



Our vision for pupils with SEND

Oldfield School believe all students deserve a high quality education that will provide them with the skills needed to maximise their life opportunities. Wherever possible we ensure all aspects of the curriculum are accessible to all students including those with Special Educational Needs and Disabilities (SEND). By valuing all students equally and actively removing barriers to learning all students will be able to meet their potential.

Provision in School

At Oldfield there is a member of staff assigned to all the main categories of additional educational needs (AEN). Their role is to raise awareness throughout the school ensuring that all staff have up to date knowledge which enables them to provide quality first teaching in their subject area. Regular drop in sessions provide information for teaching and support staff about specific students' needs and Specific Learning Difficulties (SpLD), these also provide an opportunity for staff to share good practice.

The Learning Support Centre is based centrally in the school and consists of a classroom and an administrative office. This acts as the heart of SEND at Oldfield School and provides a nurturing and friendly space for students to access. Regular break and lunch groups are provided.

The SEND team works closely with all academic departments and student supports services at Oldfield School. We believe the sharing of information and a coordinated approach will give staff the knowledge needed to personalise the learning for SEND students to ensure their needs are met. On a day to day basis the SEND department work with the pastoral support worker, the behaviour support worker, the attendance officer, the student welfare officer, the careers advisor and the pastoral leaders. All of these support services also work closely with the Learning Areas to ensure that SEND students are able to have full access to the curriculum and extracurricular activities making their experience at Oldfield School as positive as possible.

How we identify students who have Special Educational Needs and Disabilities (SEND)

The majority of students with SEND students are identified before joining Oldfield School. We work closely with our feeder primary schools, transferring SEND registers and pastoral documents that are vital in identifying students who are in need of support. We endeavour for the SENCo or a member of the SEND department to attend Annual Reviews for students expecting to join our school and through transition visits within the feeder primary schools and to Oldfield School. Students who make in-year transfers are also identified in the same way; we work collaboratively with their previous school to transfer SEND documents and by providing additional visits to ensure a smooth transition.

How Oldfield School supports with identifying SEND

- Through liaison with primary schools. The Head of Year 7 works closely with our feeder primary schools visiting the students and liaising with the staff. We also work closely with parents and students over transition and encourage close cooperation. Transition visits are arranged to support the student through this process.
- Opportunities are provided for parents to meet with key staff and answer any questions they may have.
- Testing of reading, spelling and cognitive ability on entry to the school.
- Throughout the school year we monitor student progress across all areas and put in additional support as required.
- Responding to parental enquires and requests for intervention to support their child.

The Role of the SENCO

The role of the SENCO is:

- Managing the support for students with SEN and/or disabilities.
- Coordinating all the support for students with special educational needs (SEN) and or disabilities, and developing the school's SEN Policy to make sure all students get a consistent, high quality response to meeting their needs in school.
- Making sure, in liaison with the Senior Leadership Team that the Governing Body is kept up to date about SEND.
- Oversight of our graduated response appropriate to the needs of the individual student (assess, plan, do, review).
- Ensuring that parents are: involved in supporting your son/daughter's learning; kept informed about the support your son/daughter is receiving; involved in reviewing how your son/daughter is doing; taking part in planning ahead for them.
- Liaising with external agencies who may come into contact with the school or help support your students' learning.
- Updating the school's SEND record of need, (a system for ensuring all special educational, physical and sensory needs of students in this school are known and understood).
- To provide specialist support for teachers and support staff in the school so they can help students to achieve their potential.
- In liaison with the relevant staff and agencies write Support Plans (SPs) that specify the targets set for your son/daughter to achieve.
- Organising training for staff so they are aware and confident about how to meet the needs of your son/daughter and others within the school.
- keep the SEND Registers up to date and staff informed of any changes.

SEND Support at Oldfield School

All students have individual needs the majority of which can be met in the classroom by fully differentiated quality first teaching. Where the needs of students are not able to be met entirely by this additional support is available. This may all be provided by the subject teachers or may include:

- support staff in the school such as TAs;
- working in collaboration with staff from dual placements where applicable;
- specialist Local Authority staff who provide services to the school such as the ASD Outreach Service Team or Sensory Service (for students with hearing or visual need);
- professional who visit from external agencies such as the Speech and Language Therapy Service (SLIP) or Occupational Therapy (OT);
- an assessment by an Educational Psychologist or other specialists;
- working 1:1 or small groups on a specific programme of work e.g. Social Skills groups;
- providing specialist equipment/resources as required to support your son/daughter's learning and development.
- 1:1 literacy and numeracy catch up sessions
- Specialist interventions such as LEXIA

Regular reviews of a student's progress are discussed at Support Plan (SP) meetings. These will follow the format of the graduated response; assess, plan, review, do. The first part of the meeting is to look at the provision for the student and make decisions about the progress that the student is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with your son/daughter, there may be recommendations that are made, which may include:

- making changes to the way your son/daughter is supported in class;
- support to set targets which will include their specific professional expertise;
- your son/daughter's involvement in a group run by school staff under the guidance of the outside professional e.g. social skills groups;
- a group or individual work with outside professional.

Working with other Agencies

The support that we offer is supplemented by a range of external agencies, as appropriate to the student's needs. These include: autism outreach service, CAMHS, speech and language therapist, occupational therapists, social care workers, the early help team, counsellors, educational psychologists, the school nursing team, paediatricians / GPs, Physiotherapy, Mentoring Plus and advisory teaching services for hearing and visual impairment, cognition and learning and physical difficulties.

The SENCO attends educational and health plan review meetings for students transitioning to the school in Year 6 and liaises closely with the relevant local authority to support the transition of students with SEND for in-year admissions.

For students with an EHCP we work with post 16 education providers if the student is not progressing to our sixth form to support them in their move to the next setting and ensuring their transition is as smooth as possible.