



Oakwood Academy SEN Policy 2021-24

The kinds of SEN that are provided for

Oakwood Academy is a Special School for children and young people with moderate and/or complex learning difficulties including physical and medical. Oakwood Academy is barrier free and caters for 184 pupils in Years 5 to 11 and 53 pupils in Years 12 to 14 (Sixth Form) with a total of 225 young people on roll. Our pupils will have conditions that co-exist, overlap and interlock creating a complex profile. Typically, most pupils enter Oakwood Academy at Year 7 with attainment levels between P6 and National Curriculum Level 2. From September 2015 a new primary phase was introduced for up to 19 pupils in Y5 and 6.

The vast majority of pupils continue at Oakwood Academy until they are 16 years old at which point their attainment levels range from National Curriculum Level 1 up to lower level GCSE qualifications. Pupils then enter our Sixth form or make the transition to college provision/apprenticeship elsewhere.

Arrangements for consulting with parents and students and involving them in their education

At Oakwood, we believe in working with parents/carers and the pupils themselves to ensure each and every pupil has the chance to succeed.

Every new parent receives a school prospectus, which has names and photographs of key staff within school and their contact details.

We have parent evenings, coffee mornings, termly newsletters, concerts and shows that parents are invited to attend.

A detailed progress report is sent home at the end of the school year detailing attainment, strengths and areas for development and whether targets have been met and to what standard.

An annual review of each pupil's EHCP is held each year which involves parents/carers and the pupil together with staff and other professionals to review progress made and set new targets.

We conduct an annual parental questionnaire to gather views from parents/carers and request their feedback during the annual review process.

All pupils are given a home-school communication book, to ensure parents/carers are fully up to date.

We are always happy to take phone calls or emails from parents/carers and appointments can be booked if parents/carers would like to meet a particular member of staff.

We have a pro-active school council who meet twice every half term with key staff to discuss their views and voice any concerns.

Our Chair of Governors meets with the school council to make sure the pupils are happy with the care and education they are receiving.

We have two parent governors on the Local Advisory Board and The Friends of Oakwood is a support group run by parents/carers to promote school and raise money. We work with a wide range of agencies from health and social care to ensure we can sign post services to parents/carers and ensure pupils get the wrap around care they and their families need.

Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Every pupil who attends Oakwood has an Education, Health and Care Plan (EHCP). Each is a legal document that sets out a description of each pupil's needs (what he or she can and cannot do) and what needs to be done to meet those needs.

The Local Authority (LA) has a duty to review each pupil's EHCP at least once a year. It can be reviewed more regularly if necessary. Each pupil will have an annual review meeting that is held every academic year in school.

The annual review looks at each pupil's progress against the aims set out in their EHCP to make sure that the provision and targets in the EHCP are up to date and relevant. The review also helps the school consider whether the EHCP is still appropriate; plan to support each pupil's needs in the future, or to set new targets for the coming year.

Parents/carers and pupils are fully involved in the annual review process which is person centred and puts the young person and their family at the heart of the decision making process. Other professionals or organisations including Health and Social Care involved with the young person are invited to the review and are included in the process.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

All transition into, within and beyond Oakwood is planned carefully to ensure that pupils are prepared and ready for the next phase of their education.

The Head of Lower School liaises with the primary schools of prospective pupils and where necessary attends annual reviews/person centred reviews. Once a child has a place at Oakwood, a transition timetable is planned for the Summer Term with visits to school leading to time spent in school engaging in activities. An information evening for the new intake is arranged for parents/carers and new pupils. Transition out of school at Years 11 and 14 is carefully managed with support and advice from Connexions and colleges with staff in Y11 and Y14 working closely with them to organise visits and taster days.

The approach to teaching pupils with SEN

In September 2015 we introduced the Foundation Learning Department which has replaced the Y7 base. This department has up to 19 Y5 and Y6 pupils and 30 Y7

pupils. All pupils are taught on a primary model of delivery within their own area of school. They have access to a bespoke play area for break and lunch times, access to a full time speech and language therapist, specialist trained teaching assistants, the support of the Disability Team, access to hydrotherapy when needed, two learning mentors, trained therapists for OT, physiotherapy and mental health. The department also has support from the Inclusion Manager, their own Head of Lower School and the Assistant Headteacher responsible for KS2 and 3.

The Foundation Learning Department runs a long term curriculum plan over a 3-year cycle so all pupils have access to a broad and balanced curriculum with specific emphasis on developing core skills. The pupils are grouped broadly within their stage of development as well as their chronological age and these groupings are continually reviewed to ensure they are appropriate. Pupil progress is assessed using the B Squared system and staff look for every opportunity to show how small steps are being achieved whilst scaffolding pupil's knowledge and skills.

When time in Foundation Learning is coming to an end, appropriate transition is planned. Y8 pupils transfer in the main body of the school and follow a secondary curriculum taught by subject specialists and are grouped broadly in terms of their attainment. At Oakwood we provide full access to the National Curriculum with a wide variety of subjects on offer including accreditation to GCSE and A Level standard. We have specialist areas in Art, Technology and Sport, which provides a wide range of experiences for our pupils. and are grouped broadly in terms of their attainment. Class groups are taught by a specialist subject teacher and one teaching assistant, varying in size depending on need and can range from 8 to 15 pupils.

How adaptations are made to the curriculum and the learning environment of pupils with SEN

All work is planned by the teacher who takes into account the robust assessments used to baseline the children. Work will be well differentiated and all barriers to learning will be taken into consideration.

There are weekly staff meetings and 5 INSET training days each year, which will focus on an area of SEN or the curriculum. We ensure that children taking exams have special access arrangements applied to them to give them every opportunity to succeed.

Class sizes vary but are considerably reduced because of the needs of the pupils, being rarely above 15 per class and are staffed by experienced SEN teachers.

Learning is delivered in ways which suit the different individual learning styles and needs of the pupils. Work is broken down into manageable steps and mainly delivered in visual, auditory and kinaesthetic ways. Tasks are demonstrated and scaffolded with pupils given plenty of processing time and opportunities to revisit, consolidate and secure their knowledge skills and understanding.

We provide a stimulating environment which is dyslexia and ASD friendly. The whole school is on floor level so there are no stairs or lifts to navigate, and our wide corridors and doorways ensure accessibility for children who require wheelchairs. There are disability toilets and appropriate changing facilities. There is also a hydrotherapy pool with lifts/hoists.

Our Disability Team offer support to students with physical disabilities and these students will have a personal care plan which outlines the support they need and how that is to be delivered.

We use a wide range of ICT to encourage and support learning within classes and around school. Banks of iPads, media equipment and computers are readily accessible. Some individual pupils may require particular pieces of equipment to help them learn more independently. We offer:

- A range of different pens and grips to help with handwriting.
- Alternative means of recording such as iPad or laptop.
- Sets of coloured overlays that help children see more clearly.
- Devices to promote posture.

Oakwood has a 4D Immersive Space which is an interactive creative room facilitating flexible and experiential approaches to learning. The Immersive Space is created through LED lighting, video projection and surround sound with the three elements changing at the touch of a button to instantly transform the teaching environment. By changing these elements, the space dramatically changes the space, for example transforming the space into a war-torn town, a cavernous Egyptian pyramid or an enchanted forest.

Our SMART Room (School Mentoring, Achievement and Relaxation Therapy) provision supports pupil's social, emotional and mental health. Many intervention programmes are on offer to support individual pupils in developing their social and emotional development. Pupils have access to a Learning Mentor, who is available to talk and work with pupils and liaise with parents and carers. Additionally, a school counsellor is available 1 day a week to work with pupils who may need additional support.

Our outside quad area has recently been redeveloped into a sensory garden and play area. This area now includes a pagoda, teepee, covered seating area, climbing equipment and musical instruments. This is available to pupils at break and lunch times who enjoy playing or being in a quiet and safe area. Teachers also use this area to extend classroom learning.

Hydrotherapy is a form of treatment carried out in a heated pool. Hydrotherapy differs from swimming because it involves special exercises that you do in a warm-

water pool. The water temperature is warmer than a typical swimming pool. Usually a physiotherapist will complete a programme of exercises to be completed during the sessions; this is to help a range of movements or strength, depending on your symptoms. The pool can also be used for play/social development using sensory equipment to develop social interaction.

The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured

Oakwood Academy has teachers and teaching assistants who are highly specialised and have qualifications and experience in a variety of approaches which meets the needs of the school population.

Our staff have extensive experience of working with secondary aged pupils who have learning difficulties, autism, complex medical needs, difficulties with a range of communication needs and sensory processing.

Staff are Team Teach trained. Our SENCo's have completed the National Award. Oakwood has a Specialist Dyslexia award and NAS Accreditation Award for autism.

We have a range of additional in class support provided by our teaching assistants. We also have staff qualified to use British Sign Language for hearing impaired students, learning mentors and a counsellor for behaviour/mental health support. We have staff with Elklan training to support speech and language needs, plus a dedicated Speech and Language Therapist working on site full time.

Oakwood Academy accesses regular support from the Local Authority's Hearing Impaired service, Educational Psychology service and works closely with Occupational Therapy, Physiotherapy and SALT services. We also have our own Disability Team on site which offers extensive support to pupils with physical disabilities. Oakwood Academy also works closely with children's social care teams to secure good outcomes for pupils.

Oakwood work closely with the Health Services and the Nurse at Oakwood is able to offer advice and information to staff and pupils on health related issues.

Oakwood pupils can access a wide range of health services within school. This includes school Nurses, Physiotherapists, Occupational Therapists, Speech Therapy, Hearing Impaired Team, Visually Impaired Team, Doctor, Podiatry, Dietician, Wheelchair Service, EP and CAMHS.

After school one to one tuition is offered to Looked After Children through Pupil Premium Plus funding from the Virtual School Team, as identified on pupils' Personal Education Plans.

Evaluating the effectiveness of the provision made for pupils with SEN

Senior leaders and teachers regularly provide data as part of the school's key performance indicators. This data is presented to the senior leadership team, LAB and the Trust at regular intervals. This data reports on teaching and learning, behaviour and attendance and is scrutinised and analysed to ensure students are making progress.

This informs future development and action planning and as a result interventions and training are planned to ensure improvement.

Further to this a provision mapping meeting is held every half term to identify those pupils who require additional intervention to plan the strategies needed and how these will be resourced. Existing interventions are reviewed through impact and success criteria.

The Inclusion team leads meet weekly with the school's education welfare officer to monitor attendance and put strategies in place.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying

At Oakwood we firmly believe that providing our students with imaginative and appropriate teaching and learning experiences is the most effective way of promoting positive behaviour. We recognise that our ever changing pupil community present with a varied range of needs and that it is our responsibility to ensure that alongside our whole school code of conduct and school rules we recognise the individuality of each student and their stage of development. At Oakwood we carefully plan learning experiences to match the needs of each child and deal with behaviour issues likewise in a holistic and supportive manner. We recognise that a good behaviour policy reflects the vision of the school and enhances the quality of relationships found in the school, promoting mutual respect, courtesy, esteem, and a preparedness to learn in a safe and effective working atmosphere. Positive behaviour is always acknowledged and rewarded. Negative behaviour is always dealt with and sanctions issued. (See Behaviour Policy on school website for more details)

A range of support is available for pupils who are experiencing difficulties with behaviour, self regulation and self esteem through the SMART Room (School Mentoring Achievement Relaxation Therapies). The SMART Room offers a therapeutic early intervention service which helps remove barriers to learning and promote pupil success in school and life. It supports pupils in developing greater social and emotional skills which will help promote short and long term academic and personal outcomes. SMART Room interventions will focus on:

- Self Management - Managing emotions and behaviours to achieve personal and academic goals.
- Self Awareness - Being able to recognise emotions and values, as well as strengths and weaknesses.
- Social Awareness - Showing understanding and empathy for others.
- Relationship Skills - Being able to form positive relationships, work in teams and deal effectively with others.
- Responsible Decision Making - Making the right choices about personal and social behaviour.

Counselling service 'Child in Mind' spend 2.5 days a week at Oakwood offering individual

counselling for identified students who require support with their emotional health and wellbeing.

Planned and timetabled interventions with pupils are identified through provision mapping and referrals from staff or pupil self referral. Support for pupils in times of need:

- Breakfast and Active Tutorial
- Alternative break and lunch time provision for vulnerable pupils
- 1:1 or group mentoring
- Alternative Education
- Advice and support for staff
- Strategies for supporting pupils in the classroom
- Intervention programmes
- Child in Mind
- Relaxation techniques
- External agencies such as CAMHS

At Oakwood we have a clear policy on bullying which is shared with parents, pupils and staff so that when incidents occur, they are dealt with promptly. We strive to create an environment that prevents bullying from being a serious problem in the first place. We have clear advice for pupils about what to do if they are being bullied or are worried about someone else.

At Oakwood we work with the pupils to create a positive culture of respect. We are committed to providing a supportive, caring, safe and inclusive environment for all of our pupils so they can learn in an atmosphere where they feel happy, secure and without the fear of being bullied or discriminated against. For our Anti-Bullying Policy (see website) to be effective, it must raise awareness in pupils, staff and parents of what constitutes bullying. At Oakwood, awareness of bullying is fully embedded within our curriculum and school life. We take part in national strategies such as Anti-Bullying Week in November each year and include anti-bullying as a theme for one of our 'super learning days'. We regularly address anti-bullying in active tutorial time, weekly assemblies and enrichment. All pupils have discrete lessons on e-safety built into their ICT curriculum. We are a member of The BIG Award: The Bullying Intervention Group (BIG) offer a national scheme and award for schools to tackle bullying effectively.

All staff at Oakwood are familiar with the indicators of vulnerability to extremism and radicalisation and the procedures for dealing with concerns. We look out for indicators and report any concern

At Oakwood we apply disciplinary measures to pupils who bully in order to show clearly that their behaviour is wrong. These will be applied fairly, consistently, and reasonably taking account of any special educational needs or disabilities that the pupils may have and taking into account the needs of vulnerable pupils. It is also

important that we consider the motivations behind bullying behaviour and whether it reveals any concerns for the safety of the perpetrator. Where this is the case the child engaging in bullying may need support themselves. openly discuss differences between people that could motivate bullying, such as religion, ethnicity, disability, gender or sexuality. Also children with different family situations, such as looked after children or those with caring responsibilities. We teach children that using any prejudice based language is unacceptable. Oakwood is a telling school. All pupils are advised to tell a trusted adult in school or at home so that the matter can be dealt with. They can alternatively record their concerns on paper and post in the box labelled 'Pupil Voice' near Mr Donnelly's room.

At Oakwood all pupils are engaged in enrichment activities. This is a valuable opportunity to target young people from across a range of year groups to ensure PSHE and citizenship groups are tailored according to their needs.

We use these sessions to enhance pupil's social, moral, spiritual and cultural (SMSC) development and group pupils appropriately. Intervention groups are also tailored for groups of young people who need additional support in English, Maths, Science, speech, language and communication skills, art therapy and engagement in physical activity programmes.

How the school involves other bodies, including health and social care

bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families

Salford Information Advice and Support Service 3rd Floor Civic Centre Chorley road Swinton Salford M27 5AW provide support and advice to parents/carers of children with SEN. Parents can contact the service for support and advice. See contact details below:

Maureen Fowler Telephone: 0161 778 0349/ 07720 544560 Email:

Maureen.fowler@salford.gov.uk

Rachel Binns Telephone: 0161 778 0343/07990 515296 Email:

Rachel.binns@salford.gov.uk

Oakwood works closely with the **Salford Care and Education Support Team (CAEST) for Looked After Children (LAC) and young people**. The virtual headteacher, Mrs Sue Johnson (0161 779 7800) oversees the educational progress of all looked after children in the care of Salford (whether they are placed in or out of the authority). The main purpose of the team is:

- Improving the effectiveness of personal education plans (PEP)
- Monitoring and improving the attendance of looked after children
- Ensuring access to education for all looked after children especially at times of transition or placement moves
- Visiting schools where there are looked after children on roll, to monitor their

progress and ensure that their learning needs are being met

- Quality training for all services and schools on issues to help looked after children reach their potential
- Ensuring that the Personal Education Allowance(s) (PEA) are used to enhance and encourage our looked after children to participate in positive activities in a bid to enhance their educational attainment. PEAs can be used in a variety of ways such as to provide laptops for pupils and provide one to one tuition.
- Advise, train, support and work collaboratively with colleagues from a variety of agencies/departments such as foster carers, social workers, designated teachers, school governors, educational psychologists, locality teams and colleagues from SEN
- Support individual children and young people both within schools and children's homes
- Monitor children and young people's school placements particularly at times of transition
- Monitor the attendance, attainment and progress of children in public care and intervene providing support as and when necessary
- Advocate and champion the interests of looked after children
- Set up inter-agency initiatives
- Implement government policies around children in public care (e.g. Care Matters)
- Support Salford's children homes
- Work closely with the Next Steps Leaving Care Team

Oakwood work closely with a range of NHS health services:

Health Team in School

School Nurses -Fran Wood & Katherine Connelly - 0161 921 2234

Continence Nurse - Elizabeth Bancroft- 0161 921 2235

Physiotherapist - Margaret Bengler - 0161 921 2236

Physiotherapist Assistant - Sue Rawlinson - 0161 921 2236

OT - Mandy Kast - 0161 607 1448

Hearing Impaired Team

Jane Angus :- 0161 607 8173

Visually Impaired Team

Julie Lucas - 0161 778 0471

Children with Disability Team

Debra Moore - 0161 793 3535

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Any concerns are to be made to the Executive Principal, Mrs Nicholson who will arrange for the appropriate person to address the key issue. Parents/Carers should refer to the Complaints Handling Policy on the website for more information.

Named contacts within the school for when young people or parents

have concerns

Mr L Cooper - Chair of Governors

Mrs A Nicholson - Executive Principal

Mrs L Southwood - Deputy Head teacher and head of Teaching School

Mr D Donnelly - Director of Inclusion

Mrs A Hilton - Head of Lower School

Mrs Pilkington - Head of Upper School

Mrs E Capell - Head of Sixth Form

Mrs M Navin - Inclusion Manager

Ms D Brookes - Disability Advisor

The school's contribution to the local offer and where the LAs local offer is published

The Local Offer in Salford (LOIS) can be found at this location:

www.salford.gov.uk/localoffer.htm

You will also find it on our website www.oakwoodacademy.co.uk