



## **Special Educational Needs Policy Oaklands School October 2018**

Person Responsible: Anne Clinton

Date of Policy: October 2018

Next Review Date: October 2019

### **Aims of the policy**

- To ensure accurate identification and assessment of students special needs
- To ensure that the students individual needs are met

### **Special Needs catered for at Oaklands School**

Oaklands is a special school providing for students with severe learning difficulties, profound and multiple learning difficulties and autistic students who also have severe learning difficulties. Severe learning difficulties can also encompass the following additional needs: Physical disabilities, medical conditions, visual and/or hearing impairment, challenging behaviour, language and communication difficulties.

### **Aims of the school**

At Oaklands School we believe in offering the best possible educational opportunities for students, as they become adults. We aim:

- ◆ To promote the spiritual, moral, cultural, mental and physical development of all students.
- ◆ To create a school community in which each individual is valued and enabled to play a full part in school life.
- ◆ To enable each individual to maximise their potential for learning by using a range of teaching strategies to suit their individual learning style.
- ◆ To teach communication skills using the strategies advised by the pupil's speech and language therapist.
- ◆
- ◆ To meet students physical and sensory needs so that they are able to access learning
- ◆ To ensure all students have access to a relevant, broad and balanced curriculum suited to their individual needs.
- ◆ To provide each individual with a safe, stimulating, challenging, supportive and positive learning environment.

- ◆ To encourage parents to support the work of the school and to use the strategies used in school at home through homeworking activities.
- ◆ To facilitate the development of self-advocacy.
- ◆ To prepare students for post - school opportunities.
- ◆ To ensure equal opportunities are promoted for all.

### **Individual student information**

- All students have an Individual Education Plan
- Where necessary students have a Positive Intervention Plan
- Where necessary students will have an Individual Risk Assessment
- Where necessary students will have a Medical Care Plan
- Where necessary students will have a Moving and Handling Plan

### **Meeting individual Therapy Needs**

All pupils have an Education Healthcare Plan which indicates their identified and assessed needs and the provision required to meet those needs. The therapy provision in Education Healthcare Plans will be delivered by the schools allocated therapy services.

When pupils are noted to have a therapy need which is not indicated in the Education healthcare plan a referral will be made for an assessment of need.

All speech and language, occupational and physiotherapy plans will be carried out as indicated throughout the school day. The school allocation of therapy hours is reviewed annually with the LA commissioners.

All pupil information, including therapy programmes, is stored in named individual folders on the school network in the U Drive.

### **Admissions**

Admissions are a matter of close liaison between the parent, the school and the relevant LA. Parental choice is paramount and the LA, the school and other professionals will advise on the appropriateness of our provision for the students' needs. (For further information see the school admissions policy)

### **Curriculum**

The curriculum at Oaklands School is designed to meet the range of individual needs and provides entitlement, progression and achievement. This is ensured through the use of our planning cycle (For more information see the school Curriculum Planning Assessment and Recording Policy)

### **Principles of teaching and learning**

All students have a severe learning difficulty, and all staff are aware that learning takes place at a different pace from their peers, and often in a non-hierarchical fashion. Expectations are realistic but challenging. We encourage students to learn through a variety of specialist techniques and strategies including intensive Interaction, visual strategies, Makaton signing,

Picture Exchange communication System, multi- sensory approaches and through the use of structured independent work, individual, and group work. Much work is practical rather than written in line with learning styles. All work is individually designed according to student need.

### **Staff training**

Appropriate staff training is undertaken to ensure that staff are given the appropriate skills to meet the needs of the students. Training is provided for all teaching and non-teaching staff through school based training days, day courses, twilight courses and staff and department meetings.

### **Additional Support**

- The Careers service “Connexions” provides the school with a personal advisor who provides support to pupils in year 13 and 14 in making college applications.
- The school healthcare assistant provides nursing care for specified students according to need, and provides a link with the health service.
- The school employs a music therapist two days a week available to pupils who are identified to benefit from this approach.
- The school receives Speech and Language therapy from the PCT and from the Hounslow Therapy Hub
- The school is supported by physiotherapy input from the PCT
- The school receives Occupational Therapy from the Hounslow Hub. Occupational therapy assessment is provided on referral by the PCT
- The school employs, a MOVE Coordinator, three specialist Assistants for Communication, three specialist assistants for occupational therapy, two manual handling assessors, an autism champion and two job coaches.
- Peripatetic Teachers for visual and hearing impairment visit the school regularly
- The school receives support from an educational psychologist for 4 sessions per term, additional hours can be commissioned by the school if required.

### **Equal access/Inclusion**

We will ensure that teachers identify and seek to provide for students needs through access to ICT, the National Curriculum, a developmental curriculum, physiotherapy, speech therapy and occupational therapy.

All students will be given regular timetabled opportunities to participate in the wider community. This may take the form of occasional visits to a variety of community facilities, or regular timetabled lessons based in the community at facilities such as leisure centres, or modules of travel training. Student in the sixth form attend modular work experience placements on employer premises and attend Link programmes in local Colleges.

### **Health and safety**

Pupils with medical needs, physical needs and/or challenging behaviour have a risk assessment indicating how their needs can be met safely in different contexts. All activities whether on school premises or in the community are risk assessed to ensure that pupils needs can be met safely.

Staff will be trained in all aspect of managing student's programmes.

### **New pupil priorities meetings**

On entry to Oaklands all pupils will receive a baseline assessment carried out by the class teacher and by each therapist involved with the child. The baseline assessment will usually take approximately half a term. Following the baseline assessment, a priorities meeting is set up with the family to report to them and discuss our initial assessment and to discuss the priorities for the child's education.

### **Annual Reviews**

An Education Healthcare Plan is a legal document, which sets out the students' educational needs, and the provision required to meet these. It is reviewed annually.

The students' progress is monitored and recorded so that a detailed written report can be presented at the Annual Review.

The purpose of the annual review is to review the provision made in the Education Healthcare Plan and to make an assessment of the students' progress. Parents, carers and other professionals will be invited to attend the annual review. Students will be present for all or part of their annual review where appropriate.

Short term outcome's set at annual reviews will take into account the long term outcomes in the Education Healthcare Plan and are discussed with teachers, parents and students. Target setting will always build upon students existing strengths. Short term outcomes set at the annual review form the students' IEP which will be reviewed termly.

Signed by Chair of Committee:

Print Name:

Date: