



# Oakleigh School and the Acorn Assessment Centre

## SEND Information Report 2018

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**This SEND 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 SEND 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. Due to the complexity of the communication and learning needs of our pupils, we acknowledge that our children may present with challenging behaviour, and require Behaviour Support Plans to identify key strategies to support them.

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.

We currently have two 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

### **What are the school's policies for the identification and assessment of pupils attending the school?**

All pupils will have SEND support. Children who attend Acorn will be undergoing assessment, Children at Oakleigh have an Education Health and Care Plan (EHCP). We will continue to work closely with our families to assess progress through long and short term outcomes .

Each pupil has a Personal Learning Plan (PLP), containing both short and long term outcomes for that child. They are constantly reviewed and evaluated with the multi disciplinary team. They go home to parents/carers twice a year

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

Further information can be found in our Admissions Policy.

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

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. This is available in full at the end of this report.

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 an EHCP. There may be agreement with the Local Authority (LA) that a child or young person is placed pending the outcome of an assessment for a EHCP.

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 school's success in meeting the Special Educational Needs of its pupils is measured using the following performance indicators:

- Pupil progress
- Parental/carer satisfaction
- Parental/carer contact at meetings
- Evidence in Tapestry (our online learning journal for sharing children's achievements)
- Success rate in meeting learning outcomes identified in PLPs and Outcomes in EHCPs
- External assessment including Ofsted inspection

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

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 SEND Code of Practice.

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

The Head, Assistant Heads and all teachers act as SENCOs, with the Head Teacher (Ruth Harding) acting as Senior SENCO

### **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 School Evaluation Form (SEF) and the School Improvement Plan (SIP), which identify strengths and needs. 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. We currently have one member of staff who is on the School Direct teacher training programme. 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. Ceiling-mounted hoists are available in every room they are needed. Classrooms are set up to meet the physical and learning needs of the children in that room. We have a trained risk assessor and a manual handling trainer on site who are able to draw up plans for individual children.

Oakleigh School has its own hydrotherapy pool, a large room with a totally soft environment and a well-equipped sensory room. We also have a portable sensory trolley and other pieces of high tech sensory equipment. Play areas have safety surfaces, modified swings and roundabouts. There are outdoor musical instruments and outdoor gym equipment. The School has two minibuses with tail lifts.

### **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:

- Initial visits to the school/centre
- Home/School agreements
- Early Days Reviews
- Annual Review Meetings
- An “open access” policy
- Daily Home/School Chat Book
- Working collaboratively on PLP targets
- Co-production of Long and Short Term EHCP Outcomes
- Sharing achievements via Tapestry
- Family Support Team
- Talktime postcards
- Termly Newsletters
- Coffee Mornings
- Parent/Carer workshops
- Social events
- PSA Fundraising events
- Parental Representation on Governing Body
- Using interpreters to facilitate communication between parents/carers and staff, if necessary

Where appropriate, we provide adjustments or support to parents/carers who have a special educational needs or disability. This could be through support from organisations such as Barnet Mencap. Any member of staff who has a special educational need or disability is given the opportunity to disclose this on their application form when applying for a job with us. We are then

in a position to assess the risks associated in order to protect them, and devise a plan as appropriate. Where appropriate, we refer to Barnet's Occupational Health Team to help us devise packages to support members of staff who have a special educational need or disability. We also carry out risk assessments where necessary for students on placement and volunteers.

### **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.

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.

The annual review of the EHCP 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.

### **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, which is available on our website.

### **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:

- Family Support Team
- Child Psychotherapist to support the emotional needs of families
- Music Therapy
- Drama / Movement Therapy
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatric Consultants
- Link and Special Needs Inspectors
- Peripatetic advisory teachers (eg Visual Impairment, Hearing Impairment)
- 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.

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

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 by external transport companies.

There are social workers for children with disabilities, who are Local Authority Employees.

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.

At Oakleigh School we value and work hard at all transitions into the school and within the school. For Families coming into the school we meet with parents/carers and professional early to ensure a smooth transition. At the start of the September term 'Stay and Play' sessions are offered to families. We hold a Meet the Professionals meeting during the Autumn Term, and an Early Days Review for new children in Acorn and Oakleigh. Children who are already at Oakleigh School do not necessarily change classes each year. If children are transitioning parents/carers are invited during the Summer term to meet the new teacher and see the classroom their child will be going into.

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/carer preference. All children will be assisted to transfer as smoothly as possible. During the Spring Term visits are arranged for parents/carers to visit their Secondary School and Secondary School 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>

This SEND Information Report complies with the statutory requirements laid out in the SEND Code of Practice 0-25 (2014) and has been written with reference to the following guidance documents:

- Equality Act 2010: advice for schools DfE 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions 2014
- Teachers' Standards 2012

This report aims to bring together a range of policies and documents which explain the roles and responsibilities of all the people who work with our children in the school, at home or in the wider community. These are all available either on our website ([www.oakleighschool.co.uk](http://www.oakleighschool.co.uk)) or via the school office.

### **These policies and documents are as follows**

- Admissions Policy
- Assessment Policy
- Behaviour Policy
- Complaints Policy
- Continued Professional Development Policy
- Oakleigh School Curriculum
- Data Protection Policy
- Equalities Policy
- Health and Safety Policy
- Home School Partnership Policy
- Inclusion Policy
- Mission Statement and Charter of Children's Rights
- Pupil Premium Policy
- Safeguarding Policy
- Sport Premium Policy and Action Plan
- Supporting Children with Medical Conditions Policy
- Teaching and Learning Policy
- Transition Procedures

## Mission Statement

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 on the autism spectrum, 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 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

## **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.