

OAKWOOD SCHOOL

SEN POLICY

Oakwood School has a specific duty to educate children with SEN; specifically those identified as having 'Social, Emotional and Mental Health Difficulties', (SEMH) and Challenging Behaviour. Oakwood School is committed to ensuring the children placed with us make good or better progress and achieve well through addressing the details of Statements of Special Educational Needs/Education, Health and Care Plans, and co-ordinating the support work of the LA and other agencies external to the school. This introductory paragraph is the foundation of the ethos of the school and also informs the policy all of which contributes towards meeting the objectives below.

Introduction

- At Oakwood School all students are welcomed and treated and valued equally irrespective of their identified SEN.
- Oakwood School welcomes all students with SEN as an integral part of the school community. The school is committed to providing effective differentiation to offer curriculum and social access to all students.
- The school recognises the need to provide individualised educational and curriculum planning and provision to many of its students.
- Oakwood School acknowledges that some children will need additional support. The school will provide the best individualised support packages possible and these will be reinforced with specialist advice and the explicit involvement of external agencies when appropriate.
- Oakwood School is committed to working closely with the families of children with SEN. Parents, guardians and carers responsible for the children who attend the school will be respected and valued as partners and communicated and consulted with on a regular basis. They will be fully involved in their child's education, attendance issues and behaviour management.
- The students will also have a voice that is valued and consulted with both within informal and formal arenas. Oakwood School recognises that children have a right to be involved in decision making about their education and future and the school looks to work with its students as partners and place emphasis on them taking responsibility for their time at the school.
- Oakwood School will endeavour to work as efficiently and effectively as possible with all agencies involved with the children. A multi-disciplinary approach to SEN will be adopted and developed by the school at every opportunity.

1. The arrangements for co-ordinating the provision of education for students with SEN.

All students at Oakwood School have a Statement of Special Educational Need or an Education, Health and Care Plan (EHCP), so the school takes a whole-school approach to co-ordinating the response to SEN.

The Head Teacher is responsible for the upkeep of student files. This includes the setting up of new files containing essential information such as previous school records and original and amended Statements of Special Educational Need and EHCPs.

Staff are advised on strategies for meeting pupils SEN by the SLT and continual professional development.

Liaison amongst the staff concerning the students' SEN takes place constantly and is evaluated several times a week at the end of day staff debriefing. Extra support for those students in crisis or with extreme SEBD/SEMH is organised by the Head Teacher/DHT/AHT.

2. The admission arrangements for students with SEN who do not have a Statement/EHCP if they differ from the arrangements for other students

All students who attend Oakwood School currently have a Statement of SEN/EHCP and they are considered for admittance to the school if the Statement/EHCP matches the SEBD/SEMH provision the school offers.

All parents of pupils referred to the school for consideration of placement are invited to visit the school, and a preadmission interview date is set.

A further visit to the school or trial days may occur before a school place is offered if this is deemed appropriate and a place is available. After a place has been offered and accepted an induction with the student, their family or significant adult will take place. The induction includes a risk assessment, provision of school uniform, completion of the home school agreement, outline of school rules and literacy and numeracy baselining.

Some students may start at Oakwood School on a PSP - Pastoral Support Programme this is often a reduced timetable that gradually builds in duration.

3. The kinds of provision for SEN in which the school specialises and any special units.

The school operates in as empathic a manner as possible, to take account of the varied special needs encompassed within the SEBD/SEMH spectrum. Oakwood School endeavours to work to the best of its ability with children who are disaffected as well as emotionally challenged and recognises that overt behaviour may stem from sources such as Aspergers syndrome, Autism, Attachment difficulties and communication difficulties. The informal approaches of the staff, their pedagogy, the curriculum and the environment are all aimed at maximising the inclusion of all the students. The students may be educated in small groups or sometimes individually with the support of a teacher and at least one teaching assistant. Whilst catering for all students the school has high expectations of behaviour and academic effort. If some of the school rules are broken then fixed term exclusion may be sanctioned although this is rare and in extreme circumstances.

4. Facilities for students with SEN at the school including facilities which increase or assist access to the school by disabled students.

