



Special Educational Needs & Disability Report

Malden Oaks Management Committee has a legal duty to publish information on their website about the implementation of the governing body's policy for students with Special Educational Needs through the Special Educational needs & Disability (SEND) information report. The information published must be updated annually.

At Malden Oaks, we are committed to working together with all members of our school community. This Special Educational Needs & Disability Report (hereafter referred to as SEND) has been produced ready for consultation with students, parents/careers, Management Committee Members, and members of staff. We would welcome your feedback and future involvement, so please do contact us.

You can make your comments in writing or in person to the Special Educational Needs Co-Ordinator (hereafter referred to as SENCo):

*Ayse Osman, SENCo:
aosman17@maldenoaks.rbksch.org
0208 289 4665*

Malden Oaks is a Pupil Referral Unit committed to ensuring all students, regardless of their educational needs, have access to a curriculum rich in variety that offers them plenty of opportunities to succeed. Our key priorities are to ensure the physical and emotional, safety and wellbeing of all our students; to ensure all students take an active part in decision making about their learning and environment and that through a broad choice of subjects and activities, students can fully engage with their learning to go on to achieve both at GCSE level and in the future. Of paramount importance is that all students are encouraged to aim high, both on a day to day basis and in their aspirations for the future. Students with additional needs are represented on the Student Council which regularly meet to discuss matters relating to their education and environment. Students were also consulted in the creation of this document.

We ensure that, in line with the Special Educational Needs' Code of Practice, a child centred, outcomes based approach underpins the work we do with students with additional needs.

The following questions have been designed to give you as much information as possible but do please contact the SENCo should you wish to discuss anything further.



Information in this report is in line with

- Part 3 of the Children and Families Act 2014
- Special Educational Needs Code of Practice 2014
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49
- The Order setting out transitional arrangements, Section 137
- The Equality Act 2010

This report should also be considered in conjunction with the following Malden Oaks policies:

- Behaviour Policy
- Assessment Policy
- Equalities Policy
- Safeguarding Policy
- Complaints Policy
- Accessibility Plan

1. What are special educational needs?

The Special Educational Needs Code of Practice 2014 states that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

High quality teaching that is differentiated and personalised will meet the individual needs of the majority of children and young people. Some children and young people need educational provision that is additional to or different from this. This is special educational provision under Section 21 of the Children and Families Act 2014.



2. What are the different kinds of needs at Malden Oaks?

Our students often have some barrier(s) to learning within a mainstream setting. Some of these needs may be considered to come under the umbrella of 'Special Educational Needs' (hereafter referred to as SEN). Other circumstances, for example being permanently excluded from school, do not necessarily meet the criteria for being considered under 'SEN', but may more accurately be described as short-term difficulties causing a barrier to attendance at mainstream school. As a Pupil Referral Unit, the main presenting needs of our students fall within the 'Social, Emotional and Mental Health' description and this often contributes to difficulties maintaining concentration within the classroom which may result in low numeracy and literacy skills.

Malden Oaks teaches students with a variety of needs, including, but not limited to Autistic Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD) and dyslexia in small group settings. These smaller groups facilitate stronger working relationships between students and staff and offer teachers the opportunity to really understand the strengths and weaknesses of their students, allowing more personalised learning.

At Malden Oaks, we can also make provision for every other kind of frequently occurring special educational need without a statement of special educational needs / Education, Health and Care Plan, for instance, dyspraxia or speech and language needs. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met.

The school currently meets the needs of a small number of students with Education, Health and Care plan with the following kinds of special educational need:

- Social Communication Needs e.g. Autistic Spectrum Disorder
- Social Emotional and Mental Health Needs e.g. Attention Deficit Hyperactivity Disorder
- Cognition and Learning Needs

Students with a variety of additional needs may also attend Malden Oaks whilst the Educational Health Care Plan (EHCP) assessment process is underway.



3. Who are the best people at Malden Oaks to talk to about my child's difficulties with learning/Special Educational Needs/Disability (SEND)?

