

Oakwood Specialist College

SEND Information Report

Date of report	March 2022 (This report is updated annually).
Report updated by:	James Tarling, Assistant Principal (Inclusion) Esther Williams, Principal Emma Chapman, Head of Placements & Transitions

Campus contact details

Main Campus:

Oakwood Specialist College Dawlish
 7/9 Oak Park Villas
 Dawlish
 EX7 0DE
 Tel: 0330 135 8170
 e-mail: admin@oakwoodcourt.ac.uk

Satellite Campuses:

Oakwood Specialist College Torpoint
 5/7 St James road

 Torpoint
 Cornwall
 PL11 2BJ

Oakwood Specialist College Yate
 Fromeforde House
 Church road
 Yate
 Bristol
 BS37 5JB

Key contacts

Principal: Mrs. Esther Williams
 Vice Principal: Mr. Sam Fox
 Designated Safeguarding Officer: Mr. Andy Baker
 Chair of Governors: Mr Jon Pain

Head of Campus Dawlish: Mr Andy Baker
 Head of Campus Torpoint: Mrs Julia McCarthy
 Head of Campus Yate: Mr Paul Ashford

Oakwood Specialist College is regulated by Ofsted and is rated as Good (2018).

The residential provision located in Dawlish and used by learners studying at the College is regulated by the Care Quality Commission (CQC) and all homes are rated as Good.

The College is an active member of NATSPEC – The Association of National Specialist Colleges.

- The Dawlish campus, located in Devon provides for 70 day learners. The Dawlish Campus also has access to residential accommodation for up to 18 learners
- The Yate Campus located in Bristol provides for 15 day learners
- The Torpoint campus located in Cornwall provides for 20 day learners.

What types of SEND do we provide for?

The College provision is designed to meet the needs of young people aged 16-25 with Learning Difficulties/disabilities, Autism, and complex behaviour. All young people have an Education, Health and Care Plan.

What is our approach to teaching pupils with SEND?

Young People generally start at the beginning of the Autumn Term however, some may join the College throughout the year depending on available space and need. The College aims to keep to a maximum class size of 5 with Young People educated by need.

Each class has a Tutor and support from at least one Learning Support Assistant. The amount of adult support depends on the specific needs of individuals and the group dynamic. A number of Young People have 1:1 allocated LSA support as identified in their EHCP.

Transition information is gained during the consultation process which may include a visit to school and liaison with parents and professionals. Baseline assessments are carried out within the first half term of the academic year and adjustments are made to class groups accordingly. This information contributes to the class groupings.

The College Day begins at 9am, starting with activities that transition into the learning environment. Learners enjoy activities such as mindfulness and exercise to warm them up and prepare them for the day ahead – this is called "Positive start".

Young People receive their education within their allocated class base rooms, and also have access to specialist rooms for example the kitchen and Woodwork rooms for vocational learning and enrichment. Learning also takes place in accommodation offsite from a range of external providers for example a local farm and on work placements.

The College Day finishes at 3pm and day learners are usually collected at this time. Specific transition arrangements are in place for a number of learners to enable them to leave at this time. Details are recorded on their individual study programme overviews.

Residential Learner Accommodation

Oakwood Court College residential provision aims to empower young people to take ownership over their lives and learning.

The residential aspect of the college reflects a home environment, all learners at Oakwood are aged over 16 years.

Learners develop skills that enable them to be self-directive adults, to run their lives the way they wish within their own homes with appropriate levels of support, from a skilled and experienced team.

Residential keyworkers are part of the learner's core team, this also includes the teacher and their college day keyworker. In addition to this team, there may be multi-disciplinary input and support from the specialist teachers. Teachers can share resources, advise, and train Keyworkers to use strategies as agreed. This will enable the learners to practice and overlearn with the right evidence-based approaches and tools in a range of settings including the home.

Other examples would be where psychological support services are needed and training interventions such as trauma and attachment are delivered by the therapy team, and then direct support from the clinical psychologist is available to the core team across the waking day if required. The learner's key worker will join any meetings regarding this learning program and next steps planning, the whole core team attend any Team around me meetings. Residential keyworkers contribute to these meetings and will write reports, attend the EHCP pre-reviews, annual reviews and are fully involved in planning transition.

Therapists provide support outside of the college day. For example, and where there is in agreement by the team and the student, assessments, observations and guided interventions enhance the residential support services.

The residential team work within the EHCP process, and in a person-centered way, they aim to embed and develop the skills that young people need to achieve their outcomes, and can do this successfully and consistently in a living context. Through the proposed residential placement, the learner will be preparing for adulthood, moving on to supported living, being part of a community, and managing health and wellbeing.

How do we adapt the curriculum and learning environment?

