



Oak Lodge School SEN Information Report

Policy Date	January 2024	Review April 2026
Agreed to be adopted	Date : February 2024	Schools & Resources Committee
Signature:		

1. Aim

The aims of our policy and practice in relation to special educational need and disability in this school are:

To ensure that the provision provided by Oak Lodge School enables all children to have access to a challenging and exciting curriculum that is broad and balanced and responds to the four broad areas of need:

- communication and interaction
- cognition and learning
- social, mental and emotional health
- Sensory and/or physical.

To ensure all children are able to take an enjoyable and active part in the life of the school community.

To ensure all pupils reach their full potential regardless of SEN and/or disability in an environment where every step is recognised and celebrated.

2. Introduction

Oak Lodge is a thriving, innovative school which offers a high quality educational experience in a caring and positive setting.

The specialist environment, the specialist expertise and knowledge of each member of staff and the nurturing ethos that Oak Lodge promotes, makes it a special place where each child or young person can achieve the very best that they can enabling our learners to develop their confidence, independence and self - esteem.

Oak Lodge do everything we can to make each learner and their family feel welcome, secure and comfortable in the school and encourage a team approach to each learner's education and well-being. This entails building up a relationship based on trust and confidence in each other and with all other agencies involved.

The school acknowledges that the "school gates" culture, where parents can meet and get to know each other, is hard to replicate because of the school's large catchment area and the fact that many students arrive by home-school transport. For this reason efforts are made to encourage parents, families and carers to come in to school for less formal meetings, and a chance to meet other families, through workshops and opportunities to join other families for school events such as sports day, family day, performances and prize giving.

Oak Lodge School is mindful of the Public Sector Equality Duty which came into force on 5 April 2011, and we publish and monitor our Equality Objectives, and report upon these annually as identified in the Equality Act 2010 and its Schedules.

Each relates to direct discrimination, discrimination by association, discrimination by perception, indirect discrimination; harassment and victimization. Oak Lodge School seeks to achieve positive action in respect of every aspect of the Act.

Wheelchair users are able to access all parts of the site; although there are several areas where independent wheelchair use is not possible, due to the changes in level across the site.

The school supports learner access to mainstream schools, colleges and work placements as required. Links with other educational providers are well established, and there are frequent activities alongside mainstream peers both during the school day and beyond.

3. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
Pupil leaders, pupil wellbeing leaders, phoenix house pupil council and other pupil leadership roles within the school. Safeguarding policy and procedures SaLT support, assessment and advice	Positive Support Plans Risk assessments Care Plans Individual Learner Risk Assessment The school strives to ensure that every learner is provided with an appropriate 'voice': AAC, PECS, BSL, SSE.	Learner focused provision plans: Section A EHCP 'All About Me'. My Hopes and Dreams Differentiated/Individualised learning packages EHCP identified provision

4. Partnerships with parents and carers

Whole school approaches The universal offer to all Pupils and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Family Liaison Worker Communication diary Reports to parents re class activities Pastoral Teachers EHCP Reviews Whole school Open Days/Celebrations School texting service School e mail service School web-site 'Open door' policy – specific appointments on request School weekly newsletter	Workshops and learning opportunities for parents, families and carers on specific issues, e.g. communication,	Part A of Education, Health and Care Plan CIC (Child in Care) Reviews Child in Need Reviews Behaviour Support Team Early support/TAC meetings Multi-agency reports Communication passports Interim Reviews where learner requires these Home visits as required

5. How will the curriculum be matched to each child/YP's needs?

Whole school approaches. The universal offer to all pupils and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Detailed curriculum planning/delivery for all subjects, with clear differentiated learning intentions to provide all learners with challenge Detailed planning based upon robust assessment of learning On-going assessment of learner's progress and attainment Opportunities to enhance and enrich Spiritual, Moral, Social, Cultural (SMSC) outcomes	Specialist curriculum to support pre or semi-formal learners based upon robust assessment: Structured teaching approach for some learners with ASD Work experience provided in school and in the community dependent on age and interests of learners Inclusion opportunities in mainstream / other settings where appropriate.	Flexi Schooling Agreement between the parents and the school Individualised timetables for learners with specific needs Personalised learning packages where main school curriculum does not meet the needs of the individual learner Reduced, targeted curriculum for individuals delivered on a 1:1 or 2:1 basis as appropriate

throughout the curriculum regardless of needs type Curriculum progress reported to families via partnership conversations, Learning Journals / Moving On folder / Entry Level folder. Effective use of ICT embedded across the curriculum including e-safety Fundamental British Values promoted through the curriculum. This refers to: democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs		
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6. Teaching and learning

Whole school approaches The universal offer to all pupils and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Classes currently range from 6 to 8 learners with a teacher and team of staff to support learning. Within classes learners are taught in differentiated, small groups / 1:1 as appropriate. Post 16 learners follow a curriculum focussed on functional skills, life skills, vocational skills, including enterprise projects and Work Related Learning Differentiated learning outcomes identified through robust assessment of learning within all curriculum areas	Use of appropriate technology to facilitate access to learning Use of multi-sensory resources, approaches and environments Use of visual communication e.g. PECS, schedules Use of structured teaching approaches including the use of work stations and tray tasks Multi-Agency advice and guidance to inform/enhance Teaching and Learning Positive Support Plans used to improve behaviour for learning	Personalised learning timetables Personalised learning environments AAC (Augmentative, Alternative Communication) e.g. i-pads, voice output devices, technology Use of Objects of Reference , symbols, signing to support communication 1:1 or 2:1 support where appropriate

Differentiation of resources to underpin teaching Differentiation of learning environment to meet variety of needs Visual timetables Use of total communication strategies including BSL, SSE, AAC, PECS, Speech Effective use of Computing and Communication, including E-Safety across the curriculum. SEN review of Education, Health and Care Plan Individual Education Plans for each learner Summative and formative assessments of learners' progress and attainment Analysis of data to show progress over time.		
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7. Self-help skills and independence

Whole school approaches The universal offer to all pupils and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Independence is an integral part of our school vision a major focus by and for everyone. Self-help skills are an integral part of the curriculum Functional skills become more of a focus in Post 16	Learning opportunities in mainstream / other settings as appropriate Appropriate structures, environment, routines, communication methods, adapted resources to aid learners' independence.	Positive Support Plans Personalised therapy plans Personalised timetables Personalised environments

Work Related Learning Opportunities within the school and wider educational contexts (as appropriate), including enterprise ventures Focus on transferring skills and knowledge into community settings Focus on learners being independent in their learning Personal Learning Intentions Focus on building resilience and confidence		
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8. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Well-being Team Staff trained in Positive Response Positive learning environment with excellent staff role models Personal Social & Health Education (PSHE) curriculum Medical Lead A number of staff trained in first aid School Council obtains views of learners across the school PE and RE integrated within the curriculum Individual Learner Risk Assessments for all learners of the school Individual Education Plans	Sensory room Physiotherapy guidance incorporated into classroom practice OT guidance incorporated into classroom practice VI HI MSI SALT assessments and advice re targets, environment and equipment Positive Support Plans Staff are trained in Epilepsy Management wherever necessary	Talk and Draw Therapy Behaviour Support Team Physiotherapist support SaLT Support Occupational Therapist support Work stations Healthcare plans (multi-agency) Staff trained in interventions applicable to individual learners Staff trained in competencies around medical interventions required by individual learners LAC (Looked after Children) Reviews CIN (Child in Need) reviews

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9. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
SMSC (Spiritual, Moral, Social and Cultural) Education incorporated in the curriculum across school IEP targets Functional Skills focus in curriculum promotes social interaction within wider educational settings Inclusive learning opportunities within local schools and colleges (as appropriate to the needs of the learner) Although learners are allocated to classes, there are activities every day that involve wider groups (play, lunch, assembly, enterprise)	Advice and support from SaLT incorporated into classroom practice Communication plans	Support from the wellbeing team

10. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches	Additional, targeted support and provision	Specialist, individualised support and provision
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The universal offer to all children and YP		
The school environment is accessible to all learners, although wheelchair users cannot access all areas independently due to changes in level across the site Accessible and specially adapted bathrooms/personal care facilities School displays promote positive learning outcomes across the school All areas of school are risk assessed and maintained to a high standard Accessible outdoor learning areas.	Sensory room	Personalised Moving and Handling risk assessments to inform moving and handling techniques Advice from VI support teams to ensure appropriate environments for individuals with vision difficulties Specialist seating

11. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
Partnership Conversations (PC) between parent and receiving teacher when joining the school or moving class, followed by regular updates with pastoral teacher throughout school life Family Liaison Worker Visits from and to current / new setting SENCo attends EHCP review meetings in current setting prior to entry to Oak Lodge	Year 6 Transition Planning Year 13 Transition planning for post school provision (link with multi-agency teams, especially adult Social Care/Health (outlining multi-agency assessment of need to inform continued provision post school setting) Year 14 (where appropriate) link with relevant colleges. Some Post 16 learners spend one day per week at local college (preparation for	Assessment of need to support transition Transition meeting with all external agencies and parents Individually tailored transition packages in preparation for leaving school

Web-site remains up to date and current Class timetables sent home annually Report to parents via Pastoral tutor, Homework diary, and generic class reports.	moving on) supported by Oak Lodge and College staff.	
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12. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community	To enable targeted support and provision	To enable specialist, individualised support and provision
Weekly CPD including: Safe guarding, SaLT, Visual Phonics, Shape Coding, Reading. Positive Response (behaviour support) SEN and school related training delivered through weekly workshops/meetings	Some staff will have the following regular CPD: first aid training, epilepsy training, trachea training, peg training, MSI training, medical interventions and administration.	Induction processes allow for the identification of training needs at point of entry, or at point of significant change of role. Teaching staff have an appraisal process where the needs of the learners they support are considered and any training needs identified. All staff have ongoing access to a CPD request process to meet any needs that may arise during the school year.

13. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details

Education		
All Local Authorities	Admissions	Through school
Special Education Departments	Responsibility for all statutory requirements relating to Statement of Special Educational Needs of learner / EHCP	Through school
Children and Adult Mental Health Services (CAMHS) for each London Borough	Local CAMHS for the borough are responsible for assessment, diagnosis, treatment and support for young people who are experiencing problems with their emotions, behaviour or mental health.	Through School
Deaf Children and Adult Mental Health Services (CAMHS)	Responsible for highly specialised mental health care to deaf children and young people (aged up to 18 years) and their families and additionally to hearing children of deaf adults in the community. They also provide advice and consultation to local services that work with deaf children.	Through School
Educational Psychology Services for each London Borough	Provides advice and support re individual learners' needs and input into statements / EHCPs where appropriate	Through school
Health Children's and Adult Teams in identified boroughs. Oak lodge medical lead Oak Lodge School Nurse	Work in conjunction with the school to provide health care plans Provide competency training for staff where appropriate (feeding, medication etc) Provide advice and support to school and families	Through school
Local mainstream colleges,	We work closely with these partners in order to provide high quality education for young people with SEN in our area.	Through school
Looked After Children (LAC) and Children in Need (CIN) Teams for all appropriate boroughs	Work in liaison with the school to ensure that appropriate services are in place for each child / young person and that they are making suitable progress towards their education and other goals.	Through school kdugganstevens@oaklodge.wandsworth.sch.uk

