

OAKLEIGH SCHOOL

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Oakleigh School and the Acorn Assessment Centre SEN Information Report 2017

An SEN Information Report will be updated annually to reflect changes and plans within the school. The report states the current provision within Oakleigh School and the Acorn Assessment Centre.

What are the kinds of special educational needs for which provision is made at Acorn and Oakleigh School?
Oakleigh and Acorn are specialist environments which provide early intervention and ongoing education to children with complex learning difficulties, predominantly in the area of cognition and learning, as described in the SEN Code of Practice.

The children attending Oakleigh School have severe cognition and associated learning difficulties. All the children have difficulties with communication and many have sensory and physical difficulties, Profound and Multiple Learning Difficulties (PMLD) or a diagnosis of Autism Spectrum. A few children exhibit challenging behaviours.

The children attending Acorn have a wide range of special educational needs which includes physical disabilities, sensory impairments, language and communication difficulties, medical needs, Autism Spectrum and learning difficulties.

More detail on our commitment to high quality educational provision for all our children is detailed in our Teaching and Learning Policy.

What are the school's policies for the identification and assessment of pupils attending the school?
All pupils will have SEN support, undergoing assessment or have a Statement of Special Educational Needs or an Education Health and Care Plan (EHCP). Some children have transferred from a Statement to an Education Health Care Plan supported by colleagues from Barnet Local Authority, and others will be transferred in line with the Local Authority timescales. We will be continuing to work closely with our families as these changes become relevant to their child.

Each pupil has a Personal Learning Plan (PLP), previously called Individual Education Plan (IEP), containing both short and long term outcomes for that child. These are reviewed termly.

Our planning and assessment process follows the framework of Assess, Plan, Do, Review. This is reflected in our lesson planning, development of PLPs and assessment process in general.

Further information on the admissions process to our school can be found in our Admissions Policy. Also see our SEN Policy for more information. Both of these can be found on our website www.oakleighschool.co.uk.

Details of our assessment process can be found in our Assessment Policy.



What is the provision for pupils at Oakleigh School and Acorn and how is it evaluated?

The Governing Body aims to meet the special educational needs of every child at Oakleigh School, and to provide early intervention and assess the SEND of every child in Acorn. **All pupils attending Oakleigh School will have a Statement of SEN or an EHC Plan. There may be agreement with the LA that a child or young person is placed pending the outcome of an assessment for a EHC Plan. Associated policies in this area are accessible on our web site.**

Through the governor responsible, the school leadership team, the teaching and support staff, the School and Acorn are able to assess and meet the identified educational needs of all its pupils.

The Head, Assistant Heads and all teachers act as SENCOs, with the Head Teacher acting as Senior SENCO.

Our Mission Statement is to assist each child in attaining her/his maximum potential within all areas of development, building on the strengths and supporting the needs of each individual child within a rich, stimulating, happy, secure, safe, healthy and clean environment.

To achieve our Mission Statement, our Aims and Values, cross referenced to the Every Child Matters outcomes, are:

To assist each child in attaining her/his maximum potential within all areas of development, building on the strengths and supporting the needs of each individual child within a rich, stimulating, happy, secure, safe, healthy and clean environment.

