



OASTLERS SEND Information Report 2018-19

Oastlers School is a fully inclusive school where all pupils are valued equally. All learners are entitled to have access to a broad, balanced, experiential and relevant curriculum, which is differentiated to meet individual needs. Oastlers School is committed to equal opportunities, with learners being encouraged to achieve their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum that promotes interest, excitement and discovery that encourages lifelong learning.

Learners of all ages and all abilities will:

- Be treated as unique human beings with individual needs, interests and aptitudes that are outlined in their individual Education, Health & Care Plan.*
- Be provided with opportunities for continued growth and development so that they can increase self-esteem, resilience and become confident learners.*
- Receive a broad and balanced curriculum, which allows learners to make informed choices as they progress through school. Be encouraged to achieve their full potential, whatever their abilities.*
- Be encouraged to learn through a range of enjoyable, experiential and stimulating experiences in an atmosphere where learners feel valued, encouraged and safe. Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.*
- Be encouraged to see education as a life-long process to the benefit of future socio-economic success and well being.*
- Have an annual review of the EHCP where the views of the child and parent/carers will be of paramount importance.*

This SEN Information Report outlines information regarding the ways in which we provide support for all learners with Special Educational Needs (SEN), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.

Regulation	Question	School Response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do learners have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children of the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Learners at Oastlers School have a range of difficulties but primarily Social, Emotional and Mental Health Disturbance (SEMH). However, other needs may be identified such as communication and interaction; cognition or learning; and sensory or physical difficulties.</p>
2. Information, in relation to specialist settings about the school's policies for the identification and assessment of learners with special educational needs	<i>How do I know if I can access a place for my child at Oastlers School?</i>	<p>All learners who attend Oastlers School have existing, identified special educational needs. Admission is based upon the necessity to already have an Education, Health and Care Plan. Oastlers School is not available for <i>assessment</i> of need.</p> <p>Specific needs may have been identified at previous mainstream settings, where assessment of need took place resulting in a detailed Education, Health and Care Plan.</p> <p>Admission to Oastlers School is strictly via the Local Authority SEN team. The Education Health and Care Plan will have identified the need for a specialist setting best able to meet need.</p> <p>Oastlers School is a specialist setting for children and young people who have complex Social, Emotional and Mental Health (SEMH) disturbance. Some of those learners may have additional needs, such as sensory, learning and cognition or communication and interaction needs. Such needs would be deemed secondary to the primary need of SEMH.</p> <p>Oastlers School provides a nurturing and fully supportive learning experience for children who have found large, busy schools too difficult to navigate due to their personal circumstances that have become barriers to learning. Our small classes, skilled staff, experiential but balanced learning offer working alongside our therapeutic support, provides our learners with the response they need to help children to self-regulate their complex emotional responses in order for learning to continue.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All learners are assessed on a regular basis, in accordance with our Assessment for Learning Policy. Teachers formally assess and review progress and attainment 6 times per year. Formal reporting is shared with parents/carers twice per year at spring and summer term. However, parents/carers are communicated with informally every two weeks, by telephone or in person. We believe those regular updates support our learners and their families in a crucial way, so that early intervention can be identified at more frequent intervals. Additionally, parent/carer evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps.</p> <p>All our learners, parents/carers will be involved in their annual Education, Health and Care Plan Review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all learners, and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for learners is analysed for effectiveness and value for money.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 2 formal reports each year which will provide information on your child's progress and attitude to learning. Heads of Department, Class Teachers and support staff will monitor and review your child's progress and where concerns are identified, an appropriate intervention will be put in place.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parent/carer evenings and events; email; telephone calls; appointments made with individual teachers and annual and termly reviews.</p> <p>The school provides information for parent/carers through newsletters; information on the website; parents' evenings and letters home.</p>

