



Oak View School, Whitehills Road, Loughton, Essex, IG10 1TS

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SEND Information Report

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The kinds of SEND that are provided for

At Oak View School all pupils have SEND and all pupils have an EHCP.

We offer places to pupils with SLD or PMLD. Categories of need include (but is not limited to): ASD, Downs, ADHD, visual impairment, speech and language difficulties, physical disabilities, Prader Willi. Many pupils are diagnosed with Global developmental delay.

All our pupils have significant or complex learning needs.

The school provides for pupils with a wide range of needs including communication, learning difficulties, sensory needs, flexibility, emotional regulation and behaviour, social and play skills and engagement.

Arrangements for consulting parents of children with SEND and involving them in their child's education

Every pupil has an EHCP and parents are consulted on this every year as part of the EHCP process, annual reviews and Parents' evenings.

We recognize the importance of working together with parents and carers to achieve the best outcomes for our pupils. Each pupil has a home/school diary or alternative arrangement such as email, in which parents and teachers communicate regularly about the pupil. Communication includes phone calls and emails and face-to-face contact with parents on any issues they wish to discuss or that we deem necessary.

Parents receive written annual reports.

Arrangements for consulting young people with SEND and involving them in their education

The EHCP process includes consulting pupils on their wishes and needs. This forms part of the EHCP and annual review. This information is gathered as part of the pupils' learning.

Teachers also make judgments on pupils' wishes and needs and contribute to the reviews.

Activities and lessons are built around pupils' motivations, needs and wishes.

Our school council enables our pupils' wishes to be captured and valued on wider school matters.

Arrangements for assessing and reviewing pupils' progress towards outcomes

Pupils' activities are based on their EHCP; these activities form the Learning Pathway. These are assessed with evidence on Earwig (the online assessment system) and linked to the EHCP targets.

Parents and careers review the targets and assessments and evidence at the EHCP review.

Pupils contribute to their EHCP, and therefore to their learning, as part of the EHCP process. Pupils contribute their likes and dislikes and also what they want to develop. This is done through activities with pupils.

The approach to teaching pupils with SEND & how adaptations are made to the curriculum and the learning environment of pupils with SEN

All pupils at Oak View have SEND, and therefore the whole environment is set up for these needs.

The curriculum is fully adapted to the needs of our pupils. It is based on the needs of the pupils and their EHCP. Each pupil has their own learning pathway, which is a set of activities based on their EHC Plan and the pupil's motivations and abilities. This allows for full differentiation.

Pupils are in small class groups (average 8 pupils per class) with several staff. Each environment is adapted to each pupil's needs in the classroom. This includes physical adaptations, sensory adaptations and learning styles.

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

Pupils at Oak View can stay from age 3 to 19 and therefore do not automatically transition to other age phases outside school. The transitions that do happen are in two overlapping categories:

Pupils starting at Oak View

Each case is unique, transitions may be:

- any age from 3 to 19
- at any time, any month, September to July
- from mainstream or special provision
- from preschool
- from out of school (not attended of any length of time)

As part of the transition, Teacher or SLT will

- Talk to parents to discuss needs and wishes
- Medical issues – passed to the school nurse to write a care plan.
- Review EHCP and other documents
- Visit the pupil in their current setting
- Plan, with parents and pupils, a transition. This will include:
 - Pupil and family visits to school and class

- o Arrangements for phased entry – the number of sessions, length of sessions per week, building up to full time
- o The function of the pupil's supporting TA, including phasing away
- o Other special arrangements
- o Transition books and social stories

Transition to another school

Other schools make their own transition plans and we will support these in whatever form they take including:

Visits from the other school's staff, arrangements for phased entry, LSA support with the pupils transition, social stories and transition books.

Additional support for learning that is available for pupils with SEND;

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

How equipment and facilities to support children and young people with SEND will be secured

As a special school, there is support for SEND throughout the school. This includes:

- The curriculum is designed to provide learning activities tailored to the pupils needs. This includes an understanding that attention, engagement and behaviour all affect learning.
- A high staff ratio (approx. 1 adult for every 2 pupils).
- Teachers and TAs are trained in multiple aspects of SEND. All staff have induction training (19 sessions). Our School Nurse and other medical professionals deliver training for epilepsy, diabetes, and administering of medication. Training is continued and refreshed through meeting sessions, including curriculum and assessment training.
- All staff are experienced in SEND, and share their experience with others.
- The school has other professionals on site at times during a week; including Speech and Language Therapists, Physiotherapists, Occupational Therapists, Music Therapist and a School Nurse.
- Specialised equipment and resources are used throughout the school, including AAC and physio equipment
- Special needs funding is secured for all pupils and is reviewed regularly.

How the effectiveness of the provision made for pupils with SEND is evaluated.

The effectiveness is measured by assessing the progress against the EHCP.

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

Complaints are handled through the normal Academy complaints procedure.

How pupils with SEND are enabled to engage in activities available with those in the school who do not have SEND

All pupils have SEND and there is an all activities are available to all pupils as part of our standard differentiation. Therefore, all activities are adapted to the needs of all pupils in class. This can be seen through lesson observations, learning pathways and tracking evidence.

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

Social and emotional development is a major part of our pupils' development, and this is also referenced in each pupil's EHCP and is reflected in each pupil's and learning pathways. Many pupils are pre-verbal and have communication difficulties, therefore the school uses a number of strategies to listen to pupils' views. They include:

- Zones of regulation (pupils both communicate their emotional state and learn about emotions)
- Anxiety mapping
- Monitoring behaviour logs
- Monitoring safeguarding
- Recognizing behaviour as communication
- Improving pupils' communication skills
- High staff ratio

How the school involves other bodies

Including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families.

The school involves the following professionals in meeting the pupils SEND needs:

Health

The school nurse coordinates health care issues and liaison with health care professionals, for example, monitoring pupils' operations, linking between GPs/consultants and school, advising on health care issues. Inviting a Paediatric consultant on site and meeting parents and pupils every half term.

Physio/OTs

On site one day per week, advising staff about pupils and their equipment and monitoring pupils with physio/OT needs.

Social Care

Social care supports pupils and their families. They communicate issues with the school. Monitor pupils at school. Advise school on pupils' care. This includes formal social care meetings (e.g. CiN). This provision is from the authority where the pupil resides, i.e.: Essex, Redbridge, and Havering

Speech and Language Therapist

For Essex based pupils: two SaLT is on site 1 day per week with a case load comprising about 70+ pupils.

For non-Essex pupils (e.g.: Redbridge, Havering): speech therapy is provided by visiting therapists.

Music Therapy

Music therapy is provided two days per week by a therapist.

EWMHS

Contacted on a 'needs' basis when required.

CLDS

Contacted on a 'needs' basis when required.

Educational psychologists.

Contacted on a 'needs' basis when required.

Contact details of support services for parents of pupils with SEND

The initial contact is through the pupil's teacher or department head.

Lower school: Joseph Blythin, Claire Moore

Middle School: Hedy Nash

Upper school: Rose West, Graham Sandberg

All can be contacted via the school reception.

The school's local offer:

Oak View School is an Academy with a sixth form.

Category of need:

Oak View School has provision to meet the needs of pupils with severe and complex needs, including autism with additional learning needs who have an EHC plan.

Age range:

Oak View School provides provision to pupils aged 3 to 19 with an EHC plan.

More information about SEND at Oak View School:

Oak View School publishes a SEND Information Report on their website.

How have you made the school accessible to children with SEND?

All areas of the school are accessible to all children with SEND. There are no restrictions on any sessions for children with disabilities.

All rooms are on the ground level and there is wheelchair access to all areas and rooms. There are two short sets of steps in the corridors that are accessible by use of wheelchair lifts. There are no steps within outside areas.