

Oakmeeds Community College - Local Offer

1. How does the school know if my child needs extra help?

- Before students transfer to Oakmeeds from primary school, information is passed on regarding any students who have identified special educational needs. Staff from Oakmeeds Learning Development Department, which incorporates the SEN team, meet with the form tutor and SENCO of our main feeder schools to discuss the needs of these students in detail.
- If staff in the school are concerned about a student's progress they can refer them to the Learning Development Department for assessment. The progress of all students is monitored closely; students who are not making expected progress may be referred to the Learning Development Department for assessment.
- Parents can raise any concerns that they have about their child's progress at Parent Consultation Evenings with form tutors or directly to the Directors of Inclusion.
- Students who are experiencing difficulties are also encouraged to discuss these with staff at the school and may be referred to speak to a member of the Learning Development Department.

Assessments used by the Learning Development Department may include assessments of reading accuracy, reading comprehension, spelling, processing speed, writing speed and writing accuracy. The school also uses the LASS assessment programme to assess for potential literacy.

2. What should I do if I think my child may have special educational needs?

In the first instance, parents should speak to their child's form tutor or a relevant subject teacher if they have concerns.

Parents are also welcome to contact the Directors of Inclusion directly, by phone, email or letter, who will discuss their concerns with them and make arrangements for any appropriate assessments.

3. How will I know how my child is doing?

- Tracking sheets are sent home every half term, showing how students are progressing.
- A yearly report is provided giving a more detailed description of each student's achievements.

- Yearly Parent Consultation Evenings offer parents the opportunity to meet with subject staff to discuss student progress.
- If concerns are raised, parents may be contacted by the school to discuss progress in more detail.
- Information regarding any interventions put in place for a student will be shared with parents by phone, email or letter.
- Parents may contact the school to request information on how their child is getting on.

4. How will you help me to support my child's learning?

- Parent Information Evenings take place at the start of every year. These are attended by teachers from the core subjects, who will advise parents on useful strategies to support their children.
- The Directors of Inclusion are happy to talk to or meet with parents to discuss how home and school can best work together to support learning.

5. How will the school support my child?

- All students with identified special needs are included on the Register of Special Educational Needs and Disabilities, which is given to all staff. The register details information about each child's needs together with suggested strategies to support them.
- At the start of the academic year, teaching staff are briefed by the Directors of Inclusion about the needs of students with special educational needs who will be joining the school.
- Students with Education and Health Care Plans and other students with a high level of need have a Personal Programme, containing detailed information about their needs and appropriate teaching and support strategies.
- Subject teachers use the information from the SEND Register and Personal Programmes to inform their lesson planning. Information is regularly distributed to staff about newly identified needs and strategies and staff are able to access advice and support from the Learning Development Department as required.
- Learning Support Assistants are assigned to support students in classes where this is appropriate. This may be according to the requirements set out in Education and Health Care Plans or wherever the school feels such support would have a positive impact on progress.
- The progress of students with SEND is closely monitored and students who are not making expected progress may be offered additional support. Interventions include 1:1 and small group support, which may take place during tutorial time or after school.

Students who require extra support to boost their literacy and numeracy skills may be exempted from taking a second Modern Foreign Language and placed in a class focussing on core subject skills, which is broken down into small Targeted Action Groups (TAGs) focussing on specific areas of concern.

- Students experiencing social or emotional difficulties may be referred to one of our Student Support Mentors, who offer 1:1 and small group support to students on areas such as anger management, friendship issues and organisational skills.

6. How will the curriculum be matched to my child's needs?

- At Oakmeeds students are placed in teaching groups according to ability, enabling staff to adapt the curriculum to offer the appropriate level of challenge to students of different abilities. Support from the Learning Development Department and LSAs is available to assist staff in planning lessons appropriate to the needs of all students.
- Specialist equipment, such as keyboards or laptops for students who struggle with writing, may be provided if appropriate.
- In Key Stage 4 (Years 10 and 11) a range of courses are available to meet the needs of all students. As well as academically challenging GCSE courses, vocational courses including a range of Cambridge Nationals, ASDAN and My Skills are offered.

7. How is the decision made about how much support my child will receive?

At Oakmeeds, support is assigned to students based on their specific needs, whether social, emotional or medical and the professional judgement of the staff working with them. Support may be directed by provisions written in a statement of SEN / Education and Health Care Plan, however the level of support for students without this will be decided on by discussions held between the Directors of Inclusion, relevant subject teachers, staff from the child's previous school and parents. It is vital that any support provided is appropriate to the needs of the pupil and gives them opportunities to learn independently and develop skills to enable them to cope outside of the school environment. The level of support given to a child will be reviewed regularly, taking into account the impact that the support is having in terms of the child's progress, both academic and social. Parents and the students themselves will be involved wherever possible in decisions relating to the support offered.

8. How are the school's resources allocated and matched to children's special educational needs?

The school's resources to support students with SEND are allocated according to the needs of the cohort in school at the time. The Directors of Inclusion liaise with the Senior Leadership Team to prioritise need and organise the timetabling and grouping of students to make the most efficient use of staffing resources available, this may include organising teaching groups so that students with special educational needs are taught in smaller classes, with higher levels of LSA support. Resources are also allocated to provide small group and 1:1 interventions, as appropriate, to help students who are falling behind achieve expected levels of progress. Resources may also be allocated for specialist equipment or for staff training to enable them to support students with specific types of need.

9. How will my child be included in activities outside the classroom including school trips?

At Oakmeeds we aim to include all students in appropriate extra-curricular activities and the school will make reasonable adjustments to ensure that students with special educational needs are able to take part fully in activities and trips, as long as their health and safety can be assured. This may involve assigning extra staff, preparing students in advance or adapting activities.

10. What support will there be for my child's overall well-being?

In the first instance, your child's form tutor will monitor the well-being of the students in their group, supported by the relevant Heads of Year. All staff in the school are made fully aware of the social and emotional needs of students with special educational needs, as well as their learning needs. In addition to this, there is support available as follows:

- Our 2 Student Support Mentors help students overcome non-academic barriers to learning – they offer drop in sessions, as well as targeted 1:1 and small group support.
- Oakmeeds employs a school counsellor to support students experiencing longer term emotional difficulties.
- We have a Behaviour Support Manager, who works with students who may be experiencing difficulties in managing their behaviour.
- Staff in the Medical Room are able to support students with medical conditions.
- Students experiencing difficulties at lunch and break times may be invited to the lunchtime 'haven' in the Learning Development Department.
- The Talk About Problems (TAP) initiative gives students the opportunity to talk about school-related issues with specially trained student volunteers.

11. What specialist services and expertise are available at or accessed by the school?

At Oakmeeds we employ the services of :

- A school counsellor
- A Speech and Language Higher Level Teaching Assistant
- A Parent Support Advisor, who is available to offer objective support and advice to parents

We also access support from

- The SEND Alliance based at Woodland Meed
- West Sussex Educational Psychology
- Sensory Support Services for students with visual or hearing difficulties
- Child and Adolescent Mental Health Services (CAMHS)
- School Nurse
- Children and Young People's Planning Forum (CYPPF)

12. What training have the staff supporting children with SEND (Special Educational Needs and Disability) had or are they having?

Staff training needs are assessed according to the profile of our intake each year and INSET may be delivered to all staff on key areas. Recent whole staff training has included:

- autism
- Attachment theory
- selective mutism.

Within the Learning Development Department, staff have received training in the following areas:

- autism
- ADHD
- Attachment theory
- Dyslexia
- Dyscalculia
- selective mutism
- therapeutic story writing
- handwriting support.

13. How accessible is the school environment?

Whilst Oakmeeds is accessible to students with minor disabilities, the building is not fully wheelchair accessible and there are a number of classrooms located on the first floor. There are disabled toilet facilities and a changing area suitable for a disabled student could be made available. There is a treatment room available if needed. The school would seek to work with West Sussex LEA to source any specialist equipment required by a student with SEND joining the school.

Oakmeeds is committed to facilitating communication with parents whose first language is not English and, if absolutely necessary, translators will be employed. The Learning Development Department currently has 3 members of staff who are experienced in working with students with EAL and recently a young interpreters scheme has been set up.

14. How will you support my child when they join or leave the school or move to another class?

At Oakmeeds we pride ourselves on the excellent relationships we have built with local primary schools. The Head of Year 7 and staff from the Learning Development Department conduct transition meetings with the Year 6 teachers and SENCo of all our feeder primary schools. During this meeting information about any pupils with special educational needs is shared and appropriate provision is agreed. Subsequently extra visits to Oakmeeds may be arranged for pupils who are anxious about transition and/or staff from Oakmeeds may undertake some observation work focussing on students with special educational needs.

Teaching staff and form tutors are provided with any relevant information about students transferring to Oakmeeds and are able to use this in their initial planning for their groups. As students move up through the school, information regarding needs and support strategies is updated and passed on to teaching staff

We also liaise with the main local providers of post-16 education about the needs of students transferring to them.

The name and contact details of the Director of Inclusion (incorporating SENCo role)

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Or email:

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