All staff at Malden Oaks are committed to the removal of barriers to the progress of disabled students and those with additional needs. All teachers will be able to speak with you about your child's progress in their subject and if your concerns are about how their needs are impacting on a specific lesson, you should contact that teacher in the first instance. If your concerns are broader or you would like to explore other forms of support that may be on offer, you should contact the SENCo in the first instance. Detailed below are the various members of staff involved with Special Educational Needs and their responsibilities.

- **SENCo: Ayse Osman**
aosman17@maldenoaks.rbksch.org **0208 289 4665**

Responsible for:

- Coordinating all the support for students with special educational needs or disabilities (SEND) and ensuring all students receive a consistently high quality response to meeting their needs in school.
- Ensuring that you are:
 - Involved in supporting your child's learning.
 - Kept informed about the support your child is getting.
- Involved in reviewing how your child is doing.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc
- Updating the school's SEND register (a system for ensuring all the SEND needs of students in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
- Ensuring that all staff working with your child in school are helped to deliver the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Supporting Young Carers as the Young Carer Lead in the school.
- Supporting students who are learning English as an Additional Language.
- Supporting Looked After children.



➤ **Class/subject teacher**

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENCo know as necessary.
- Ensuring that they follow the guidelines and any other information circulated by the SENCo, as detailed in this report and that students in their class can access the work set in class.

➤ **Headteacher: Samantha Axbey**

Responsible for:

- The day to day management of all aspects of the school, this includes the support for students with SEND.
- Giving responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- Ensuring that the Management Committee is kept up to date about any issues in the school relating to SEND.

➤ **SEN Management Committee Member**

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

If you are unsatisfied and wish to make a complaint, please see our Complaints Policy for further information.



4. *What are the different types of support available for students with SEND at Malden Oaks?*

We believe that all children and young people are entitled to an education that enables them to make progress so that they:

- *achieve their best*
- *become confident individuals living fulfilling lives, and*
- *make a successful transition into adulthood, whether into employment, further or higher education or training .*

All students are supported by their class teachers via excellent targeted classroom teaching, also known as Quality First Teaching. Special educational provision is underpinned by high quality teaching and is compromised by anything less. *Additional intervention and support cannot compensate for a lack of good quality teaching.* We work to ensure that our approach to teaching and learning is of high quality and personalised to meet the individual needs of the majority of children/young people.

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all students in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCo or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.
- We will support your child and their mental wellbeing by making available to them the following provision: CBT with our EP, Mindfulness Sessions with our EP, sessions run through the charity Mind.
- All students are supported through our activities programme by the nature of the small groups and also through the relationships built between students and teachers. When necessary, specific reasonable adjustments will be made to enable your child to access a particular activity. If this activity is facilitated by an outside provider, we will liaise with them.



Some children/young people need educational provision that is additional to or different from this. This is special educational provision. The principle of early identification and intervention underpins our approach to identifying those students who need extra help. This is often put in place, even if special educational need has not been identified. This extra support will enable the student to catch up. If a student is identified as having additional needs, they will be added to the SEN Register. Examples of extra support are:

- 1:1 Literacy
- 1:1 Numeracy
- Pre- teaching vocabulary
- Precision teaching
- That Reading Thing Reading Programme
- Personalised timetables

Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/SENCo as needing a particularly high level of individual or small group teaching which cannot be provided from the budget available to the school.

Usually your child will also need specialist support in school from a professional outside the school. This may be from specialist teachers or outside agencies such as Speech and Language Therapy.

For your child this would mean:

- The school (or you) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school have sent in the request to the Local Authority (with information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support currently offered to the student.
- After the reports have all been sent in the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more support in school to make good



progress. If this is the case they will write an EHC Plan. If this is not the case, they will ask the school to continue with the current support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.

- An EHC Plan will outline the desired outcomes for your child and suggest strategies to be put in place to achieve this. It will also have long and short term goals for your child.
- Once an EHCP has been agreed, your child will either return to their mainstream school with support or they may be offered a placed in a more specialised setting.