1. All children at Oakleigh School/Early Years Centre will have access to the best quality provision to support teaching and multi-disciplinary support. This ensures that they receive their entitlement and reach their potential, thus developing towards their own excellence through maximising opportunities for enjoyment and achievement within a safe and healthy environment. [EA,S,H]
2. All parents/carers will be expected and encouraged to work in an active and collaborative partnership with the school, in line with home/school agreements to ensure the needs of the children are met in all settings. [P,E]
3. All staff will strive to achieve their full potential, constantly updating their skills through the school's training provision, networking with similar establishments and taking up new challenges in order that the teaching and learning is of the highest quality. [EA]
4. The curriculum will be broad, balanced, relevant, fun and set within the framework of the EYFS and the National Curriculum, whilst being individualised to meet each child's individual learning needs. It will also be stimulating, enjoyable and challenging. All planning will set realistic and achievable targets so that each child can progress. Termly Plans and timetables will reflect national trends and the needs of the class group.
5. Children will be encouraged to develop the skills needed to enjoy and achieve maximum independence and enhancement of their quality of life. Therefore, PSHE, physical development and communication have a high profile within the curriculum. We adopt a total communication approach, where appropriate using AAC strategies such as Makaton, PECS, Objects Cues, On Body signing. [P,E]
6. Every opportunity for teaching and learning will be exploited and maximised. Opportunities will be consistent and integrated to create and reflect our belief in a holistic approach for each child. This approach will include:
 - respecting the rights and opinions of the children, and sensitively interpreting their views [P]
 - recognising and working with children's strengths [EA]
 - working with parents, families and carers [ALL]
 - using appropriate therapies [H]
 - liaising with all professionals, including those from Health, Social Care, Transport [S,H]
 - identifying specific needs and acting on them, e.g. the SCERTS framework and the TEACCH approach for children with autism spectrum conditions (ASC), MOVE for pupils with physical needs. [EA]
 - providing inclusion opportunities with mainstream peers both in our school and at the mainstream school, and with peers in other classes within our school [P,EA]
 - liaising with other educational settings that the children attend [P,EA]
 - responding to community and society expectations [P,E]
 - linking with local community facilities [P,E]
 - linking internationally with other schools, and in particular our link school in Zambia. [P, EA]
 - ensuring the 5 Outcomes within Every Child Matters are met. Senior Leaders have a responsibility for ensuring the outcomes for each strand [ALL]
 - encouraging healthy eating and a healthy lifestyle [H]
7. Standards of behaviour common to all people in society will be encouraged and children taught what is and is not acceptable, not only directly, but through a whole school attitude and ethos. School staff believe that all behaviour is communication, and respond to it as such. Staff will be trained in the Team Teach approach

and supported by the Behaviour Support Team to understand the behaviour and devise effective strategies for children with challenging behaviour in all its forms. Staff will model the highest standards of behaviour towards each other and the children, and at all times be aware of preserving and enhancing self esteem and respecting the children's dignity and rights. [P,S]

8. The environment will be stimulating, interactive, comfortable, healthy, safe, secure and kept in a good state of decoration and repair so that it will be an attractive and friendly place where everyone feels welcome. [H,S]
9. All aspect of the curriculum will ensure equal access for all pupils whilst considering gender, ethnicity, special needs (both physical and educational), sexual orientation, social circumstance, age and religious beliefs. Every member of the school will be treated with respect and valued as an individual. Staff are expected to be non-judgmental and consistent. We provide Cultural Awareness Understanding and Support (CAUS) to children and families from ethnic minority backgrounds. [P,S,E]
10. We will continue to operate our open door policy to act as a training provider for families, colleagues, volunteers and students, thereby enabling the community to understand our children's strengths and needs. This, however, will not be allowed to compromise our children's learning. [P,E]
11. We will offer outreach services to support mainstream schools within Barnet's Central Network to aid inclusion both for our pupils and for others with special educational needs. We work with other schools and settings to ensure smooth transition to and from our school. [P,EA]
12. We will continue to work towards providing an integrated and child-centred service to cater for the children's needs along with the Health and Social Care, including supporting families with achieving economic well-being. [E,S,H]
13. Interactive play activities and experiences will be enhanced by means of extended educational facilities, which include lunchtime and after school clubs, holiday playschemes, siblings groups and family playdates on and off site during the school holidays. [E,EA,P,H]
14. We will communicate with parents/carers via home/school books, TalkTime postcards, telephone, email, text, and will facilitate access to support networks if required. We will provide opportunities for the sharing of expertise in informal coffee mornings and more formal workshops and written materials. We run nationally and internationally recognised parent/carer training, ie EarlyBird. [P,E]
15. LA requests for flexible provision will be met in line with admissions criteria, as will all LA, local and national initiatives. [ALL]
16. We will respond to changing numbers of children with differing needs within the scope of our admissions criteria, wherever possible. [ALL]
17. Management / Leadership will be supportive, adaptable and empathetic, acting as good role models and setting clear and achievable goals, which they ensure are being understood, responded to and met. All staff will be provided with opportunities to reflect, audit, monitor and evaluate their performance in all areas of their work, and to use this as a means of improving and updating their practice. [ALL]

