

Maiden Erlegh Trust

## **SEND INFORMATION REPORT AND POLICY 2023/24**



**MAIDEN ERLEGH**  
TRUST

### **OAK TREE SCHOOL**

*(LINKED TO WOKINGHAM BOROUGH COUNCIL LOCAL OFFER)*

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## Oak Tree School: Key People and Context

**Mrs Abigail Davis - Headteacher**

**Ms Cassia Minette- George- Assistant Headteacher**

**Ms Kerri Wiseman- Business Manager**

**School phone number: 0118 216 0040**

**Contact email: [OTS@maidenerleghtrust.org](mailto:OTS@maidenerleghtrust.org)**

*“A good teacher needs to tailor his/her teaching method to the child. To be successful, the teacher has to be gently insistent. A good teacher knows how hard to push. To be successful, the teacher has to intrude into the autistic child's world.” Temple Grandin, 1998*

Oak Tree School values the abilities and achievements of all its students and is committed to providing, for each student, the best possible environment for learning. All students at Oak Tree school have Autism or associated complex need, holding an Education Health & Care plan and are subject to the provisions of this policy.

Implementation: It is the responsibility of line managers to ensure that staff members are aware of and understand this policy and any subsequent revisions.

Compliance: This policy complies with all relevant regulations and other legislation as detailed in the Compliance with Regulations & Legislation Statement

## SEND Budget

As all children and young people at Oak Tree School are registered as having SEND, all our school budget is a SEN Budget. We also receive additional funding, on an individual basis, for our more complex students.

Our priority is providing high quality teaching and pastoral care and effective interventions to secure the best outcomes for all of our students. The overwhelming majority of our SEND funding funds staff (Teaching Assistants, HLTAs) and staff training for teachers and support staff to ensure this happens. In addition, the school funds SEN Leadership costs and provides additional resources as appropriate (e.g.: specialist IT and software, enlarged resources for visually impaired students etc). Our budget also funds a significant number of interventions, to help narrow gaps in learning, and support EHCP outcomes.

## Compliance

This policy has been drawn up by the SENDCo in collaboration with other key staff/governors stated above. It complies with the statutory requirement laid out in **The Children and Families Act (2014)** and the associated guidance.

It should be read alongside the SEND Code of Practice 2015

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Wokingham Borough Council “Local Offer”

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

It has also been written with reference to the following documents:

### Statutory Documents

Special Educational Needs (Information)  
Regulations (2014)

### Oak Tree School Documents

(all available on the school website)  
Admissions Policy  
Behaviour Policy

Supporting students at school with medical conditions April (2014)  
Keeping Children Safe in Education (2014, updated 2018)  
Teacher Standards (2011, updated 2013)  
Equality Act (2010) and the Advice for schools (2013)

Curriculum Plan  
Equality Policy and Accessibility Plan  
Funding Agreement  
Learning & Teaching Framework  
Physical Intervention Policy  
Safeguarding Policy

We aim to follow the guidance and meet expectations of the Local Authority's expectations in relation to provision for children with special educational needs and/or disability (appendix A).

## Aims

We aim to provide every student with access to a broad and balanced curriculum, expert pastoral care, Quality First Teaching, and a range of extra-curricular activities. We plan provision which removes barriers to learning e.g.: appropriate equipment and timely interventions (e.g.: classroom differentiation, additional programmes, small group and/or individual support, as appropriate). We ensure our young people have a provision that can meet their needs and life aspirations no matter what their background and SEN.

Our approach to SEND provision is focused on aspirational outcomes appropriate to each individual student and in line with the SEND Code of Practice. The outcomes focus on:

- Achievement (attainment and progress)
- Attendance and punctuality (e.g.: attendance in enrichment activities)
- Development in targets within their EHC plan
- Social skills (e.g.: consideration for others and how to live as independently as possible)
- Social behaviours (e.g.: understanding rights and responsibilities, personal safety, healthy living)
- Learning behaviours (e.g.: listening, collaborative and independent learning skills and resilience)
- Preparation for the next phase of education – either special school, mainstream or post 16
- Preparation for adult life, work and career pathways
- Engagement in education, following historical issues with schooling, as well as prolonged absence and suspensions.

## What needs are met at Oak Tree School

The Code of Practice (2014) states:

*"A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions."*

At Oak Tree School, our vision is to meet the needs of all our students through the provision we have available and ensuring our students have a curriculum that is able to meet their needs, through a variety of interventions with the multidisciplinary team. Where that is not reasonably possible, Oak Tree School is committed to seeking the advice and support of other specialist professionals and practitioners.

## Special Educational Needs

A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. Although the needs of students often cross more than one 'area of need', the SEND Code of Practice uses four main categories of need:

- Communication and Interaction
- Cognition and learning
- Social, emotional, and mental health difficulties
- Sensory and/or physical needs

We recognise that students with SEND do not form a fixed group and that the needs of individual students may vary over time. We currently have students with needs in each of the above categories in school.

We work hard with parents/carers to keep them up to date with their child's progress. This is done informally via frequent phone calls/emails home, formally at review points throughout the school year and as part of the Annual Review meeting.

### **The link between special educational needs and disability**

Many students who have special educational needs may also have a disability. The Equality Act 2010 defines disability as:

*“...a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities”.*

In this context 'long term' means over a year and 'substantial' means 'more than minor or trivial'. This definition includes long-term health conditions such as asthma, diabetes, epilepsy, cancer and sensory impairments. Many students who have these medical/health conditions will not have special educational needs and their safe and full access to learning and progress will be covered by the duties set out in The Equality Act, including the requirement on all public bodies to make reasonable adjustments.

This means that, where a child or young person has a disability, the way in which their needs are met will depend on the impact the disability has on their access to education.

### **“Conditions” are not special educational needs**

Certain other “conditions” are not special educational needs but may impact on progress and attainment. If assessment shows that these students require additional support, they will do so through departmental interventions and/or our Inclusion Structure. Such “conditions” are:

- Disability (the “reasonable adjustment” duty under Equality legislation means that this alone does not constitute special educational need)
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of personnel
- Poor behaviour (unless there is an underlying need which is impacting negatively on their behaviour)

### **Children Looked After**

Where students are 'looked after' (CLA) by the local authority we have an additional role as we are all corporate parents. It is important not to make assumptions based on a student's care status and in order to ensure that we are responding appropriately we:

- Have a Designated Lead for Children Looked After who champions these children in school and provides a point of contact to the students, carers, specialist agencies and to Virtual Schools
- Monitor the progress of all our looked after children at least half-termly
- Collaborate on an up to date and easy to read Personal Education Plan with the relevant Local Authority
- Ensure close working with the specialist services who support CLA Students (e.g.: social worker, Virtual School Head Teacher)
- Normalise life and school experience wherever possible
- Ensure our CLA, are fully included in the activities available

- Provide tailored provision and support for these young people to ensure they can access education, removing any social and emotional barriers to access

## Students with medical needs

At Oak Tree School a high number of staff are First Aiders.

In the instance of us having a student with a specific medical condition that will impact on their school day, the SENCo will work with parents/carers for full details of medical conditions.

Trained adults are allocated according to individual needs of students, and staff will take on training as needed to support the medical needs of any students. Whole school training will be organised by a member of senior staff, to ensure all staff working with a student are aware of their specific medical conditions.

All medication is stored safely and securely within the main office but is available quickly if needed by the student. Written consent must be provided by parents/carers before the school is permitted to administer or store any medication. Oak Tree School office will work with parents to ensure enough medication is on site and this medication is in date, more information can be found in the school medication policy.

To support students who need support with personal care (e.g., support to access toileting, eating etc.) we have:

- Individual toilets which are accessed anytime via staff unlocking them
- Quiet areas available for lunch and break

Staff create personalised curriculums for students and use a range of excellent resources to engage children including iPads and laptops. We work hard to make learning fun, so that children are happy and make good progress. Work is tailored to the child's interests and ability.

## Inclusion and SEN at Oak Tree School (Key Contacts)

<b>Mrs Abi Davis</b>	<b>Headteacher</b>
<b>Ms Cassia Minette-George</b>	Assistant Headteacher

## Inclusive teaching

We expect teaching across the school to be of the highest quality and our overriding principle is that high quality teaching, differentiated for individual students, with staff ensuring they are aware of all their SEN needs, means we can deliver a high quality education for all our students.

Our inclusive teaching is based on the following strategies:

- Understanding of the needs and aspirations of each student
- Deployment of expert and dedicated teachers and Teaching Assistants
- Targeted interventions and support if necessary
- Varied activities and resources – including the use of Alternative Provision activities
- High quality, differentiated questioning
- A safe and orderly learning environment
- Clear, aspirational benchmarks and student targets

Where appropriate we also employ the following strategies:

- Differentiated activities.

- Visual support including pictures, writing frames or word banks.
- User friendly timetables.
- Personalised reward systems.
- ICT support.
- Small steps with specific achievable objectives.
- Multi-sensory approach to activities.
- Advice from outside agencies.
- Personalised timetables in line with student needs and aspirations

It is underpinned by:

- Regular monitoring
- On-going professional development and information for staff
- Liaison with parents
- Appropriately challenging and supportive curriculum pathways
- Regular review meetings
- Appropriate progress reporting and data

The quality of teaching is monitored in a variety of ways: observing lessons, looking at students' work, auditing student views and looking at rates of attainment and progress.

### **Off-site Provision.**

A number of our students access a variety of activities or 'out in the community' trips as part of the curriculum and to enable them to meet their outcomes and aspirations. These activities can happen any time during the school day and beyond, dependent on need, interest, aspiration, and risk assessments.

To determine if specific access arrangements need to be made, we:

- Discuss support and risk control measures with parents/carers and involve them in decision making
- Take advice from the place to be visited in terms of their facilities and accessibility
- Review the students' Risk Assessments, behaviour support and Therapeutic Plans
- Talk with staff members to determine appropriate support

## **Identifying students who have difficulties with learning and/or special educational needs**

All students attending Oak Tree School have had a large amount of intervention from their previous mainstream or special school. All of our students are registered as having additional needs, yet we continue to gather all of the following information and strategies to assess ability and potential need on entry:

- Key Stage 2 results
- Predicted GCSE results, or actual GCSE results (for Post 16 Students)
- Information from parents/carers and students
- Reviewing the chronological events of a student's educational history
- Information gathered from previous school staff, including the school SENCo and Inclusion Leads
- Reviewing other external agency involvement such as Educational Psychologists or Children's Social Care
- We are working towards more robust baseline testing in reading, literacy, spelling, maths and handwriting
- Therapy provision

Identification of students who may need additional interventions, a more bespoke timetable or additional support, including off-site activities, is based on a range of information and a professional dialogue between all those that work with a child, and have worked with that child previously, and SEN staff within school. Examples of sources of information and strategies used to help identify need include:

- Experiences shared from previous schools and settings

- On-going teacher observations, assessments, experience
- Half-termly progress tracking
- Information from parents/carers
- Outside agency reports
- Liaise with parents/carers and use their knowledge
- Staff highlighting areas of concern
- Internal assessments, where appropriate
- Risk Assessments, behaviour support and Therapeutic plans

For students with higher levels of need, we would take into consideration information in reports from appropriate outside agencies.

## Entering a student's needs on their records

In line with the Code of Practice (2014), students whose needs are being met through effective personalised teaching and interventions/adjustments and quality pastoral support will be making adequate progress. Teachers and HTLA's will monitor progress and refer to the SENCO/Headteacher if they have concerns about progress and/or well-being.

A learning support register is kept by the school, which is available to all staff. This is to provide staff with a quick reference to students' additional needs.

Where students are not making adequate progress over time, despite the above being in place, then there would be a review with parents/carers of the impact of what has already been put in place, alongside any information provided by outside agencies. A review of the provision on offer would take place in any circumstances, and this would be recorded.

## Planning for provision: a graduated response

To support children, young people and their families the Children and Families Act (2004) requires all local authorities to set out a local offer. The Local Offer is a description of support and services which are available to students who have SEND, and their families, how services can be accessed and any criteria for accessing them. Oak Tree School contributes to the Local Offer in the Wokingham Borough.

For all students, we use a cycle of "assess, plan, do, review" which is typically overseen by key workers and phase leaders/and the SENDCo continually reviewing the data and plan to see what changes need to be made to ensure progress.

This can be done at the daily de-brief meetings as well as formally and means that staff have a clear and increasing understanding of students' SEND issues, and that these students receive the most appropriate interventions and support at any given time.

## Assessing needs and reviewing progress

Our 'graduated response' ensures that there is a detailed analysis of the student's needs using a range of data from the following:

- Data on progress, attainment, and engagement to learning
- On-going formative assessments shared with students through marking and feedback.
- Data from any additional testing
- A review of approaches to learning
- A review of attendance/punctuality patterns
- A review of behaviour patterns
- The views of the student and their parent/carers
- Advice from any other support staff
- A summary of previous interventions



- A review of responses to prior interventions
- A review of information from former schools
- Information from the annual review process

This analysis is completed by SENDCo, phase and subject leads in collaboration with teachers and support staff who work regularly with the student.

Progress is reviewed using:

- End of term progress meetings
- Meetings to review issues and problems to look for a resolution
- On-going teacher assessment.
- Academic assessments.
- Progress Meetings
- Annual Review meetings for all students – parents/carers and wider professionals invited to attend and supply a written report.

The class teacher retains the responsibility for the learning of the student in their subject even if the student is receiving support away from the rest of the class.

## Involving parents/carers and students in their child's education

### Parents/carers

Parents/carers are key partners in their children's education. Evidence shows that children make most progress when their key adults work together in partnership.

At Oak Tree School we involve our parents/carers every step of the way in their child's educational provision. We recognise that parents/carers have had negative experiences with previous schools, we recognise the need to ensure that we work hard to support our them and keeping them involved and informed in their young person's education as much as possible. We provide progress information to all parents/carers through termly reports and regular progress meetings. All parents/carers have access to key contacts for their child. Key workers contact parents/carers weekly with positive aspects too. Class teachers can send positive texts home during lessons.

All parents and Carers:

- Are encouraged to discuss targets with their child
- Are encouraged to attend meetings and are given to tools to enable them to attend (additional support, taxis, bus ticket money returned etc.)
- Can make an appointment to meet with their child's key worker or teachers, as well as the SENCO, or Send Manager, or a member of senior leadership as requested or required
- Are kept up to date daily, week and month with both positive and negative progress via text message, email or telephone

We commit to the following support for our student's parents and carers by:

- Naming a main contact
- Communicating any concerns with parents/carers proactively (e.g.: through formal or informal meetings, by email, telephone or home-school books)
- Identifying and communicating desired long- and short-term outcomes with parents/carers
- Involving parents/carers in planning adjustments, timetables, provision interventions and support
- Reviewing progress against benchmarks and outcomes with parents/carers through annual review meetings
- Being open and transparent about what we can deliver and why we are delivering something

If a parent/carer has a disability, in addition to the main communication mechanisms, the school will endeavour to accommodate the needs of parents on an individual basis.

Where parents/carers' first language is not English, we will endeavour to support communication e.g.: through an on-line service, using staff or students with a shared common language as appropriate. No parents/carers child will be left behind because of their needs.

### **Guidelines for parents/carers contacting the school:**

To discuss a child a parent or carer would need to make initial contact with the child's key worker by contacting the school office.

All contact should be made via Oak Tree School main office on 0118 216 0040, where you will be directed to the appropriate person or department. If you wish to make contact via email please contact [OTS@maidenerleghtrust.org](mailto:OTS@maidenerleghtrust.org), ensuring you give the nature of your question/query so it can be forwarded onto the relevant person or department. Unless an emergency we aim to respond to all questions in 3 working school days, with an aim for a full response and/or resolution within 10 school working days.

Our SLT team and behaviour support staff are trained to support parent and carers, with all of our staff having an awareness in parental support needs, with the ability and knowledge to signpost to services as required. For specific SEND related support parents can contact the Wokingham Information, Advice and Support Service on 0118 9088233, [sendiass@wokingham.gov.uk](mailto:sendiass@wokingham.gov.uk) or via [www.sendiasswokingham.org.uk/](http://www.sendiasswokingham.org.uk/) for advice and guidance. Oak Tree School tries to keep up to date contacts for agencies and staff are always happy to help parents/carers find support groups as needed.

