

# SEN policy and information report

## Oak Field School



**Approved by:** P. Lewis

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## 1. Aims

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN

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 the learning within the local, Nottingham City and wider community. We also work closely with a range of partners to ensure that health, fitness, and leisure play a vital role not only in 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' preconceptions. 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 listened to and respected.

The school strives to be at the very heart of life within the City of Nottingham, providing a rich diet of opportunities. We have developed very active links with both universities from which our pupils benefit, including from the very latest research. We wish to harness the very latest in technologies, which will enhance the learning and skills and of the young people. With everyone's support we can make a difference to young lives.

To achieve these aims for our pupils we will provide appropriate personalised learning, based on clear assessment and planning which is responsive to this. Training will be provided for staff to ensure that they are well equipped to meet the needs of all pupils.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

## 3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

## **4. Roles and responsibilities**

### **4.1 The SENCO**

The school has two SENCOs, Matthew Riley and Laura Wyatt

Contact details: Oak Field School, Wigman Road, Nottingham, NG8 3HW

[admin@oakfield.nottingham.sch.uk](mailto:admin@oakfield.nottingham.sch.uk) 0115 915 3265

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the key point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils up to date

### **4.2 The SEN governor**

The SEN governor will:

- Help to raise awareness of SEN issues at Governing Body meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the Governing Body on this
- Work with the Headteacher and SENCOs to determine the strategic development of the SEN policy and provision in the school

### **4.3 The Headteacher**

The headteacher will:

- Work with the SENCOs and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of each pupil in their class

- Working closely with teaching and other support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the appropriate SENCO to review each pupil's progress including through EHCP review meetings and propose any changes to provision
- Ensuring they follow this SEN policy

## **5. SEN information report**

### **5.1 The kinds of SEN that are provided for**

Our learning community includes learners with

- Profound and Multiple Learning Difficulties
- Severe Learning Difficulties
- Complex Learning Disabilities and Difficulties
- Autistic Spectrum Disorders
- Communication Disorders
- Sensory and/or Physical Needs, for example visual impairments, hearing impairments, processing difficulties and epilepsy
- Social, Emotional, Behavioural and Mental Health Needs.

### **5.2 Identifying pupils with SEN and assessing their needs**

Nearly all pupils will arrive with an Education Health and Care Plan (EHCP) which has already identified the Special Educational Needs of the individual pupil, with guidance as to what education is to be put in to place. The school continues to assess pupils, and annual reviews of the EHCP ensure appropriate changes in need are updated. Those pupils who arrive on an assessment placement are given time to adapt to the school and assessments are then made by school staff, other professionals such as the Educational Psychologist, and Health Staff. The Local Authority takes a lead in formal assessment and determines the placements of pupils.

The school works with other agencies to ensure a holistic approach to each pupil's learning.

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. These include

- Disability (the Code of Practice outlines the 'reasonable adjustment' duty for all settings and schools provided under the current Disability and 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 a serviceman/woman

### **5.3 Consulting and involving pupils and families**

The school is committed to working in partnership with our families to help pupils achieve their aspirational outcomes, develop their independence, celebrate their individuality and achievements and prepare for their next steps, recognising the the vital role families play in sharing information about their child/young person

Through conversations with families we will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are
- Links to the Local Offer can be found on the school's website
- Information is regularly shared with home through home school diaries, telephone calls, parent evenings and annual EHCP reviews.
- The Seesaw app is also available to be used to share pupils' work and achievements with families, and families are able to contribute to this and comment back.

The school supports families by

- Ensuring that 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.
- Providing a full time Family Support Officer who links with other agencies to support the family and pupil.
- Ensuring pupils access a broad and balanced curriculum and that every effort is made to ensure they have access to appropriate accreditation, exams and other assessments.
- Offering families a range of training and support workshops covering different aspects of pupils' needs. This includes, for example, communication training, continence coffee mornings and healthy eating workshops to enable families to have a better understanding of their child's needs and to help support them to make good progress in their learning and development.

Involving pupils in their learning

- Oak Field School values and respects the views of the children and young people. The school promotes a range of alternative means of communication and for some pupils ensures that appropriate advocacy is in place.
- Pupils are encouraged in lesson time to reflect on their learning.
- Each Phase in the school has a School Council. Members are elected by fellow pupils. These give an opportunity for the pupils to voice their views and suggestions.
- The annual EHCP review process includes the views of pupils. A pupil-centred approach to the review meetings encourages the active involvement of pupils.
- Pupils are encouraged to speak at university course lectures and seminars (e.g. ITT courses) and at appropriate local conferences.
- The NICER group includes pupils in the work of university researchers, to ensure that the research is relevant and pertinent to the needs of people with disabilities.

#### **5.4 Assessing and reviewing pupils' progress towards outcomes**

The school reviews and assesses pupil progress throughout the year.

- The school regularly and carefully monitors and evaluates the quality of provision for all its pupils.
- Progress towards outcomes are recorded formally termly on Achievement Profiles, and through annual EHCP Reviews.
- Progress is reviewed and shared with families through annual reviews and parents evenings.
- Reviewing the quality of provision is undertaken through surveys of pupils, parents and staff, and Schools Councils.
- The school reports regularly to the Governing Body on pupil progress, including through the half-termly Pupils and Curriculum committee meetings, and termly Report to Governors.

