



SEN Information Report Oak Bank School

<p>What types of SEN do we provide for?</p>	<p>All students at Oak Bank school have a statement of SEN or an EHCP where the primary area of need is identified as Social, Emotional and Mental Health (SEMH)</p> <p>This will include diagnosis such as:</p> <ul style="list-style-type: none">• Attention Deficit Hyperactivity Disorder (ADHD)• Autistic Spectrum Disorder (ASD)• Asperger's Syndrome• Oppositional Defiance Disorder (ODD)• Pathological Demand Avoidance (PDA)• Dyslexia• Obsessive Compulsive Disorder (OCD) <p>Most of the children at Oak Bank School have had previous experience of attending mainstream school. They may have been permanently excluded or have been identified as needing specialist provision. All parents and carers are advised to speak to their local SEN Officer to seek support and advice if they are considering seeking a place for their child at Oak Bank School. Parents and carers may wish to browse the admissions guidance located on our school's website.</p>
<p>Who is our special educational needs co-ordinator (SENCO) and how can he/she be contacted?</p>	<p>Our Lead SENCO is:</p> <p>Anna Eames Oak Bank School Sandy Lane Leighton Buzzard Bedfordshire Lu7 3BE</p> <p>(01525) 374559</p>
<p>What is our approach to teaching pupils with SEN?</p>	<p>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 and teaching and Learning:</p>

	<ul style="list-style-type: none"> • The pupil's EHCP or Statement. • Local Authority recommendation of funding and need. • 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 needs, 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.) • Baseline assessments from the class teacher and on-going tracking information on progress, attendance, engagement and expected outcomes for subject areas. • Provision map of allocated support given by Oak Bank which is reviewed at least termly.
<p>How do we adapt the curriculum and learning environment?</p>	<p>Alongside the above we have access to External providers such as Kik start (motor mechanics), A4S (fishing and fish husbandry), C and G plastering, Reactiv8 (PE, Sports skills, basic Literacy and Numeracy.)</p> <p>Pupils have access to a variety of on-site learning activities such as Animal Care, Food Technology, Hairdressing, Construction and Bike maintenance which offer pupils access to further accredited outcomes. We acknowledge the importance of British Values and have deliver Personal Development, RE and Citizenship, to ensure that our pupils have the best chances of making a positive contribution to their communities.</p> <p>The school operates a daily reward based enrichment activities which enable the students to develop social skills such as turn taking, learning to loose 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.</p> <p>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.</p> <p>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.</p>
<p>How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?</p>	<p>As all pupils attending Oak Bank have EHCP's or statements, there are limited daily opportunities to engage with pupils who do not have SEN. The school has an extensive enrichment programme taht involves a wide variety of off site activities. By engaging in these activities, our pupils have many opportunities to enagage with member s of the public of all ages. Please see the Enrichment section on our website for more details. Pupils have direct opportunities to engage with their mainstream peers in activities such as:</p>

- Sporting fixtures
- STEM activity days
- College and external provision placements
- When appropriate pupils may access mainstream school lessons in line with their needs and interests.

How do we consult parents of pupils with SEN and involve them in their child's education?

Once a child 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 child's education. On or prior to arrival a senior leader or a member of the school's Welfare team and sometimes an identified class teacher visit the child and family at home to share information and answer any questions. The parent/carer and child are also invited to come and visit the school to meet the staff team and some of the other children. The school meets with or liaises with other professionals that are already involved with the child and family to get an understanding of how best to support the child and their family.

As a school we believe that working alongside the parent is vital to providing the best outcomes for our students. 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 parents/carers evenings or with our Well-being team), the results of which help us shape what we do to improve what we offer to our children and families.
- Parents and carers are invited to attend the annual review of their child's Statement or EHC Plan for which teachers provide written information regarding a child's progress. Parents are notified at least 3 weeks before by letter containing a parental view form. This will be followed by a text 2 days before as a reminder. Parent attendance is strongly recommended 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 are invited including the Christmas dinner, Awards assembly, Christmas Fayre and coffee morning and fundraising events. The school also operate a 'drop in' facility in the Houghton Regis area, run by our Family Support

