

Aspire, Believe, Achieve

At Ousedale School we believe in achievement, ambition and progress for all students.

- We aim to meet the needs of individual students through highly effective teaching and learning.
- There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.
- We work in a flexible way to develop effective partnerships with students and their parents/carers, the SENDCO, specialist teaching staff both within the school and external professionals such as speech and language therapists, occupational therapists and child and adolescent mental health services (CAMHS) to ensure the school can meet a broad range of special educational needs.
- We are an inclusive school and work hard to ensure wherever possible that students are included in all activities, both in and out of the classroom. However, if the needs of the student are so significant that quality first teaching and additional classroom support does not enable the child to progress in their learning, we use targeted or personalised withdrawal to support as part of our graduated approach in interventions.

We undertake a rigorous system of monitoring students' progress, supporting academic achievement and personal achievement by removing barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all students.

[1. How does Ousedale School know if students need extra help?](#)

Information on students joining Ousedale School is gathered in liaison with your child's previous school. Concerns may be raised by the previous school about your child's progress and information about any additional support put into place at the school. Concerns can also be raised by parents at Prospective Parents' Evenings and Information Evenings held in Year 6 at Ousedale School. The SENDCO (Sian Waterhouse) and/or Assistant SENDCO Melanie Smith (NP campus) and Deputy SENDCO Brynne Laska (Olney Campus) are present at these events to offer advice and support and discuss any concerns raised by parents. They are also present at parents' evenings throughout the year.

Although we do not have a specialist unit, we cater for students under the following broad areas of need:

Communication and Interaction
Cognition and Learning

Social, emotional and mental health difficulties
Sensory and or/physical needs

Upon entry, students sit a CAT test (Cognitive Abilities Test) and a standardised spelling and reading test. The scores are used to identify students who are below average range for their age in their literacy ability. Permission is sought from parents to withdraw a small group of students from their French lessons during Year 7 and Year 8 for additional literacy support.

Students in Year 7 also sit a STAR test to assess reading levels and target interventions in class by the English department. In addition to this, students with lower literacy scores are offered short term interventions following a structured programme 1:1 or in small groups with our literacy HLTAs at both campuses. The Accelerated Reader programme used across both campuses provides reading material matched to each student to ensure that their needs are met. This is supplemented where necessary with interventions as described above.

Students' quantitative CAT scores and KS2 Maths results are used to identify those needing numeracy support. Students with lower scores are then assessed for possible 1:1 numeracy catchup.

Students with behavioural, social or emotional difficulties are identified in weekly joint meetings with the pastoral and SEN teams. If parents have concerns about their child in these areas, contact with form tutors, Heads of Year or the SENDCO will lead to an assessment of needs through a variety of methods. When students are identified with needs in these areas, the use of the FACT (First Assess Communication Tool) is considered to identify any communication needs. In addition, a wellbeing plan may be drawn up to support a student with SEMH.

At any point in the school career of a child at Ousedale, parents or teaching staff may raise concerns about students with the above range of difficulties, which can lead to further assessment, including testing by our in-house specialist Melanie Smith.

2. What should a parent/carer do if they think their child may have Special Educational Needs?

New queries must be submitted to SENDtriage@ousedale.org.uk which will then be directed to the appropriate member of the SEND management team and an initial telephone appointment with them will be made within 5 working days. The telephone call may well lead to additional meetings in school as necessary, although we hope to resolve any concerns as quickly and early as possible; any further communication regarding the same query/issue will be directly with the allocated member of staff. New SEND queries sent directly to members of staff will not be monitored.

A strong emphasis is put on student-centred support, so meetings with students are regular and our students with SEND are expected to take an active role in determining their support. Personal Provision Plans detailing agreed targets, strategies and support are written/updated and distributed to relevant staff.

3. How will Ousedale School support the child who has been identified as having Special Educational Needs?

The SENDCO is responsible for co-ordinating provision for students in and out of the classroom. The school aims to involve students with SEN in all activities wherever possible without the need for withdrawal.

Teachers are responsible for SEN provision at the first level, providing a high quality teaching experience for all students, including those with SEN. The SENDCO provides advice and training to teachers in differentiating work for students with different categories and levels of SEN. At present, one of the foci of SEND support is improving staff knowledge about communication difficulties via whole staff training and we also have regular training on the use of hearing impaired (HI) equipment.

