Oak Bank School

SEN Information Report and SEN Policy

Prepared by	Approved by	Date Approved	Review Period	Next Review
VR/VK	Full Board	Jul 2026	1 Year	Jul 2027

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1. Aims

All pupils at Oak Bank School have an Educational Health and Care plan. (EHCP)

Our SEN policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational need (SEN)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Identify and monitor pupils individual needs from the pre-admission so that appropriate provision can be made and their attainment raised
- Ensure that all planning for pupils with SEND are provided with access to a broad, balanced, individualised and relevant curriculum which is differentiated to meet their individual needs, in accordance with the SEN Code of Practice.
- Involve pupils and parents/carers in the identification and review of the targets set for individual pupils and where necessary those targets identified in their Annual Review.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

3. Definitions

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is education or training provision that is additional to, or different from, that made generally for other pupils or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENCO

The SENCO is **Victoria Rankin** and the assistant SENCO is **Vickie Kemp**.

They will:

- Work with the headteacher and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support all pupils,
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that all pupils receive appropriate support and high quality teaching
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned
- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date
- Complete Annual EHCP reviews by collating information from key workers and teaching staff as well as information regarding attainment and attendance.

4.2 The SEN governor

The SEN governor will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this

- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEN policy
- Assessing, planning, completing actions and reviewing the progress each pupil is making towards their objectives and learning.

5. SEN information report

5.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

5.2 Assessing and reviewing pupils' progress towards outcomes

On arrival at Oak Bank an individual part-time induction programme is established and facilitated by school staff. During the induction period, school staff will usually formally assess the pupil and, where appropriate, provide opportunities for them to spend some time with their new class.

As a school we focus on pupils' behaviour, academic outcomes and social and emotional wellbeing. The pupils' outcomes are centered on these areas and will support them to show progress. Teaching staff work together in departments to secure the best outcomes for the young

people and regular assessment and progress monitoring helps to ensure that all pupils are on track to reach their expected accredited outcomes.

Keyworkers, the Deputy Head for Teaching and Learning and SENCO's work closely with pupils, staff and parents to ensure that all EHCP outcomes are being met throughout the school day and that pupils continue to make progress towards these.

5.3 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

As Oak Bank is a provision which ranges from year 5 through to post 16, we are able to closely support the young people to transition through their education. All pupils engage in a transition programme allowing for a phased transition into the school. This will be supported by:

- The key workers
- Previous schools
- The class teachers
- Local Authority allocated SEN Personal Adviser and Youth Support Service (years 9,10 and 11)
- Post 16 support team
- The support network and the pupil/family

Pupils who attend Oak Bank have access to a variety of external providers to ensure they have a clear picture of where they see their future career paths. This helps to support transition and prepare for adulthood. Pupils are taught life skills such as budgeting, money management, independent living skills and completing CV's. All pupils from year 9 onwards have access to the Local Authority allocated SEN Personal Adviser and Youth Support Service throughout the year.

5.4 Our approach to teaching pupils with SEN

Once a pupil is enrolled at Oak Bank we use a variety of methods to ensure we have the best plan in place for provision of Teaching and Learning:

- The pupil's EHCP.
- External advice such as Educational Psychologist, CAMHs, Edwin Lobo, Outreach advice from specialist schools, Social Care and other medical professionals.
- Information from previous schools (I.E.P's, reports, levels, strengths and weaknesses, reports from the previous agencies named above and assessments of SEMH needs.)
- Information from a home visit (pupil's likes, dislikes, triggers, interests at home and completed parental forms, strengths and weaknesses.)
- Baseline assessments from the class teacher and on-going tracking information on progress, attendance, engagement and expected outcomes for subject areas.
- Renaissance testing programme in Maths and English which is used to help identify gaps and suggested next steps in learning as well as giving age related levels.
- GL assessments are formative assessments used to help give correct strategies for those students who show traits of dyslexia and dyscalculia.

5.5 Adaptations to the curriculum and learning environment

Pupils have access to a variety of on-site learning activities such as Animal Care, Food Technology, Construction, Hair & Beauty and Design & Technology which offer pupils access to further accredited outcomes. We acknowledge the importance of British Values and deliver PSHE, RE and Citizenship, to ensure that our pupils have the best chances of making a positive contribution to their communities. Alongside the above we have access to external providers such as A4S (fishing and fish husbandry), C and G plastering, Reactiv8 (PE, Sports skills, basic literacy and numeracy.) Develop, SPG, Seeds of Change, Brierley Farm.

The school operates a daily reward-based enrichment activity programme which enable the pupils to develop social skills such as turn taking, learning to lose and peer encouragement. Off-site activities such as bowling, ice skating, driving range and Mead Open Farm to name a few, help to develop positive social interaction within the community. Pupils' physical and emotional wellbeing is improved by participating in activities such as these.

Where appropriate and identified, pupils have access to additional literacy sessions in order to increase pupil's knowledge and lessen the gaps in their learning. These may be through individual or group support to increase handwriting, spelling, reading and writing skills. Where appropriate and identified pupils have access to additional numeracy sessions in order to increase pupil's knowledge and lessen the gaps in their learning. These may be through individual or group support to increase number and addition and subtraction skills.

5.6 Additional support for learning

Where a difficulty has been identified pupils may be suggested to work in the BSW house or the Acorn house.

The BSW house is a designated area for pupils who are deemed to need specialist support provided by Behaviour Support Workers (BSW). These pupils have exceptional funding and are supported on a 1:1 basis, in the house, in their class with peers or through the External Provision programme.

The Acorn house is a designated area for those pupils who struggle primarily with emotional difficulties. The environment offers a bespoke learning and teaching carousel approach. The facility has space for 4 pupils whose needs are assessed by Oak Bank's SEN team for suitability in the house.

5.7 Expertise and training of staff

- The school has 3 qualified SENCOs
- All staff are trained in Team Teach
- There are 4 Qualified Team Teach Instructors within the school

Staff are trained in:

- Working with pupils with autism, as well as a variety of SEMH needs
- The use of Social Stories
- Attachment Disorders

- Social Work
- Safeguarding
- Play therapy
- Speech and Language Diagnostics
- Pathological Demand Avoidance
- Staff are supported through the use of an on-going CPD programme.

Students also have access to:

- Wellbeing mentor
- Home tuition team
- Behaviour Support Workers
- Behaviour Managers
- School nurse
- Clinical Psychologist
- Specialist Assessor

5.8 Evaluating the effectiveness of SEN provision

Our provision is evaluated through:

- Behaviour Watch to monitor progress against individual behaviour targets
- Termly curriculum assessment and pupils progress meetings.
- Weekly keyworker evaluations
- Parents consultation day
- Parent and pupil view forms and individual target setting
- Evaluation of provision within provision maps
- Annual Review programme
- Peer and self-assessment
- Learning Walks and Pupils observations
- SEL tracker

5.9 Support for improving emotional and social development

All pupils have access to:

- A Key worker daily
- Tutor time
- Breakfast time
- Pop in café
- Supervised games and activities during unstructured times
- Reward sessions: enrichment and activities
- Individual rewards strategies
- Access to resources to promote Emotional Literacy and Social Skills.
- A wellbeing mentor is available when pupils require access to further emotional support.

- A safeguarding team who will work with the young person, families and relevant agencies to support the young person.

- School therapy dogs

The school has a strict anti-bullying policy. All incidences of bullying are recorded on the school's behaviour system and keyworkers, Behaviour Managers and Senior Leadership Team work with any repeat offenders to develop their understanding of what bullying is and how it affects others. Pupils who have been affected by bullying have access to well-being support.

5.10 Consulting and involving pupils and parents

Once a pupil has been offered a place at Oak Bank School we strive to develop and maintain a strong partnership with parents and carers in order to consult and involve them in their pupil's education. On or prior to arrival, the admissions officer or sometimes an identified class teacher visits the pupil and family at home to share information and answer any questions. The parent/carer and pupil are also invited to come and visit the school to meet the staff team and some of the other pupils. The school meets with or liaises with other professionals that are already involved with the pupil and family to get an understanding of how best to support the pupil and their family.

As a school we believe that working alongside the parent/carer is vital to providing the best outcomes for our pupils. We will do this in a variety of ways:

- Parents/carers are contacted regularly by a keyworker, by an agreed means and are encouraged to share information. Pupils have daily contact with the keyworker who will discuss strategies and support that they can provide.
- Members of the staff team contact parents/carers regularly via phone to provide further information and to work collaboratively to overcome barriers to learning.
- Parents and carers may contact the school by telephone or e-mail at any time if they wish to make an appointment to see a class teacher or a member of the leadership team. The school operates an open door policy and as such we try to ensure that a member of the leadership team will be available to speak to a parent/carer at short notice whenever possible.
- Parents/carers are encouraged to complete our annual questionnaire (completed at parent consultation days or with our Well-being team), the results of which help us shape what we do to improve what we offer to our pupils and families.
- Parents and carers are invited to attend the annual review of their pupil's EHC Plan for which teachers provide written information regarding a pupil's progress. Parents are notified at least 3 weeks before by letter and a request to complete a parental view form. Parent attendance is strongly recommended and encouraged to ensure that parental voice is heard.
- The school holds termly parents/carers consultation days each term where parents/carers can learn about their child's progress and express their views through structured conversations. It is during these days where teaching staff will set and discuss targets with pupils and parents. These will be reviewed to evidence progress.

- The school has a variety of events throughout the year where parents/carers are invited including the Christmas dinner, Awards assembly, and coffee morning and fundraising events. The school also operates a 'drop in' facility in the Houghton Regis area, run by our Family Support Worker. This provides networking opportunities for parents/carers as well as acting as an advice centre.
- During the school holidays the head teacher can be contacted via e-mail or through work mobile number. The school employs a Family Support Worker who is there to support families on a wide range of issues including transition into and out of Oak Bank School. As a qualified Social worker, Hayley Blount is able to work with individual families as required and works alongside the Safeguarding Lead, Rachael Freer in the role as the Lead Professional in various cases.
- The school has parent representatives on its Governing Body and for informal discussion the Welfare Team offer parents/carers the opportunity to meet for coffee at convenient community venues.
- The school uses an electronic recording and reporting system in relation to behaviour called Behaviour Watch. Parents can sign up to and receive an electronic report each Friday which includes a summary of incidents. This system supports and improves the efficiency of recording and sharing information. All contact with parents and carers (for individual pupils) is logged on behaviour watch, shared appropriately and the necessary actions implemented.
- School staff will arrange additional meetings and invite parents and pupils to attend when any issues arise or decisions need to be made regarding a student's access to the curriculum.

5.11 Working with other agencies

We work with the following agencies to provide support for pupils with SEN:

- Educational Psychologist
- CAMHs
- Edwin Lobo
- Outreach advice from specialist schools and agencies.
- Social Care
- Other medical professionals such as the school nurse. All identified gaps in school expertise will be supported by the school's on-going CPD programme.
- Allocated CAMHs worker
- Aquarius – drug and alcohol support

5.12 Complaints about SEN provision

As a school we value the opinions and views of our parents and carers. Whilst we believe our staff work hard and make decisions to act in the best interests of our pupils, we are aware that there may be occasions when parents and carers may have concerns. Feedback, be it either positive or negative is helpful for future planning and we always welcome this in a positive manner.

The school operates an open door policy and so if a parent/carer wants to talk about a particular aspect of the school this option is available most days at short notice. It is likely that the Head of School, Deputy head, Assistant Head and SENCo will be available to discuss any concerns or worries. If a parent/carer is dissatisfied about the way their pupil is being treated, or by any actions or lack of action by the school, we aim to deal with complaints honestly, politely and in confidence.

We will always investigate complaints thoroughly and fairly and as quickly as possible. The school will aim to keep parents/carers up to date with progress at each stage, will apologise when any mistake has been made and will let parents and carers know what will be done to address their concern. We hope that most complaints can be settled quickly and informally, either by putting matters right or by giving parents/carers an explanation. Where a parent/carer is not satisfied, the governors will address the complaint formally. Please see the school complaints procedure which can be found on the school's website.

5.13 Contact details of support services for parents of pupils with SEN

Oak Bank School – 01525 374559

Victoria Rankin – vrankin@oakbank.beds.sch.uk

Vickie Kemp - vkemp@oakbank.beds.sch.uk

5.14 The local authority local offer

The authority's local offers can be found here:
https://www.centralbedfordshire.gov.uk/info/15/sen_and_disability_-_local_offer

https://www.bucksfamilyinfo.org/kb5/buckinghamshire/fsd/localoffer.page?familychannel=5

https://localoffer.bedford.gov.uk/kb5/bedford/directory/home.page

https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page?localofferchannel=0

https://www.hertfordshire.gov.uk/microsites/Local-Offer/The-Hertfordshire-Local-Offer.aspx

https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer

6. Monitoring arrangements

This policy and information report will be reviewed and evaluated every year by SLT and SENCO. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.