



Oak Lodge School

**Special Educational Needs (SEN)
Policy**

Statement of Intent

November 2018

(Review due November 2021)

INTRODUCTION:

Oak Lodge aims to ensure that every necessary provision is made for a student's identified special educational need (SEN) to enable full access to learning and independence.

Oak Lodge School is focused on aspirational outcomes and high expectations for all students.

The Code of Practice (2014), states that all students are entitled to an education that enables them to make progress so that they will:

- Achieve their best
- Become confident individuals living fulfilling lives, and
- Make a successful transition into adulthood, whether into employment, further or higher education or training.

This Policy should be read alongside the following documents/policies:

- The Provision Map Guidance
- The Code of Practice 2014
- Supporting pupils with medical needs policy
- Wandsworth Local Offer
- Teaching and Learning Policy
- Accessibility Policy

CONTEXT

Oak Lodge is a maintained Special Education Needs school in the London Borough of Wandsworth. Oak Lodge School provides education for pupils aged 10 to 19

- **Who are D/deaf**
- **Who have speech, language and communication needs (SLCN)**

The term D/deaf is used throughout education and research to describe students who are Deaf (British Sign Language users) and deaf (who are hard of hearing and tend to communicate more orally).

All students benefit from being educated in an inclusive multimodal communication environment with additional intensive pupil support to facilitate their learning when required.

Oak Lodge is one of eight special schools within the London Borough of Wandsworth. It is one of 20 specialist Deaf provisions within the UK of which 8 are residential.

The school offers a diverse range of academic and vocational subjects through a broad and personalised curriculum which promotes enquiry based learning encouraging students to develop their leadership, independence, self management, creative thinking and reflective learning skills.

Students can study for a range of qualifications/accreditations from Entry Level Certificates to BTECs, Functional Skills, GCSEs and Diplomas.

The Sixth Form offers a range of on and offsite courses with the option of continued specialist English and Mathematics teaching and a comprehensive pastoral support programme.

Phoenix House, the onsite Residential offers students' opportunities to further develop their educational, life, social and emotional skills enabling them to become confident young adults. Both school and Phoenix House work in close partnership to ensure there is outstanding care for the students.

The curriculum is led by highly experienced subject specialist teachers, teachers of the deaf and residential staff. Speech and language therapy is an integral part of Oak Lodge School. Students have access to Occupational and Physiotherapy as well as an audiologist and audiology technician.

Students attending Oak Lodge School benefit from accessing a multi modal communication approach. This includes British Sign Language (BSL), Speech, written, Sign Supported English, Signed English, Augmented Assisted Communication devices (low and high tech).

Many students have additional SEN.

The Special Educational Needs are divided into 4 categories based on the SEN Code of Practice:

- Speech Language and Communication needs (SLCN)
- Cognition and Learning (C&L)
- Social Emotional and Mental Health (SEMH)
- Physical Sensory and Medical (PS&M)

The intensity of the intervention is banded into 3 levels.

Wave 1 Universal Provision.

This means that all pupils in school have access to these interventions as it is part of the Oak Lodge specialist package and all costs are covered by the paying Local Authority.

Wave 2 – Interventions. Pupils have been identified as requiring extra support in one or more of the 4 areas. These are time bonded and may carry a financial cost for the school or local authority.

Wave 3 – Intensive interventions. These are requiring more specialist support or guidance. Again, these may have a financial and time related aspect.

Statement of SEND to EHCP conversion update

The Government aim was to convert all Statements of SEND to EHCP conversions by April 2018.

Oak Lodge is working across 31 local authorities who all have different procedures, deadlines and paperwork. Many of the LAs request that outcomes for EHCP's are written by Oak Lodge.

Many LAs do not yet have their own proforma for reviewing the EHCP outcomes. Oak Lodge has devised a review format that covers every local authority.

Students have homes from more than 30 London and neighbouring Local Authorities (LA's). Many of the pupils have additional SEN such as a visual impairment, medical, learning or physical needs.

Oak Lodge provides high quality teaching, a well-designed and engaging curriculum, focussed learning, student centred multimodal communication, specialist audiology and technology resources and exemplary student care and guidance.