We have a duty to make arrangements to support students with medical conditions. Individual healthcare plans will normally specify the type and level of support required to meet the medical needs of such students. We will have regard to the statutory guidance supporting students at school with medical conditions.

Any specialist equipment that may be needed to support a child with additional needs will be considered on an individual basis.

5. How can I let Malden Oaks know I am concerned about my child's progress in school?

- If you have concerns about your child's progress in a specific subject, you should speak to your child's class teacher initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to the SENCo.
- If you still feel the situation has not been resolved, you may speak to the Headteacher .
- If you are still not happy you can speak to the school SEND Management Committee Member.

All parents of students at Malden Oaks are invited to discuss the progress of their children on at least four occasions a year and receive a written report four times per year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all students will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the student has a special educational need.

If following this normal provision improvements in progress are not seen, we will contact parents to discuss this and what we will be doing to help us to address these needs better. From this point onwards the student will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. Parents will be actively supported to contribute to assessment, planning and review.



6. How does Malden Oaks track my child's progress?

At Malden Oaks, subject teachers monitor the progress of all students regularly to review their progress. We also use a range of assessments with all the students at various points. As part of our induction programme, all KS4 students are assessed for access arrangements. KS3 students undertake similar assessments which identify what additional support may be required with reading, writing, spelling and punctuation. The induction programme also includes baseline assessments in the core subjects. This information, together with extensive details on the referral form provided by the referring school, enables us to have a comprehensive understanding of each student's needs before they are placed into teaching groups.

As the teaching groups at Malden Oaks are so small, never bigger than 6 but more commonly only 3 or 4 students, regular informal assessment, as well as more formal assessment is easily conducted. Given the small numbers, on a day-to-day basis, staff will know exactly where any strengths or difficulties for each child lie and this also offers ample opportunities to focus on any gaps in the student's learning.

Regular monitoring and review will focus on the extent to which planned outcomes have been achieved. The views of the student, parents and class/subject teachers will be taken into account. The assessment information from teachers will show whether adequate progress is being made.

The SEN Code of Practice (2014) describes adequate progress as:

- Is similar to that of children of the same age who had the same starting point
- Matches or improves on the student's previous rate of progress
- Which allows the attainment gap to close between the student and children of the same age

For students with an Education, Health and Care Plan (EHCP) there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision to be made. The collation of all annual review evaluations of effectiveness will be reported to the governing body.

Every student in the school has their progress tracked regularly. Every student at Malden Oaks has either a Special Educational Need or a short term difficulty of some kind. For this reason reviews are held four times a year as a minimum. Each review includes information about progress in every curriculum area as well as progress against the targets set at the previous review.



If these reviews do not show adequate progress is being made the support plan and planned outcomes will be reviewed and adjusted.

7. How will the school let me know if they have any concerns about my child's learning in school?

If your child is then identified as not making progress the school will set up an meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have too.
- Plan any additional support your child may receive.
- Discuss with you any referrals to outside professionals to support your child's learning

Depending on the severity of the concerns, these may be communicated at any one of the four main review meetings or at additional meetings.

8. How is extra support allocated to children?

- The school budget, received from Royal Borough of Kingston Local Authority, includes money for supporting children with SEND.
- Malden Oaks receives enhanced funding from the High Needs Block in order to provide small group specialist teaching. Individual referring schools also make a financial contribution on a sessional basis.
- The Head Teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school Management Committee on the basis of needs in the school.
- The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including:
 - The students getting extra support already
 - The students needing extra support
 - The students who have been identified as not making as much progress as would be expected and decide what resources/training and support is needed.
 - All resources/training and support are reviewed regularly and changes made as needed.
 - We focus on what outcomes intervention and support will have on the student



9. *Who are the other people providing services to children with SEND in the school?*

Directly funded by the school:

- SEN Team
- Qualified SENCo
- Teaching Assistants
- Vocational Curriculum Support Workers
- Additional EP Time
- Specialist teacher (for access arrangements assessment)