In-class support is provided by a team of teaching assistants across both campuses, whose work is co-ordinated by the SENDCO. This team consists of: one autism (ASC) specialist teaching assistant (TA); one behaviour/social/emotional specialist TA (working closely with a team of pastoral learning mentors for students with SEND); two specialist English Higher Level Teaching Assistants (HL TA); two specialist Maths HLTAs and a vocational specialist TA. In addition to this, we have a specialist TA to address Sixth Form issues, working alongside the pastoral team. Individual students in Year 12 and 13 with SEND are offered support sessions and complete Personal Provision Plans to ascertain appropriate levels of support. Other TAs have training and experience with pupils with physical, hearing and visual impairments. Although students with particular needs may work with specialist TAs, they will be supported in class by a number of different TAs. Specialist TAs and the SENDCO will co-ordinate provision and advise/support TAs, as well as teachers.

Withdrawal from class happens in two main areas, for literacy and social skills work. Small group literacy work is offered to students whose literacy skills are below average range on entry to Ousedale. In addition, some students who would benefit from small group social skills work are withdrawn from PSE lessons in Years 7, 8 and 9 for short-term intervention work.

Personalised learning programmes can be devised for students with SEND at both campuses within the Inclusion Centres (PILC) to take into account the demands of a full curriculum, particularly at KS4. At lunchtime, a nurture group is available for more vulnerable students with SEND in the SEN departments at both campuses. Each afternoon after school Session 6 from 2.35 - 3.30pm is run to give additional support to SEN students who struggle with the organisation of and/or the content of homework set by class teachers.

The nature of support being given to a child with SEN at Ousedale School will be communicated to parents on the Personal Provision Plans. If concerns are raised about a child with communication needs then a FACT assessment may be carried out and targets set and reviewed via this document instead of or as well as the Personal Provision Plans. These documents also allow staff working with students with SEN to review success on the targets they have set and the nature of the support they require to achieve their targets.

The SENDCO reports to the school governors yearly to review SEN provision and key changes in policy, staffing or composition of the cohort.

4. How will the curriculum be matched to a child who needs extra support or SEND?

Every class teacher at Ousedale School is responsible for differentiating work in class to support students with SEND. The SENDCO and specialist TAs support this work and provide formal training and informal advice on differentiation.

Intervention groups are designed to support students in accessing a full curriculum through developing their literacy, numeracy and social skills.

The options process in Year 8 and Year 9 is designed to give students with SEND a variety of choices from vocational to academic-based subjects. Personalised Learning is also offered to small numbers of students with SEND during Year 10 and 11. Similarly, in Years 12 and 13, courses are designed to allow students who meet the entry criteria with a range of abilities and SEND to access continuing education.

Information, advice and guidance is offered to students throughout their time at Ousedale School by our careers advisers and form tutors and senior staff to enable students to make the best choices in terms of course options and work experience and develop appropriate skills for life after Ousedale. This support is adapted to meet the needs of each student and to offer the broadest choices possible to our students.

5. How will both Ousedale School and the parent know how the child is doing AND how will the school help the parent to support their child's learning?

Your child will be given a set of target grades in their subjects in Year 7. The SENDCO is responsible for monitoring the progress of SEN students towards these academic targets, as well as the student set targets on their Personal Provision Plans, and modifying provision where necessary.

In Year 9, parents and students are given targets for their GCSE subjects at a target setting evening so that students can ask questions about support and staff can explain the GCSE and BTEC grading systems.

Parents are encouraged to contact the school with any concerns about their child's progress at any point in the school year. Contact can be made via the pastoral system (Form Tutor or PAL) or the SENDCO. The SENDCO meets or has communication with parents via telephone or email to discuss ongoing concerns. Parents' evenings are a regular opportunity to meet the SENDCO face-to-face and discuss progress.

Parent information evenings are held for students with or without SEND to support key areas such as preparation for exams. These are run by the curriculum and pastoral teams. Other information to support your child will be published on the school website.

6. What support is offered from Ousedale School to ensure the well-being of the child who has SEND or requires extra help?

The pastoral team at Ousedale School provide a graduated system of response to all students and are supported by the SEND team in modifying this provision for students with particular difficulties. Form tutors provide daily contact for students to discuss any worries or concerns and to monitor your child's social/emotional and behavioural development as they progress through the school. The pastoral team meet weekly with the SENDCO to discuss any students who may need additional support.

If students need additional support for social/emotional or behavioural difficulties, they may work with a number of members of staff, depending on the level of need or type of difficulty. These staff include: pastoral mentors; specialist TAs in social/emotional/behavioural difficulties or autism (ASC)/communication; or PALs/form tutors. Staff will provide targets for intervention work and monitor these with your child and the adults working alongside them.

If such interventions are not proving effective in improving your child's well-being, a Pastoral Support Programme (PSP) may be put in place and monitored by senior staff at each Key Stage. Additionally, outside specialists such as the Educational Psychology Team, Children and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT), Attendance Officers at Milton Keynes Council, Inclusion and Intervention specialist teachers or Children and Family Practices (CAFP) may be asked to provide advice and support. In these instances, parents will always be contacted and asked to give information towards the referral and co-operate with the planned intervention.

In addition, Ousedale School has a Personalised Learning and Inclusion Centre (PILC) at each campus, where lessons in smaller groups or individual work can be carried out if modifications need to be made to a student's timetable for their emotional or physical well-being.

In addition, to support our students' wellbeing, support is brought into school for targeted groups such as the SMILE project or for targeted individual students such as counsellors from Young People's Mental Health (YIS). Our Director of Wellbeing organises and coordinates opportunities and schemes across MK for students at Ousedale to access and improve their wellbeing.

7. What specialist services and expertise are available or accessed by Ousedale School?

Outside specialists such as the Educational Psychology Team, Children and Adolescent Mental Health Services (CAMHS), Speech and Language Therapy (SALT) or Children and Family Practices (CAFP) may be asked to provide advice and support. In these instances, parents will always be contacted and asked to give information towards the referral.

The Specialist Teachers team at Milton Keynes Council SEN department are also available to support students with SEND. Teachers with specialist knowledge in the areas of autism (ASC), Visual Impairment (VI), Inclusion and Intervention and Hearing Impairment (HI) visit students to review progress and set individual targets for work to be done with your child to help them access the curriculum. They also advise and train teaching staff and TAs who work with your child. The Inclusion specialist teachers can advise school on packages to access alternative educational opportunities across Milton Keynes for those students who have complex needs.

8. What training are the staff at Ousedale having or going to have to support students with SEND?

Regular training opportunities are offered to staff on important aspects of the teaching and delivery of the curriculum to students with SEND. Other training opportunities may be directed towards specific groups of staff who may be working with students with particular needs (for example, newly qualified teachers). This will be dependent on the cohort of students at the time of training and their needs. Specialist teachers may help in the delivery of this training.

At present, one of the foci of SEND support and training is improving staff knowledge about communication difficulties and autism (ASC) via whole staff training and we also have regular training on the use of hearing impaired (HI) equipment and any other issues which arise in provision mapping and planning for a new cohort or individual students. Staff have received training on strategies to boost reading comprehension and embed these into the lessons in all areas of the curriculum. We have also appointed a team of subject specialists to work in BTEC subjects and Science/Design Technology in order to assist teachers in planning and delivering reasonable adjustments and interventions in these areas.

9. How will my child be included in activities outside the classroom including school trips?

The aim of SEND provision at Ousedale School is to involve students in as many activities as possible, without the need for disapplication. There are many exciting opportunities for extra-curricular events at Ousedale School: ACE Day trips to museums and tourist attractions; sporting events; enrichment activities run half-termly during tutorial period and Duke of Edinburgh, to name a few.

In some cases, SEN staff will need to accompany students to provide necessary modifications to activities. A risk assessment is carried out to support and identify any additional support required. Attendance on trips for all students is at the discretion of the school leader, along with the Equality Act 2010 and the reasonable adjustments duty to avoid disadvantage to the student compared to other children. Together with parents and staff running a trip we will endeavour to ensure that students with SEND have equal access to all extra-curricular activities.

If you have any concerns about your child's ability to access a particular activity, please contact the trip organiser or SENDCO to discuss your child's needs.

