



Oakgrove School

SEND Policy

INTRODUCTION

As part of their statutory duties, Governing Bodies of all maintained schools must publish information about and report on the school's policy on Special Educational Needs and Disabilities.

The Education (Special Educational Needs) (Information) Regulations 1994 prescribe the information that schools must make available. This information is included within this policy.

This policy has been rewritten and amended (in January 2015) to reflect the SEND Code of Practice and 0-25 guidance, 2014.

Every teacher is a teacher of every child or young person including those with SEND.

Oakgrove is a specialist provision for children with social, emotional, mental health and behavioural difficulties (SEMHBD).

As a result the Headteacher has responsibility for the day-to-day operation of the School's Special Educational Needs Policy.

Oakgrove's Special Educational Needs and Disabilities Coordinator (SENDCO) is Helen Hammersley, Deputy Headteacher.

The SENDCO can be contacted at school on: 0161 437 4956.

AIMS

As Oakgrove is a specialist provision, it is well equipped to meet the individual needs of children with SEMHBD. The school aims to offer a supportive, caring and nurturing environment where children's self esteem is encouraged through success and personal growth is encouraged through achievement.

OBJECTIVES

1. To identify and provide for pupils who have special educational needs, disabilities and additional needs
2. To ensure that student's needs are clearly identified prior to their admission to the school so that they can be provided with the support that they need to help them to learn effectively
3. To explain the procedures for identifying, assessing and reviewing children's special educational needs
4. To work within the guidance provide in the SEND Code of Practice, 2014.
5. To operate a "whole pupil, whole school" approach to the management and provision of support for special educational needs

6. To provide a Special Educational Needs Co-ordinator (SENDCO) (Helen Hammersley) who will work with the SEND Policy
7. To provide support and advice for all staff working with special educational needs pupils
8. To outline the range of services that may be available to children with special educational needs and disabilities (see Oakgrove's School Offer and Stockport's Local Offer)
9. To communicate how parents/carers can be encouraged to become working partners with the school to try to ensure the most effective education for their child
10. To enable parents/carers to be aware of the complaints procedure so that they have a clear understanding of what to do if they feel that their child's special educational needs are not being appropriately met by the school
(See complaints policy and our school website.)

PRACTICE

The 2014 SEND code of Practice outlines 4 main areas of need i.e.:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs

At Oakgrove we address the needs of the whole child which will include not just the special educational needs of the child or young person (from the 4 main areas above).

In addition there are other factors (which are not considered to be SEN) but which may affect a child's and attainment;

- 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 a child of Serviceman/woman

At Oakgrove we no longer identify behaviour (in isolation) as SEN. Where there are concerns relating to a child or young person's behaviour we describe them as an underlying response to a need which we, as a provider, are able to recognise and identify clearly when we know the child/young person well.

All the children at Oakgrove have a current *Statement of Special Educational Needs/EHC plan, which is reviewed annually. The educational provision made at the school for the individual student aims to meet the Special Educational Needs and objectives as outlined in the Statement/EHC plan.

The Class Teacher is responsible for co-ordinating the Personal Support Plan which incorporates both Individual Behaviour and Education plans into one document.

* By 2016 all statements will have been transferred (by Stockport's SEND Team) to Education and Health Care Plans EHCs). By February 2015 all Year 6 children will have their statements transferred over to EHC plans, in readiness for their transition to secondary school.

All pupils within the school have access to the New Curriculum. Curriculum access is facilitated by taking an individual approach to learning. Many children have an Individual Education Plan** which outlines their learning targets in Literacy and in Numeracy, if these are outlined on their statement of special needs*. In addition, pupil's behavioural needs are addressed through the use of an Individual Behavioural Plan**

All pupils within the school have access to the Dimensions Creative Curriculum, which fully meets the requirements of the New National Curriculum. The Dimensions Curriculum follows a creative and rigorous approach to the delivery of cross curricular topic themes. Within this framework the curriculum is carefully tailored to meet the needs of each class groups and individual children within each class. Each child has individual learning targets in Maths and English. Where appropriate, as indicated in the child's Statement of Special Needs, these are detailed within the child's Personal Support Plan.

ARRANGEMENTS FOR CO-ORDINATING EDUCATIONAL PROVISION FOR CHILDREN WITH SEND

ADMISSION ARRANGEMENTS

The school has a comprehensive Referral and Admissions Policy which has been agreed with the Local Education Authority.

The School has published a School offer, available on the School website:

<http://sch.oakgrovestockport.co.uk/school-offer/>

which parents/carers are invited to read alongside the Referral and Admissions policy.

Parents are also invited to read Stockport's Local Offer:

<http://www.stockport.gov.uk/atozindex/sendreform/localoffer/>

and visit the CYPDP website for more information on SEN(D) provision in Stockport:

<http://www.stockportcypdisp.org.uk/>

SEND SPECIALISM

Oakgrove offers longer-term education to pupils who exhibit a range of social, emotional, mental health and behavioural difficulties. The children admitted to the school may also have additional Special Educational Needs and/or diagnosed disabilities including Specific Learning Difficulties, Dyspraxia, Attention Deficit Hyperactivity Disorder, Language and Communication Disorder and Social Communication difficulties, Attachment difficulties, Sensory difficulties and Autistic spectrum conditions. The school is able to provide information for parents on a range of special educational needs and disabilities and can offer support to families via the Family Resource Worker.

Prior to admission the school works closely with BSS (Behaviour Support Service) and the Local Authority to ensure that the child's needs are identified and assessed as fully as possible so that the appropriate support can be made available. The early identification of special educational needs and disabilities is promoted.

ALLOCATION OF RESOURCES TO AND AMONGST PUPILS WITH SEND

All students at the school have a statement of SEND/EHC plan*, identifying SEMHBD as their primary need. The provision made for them allows for a favourable teacher-pupil ratio, with class groups of approximately 7 pupils with a Teacher and a Teaching Assistant in each class. We also currently have a Learning Support Teacher, a Learning Mentor and a Behaviour Support Coordinator and a Family Resource Worker who all contribute to meeting the needs of our children and families. In addition, there is a Learning Mentor and 1-2 Teaching Assistants co-located at Outwood Primary School, working with Oakgrove children co-located at both schools.

IDENTIFICATION AND ASSESSMENT ARRANGEMENTS AND REVIEW PROCEDURES

All pupils at Oakgrove have an Annual Review at which progress according to the special educational needs and objectives as outlined in the Statement/EHC, can be discussed. Oakgrove follows the person-centred review format, where pupils are fully involved in the process of reviewing their statement/EHC plan alongside their carers/families and other professionals/agencies involved with the education and care of the child.

An Educational Psychologist (currently Corinne Winters) works closely with the school and will assist with the identification and assessment of the student's special educational needs. In addition to the routine updating of assessments through the Annual Review process, the school, the Educational Psychologist, LSS, parents and any other agencies involved, work proactively together to investigate and address any issues that may arise or amend the statement/EHC plan, where appropriate to show achievements. Children at the school may experience changes in their behaviours, both positive and negative, as a result of both external and internal influences. The school works in partnership with parents/carers and members of the multi-disciplinary team to identify the cause of such changes and to identify strategies to support the child.

Pupil's academic attainment and achievement is recorded by class teachers, analysed by the SLT and discussed with teachers at termly pupil progress meetings. Where a child is seen to be attaining at a level below the national average for their age, they will access an intervention provided by Oakgrove's Learning Support Teacher (Rachel Davison). Such interventions may include: SERI (Stockport's Early Reading Intervention), BRP (Better Reading Partnership) and Motivational Maths. If a child has difficulties with their fine or gross motor skills they will access Motor Skills United (provided by the Behaviour Support Coordinator).

All children access the end of Key Stage SATs (unless their SEND means they should be disallowed access/or accessing the test would prove detrimental to them.)

Where children have Speech and Language difficulties (usually identified on their Statement/EHC plan) or after being referred to SALT (by school or another agency) children will receive support from Oakgrove's Speech and language therapist (Kate).

These assessments and interventions and the resultant progress, are shared with parents/carers on a termly basis, via Parents' Evenings in the Autumn and Summer Terms and via an annual report in the Spring/Summer term and during the aforementioned Annual Statement/EHC plan review, as well as on an ad hoc basis via phone calls or home visits throughout the year.

HOW CHILDREN WITH SEND ARE INTEGRATED INTO SCHOOL AS A WHOLE

As a specialist provision for children with social, emotional, mental health and behavioural difficulties, all children are fully integrated into the life of the school. Pupils are taught according to their ability levels in the 2014 National Curriculum. Structured opportunities are provided for classes to interact during certain lessons in an attempt to help students to co-operate with each other. In addition, structured lunch and break time activities encourage children to be involved positively with their peers and to develop their communication and social understanding and skills.

CRITERIA FOR EVALUATING THE SUCCESS OF OAKGROVE'S SEND POLICY

The key to the successful implementation of the Special Educational Needs Policy is matching provision to need via:

- The progress that individual children make according to their Statemented Needs and Objectives/those found on their EHC
- The progress that individual children make as set out in their Pupil Support Plan.
- The level of school attendance and the number of both temporary and permanent exclusions
- The level of multi-agency working and involvement including Health, Social Care, Education welfare/Services for Young People and Education Psychology
- The progress that individual children make in National tests, particularly in Literacy and Mathematics
- The level of parental/carers feedback

ARRANGEMENTS FOR CONSIDERING COMPLAINTS ABOUT SEND PROVISION WITHIN SCHOOL

See Oakgrove's complaints policy and safeguarding children policy.

SEND TRAINING

The individual needs of the pupils at Oakgrove are many and varied. The school staff has special educational needs expertise which is shared internally whilst additional external support from the Authority can be called on when more specialist advice is needed.

During 2014-15, staff had training on; recognising and supporting children with ASD (by the SALT team and BSS), effective visual strategies for children with ASD), attachment difficulties (by the BSS team), TEAMTEACH updates and training (by an accredited TEAMTEACH tutor), Restorative Approaches (by the BSS team), treating and recognising medical conditions (by the School Nursing team), Safeguarding basic awareness training (by Stockport's Safeguarding team) and recognising and supporting children who have been sexually abused (by NSPCC) and Epilepsy Training (by the School Nurse).

Oakgrove staff are also involved in the delivery of a range of In-Service Training activities which aim to increase staff's skills in addressing various aspects of SEMHBD and Special education Needs.

SUPPORT SERVICES/MULTI AGENCY APPROACHES

The school works within a multi-agency context and benefits from an understanding of the need to work in partnership with BSS, Health, Social Care, Ethnic Diversity, Youth Offending, Multi-agency Safe Guarding and Support Hub (MASSH), Education Welfare/SfYP and the School's Psychology Service. In addition, the school has access to the Learning Support Service and the Advisory service including Special Educational Needs.

COMMUNICATING WITH AND SUPPORTING PUPILS AND THEIR FAMILIES/CARERS

The Annual Review represents the one formal occasion when parents are invited into school to review their child's progress. Everything possible is done to make Annual Reviews child-centred and accessible to parents/carers. The Annual Review meeting will consider whether or not a child's needs are being best met at the school as well as communicating to parents/carers the level of progress a child is achieving, in terms of their SEND. If it is felt that the child should move on to alternative provision the transition is well planned and supported.

The school aims to work in partnership with parents. The Behaviour Support Coordinator (BSC) conducts home visits to discuss pupil progress and to gather thoughts and feedback from parents.

Parents are welcomed into the school and the pupils have a daily home-school liaison book to help parents to become more involved with their child's education and school life. In this book, staff relay positive news in addition to informing parents of any difficulties.

In January 2015 a Family Resource Worker (FRW) was appointed to work alongside the BSC to help families with children in receipt of the Pupil Premium Grant, who may benefit from additional parenting support, possibly out of normal school hours.

Parents are kept informed about the life of the school through regular phone calls as well as the annual report, termly newsletters, regular informal coffee mornings and events, and twice yearly parents evenings.

LINKS WITH OTHER SCHOOLS AND TRANSITION ARRANGEMENTS

For many of the children who attend Oakgrove, a full time mainstream placement is not appropriate due to the complexity of their social, emotional, mental health and behavioural needs and their specific learning difficulties. We have developed a provision with an adjacent mainstream primary school, Outwood Primary school, which enables us to give our children an opportunity to experience a mainstream setting with a view to re-integrating them, wherever possible, into a local mainstream primary school. We have a support team (currently consisting of a learning mentor and two teaching assistants from Oakgrove) based at Outwood, who enable this. Pupils' time at Outwood is gradually increased, where appropriate, up to a full time placement. This provision is a vital part of what Oakgrove offers its children.

Links with other special schools in the borough are encouraged through the Special Schools Headteacher's Consortium. This provides a forum for Headteachers to discuss and share information and expertise.

Transition into Oakgrove is done successfully via a close working relationship with BSS staff who pass on details of a child to Oakgrove e.g. the One Page Profile, statement/EHC plan, IEPs, IBPs, My Plan, any medical condition details and facilitate a visit to Oakgrove for the child and their family/carers.

Transition on to other schools is coordinated by the BSC who accompanies parents on visits to other schools and facilitates visits to the school for pupils to aid a smooth transition.

Transition from class to class within Oakgrove is decided throughout the Year and children move up to the next class in September depending on age, ability and levels of maturity and whether a more nurturing approach would still be beneficial for that child. A decision to move a child up to the next class is made by all staff and communicated to parents/carers well ahead of time.

LINKS WITH OTHER AGENCIES

The school aims to work within a multi-agency context. Links with the Health Service and the Children's and Adolescent Mental Health Service (CAMHS) and Primary Jigsaw*** in particular, are both developed and built upon for individual students. The school takes a proactive role and will refer children on to CAMHS, after consulting with parents/carers, EP and other agencies, if it is thought that they are in need of such specialist support. Where Social Care are involved with a student and their family, links are encouraged, with Social Care being invited to Annual Review meetings. Again the school will also take a proactive role in helping the family to obtain Social Care support by making referrals if the family request this or this is deemed necessary, in line with our safeguarding policy.

***Primary Jigsaw is a preventative and early intervention multi-agency team that works alongside Community CAMHS and other services in Stockport

MANAGING THE NEEDS OF PUPILS WITH MEDICAL CONDITIONS

- Oakgrove 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. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.
- Some may also have special educational needs (SEN) and may have a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.
- Oakgrove will support pupils at school with medical conditions appropriately (by adhering to their care plan, following advice and guidance from medical professionals and parents/carers, via thorough risk assessment, regular communication with the child and their parents/carers and the appropriate health care professionals).
- Pupils with a Care Plan (provided to school by Stockport's School Nursing Team) will have this plan reviewed on a termly basis, by Oakgrove's First Aiders (currently Mary Breckwoldt, Ciara Ganley and Matt Comley).

Please see Oakgrove's policy on managing medical needs for all pupils:

<http://sch.oakgrovestockport.co.uk/medical-conditions-in-school-policy/>

available on the school website or contact school for a copy and recent guidance published by DfE; refer to www.sendgateway.org.uk

MONITORING AND EVALUATION OF SEND

Oakgrove regularly and carefully monitors and evaluates the quality of provision offered to all pupils by:

- annual CPD meetings of the SENCO and the Headteacher, and termly supervision meetings between the SENCO and the Headteacher.
- Termly meetings between the School Governor for SEN and the SENCO, to update the Governor on any changes and to provide an opportunity for the Governor to question the SENCO on practise and on any recent developments in SEND (following Governor training). Annual reporting to Governors and Parents/carers by the SENCO (on recent developments in SEND). Annual review of this policy by all staff and the Governing Body.
- Oakgrove also audits parents and all staff and children, annually, to gather their views on the provision of support and resources and training at Oakgrove. These views are collated by the SENCO and shared with the Governors, staff and Headteacher, annually.

TRAINING AND RESOURCES

- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. (see above: SEND Training.)
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- The SENCO leads regular staff meetings, updating staff on changes to local and National SEN practise and legislation.

- The school's SENCOs regularly attend Stockport's termly Primary SENCO network meetings (held at Oakgrove) in order to keep up to date with local and national updates in SEND.
- Oakgrove has NASEN membership.
- The SENCO is also part of a cluster of SENCOs who meet regularly to discuss changes to SEND policy, with particular reference to person centred approaches.

ROLES AND RESPONSIBILITIES

- Oakgrove's SEN Governor is Janette Braithwaite
- The SENCO (Helen Hammersley) is also the Designated Teacher with specific Safeguarding responsibility
- The SENDCO (Helen Hammersley) is also responsible for managing PPG/LAC funding and liaising with the Virtual Schools team
- The Headteacher is responsible for managing the schools responsibility for meeting the medical needs of pupils

STORING AND MANAGING INFORMATION

- All pupil's SEND files are stored confidentially (for access only by school staff) in both paper copies and electronically (password protected.) When documents e.g. annual reviews, are forwarded to Stockport's SEN dept, they are password protected.
- SEN documents are forwarded to receiving schools (when pupils transition onwards) by hand (by a member of Oakgrove staff) and a signed receipt is obtained.
- SEN (paper) documents are not kept at Oakgrove once a child leaves Oakgrove. Electronic documents are archived and kept (in accordance with the Information Management policy) until the child reaches 25.

ACCESSIBILITY

Statutory Responsibilities

- The DDA, as amended by the SEN and Disability Act 2001, placed a duty on all schools and LAs to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.
- Schools are required to produce accessibility plans for their individual school and LAs are under a duty to prepare accessibility strategies covering the maintained schools in their area.
- Oakgrove has embarked on delivering a creative curriculum in line with the new curriculum of 2014. We use Dimensions Curriculum and have worked alongside Dimensions to create a curriculum specifically aimed at Oakgrove's cohort i.e. mainly boys, using a hands on, practical, visual and kinaesthetic approach to learning using plenty of ICT to engage reluctant writers.
- Oakgrove's Accessibility plan and strategy is available from the school office.
- Whilst only a few children at Oakgrove have dyslexic tendencies/a diagnosis of dyslexia, the strategies used to remove dyslexia as a barrier to learning, are used universally around school. As such, we pride ourselves on providing all children with a 'dyslexia-friendly' learning environment. We also recognise that many parents/carers may also struggle with literacy and reading, so wherever possible we will accompany letters home with a phone call to explain the context of a letter/information.
- Parents/carers can contact school staff at any time. The BSC rings round parents/carers every morning if a message is left in the home-school book for her attention. She also makes a

fortnightly phone call to all families/carers in case there are issues to discuss/information to be passed on.

BULLYING

- Oakgrove has a zero tolerance approach to bullying of any kind. We see our learners as being amongst the most vulnerable so put a lot of effort into ensuring their safety is uppermost in all we do. See school's anti bullying policy:
<http://sch.oakgrovestockport.co.uk/>
- All incidents of bullying are recorded and we regularly hold whole school anti bullying events and assemblies including a whole school e-safety week. Oakgrove audits the safety of all children and their families via annual questionnaires and shares these results with the staff and governors.

POLICY REVIEW

This policy will be reviewed at regular intervals in line with priorities as agreed in the School Development Plan and in line with updates and developments to Stockport's 0-25 SEND planning.