	<p>worker. This provides networking opportunities for parent as well as acting as an advice centre.</p> <ul style="list-style-type: none"> • During the school holidays the head teacher can be contacted via e-mail or through her 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, Lesley Phillips in the role as the Lead Professional in various case. • The school has parent representatives on its Governing Body and for informal discussion the Welfare Team will offer parents 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 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.
<p>How do we consult pupils with SEN and involve them in their education?</p>	<p>As a school we believe that working alongside the pupil is vital to providing them with the best outcomes. views are sought on an informal and daily basis throughout any day. Pupils are given formal opportunities to review their learning, social, emotional and behavioural well being in designated time on the school timetable. After an incident, pupils are provided with the time and space to reflect on what happened and why so that they can move on and learn from it.</p> <p>On an annual basis, children's views are collected in the form of a questionnaire, the results of which help us shape what we do to improve what we offer to our children and families. Children are actively encouraged to participate in the annual review process (of their Statement or EHC Plan) and complete their own form designed to help them in expressing their views in preparation for this meeting.</p> <p>Consultation with pupils happens across the school in a variety of ways:</p> <ul style="list-style-type: none"> • An initial home visit to gain knowledge of their interests and views. • Daily contact with the keyworker who will discuss strategies and support that they can provide. • Weekly target setting sessions with their keyworker to discuss what has gone well and what has been difficult over the week. • Termly meetings regarding effort, engagement and academic progress on Consultation days (structured conversations will take place on these days.) • Teaching staff will set and discuss targets with pupils at least termly. These will be reviewed with them to evidence progress and increase their confidence. • Pupils will be invited to attend part, if not all, of the Annual review meeting. If they feel they are not able to then a pupil feedback form will be completed with the key worker enabling them to have a voice. • The school will use pupil questionnaires to inform any decision making process.

	<ul style="list-style-type: none"> • The school has an active student council that has an impact on the running of Charity days, interviews, school tours. • The pupils are encouraged to share their thought and ideas with the Senior Leadership Team. These ideas are shared formally through formal presentations.
<p>How do we assess and review pupils' progress towards their outcomes?</p>	<p>On arrival at Oak Bank an individual part-time induction programme is established and facilitated by school staff. This will usually last for 1/2 weeks, depending on the needs of the individual child. During the induction period, school staff will usually formally assess the child and, where appropriate, providing opportunities for them to spend some time with their new class.</p> <p>As stated above pupils and parents are continuously involved in the setting and monitoring of targets through the use of parents days and annual reviews.</p> <p>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.</p> <p>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.</p> <p>Keyworkers, the Assistant Head for Teaching and Learning and Lead Senco work closely with pupils, staff and parents to ensure that all statement/EHCP outcomes are being met throughout the school day and that pupil's continue to make progress towards these.</p>
<p>How do we support pupils moving between different phases of education?</p>	<p>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.</p> <p>All pupils engage in a transition programme allowing for a phased transition into the school.</p> <p>This will be supported by:</p> <ul style="list-style-type: none"> • The key workers • Previous schools • The class teachers • Local Authority allocated SEN Personal Adviser and Youth Support Service (years 9,10 and 11)

<p>How do we support pupils preparing for adulthood?</p>	<p>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 preparation for adulthood.</p> <p>Pupils are taught life skills such as budgeting, money management, independent living skills and filling in CV's.</p> <p>All pupils from year 9 onwards have access to the Local Authority allocated SEN Personal Adviser and Youth Support Service throughout the year.</p>
<p>How do we support pupils with SEN to improve their emotional and social development?</p>	<p>All pupils have access to :</p> <ul style="list-style-type: none"> ● 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. <p>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.</p>
<p>What expertise and training do our staff have to support pupils with SEN?</p>	<ul style="list-style-type: none"> ● The school has 4 qualified SENCO's ● All staff are trained in Team Teach ● 5 Qualified Team Teach Instructors <p>Staff trained in:</p> <ul style="list-style-type: none"> ● Autism ● Social Stories ● Attachment Disorders ● Social Work ● Safeguarding ● Play therapy ● Speech and Language Diagnostics

	<ul style="list-style-type: none"> ● Staff are supported through the use of an ongoing CPD programme. ● Wellbeing mentor ● Home tuition team ● Behaviour Support Workers ● Behaviour Managers
<p>How will we secure specialist expertise?</p>	<p>Where a need has been identified school will seek external advice such as:</p> <ul style="list-style-type: none"> ● Educational Psychologist ● CAMHs ● Edwin Lobo ● Outreach advice from specialist schools and agencies. ● Social Care ● Other medical professionals such as the school nurse. <p>All identified gaps in school expertise will be supported by the school's ongoing CPD programme.</p>
<p>How will we secure equipment and facilities to support pupils with SEN?</p>	<p>The SEN budget is used to secure supporting resources which include:</p> <p>A resource library</p> <p>The differentiated curriculum is funded by the school to ensure all pupils are able to access and engage in a variety of learning opportunities.</p> <p>Where appropriate activities such as Seeds of Change and external provision will be sourced for students. This will be funded by the school from the pupils' allocated budget.</p>
<p>How do we involve other organisations in meeting the needs of pupils with SEN and supporting their families?</p>	<p>Once a need for further organisational involvement has been identified the school's Designated Safeguarding Lead (DSL), Lead Senco, Assistant head of Curriculum or Head of post 16 will direct the relevant application paperwork to be completed and the relevant service will be sourced.</p> <p>Once work has begun the progress made will be evaluated and continuously reviewed to ensure the best outcomes for the young person.</p> <p>Where there is need for a longer piece of work or a service provides continuous involvement, such as CAMHs, they will be asked to create a report which will regularly update staff of the pupil's progress and any changes in treatment plans.</p> <p>Where appropriate, for services such as external provision, school will request an update of progress at least termly so that parents can be informed of the impact of the provision.</p>