Progress towards outcomes will draw on

- The teacher's assessment and experience of the pupil
- Their previous progress, attainment and behaviour
- Other professionals' assessments, where relevant
- The individual pupil's development in comparison to their peers and national data

- The views and experience of parents
- The pupil's own views
- Advice from external support services, as appropriate

The assessments are reviewed regularly. Moderation of progress is undertaken in key stages, with other schools, and by external advisors to ensure there is consistency of approach.

All teachers and support staff who work with each pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

## **5.5 Supporting pupils moving between phases and preparing for adulthood**

### **In-school transition**

- Pupils are supported in transition from class to class, across key stages and beyond school by class teachers, support staff and phase leaders. Time is taken to ensure that there is a smooth transition and all relevant information is shared appropriately and in a timely way.
- All pupils take part in a transition afternoon where they spend time with new class teams and peers before they move classes or phases.
- During the summer term parents evening, families are invited to meet the current class teacher and the new class teacher

### **Pupils transitioning in to school from other settings**

- Pupils from other schools are visited by school staff in their current setting prior to transition to share information and begin to develop positive relationships.
- Pupils transitioning in from other schools are invited to visit and spend time with their new class supported by their current support workers so that information and advice can be shared.
- Photo and symbol booklets with key information about the school and class team are shared with pupils and their families so the transition can be discussed and shared at home.
- For pupils new to the school meetings take place with families so that information can be gained around all aspects of the pupil's needs so that the school can ensure everything is in place for a safe and successful transition.

### **Transition from school to other settings**

- 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 their new setting.
- School staff support school leavers to visit their new placements, and staff from new placements are encouraged to come in to school to spend time with the pupils to build up their knowledge of them before the pupil transitions fully.
- For our 6<sup>th</sup> Form learners, we offer a curriculum that focuses on becoming independent, accessing the local community and gaining vocational skills to support their transition into adulthood. The aspirations identified in their Education, Health and Care Plans will be key factors in developing their learning programme. As a pathway to their next placement, learners participate in meaningful work experience both in school and in the community, as appropriate
- We will share information with the school, college, or other setting to which the pupil is moving. We will agree with families and pupils which information will be shared as part of this.

## **5.6 Our approach to teaching pupils with SEN**

The School has three phases: Foundation, Early Years and KS1, Phase 7-14 and Phase14-19. Within these phases appropriate provision is made for pupils according to need and ability.

Oak Field School 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 the 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 the personal development of each child and young person, with reference to their learning, social emotional, physical, spiritual and moral education.

The school is committed to personalised provision, starting with high quality provision in each class tailored to each pupil's needs and abilities. There is a significant focus on communication so that all pupils are able to have their voices heard and listened to, whatever their levels of communication.

Teachers and class teams uses thematic approaches to teaching and learning, ensuring that a wide range of topics and interests are included to motivate the pupils and to provide a rich and engaging curriculum. Further information around the school's curriculum can be found on the website.

A holistic approach to learning is important for our pupils, embedding therapy programmes in to the classroom so that they are very much a part of the pupils' learning.

Teachers differentiate activities and tasks using prior knowledge of achievement and attainment to ensure appropriate levels of challenge whilst also allowing time to consolidate skills with the aim of working towards independence in completing tasks where possible.

## **5.7 Adaptations to the curriculum and learning environment**

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Using a whole communication approach including the use of objects, photographs, signs and symbols to help support learning.

## **5.8 Additional support for learning**

Class staffing consists of class teachers, Teaching Assistants, Pupil Support Assistants and in some classes Health Care Assistants; many classes also have a regular volunteer (such as a teaching or Health and Social Care student on placement) for some part of the week. They work together to provide support to all pupils to access a broad, balanced, engaging and rich curriculum. This may be through

Supporting pupils on a 1:1 basis

Supporting pupils in small groups

Delivering specific 1:1 interventions for some pupils

We work closely with the following agencies to provide support for pupils with SEN:

- Physiotherapy
- Occupational therapy
- Speech and language therapy
- Sensory team
- Behaviour support team
- Autism Support Team
- Complex health care team
- Community nursing teams
- Educational psychologists
- Social care
- Both Universities in Nottingham
- CAMHS

## 5.9 Expertise and training of staff

- As a school we are committed to ongoing training for all staff, in order to maintain and develop the quality of teaching and provision. This is to enhance their ability to respond effectively to the strengths and needs of all pupils.
- There is active engagement in research and development of new educational strategies for working with the pupils, for example through interest groups run in school where staff can share ideas, discuss approaches and explore research in different areas.
- 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 'BOBBA' group working with 4 other special schools from around the country with a similar cohort to share expertise and knowledge.

