



# OAKFIELD ACADEMY

BELIEVE AND ACHIEVE

**SEND Report 2018**

## **Oakfield Academy – SEND Report 2018/19**

### **How does the school know if children need extra help?**

At Oakfield Academy children are identified as having SEND through a variety of ways including the following:

- Liaison with First school / previous school
- Child performing below age expected levels
- Concerns raised by parent carers
- Concerns raised by teacher – i.e. academic / behaviour / self-esteem
- Liaison with external agencies
- Health diagnosis through paediatrician

### **How will I raise my concerns?**

- Talk to us – firstly contact your child's tutor / class teacher.
- We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope they are able to be the same with us.

### **How will school support my child?**

- Firstly, class teachers will differentiate for each learner's needs in their class. They will plan interventions if pupils are not meeting their targets.
- We understand that some children need a different approach and we endeavour to be flexible and adapt our approach and the environment for learning to meet the needs of each individual where possible.
- If a pupil is still not making the expected progress class teachers will liaise with the SENCo for advice.
- If necessary the class teacher and SENCo will assess the potential difficulties a child is experiencing and a more specific intervention will be planned. Mrs Roxy Griffiths is the SENCo for Oakfield Academy and can be contacted by phone on the main school number - (01373) 462539.

### **Who is planning the education programme for my child? Who could be working with my child? When can I discuss my child's progress?**

- The class teacher has overall responsibility for every child in their class. Specific interventions are overseen by the SENCo, and usually run by TAs.
- The class teacher will meet with parent carers at least termly (three times a year at parents meetings) to discuss your child's needs, support and progress.
- The SENCo is available to discuss progress, interventions, and any other area of the pupil's development with parents on request.

### **How does the school measure my child's progress?**

- All pupils at Oakfield are set aspirational academic targets.
- The class teacher continually assesses each child and will note areas where further support is needed. As a school, we track children's progress towards Age Related Expectations from entry at Year 5 through to Year 8, using a variety of different methods including progress against age specific criteria, and Reading and Spelling ages.
- Children who are not making expected progress are picked up through review meetings with the Class teachers / Tutors and Head of Department / Curriculum Team Leader / Senior Leader. In this meeting a discussion takes place concerning why individual pupils are experiencing difficulty and what further support could be put in place to aid their progression. Interventions are evaluated termly for small groups and individual pupils.

- Some pupils have a Page Profile, which is reviewed annually with the tutor. If the child has not met the target, the reasons for this will be discussed, then the target may be adapted into smaller steps or a different approach may be tried to ensure the child does make progress.
- Pupils are involved in writing their own Page Profile's, target setting and reviewing with parents and staff. We have small intervention groups where pupils are encouraged to discuss their difficulties and celebrate personal success. Relevant issues that are discussed are passed onto the school council and staff groups to ensure the pupil voice has a positive impact on provision.
- High needs pupils are involved in their annual reviews as we adopt a pupil centred approach.

#### **What support is there for my child's overall wellbeing?**

- We are an inclusive school; we welcome and celebrate diversity. All staff work towards safeguarding and promoting each pupil's self-esteem. We have a caring, understanding team looking after our children.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the Pastoral Team Leader in the first instance or with the SENCo for further advice or support.
- Every year Tutors and Pastoral Team Leaders conduct transition work with pupils to support pupils moving between phases.
- Oakfield also have a PFSA, PAT worker and a Support and Guidance Manager who work with children and parents during the school day and if required can do home visits.
- Nurture provision is in place to support children with social and emotional difficulties. Pupils at risk of permanent exclusion are discussed at the Frome Behaviour Panel for further advice and support. Please refer to our provision map for an overall view of our provisions (link to be created in due course).
- Oakfield Academy provide for all types of special needs, we work hard to ensure all pupils make progress in every area of their development.
- All pupils are prepared for adulthood through our sex education curriculum and specialist drug and alcohol workshops. Further follow up sessions are sometimes required for some pupils to ensure they have a sound understanding of the sensitive topics covered.

#### **What specialist services and expertise are available or accessed by the school?**

- If a child with specific need joins Oakfield Academy, we are able to access professional support to ensure we meet their needs. This may be through the Visual Support team, Hearing Support team, PIMS team, Speech and Language team, Autism Outreach team, or Literacy Support team.
- If we feel a child needs involvement from an Educational Psychologist, we are able to request involvement through our bi-annual consultation meeting.
- We can also request outreach from our local special school.

#### **What training have the staff had to support children with SEND or disabilities?**

- Staff at Oakfield receive training in many areas including Speech and Language; Dyslexia Friendly strategies; Nurture; ILL; Tourettes; ADHD; Attachment; ASD as well as medical training including First Aid, Diabetes, Barth Syndrome, Turners Syndrome, Hyper Mobility, Juvenile Arthritis and using an epipen.
- Staff training is updated regularly depending on the needs within the school.

#### **How will my child be included in activities outside the classroom including school trips?**

- Each child's needs are considered individually and trips are organised to suit the needs of the majority. If a child has a specific need that cannot be accommodated easily, then parents may be asked to support them during the trip, or a trained member of staff may accompany them on a one to one basis.

- A risk assessment is carried out prior to any off site activity to ensure everyone's health and safety will not be compromised.

**How accessible is the school? What adaptations have been made?**

- Our site is large and sprawling. All the classrooms are on ground floor level and there is a ramp into the main entrance. We have a disabled toilet large enough to accommodate changing.

**How does the school prepare and support my child when joining or transferring to a new school?**

- Children with a high level of need are inducted into school with a school entry plan meeting, which involves all professionals currently working with the child, and all those planned to work with them. Their plan is then reviewed after the child being with us for a term.
- Extra visits are often arranged for the child to feel safe and happy with their new learning surroundings.
- Staff from Oakfield liaise with staff in the pupil's future school, arrange extra visits and conduct school entry plan meetings if necessary.
- Paperwork is transferred between schools.

**How is the school's special needs budget allocated?**

- Our SEND budget is roughly £210,000 but this fluctuates year on year, dependent on the needs of the cohort. The majority of our SEND budget is spent on staffing to support special needs pupils, with a small budget for resources, specialist equipment or programmes.
- Children who have statements and EHCPs are often allocated an individual budget to support their needs in our mainstream setting. This money is allocated by the High Needs Funding Team at Somerset County Council.

**How and who makes the decision about what type and how much support my child will receive.**

- Class teachers and the SENCo decide who requires additional support, based on the child's progress over time, or a specific disability. Outside agency professionals may also suggest specific programmes or interventions to support a child.
- Progress is carefully monitored through teacher assessment or testing when appropriate (such as reading or spelling ages). It may also depend upon information from doctors or other professionals if the need is a medical or physical one.

**Who would be the first point of contact if I wanted to discuss something about my child?**

- The first point of contact is always the class teacher or tutor, after which the SENCo or Pastoral Team Leader may become involved. Following this, if necessary, the Head teacher may also become involved.
- We work closely with parents to ensure happy and secure learners at Oakfield Academy. If parents have concerns or complaints we ask that they address these to the child's tutor in the first instance. If the matter is not resolved then we ask that they address their concerns to their child's Pastoral Team Leader. Please see our complaints policy for further details.
- Please refer to the staff contacts page on our website for the names of staff to contact.

**For further information please follow the links to:** Data showing progress and attainment for pupils at Oakfield Academy SEN policy, Provision Map & Somerset Local Authority local offer website