Paid for centrally by the Local Authority but delivered in school (as necessary):

- Educational Psychology Service
- Speech and Language Therapy
- Physiotherapist
- Hearing Impairment Advisory Teacher
- Teacher for the Visually Impaired
- School Nurse
- Health Link Worker
- Post 16 SEN Personal Advisers

10. *How are the teachers in school helped to work with children with SEND and what training do they have?*

The SENCo's job is to support the class teacher in planning for students with SEND. This may be done through any of the following ways:

- Facilitating 1:1 time with EP
- SENCo Surgery
- Team Child Meetings
- Student Passports

The school has a training plan for all staff to improve the teaching and learning of students including those with SEND. This includes whole school training on SEND issues such as ASD and Speech and language difficulties. Recent awareness training has been completed in the following areas:



- Exam access arrangements
- ASD needs
- De-escalation techniques
- Equality and Diversity
- Tourette's
- Attachment Needs
- Pathological Demand Avoidance/ Oppositional Demand Avoidance
- Self-harm
- The underlying causes of specific challenging behaviours

Individual teachers and support staff may also attend training courses run by outside agencies that are relevant to the needs of specific children in their class. They are also able to attend consultation surgeries with the SENCo and with the Educational Psychologist.

11. How will the teaching be adapted for my child with SEND?

At Malden Oaks, we follow the advice in The National Curriculum Framework on how to adapt the curriculum and the learning environment for students with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

The nature of our setting means that the style of teaching will already have been adapted to suit students who find more mainstream approaches difficult to access. Within the classroom, work will be differentiated and personalised for individual learners. Across the school, the broad curriculum aims to nurture a climate of success and engage students in their particular areas of interest.

'All students should have access to a broad and balanced curriculum. The National Curriculum Inclusion Statement states that teachers should set high expectations for every student, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty should be identified and addressed at the outset. Lessons should be planned to address potential areas of difficulty and to remove barriers to student achievement. In many cases, such planning will mean that students with SEN and disabilities will be able to study the full national curriculum.' (Code of Practice 6.11)

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review the Management Committee has recently made the following improvements:



- Building work to create additional small group teaching spaces
- Improving the curriculum offer to provide 14 option subject choices at KS4
- Providing support so that students can access vocational college courses
- Investing in additional ICT hardware and software to enable students to develop independent learning and have identified that the following aspects of the school need to be improved:
- Further resource the newly-established library

12. What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you and where possible a report will be provided.
- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- If you would like, we can support you in contributing to academic reviews.
- We can make referrals to external support agencies for parents, such as SEND Family Voice. You can find out more about them here <http://www.sendfamilyvoices.org/> SENDIASS https://www.afclocaloffer.org.uk/uploads/afclocaloffer/document/file/277/SENDIASS_leafl etOCT2015.pdf are also able to offer you independent support.

13. How will we support your child when they are joining or leaving this school?

We recognise that transitions can be difficult for a student with SEND and take steps to ensure that any transition is as smooth as possible.

At Malden Oaks we work closely with the educational settings accessed by the students before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The majority of our students are dual-registered with their mainstream school and so we have regular communication with the staff there.

Malden Oaks



Investing in success

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We also contribute information to a student's onward destination by providing information to the next setting. For students on a short term placement, this will be via an 'Exit report'. For those staying until the end of KS4, we will pass on all relevant information to colleges or other post 16 providers.

Supporting students move to a positive post 16 destination is one of our key priorities. We employ a vocational curriculum support worker to give students intensive support through the application process. Other professionals e.g. specialist youth workers, may also be involved in supporting students.

We will always liaise with their next placement and where appropriate, a phased transition may be implemented.

The local authority's local offer can be found here: <https://www.afclocaloffer.org.uk/pages/home/find-out-more-about-the-local-offer>

Date agreed by Management Committee: MARCH 2017

Reviewed 18.04.2017

This document is reviewed at least annually.