Oak Lodge believes that all students with SEN must have their additional needs identified and assessed, with appropriate and timely interventions/support put in place when necessary.

The school will always strive to deliver an appropriate curriculum that:

- Provides suitable learning challenges
- Meets the students diverse learning needs
- Removes the barriers to assessment and learning
- Ensures a smooth Transition into becoming independent young people

Identification, Assessment and Review

Students' special educational needs will normally have been identified before a place is taken up at the school.

Pre entry assessments take place prior to starting at school. These can vary in length depending on the complexity and needs of the student. The student may be placed in a class for a period of days to observe their functioning in situ with similar peers.

A case history is taken during a home visit prior to entry by the Wellbeing and Family mentor and Assistant Headteacher for Admissions.

Please refer to the school *Admissions Policy* for further detail relating to the school procedure.

All pupils have an Annual Review of their Education Health and Care plan. An Interim Review is held where there are concerns regarding a pupil's placement.

Network meetings may also be held where necessary, which might involve a range of professionals, both internal and external. This usually coordinated by the Assistant Head for Complex Needs and Admissions in liaison with the Head of School.

Support and Interventions

Specialist provision

- Qualified teachers of deaf children
- Subject specialists
- On site Speech and Language therapists specially skilled in supporting D/deaf students and those with SCLN
- All staff qualified in BSL or training to become qualified in the onsite training facility
- Personalised curriculum designed to meet assessed needs of students
- A multimodal communication policy and communication rich environment
- Weekly on site audiology support for checks, repairs and ear mould making
- Close links with a range of external agencies and voluntary organisations for D/deaf students and those with SCLN

Access to a supportive environment

- Specialist equipment to access the curriculum identified and planned for on an individual basis

Strategies/Programmes to support Speech and Language

- Whole staff training on meeting the language and communication needs of pupils
- Support, guidance and training sessions offered to parents
- BSL tuition for pupils and parents/carers.
- Strategies/Programmes to support Occupational and Physiotherapy
- Ongoing liaison with relevant professionals, interventions in place to disseminate recommendations on practice to all staff
- Intervention programmes designed by therapists delivered in school by support staff

Mentoring Activities

- Support from and internal / external staff and pupil mentors.
- Positive role models in school
- Small supportive pastoral groups for pastoral care
- Independent listener in Phoenix House.

Strategies to modify behaviour

- Restorative justice procedures provide clear behaviour structure
- Clear procedures for dealing with incidents of bullying
- Systems for staff to report concerns
- Weekly review of behaviour and welfare concerns.
- Individual behaviour plans
- Clear rewards and sanctions

Clear rewards and sanctions system linked to house points system

- Weekly assemblies to celebrate house achievements.

Strategies to support literacy development

- Accelerated reading program
- Visual shape coding system for emergent writers and those needing more support
- Targeted support for individuals from supporting staff

Strategies to support numeracy development

- Singapore approach in place focusing on a hands-on and visual approach to teaching, and emphasising a strong sense of numbers and problem solving.

Provision to support access to the curriculum

- Use of ICT e.g. laptops and touch screen computers to support access
- Targeted use of classroom support staff
- Differentiation based on provision maps is used to address the learning needs of the pupils within the teaching group

Strategies to support independent learning

- Student diaries
- Use of visual timetables and checklists
- Individual support from Pastoral staff and mentors
- Careers and PHSE curriculum.
- Independent living programme in Phoenix House.

Support at unstructured times of the day including personal care

- School staff on duty during breaks and lunchtimes
- Break and lunchtime activities available with individual support in place where required.

Planning and Assessment

- Individual student targets set annually for all subject areas, regularly reviewed
- Regular assessment and monitoring of progress and development informs future planning and provision
- Short term targets English, Maths and Pastoral targets displayed in diaries
- Students are actively involved in self-evaluation of targets and participate in learning conversations with teachers
- Access arrangements for exams according to individual need
- Students contribute to EHC plan reviews
- Termly pupil progress meetings including impact of interventions
- Attainment and progress benchmarked with similar schools.

Termly parents' contact meetings

- Annual review documents include a full and detailed curriculum report for each child.
- Parents evenings.
- 'Open door' policy for parents.
- Special events e.g. family learning days.
- Parents' sign language group every two weeks.