<p>3c. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p>	<p>All our learners follow a traditional curriculum, however in Y7 and Y8 our learners follow a primary, experiential, thematic model in order for them to recover lost learning or close the gaps. This helps them to be better prepared for the GCSE offer that follows from Y9 to Y11. The primary based model means that children remain with their class teachers enjoying a highly nurturing experience. At Y9 learners will begin the process of accessing teaching from subject specialist teachers in specialist rooms such as science, art, food technology etc. During the Y9 Options Event, all learners will select two optional or vocational GCSE options to sit alongside GCSE (or equivalent) mathematics, English, science, RE, citizenship, PE, music and ICT. Ours is a highly aspirational offer and we have secured 100% outcomes for all our learners, whatever their ability.</p>
	<p><i>How accessible is the school environment?</i></p>	<p>Due to the layout of the building there are some areas of the school where accessibility may be difficult for some learners with mobility issues but we do our best to make it a safe and welcoming environment and any reasonable adjustments will be made. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND learners throughout our school including a lift to access all floors, disabled toilets, ramp access and wide corridors and equipment to help with reading and writing to assist learners with physical difficulties or visual impairment.</p>
<p>3d. Additional support for learning that is available to pupils with other or additional special educational needs such as those to support mental health</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff, from multiple agencies, available to support learners and address any additional needs. This includes the SENCO, Assistant SENCO, Inclusion Leaders, Therapeutic Team, Safer Schools Officer, Social Worker and Higher Level Teaching Assistants.</p> <p>Our multi agency team is well placed to support specific, arising needs according to their circumstance.</p> <p>Our class sizes compromise no more than 8 learners with a minimum of one teacher and one Inclusion Leader present to support learning. There are some children who may require further support, allocated by the SENCO in the workshop for example.</p> <p>The school holds a weekly safeguarding meeting that discusses the needs of individual learners requiring additional support, either learning or therapeutic, where resources are allocated according to need. Those decisions are then monitored weekly by the school's OASIS group, to measure the impact on learners' wellbeing.</p>

<p>3e. How the school enables learners with special educational needs to engage in the activities of the school</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p>	<p>A large range of academic and leisure/social activities are available at Oastlers School. They are open to all learners. All our clubs and activities are fully supported and are viewed as important as any of our formal lessons. Learners are required to select which club and activity they would like to be involved in each day. Currently are daily clubs include:</p> <ul style="list-style-type: none"> • Chill club • Outdoor sport (football, badminton, tennis, volleyball) • Pool/games (indoor activities, darts, cards, board games) • Music club • ICT club • Dancing/youth club • Art club • Archery club • Football • Gym Club
	<p><i>How can my child and I find out about these activities?</i></p> <p><i>Will my child be included in activities outside the classroom, including school trips?</i></p>	<p>The extra-curricular timetable is advertised widely around the school. New clubs and activities are actively sought from learners to keep the list refreshed and current.</p> <p>Typically, we organise outdoor education every term for KS3 learners, swimming lessons weekly for KS3, residential opportunities, trips and offsite visits. Reward trips and visits are based on the acquisition of points earned throughout the term as per the behaviour and rewards system.</p>
<p>4. Details of key people to contact about learners with additional needs</p>	<p><i>Who should I contact if I want to find out more about how Oastlers School supports learners with SEND?</i></p>	<p>The school's SENCO is Mrs Fiona Graham The Designated Teacher for children looked after is Mrs Fiona Graham The Assistant Headteacher for pastoral Care is Mr Duncan Beckley The school's child protection lead is Mrs Joanne Taylor The school's safer schools officer is PC Catherine Wilkinson The school's counsellor is Mr Phil Parr The schools lead governor for safeguarding is Ms Sue Woolmore The school's lead governor for SEND is Mrs Sue Mawson (chair of governors)</p>

