



# Oakleigh School and the Acorn Assessment Centre

## SEND Information Report 2019

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 no 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 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 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 1:8 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 8 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 Assessment, 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 has completed the School Direct teacher training programme. All learning support assistants are offered the opportunity to obtain QCF qualifications, although most have already achieved these when they commence their employment with us. 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 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/carers 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 of 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 Psychotherapists 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 MSI, 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 and Physiotherapists are employees of Health Trusts. All these professionals work within school training staff, advising staff, and working 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.

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.

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 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.

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 via this link: [www.barnetlocaloffer.org.uk](http://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](http://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 Policy
- Equalities Policy
- 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