



## **SEN Information Report: GREAT OAKS SCHOOL**

**This document describes what we do to support our young people throughout their time at Great Oaks, and during the transition process at Post 16 or Post 18**

**July 2022**

### **Great Oaks School**

- Provides for up to 340 young people with complex learning difficulties between the ages of 11 and 19.
- Is a positive, supportive and caring environment where all pupils are encouraged to achieve their full potential.
- Has a small College provision with an emphasis on Life Skills, Community, Independence and Post 19 options.
- Ensures that all pupils are equipped with the skills, attitude and knowledge that they will need for the future.
- Celebrates and recognises achievement at every opportunity.
- Promotes good behaviour, positive self image and encourages our pupils to become effective communicators.
- Makes full use of the local community to enable all pupils to develop social skills and bring learning to life.
- Promotes effective working relationships between parents, carers and external agencies.

Great Oaks School is a Secondary Special School for pupils with a broad range of complex learning difficulties. All of our pupils have learning difficulties and many have additional needs (Autism, challenging behaviours, physical difficulties or speech difficulties)

Pupils are grouped in classes of 6 to 12 students and follow a curriculum that meets their individual level of need. For some this may mean following a modified Secondary curriculum. Others will follow a supported class-based curriculum, while some will follow a more personalised curriculum.

In September 2017 Great Oaks School became an Academy and part of the Solent Special Education Trust, which currently comprises Great Oaks and Rosewood schools

## Learning and Curriculum



## An exciting and varied Curriculum

### What is available for all our children and young people

- A varied, broad and exciting curriculum based on 5 learning areas - Key Skills, Technology, World Studies, Leisure, Arts and Skills for Life. In Post 16 the curriculum is based on Key Skills, Vocational, Personal and Leisure Skills
- Detailed planning in all subject areas, with differentiated activities according to the level of need of the pupil.
- Ongoing assessments in all subject areas of pupil progress and attainment.
- Ongoing analysis of data for whole school, individual pupils and groups of pupils across the school.
- Opportunity to take externally moderated qualifications according to level of need.
- The Great Oaks Guarantee outlining 13 enrichment activities that all pupils have opportunity to partake in during their time at school
- Ongoing contact with parents through the class dojo
- Individual Education Plans reviewed and sent home every term.
- Ongoing updates linked to the Curriculum in the weekly Newsletter.

### In addition

- Behaviour plans and individual support programme.
- Detailed risk assessment for individual pupils.
- Use of PECS, Signing symbols and iPads to support learning.
- Input from a Speech and Language Therapist and Speech and Language Assistants
- Regular multi agency meetings to support/review any difficulties.
- Modern Foreign languages (MFL) taught to all pupils in key stage 3 through ½ termly themed mornings
- Whole school RE theme days.
- Friday afternoon activity clubs for every pupil.
- Regular off site trips linked to Curriculum topic areas in order to enhance the learning.
- After school clubs three days per week

## Support



**Small classes with experienced staff.**

### What is available for all our children and young people

- Small class groups. 6 - 9 pupils in Pathways 1, 8 - 10 pupils in Pathway 2 and no more than 13 pupils in Pathway 3
- High level of adult staffing in classes according to the level of need and Pathway
- Weekly class team meeting to review progress, IEP'S, share information.
- Daily briefing to share relevant pupil information.
- Programmes provided by Speech and Language Therapists, Occupational Therapists and Physiotherapist where appropriate.
- Dedicated Welfare Officer to support and pupil and parents with medical and welfare issues
- Emotional Literacy (ELSA )support provided if needed in a 1:1 setting.
- Nurture group offered to all pupils in a small group setting, who meet on a daily basis.
- Lunchtime clubs offer regular support.

### In addition

- 1: 1 support if appropriate
- Rotation of staff to ensure a varied staff team.
- Regular staff meetings to establish a consistent approach.
- Support from Educational Psychologists.
- Regular Multi Agency support meetings if needed.
- Support from prevention social worker if needed.
- Personalised Timetable activities and support if needed.
- Harcourt Road off site provision with a high level of support.

## Teaching Approaches



## Achievement for all.

### What is available for all our children and young people

### In addition

- Pupils grouped into one of three Pathways depending upon need. The Pathways determining curriculum structure, lessons taught, levels of support and accreditation in Key Stage 4
- Small group teaching for all lessons.
- Structured visual environments in every classroom.
- Consistent routines and systems used throughout the school.
- Regular communication through frequent staff meetings discussing curriculum and pupil updates.
- Broad range of staff subject expertise.
- Accreditation opportunities for all according to relevance and level of need, Ranging from ASDAN awards through to Entry level and arts Award qualifications
- Individual behavioural reward plans and systems in place to motivate learners.
- Access to specialist rooms.

- Off site provision at Harcourt Road exists for pupils who are struggling to access the main school. This is highly staffed, and dependent on appropriate funding levels.
- Some pupils may be identified for a more Personalised timetable, this may involve 1:1 support for activities and work away from the class.
- Intervention support in Maths and English where identified as needed.
- 1:1 support and teaching time if appropriate.
- Regular Friday afternoon activities (clubs include climbing, canoeing, Rock Challenge, Bowling, sensory )

## Physical and Environmental



### What is available for all our children and young people

- Well designed, visual and well-resourced classrooms.
- Access to specialist areas within the school (hydrotherapy, sensory room, soft play)
- Off- site Provision for Post 16 students (Lodge at Down to Earth Farm)
- A Café to develop vocational skills in our Post 16 students at Green Lane
- A high level of relevant, fully accessible ICT facilities available to support learning.
- Exciting outdoor play equipment.
- A sensory Woodland walk with Tree house!
- A Vocational Education centre workshop.
- Access to a wide range of off- site experiences on a regular basis (horse riding, bowling, climbing, canoeing)
- Opportunities to attend-regular residential experiences (eg QE2, Woodmill, Butlins)

### In addition

- Specialist equipment to aid any mobility or communication issues.
- Designated off site provision for pupils identified with relevant needs.
- Small teaching areas for specified pupils if needed.
- Offsite personalised learning facilities at Bugle House

## Well Being



### What is available for all our children and young people

- A positive philosophy based on Growth Mindset
- Opportunities for pupils to succeed and to fail in a supportive environment
- Positive behaviour management which includes a wide range of rewards.
- PSHE is a core subject, and pupils are able to develop social skills during their morning tutor sessions.
- Pupils are encouraged to develop their confidence and self esteem through a variety of whole school activities and enhanced curriculum.
- Pupils are offered ELSA and small group social skills sessions if appropriate.
- Staff meet regularly with the Key Stage Managers to discuss any pastoral issues linked to pupils in their tutor group.

### In addition

- Regular joint meetings with multi agencies, parents and school.
- A “Buddy” system for new pupils where they are mentored by older pupils during their early days at school.
- Liaison with health services, including school nurse, physio, OT and Speech therapists.
- “Talkabout” social skills programme covered by all pupils in KS3.
- Regular Praise and celebration of achievement during Assemblies.
- The Great Oaks Guarantee of 13 key opportunities all young people will have

## Questions you may have:

Question	Answer
<b>1. When are children and young people able to access Great Oaks School?</b>	<p>Usually young people will usually transfer to Great Oaks at either Year 7 or Year 12 from another educational setting.</p> <p>The Local Authority may commission a placement at Great Oaks in other years if a placement at another educational setting is not able to meet the young person's needs</p>
<b>2. How does Great Oaks School know what additional help my child will need?</b>	<p>All young people placed at Great Oaks School have a statement of Special Educational Needs or an Educational Health and Care plan, and this describes their own area of need fully and also informs their own individual education plan.</p> <p>This is reviewed formally once a year during the Annual Review meeting, where progress is discussed and any additional needs or changes to the statement are then made. All classes have a high staffing ratio, and each teacher is able to quickly identify any requirements for additional support.</p> <p>The class teacher for each group is the first point of contact for parents or carers who have any concerns about their child developing any additional need during the year who may require additional support.</p>
<b>3. How will Great Oaks staff support my child?</b>	<p>Each teaching group has, on average, one teacher and up to three special school assistants. This will vary according to pupil need within the group. The classes can vary from, on average 6 to 12 young people. Pupils can be taught in whole classes, small groups or 1:1 by the class teacher or assistant. The class teacher plans for all the pupils in the class, and is responsible for the overall assessment of their attainment and progress.</p> <p>Many of our pupils in Key Stage 4 access work experience, college opportunities and an enhanced curriculum allowing lots of opportunities to prepare for transition at P16. There are also numerous opportunities to take external accreditation in a range of subjects in KS4 and KS5 according to relevance and level of need of the pupil.</p> <p>The School governors meet regularly to look at progress and attainment of all pupils in the school. This is collated and analysed on a regular basis, and compared with national data of similar pupil groups in other special schools.</p>

<p><b>4. How will the curriculum be matched to my child's needs?</b></p>	<p>Our Curriculum is based on the National Curriculum, it has been adapted and modified in order to make it more meaningful for our pupils. It includes all of the statutory subject areas for KS3 and KS4, and detailed plans have been produced and are used in every subject area.</p> <p>We also enhance our core curriculum through a variety of activities. We hold regular whole school RE days, and MFL mornings for pupils in KS3. Pupils are encouraged to take part in whole school activity weeks, residentials, Friday afternoon clubs and regular trips out into the community.</p> <p>Great Oaks strive to offer as wide a range of experiences to our pupils as possible. These opportunities give our pupils the chance to develop their own skills as well as improving their self confidence, self esteem and social skills.</p>
<p><b>5. How will I know how my child is doing and how will you help me to support my child's learning?</b></p>	<p>You will receive regular communication from the school about progress your child is making at school. The Home School communication diary, and your child's class teacher is the first point of contact for any communication you may wish to make on a daily basis.</p> <p>Copies of each pupils Individual targets are sent home at the start of every term. Assessments are made on a regular basis in every classroom, and the class teacher is responsible for maintaining and updating records in their classroom. Teachers meet regularly to share and update assessment, and are able to plan for future learning and progression.</p> <p>Parents and Carers also receive weekly newsletters, which are also added to our school website and Go Platform! (our school based social networking site) We hold at least 2 Parents Evenings per year where staff report back on pupil progress in all subject areas. We also send home an Annual School Report at the end of the year, and each pupil will have one Annual Review Meeting per year</p>
<p><b>5. What support will there be for my child's overall well-being?</b></p>	<p>The well- being and emotional health of our pupils is of vital importance, and as important as their academic progress. Every class teacher will plan for the development of their pupils, and our broad and varied curriculum ensures the full social and emotional development of every pupil. The high staffing levels in each group help to support and develop the emotional well- being of every pupil in the group. Any individual personal care needs are met on a daily basis by staff in the class team. There will be regular liaison with Health services, depending on the individual need of the pupil.</p>

	<p>Pupils are also supported through the development of their individual behaviour plans, communication passports and regular communication through the Home School book.</p>
<p><b>6. What specialist services and expertise are available at or accessed by Great Oaks?</b></p>	<p>There are many specialist services accessed by Great Oaks. Visiting therapists include Speech and Language, Occupational Therapist, Physiotherapist and Music Therapist. Pupils are referred to therapy services through their Annual Medical, or during their Annual Review meeting or school medical</p> <p>The school also accesses a range of specialist services through the Jigsaw team which includes social care and health services. A school nurse visits regularly. The school Psychology Service also provide ongoing advice and support.</p> <p>All of our school staff are highly skilled in meeting the individual behavioural, learning and social needs of pupils with complex learning difficulties.</p>
<p><b>7. What training have the staff had or are having?</b></p>	<p>All staff receive a comprehensive and ongoing training programme designed to make sure they are fully equipped to meet the needs of young people with complex learning needs. All new staff take part in a detailed Induction Programme, and all new staff supported regularly throughout their first year by Senior Staff.</p> <p>All staff receive regular training in Team Teach (positive behaviour management), Communication (including signing) and opportunities to train as First Aiders, Midas (minibus drivers) and many complete regular swim training courses.</p> <p>School staff complete five days of annual training, and this time is carefully planned for to make sure that it is used to extend and develop staff knowledge and skills further, and also to work on any key areas of the school development plan for the year.</p> <p>The school is part of the Southampton Inclusion Partnership Teaching school which offers arrange of specialist training and support to staff</p>
<p><b>8. How will my child be included in activities outside the classroom including</b></p>	<p>Great Oaks is a fully inclusive school, and all pupils are encouraged to fully participate in whole school events and activities, on and off site. The extent to which every pupil is able to participate will vary according to the individual pupil and their level of need, but activities and expectations will be carefully differentiated in order to support every pupil. As a school we place huge value on the importance of a balanced and varied curriculum, and on curriculum enhancement activities.</p> <p>All visits and off site activities are fully risk assessed, and carefully planned for. Pupils are also able to take part in regular class trips and visits, and parents and carers are communicated with on a regular basis to ensure they are</p>

<p><b>school trips?</b></p>	<p>fully aware at all times of any off site activities.</p>
<p><b>9. How accessible is the school environment?</b></p>	<p>Great Oaks is a purpose built Special School and is fully accessible. We have access to specialist rooms, hydrotherapy pool, sensory room, soft play room and a fully equipped new Sports Hall and gym area. Classrooms and corridors are well lit, and 2 lifts connect the different floors of the building to enable easy access for any non mobile individual.</p>
<p><b>10. How will Great Oaks prepare and support my child to join the school and then transfer to a new school?</b></p>	<p>Great Oaks has a very thorough transition programme to help support pupils with the move to Secondary School.</p> <p>We encourage parents to visit the school during a normal working day, anytime from Year 5 onwards</p> <p>There is a new pupil evening in the Summer Term for all Year 6 pupils. Great Oaks Staff also make every effort to attend all Year 6 Annual Reviews prior to transition, and we also hold various transition days prior to the whole school Year 7 day in July. Pupils are all given a transition book, and information about their new class prior to the start of each new academic year. Detailed liaison between Great Oaks staff and staff from your child's current school setting will take place prior to any transfer, and after a place at Great Oaks has been confirmed.</p> <p>School staff will also support transition on from Great Oaks. We will offer support to any visits to the new school, liaise with the new school staff to share any information and provide an individual transition book.</p>
<p><b>11. How are Great Oak's resources allocated and matched to student needs?</b></p>	<p>All pupils will receive support matched to their own level of need during their time at Great Oaks.</p>
<p><b>12. How is the decision made about what type and how</b></p>	<p>LMT, in liaison with the feeder schools will decide on the most appropriate setting for each pupil. This is very flexible, and allows for emerging pupil need, or learning style.</p>

<p><b>much support my child will receive?</b></p>	<p>The class teacher will determine the individual level of support needed within the classroom on a day to day basis.</p> <p>If an individual pupil is presenting with challenging behaviour on a more regular basis then an increased level of support will be discussed and planned with Senior Managers according to the level of need. This is most likely to be provided from within the class team, but there will be key times during the day (social and lunch) when this is likely to be increased.</p>
<p><b>13. Who can I contact for further information?</b></p>	<p>There are several key methods of communication you can make use of, either before admission or during your child's time at Great Oaks.</p> <p>Prior to admission you will be given a key named contact at school, this is most likely to be the Key Stage Manager of whichever year group your son/daughter will be entering. You are always welcome to contact the school at any time if there is anything you wish to discuss, or to arrange a tour of the school. An appointment will then be arranged at a mutually convenient time.</p> <p>During your child's time at Great Oaks the first point of contact with the school is your child's class teacher. You can also make daily use of the Home School contact book, or telephone the school if you wish to discuss anything with a member of staff.</p>

**What should you do if you feel that the SEN Information Report is not being delivered or is not meeting your child's needs?**

**Parents or Carers who are concerned that their child's needs are not being met within the school should contact the Head teacher directly to arrange a meeting to discuss their concerns.**

**How is our SEN information Report reviewed?**

**This report is reviewed yearly by LMT and the Governors.**