The College aims to develop skills to prepare young people for independent life, living and work. They are encouraged to think about work and/or living preferences right from the very beginning of their programme, and this informs personalised learning pathways and courses.

Learners gain practical life skills which may include cookery including healthy food choices, and finance – how to budget to make personal life choices. For residential learners, life skills continue into the residential provision.

The Duke of Edinburgh award programme encourages the development of social, emotional, and personal wellbeing and can lead to a Bronze, Silver or Gold Award.

The college offers Entry Level, Functional Skills, Duke of Edinburgh Award Scheme, AQA Unit Awards and vocational qualifications, however study programmes are not defined by a qualification. This enables the programmes to be firmly personalised around the needs of each individual learner.

The College has links with local providers and employers and aims to provide a work experience placement for all young people who can participate in this. To support this, we have an on-site work experience, internships and employability team.

The college is an approved examination centre for entry level accredited qualifications and vocational awards.

How does the College ensure that trips and activities are fully inclusive, and that young people have the opportunity to engage in activities on offer?

The college aims to ensure that all learners have the opportunity to participate in a wide range of activities and trips.

Learners learn about the trips and events in the preceding weeks and strategies are well planned for those learners who may experience additional anxieties.

Almost all learners take part in work experience appropriate to their abilities and directed by their pace and level of participation. This may include an in-house placement, part or full days, in a workplace that is of interest to them for the future and/or placements in the community.

How do we involve parents/carers in their child's education?

The College establishes partnerships with parents and carers at the transition stage to Oakwood. The College communicates and shares information through emails, regular College reports, newsletters and through the College website. Parents/carers have at least 2 scheduled meetings during the college year to discuss their child's progress including the annual/transition review.

The College welcomes parents/carers to events in college which may include coffee mornings, charity events, seasonal fayres and college performances. When doing so the college monitors appropriateness in relation to contemporary COVID guidance and restrictions as they emerge.

How do we involve young people in their own education?

The Student Council plays an important role as a forum for learners to put forward their views and suggestions for improvements. All learners are invited to attend, and specific meetings are held regularly with student representatives.

Every learner contributes to their annual/transition review by providing information on how they feel about their year, their progress, and achievements, and what they would like to do in the future.

How do we check that a student is making progress and how are parents/carers kept informed?

Every learner has an EHCP (Education and Health Care Plan) which is reviewed annually.

The first six weeks of the College term is an initial assessment period, where learners undertake activities and learning tasks to assess their starting points and establish what they already know and can do. The teacher and learner will then plan an Individual 'Programme of Study' which explores possible work and living options and plans the skills and possible qualifications needed. The Programme of Study includes targets relevant to the necessary skills required and the outcomes of the EHCP.

Assessment data is analysed to inform accurate monitoring of progress and future planning. It also forms the basis of the annual report to parents/carers. EHCP targets are at the centre of this process of planning and monitoring with staff using a management information system to track process and capture evidence.

In addition to Annual Reviews parents are invited to attend meetings with teaching staff. This might also include 'Team Around Me' meetings and Multi-Disciplinary Meetings.

How do we support students at transition points – coming to college and in preparation for adulthood?

Learners and parents/carers that are interested in a place at Oakwood are offered individual meetings at the relevant college campus and are given a chance to look at the provision and meet the students and teams.

Where the parents/carers and learner names Oakwood as their chosen provision the college will then engage with schools, other settings, professionals, and any relevant people who may be involved with the individual. Placement planning and subsequent transition into college can start many months before the date of entry and will be individualised to each student's needs, for example transition may consist of frequent visits to the site, attendance in college sessions or visits by the team to the learners current setting.

The college has a multi-disciplinary approach to planning for new learners. Weekly admissions meetings are held throughout the year, in this meeting the learners are discussed, and provision identified. At this meeting there are representatives from Speech and Language therapy, Psychology, Education Management and Residential Management, if applicable.

Transition planning meetings are held in the summer term prior to the new learners' entry in the autumn, in this meeting Study Programme Pathways and group matching exercises are carried out. Teachers are given Learner profiles and the learners receive an admission pack.

Once the learner has started at college transition planning is ongoing, and both targeted and embedded throughout the learner's journey.

Transition planning meetings are held weekly from the Autumn term. these meetings are linked to the EHCP process and are to identify learners likely to be, or those agreed to be leaving within the academic year. This process includes the SENCo team where appropriate and has senior team members and Head of work experience in attendance.

Each transition is unique to the learner, the college team work collaboratively with the young person, their family, and any external providers to facilitate a good transition that aims to meet the preparing for adulthood pathways.

How do we support our pupils' emotional and social development, and help them to improve their overall health and well-being?

Oakwood College has a multi-disciplinary team consisting of:

Speech and Language – in-house Speech & Language Therapists and a Speech & Language assistant offer a range of programmes to support individual learners to develop their communication skills. These may include Talkabout, Social Skills Groups and Sex and Relationships. Ongoing training programmes are delivered to staff to ensure all

communication needs are met. The therapist will also support young people during transition into and beyond the college setting.

