



# SEND Information Report Oakgrove School



Excellence, Innovation & Respect

At Oakgrove School we are an inclusive mainstream school and believe passionately in enabling all of our pupils to strive for excellence, be innovative and show respect for others and the environment. We provide a broad education and curriculum for all pupils through teaching outstanding lessons, as well as delivering targeted and personalised support which meets the needs of the individual learners.

Our philosophy of education is simple. We believe that pupils are at their best when they know where they stand, are fully involved in their learning and when those around them expect high standards. We believe that by engaging pupils with challenging and varied lessons they can all make the most of their talents. Our aim is to ensure that all pupils reach their full potential in a happy, caring and disciplined school where they feel secure and confident to learn. It is the responsibility of all teachers to help each and every pupil reach their full potential through supported and differentiated teaching across the curriculum. All pupils are included in both curricular and extra-curricular activities including educational trips and visits. All pupils at Oakgrove School, including those on the SEND register, are subject to the same high expectations in terms of their behaviour and any behaviour will be considered in accordance with the whole school behaviour policy.

We pride ourselves on promoting a learning ethos which encourages resilience and enables all of our pupils to become independent learners. The support provided to a pupil with SEND at Oakgrove School is always based on a full understanding of their particular strengths and needs; we seek to address this by using early identification of needs to provide targeted support and intervention which reduces barriers to learning and enables progress. We understand that no two pupil's needs are the same and they often change over time, as a result we feel passionately about being innovative in our approach.

At Oakgrove School diversity is something we think should be celebrated, a combination of staff and pupils make-up up our own 'Diversity Committee' which is supported by a designated Governor (Carol Howells) and led by a member of SLT (Samantha Coleridge Smith) and teaching staff (Gemma Shepherd). Celebration and education events are calendared throughout the year to promote equality and teach about the various aspects of life in Modern Britain.

## **Linked Policies:**

SEND Policy	KET Safeguarding and Child Protection Policy	KET Single Equality Policy
Anti-bullying Policy	Administration of Medicines Policy	Disability and Accessibility Development Plan
Intimate Care Policy	KET Complaints Policy	KET Radicalisation and Extremism Policy
Spiritual Moral Social and Cultural Policy	Careers, Education and Guidance Policy	Curriculum Policy

**At Oakgrove School we aim to:**

- Identify pupils with Special Educational Needs and Disabilities (SEND) as early as possible and ensure that their needs are met
- Safeguard pupils with SEND: to monitor and take appropriate action to support them as a group at higher risk of peer isolation or potential abuse (which may be difficult to spot when combined with their SEND)
- Provide all pupils with a broad and balanced curriculum that is differentiated to the needs and ability of the individual
- Have high expectations for pupils with SEND
- Engage in support from the Local Authority and outside agencies
- Ensure that all pupils take a full and active part in school life
- Be sympathetic to each pupil's needs by promoting a strong partnership between the pupil, the parent/carer and our school staff

Additional support is provided across all year groups by Learning Advisors, where appropriate. Samantha Coleridge Smith (SENCO, Assistant Head Teacher) or Lucy Rogers (Acting SENCO), working closely with the Head Teacher, SLT, Designated Safeguarding Leads (DSLs) and other teaching staff, is closely involved in the strategic development of the SEND policy and provision. Sue Hobbs, Deputy SENCO in the Secondary, and Rachel Adams, Deputy SENCO in the Primary, oversee the day to day implementation of the policy and monitors progress.

**Classification of Special Educational Needs at Oakgrove School:**

At Oakgrove School we offer provision for pupils with difficulties in the following areas:

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

**Early Identification:**

Early identification of pupils with SEND is a priority. The school will use appropriate screening and assessment tools, and ascertain pupil progress through:

- Evidence obtained by teacher observations /assessment
- Their performance judged against Tier/Grade descriptors
- Pupil progress in relation to the school's objectives in the literacy and numeracy strategies
- Standardised screening or assessment tools
- Screening /diagnostic tests
- Reports or observations, including those from home visits and 'stay and play' sessions for children entering Nursery/Reception
- Records from transition schools and nurseries
- Information from parents/carers
- Reception baseline assessments
- Oakgrove tier results
- Tfl Data & AfL data
- External exam results

On entry to the school each pupil's attainment will be assessed within subject areas using baseline assessments. For pupils with identified SEND the SENCO, deputy SENCO, in collaboration with other staff will:

- Use information from the previous school to shape the pupil's curriculum and pastoral provision in the first few months
- The transition process for pupils previously identified with SEND is personalised to facilitate a gradual and supported introduction into Oakgrove School
- Identify the pupil's skills and note areas that require support
- Ensure on-going observations/assessments provide regular feedback on achievements /experiences, in order to plan next steps in learning
- Ensure pupils have opportunities to demonstrate knowledge and understanding in subjects and in the social, emotional, spiritual and cultural ethos of the school.
- Involve pupils in planning/agreeing their own targets
- Involve parents/carers in a joint home-school learning approach.

### **The Range of Provisions:**

The main methods of provision made by the school are;

- Full time education in classes, with additional help and support by subject teachers and / or Learning Advisors through a differentiated curriculum.
- Exceptionally, periods of withdrawal to work with a Learning Advisor
- In-class support from Learning Advisors
- Pre-school peer reading in the library
- Pre-school booster sessions
- Lunchtime literacy / numeracy booster / Lego and social skills clubs
- After school SEN homework support club
- Careers Advice and Specialist Work Experience placements
- 1:1 literacy focus
- Peer mentoring
- Adult mentoring

### **Monitoring Pupil Progress:**

Teachers will make regular assessments of progress for all pupils. These should seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the pupil's previous rate of progress
- Fails to close the attainment gap between the pupil and their peers
- Widens the attainment gap

Progress is the crucial factor in determining the need for additional support.

At Oakgrove School we define 'Adequate progress' is that which:

- Narrows the attainment gap between pupil and peers
- Prevents the attainment gap widening
- Equals or improves upon the pupil's previous rate of progress

- Ensures full curriculum access
- Shows an improvement in self-help and social or personal skills
- Shows an improvement in the pupil's behaviour
- Is likely to lead to Further Education, training, and /or employment.

Where teachers decide that a pupil's learning is unsatisfactory, the SENCO/Deputy SENCO will work with teachers in consultation with parents/carers to identify strategies to improve rates of progress. Where necessary, external sources of support will be consulted.

### **Record Keeping:**

The school will record the steps taken to meet a pupil's individual needs. The SENCO/ Deputy SENCO will maintain the records and ensure access to them on the T drive, SIMs and hardcopies kept in individual folders in the SEN office. In addition to the usual school records, the pupil EHCP profile will include:

- Information from previous school / phases
- Information from parents/carers
- Information on progress and behaviour
- Pupil's own perceptions of difficulties
- Information from health / social services

### **Nature of Intervention:**

Where a pupil is identified as having SEND, the school will take action to remove barriers to learning and put effective special educational provision in place. This SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is the 'graduated approach'. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the pupil.

### **Assess:**

In identifying a child as needing SEND support the teacher, working with the SENCO/Deputy SENCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information about the pupil from the whole school TFL and AFL progress system. It should also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external agencies.

This assessment will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and a clear picture of the interventions put in place and their effect is developed.

In some cases, outside professionals from health or social services may already be involved with the child. These professionals will liaise with the school to help inform the assessments. Where professionals are not already working with the school staff, the SENCO/Deputy SENCO will contact them if the parents/carers agree.

## **The impact of SEN provision at Oakgrove School:**

We are always working towards improving our provision to meet the requirements of the changing needs of our pupils. At set points throughout the year the SENCO and Deputy SENCOs look at the data for each year group for the core subjects. Reading, Spelling and comprehension assessments are completed twice a year, and this data is used to monitor and evaluate the overall effectiveness of our school's SEND provision along with external exam results. As part of the school development plan there is a specific evaluation of the SEND provision. Any issues or concerning trends are then monitored or investigated and where appropriate, additional plans are put in place to support pupils who may be falling behind or not making progress. This is then reviewed at the next meeting.

For the academic year 2018-19, this summarises the numbers of SEN Support and EHCP pupils across all year groups of the school.

### **Primary:**

The Primary and Nursery opened in September 2016 and has developed a range of assessments, as well as working with external agencies to identify SEN pupils and implement support procedures to meet their individual needs. We have completed baseline assessments and we have gathered information from previous schools/setting where possible.

### **Secondary:**

The secondary school continues to use a range of methods to assess and identify SEN pupils, these include baseline test in core subject areas, PIXL assessments for Year 7, WRAT 5 tests and some online screening tools. We also work with external agencies and use information from previous educational setting where possible.

Children with Education Health Care Plans (EHCPs), along with SEN support pupils are represented in the table below.

### **Primary/Nursery and Secondary School/Sixth Form SEN numbers:**

<b>Year Group</b>	<b>EHCP</b>	<b>SEN Support</b>	<b>Total</b>
<b>Reception</b>	0	7 -2	7 -2
<b>Year 1</b>	0 -1	7 -1	7 -2
<b>Year 2</b>	1 -2	4 -0	5 -2
<b>Year 3</b>	2 -1	2 -1	4 -2
<b>Year 4</b>	1 - 0	2 - 5	3 - 5
<b>Year 5</b>	0	5 - 3	5 - 3
<b>Year 6</b>	0	5 - 4	5 - 4
<b>Year 7</b>	5 - 3	22 - 14	27 - 17
<b>Year 8</b>	4	20 - 18	24 -22
<b>Year 9</b>	4	19 - 15	23 -19

<b>Year 10</b>	5 - 8	9 - 6	14
<b>Year 11</b>	7 - 5	7 - 10	14 - 15
<b>Year 12</b>	2 - 0	1 - 3	3
<b>Year 13</b>	0 - 1	0	0 - 1
<b>Total</b>	31 - 29	110 - 82	141 - 111

**Measure to involve SEND children in their own education:**

**Specialist Services and Expertise:**

Our SENCO/Deputy SENCOs seek advice from the Local Authority Specialist Teacher Team when necessary. The SENCO also actively engages with local opportunities to share best practice and keeps up-to-date with current Local and National policies to support pupils with SEND. The School Nurse (Iona Glover) is able to support the school with referrals to additional services. We welcome visits in school from outside professionals involving observations and discussions about individual pupils and actively use any strategies suggested to us to improve our provision.

The Local Offer is a directory of information that helps families to find and access support. All local authorities are required to have their own local offer as part of the government’s SEN reforms. The Local Offer for Milton Keynes can be found on the following website: <http://www.milton-keynes.gov.uk/schools-and-lifelong-learning/special-educational-needs/send-local-offer>

**Partnerships within and beyond school:**

**Staff development and appraisal**

Staff are encouraged to attend courses or other training to help them to acquire the skills needed to work with SEND pupils. Part of the SENCO / Deputy SENCO role in school-based CPD is to develop awareness of resources and practical teaching procedures to use with SEND pupils. As a routine part of staff development, CPD requirements in SEND are assessed during performance management reviews. Learning Advisors are observed three times a year which highlights certain areas for development. Learning Advisors have a training meeting every Friday afternoon along with additional training opportunities throughout the year.

**Links with other agencies, organisations and support services:**

The school recognises the important contribution that external support services make in assisting to identify, assess, and provide for SEND pupils at Oakgrove School. When it is considered necessary, colleagues from the following support services will be involved with SEN pupils:

- Educational Psychologists
- Medical Officers
- Speech and Language Therapists
- Physiotherapists
- Hearing Impairment Services
- Visual Impairment Services
- Specialist Teaching Team
- Child and Adolescent Mental Health Service (CAMHS)

### **Partnerships with Parents/Carers:**

Oakgrove School firmly believes in developing a strong partnership with parents / carers and this will enable children and young people with SEND to achieve their potential. The school recognises that parents/carers have a unique overview of the child's needs and how best to support them, and that this gives them a key role in the partnership. This takes place through; regular progress reports, parent evenings, information evenings, email and telephone conversations as well as face to face meetings.

### **The Voice of the Pupil:**

All pupils are involved in making decisions where possible. The Children and Families Act 2014 gives significant new rights directly to young people. The views of our SEND pupils are very important to us. Once per term, the Learning Advisors meet with all of their key pupils to complete a 'Pupil Opinion Sheet' which gives them an opportunity to share their views on targets, attendance, subjects, understanding of work in lessons, support, progress, behaviour and potential barriers to their learning. The aim of this discussion is for the pupils to be able to celebrate successes and progress or raise any concerns that they might have about school. It also provides an opportunity for them to be able to evaluate the effectiveness of the school's provision for them and for the Learning Advisors to develop a personalised relationship with the individual pupil. The SENCO/Deputy SENCO use this to support the school's evaluation of the provision.