There are a high number of computers available in the class bases to facilitate the practical literacy difficulties many of the students encounter. The school is well signposted with rule reminders and directions to help students independently orientate themselves. Some of these signs may be symbolised or offered in pictorial form. Staff communicate with the students by offering them dialogue in more than one modality such as over exaggerating facial expression and using evocative body language whilst speaking.

5. How students with SEN are identified and their needs determined and reviewed.

Students who attend the school have been Statemented/ have EHCP plans previously by the LA whilst in another school. As such the school is not directly involved with the identification of special needs. The staff at Oakwood School, do however, work directly with families and other stakeholders if it is felt that a student has additional or different needs to those named on the Statement/EHCP. This can lead to a Statement/EHCP being updated, additional support being requested or an alternative placement being recommended.

All students have a Review meeting which is reviewed annually and an IEP; (Individual Education Plan) which is updated termly at parent consultation meetings.

Student progress and concerns are also monitored and evaluated at daily meetings. Any actions are decided upon and are then shared with all multi agencies involved with particular students and when appropriate with the whole school community.

6. Arrangements for providing access by students with SEN to a balanced and broadly based curriculum (including the NC)

Oakwood School is committed to providing the best possible differentiated curriculum to meet the very individual needs of its student population. Much of the core subject teaching is organised to take place with an individual tutor thus adding to a sense of belonging and security as well as decreasing transition times around the school which have proved disruptive to learning in the past.

The majority of the students are on individual education plans for numeracy and literacy, which along with ICT, vocational training and social skills education and personal development, form the 'backbone' of the curriculum. Other subjects taught include art, science, food technology, humanities and PE; verbal and written work is always differentiated to the correct level for the individual.

Teaching staff have specific subject leadership responsibilities within the curriculum. An important part of this leadership is identifying and purchasing resources that offer curriculum access at the correct differentiated levels to all students. Subject teachers also carry out curriculum monitoring, checking students' samples of work and teacher's planning to ensure that the Schemes of Learning are completed. The strenuous lesson observation timetable operated by the school evaluates and reviews the curriculum on a frequent basis. Information from lesson observations is collated and acted upon by the assistant head teacher who has overall responsibility for the curriculum.

7. How students with SEN engage in the activities of the school on an equal opportunities basis.

All the students who attend Oakwood School on a full time basis have been identified as having SEN. Irrespective of need, all employees and stakeholders in the school community regard all the children on site as fully participative members of the school community and society. Equality of provision and identity are fundamental to the school ethos and the entire school exists on the basic premise that all people are entitled to the same level of respect irrespective of impairment, age, gender or ethnicity.

Parents or children who may feel disempowered by physical or cognitive impairment or who may feel anxious about their social status are welcomed wholeheartedly by the school. If parents or carers are unwilling to visit the school then representatives of the school are always willing to visit at home.

8. Any arrangements made relating to the treatment of complaints from parents of students with SEN concerning the provision made at the school

The school has an established complaints procedure that aims to deal with all issues in an empathic, sensitive fashion due to the sensitive and emotional nature of the students who attend the school. Confidentiality is paramount and students, parents or others may approach the Head Teacher to raise concerns.

9. The role played by the parents and carers of students with SEN.

Oakwood School depends on successful partnerships with parents and the existence of two-way support and communication between home and school. The school has an 'open-door' policy that means parents can approach the school at any time if they feel they have an issue or a problem. Meetings or a home visit will always be arranged for a parent at their request.

Parents and carers are welcome to visit the school and spend time in classrooms with their children; observing lessons and how their children learn. Rooms for meetings are always available and offer comfort and confidentiality.

The views of parents and carers are always listened to and treated as an invaluable source of information as to how the school is providing for children with SEN. It is hoped that the policy and practice of the school reflect that it is often the parents who know their children best and have much to offer the school.

10. Links with child health services, social services and educational welfare services and any voluntary organisations.

The school recognises the importance of the involvement of external agencies in the lives of the students and in contributing to the best practice of the staff. This input is co-ordinated by the Head Teacher who may suggest to parents and tutors that input is needed or can be approached by the same parties to organise external agency support for a child.

Oakwood School will work effectively with medical, clinical, therapeutic and peripatetic services that offer support to the children and those who work with them.

The school is committed to working with and developing all partnerships with external agencies and service providers.