10. How accessible is Ousedale School?

The built environment at the Newport Pagnell Campus Ousedale School is currently not fully wheelchair accessible as there are no lifts to access classrooms on the second floor. However, modifications have been made to the site to ensure that all ground floor classrooms and the school canteen are now fully accessible. There are some modifications for students with visual impairments in the built environment also. There are disabled toilets in each block. For students with

medical difficulties who may find it difficult to access or negotiate the site, alternative arrangements can be made, either temporarily or long-term. This may include leaving lessons early, having an escort around site or spending some lessons in the Personalised Learning and Inclusion Centres (PILC) at each campus.

The Olney Campus is built with full wheelchair access, including specialist moving equipment to evacuate wheelchair users from the top floor of the campus during a fire.

If additional funding is needed to modify the environment for students with SEND, top-up funding can be applied for through Milton Keynes Council, with reasonable adjustments in mind.

11. How will Ousedale School support a child with SEND or who needs extra help to join the school or consider the next stage of education and life?

In Year 6, the SENDCO and prospective PALs visit feeder schools to gather information about students who need extra help, or who have needed help historically. In discussion with the feeder school, the SENDCO plans additional transitional visits to Ousedale School in small groups to ease the transition process, usually carried out in the Summer Term of Year 6. Visits are also made to the feeder schools by PALs at this time. Additional visits or question and answer sessions can be planned or requested for specific groups or individual students by the feeder school.

In Year 7, SEND support is planned to cover students already identified with SEND by primary schools but, by half term, a more complete picture of your child's needs for additional support can be put together to enable provision to be modified where appropriate. This will be based upon the entry assessments carried out with your child, the efficacy of any support already put into place, parents' views at the first 'light touch' parents' evening and your child's views in target setting through the completion of their learning passports. Reading and spelling scores are used to offer literacy interventions to students.

Later in your child's school career he/she will receive guidance in choosing course options in Year 9 in preparation for Key Stage 4. Each child is paired with a mentor who will discuss their course choices and liaise with parents where necessary. All parents are invited to an Options Evening where course choices can be discussed with staff in light of your child's particular strengths and difficulties. A similar process is followed in Year 11 to enable students and parents to make choices about the next stage of education and life.

At the end of Year 9, parents of some students with SEN will be contacted for permission to assess for exam allowances in KS4 external exams. This can lead to an award by the Joint Council for Qualifications (JCQ) for the student for certain exam access arrangements (for example a reader, scribe or extra time). These assessments are carried out in-house by our specialist assessor.

In Sixth form, students may need to be further assessed to receive exam allowances. These students will be supported in their exams and may also receive targeted 1:1 support during non-contact time with our sixth form specialist TA.

12. How are Ousedale School's resources allocated and matched to your child's SEND?

Ousedale School receives delegated funds for students with SEND, but the Headteacher makes decisions about money spent beyond this budget to support students with SEND in the school in the most effective ways. Part of the delegated budget is allocated to the SENDCO to appropriate resources for enabling students with SEND to access the curriculum. Additionally, money can be secured for more expensive resources through top-up funding from Milton Keynes Local Authority.

13. How is the decision made about what type and how much support a child with SEND will receive?

The SENDCO is responsible for the provision for students with SEND in the school. The decision as to what level of support is necessary is made with feedback from class teachers, Teaching Assistants, parents and pastoral staff as well as the young person themselves. We aim to provide support which is sensitive to the child's needs and therefore the views of the child are crucial in creating and applying this kind of support effectively.

14. Who can a parent/carer contact for further information at Ousedale School?

Please contact the SENDCO for more information about any of the above at SENDtriage@ousedale.org.uk

Parents can find more information about the Local Offer of Milton Keynes Authority at <https://www.milton-keynes.gov.uk/schools-and-lifelong-learning/send-local-offer>

We accept that we don't always get it right, but how we deal with those errors to move forward is incredibly important.

Communication is key. If you feel your child has Special Educational Needs that are not being supported, let us know- refer your concerns via their form tutor, or directly to the SENDCO via SENDtriage@ousedale.org.uk

If you do wish to make a formal complaint this can be done by following our complaints procedure. This is found at <http://www.ousedale.org.uk/Policies> .