We always involve any pupils with an EHCP in their annual review. What this will actually mean will vary according to the pupil's special educational needs. Participation includes pupil giving their personalised view and attending the review meeting. This process will be supported by their key worker (Learning advisor) that has worked closely with the pupil and these views will then be shared during the meeting. The SENCO and the Designated Teacher for Looked After Children (CLA) support the needs of these pupils, and the school liaises closely with, and seeks support from, staff at the Virtual School.

All Secondary EHC pupils are able to attend the reviews of their plan, and are able to submit their report either verbally or in written form. This might be read out by the Learning Advisor or by the pupil themselves. In the Primary and Nursery, the opinions of the children will be gathered in an age-appropriate manner and will be read out by the Learning Advisor/class teacher.

### **What support will there be for my child's overall wellbeing?**

At Oakgrove School we take the wellbeing of our pupils seriously and our supportive pastoral team are keen to liaise closely with parents/carers and are able to provide 1:1 or small group work to support any additional social, emotional and mental health difficulties. We understand and recognise the importance of safeguarding all pupils, especially SEND pupils who can sometimes be more vulnerable to isolation and bullying (as identified in the Keeping Children Safe in Education 2018 document). We aim to monitor their wellbeing and staff are made aware of the importance of checking for any abuse first, not to just assume this is part of their SEND behaviours. Mentoring programmes and support are two key ways we try to prevent or deal with any potential issues. Any concerns are raised in line with the school's safeguarding policy and logged on my concern. Regular reports are run to check for patterns or persistent problems with vulnerable groups.

As a school we also monitor pupils' attendance and can provide support to parents/carers with this. Through various Life Skills, assembly and shuffle day programmes we aim to teach pupils to become

respectful, resilient and mindful of others' thoughts and feelings. We have a zero tolerance policy of bullying and high expectations of behaviour across all year groups in order to prevent it. We have the highest expectations of our staff and pupils in promoting the school's ethos of respect, through good role models and the use of assemblies, lessons, shuffle days and Values and Ethics schemes of work to actively promote equality, prevent and tackle discrimination and bullying. All pupils at Oakgrove School should be able to enjoy school, feel safe and have a sense of belonging. This is reflected in all that we do and our vision of an extensive and varied curriculum along with inspirational role models. Our pupils should leave the school having fulfilled their academic potential and developed in to responsible young people, who are able succeed in an ever-changing and dynamic world.

## **Oakgrove School Contacts for more information about SEND:**

**Email Contact:** [Oakgrove@oakgrove.school](mailto:Oakgrove@oakgrove.school) in the subject line please state who you wish the email to be sent to:

**The class/subject Teacher** - Relationships are built up between school support staff, teaching staff and parents/carers informally on a day-to-day basis. If any concerns arise about your child's learning or progress, parents/carers are initially encouraged to request a meeting with their child's subject teacher. If the issue is in more than one subject area then parents/carers should make contact with the child's class or form tutor. Further meetings can be arranged to discuss strategies and progress as required with Heads of Year, Subject Leaders or the SENCO/Deputy SENCO if necessary.

### **Key People:**

**SENCO** (Special Educational Needs Coordinator): Samantha Coleridge Smith

**Acting SENCO:** Lucy Rogers

**Deputy SENCOs:** Sue Hobbs (Secondary) and Rachel Adams (Primary)

**Safeguarding Lead Teacher:** Rachel Cooke

**School Nurse:** Iona Glover

**Overall Headteacher:** Ian Tett

**Headteacher** (Primary): Mark Sim

Further conversations between the SENCO, the Teachers, Learning Advisors and parents/carers can be arranged as appropriate to discuss any developing needs. The SENCO, Deputy SENCOs and teachers/support staff are responsible for coordinating any additional support that your child may need.

**SEND Governor Link:** Jason Thelwell

Our SEND Governor supports the school in ensuring that the needs of all children are met in line with the SEND Code of Practice (2014). Please explore our website where you will find the following policies and procedures that you may wish to read:

- Special Educational Needs and Disabilities (SEND) Policy

- Behaviour Policy
- KET Safeguarding and Child Protection Policy

If you wish to make a complaint about any aspect of the SEND provision at Oakgrove School please do so by consulting the procedures detailed in our Complaints policy. This can be found on our school website.