



# Local Offer

# Oakgrove School

Excellence, Innovation & Respect

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

Oakgrove School is an educational institution which encourages resilience and creates independent learners. We believe in providing a safe and secure environment, where students can be happy and confident in their learning and are therefore able to achieve their full potential, both academically and socially. Oakgrove School has an experienced Learning Advice Department supporting a wide range of needs.

## How does Oakgrove School identify students?

Students are identified as having SEND through:

- Information discussed during the transition process
- Concerns raised by teaching staff, Heads of Year, support staff or outside agencies
- Concerns raised by parents/carers
- Medical diagnosis

## What should a parent /carer do if they think their child may have SEND?

- Contact their child's form tutor by email or by phone highlighting their concerns
- Make a referral to the Learning Advice Department

## How will school staff support the student who has been identified as having SEND?

- Teachers are responsible for delivering 'Quality First Teaching' and differentiation in the classroom
- Evidence is obtained termly through teacher observations / assessments, and the students' performance is levelled against Tier / Grade descriptors, which is monitored by senior leaders and support is adapted as necessary.
- Progress in literacy and numeracy is monitored in relation to the school's objectives. If a student requires additional support they may be included in intervention programmes.
- If a student is not making progress, despite the interventions in place, advice will be sought from external agencies specialising in that particular field. Parents/carers must give consent for this.
- Students with a 'Statement of Educational Need' or an 'Education and HealthCare Plan' will be invited to attend an 'Annual Review' or a 'Transition Review' as required. This process will be co-ordinated by the Deputy SENCo.
- The SEN Governor supports the school in ensuring the needs of all students are met in line with the SEN Code of Practice (2014).
- Safeguarding and Child Protection procedures are 'outstanding' and are co-ordinated by R. Cooke (Senior Assistant Head), S. Watson (SENCo & Assistant Head) and a team of key pastoral members of staff.

### How will the curriculum be matched to student's needs?

- All students will receive 'Quality First Teaching' adapted to the individual needs, enabling all students to access the curriculum.
- Learning advisors may be allocated to support individuals or groups of students within the classroom setting.
- Learning advisors may be allocated to work with individuals on a 1:1 basis outside of the classroom.

### How will a parent know how well their child is doing?

- Parents should explore the school's website to see key information regarding SEND including policies, procedures and home-school communication points such as parents' evenings, information evenings.
- Progress 'report points' throughout the year.
- Annual reports for each year group.
- Through E-mail and telephone contact.
- Meetings with key personnel from the Learning Advice or Pastoral Team.

### How is the decision made about how much support a student will need?

- In Y7 additional support is allocated according to the information provided by the previous school, parents/carers, student and external agencies, as appropriate.
- Students with a Statement of Educational Need /Education and Healthcare Plan, will be allocated appropriate resources as specified.
- If further concerns are identified due to a student's lack of progress or well-being, the class teacher, together with the SENCo / Deputy SENCo, parents/carers and student, will adjust the level of support accordingly.

### What support is offered to ensure the well-being of the students?

#### Pastoral:

- All Year groups have a designated Head and Deputy Head of Year to oversee the pastoral side of the students well-being
- Stamp system- to show the student's 'Attitudes to learning'. Seen daily by parents/carers and tutors
- Referral to the school counsellor where appropriate
- 'My concern' child protection on-line system
- Additional pastoral support for those at risk

#### Medical:

- School nurse on site
- Equipped first aid room
- Trained first aid team
- Equipped bathroom facilities
- Disabled toilets throughout the site
- Lifts available to listed students
- Drop in service from CAMHs
- Staff trained in epipen use
- IHCP (Individual HealthCare Plans)

#### SEND:

- Supportive LA Team
- Staff familiar with Radio Aid Systems
- Large print modification
- Student 'Hub' to help reduce anxiety levels
- Lunch time 'social area' supported by Learning Advisors
- SEN homework club

### What specialist services and expertise are available to be accessed?

- Educational Psychologists
- Speech and language therapists
- Specialist teachers of communication and interaction, cognition and learning, sensory impairment, mental and emotional health
- CAMHS
- Oakgrove school nurse
- Children and Family Practices
- Young Family Practices
- Social Services
- SEND local authority case workers
- Physiotherapists and occupational therapists
- Brooke
- Training staff have to support students with SEND
- Whole staff training programme run throughout the year, led by Senior staff/SENCo/ school nurse covering all areas of SEND and students at risk
- Booklets given to all staff regarding individual students needs
- On-line help to support teachers with students individual needs
- External agencies delivering sessions to whole staff on SEND focus areas

### What training are the staff having or going to have to support CYP with SEND?

- All staff receives access to regular training related to special educational needs and disabilities.
- Our SENCo is currently in the process of completing the National award of SENCO standards.
- Access to local authority training as appropriate

### How will students be included in activities outside the classroom, including trips?

- Reasonable adjustments are made to ensure all students access activities and trips beyond the classroom.
- Risk assessments are carried out and procedures are put into place to ensure the safety of students
- Learning Advisors/ school nurse accompanies students where relevant and necessary.
- Staff seek parental advice/support to enable students to participate

### How accessible is the environment?

- The building is accessible to all, built in 2005 it is compliant with the DDA.
- Doors and corridors are wide to enable wheelchair use.
- Adequate lighting is available throughout.
- All floors are accessible by lifts.
- Disabled toilets are available in all areas of the building.
- Height adjustable tables available in all rooms
- Dedicated medical room
- Dedicated 'bathroom' with hoist and changing table.

### How will the SEND student be prepared and supported during the transition to and from Oakgrove?

- Transition from Y6 to Y7 is closely monitored for students with SEND by the Pastoral and Learning Advice Teams.
- Additional visits to Oakgrove are allocated for specific SEND students.
- Y9 option choices are supported via assemblies, tutor information sessions, taster sessions and through an information evening. The Learning Advisors work closely with the SEND students and parents/carers.

- Y11 and Y13 are supported via Careers Advice and with applications to College, 6th Form or University.

#### How are resources allocated and matched to students with SEND?

- The SEND budget is allocated each financial year to support additional needs of individuals.
- Funds are used to provide additional resources or support, dependant on need, after discussions held with all relevant parties.
- Specialist advice/support may be brought into support individual students as appropriate

#### Who can a parent /carer contact for further information?

- Miss Samantha Watson - SENCo / Assistant Head
- Mrs Sue Hobbs - Deputy SENCo (co-ordinator of support)
- Form Tutor
- Head of Year