Support for medical conditions

- Medical protocols for children with significant medical needs and allergies
- Procedures for administration of pupils' routine and emergency medication
- Access to specialist advice as required
- Training arranged for school staff as required

Leaving school for post 16 education:

- Students develop employability skills.
- Visits to local colleges are organised where possible to give students a taste of college life.
- Some students regularly attend college for curriculum work. This programme provides an opportunity to transfer, generalise and extend skills students have gained at school and facilitates the development of further skills to manage the everyday demands that arise from an adult environment.
- In Phoenix House, students are prepared for adulthood through the transitions programme which covers a range of independence skills e.g. cooking, independent travel, accessing services. Students are also supported emotionally to say goodbye appropriately to the staff and peers they have lived with.

Management and Responsibilities

The person responsible for co-ordinating the provision of education for pupils at Oak Lodge is Assistant Headteacher for Complex Needs and Admissions.

They are also responsible for :

- Gathering and collating information from teachers, therapists and support staff as required by Local Authorities when a statutory assessment is to take place.
- Overseeing the day to day operation of the school's SEN policy in relation to pupils in their group.
- Annual Review of EHCP with a contribution from all involved with each student, as well as from the student him or herself.
- Co-ordinating onsite provision for pupils.
- Identifying additional needs that target specific difficulties or areas of need.
- Liaising with fellow teachers, therapists and Teaching Assistants.
- Ensuring that records are kept up to date.
- Liaising with parents.
- Liaising with external professionals.
- Liaising with the relevant Local Authority.
- Ensuring that EHCP's are appropriate to the individual and are reviewed at least termly
- Supporting parents throughout the process of attaining a Statutory Assessment.

The Assistant Headteacher for Teaching, Learning and Assessment and the Head of School are responsible for :

- Supporting transition between key stages. Supporting transition to a different provision, alongside parents and the Local Authority.
- Ensuring that individual pupils are making 'expected academic progress' and that suitable interventions are in place to address any needs or barriers.

The Senior Leadership team are responsible for :

- Allocating and monitoring appropriate resources from the budget.

- Ensuring the effective use of the Code of Practice, especially through professional development and appropriate time allocations.
- Monitoring teachers' planning and pupil achievement, in terms of both academic and social emotional development.
- Monitoring therapeutic input, including OT and SALT
- Monitoring the academic progression of pupils and that appropriately high level of challenge are being set.

All teachers and therapists are responsible for:

- Teaching and monitoring of all pupils in their classes, reporting any concerns soon as they are noticed.
- Planning a modified curriculum to ensure all pupils are fully included in lessons.
- Delivering lessons in a manner which ensures all pupils are fully included.
- Monitoring progress
- Planning with classroom assistants to ensure quality provision for all pupils.

Resources

- The Executive Headteacher and Head of School decide upon the allocation of the resources to the different departments in the school, each of which has a budget, which is reviewed annually.
- Pupil Premium funding is used to ensure that those pupils who receive it maintain at least the same rate of progress as their peers. This is coordinated by the Assistant Headteacher for Complex Needs.

STAFFING AND PROFESSIONAL DEVELOPMENT

The Senior Leadership Team will take active steps to ensure that staff are both aware of and adhere to the aims and stated outcomes that are contained in this policy.

This will be reflected in the framework of professional development and staff training.

This policy will be reviewed by the School **every three years** in accordance with the school's review cycle.

Date : 4th November 2018

Review Date : 4th November 2021

KEY DOCUMENTATION

The following documents have informed this guidance:

Special educational needs and disability code of practice: 0 to 25 years
<https://www.gov.uk/government/publications/sendcodeofpractice0to25>

Special educational needs and disability: a guide for parents and carers
<https://www.gov.uk/government/publications/sendguideforparentsandcarers>

Supporting pupils at school with medical conditions
<https://www.gov.uk/government/publications/supportingpupilsatschoolwithmedicalconditions>

Keeping children safe in education
<https://www.gov.uk/government/publications/keepingchildrensafeineducation>

Wandsworth Local Offer for SEND
<http://fis.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.p>