speech and Language Therapy**

All students who have speech and language/communication needs identified in their EHCPs have access to the School's Speech and Language therapist (SALT). The SALT therapist assesses the speech and language needs of each student. From these assessments, a detailed programme of speech and language therapy is derived and delivered as needed. This may involve individual sessions, group sessions in social skills or support within the classroom environment. The Speech and Language therapist assessment reports and details of progress are reported at each EHCP review.

The speech and language therapist also support with the use of resources and staff training in order to improve the language and communication needs of students.

## **13 Support Services**

A range of additional services are available to support young people with further health and welfare issues. These include:

- In-house counselling;
- NSPCC bespoke counselling;
- School nurse drop-in sessions;
- School nurse bespoke programmes of work with individual pupils e.g. eating disorders, toileting issues etc;
- Emotional Literacy Support (ELSA) programme: group sessions and drop-in facility.
- Support from the Local Authority Sensory team to support children with visual or hearing impairments.

## **14 External Examinations and Access Arrangements**

All students are encouraged to gain externally recognised qualifications and examinations. A wide range of courses and examinations are available to suit individual needs and interests. As pupils, on entry, have an EHCP, they receive 25% extra time and a reader and scribe in their examinations.

This policy is supported by information provided in the school's SEN Information report accessed via the school web site. [www.oaklandsschool.org.uk](http://www.oaklandsschool.org.uk)