

OAKS PARK HIGH SCHOOL

SEND INFORMATION



As part of the Children and Families Act 2013, Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEND in the local area.

Redbridge Local Offer is available *on the Redbridge Website* [here](#) and tells parents how to access services in their area and what to expect from these services.

Alongside this, schools are required to publish information about their arrangements for identifying, assessing and making provision for pupils with SEND.

This is the SEND Information for Oaks Park High School. It describes the arrangements we make that are 'additional and 'different for pupils with SEND. This information has been produced together with parents, carers and our children and young people and will be reviewed annually.

The following information outlines the support and provision pupils with SEN can expect at Oaks Park High Schools.

ALL pupils will access:

- *Quality First teaching and learning;*
- *A differentiated curriculum;*
- *Reasonable adjustments to the environment and equipment for pupils with disabilities;*
- *Assessment for learning;*
- *Personalised target setting;*
- *After school clubs and educational visits;*
- *Access to careers advice.*

Some pupils with Additional SEND needs will also access:

- *Targeted interventions and support matched to their need;*
- *Individualised target setting;*
- *Personalised progress tracking and assessment of need;*
- *Access to flexible working groups;*
- *Access to additional adult support for specific tasks;*
- *Intervention from external agencies;*
- *Learning Mentors;*
- *Support from ELSA qualified TAs.*

A **few** pupils with complex or significant needs will also access:

- *A personalised timetable;*
- *Access to evidence based specialist programmes;*
- *Access to specialist services and therapists;*
- *High levels of adult support and some small group work.*

What are the roles and responsibilities of staff at Oaks Park?

The SENCO

The SENCO is Vicky Bradley.

They will:

- Work with the Headteacher and SEN Governor to determine the strategic development of the SEN policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEN policy and the coordination of specific provision made to support individual pupils with SEN, including those who have EHC plans;
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high-quality teaching;
- Advise on the graduated approach to providing SEN support;
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Be the point of contact for external agencies, especially the local authority (LA) and its support services;
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- Ensure the school keeps the records of all pupils with SEN up to date.

The SEN Governor

The SEN Governor will:

- Help to raise awareness of SEN issues at governing board meetings;
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this;
- Work with the Headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school.

The Headteacher

The Headteacher will:

- Work with the SENCO and SEN Governor to determine the strategic development of the SEN policy and provision within the school;
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability.

Class Teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class;
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and how they can be linked to classroom teaching;
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision;
- Ensuring they follow the SEN policy.

What range of special educational needs is provided for at Oaks Park?

- Support for students whose behaviour is challenging;
- Support for the Visually Impaired;
- Support for the Deaf students;
- Specified individual support;
- Support for health needs;
- Grouping of pupils;
- 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.

In addition support is personalised; where groups of students have similar needs they 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. Parents should consider whether the curriculum on offer is correct for their child before deciding on a school.

During break, lunch and after school, support is provided to help students with academic work and to provide coping mechanisms for those students who find it difficult settling into school. Help is provided by both our Pastoral and Inclusion teams in managing any concerns students, parents or teachers have in order to remove any barriers to learning and to ensure all our students enjoy and achieve during their school day.

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

Transition

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

In advance of the "first day" for all Year 7 students at Oaks Park, we hold a Year 6 to 7 transition day where Year 6 students spend some time at the school. During the day students are supported by a large team of Teaching Assistants who, alongside teaching staff, observe and support all students and bring any possible concerns they may have to the Pastoral Leader for Year 7 and the SENCO. If required some pupils may make further visits to Oaks Park High School to ensure they are prepared for change from Primary to Secondary School.

We will also hold an additional transition event focused specifically on those students who have an Education Health Care Plan or those students with high needs and their parents to support the transition to secondary school.

All students are also invited to attend the Year 7 Summer Camp, where they will be introduced to a variety of lessons, make new friends, and have the opportunity to familiarise themselves with the school site. SEN students are encouraged to attend, as it is also an additional opportunity to work with the TAs and SENCO prior to their start in September.

The beginning of Year 7

At the beginning of Year 7 all students whose SATS results indicate they are not secondary ready or teaching staff/TAs have concerns regarding a pupil's progress sit an online LUCID (Lucid Assessment System for Schools) assessment. This is an online diagnostic assessment of specific learning difficulties. Students who score below specific thresholds in the assessments are identified and teachers are fully briefed about possible barriers to learning to ensure students are supported through quality first teaching. This assessment, coupled with additional in class assessments, allow staff to identify which students may be in need of additional support. These exercises "kick start" the process of identifying the specific need/s a student may have.

Progress reviews

All students and parents receive regular progress reports. Student progress is reviewed and evaluated three times a year based on the academic progress students are making.

Following each round of progress reports The Pastoral Leaders and the SENCO review the data, any pupil not making expected progress is discussed and if necessary, interventions are put in place. The pupils' progress is reviewed at the following data review: if the pupil does not make adequate progress the parents are contacted and the pupil is placed on the SEND register for more intensive support. A One Page Profile is produced in partnership with the pupil, parents, form tutor and Key Worker. This is used to inform class teachers of the needs of the pupil and suggest ideas to help support the pupil, Parents can also liaise directly with the Form Tutor and/or Pastoral Leader if they have any concerns.

