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Special Educational Needs and Disability

Policy and Information Report

**July 2021:**

***For more information please see our website:*** [***www.oaktree.enfield.sch.uk***](file:///C:\Users\gerar\AppData\Local\Packages\microsoft.windowscommunicationsapps_8wekyb3d8bbwe\LocalState\Files\S0\6291\Attachments\www.oaktree.enfield.sch.uk)

**Introduction**

Since all pupils at Oaktree have ‘Special Educational Needs and Disabilities’, this policy is a summary of all we do at school to ensure we meet all the requirements of the SEND Code of Practice January 2015.

This policy should be read in conjunction with other school policies, namely:

Equalities Policy

Safeguarding Policy

Child Protection Policy

Accessibility Plan

Behaviour Policy

Anti-Bullying Policy

Complaints Policy

Data Protection Policy

**Our vision**

At Oaktree, we realise that we have an essential role to play in shaping the lives of young people in our care. We aim for our pupils to leave happy and confident, with the talents and potential to go on to lead fulfilling and independent lives.

We aspire to offer the highest quality education delivered by our team of dedicated staff using quality resources, supported by a wide range of specialists.

We aspire to provide an environment that is welcoming, happy and caring that allows our pupils to feel safe and well looked after, encouraged in healthy living, positive emotional well-being and given opportunities for personal development and academic progress.

We aspire to do all we do based on the values of:

Caring, Commitment, Communication, Cooperation, Courage, Creativity, Enthusiasm, Equality, Honesty, Humour, Listening, Respect, Success, Trust, Independence and Inclusion.

**Positive Emotional Well-being**

We support positive emotional wellbeing at Oaktree by respecting, supporting and valuing one another. Through positive relationships we aim to create a happy, healthy environment where we can focus on our roles and support each other with the stresses of life inside and outside of school. As a consequence of this we to foster fulfilment, enjoy mutual personal growth and have the opportunity to reach our fullest potential.

**To this end, we have the following goals:**

• To provide a caring, stimulating and supportive environment which encourages informed choices.

• To offer a curriculum which is broad, balanced and appropriate to the needs of individual pupils and raises their awareness, understanding and appreciation of the world and prepares our students for adulthood.

• To maximise potential and enjoyment in all areas of education. This includes social, emotional, physical, intellectual, aesthetic, moral and spiritual aspects, both in and out of school.

• To engender respect for others, regardless of ability, race, colour, gender or beliefs.

• To promote self-motivation and self-esteem by the recognition of individual strengths, and by acknowledging and recording progress and achievement.

• To encourage the full development of communication skills in all areas, including inter-personal skills.

Parental involvement and support is seen as key if we are to achieve all the above.

**The type of school we are.**  
Oaktree is an additional needs school for pupils with complex needs age 7 – 19 across key stages 2 – 5.

During our last OFSTED inspection in January 2018 Oaktree was judged as Good.

**How we know if a pupil has additional educational needs.**  
Every pupil who joins the school has already been identified as having additional needs and holds a statement / EHCP (Educational and Health Care Plan).

There are broadly 4 areas of additional educational need presented by our pupils:

* *Difficulties in communication and interaction*

Pupils with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This can lead to difficulties in social interaction.

* *Difficulties in cognition and learning*

Pupils learn at a slower pace than their peers, even with appropriate differentiation. Specific learning difficulties (SpLD) affect one or more specific aspects of learning (eg dyslexia, dyscalculia, dyspraxia).

* *Social, emotional and mental health difficulties*

These may manifest as becoming withdrawn or isolated, or displaying challenging behaviour caused by an inability to access curriculum. Pupils have specific disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

* *Sensory and/or physical needs*

Some pupils require additional provision due to a sensory or physical disability. This may include a medical condition which requires a separate Care Plan.

**What do we teach our pupils with additional educational needs?**

Oaktree removes barriers from learning and promotes equal access to the curriculum. For pupils in Year 3 to Year 11, we teach our own bespoke scheme of work for a range of subjects; English, Maths, PSHE (Personal, Social, Health and Economic education), Food Tech, PE, Art, Performing Arts. Music and Swimming happen as part of a termly carousel and Humanities are taught as a discrete block each half term.

All subjects reflect our ‘BEAR’ values (**B**—be BRAVE in all you do, **E**—EVERYONE is treated the same, **A**—AIM high in all you try, **R**— RESPECT and care for each other) as they do British values. Spiritual, moral, social and cultural elements are reflected through our reading schemes, charitable events and in our subject teaching. These subjects are assessed using the Oaktree School curriculum ladders

**Dress rehearsal for adulthood through Pathways.**

A dress rehearsal as defined by the Cambridge dictionary is ‘the last time a theatre work is practised before the real performance, when it is performed with the clothes, stage, and lighting exactly as they will be for the real performance’ and that is the clear objective of the Pathways Rehearsal group. Young people with additional needs will have their ‘dress rehearsal’ in preparation for Adulthood and this needs to closely mirror the ‘life outside’ that they will go onto.

Pathways for students are developed alongside both the student and parent/carer and prioritise eventual employment and future community participation. When the young person arrives at their 19th birthday in year 14 this should not be seen as the end of their journey but the springboard for agreed and well mapped out possibilities for the future that have been discussed and developed over the previous six years. As an example there is a café at school that reproduces the ‘feel and look’ of a café on the high street and is managed and run by the students with support from the school or institution they are at (such as a social entrerprise).

The skills and knowledge gained by the young person within the pathway framework will be invaluable in whatever career option is eventually chosen. However, the social aspect, the friendships made along the way and the opportunity to have ‘real life’ experiences, in which the young person is increasingly independent, are just as important.

In short whether the outcome is an independently supported business, an agreed career pathway or supported and independent community participation, the ‘dress rehearsal’ will prepare our young person for a full life after school.

Students’ educational health care plans are key to their progress towards adulthood. The overarching, key stage outcomes are broken down into termly outcomes and recorded on the school’s assessment system [Evidence for Learning](https://www.evidenceforlearning.net/). Our EHCP outcomes dovetail with both the students learning journeys

Whilst every child begins their learning journey at Oaktree School we begin exploring their possible future pathways with them as soon as they start (at their EHCP annual reviews and in their lessons). Each student will then engage in a Pathway from year 8 twice a week. Each pathway will help the student develop skills, knowledge and understanding that will be useful to them in their chosen career path (whatever that may be) as they prepare for adulthood. Pathways include horticulture, animal care, drama and sports.

Once in the Sixth Form (Year 12 onwards) we continue to teach English, maths, PSHE, Food Tech, PE and Computing from our scheme of work, but for all other subjects we use externally validated accreditations (Entry Level GCSE in English and Maths and OCR Life and Living Skills) as the basis of our curriculum.

Additionally in the Sixth Form we organise off and on site work experience including apprenticeship projects and work closely with both The Chicken Shed Theatre and Capel Manor to facilitate the drama, horticulture and animal care pathways.

**What we do to help pupils with additional educational needs.**

We implement the provision specified in the SEN statement and plan the curriculum which is differentiated for pupils accordingly. We use a range of teaching strategies to cater for individual needs.

We use provision maps within our annual/EHCP review process to review pupils’ needs and  
ensure that they are being met and catered for.

The class teacher alongside the senior management team, curriculum leaders, LSAs (Learning Support Assistants), OT (Occupational Therapist), physiotherapists, EP (Educational Psychologist), school nurse and psychotherapists work collaboratively with the pupil to support their individual needs. Makaton and visual aids are utilised if needed to support pupils’ engagement, learning and enjoyment of communication.

**How we adapt our teaching for pupils with additional educational needs.**  
Each pupil works in a small group with a high level of support to ensure all pupils are included in the teaching and learning process. Groups may contain pupils of different ages, but whose abilities are similar. We use a range of differentiated methods such as visual, hands-on and sensory experiences to engage learners. We have 3 learning journeys[[1]](#endnote-1) which support differentiation within our curriculum.

Teachers act upon advice regarding provision as indicated in the ECHP and external agencies to support the individual and to ensure outcomes are met. The school has a staff team with outstanding experience in working with a wide range of educational needs.

**How we decide what resources we can give to a pupil with additional educational needs.**  
The resources that we allocate and use at Oaktree are always determined by our pupils’ needs. We seek to maximise the potential of our resources budget so that we have a flexible bank of resources that enhance the educational experiences of all of our pupils as they move through the school.

The School Council are consulted about what resources they feel would be best suited for use in the school.

Class teachers determine the resources needed for individual groups, as do subject leaders for their curriculum areas. Subject leaders keep up-to-date on relevant new resources available on the market.

**How we check that a pupil is making progress and how we keep parents informed.**

Progress and attainment are measured using ongoing assessment methods, individual marking and feedback. Regular samples of work for all subjects linked to our curriculum ladders are presented online in [Evidence for Learning](https://www.evidenceforlearning.net/) (EfL) or printed off from EfL and kept in folders. Parent/carers can contribute to the ongoing assessment and planning through EfL. EfL tracks the progress that the student is making week by week and also supports analysis of the student’s progress against targets as well as cohorts of students

Parent /carers have opportunity to view the Learning Journals, discuss progress at Annual Reviews (often attended by a range of appropriate professionals), termly consultations and through regular home and school contact.

Parents are invited to contribute to their child’s Social and Emotional Targets. Parents receive an end of year Annual Academic Report which reflects the academic and social progress of the pupil over the year. The pupils are able to contribute to this report.

Pupils bring home daily a home/school book which provide a space for daily communication between parents and staff.

Tokens can be earned in each lesson where pupils receive feedback about their behaviour and progress with learning in the session. Teachers continually assess pupil progress in all subject areas. Any concerns that are identified are referred to the subject leader and senior management team. At the end of each week bronze, silver or gold vouchers are given out to each child depending on how many tokens have been awarded. The vouchers can be exchanged for gifts on Friday afternoons from a shop run by the Sixth Form.

Speech and language therapists are available to meet with parents. There are termly coffee mornings where parents can support each other and share their experiences. Outside agencies are often invited to these meetings who can offer further guidance and support on central issues to our parents and pupils.

**Support we offer for pupils’ health and general wellbeing.**  
At Oaktree we seek to support our pupils in having, healthy, safe and happy lives.

We have a strong pastoral care team that includes three child protection officers. We also have a member of staff who has responsibility for medication and social care. We have trained staff who work with any specific medical issues that our pupils may have. This training is carried out with the support of the school nurse who works with us at Oaktree. At the school we have a physiotherapist, a psychotherapist and a speech and language team who work very closely with our teaching and pastoral care staff.

The school has been awarded the healthy schools award and this is seen throughout  
lunchtime meals on a daily basis. Our café serves vegan meals and we teach our students the value of healthy food through growing vegetables in our poly tunnels as part of their horticulture lessons

As part of being a healthy school for all of our pupils, we have additional movement and physical activity sessions for small groups of pupils.

Physical activity is actively promoted and celebrated at Oaktree. We award certificates and medals for participation in school sporting activities. Physical activity through sports and dance is a key part of our extended school provision. Each year we have a whole school sports day, where pupils and staff participate in a wide range of fun, individual and team activities.

Some pupils are helped to get grants and personal budgets to buy services they want to enhance their socialisation. We work very closely with outside agencies such as Cheviots, Charles Babbage House, medical professionals and CAMHS.

Pupils contribute to their Annual Reviews and share their views with their parents or carers and other involved external agencies. Pupils also share their views within their school report that is sent home annually.

**Positive behaviour support and emotional well being.**

All behaviours have a meaning. Positive Behaviour Support aims to understand what behaviours that challenge tell us so that the person’s needs can be met in better ways. The way the person is supported often has to change to achieve this and this needs to be regularly reviewed by all the people involved.

Positive Behaviour Support is an approach that puts the person at the centre to make systems work for the person. We give the right support at the right time so people can thrive to meet their potential.

Staff are trained in Positive Behaviour Support (PBS) which is about working in partnership with people, treating them with dignity and respect and enabling them have a better life.

Staff are also trained in trauma-informed practice to support pupil emotional well-being. We are on a journey to becoming a trauma-informed service which can be separated into 4 stages:

1.       **Trauma aware:** Staff understand trauma, its effects and survivor adaptations.

2.       **Trauma sensitive:** The school can operationalise some concepts of a trauma-informed approach.

3.       **Trauma responsive:** Individuals and the organisation recognise and respond to trauma enabling changes in behaviour and strengthening resilience and protective factors.

4.       **Trauma-informed:**The culture of the school, including all work practices and settings reflects a trauma-informed approach.

**Specialist external services we use when we think extra help is needed.**

* Physiotherapist
* OT
* Psychotherapist
* School Nurse
* Peripatetic music teachers
* Chickenshed (a local theatre company) hold regular theatre workshops
* Facefront drama group
* Swimming sessions
* Zumba teachers
* Badminton Coach
* Cheviots
* CAMHS/SCAN
* Charles Babbage House
* Hearing and visually impaired specialist – Joseph Clarke

**The specialist training our staff have had or are getting.**  
All our staff are trained or experienced in the teaching of students with SEN. Best practice is constantly identified and disseminated within the school. There is a full programme of CPD (Continuing Professional Development) both school-led and provided by external consultants/trainers.Staff are trained in Maths and English interventions and Price training/PBS and First Aid, administering medication, Makaton, Communicate in Print and Food Hygiene. Staff are also had training in supporting Prada Willi Syndrome, Dyslexia, Visual Impairment, Numicon, Clicker 7 and other Multi-Sensory Teaching and Learning approaches. Our SENCo has NASENCo accreditation. Our head of 6th form is in the process of gaining careers certification this year

**Oaktree Outreach Service**

We provide an Outreach Service to teachers and parents across the authority advising and supporting in matters concerned with SEND provision. Visiting pupils with SEND in their settings and working with their teachers and LSAs has been greatly valued. We have organised training at school open to our staff, professionals and parents across Enfield throughout the year.

**How we encourage pupils to engage with the world outside at Oaktree School .**  
With our school trips and activities, we aim to enhance and enrich our academic and social curriculum. We aim to provide our pupils with key experiences in the community and the outside world that facilitate them in developing confidence in themselves as members of the school and broader community.

We also have regular reward trips to reward and celebrate pupils’ good behaviour. Parents/carers are sent a letter of permission to sign and return. For each trip, we maintain a high staff/pupil ratio. A thorough risk assessment is carried out prior to each trip.

**Our school environment and resources**

Our environment is a one storey building which backs onto a large Astroturf and grassed play area surrounded by woodland. Outside, we have a sensory garden, 3 poly tunnels for gardening, a cycle track and football/basketball court. Groups swim at a local pool. All our classrooms open onto the playground. In addition we have rooms for food technology, art, ICT and a Sports/drama hall space. We have a large school hall used for PE, Dinners and shows, a physio and medical room. We also have a café and the sports hall is combined with drama/dance, having had installed theatre lights, curtains, a PA sound system, 5 meter cinema screen with a remote controlled LED projector

In September 2015 we opened an enlarged Sixth Form room for studying, independence projects, enterprise and life skills projects and a place to relax.

Pupils may use appropriately modified equipment such as cutlery, chairs, a hearing loop system and writing tools to support their individual needs.

**How to apply for a place at Oaktree and how we prepare for pupils for joining our school.**  
All parents and pupils are encouraged to visit Oaktree if they feel that it might be the right school for their child. During these visits, parents and children will be shown around the school by a member of the Senior Management Team. This is a great opportunity for parents and prospective pupils to begin to get to know the school and ask any questions that they might have.

A referral for a place is made to the school by Enfield SEN services. After considering the paperwork and meeting the family and pupil, the school decides whether or not we can meet the pupil’s needs. If we agree we can meet those needs we reply to SEN services with this information. SEN services will then make contact with the parent about whether a place at Oaktree school will be offered or not. Should a place be offered and the parents accept the offer, the school can then be named on the pupil’s EHCP/Statement and a start date agreed.

During the transition process, Oaktree will liaise with the pupil’s present school to begin a handing-over process where all information is passed on to us so that we can prepare fully for the arrival of the new pupil. As part of this process, the pupils new class teacher will make a visit to the pupil’s school to see how they get on in their current environment.

A taster afternoon session is offered to all new pupils. This is a chance for them to meet the staff who will be working with them and to spend some time getting to know their new classmates and the school. We provide a Transition Book which has activities to help the pupil prepare at home.

**How we prepare for pupils for leaving our school.**

Transition reviews, for moving on from Oaktree, start in year 8. Part of this process is a careers interview with a Connexions advisor. Also at year 8, the annual review of the EHCP will identify pathways for the student to look at and also identify with the student and parent/carers their new PFA outcomes (see Dress rehearsal for adulthood through Pathways earlier in this document)

For any pupils with social services involvement, an Early Notification form is completed for Cheviots who then pass this on to Adult Services. At this stage, a Moving on Assessment is completed with the pupils and any other involved professionals.

Pupils visit different provisions and college tutors are invited in to meet with staff/parents and pupils. A great deal of work is done on independence and social skills to enable the pupils to feel confident about making the transition from Oaktree to the next exciting stage of their life.

**How parents are involved in school life.**  
Parents are centrally involved in the lives of our pupils. We use home school diaries for regular contact between home and school. Parents can also contact the school and talk directly to the teacher or another member of staff.

We communicate with parents through the headteacher’s weekly letter, texting service our website, [Google Classroom](https://en.wikipedia.org/wiki/Google_Classroom) and EfL. Parents are invited to coffee mornings, showcase performances, sports days, fetes, art exhibitions and sporting events. We have active parent governors who spend time in the school on a regular basis.

In January 2016 a new Parents Association was formed: Friends of Oaktree School (FoOS)

Our website gives up to date detail on events going on within the school, including our curriculum, policies and other useful information

**Who to contact for more information or to discuss a concern or complaint.**  
Parents can contact the school to speak to any of our members of staff. While it is vital that parents/carers have regular contact with the school, we also often receive messages from bus and taxi escorts who accompany pupils on their journey to and from school.

Parents who are unhappy with what we are doing can use the procedures laid out in the [Complaints Policy](https://www.oaktree.enfield.sch.uk/attachments/download.asp?file=1618&type=pdf) to address any concerns.

For further information please visit our website [www.oaktree.enfield.sch.uk](http://www.oaktree.enfield.sch.uk) or for broader information on SEND follow this link [www.enfield.gov.uk/SEND](http://www.enfield.gov.uk/SEND)

1. **Oaktree School Learning Journeys**                                                                                       

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   | ***Confident Community Engagement***  *(Sensory + Concrete learning experiences) Learning through the senses and learning through doing* | ***Community Engagement and Employment Opportunities***  *(Concrete + Abstract learning experiences curriculum) Learning through doing and acquiring knowledge* | ***Further Study and Skilled Work Opportunities***  *(Mid to top MLD) knowledge + skills-based learning experiences* |
   | **Learning Journey 1** supports students to live as independently as possible and to enjoy accessing their community confidently according to their individual strengths. | **Learning Journey 2** supports students to look at a variety of pathways after they leave Oaktree school.  They will have the opportunity to access a wide variety of jobs including catering and hospitality. | **Learning Journey 3** supports students by providing them access to a variety of assessments in order to lead them to their career of choice.  This can include GCSE with the support of local mainstream schools. |
   | **All students will have access to the on-site Café, this will provide a “Dress Rehearsal” to build on Social Skills and Work skills.** | | |
   | OCR:  Life and Living skills (OCR) | OCR/Assessments: Life and Living skills (OCR),  Signs and symbols in the community, Functional skills Entry Level 1,2 and 3 in Maths and English | OCR/Assessments: Life and Living skills (OCR), Functional Skills Level 1 in Maths and English |
   | **Early Communication**  Total communication supported by objects of reference, social sight vocabulary, Makaton. Familiar signs and symbols within the community. Focus on listening, attention and understanding as well as experiencing multi-sensory stories. | **Communication and Literacy**  Functional literacy including the use of signs and symbols within the community and a clear focus on communication and understanding. Early stages of reading and writing supported by the See & Learn approach or phonics as well as engaging and diverse texts.. | **Communication and Literacy**  English lessons have a focus on longer, age-appropriate and diverse texts that students can derive enjoyment from. Reading taught through the See & Learn approach or phonics. Learning to read evolves into reading to learn. Students encouraged to read for pleasure. |
   | **Exploring and understanding the World/Numbers in the World**  Recognising numbers, money awareness, concept of time | **Numeracy**  Functional Numeracy in everyday life, Maths lessons including data and number/financial education | **Numeracy**  Maths lessons including Geometry, measure, data and number/financial education |
   | **Physical Development**  P.E, Swimming, Dance, Yoga,  Physical Therapy, Occupational Therapy, Sensory experiences, | **Physical Development**  P.E, Swimming, Dance, Yoga,  Physical Therapy, Occupational Therapy | **Physical Development**  P.E, Swimming, Dance, Yoga, Physical Therapy, Occupational Therapy |
   | **Personal, Social and Emotional Development**  Preparation For Adulthood:  Independent Living, Health, Friends, Relationships and Sex Education,  Relationship and the community, self-confidence and self-awareness, health and self-care | **Personal, Social and Emotional Development**  Preparation For Adulthood: Employment, Independent Living, Health, Friends, Relationships and Sex Education, Relationship and the community | **Personal, Social and Emotional Development**  Preparation For Adulthood: Employment, Independent Living, Health, Friends, Relationships and Sex Education, Relationship and the community |
   | **Enrichment**  Music, Art, Dance, Pathways, Trips | **Enrichment**  Music, Art, Dance, Pathways, Trips | **Enrichment**  Music, Art, Dance, Pathways, Trips |
   | **Living and Leisure**  Work experience, shopping, Cooking, Independent living, Out and about, Café in and out of school, horticulture | **Life and Living Skills**  Careers Education/work placements  Independent living skills, Café in and out of school  Travel training, Agriculture support, Trade | **Life and Living Skills**  Careers Education/work placements  Independent living skills, Café in and out of school, Travel training, Horticulture, Trade |

   [↑](#endnote-ref-1)