

Oak Field School and Sports College

SEN Policy

Updated 2015, in line with the SEND Code of Practice 2014
Reviewed September 2016
To be reviewed September 2018

School SENCO

Patricia Lewis – Oak Field School and Sports College,
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Patricia is Deputy Head of the School

Deputy School SENCOs

Matthew Riley (National Award for SEN (pending)) Contact details as above. Matthew is Phase Leader for 14-19 and a member of the SLT

Laura Wyatt (National Award for SEN (pending)) Contact details as above. Laura is Phase Leader for 7-14 and a member of the SLT.

The School provides for pupils aged 3-19 with severe, profound and complex learning and physical difficulties and disabilities. It is committed to providing the very best education for its pupils. Its work is considered Outstanding by OFSTED. (2014)

“Students behave excellently and feel very safe in the supportive environment of this school.”

“Teaching is outstanding because staff have high aspirations for all the students.”

“Leaders and managers, including governors have an extremely accurate understanding of the school.”

Mission Statement for Oak Field School

“Life itself is the groundwork of education and training”
(Pestalozzi)

Oak Field School and Sports College is committed to the advancement of inclusive education for all its pupils, through the development of active and creative minds. It supports a broad, balanced, engaging and rich curriculum in core and foundation subjects, such as liberal arts, humanities, physical education and the development of functional and life skills, including Work Related Learning.

Oak Field promotes respect for diversity, promoting our pupils as global citizens. We encourage a sense of compassion and understanding of others, and a deep respect for human worth and dignity. We recognise and respect every member of the school community's ethnicity, cultural and religious values and sexual orientation. We stress the importance of personal development of each child and young person, with reference to their learning, social emotional, physical, spiritual and moral education.

The School sees itself as at the heart of education within the City, working closely with other agencies in the City and County to ensure the very best outcomes for the pupils and their families. Its commitment to research and training ensures a healthy relationship with its local Universities and the Redhill Teaching School Alliance.

The School is committed to the tenets of the Every Child Matters Agenda

This Policy reflects both the school's commitment to the SEND Code of Practice and its consultation with parents, Local Authority and other community partners.

The Aim of the School and Aspirations for the pupils

Our aim is to ensure that all pupils access the very best in

educational opportunities, taking their rightful place within their community. We wish to see the school at the very heart of learning within the local and City community. As a Sports College we work closely with a range of partners to ensure that health, fitness and leisure play a vital role not only in the school but also in the community we serve.

We want our pupils to be ambitious, to have a sense that they can achieve and to challenge others pre-conceptions. Above all we want them to feel safe, confident and ready to take their place in the world. The school is keen that the pupils have a voice in their community, which is respected and listened to.

The School strives to be at the very heart of life within the City, providing a rich diet of opportunities. There are very active links with both local Universities from which our pupils benefit from the very latest in research. We wish to harness the very latest in technologies, which will enhance the skills and learning of the young people. With your support we can make a difference to young lives.

Objective

To achieve these aims for our pupils we will provide appropriate, personalised learning, based on clear assessment and planning.

The School will work within the guidance of the SEND Code of Practice 2014 and provide a SENCO and Deputy SENCOs. Training will be provided for staff to ensure that they are well equipped to meet the needs of all pupils

Identifying Special Educational Needs

Nearly all pupils arrive with a Statement or Education, Health and Care Plan which has already identified the Special Educational Needs of the individual pupil, with guidance as

to what education is to be put in place. The School continues to assess the children and young people and annual review processes, based on person centred reviews' allow for appropriate changes in need to be updated. Those pupils who arrive on an assessment place are given time to adapt to the school and assessments are made by school staff, other professionals such as Educational Psychologist and Health Staff. The Local Authority takes a lead in formal assessment.

When a request is made for admission to the school, due attention is made to ensure that the school is the appropriate place to meet the individual's needs.

The school is mindful of other issues which whilst not SEN may have an impact on progress

- Disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being the child of Serviceman/woman

School Approach to SEN Support

- All teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants, support assistants, health care assistants, health staff or specialist staff. However we acknowledge that additional intervention and support

cannot compensate for a lack of good quality teaching

- High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN.
- The school regularly and carefully reviews the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered.
- Informed by the Statement or EHC Plan, the teacher and SENCO consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This includes high quality and accurate formative assessment, using effective tools and early assessment materials.
- Through Person-Centred Planning, pupils, parents and families are kept at the centre of the process.

Supporting Pupils and Families

- Parents are made aware of the LA local offer with reference to this on the School Website
- The School Website contains the **SEN Information Report** which is updated annually in accordance with *Regulation 51, Part 3, section 69(3)(a) of the Act*
- The School provides a full time family support worker, with links with other agencies to support the family and pupil
- Admission arrangements are managed by the Local Authority and described in its Local Offer.
- Pupils access a broad and balanced curriculum and every effort is made to ensure they have access to appropriate accreditation, exams and other

assessments. The Deputy Head is the principle examination's officer.

- Pupils are supported in transition from class to class, across key stages and to another school by the class teacher and phase leaders. Time is taken to ensure that there is smooth transition. For pupils leaving school, every effort is made to ensure that their future placement is secure and that the pupil has had time to adapt to the new setting, supported by school staff.
- The School's Policy on Managing Medical Conditions and Medicines Policy is available on the School Website.

Supporting Pupils at School with Medical Conditions

- The School recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. As the pupils at school with medical conditions are also disabled and have SEN, the school complies with its duties under the Equality Act 2010.
- The school is supported by a team of health staff, which includes, nurses, health care assistants, physiotherapists, occupational therapists, and speech and language therapists. School Medicals are held weekly by a pediatrician.

Monitoring and Evaluation of SEND

- The school regularly and carefully monitors and evaluates the quality of provision for all its pupils.
- Review of quality of provision is done through, annual reviews with parents and pupils, parent evenings, surveys of pupils, parents and staff and School Councils. The School reports regularly to school governors on pupil progress.
- Pupils are encouraged to be involved in assessment

and evaluation of their own progress. Moderation of progress is undertaken in key stages and with other schools to ensure that there is consistency of approach.

Training and Resources

- On-going training is provided for all staff in the area of SEN, in order to maintain and develop the quality of teaching and provision. This is to enhance their ability to respond to the strengths and needs of all pupils.
- All teachers and support staff undertake induction training on taking up a post.
- The School's SENCOs regularly attend LA SENCO networks and working parties in order to keep up to date with local and national updates in SEND
- The school is a member of NASEN
- The school is part of the COBBB group, working with four other Special Schools of similar type.

Roles and Responsibilities

*The SEN Governor is Glenys Clifton. She meets with the school SENCO to determine priorities, and provide support and challenge.

*The teacher with responsibility for safeguarding and LAC responsibility is Kathleen Cross, Assistant Head Teacher

*The teacher with responsibility for meeting the medical needs of pupils is (TBC)

Storing and Management of Information

Pupil files are kept locked and secure in the main administration office. Records pertaining to safeguarding are kept, locked and secured in the SLT room. Records of pupils who have left the school are kept off site in an approved LA store.

The School maintains Accessibility, Complaints and Bullying Policies, which are available for parents.

The Policy to be reviewed in 2017