

SEN Information Report 2018-19

| Question | School response |
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| <p>How does the school know if children need extra help?</p> <p>What should a parent do if they think their child may have special needs?</p> | <p>All pupils at Oaklands have an Education Healthcare Plan (EHCP) indicating a severe learning difficulty, a profound and multiple learning difficulty or autism in our primary provision (reception and Year 1 only in 2018-19), and our 11-16 provision. Oaklands also accepts some pupils into the sixth form whose learning difficulty is moderate where there is a clearly identified reason why they cannot access a local college placement in year 12.</p> <p>All pupils at Oaklands School do have special needs as identified in their EHCP. Parents can contact school with any concern at any time. Formal opportunities are provided at parent's evenings and through the annual review process.</p> |
| <p>How will school staff support a child?</p> <p>Who will oversee, plan work with children and parents?</p> <p>How often will this happen?</p> | <p>Each pupil has an Individual Learning Plan which indicates the support and approaches needed by each child. Additionally, many pupils have personal care plans, medical care plans, manual handling plans, Personal evacuation plans, behaviour plans/risk assessments and programmes designed by occupational, physiotherapy and speech and language therapists. Some pupils have advice plans provided by educational psychology where that advice has been sought by the school. Staff support pupils as indicated in all of the plans and programmes that are relevant to that pupil.</p> <p>The class teacher and subject teachers plan work for children in consultation with classroom teams, therapists and parents.</p> <p>The planning and review process is ongoing. Curriculum planning takes place in termly or half termly modules. Individual Education Plans are reviewed termly with the involvement of parents, and, where appropriate, the child. Therapy reports indicate the frequency of programme review and quantify the direct input each pupil needs. Requests to update EHCPs accordingly are made at annual review meetings.</p> |

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| <p>Who will explain to parents what is happening for the child?</p> | <p>The class teacher is the main point of contact for parents. The Assistant Heads also play a central role in family liaison, especially where families need or request more support.</p> |
| <p>How will the curriculum be matched to a child's needs?</p> <p>What is the schools approach to differentiation?</p> | <p>All learning at Oaklands is planned individually for pupils with individual targets.</p> |
| <p>How will both the school and parent know how a child is doing?</p> <p>How will the school support parents to help their child's learning?</p> <p>When will parents be able to discuss a child's progress?</p> <p>How will the child be involved in discussions around their education and special educational provision?</p> | <p>The School and parent will know how a child is progressing through; ongoing continuous assessment and evidence collection recorded on SOLAR software and compared with similar schools using CASPA software and the Government's progression guidance. Formal reporting to parent is undertaken at parent's evenings and annual review reports and meetings. There is more regular (at least weekly) contact in home communication books and, if needed, by telephone.</p> <p>In addition to liaison with class teams Oaklands provides a parent support service including training events for parents.</p> <p>At parents evenings, at review meetings and by appointment with class teachers.</p> <p>Children are given feedback on their progress in every lesson. They receive merit cards and receive house point tokens throughout the year when they make significant progress. There are "good work" assemblies regularly. Children are also included in their review meetings and within their ability take part by giving a presentation showing their progress and report on their favourite activities and what they would like to learn next. Where children are not able to express their own opinions their preferences are taken into account in planning for them.</p> |
| <p>What support will there be for a child's overall well-being?</p> | <p>Pupils are taught in very small class groups of between 7 and 10 pupils, depending on the needs of pupils. Each class has a teacher and between 2 and 4 assistants who provide very close support and personal care to pupils. If the usual class pupil staff ratio is not adequate for an individual pupil and</p> |

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| <p>Pastoral, medical, social emotional in and out of school?</p> | <p>application will be made to the Local Authority for additional funding to provide 1:1 support from an appropriately skilled member of staff.</p> <p>The school is allocated a full time healthcare assistant by the Richmond and Hounslow NHS Trust who provides care to pupils who have medical care plans. We also have access to a school nurse on the continuing care team who attends school one day per week and has a caseload of those students who meet the criteria for continuing care, set by the health authority. Oaklands also has an allocated school nurse who visits school approximately monthly and who monitors general school nursing needs for those who do not meet the criteria for continuing care.</p> <p>Some medical care may be delivered by classroom support staff where this limits the need for them to miss classroom learning. If medical care is delivered by classroom staff they will have received appropriate training from health staff and there is always a member of the health team on site.</p> <p>Our PSHCE curriculum addresses topics relevant to pupils' social and emotional development.</p> <p>Where pupils are experiencing particular difficulties outside school Oaklands has a member of staff who provides advice and support to families through a drop in and family support service.</p> <p>Where this service is not enough to support the pupil we can make referrals to either the school educational psychology service or to the Challenging Behaviour Team.</p> |
| <p>What specialist services and expertise are available or accessed by the school?</p> | <p>Specialist services are commissioned to the school by the Local Authority Commissioners. The quantity of therapy is under review as a result of Oaklands expanding student numbers over the next 3 years.</p> <p>In 2017-18 we had Two days per week physiotherapy</p> <p>3.5 days per week speech and language therapy (under review)</p> <p>Two days per week occupational therapy (under review)</p> |

The quantity of therapy time has not been confirmed for academic year 2018-19.