## 5.10 Securing equipment and facilities

- The school works closely with other professionals to identify the most appropriate equipment to support pupils to be able to engage most effectively in their learning. Formal multi-agency meetings take place half-terminally to ensure needs are being met.
- The school makes full use of its onsite facilities to add to and enhance provision. These include:
  - hydrotherapy pool
  - community café
  - training flat
  - soft play area
  - gym
  - hall and small hall/studio, inc Freedom Climber
  - mechanical horse
  - immersive room
  - outdoor play areas
  - the allotment
  - sensory garden
  - music room
  - art room
  - cooking and nutrition room
  - library
  - multi-use games area (MUGA)

Staff also create environments both in and outside their classrooms to support the learning of the pupils.

## 5.11 Evaluating the effectiveness of SEN provision

- The School is inspected by OFSTED. Since the School was opened in 2009 there have been three OFSTED inspections in 2011, 2014 and 2018. All three inspections rated the school as Outstanding
- The School maintains an ongoing self-evaluation of its progress in line with the OFSTED criteria. Stakeholders feed into this process (eg through pupil, parents and staff surveys) and it is regularly reviewed by Governors and SLT.
- Through the Nottingham Schools Trust, the school has a School Improvement Partner, who makes termly visits to challenge the school on progress and to set the Head Teacher's Performance Management targets.
- Each term, the school formally reviews pupils' individual progress towards their goals, and the impact of interventions, as above
- This is also reviewed annually through EHCP reviews.
- We also evaluate the effectiveness of our SEN provision through working with outside agencies who review and inspect the quality of our provision across the school, for example the Basic Skills Quality Mark, Artsmark and the International School Award (British Council). Our work as the Co-Ordinating

School of the Global Learning Hub, and as a Nottingham Music Hub partner also affords us opportunities to evaluate our practice.

### **5.12 Enabling pupils to engage in activities**

The school offers a range of lunchtime and after school clubs throughout the year, in which pupils are supported by school staff, families, or support workers.

The clubs currently on offer include:

- After school swim club
- Sensory club
- Gym club
- Cook and Eat club
- Dance club

Pupils take part in activities such as sports days and MATP (Motor Activity Training Programme) challenge days at school, as well as taking part in activities and competitions with pupils from other schools across Nottingham, such as an annual Dance Festival

The school encourages pupils to engage in a wide range of experiences, for example going out on trips such as to the theatre, local shops and libraries, museums and galleries. For some pupils we invite groups in to provide those experiences on the school site.

Pupils are offered opportunities to go on residential trips, and the school continues actively to seek appropriate venues to meet the needs of our changing population of pupils.

### **5.13 Support for improving emotional and social development**

We provide support for pupils to improve their emotional and social development in the following ways:

- Pupils are encouraged to be part of the school council
- Pupils are supported to share their views through pupil surveys and as part of their EHCP annual reviews via a meeting booklet and by attending their meetings where appropriate.
- Classes use PHSE times and group sessions to explore emotions and social issues that may affect them, giving pupils opportunities to voice their views and find ways to respond to different situations.
- The school is developing emotional wellbeing programmes including the use of arts therapy to support emotional development
- The school are involved in the NHS funded mental health trailblazers scheme. As a result we have a trainee counsellor designated to our school that can offer counselling sessions to students that present with low mood and anxiety.
- Pupils are supported to be active participants in the community through visits and trips to develop their skills and help them to be active members and participants in their local communities.

We have a zero tolerance approach to bullying, as described in our behaviour policy

### **5.14 Working with other agencies**

As detailed above in section 5.8, the school works closely with a wide range of partners to meet pupil needs. In addition to this

- Team Around the Child (TAC) meetings are held for those pupils with the most complex health needs to bring all agencies together to support pupils and families.
- The school Family Support Officer liaises with agencies and families including supporting them to access local authority support services.

### **5.15 Complaints**

**The Governing Body encourages parents to resolve issues with the school and SLT in the first instance. If this is not possible or the parent is still unsatisfied, the Chair of Governors, can be approached via [admin@oakfield.nottingham.sch.uk](mailto:admin@oakfield.nottingham.sch.uk). She will then arrange to hear the complaint and resolve the issue.**

Please see the complaints policy for more detailed information around complaints.

#### 5.16 Contact details of support services for parents of pupils with SEN

[Click here to see this up-to-date information our website.](#)

#### 5.17 Contact details for raising concerns

The school is keen to engage with parents and families to resolve any concerns they may have in a timely way

Concerns can be raised through the class teacher, phase leader Lynsey Rowbotham (EYFS/KS1) Katy Tigg (Phase 7-14) Tom Hall (Phase 14-19), through the school's Designated Safeguarding Lead – Ryan Ward, Deputy Head Matthew Riley and Laura Wyatt or the Headteacher Patricia Lewis

#### 5.18 The local authority local offer

Our contribution to the local offer is:

The Oak Field School is a City co-educational day school for children aged 3-19 years with special educational needs, in particular severe and profound learning difficulties and/or physical difficulties.

Needs level: High

SEN provision type: Specialist

Our local authority's local offer is published here: [www.asklion.co.uk](http://www.asklion.co.uk)

The link can also be found on the school's website

## 6. Monitoring arrangements

This policy and information report will be reviewed by the Deputy Heads **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Governing Body

## 7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour
- Complaints policy
- Equality information and objectives
- Supporting pupils with medical conditions