<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>Our staff have extensive training, including:</p> <ul style="list-style-type: none"> • Two Level 3 counsellors • Two Sleep Tight Practitioners • Two Youth Mental Health First Aiders • Two Attachment Leads • Nurture Group Practitioner • Rebound Therapist • Relaxation Therapist (Kids yoga instructor, massage) • Assessment & Access Arrangements (CPT3A) • Certificate of Psychometric Testing • Post Graduate SENCO Award • Mental Health Champion • Peer Support Practitioners • SLE English Lead <p>Our staff have also had extensive safeguarding training and child protection training.</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other services?</i></p>	<p>As a school we can access a range of services. Services include CAMHS, Education Psychology Service, Children's Social Care, Youth Offending Service, West Yorkshire Police, School Nursing Service, Voluntary Sector Services and other health specific services (as required) to support those with specific needs. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other service support please contact Fiona Graham or discuss the issue at the next review.</p>

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> • Helping them to be organised for their day • Encouraging full attendance and excellent punctuality • Encouraging reading and research skills at home • Attending parents'/carers' meetings, reviews or events • Attending any meetings specifically arranged for your child • Becoming actively involved in your child's education journey • Becoming involved with the school community <p>We will support you by making sure that you are aware of the key staff in school with whom you can raise issues or concerns. You will also be given guidance and advice by your child's teachers on how you can support their learning when you attend parent's/carer evenings, events or review meetings and staff will be happy to discuss this with you at other times should you wish. We have an 'open door' policy and welcome our parents/carers into school any time.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Learners regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements at and prior to review meetings. Where appropriate learners are assigned a mentor with whom they meet regularly to review achievement and progress, to acknowledge success and address any concerns.</p>

<p>9. Any arrangements made by the governing body relating to the treatment of complaints from parents/carers of learners with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Information about the school's complaints policy is on our website. However, please contact the office or our SENCO, Fiona Graham, for further information or help with raising complaints and you will be supported through the process.</p> <p>For further, independent support, parents/carers are encouraged to seek help from SENDIAS on 01274 513300 or via:</p> <p>Email: Bradford SENDIASS Facebook: Bradford SENDIASS Twitter: @BradfordSENDIAS</p> <p>In the first instance contact your child's form tutor who may refer your concerns to a more senior member of staff if needed. Alternatively, please contact our Assistant Headteacher Mr Duncan Beckley on 01274 307456. The school's complaints procedure is available on the school's website.</p>
<p>10. How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of learners with special educational needs and in supporting the families of such learners</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services. Services include CAMHS, Education Psychology Service, Children's Social Care, Youth Offending Service, West Yorkshire Police, School Nursing Service, Voluntary Sector Services and other health specific services (as required) to support those with specific need. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other service support please contact Fiona Graham or discuss the issue at the next review.</p>

<p>11. The contact details of support services for the parents of learners with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>To discuss what support is available in school please contact the SENCO, Fiona Graham, who may also be able to advise you on advice and support services available in the local area.</p> <p>For a comprehensive list of Local Authority and voluntary support services please refer to ‘The Guide’, which is the Bradford and District Local Offer.</p> <p>This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 439261 or email LocalOffer@bradford.gov.uk</p>
<p>12. The school’s arrangements for supporting learners with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and support services and provide additional transition support both before your child starts and afterwards, where required.</p> <p>All our learners receive independent advice on careers and are encouraged to visit colleges, further education establishments, training providers or employment opportunities to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Prospects and local colleges to ensure that post 16 providers are fully aware of a learner’s needs and how they might best be supported, as well as ensuring that all relevant information sharing has taken place to ensure a smooth transition between phases.</p> <p>The school’s independent careers advisor is Mrs Amanda Raynor-Sugden who can be contacted on 01274 377800</p>
<p>Information on where the Local Authority’s local offer is published.</p>	<p><i>Where can I find out about other services that might be available for our family and my child?</i></p>	<p>This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274 439261 or email LocalOffer@bradford.gov.uk</p>

Key Staff

Headteacher: Mrs Lyndsey Brown

Deputy Headteacher with responsibility for achievement: Mr Ray Sutcliffe

Pastoral Leader: Mr Duncan Beckley

SENCO: Mrs Fiona Graham