



SEN Information Report

Mission Statement:

‘At West Oaks we work with consideration, commitment and co-operation to ensure our school community will develop the capacity to enjoy life and succeed.’

Section 1

What kinds of special educational needs does West Oaks provide for?

West Oaks SEN Specialist School and College is a 2 -19 maintained special school for children with learning difficulties. The school operates across two sites, one in Boston Spa and one in Woodhouse.

The Boston Spa Learning site is a generic all age special school catering for children with a wide range of needs; profound, multiple and complex conditions, autistic spectrum conditions and severe learning difficulties. The school has developed and enhanced facilities and resources to support pupils with complex communication needs. Over 70% of our pupils have a diagnosis of autism.

Woodhouse Learning opened in September 2015. This also provides specialist provision for children with a wide range of needs including autistic spectrum conditions and severe learning difficulties.

As well as serving Leeds, West Oaks School is also used as a resource for placing pupils by other local authorities.

Section 2

How does West Oaks identify and assess my child’s special educational needs?

Every pupil has an ‘Education Health and Care Plan’. This is reviewed annually. In addition, pupils are assessed regularly and their progress is closely tracked. Pupils are assessed against their own prior learning. Targets are formally reviewed and re-set accordingly three times a year and are shared with parents and carers.

The school works closely with other professionals including physiotherapists, occupational therapists, speech and language therapists, nursing staff, doctors, teachers of the deaf, teachers of the visually impaired, educational psychologists, mental health workers and social workers to support pupils’ needs.

Section 3

How does the school evaluate the effectiveness of provision for pupils with Special Education Needs?

We review our provision each term using the Ofsted framework for self-evaluation. This includes looking at: leadership and management; quality of teaching, learning and assessment; personal development, behaviour and welfare; outcomes for children and learners.

Provision for individual pupils is reviewed with much greater frequency if circumstances indicate that this is needed. Adaptations are quickly made where feasible.

Governors are involved in this process through regular reporting to the Standards, Achievement and Safeguarding Committee. The impact of interventions and additional funding e.g. pupil premium, sports premium, is tracked and reported to ensure the impact is effective.

The school was inspected in April 2017 and was judged outstanding.

How do you know how well my child is doing at school?

Each year parents and carers are invited to an Annual Review of their child's 'Education Health and Care Plan'. The review looks in detail at the progress their child has made towards the objectives on the plan and supports the planning of future targets.

Individual Education Plans (IEPs) outlining targets designed to meet the objectives identified at the Annual Review are written and reviewed 3 times per year and shared with parents and carers. Pupils are assessed regularly throughout the year across all areas and aspects to ensure that the progress is being made and that as a school we are doing the best we can to support learning.

At the end of each academic year parents and carers receive an Annual School Report detailing their child's progress and achievement in each curriculum area. At the end of each key stage, parents receive a report on the levels attained in the core subjects at that point in the year.

What is the school's approach to pupils with special educational needs?

Every pupil has their own education plan which identifies short and long term objectives. The whole school curriculum is based on a key 'Big Question' allowing all curriculum subjects to be taught in a meaningful and coherent way. Each class leader differentiates the curriculum in great detail to ensure it is appropriate to the level of the pupils in the class.

Each class has a teacher and a number of learning guides/personalised learning instructors based on the needs of the pupils. Pupils may be taught 1:1, in small groups or whole class (no more than 14) depending upon the activity and complexity of the pupils within the group.

School staff are supported by speech and language therapists, physiotherapists, occupational therapists, nursing staff, teachers of the deaf, deaf instructors and other specialist teachers/advisors dependent on the needs of the pupils.

How do you adapt the curriculum?

We offer a broad and exciting curriculum for all of our pupils, enhanced by a range of additional educational opportunities which include educational visits, visitors to school and residential experiences offering a range of outdoor activities. Our aim is to create opportunities in as many different ways as possible to engage and motivate all our pupils to achieve their targets.