For any students who have an EHCP or have been placed on the SEND register, the Inclusion team knows that parental support and involvement in their child's learning is important. Communication and partnership with parents therefore, is conducted through our Key Worker system where a named Key Worker will contact home on a termly basis to update the One Page Profile 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 Pastoral Leader who liaises with the SENDCO. If parents have questions or concerns they can speak to their child's Form Tutor, Pastoral Leader or the SENDCO directly by calling the school or emailing the SENDCO at vbradley@oakspark.redbridge.sch.uk

Interventions

Where students have been identified as being in need of additional support, or in need of further assessment, parents are informed and the opportunity to discuss the nature of the support in detail is offered. Interventions are monitored carefully and progress is measured throughout the intervention itself where possible and also 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 a complexity in the assessment of the student's need, the school will request an assessment by the school's Educational Psychologist (EP) or intervention from the SEATSS outreach team. Written consent is required from parents. Reports from the EP or SEATSS are sent to parents and an agreed way forward is discussed with parents.

Education and Health Care Plan (EHCP)

If the school feels that an EHCP may be required they will begin the process with an assessment by the school's Educational Psychologist. Parents are invited to meet with the EP and SENDCO to discuss the procedure and their part in the process.

What is the School's 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 allow them to progress in life and fulfil their ambitions. Helping students to overcome any barriers which may stand in the way is approached in a variety of ways. These include:

- In class support;
- Small group or individual intervention groups;
- Mentoring - (peer and staff);
- Tutorial intervention;
- A differentiated curriculum;
- Homework club.

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

- The nature of the need;
- The impact of withdrawal from mainstream lessons;
- Support from parents;
- Key workers;
- The ability of a student to access lessons independently;
- The number of hours of support that are likely to be needed.

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

Oaks Park High School recognises that students can become over reliant on support as a habit rather than out of need. As part of a student's holistic development, therefore, we believe that students must be challenged, not just academically, but also with regard to their approach to learning. It is of utmost importance to communicate to all of our students that we are preparing them to make the next step by equipping them with relevant skills and not just 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?

Progress of all students is measured against their baseline starting point and compared to the progress of students nationally. Progress review reports are produced three times a year, detailing this information. All students will have levels of progress monitored by their Pastoral Leader 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 and students also provides information with regard to how well the support is being received and how parents and students feel about the way that support is provided. This information is gathered through formal and informal meetings with parents, students, teachers and teaching assistants. Inclusion staff ensure that open and regular communication with parents and students takes place. Through this we can identify any difficulties, reduce anxieties, communicate how well your 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 High School we believe that strong home-school partnership underpins success. Parents / Carers are communicated with regularly and in a variety of different ways. Any student who has an EHCP or is on the SEND register 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 are also invited to attend One Page Profile planning and review meetings.

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

Any students who are identified as having SEN or requiring SEN support have a One Page Profile that is made available to all relevant staff through our Schools Information Management System. This profile page contains the students' views, 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 their progress is monitored on a termly 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)?

Key Stage 3 to 4 Transition

Transition from Key Stage 3 to 4 is a fully supported process facilitated by a range of teachers and support staff. When students with SEND move from Year 8 to Year 9 and begin their GCSE courses their transition is supported by teachers, members of the Inclusion Team at Oaks Park High School and any teachers from the outreach service who have worked with the student at KS3. This joint support helps students and parents to understand their options in order for the students to progress towards a possible career they have chosen or in developing interests in particular subjects.

Key Stage 4 to 5 Transition

Careers 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 High School and enter the 6th form. Wherever and 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 are involved throughout the process.

Life beyond 6th form

At the end of a student's life in 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 to become independent adults, fully equipped with the skills and confidence necessary 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 and is reviewed each term; these are 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?

In April 2019 Outreach Services were amalgamated into Specialist Education & Training Support Services (SEATSS). Referrals are made to a triage team who then deploy the appropriate person to deliver the service you have requested to best support the pupils needs.

A wide range of external agencies work with Oaks Park High School to provide the best support possible for our pupils. The SENCO has oversight of these services which include but are not limited to

- o Educational Psychology Services.
- o School Health Services.
- o Speech and Language Service.
- o Occupational Therapy Service.
- o Child and Adolescent Mental Health Services (CAMHS).

Oaks Park High School has two lifts in the main school. The Craig Foster building spans three floors and it also has a fully functioning lift. Our corridors in the main building are quite narrow and can present as challenging, though accessible, for students with wheelchairs and walking frames.

For students who are Deaf and supported within our Deaf provision, they will have access to a Qualified Teacher of the Deaf throughout the week to support with their equipment and intervention. They will also have access to a Communication Support worker in mainstream lessons to allow students to access the curriculum.

We also have a small Inclusion building, the Acorn Centre, alongside the main school which has compact classrooms that are 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 and is easily accessible from the main school gates.

What training and support is offered to school staff?

The Inclusion Team currently works in sub teams based on the four key areas of need as stated in the Code of Practice. Each area is led by a specialist Lead Teaching Assistant these are:

Communication and Interaction:	Lisa Lewis
Cognition and Learning:	Abeda Shaikh
Social, Emotional and Mental Health:	Ruth Baker
Sensory and/or Physical:	Dalia Paul

In addition to these, under the umbrella of inclusion, there is also a sub team that works specifically to support children who are looked after.

Lead for looked after children: Nicky Mitchell

These teams continually develop their specific areas of expertise by working closely with our SEATSS outreach services as well as medical services such as Speech and Language Therapy (SALT). The sub team leaders also facilitate 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, strategies and working with teachers in the classroom.

Early Career 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 we feel can be of benefit to our students. We recognise that parents know their children best, but also that professionals outside of the school can provide expertise in different contexts and that it is important to involve people with this experience. Students who are looked after by the local authority are given specific consideration and support.

Complaints procedure

The school's complaints procedure is available via the school website.

The Governing Body of Oaks Park High School approved this report in .

Signed: _____ Head teacher Date:

Signed: _____ Chair of Governors Date:

Report review date: