Oakleigh School and the Acorn Assessment Centre

SEND Policy & Information Report 2026-2027

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. Oakleigh School has two school sites; our original Oakleigh Road North Site and Oakleigh at Queenswell School site.

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 behaviour that can at times be challenging and require 'All About Me' plans to identify key strategies to support them.

The children attending Acorn which is based on the site of Queenswell and Colindale School 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 Strategy 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 and some may have an Education Health and Care Plan (EHCP), Children at Oakleigh have an EHCP. We 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 reviewed and evaluated with the multi-disciplinary team. They go home to parents/carers twice a year.

Reviewed by Clare Power July 2026/Ratified by Governors 6.7.26/ To be reviewed annually July 2027

Our planning and assessment process follow 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, Teaching and Learning 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 available on our website.

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 an 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 recorded via B squared- 'The Engagement Steps', SCERTS, Routes for Learning and pre-key skills assessments
- Parental/carer satisfaction, including via Parent View and annual survey
- Parental/carer contact at meetings including parent consultation evening and annual review
- Evidence in Tapestry (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 and School Effectiveness Visits from the Local Authority and our School Improvement Partner

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 1:8 and the adult Pupil ratio (Teachers and Learning Support Assistants) approximately 1:2. Every class has one teacher and three or more Learning Support Assistants in a class group of 8 children. Some children because of their medical needs or behavioural needs will need a higher level of support than this. Their SEN banding will reflect this.

The school receives advice from the multi-disciplinary team including 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 Assessment, Teaching and Learning Policy.

The Head, Deputy Head, heads of Service, Deputy Heads, Assistant Head and all teachers act as SENCOs, with the Head Teacher (Clare Power) 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 Self Evaluation and Development Plan, which identify strengths and needs. There is a clear and comprehensive induction programme for all new members of staff. CPD and 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 have 2 ECTs this year. Oakleigh has a very high commitment to ensure staff training is updated and new strategies or research findings 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 on site who is able to draw up plans for individual children as well as carrying out individual risk assessments on staff as and when needed.

Oakleigh School has unfortunately had to close the hydrotherapy pool due to the condition of the building as well as high costs needed to repair it and make it safe. Children which have Hydrotherapy stated in their EHCP are accessing this externally ~~at Kisharon school~~ on a rota basis, once a week. Oakleigh and Acorn both have a soft play room, which is a large room with a totally soft environment including a ball pool. Oakleigh also has a sensory room, a portable sensory trolley and other pieces of high-tech sensory equipment. We have an immersive room and sensory integration room which includes a swing and climbing wall. Play areas have safety surfaces, modified swings, a wheelchair swim and an accessible roundabout. There are outdoor musical instruments and outdoor gym equipment. The school has three minibuses with tail lifts. ~~and we will soon have access to two new wheelchair accessible electric minibus's that the school fun raised for. These will be ULEZ compliant~~

The school offers a playscheme during the school holidays. This extended provision is funded via Short Breaks.

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/carers to stay during a settling in period. Stay and Play sessions are offered for all new starters to Oakleigh.

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

- Initial visits and tours to the school/centre
- Home/School agreements
- PLP's sent home twice a year to show progress and changes to outcomes
- Autumn term parent consultation evening for parents whose child attends Oakleigh
- Progress Review meetings for new pupils to Oakleigh
- Progress Review meetings for Acorn pupils
- Annual Review Meetings for Acorn and Oakleigh pupils
- An "open door" policy
- Daily Home/School Chat Book, email and phone calls
- Use of Tapestry to show strategies and share activities to support pupil learning
- Working collaboratively on PLP targets
- Co-production of Long and Short Term EHCP Outcomes
- Family Support Team
- Home Visits

- Termly letters from the Head Teacher
- Termly letters from teachers
- 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 other support organisations. 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 our Occupational Health provider (Medigold) 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. The curriculum is bespoke to meet the needs of each child

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 endeavor 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 Workers
- Early help coordinator
- Child Psychotherapists to support the emotional needs of families
- Music Therapy

- Drama / Movement Therapy
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatric Consultants
- School Effectiveness Visits by BELS school improvement Team
- Peripatetic advisory teachers (e.g. MSI, Visual Impairment, Hearing Impairment)
- See Ability- In School Sight Testing Service (In the process of setting up)
- School Nurse and Nursing Assistants
- A linked Social Worker to the school
- 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, Kisharon and Oak Hill. Collectively this is currently known as the MOON Partnership.

External professionals 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.

Regular meetings are held formally (parent consultations) and informally with support agencies. TAC meetings are arranged more regularly for some of our more medically vulnerable children.

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. The school contact details are on the website

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 Nursing Assistants, Speech and Language Therapists, Occupational Therapists, CAMHS and Physiotherapists are employees of Health Trusts. All these professionals work within school training staff, advising staff, supporting with setting outcomes and working directly with children.

The advisory teachers are employed by the Local Authority, not the school, and are from the Specialist Team. They provide staff training and advice on individual children's needs, supporting class teachers with setting Outcomes.

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. Some of our LSA's are escorts for the more medically vulnerable children that require suctioning.

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.

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 professionals 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 a Progress 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 to new classes parents/carers are invited during the Summer term to meet the new teacher.

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. In the Summer Term of Year 5, Head Teachers from prospective Secondary Schools meet with parents/carers to give information about their school and answer questions. During the Autumn Term of Year 6, transition visits to the child's new school start and continue throughout the year. Visits are arranged for parents/carers to visit their Secondary School and Secondary School teachers to visit Oakleigh School. During the Autumn Term following transition, where requested, we support our feeder school(s) with pupils we have sent to them who are in Year 7.

How does the school ensure that Pupils with SEND can participate in activities amongst their peers?

We value the importance of inclusivity at Oakleigh and ensure that our pupil's have opportunities to participate in activities amongst their peers and those that do not have SEND. We have established links with three local primary schools. Some of our children attend specific lessons at a local primary school where they are able to access early phonics and maths sessions. We also have two schools which come to Oakleigh on a regular ~~weekly~~ basis and join groups of our children in structured play sessions.

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 via this link: www.barnetlocaloffer.org.uk

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) or via the school office.

These policies and documents are as follows

- Accessibility Plan
- Admissions Policy
- Assessment, Teaching and Learning Policy
- Behaviour Policy
- Complaints Policy
- Continuing Professional Development (CPD) Policy
- Oakleigh School Curriculum
- Data Protection GDPR Policy
- Equal Opportunities Policy and Guidelines
- Health and Safety Policy
- Home School Partnership Policy
- Inclusion Policy
- Mission Statement
- Pupil Premium Policy
- Safeguarding Policies including Child Protection Policy
- Sport Premium Policy and Action Plan
- Supporting Children with Medical Conditions Policy
- Transition Procedures