Codes:

- ❖ ALL – all outcomes addressed
- ❖ S – Safe
- ❖ P – Positive Contribution
- ❖ EA – Enjoy and Achieve
- ❖ E – Economic well-being
- ❖ H – Healthy

In addition, we have a Charter of Children's Rights:

Everyone will value the children by

- Encouraging them to develop their unique personality and themselves
- Giving them enough time to take part, to do things for themselves and be understood
- Having the same rights and choices and as far as possible the same kind of life as others of their age and culture.
- Understanding that there is more to them than the behaviours which can be seen
- Providing them with the right to be a part of the community and to interact with other children

Everyone will respect their safety and dignity by

- Allowing them to respect their own culture and religious beliefs
- Helping them to respect others, their property and the environment in which we live.
- Addressing them with respect and never referring to them as "their disability" or "a piece of equipment"
- Involving them in conversations and decisions about their lives, and never talking about them as if they are not there.
- Respecting their privacy at all times and in all situations.
- Giving them appropriate care in relation to hygiene and physical comfort.
- Treating information about them carefully, keeping it safe and sharing it only with those who need to know.

- Giving them the best possible education and care and not exposing them to unnecessary risks.
- Being sure that they are kept safe from ill treatment, abuse and exploitation.
- Knowing that all the staff are aware of their basic rights.
- Finding ways to help them to manage any behaviours which adults may find difficult

Everyone will communicate with the children to help them understand by

- Giving them information about what is happening to them before it happens
- Explaining procedures before they occur.

Everyone will help the children to communicate about themselves by

- Giving them choices
- Giving them the opportunity to reply
- Involving them in decisions that affect them, and encouraging them to express their views
- Giving them access to an appropriate method of communication equipment at all times if needed.
- Listening to and hearing them when they need to communicate, even if it takes a long time and the adults find it difficult to understand.
- Listening to and hearing them when they communicate their wants and feelings with behaviours that adults may find difficult.
- Enabling them to share worries and problems with a person of their choosing
- Giving them opportunities to play.

All staff have a responsibility to meet the needs of all the pupils at Acorn and Oakleigh.

School staff details are on the website. The school contact details are also on the website where you will be able to access the Leadership Team or class teacher.

Currently the pupil to teacher ratio is approximately 1:7 and the adult Pupil ratio (Teachers and Assistants) approximately 1:2. Every class has one Teacher and two or more Learning Support Assistants in a class group between 6 and 9 children. Some children because of their medical needs or behavioural needs will need a higher level of support than this.

The school receives advice from a range of health professionals in order to meet the needs of the children as assessed by the appropriate professionals. We work closely with our health and social care colleagues to implement the SEN Code of Practice.

What training do staff have in relation to the needs of pupils/students at Acorn and Oakleigh?

All staff have a clear job description. Training needs are identified through the SEF, which identifies strengths and needs and The School Improvement Plan. There is a clear and comprehensive Induction programme for all new members of staff. Individual training needs for all staff members are identified through appraisal by line managers or by individual request. Teachers, LSAs and MTSs are constantly updating their practice and learning on the job to ensure they use effective strategies to enable all children to access the curriculum. Some training is mandatory, and some relates to the medical needs of children. All learning support assistants are offered the opportunity to obtain QCF. Oakleigh has a very high commitment to ensure staff training is updated and new strategies or research finding are embraced.