Occupational Therapy

Access to Occupational therapist is offered as identified in the EHCP. Typically, the therapist may assess a young person and provide an individual programme or identify the use of adaptive equipment and technologies. The therapist will also support young people during transition into and beyond the college setting.

Physiotherapy

Access to Physiotherapist is offered – as identified in the EHCP. Typically, the Physiotherapist may assess a young person and provide or update an individual programme to be carried out by a trained Learning Support Assistant. The therapist will also support young people during transition into and beyond the college setting.

Counselling

All learners have access to the College counsellor, which gives learners the opportunity to talk about worries, concerns, and personal situations. Integrative counselling aims to promote healing and facilitate wholeness.

What expertise and training do our staff have to support our Young People?

All teachers have a recognised teaching qualification. Some teachers have a primary or secondary qualifications and a number of staff also have additional SEND or other qualifications, including:

Post graduate diploma in SEND and working towards SENCo qualifications.

Staff receive regular and relevant training in Safeguarding, NAPPI, Manual Handling, Sensory Needs, Trauma and Attachment, medical conditions and teaching and learning.

The College has an on-going programme of continuing professional development for staff which is integrated within their performance management. CPD (Continuing Professional Development) may be bespoke to individual staff development or whole College training priorities.

How do we secure specialist expertise and involve other organisations in meeting the needs of our learners and supporting their families?

The College has a pro-active approach to working with other agencies across health, social care and education and has well- established links across a range of services. The College also draws upon specialist support including; Educational Psychology, Speech & Language, Occupational /Physio Therapy, Specialist ASC support, Police Liaison and Mentoring services.

How will we secure equipment and facilities to support learners with SEND?

All funding is agreed through the Local Authority named on the EHCP.

The Phoenix Learning and Care group and College Leaders ensure that the budget is allocated to meet the needs of the Learners Any changes to staffing, or developments in provision are carefully considered before implementation to ensure they will have maximum impact for the Learners learning and development.

A small bursary fund, both discretionary and vulnerable, is available to students and is allocated through an application process and based on eligibility criteria.

The Phoenix Learning and Care group monitor the budget termly, scrutinize spending and challenge the College to ensure best value.

How do we evaluate the effectiveness of our SEND provision?

The progress of learners is regularly assessed, and the effectiveness of the provision in meeting their needs is fully reviewed at each Young Person's Annual Review. The collated views of Young People, parents and other agencies feed in to the action plans for improvement.

The College has an annual quality improvement plan which is evaluated by the governors and staff least half-termly throughout the year.

The College also completes a whole College Self Assessment (SAR), aligned with the current OFSTED framework, which is reviewed each term through the governor and staff working parties.

How do we handle concerns or complaints from parents about the provision made at College?

All parents / carers may raise concerns about their young person's provision at any time, in the first instance, via the class tutor. If the concern relates to a learners welfare and well-

being, parents/careers should contact the Principal, Esther Williams, Vice Principal, Sam Fox or the safeguarding lead; Andy Baker.

Parents may also contact a member of the governing body, and if a concern / complaint is more formal, then they would be directed to the complaints policy and procedure available on request.

Who can young people contact if they have a concern?

Learners may raise a concern with their Teacher or indeed any member of staff in College.

Depending on the nature of the concern, they may feel more comfortable raising their concern with a particular member of staff. The College has a strong safeguarding culture which encourages learners to share any concerns or worries they may have.

What support services are available to parents/ Carers?

The College facilitates different support groups for parents / carers through the Speech and Language team, and we review these groups regularly, based on need. In the past year we have facilitated adoptive parents support groups, managing anxiety groups (run by the educational psychology team), Online-Safety training for parents and Occupational Therapy support sessions.

As a specialist provision, everything we do provides a level of support to families. We listen to parental/ Carer concerns and provide signposting to different services and make referrals where necessary.

Where is the information on the Local Offer published?

The Devon County Council website provides information about the Local Offer at <https://www.devon.gov.uk/education-and-families/send-local-offer>

The Plymouth online directory website provides information on the local offer in this area; <https://www.plymouthonlinedirectory.com/article/182/SEND-Local-Offer> (this is included as the Torpoint campus borders Plymouth)

The Cornwall County Council local offer can be found on their website here <https://www.cornwall.gov.uk/schools-and-education/special-educational-needs/cornwall-send-local-offer/>

The South Glos local offer can be found on their website here

<https://find-information-for-adults-children-families.southglos.gov.uk/kb5/southglos/directory/localoffer.page?localofferchannel=0&channel=localoffer>

Date of original document: January 2020

Review Date: 23rd February 2022