In order to support their child's education, we encourage parents to:

- Inform the school of any changes of circumstances that may impact on their child's day at school.
- Establish regular routines with regard to attendance at school and completion of work.
- Offer praise, rewards and incentives at home for success at school.
- Encourage their child to be as independent as possible.
- Work in partnership with the school.

### **Students**

Where possible, students are involved in the process of setting up their education package, and their views are always listened to during their transition and their time at Oak Tree School. Students are given opportunities to review their social, emotional, and academic progress on an on-going basis as part of the formative feedback-student response cycle in lessons, as well as through daily, and weekly, key working sessions, 1:1s and involvement in meetings and reviews.

At Oak Tree School we consult are students through:

- Student Council Opportunities
- Supporting with attendance at meetings
- Talking with them and following through on what has been discussed and agreed
- Involving them in decisions about their learning and programme
- Sitting with them and reviewing their own progress data

We ensure that students are encouraged and supported to make their views known, as part of their Annual Review meeting – the same is the case for children looked after, supporting them to contribute to their PEP meetings. Strategies we use may include written comments, talking to a preferred adult, friend, or mentor, drawing etc. Some students at Oak Tree School might have severe communication difficulties, therefore, ascertaining their views may not always be easy. However, working closely with the clinical team to provide appropriate AAC support where possible develops the principle of seeking and considering young person's view.

Any interventions or support strategies will be explained and discussed with students, so they understand their purpose, and desired outcomes. Students are encouraged to monitor and judge their own progress towards those outcomes, reflecting what is important to, and for, the student.

## Working with other professionals and practitioners

At Oak Tree School we are committed to working with other professionals and practitioners to ensure that we maximise the impact of our interventions and support whilst minimising duplication and disruption for students, families, and practitioners. In order to do this, we:

- Listen to parents and students about services they use and are valued by them
- Invite representatives of agencies working with students to relevant meetings and reviews
- Value the contributions from all parties
- Ensure we have positive relationships with all schools within the local area and work closely with leaders to enable successful transition to Oak Tree School or out of Oak Tree School into another Provision

The school has access to the following support services:

- Oak Tree School in house support from Key Workers etc.
- CAMHS
- Wokingham Borough Council
- Occupational Therapists
- In house Student Care Officer
- Physiotherapists
- Speech and Language Therapist
- Educational Psychologist
- Adviza (Connexions) advisors and in house careers adviser
- Opportunities to visit and attend further education environments – including university
- Work experience opportunities
- Attendance at career fairs and events
- School works with Adviza and college careers lead to support students at key transition periods, specifically Post 16 college placements
- Students have a careers interview in Year 11
- Students are well prepped for interview and are supported with getting smart clothes
- Guidance can be given from an independent advisor at key transition times, when necessary
- Support with applications and visits to college, jobs or apprenticeship
- Sensory Massage Therapy
- Number 5 Councillors
- Canine Assisted Learning
- Children's Social Care Services
- Children Missing Education Team
- A range of off-site providers

Speech & language therapy and occupational therapy are provided in the following ways:

- Training by in house clinical team to the staff team for implementation
- Programmes/ groups developed and implemented by in house clinical team
- Timetabled small group and/or 1:1 support session

If a parent thinks their child needs support from an alternative therapist they should contact the child's key worker, in the first instance, who will assess and make a referral as necessary based on performance in school. Parents/carers are also able to make their own referrals directly.

## Preparing for transition

A key aim of our transition processes is to:

- (a) Ensure that students develop the skills they will need for the next part of their education
- (b) Prepare them for adulthood and the world of work

## **Preparing students for joining Oak Tree School**

When a student is joining Oak Tree School due, following a successful consultation from the Local Authority, we ensure we implement a robust procedure to ensure students transition in successfully, that includes:

- An initial phone call from the headteacher to the parent/ carer
- When necessary and appropriate visit to the previous setting or home setting to develop trust with key members of staff
- Personalised social stories to prepare students for the new school
- When necessary and appropriate short visit to Oak Tree School during pre-opening stage
- Once opened, transitional visits to Oak Tree School in year groups
- Meeting and communication with external professionals, and previous school placements, as required to discuss individual needs of family and young person
- Welcome packs with school information are provided.

## **Preparing students to move on to a new school setting**

Where required Oak Tree School will always support families and students with moves to other settings due to a placement breakdown, re-location or for any other circumstances. These occasions are rare, but the school will do all it can to ensure a smooth transition, and that all paperwork is sent within a timely manner. Oak Tree School is always willing to meet with any new setting.

## **Preparing students for the transition to further education or employment**

Oak Tree School will have a careers lead who will support all students within the school to move onto further education. This preparation includes, but is not limited to:

## **Accountability**

Many of our students work with a variety of external professional bodies. We will support parents/carers through the Annual Review process.

## **Preparing students for adulthood**

Preparing students for adulthood involves working towards outcomes which will support independence and choice making. Some of the ways we do this are:

- Providing practical and lifelong learning subjects such as financial awareness and cooking
- Work on organisation skills
- Transport and travel training accessed through Wokingham Borough Council
- Small group input or support, as deemed necessary and at the discretion of the school.
- PSMSC programme covering e.g.: managing money, relationships, keeping yourself safe

We provide opportunities for students to practise developmental and transferable skills, which will prepare them for life as members of their community, and for success in the world of work. This is done continuously throughout a young person's time at Oak Tree School.

## **Adapting the curriculum and learning environment for SEND**

At Oak Tree School we adapt the curriculum and learning environment where necessary and all our students are treated as individuals, with individual needs.

The delivery of the curriculum is differentiated by the subject teacher within the classroom, based on each individual student's need, taking in to account teacher assessment and advice from outside agencies. Short term, small group, 1:1 or specific interventions may be employed, when deemed necessary by the school.

The school aims to provide resources as reasonable to support our students. Any resources and equipment that a student needs will be considered based on recommendations made by specialist services. Currently we have the following resources and equipment in school:

- Small class sizes and small classrooms
- Social skills materials
- Screening materials
- Library of SEND support materials
- Board Games

Where necessary and reasonable we make physical adaptations to the learning environment to support students with physical needs (see Equality Policy and Accessibility Plan).

## Possible intervention Programmes for SEND students

Where appropriate and necessary, we provide a range of interventions for all our students. School can offer the following specific interventions:

- Speech and Language Therapy (SALT)
- Occupational Therapy (OT)

However, class teachers differentiate and adapt all teaching based on the needs of the young people within their class, a number of ad hoc and classroom-based interventions happen as part of daily learning.

## Arrangements for SEND students taking assessment and examinations

The Joint Council for Qualifications (JCQ) publishes a comprehensive guide with regard to Access Arrangements, which outlines their criteria and threshold for qualifying for concessions. For a concession to be awarded, the student must meet the stringent criteria outlined by the JCQ. Oak Tree School employs an assessment process in line with JCQ criteria to assess qualification. The Centre's decision is final and external professional reports can only be used as supporting evidence.

The following are some of the concessions available: extra time; scribe; reader; laptop; prompter; practical assistance; supervised rest breaks.

## Accessibility of school facilities

Every effort is made to ensure all students can access the school's facilities (see our Equality Policy and Accessibility Plan on the website).

The majority of the school site is fully accessible to students with restricted mobility as it is a modern building with a lift to the upper floor.

## Professional development of Oak Tree School Staff

Across the Maiden Erlegh Trust, we provide a continued programme of professional development to all our staff and have high levels of expertise in the school.

SEND professional development is provided for teachers through regular staff meetings, shared information, external speakers, and professional discussion, dependent on current needs on roll. All of our staff have access to all training opportunities, with our Senior and Middle Leaders having an extensive knowledge of SEND, trauma and behaviour leadership.

SEND training is provided staff as follows:

- Training with individual staff, teams and phases as required based on need and requirement
- All staff are included in whole school training day programmes. We will be using the Crisis Prevention Institute programme for restrictive interventions, Zones of Regulation and First Aid.

## Evaluating the effectiveness of our provision

A similar process of “assess, plan, do, review” takes place at whole school level as part of the school’s Self-Evaluation and this informs the school’s Improvement Plan and SEND strategy and ensures we are able to meet the needs of the students in our care. The school evaluates the overall effectiveness of its Inclusion/SEND provision by analysing a range of data e.g.:

Appraisal review	3 times a year
Attendance data	Weekly
Behaviour for learning data	Daily
Continuing Professional Development Review	Annually
Discussions with students/parents/carers	Variable
Examination data	Annually
Intervention impact data	Half-termly/end of short course
Lesson observations	On-going
Parent surveys	Annual and as required
Progress data	Half-termly
Recommendations from outside agencies	Variable
Student surveys	Variable
Targeted questionnaires	Variable
Work scrutinies	On-going

## Students’ social and emotional development

### Pastoral care

All Students at Oak Tree School have an allocated Key Worker who ideally stays involved with the young person for their duration of time at the college, or within a key phase or provision. Key Working is overseen by individual phase leaders and aims to provide the following:

- Care for the well-being of all students
- Promote all aspects of a student's development
- Monitor personal development, behaviour, academic progress, and attendance
- Develop their therapeutic input with support from the clinical team
- Help with personal and learning problems when the need arises
- Provide guidance in making choices, e.g., for gcse options, careers etc.
- Support the delivery of personal, social and health education and careers education programmes
- Celebrate student achievement and success both in and out of school

### Anti-bullying

Oak Tree School has a zero tolerance on bullying and our expectation is that all of our students should feel included, and be included, in the everyday life of our school. No student should experience discrimination or bullying. Our ethos of inclusion underpins our Anti-Bullying Policy which can be found on the website.

To help our SEND students, learn to make, and maintain positive relationships with others we offer:

- Opportunities to mix with others during break, lunch and before school
- Enrichment activities within a group
- Mediation between students experiencing issues with each other
- Social Skills and emotional support
- A nurture-based curriculum

### Behaviour and good conduct



Being able to follow our Code of Conduct is an expectation of all students, we ask that students are safe, respectful, and ready to learn. It is important for the progress and well-being of individual students, but also because poor behaviour impacts on the education and well-being of others. It is also an important life-skill which students need to demonstrate before they go into the world of work.

To support and make reasonable adjustment students who find meeting our expectations challenging, and to endeavour to prevent exclusions we offer:

- Dynamic planning
- HLTA and/or TA Support
- Risk Assessments
- Quiet areas
- Safe room/space
- External support where appropriate
- Key Worker
- Staff trained in de-escalation techniques
- A Therapeutic Thinking Schools Approach
- Ensuring all our trained in trauma, we pride ourselves in being a Trauma informed School
- Off-site Provision
- Daily staff briefings

## Arrangements for handling complaints about SEND provision

If for any reason you feel the need to complain about the school's SEN support, you should do it while your child is still registered at the school. This includes complaints that the school has not provided the support required by your child's SEN Education, Health, and Care (EHC) Plan.

In line with the Trust Complaints Policy which can be found on the website, you should follow these steps in order and move on to the next step if your complaint is not resolved.

1. Make contact with the School Office with your concerns
2. Follow the school's complains procedure
3. If your complaint is about SEN statement or an EHC plan you should contact SEN service in the issuing Local Authority. Otherwise, you should complain to the Education Funding Agency.

## ANNEX A: TERMS/ACRONYMS

ADHD	Attention Deficit Disorder
AHT	Assistant Head teacher
ASD	Autistic Spectrum Disorder
CAMHS	Children and Adolescent Mental Health Service
CSP	Classroom Support Plan
EAL	English as an Additional Language
EHCP	Education Health and Care Plan (will replace Statements over next 4 years)
EWO	Education Welfare Officer
HLTA	Higher Level Teaching Assistant
HOY	Head of Year
K	SEND Support (will replace School Action & School Action Plus)
LAC	Looked After Children
MLD	Moderate Learning Difficulty
NSA	No Specific Assessment (e.g. student who we support but who does not have a diagnosis)
OH	Occupational Health
Pupil Premium Grant	Additional funding for schools to raise the attainment of disadvantaged students & close the gap between them and their peers.
SENCO	Special Educational Needs Co-ordinator
SMEH	Social, Mental and Emotional Health
SpLD	Specific Learning Difficulties (e.g. dyslexia, dyspraxia)
TA	Teaching Assistant