It should also be noted that at present physiotherapy and SALT are only available to pupils with Hounslow GPs. We understand that the health authority can make a cross borough commissioning arrangement if needed.

Where the regularly allocated quantity of therapy provision is not adequate to meet identified need applications are made to the LA to commission additional therapy time.

For speech and language therapy, physiotherapy and occupational therapy pupils will receive a service if the need is indicated in their Education Healthcare Plan. Most pupils with therapies in their plan receive a full assessment and a programme which will be delivered mainly by class teams or by our specialist assistants. Therapists themselves assess when direct therapy is needed and for how long. Any specific therapy requirement recorded in pupils EHCPs will be met as indicated. The School's capacity to deliver therapy needs is part of our assessment whether needs can be met.

Oaklands also employs the following specialist staff and trainers;

TEACCH trainer on staff

2 Makaton trainers on staff

MOVE trainer on staff

2 Team Teach trainers on staff

2 manual handling trainers on staff

A music therapist 2 days per week

A personal fitness trainer 1 day per week

Our trainers are able to deliver a higher level of expertise in these interventions and ensure that all staff receive regular guidance.

3 specialist assistants for communication

3 specialist assistants for occupational therapy

Our specialist assistants work closely with our therapists and deliver therapy programmes on a one to one basis; for instance where a therapy cannot be delivered in the classroom or is distinct from everyday classroom practice. Our specialist assistants have received intensive training in a range of specialist interventions and hold a level 3 qualification.

An autism champion

This post was created to support ASD specific practice in classrooms, and to provide advice for parents in using specialist visual techniques at home.

2 trained job coaches

Our job coaches sets up work experience placements for sixth form and some key stage 4 pupils who are ready for employer based work. They accompany pupils to work, training them to travel and in the workplace. Pupils are allocated this service through annual review meetings in discussion with parents. Pupils receiving job coaching will be those who are interested in employment in the foreseeable future and be able to understand the demands of the workplace.

Visits made by peripatetic teachers for visual and hearing impairments

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| | <p>All pupils with these services indicated in their Statement or Education Healthcare Plan will receive this service.</p> <p>Educational psychology as required</p> <p>Specialist health visitor</p> <p>There is currently a gap in service as there is nobody in post</p> |
| <p>What training will the staff supporting children and young people with SEND have had or receive?</p> | <p>All teachers are fully qualified, all teaching assistants have or are working towards a level 3 qualification in learning support or similar, all Learning Support Assistants have level 2 in learning support or similar.</p> <p>All staff receive an induction programme which gives an introduction to the approaches used in school.</p> <p>All staff receive in depth training in a range of learning strategies over time through our INSET training programme including; TEACCH, PECS, Intensive Interaction, sensory curriculum, Team Teach, Makaton</p> |
| <p>How will children be included in activities outside the classroom, including school trips?</p> | <p>All pupils have a weekly outing or community life skills programme. Some activities use community based facilities such as swimming and trampolines. The school has 5 minibuses which are used to transport pupils. Older pupils may be engaged in individual travel preparation programmes through their community visits, some are referred to the LA travel buddy service to be trained and accompanied while learning to travel independently to school or college.</p> |
| <p>How accessible is the school environment?</p> | <p>The school building is fully accessible; 8 hoisted classrooms, 4 therapy rooms and one of the sensory environments and the hydrotherapy pool, as well as adapted toilet areas are fully hoisted for physically disabled pupils. The doors to hoisted facilities are width and a half to enable wider chairs and physiotherapy beds to move easily, and doors in these areas are power assisted. First floor facilities are accessed via two lifts, a third is available for emergency evacuation. The full building has</p> |

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| | <p>handrails to support students with limited mobility in moving around the building. There are accessible outdoor facilities including 3 sensory gardens, a main playground, MUGA and running track which is surfaced to be suitable for wheelchairs. Covered awnings protect student arriving in buses from inclement weather.</p> |
| <p>How will the school prepare and support a child to join the school?</p> | <p>We run prospective parents morning weekly so that parents can see the school and ask questions. Each weekly morning has an age range focus.</p> <p>We attend parents' evenings at Lindon Bennett school.</p> <p>Where parents express an interest in a school place at Oaklands pupils receive at least one assessment visit to their previous school before placements at Oaklands are agreed.</p> <p>Once placements are agreed teachers visit pupils in their previous schools to prepare for receiving them at Oaklands.</p> <p>Parents are invited to attend an induction morning at which they can discuss their child's personal care needs with classroom staff and provide detailed contact and medical information. Parents are provided with a parents induction pack.</p> <p>All pupils have an individual transition programme which includes visiting the school and a transition day. All pupils receive a transition book including details of their new class group and staff. A member of the leadership team attends year 6 annual reviews where we are invited.</p> <p>Pupils from Lindon Bennett are invited to make more frequent visits with their class in year 6.</p> |
| <p>How will the school prepare young people to transfer to a new school or the next stage of education or life?</p> | <p>We hold a transition review in year 9 to discuss post 16 options for pupils. Our Connexions Officer attends and becomes involved in planning with pupils and families during their last year in school. The majority of pupils who have attended Oaklands for their secondary education do remain in school for our sixth form provision.</p> |