	<p>These services will be asked to attend or provide a report for the yearly Annual review process this will feed into the outcomes and provisions for their EHCP needs.</p>
<p>How do we evaluate the effectiveness of our SEN provision?</p>	<p>Our provision is evaluated through:</p> <ul style="list-style-type: none"> ● The use of Boxall Profile ● 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
<p>How do we handle complaints from parents of children with SEN about provision made at the school?</p>	<p>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 students, 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.</p> <p>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.</p> <p>If a parent/carer is dissatisfied about the way their child 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.</p> <p>Please see the school complaints procedure which can be found on the school's website.</p>
<p>Who can young people and parents contact if they have concerns?</p>	<p>The school operates an open door policy for parents, carers and other stakeholders.</p> <p>Alongside the pupil's keyworker you may wish to contact:</p> <p>Lead SENCo: Anna Eames Executive Head: Peter Cohen</p>

	<p>Acting Head of School: Rachel Freer Acting Deputy Head: Phil Collier Assistant Head (Teaching and Learning): Sharon Cox Assistant Head (Safeguarding): Lesley Phillips Head of Sixth Form: Martine Phillips. SEN Governor: Peter Banwell</p> <p>Oak Bank School Sandy Lane Leighton Buzzard Bedfordshire Lu7 3BE</p> <p>(01525) 374559</p>
<p>What support services are available to parents?</p>	<p>Parents have access to a number of services. Alongside external services such as, DADS, CHUMS, Plan B, Brooke and Parent Partnerships, the school also have access to the following support:</p> <p>School nurse service: attends school on a regular basis to meet with the Assistant Head (Welfare) and identify any medical concerns and to carry out routine medical appointments. She also attends core group and case conferences as required.</p> <p>Educational Psychologist: can attend school on the request of the senior leadership team to provide advice and updated assessment on individual students.</p> <p>Occupational Therapy service: Some students have access to OT written into their statement or EHC plan. Where this is the case a therapist may come to school to work with an individual child or to liaise with staff to ensure that they are able to deliver a suitable programme for the child. Where it appears that a child may benefit from OT input the school is able to make a referral.</p> <p>Virtual School: for those students who are looked after a member of the Virtual School team may attend relevant meetings for specific students or liaise with the class teacher and senior staff to provide support and advice. This year we do not have any Students Looked After.</p> <p>CAHMs: This service treats emotional and behavioral problems in students and adolescents. Many of these services are provided through Child and Family Clinics. If a parent or carer thinks that this service could be of benefit then they are advised to contact their G.P and ask them to send a referral to the teams. The school is often contacted when this happens in order that it can provide further information about a child that might be of use. The school will liaise with CAMHs professionals as appropriate when a child is having CAHMs intervention.</p> <p>Individual therapeutic support: Sometimes students come to Oak Bank with existing therapeutic intervention in place. Where appropriate, this continues if the provision is cited on the child's statement or EHC plan. In addition to this the school considers offering individual therapeutic support for students on a needs-led basis and when in-house interventions are not as successful as anticipated. Previous therapeutic</p>

	<p>support (art and play therapy) has been provided during secondary transfer and for specific trauma related difficulties.</p> <p>Family Support: Oak Bank has a family support worker who is a qualified Social worker. She is available to carry out EHA, parenting advice, support with family management strategies.</p> <p>Social Care: the school works closely with all allocated social workers by attending and hosting regular meetings such as core groups, PEP, CIN or TAC meetings. The school's DSL (or other relevant professionals) have frequent phone or e-mail correspondence to share information with these professionals and attends Child Protection Conferences. Such is the degree of multi-agency working in this area the school have 4 staff trained to DSL level.</p>
<p>Where can the LA's local offer be found? How have we contributed to it?</p>	<p>Oak Bank works closely with the Local Authority through the use of, special Head's meetings, PANEL attendance and outreach, to ensure Central Bedfordshire are able to develop and provide outstanding practices within SEND.</p> <p>The LA Local Offer: For more information about Central Bedfordshire's Local offer please visit http://www.centralbedfordshire.gov.uk/learning/local-offer/default.aspx</p>