The development of Key Skills is seen as very important in our curriculum. Following a teacher assessment the next steps in teaching are identified for each individual pupil and individualised programmes are developed. Time is allocated on the timetable each day for the teaching of key skills in addition to the teaching of English and Maths.

The curriculum at key stage one, two, three and four is based on the National Curriculum programmes of study which has been highly differentiated and adapted to meet the needs of pupils.

How is the decision made about the level of support my child achieves?

The needs of your child will have been identified through their 'Education Health and Care Plan'. We constantly review this and use our expertise and experience to identify when and where additional support may be needed.

Pupil progress is carefully tracked using detailed assessment procedures and these are used to inform the carefully planned next steps within the curriculum.

How will my child be included in activities outside the school curriculum including trips?

A risk assessment is carried out before every off site activity to ensure that everyone's health and safety will not be compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities which cover the same areas of the curriculum will be offered.

The cost of many educational visits and activities are met from school funds. Parents and carers are sometimes asked to contribute towards the cost of an educational visit. No pupil will be excluded from an educational visit if parents/carers are unable to make a contribution.

What support is there for my child's emotional, mental and social development?

Each pupil is greeted and welcomed each morning to ensure a smooth transition from home to school. There is a pastoral approach to the start of the day to allow them to settle into school following their journey from home and begin to engage with the transition to educational activities. All classes follow a structured PSHE (Personal, Social, Health and Economic education) curriculum to support their emotional and social development.

Personal, social, health and citizenship education has an important role to play in the education of our pupils. We seek to develop good pupil/staff relationships. We provide opportunities for these relationships to develop further in the wider community and thus to provide positive role models for the students. We aim to give equal opportunities for all pupils to make personal choices and to take on responsibilities according to their own ability.

We provide for all pupils to work and play together, both in daily activities and through residential placements, thereby helping to build confidence and promote collaborative learning.

We aim to provide a positive atmosphere in school at all times. We give all of the pupils the opportunity to experience success. We encourage this success to be shared through classroom and corridor displays, achievement assemblies, certificates and awards and through the whole school positive behaviour policy. We seek to be fair and consistent in our treatment of pupils and, therefore, meet regularly as a whole staff, in bases and in curricular area groups to ensure adequate briefing.

We also work closely with those specialist services which provide mental health services for those pupils who require it. Additional support has been commissioned to provide specialist therapeutic services e.g. family therapy, family support and counselling. Support can also be accessed through the CAF process.

Sections 4 and 5**What training is provided for staff supporting children and young people with SEN?**

All of our teachers are qualified and many have undertaken further qualifications. All undergo further specialist training. Our associate staff who provide additional support in the classroom have also attended specialist training.

Specialist training includes child protection and safeguarding, autism specific training, positive behaviour management and Makaton.

Section 6**How accessible is West Oaks?**

Our school is fully accessible with dedicated disabled parking and toileting facilities. We have overhead hoists. There are changing facilities for pupils who require adult support. Both sites have purpose built hygiene facilities situated around school, several toilets have disabled access.

The outdoor facilities at all of our sites are fully accessible. Specialist equipment is provided where required.

We design and adapt our teaching spaces to the needs of the specific class group. The majority of our classroom environments are low stimulation and minimal arousal so they are 'autism friendly', others are modelled on excellent primary practice, creating lively and learning focused classrooms and learning spaces.

There is a fully accessible gym for our older pupils to use as part of our health and fitness programmes at the site in Boston Spa and a purpose built rebound facility at Woodhouse Learning.

Sections 7 and 8

What are the arrangements for consulting with parents/carers and how can they get involved in the education of their child?

We hope to meet new parents/carers at the stage when they are deciding which school is the preferred choice for their child. Parents/carers should contact Andrew Hodkinson on 01937 844772 for Boston Spa Learning or Keeley Murray on 0113 3235871 for Woodhouse Learning.

We view parent and carer involvement as an essential part of the educational process. We treat parents and carers as equal partners, working together to meet their son or daughters' individual needs. We operate an 'open door' and 'open phone' policy where parents and carers are welcome into school at any time and members of staff are always available to talk to them.

As a school we recognise our task in supporting families in their task of nurturing their child to reach their potential. A home/school agreement sets out how we will work with families and our expectations of how we would like parents and carers to work with school.

We offer a wide range of opportunities for parents/carers to be involved in the educational process and in the wider life of the school. These include:

- Termly class newsletter- to keep parents and carers informed of the curriculum and school events their child is involved in.
- Parent and carers evenings – are held twice a year, providing an opportunity to discuss and view the years' work and any other aspects of school life.
- Family week – a series of open mornings and events where family members can visit school to see what we have on offer and see the school in action.
- Home school diary – all pupils have a home/school diary in which staff communicate with parents and carers the events of the day in relation to their child. Parents and carers can also use the diary to communicate with class leaders.
- Telephone contact – class leaders are happy to speak to parents by telephone. Class leaders are usually available before 9.00 a.m. and after 3.15 p.m.
- Celebration events – Family members are invited to attend our special assemblies and celebration events such as the leavers' graduation.

Friends of West Oaks is a group of parents, governors and staff who, through an elected committee, organise fund raising and social events for the school. All new families are made aware of the 'Friends of West Oaks' and are encouraged to become involved in some aspect of their valuable work.

The 'Friends of West Oaks' social events can give parents and carers the opportunity to meet each other. The Friends endeavour to promote events which enable whole families to socialise in a relaxed setting. The annual 'Christmas Fayre' and summer 'Family Fun Day' are two long established family focused activities which not only raise funds for the school but promote West Oaks within its local community and beyond.

What are the arrangements for consulting with pupils and how can they get involved in their education?

Pupils are involved in setting and discussing their own targets where appropriate. Their views are sought when their 'Education, Health and Care Plan' is reviewed. The school Marking Policy ensures that pupils are fully involved in the review and evaluation of their own work on a daily basis.

Pupils are involved in the running of the school, through the School Council. Members are chosen by their peers, this ensures pupils have a 'voice' in the school.

Section 9

What do I do if I have a concern about the school provision?

Most concerns can be resolved by direct discussion with the class leader. Any parent or carer who has concerns regarding any aspect of their child's education should contact the Vice Principal, Head of Centre and or Principal.

If you are not able to resolve your concern, you should contact the Chair of Governors c/o the school.

Sections 10

What specialist services are available or can be accessed at the school?

West Oaks works with an extensive range of other professionals to ensure the best support and care for pupils and their families.

We have speech and language therapists and nursing staff on site for the majority of the school week. They support our pupils either directly in classrooms or through training and development of the teaching staff working in the classrooms. They are also able to provide family support and guidance. These professionals are a valuable and integral part of the school provision.

In addition, we can access the support of physiotherapists, occupational therapists, teachers of the deaf, teachers of the visually impaired, educational psychologists, mental health workers and social workers as required.

Section 11

What are the contact details of support services for parents of pupils with special educational needs?

The Leeds SEND Information Advice Support Service can provide advice or support about any education issue related to SEN and disability. They can be contacted on 0113 3785020 or by email LeedsSENDIASS@leeds.gov.uk.

Section 12**What are the school's arrangements for transition between schools and in preparation for adulthood and independent living?**

We offer a carefully planned transition process. This involves a meeting with a senior member of staff and the class leaders and visits to the school. When your child transfers to another school, we liaise with the receiving school and follow their transition pathway. Parents/carers are fully involved in this process.

The Post 16 curriculum seeks to develop a range of skills including communication skills, social skills, decision making and daily living skills to help prepare students for adulthood. The students study a range of accredited qualification and many go on to attend college courses post 19.

Section 13**Where can I get further information about services for my child?**

The information in this report forms part of Leeds' Local Offer which can be accessed at leedslocaloffer.org.uk.