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| | <p>From September 2018 Oaklands opens Great Oaks College, an independent specialist college on the same site for pupils post 19. Two year courses will be available providing sensory, life skills or vocational pathways to pupils who are not ready to attend a local college which may last until they are ready for college, for independent living or until they achieved the outcomes identified in their EHCP.</p> <p>Pupils who intend to apply for local Colleges at the age of 19 attend college links to three different college environments during their programmes. They receive careful preparation by their tutor to prepare them for leaving.</p> <p>Pupils progressing to placements other than local sector college are supported to visit their next placement if it is identified by social care while they are still at school.</p> |
| <p>How are the school's resources allocated and matched to children's special educational needs?</p> | <p>Staff resources are closely matched to pupil funding ensuring that the staff ratio is as high as possible.</p> <p>A wide range of resources are available and, if a pupil has particular needs equipment is purchased as identified in individual programmes by therapists or teachers. Some particularly specialist equipment may need to be identified in Education Healthcare Plans and purchased for them by their Local Authority.</p> <p>Where a child has additional disabilities which are not covered by the SEN Framework, the school will take reasonable steps to make the relevant facilities or equipment available to the child in accordance with its duties under the Equalities Act 2010.</p> |
| <p>How is the decision made about the type and how much support a child will receive?</p> | <p>All pupils are in a small class groups supported by a teacher and between 2 and 4 support staff. Staff support is planned according to the pupils needs.</p> <p>Some pupils require full time one to one support all of the time. If this is the case this is identified either at initial assessment of placement or during an annual review. Where the need for one to one support is identified in a Statement or Education Healthcare Plan the funding will be agreed by the Local Authority.</p> |

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| | <p>Pupils progress is regularly monitored and, if a pupil is not making expected progress then additional support will be allocated to enable them to progress.</p> |
| <p>How are parents involved in the school, and how can they become involved?</p> | <p>Parents are expected to take part in daily communication in a home communication book where ever this is possible.</p> <p>Parents are invited to parents' evenings and annual reviews, drop in mornings and regular training events. There is a support service for families who need support with behavioural and other issues at home.</p> <p>Parents have access to the school website and also receive a half termly newsletter. They are invited to some school events such as the Christmas service, Sports day and school performances.</p> <p>Parents are encouraged to consider becoming a parent Governor on our Governing Body.</p> |
| <p>Who can parents contact for further information, or raise concerns?</p> | <p>Parents can contact the Head Teacher, Deputy Head teacher, the Head of High Oaks Secondary provision, or the Assistant Head Teachers in charge of their child's department or the class teacher.</p> <p>The school administration team will provide information about day to day issues such as uniforms, transport and school meals service.</p> <p>Concerns may be raised with the Chair of Governors, who can be contacted through school.</p> <p>The school complaint policy can be found on our school website at www.oaklands.hounslow.sch.uk</p> |
| <p>How does the school listen to pupils views?</p> | <p>Pupils are provided with opportunities to make choices every day.</p> <p>Pupils attend their own annual review meetings and are involved in planning where this is appropriate. Where pupils cannot give an opinion in a complex setting staff take their known expressed preferences into account.</p> |

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| | <p>The school holds more formal meetings with groups of pupils where there are decisions to be made; for instance about the development of the playground.</p> <p>Where children are able to understand their own special educational needs they are involved in decisions about the support they receive. This is done through tutorial work with the child and through annual review meetings.</p> |
| <p>How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?</p> | <p>Governors are provided with performance data regularly at both committee meetings and full Governing Body meetings. Governors are provided with data from CASPA which gives a comparison with the progress made by pupils with similar special needs. Governors also have access to raise online although we acknowledge that this system does not accurately reflect the progress made by learners who have severe learning difficulties.</p> <p>Governors make regular visits to school and carry out lesson observations every term. Governors give regular feedback following their visits or scrutiny of school information. They make suggestions which are actioned and they check on progress and changes made.</p> |
| <p>How do pupils gain admission to specialist units/provision on the school site?</p> | <p>Applications for Oaklands School are made to the Local Authority. There are formal panels in the Autumn term to allocate placements for the following September.</p> <p>In Year applications are responded to on a case by case basis depending on whether an appropriate vacancy is available in an appropriate class group.</p> <p>Oaklands School is a community special school which makes provision for children with severe learning difficulties, profound and multiple learning difficulties and autism.</p> |