See Continuing Professional Development Policy

How will equipment and facilities be provided to support pupils/students at Acorn and Oakleigh?

Oakleigh School is a purpose built building and is fully accessible for wheelchair users being on one level. Hoists are available in every room they are needed.

Our SEN policy details the wide range of provision for our children including the range of equipment and facilities for children with different needs. This policy can be found on our website and is reviewed annually.

What are the arrangements for consulting parents/carers of children at Acorn and Oakleigh, and involving them in the education of their child?

We consider that working in partnership with parents/carers is fundamental to effective education for the child. **All parents and families are welcome to visit the school prior to their child or young person attending the school and we are happy for parents to stay during a settling in period.**

A range of strategies are used to foster partnership with families:

- Home/School agreements
- Annual Review Meetings

- An “open access” policy
- Daily Home/School Chat Book
- Talktime postcards
- Termly Newsletters
- Coffee Mornings
- Working together on termly targets
- Parent/Carer workshops
- Social events
- **Parental Representation on Governing Body**
- Using interpreters to facilitate communication between parents/carers and staff, if necessary

We currently do not have any pupils who are looked after by the Local Authority.

Details of our provision for pupils in receipt of Pupil Premium can be found in our Pupil Premium Policy on our website – www.oakleighschool.co.uk

- We have a strong Family Support Team, employed by the school to support the educational, social and emotional needs of children , including:CAUS Family Support Worker
- Support in the home with practical strategies to bridge the gap between home and school
- Support within school in terms of coffee mornings, signposting for employment
- Child Psychotherapist to support the emotional needs of families
- Family Support Co-ordinator to support families with
- Arts therapists to support with emotional needs

What are the arrangements for consulting young people at Acorn and Oakleigh about, and involving them in, their education

All children in our school are treated with dignity and respect. There is full personalisation for the curriculum for each pupil in order that they can access and experience success.

The annual review of the Statement / EHC Plan process includes the choices and views of pupils. A range of methods are employed to represent the child’s views on their achievements and activities they have enjoyed throughout the year, including:

- Start Annual Review meetings in the classroom
- Set up an activity for the child to participate in which would demonstrate a development in their learning
- Start the meeting in the sensory room or hydro, depending on where it is felt the pupil is most comfortable or is developing skills which it would be helpful for all to share – these aspects of learning may only be apparent in one location.
- Hyperlinking videos and photos to folders
- Photo collage / Learning Journey scrapbook
- PowerPoint with photos and video / audio – if appropriate child could activate this.
- With photos, the aim is to put across the idea of: 'here is a photo of the child doing something, and we know from our interpretation of their response how they felt about it.'
- Online record of achievements using the Tapestry programme – if appropriate, child could attend to share this
- Pupil attends meeting with range of activities, to demonstrate how they indicate choices and what they like
- Teacher brings examples of activities the child does, with the aim being: 'this is what the child might say about this activity if they were able to tell us'
- Pupil attends meeting with communication book to indicate likes/don't likes in school
- Pupil attends meeting with PECS book to request favoured activities

Throughout the school day, children are given choices and opportunities to express their needs and wishes.

We work closely with parents/carers and the Speech and Language Therapists to enable each child to be able to express their needs and wishes through whichever means is appropriate for them as an individual. We also endeavour to interpret the child’s communication and act as advocates for them, to ensure that we are respecting and acting on their views, needs, wishes and all aspects of their expressive communication.

What are the arrangements made by the governing body for dealing with complaints from parents/carers of pupils/students in relation to the provision made at Acorn/Oakleigh?

The process for all complaints is made available in the Complaints Policy and procedure, which is available via the school/centre.

How does the governing body involve others - including health, social services, local authority services and voluntary organisations, in meeting the needs of pupils/students at Acorn/Oakleigh and in supporting their families.

There is a range of professional support and advice available to staff, pupils, parents/carers and governors of Oakleigh School and the Acorn Assessment Centre, including:

- Music Therapy
- Drama / Movement Therapy
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatric Consultants
- Link and Special Needs Inspectors
- Peripatetic advisory teachers (eg VI, HI)
- School Nurse and Special School Support Workers
- Special Needs Support Services
- Barnet Mencap
- MOON Partnership - As part of an ongoing strategy towards a school led school improvement system every Barnet school is part of a formal school partnership with a number of other schools. Within these partnerships schools work together and share best practice. Oakleigh is part of a partnership with the three other special schools, Mapledown, Oak Lodge & Northway. Collectively this is known as the MOON Partnership.

These specialists working with the children are invited to the child's Annual Review in order that they should contribute to the overall education plan for the child.

Multi-disciplinary meetings are held during the year with the various external professionals and school staff for each class.

Regular meetings are held formally and informally with support agencies.

We have a wide range of staff working together within the school to support the children and their families. Some are employed directly by the School, others have different lines of management as can be seen below.

Classroom staff are employed directly by the school. This includes teachers, LSAs and Mealtime supervisors. Admin staff are also school employees.

Other professionals work for a range of agencies – some are based within the school, others have office bases elsewhere and work in school on particular days or as necessary.

School Nurses and Special School Health Care Assistants, Speech and Language Therapists, Occupational Therapists, CAMHS LD team (Barnet SCAN) and Physiotherapists are employees of Health Trusts. All these professionals work within school training staff, advising staff, working with children.

The advisory teachers are employed by the Local Authority, not the school, and are within the Specialist Team. They provide staff training and advice on individual children's needs.

Transport to school is organised by the Local Authority not the school. Escorts are employed by Barnet LA and the drivers are employed by Barnet LA or other transport companies.

There are social workers for children people with disabilities who are Local Authority Employees and are based within the Children Services.

If you have a query relating to these areas it is best to contact the professionals directly. This will ensure that your message/queries/concerns are dealt with in the most efficient way.

What are the school's arrangements for supporting pupils in transferring between phases of education? All transitions are well planned for throughout school as children move from class to class and phase to phase.

The school work sensitively with families to help children make a smooth transition into Oakleigh and Acorn.

We also work hard to ensure smooth and successful transitions from Acorn to Oakleigh and within Oakleigh School year to year. At the end of the Summer Term we hold a Family Picnic and Meet the Teacher event, where families can meet their child's class team for the following year, and see their new classroom, where relevant. Each new family receives a personalised 'welcome' letter with important information about their child's transfer to Oakleigh. 'Stay and Play' sessions are offered to Early Years / Reception age class families in the first few weeks of the Autumn Term. We hold a Meet the Professionals meeting during the Autumn Term, and an Early Days Review for new children in Acorn and Oakleigh. Parents/carers of Reception and Year 3 children are invited to a Communication Surgery with their child's class teacher and Speech and Language Therapist during the Autumn/Spring term.

We have close liaison with other settings when children transfer from Acorn to other schools.

Preparation for secondary transfer is initiated at the child's penultimate Annual Review. The child's last Annual Review must take place in the Summer Term. The majority of children usually transfer to Mapledown School, but this is governed by the child's needs and parental preference. All children will be assisted to transfer as smoothly as possible. During the Spring Term visits are arranged for parents/carers to visit Mapledown School and Mapledown Teachers to visit Oakleigh School. During the Summer Term the children transferring make visits to assist with smooth transition. During the Autumn Term we support our feeder school(s) with pupils we have sent to them who are in Year 7.

Where is the information on the Barnet's local offer published?

We have a link on our website to the Barnet Local Offer which is published on the Barnet Council website and can be accessed at the link below.

<https://www.barnet.gov.uk/citizen-home/children-young-people-and-families/the-local-offer-and-special-educational-needs>