Remark	Work with our children and young people to provide specialised support to access the community and playschemes. Services paid for through short breaks packages	Phone: 0207 269 2620 Email: info@remark.uk.com
Royal Association of the Deaf (RAD)	Provides independent careers advice from Year 9 through to Year 14. Provide paid Advocacy Support.	Daniel Clements Daniel.Clements@royaldeaf.org.uk
Teacher for the Visually Impaired	The teacher for visually impaired may be commissioned by the local authority through Wandsworth Services or they may use their own borough based VI teacher. The teacher undertakes assessments based upon the visual needs of the learner. Part of this work may require the class team to undertake further assessment to help inform recommendations which outline appropriate strategies to be used within the classroom.	Through school
Teacher for Multi-Sensory Impaired pupils	The pupil's LA may commission an MSI teacher Wandsworth Services or they will use their own MSI advisory teacher for the borough.	Through school
Social Care (Children's and Adult Teams): Social Workers Disabled Children's Support Workers Early Support Workers Transition Social Workers Short Break Provision	Work in conjunction with school and families to ensure that the learners' safety and well-being are being effectively catered for.	Through school
Wandsworth Autism Advisory Service (WAAS)	Work with the school and families to support learners with Autism who are experiencing difficulties in their school / home placements.	

1. This is how we:

a. Assess and review the progress of our children/young people's progress towards outcomes.

- Action relating to SEN support will follow an 'assess, plan, do and review' model (Code of Practice 2015):
- **Assess:** Data on the pupil held by the school will be collated by the class teacher/SENCo in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
- **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class teacher with advice from the SENCo.
- **Do:** Individualised SEN support will be recorded on a plan that will identify a clear set of expected outcomes (Learning Targets), which will include stretching and relevant academic and developmental targets that consider parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
- **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil.
- B Squared is used to assess all learners across all aspects of the curriculum
- Where the need for additional interventions is identified and met; these are assessed termly for positive impact or otherwise.
- All learners have Individual Education Plans. Set by family and professionals (via the EHCP and Partnership Conversation process) these are set and tracked termly.
- Some learners enter Functional Skills and GCSE public examinations, which has externally measured outcomes.
- Some 14 - 19 learners follow externally accredited courses.

b. Evaluate the effectiveness of our provision for children and young people with SEN.

- We monitor each aspect of the school provision: leadership and management; teaching, learning and assessment; personal development, behaviour and welfare; outcomes for learners and record the outcomes of this in a Self-Evaluation Framework (SEF) which is reported to and monitored by the Governing Body
- The Governing Body use the information in the SEF to inform the priorities in the School Improvement Plan
- We work in partnership with a School Improvement Partner who advises and supports us in relation the school's strengths and weaknesses, helping us to improve
- We listen and respond to external evaluation of the effectiveness of our school e.g. Ofsted
- We regularly ask families to tell us their views of the effectiveness of the school and respond to these comments accordingly
- We regularly ask learners to tell us their views of the school, particularly what they would like to improve, via the School council. These views are responded to accordingly.

c. Handle complaints about the provision made at school.

All complaints are handled according to the school's Complaints Policy. There is an escalation process, starting with the learner's class teacher, then the Headteacher, then the Governing Body. All complaints are taken seriously and are dealt with in a thorough and robust manner. Outcomes of investigations into complaints are communicated to the complainant as appropriate.

2. Wandsworth's Local Offer can be found on Thrive Wandsworth

<https://thrive.wandsworth.gov.uk/kb5/wandsworth/fsd/localoffer.page?familychannel=2>

Wandsworth Information, Advice and Support Service (WIASS) can support parents

<http://www.wandsworth.gov.uk/wiass>

Answers to Frequently asked Questions

Please see below answers for some potential questions you may have about the school. Please do however contact us on 0208 8673 3453 or at info@oaklodge.wandsworth.sch.uk should you need to ask about anything in relation to our School Information Report.

1. How does the school know if children need extra help?

All learners of Oak Lodge School have been provided with a Statement of Special Educational Need. These are formally reviewed each year and all outcomes designed to ensure the EHCP outcomes of all learners are upheld and are formally evaluated. This work is undertaken with families and appropriate multi-agency teams who are involved with the learner. At these reviews all current outcomes are discussed; future outcomes are agreed and implemented during the next academic year. Throughout the year the class teacher and Senior Leadership Team (SLT) continue to monitor/implement agreed outcomes which may lead to a change of/in provision (additional resources allocated, further multi-agency support, change to curriculum offer etc). Any parent/carer is free to make an appointment with the class pastoral teacher to discuss the progress of their child. Interim Reviews can be arranged where necessary.

2. Who is responsible for the progress and success of my child in school?

The Governors of the school are ultimately responsible for ensuring each learner succeeds at Oak Lodge and makes good educational progress. The school recognises that teachers, class teams and families need to work together to ensure learners make good educational progress and this is planned in an informed way. There are opportunities for the school and families to work together throughout the school year, agreeing educational outcomes (e.g. – Individual Education Plans). The Governing body regularly scrutinise data associated with learner progress for all learners at Oak Lodge. The Senior Leadership Team (SLT) has the line management of all classes within the school and work alongside each teacher to monitor the progress the learners are making in each class. Learner progress and the data associated with this is additionally scrutinised through data drops throughout the year and the Teacher Appraisal process to ensure all learners at Oak Lodge School are provided with challenge within their learning (close the gap) where applicable. Partnership Conversations with teachers, along with evidence from data drops (BSquared) three times a year determine the current level of each learner within the core areas of learning. Additionally within all Annual Review documents the current levels are recorded within Literacy/Numeracy/Phases of Development as appropriate.

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

The school works hard to ensure the curriculum on offer provides breadth and depth and supports the learning needs of all learners at Oak Lodge. Through this the school provides challenge within all learning outcomes for all learners.

From 14-19 years students follow a curriculum which focusses on Externally Accredited courses and Enterprise education, helping students to develop skills and knowledge that they will need in their adult life.

The school additionally recognises the value of providing an enriched curriculum to continue to pursue learning outcomes in a cross-curricula way with whole school termly themes and dimensions.

Whole school celebration and events days are organised over the year to enrich opportunities in Religious Education, British Values and SMSC.

4. What is the role of the Learning Assistant at Oak Lodge School?

The Teaching Assistants support the teaching delivery of the class teacher and contribute to Assessment for Learning. Teaching Assistants provide additional support in ensuring the health, safety and well-being of all learners is upheld. This will include meeting the therapy, and self-help needs of each learner.

Certain individual learners have an allocated Teaching Assistant who provides them with 1-1 support and ensures that all of their needs are met effectively. These TAs lead on the programme for the individual in conjunction with the teacher and family.

5. How will I know how my child is doing and how will you help me to support my child's learning?

All pupils have a school diary. These books are sent home each day. Families have the opportunity to add their comments within these books to ensure effective communication between home/school is upheld and any additional support is identified. Parents can speak to the class pastoral teacher at any time to keep up to date with their child's progress; if further information is required the school will make an appointment with the parent to discuss all aspects of progress with the families.

Teachers provides each learner with interim and end of year targets, targets are reviewed termly. Partnership Conversations are held with families to review the progress being made towards these as well as any other aspirations for the learner.

Twice a year, families are invited to parents evening, this is an opportunity to discuss their child's progress with their teachers and look at some of their child's work. A partnership conversation is held at the same time to discuss views of the school and family in relation to the learner's progress and well-being.

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

Oak Lodge School recognises that learners' wellbeing and emotional health is as important as their academic progress. Through our personalised learning approach the school ensures where appropriate the learning environment can change as required. There is a wellbeing team at Oak Lodge and a wellbeing area for students. Students who require specific wellbeing support will be allocated a keyworker. The keyworker will support the pupil in class or outside of the classroom depending on their needs.

Learners are provided with personalised learning timetables where appropriate. These are often designed in consultation with the multi-agency teams who additionally support our learners.

Personalised learning timetables can also address the physical management needs of learners; individual programmes of work designed by the Physiotherapist and Occupational Therapists are

addressed on a daily basis. The school has a medical lead who designs Individual care plans to support the medical needs of learners where appropriate. All plans are adopted and are implemented on a daily basis.

The school nurse over-see the training needs of staff to help implement these plans in a safe and informed way.

The school organises and attends meetings with families and multi-agency teams to discuss and plan next steps to support learner well-being; these include TAC (Team Around the Child) and Early Support meetings, Child in Need (CIN) meetings and Child Protection (CP) meetings.

The school works with families to design Positive Support Plans (PSPs) to help support any behavioural needs of learners at the school. Staff at Oak Lodge School are trained in Positive Response. All behaviour plans are monitored by the Behaviour Support Team of the school and the data associated with these is monitored by the Governing body. These plans are reviewed accordingly; if a learner is experiencing difficulty in managing their behaviour or as a result of their behaviour this impacts upon their health, safety and well-being and that of others a plan will be designed and implemented with the agreement of families.

7. How do I know that my child is safe in school?

All staff at Oak Lodge have regular safeguarding training, all visitors to the school including volunteers are provided with Level 1 safeguarding training / information and are provided with leaflets which outline what the school expects of all visitors to help keep our learners safe - e.g. ensuring behaviour is always appropriate. The Head Teacher is the Designated Safe Guarding Lead (DSL) and there are 4 Deputy Designated Safe Guarding Leads, trained at Level 3, who have responsibility for the health, safety and well-being needs of the learners.

The Medical Lead and a number of other staff are trained in First Aid, Epilepsy, Diabetes and Trachea Training. The Medical Lead is responsible for organizing training to ensure the correct level of medical support is available across the school.

It is the responsibility of the Governing body to ensure the safeguarding policy (including first aid) is up to date and meets all statutory guidance and individual needs.

All learners at Oak Lodge are provided with an Individual Learner Risk Assessment. These are agreed with families when the child joins the school. These plans provide the school with a clear outline of any safety concerns; determine staffing ratios required (in and out of school), food allergy, medication requirements, if a care/positive behaviour intervention plan is in place, further information from families that the school may not be aware of and travel arrangements. These plans are formally updated with families/multi-agency team (as required) annually. In the interim all plans are monitored by the class teacher and team; if any amendments need to be made the families/multi-agency team are consulted and a revised plan issued.

The school has a duty to adhere to the recommendations made by the DfE to support learners at school with medical conditions. It requires the Governors of the school to make the appropriate

arrangements to support learners at school with medical conditions (Children and Families Act 2014). It also requires the Governors of the school to ensure that school leaders consult health and social care professionals, learners and parents to ensure that the needs of learners with medical conditions are effectively supported. Oak Lodge works with a wide range of professionals in supporting learners at school who have a medical condition. These include Occupational Therapists, Physiotherapists, Educational and Clinical Psychologists, Learning Disability Nurses, Health and Social Care professionals, teacher of the visually impaired and MSI teachers. The Education, Health and Care Plan determines who needs to be involved with each learner and the impact of this involvement within their daily life at school.

Many learners at Oak Lodge have additional plans to help support their safety; these will individual healthcare plans, feeding plans/protocols, behaviour plans, therapy plans, plans associated with management of behaviour and risk assessments.

Oak Lodge School undertakes risk assessments for all out of school visits as recommended by the Local Authority. Each teacher is responsible for ensuring all structured teaching activities (both within and outside of the school setting) are supported by risk assessment; this is acknowledged within all teachers' planning as appropriate. The outcomes of such assessments are shared with the class team to ensure the health, safety and well-being of all learners is upheld at all times

The school Site Manager monitors all risk assessments and outcomes of the Property Compliance Scheme associated with the fabric of the building. Working alongside the CFO and the Governing body of the school, the Site Manager produces detailed reports and associated action plans to ensure the school building is fit for purpose and compliant within all health and safety regulations.

The school holds personal information in relation to any child. This information contains the telephone details/contact information for families and next of kin. Families are encouraged to let the school know if there are any changes in this vital information. The school additionally operates a texting service to all families. This ensures we are able to contact parents at any time of the school day.

Both the main gate and the back gate of the school are on fob systems.

All staff within the school have been issued with identity badges which contain their photo and school logo; this allows members of school staff to be easily recognised when they are out with the learners/within larger class groups.

8. What specialist services and expertise are available at or accessed by your school?

Oak Lodge School works with a wide range of health professionals and multi-agency teams. All learners and Educational Health Care Plan, this outlines the provision and additional support for each individual student.

As a result the learners at Oak Lodge School are provided with support from a wide range of professionals. Within our day to day working practice the team at Oak Lodge implement the recommendations made by such professionals; each learner's needs are viewed individually and

addressed in light of reports and recommendations made. This ensures we offer and continue to offer personalised learning throughout the school.

9. How are the Continual Professional Needs of the staff at Oak Lodge identified, planned and implemented?

Each year the School designs an Improvement Plan (SIP) and through robust self-evaluation monitors the impact of this; this outlines the further CPD (Continual Professional Needs) of the staff at Oak Lodge school. The SIP addresses key focus areas which will be addressed. CPD opportunities will be offered to support the development of areas identified.

CPD is currently addressed in two ways:

- a) Whole school
- b) Individual

Whole school – Through whole school CPD the school continues to address key skills, knowledge and understanding within Safeguarding, Speech and Language Therapy, Occupational, Shape-Coding, Communication in print, Positive Response to Behaviour. Some of the staff are additionally trained in First Aid, Epilepsy, Administering of medication,

The SIP is outlined to the staff and Governors of Oak Lodge and is based upon robust self-evaluation of the school; following this key priority are identified which formulate the SIP. As a result further key priorities within CPD and training requirements can be addressed

Individual - Each curriculum type offered to the learners at Oak Lodge requires further specialist knowledge and understanding to help it meet the needs of individual learners; therefore appropriate CPD will be offered to support the skills, knowledge and understanding of the class teacher who in turn will cascade this to the class team or whole school as necessary. Individuals can request CPD in line with their specific roles and / or interests.

10. How will my child be included in activities outside the classroom including educational visits?

As a fully inclusive school, all learners participate in whole school, curriculum and off site activities; as a direct result all learners at Oak Lodge have the opportunity to partake in educational visits out of school. These visits help widen/enhance learning outcomes being addressed in differing learning environments. Families will be notified of all educational visits by letter. If a parent does not wish for their child to partake in any planned visit they are encouraged to notify the school.

Visits are pre-planned and form part of the class structured timetable which is sent to parents at the beginning of each academic year – e.g. – swimming, shopping etc. The school web-site additionally outlines the types of visits each class will make over any academic year/key stage.

The school (at times) needs to ask for a voluntary contribution for such visits; these charges are in line with the school's 'Charging policy' which is detailed on the web site and has been agreed by the Governing body of the school.

The Education out of School policy requires the design of robust risk-assessments to support the health, safety and well-being of all learners/staff undertaking educational visits out of school. These risk assessments are a requirement for each visit. Some visits require additional measures to ensure the health, safety and well-being of all people who are partaking are acknowledged. The school is required to complete additional measures asking for further verification of control measures to be implemented.

A parent may request leave of absence from the school for their son/daughter; the parent(s) must request an 'exceptional circumstances' form which needs to be returned to the Head teacher of the school. Parents are advised that they are not able to take their child out of school until an 'exceptional circumstance' form is returned and agreed.

11. How accessible is the school environment?

Our school site is not fully accessible for wheelchairs. Ramps are used where possible to enable wheelchair users' access. Any building works will take accessibility into account.

12. How will school prepare and support my child through the transition from key stage to key stage and beyond?

When a child is accepted at Oak Lodge through the admissions procedure, Karen Duggan-Stevens (SENCo and Admissions Assistant Head) will contact families/current educational providers (as applicable). The induction process will start to obtain information to help in a smooth transition of the learner new to the school. This will include obtaining all documentation relating to the educational, health and care of the child as appropriate.

An induction pack is sent to families which includes information to keep and information to provide to the school.

The Family Liaison Worker will contact families during this process.

Partnership conversations are held between the family and receiving teacher prior to admission.

At Year 9, 11 and 14 students are supported by the Transition process; this will become the focus of the Transition/Single Plan review. This process will seek student aspirations which inform outcomes to be pursued through our multi-agency approach – these outcomes will fall into 3 strands:

- a) Education
- b) Health
- c) Care

The relevant professionals are invited to reviews at the appropriate times – for example Social Workers, Adult LD teams, other adult services etc.

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

Each learner who attends the school will have an Education, Health and care Plan (EHP). This document identifies the nature of the learner's special educational needs and long term outcomes. Using this information the school will assess the support needs of each learner and curriculum requirements.

The learners within the school are supported effectively by the identification of three learning needs strands which allows for the appropriate staffing levels, resources and expertise for the varied and complex needs of the learners; these strands have been identified as – pre-formal, semi-formal and formal learner groups. Each strand has the classroom environment, resources and staff expertise required to facilitate learning and progress within this. Each learner receives support matched to their own level of Special Educational Need, considering the advice of external professionals. This support is monitored closely and adapted as and when necessary.

3. How is the decision made about what type and how much support my child will receive?

Each learner who attends the school will have an Education, Health and care Plan (EHP). These documents identify the nature of the learner's special educational needs and EHCP long term outcomes. Using this information the school will assess the support needs of each learner and curriculum requirements.

Oak Lodge School Year 7 – Year 11 has two strands of learners :

- a) Vocational
- b) Skills for Life

Through the admissions process the school will determine the type of class the child needs to join.

Oak Lodge School Post 16 has 3 strands of learners

- a) Pre Vocational
- b) Vocational
- c) Skills for Life

Staff-learner ratios, resources etc are determined by the number and type of learners in each class.

15. How will transport to the school be arranged?

When your child's admission to Oak Lodge is confirmed, you should make an application for transport through your local SEN transport team. If you need support making the application we can arrange for a member of our wellbeing team or Family Liaison Officer to support you with this.

13. Who can I contact for further information?

Further information on our provision can be obtained in the following ways:

- School web-site <https://www.oaklodge.wandsworth.sch.uk/web>
- School information info@oaklodge.wandsworth.sch.uk
- SENCo Karen Duggan-Stevens kdugganstevens@oaklodge.wandsworth.sch.uk or 020 8673 3453
- Head of Therapies Judy Lamprecht jlamprecht@oaklodge.wandsworth.sch.uk

14. What should I do if I feel that the School Offer is not being delivered or is not meeting my child's needs?

Families who believe their child's needs are not being met within school are asked to:

- a) Address the key issue/concern with the pastoral class teacher (the pastoral teacher will feedback this information to their line manager/Headteacher of the school)
- b) Address the key issue/concern with the Headteacher (appointments can be made via the school receptionist)
- c) Address the key issue/concern at the child's Annual or Transition Review with the SENCo and pastoral teacher.

Where parents feel issues/concerns cannot be addressed in this way they will be asked to write to the Chair of Governors.

- a) The Chair of Governors can be contacted via the school (please ensure all correspondence is addressed to the Chair of Governors, and marked as confidential)
- b) The school has a complaints policy which can be found on the school's web-site
- c) Contact the Special Educational Needs in your local borough

4. How is your SEN Information Report reviewed?

It is the responsibility of the Governing Body to review the SEN Information Report in consultation with the Senior Leadership Team of the school. This review will happen formally at the beginning of each academic year at a full Governing Body meeting. If this offer needs to be reviewed before the start of each new academic year it will be the responsibility of the Headteacher to place this on the next full Governing Body agenda for their full consideration. The Senior Leadership Team will monitor the SEN Information Report throughout the academic year.

