

Information Required	Information Provided
<p>The school’s SEN provision</p>	<p>Oaklands School offers provision for children aged 5 to 16 years who, for a variety of reasons, find it difficult to be successful within mainstream settings on a full-time basis. All pupils who attend Oaklands School have an EHCP (Educational Health Care Plan). Oaklands School offer provision for pupils with a range of needs, including Autism, ADHD, Global Developmental Delay, Speech Language Communication and Sensory needs, and trauma. Social, Emotional and Mental Health Needs may compound difficulties in some instances but will not be the primary area of need.</p> <p>Typically, pupils at Oaklands School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE). Some of the pupils might have been out of education for periods of time and / or experienced trauma in their lives.</p>
<p>Policies for identifying pupils with SEN and assessing their needs, including the name and contact details of the SENDCO</p>	<p>All pupils who attend Oaklands School have an Education Health and Care Plan (EHCP). Initial needs will have been identified through the statutory assessment process by professionals. Once pupils have joined the school their needs are closely monitored by staff and relevant documentation is updated throughout the academic year and is then used as part of the annual review of the EHCP to ensure provision is appropriate.</p> <p>Further information on the admissions and assessment processes at Oaklands School can be found on the Admissions Policy and Curriculum, Marking and Feedback Policy published on the school’s website https://www.oaklands-school.co.uk/</p>
<p>Arrangements for consulting parents/carers of children with SEN and involving them in their children’s education</p>	<p>Education, Health and Care Plans are reviewed at Annual Review meetings with parents / carers and professionals (where applicable), before which parents / carers views are requested in writing. The views of parents / carers are valued and these contributions help to inform the setting of outcomes for the pupil.</p> <p>The school works closely with the school’s Therapy Team, any relevant external therapists and external agencies to identify the specific needs of every pupil in order to create a collaborative, supportive and consistent approach of support for each pupil. All relevant professionals are invited to attend the Annual Review meeting to consult with parents / carers. Parents / carers may also request that other professionals or individuals attend.</p> <p>In addition to Annual EHCP Review meetings, parents / carers receive two progress reports (including an end of school progress report with a</p>

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	<p>summary of engagement and progress for curriculum areas) during the academic year and are invited into school, during the Summer Term, for our Curriculum and Personal Development Day. This gives the opportunity for parents / carers to meet with teachers and therapists to gain detailed information about their children's engagement in school life, enjoyment in learning, and progress in all areas.</p> <p>Teachers keep parents /carers updated about their children's school life through daily home / school communication which can be done digitally via emails and via Tapestry, an online platform which enables pupils' daily tasks to be shared through photos and dialogue.</p> <p>Parents receive regular updates on engagement and progress through the school's communication software – BSquared Connecting Steps, through pupil progress profiles. Parents receive regular updates on progress towards EHCP outcomes through the Pupil Individual Learning Steps (PILS) document.</p>
<p>Arrangements for consulting young people with SEN and involving them in their education</p>	<p>As part of the Annual EHCP Review process, pupils at Oaklands School are consulted about their views. Pupils complete a pupils' views questionnaire (from the appropriate Local Authority) which has been prepared to meet the preferred mode of communication and level of ability of each pupil. These documents might be scribed by a member of staff to facilitate the process for pupils' to express their views about school life and Picture Exchange Communication System (PECs) may also be used to assist the young person.</p> <p>Pupils' preparation for adulthood is central to the approach to education at Oaklands School. The school follows a Nationally recognised Careers Program (Cre8tive Resources) from Year 7 to Year 11 and has an external Careers Advisor who has scheduled meetings with secondary pupils every Half Term. During these meetings, pupils have the opportunity to express their talents, interests and aspirations for post 16 education and adult life. The Careers Advisor produces an individual action plan for each pupil from these meetings which are included in the pupil's EHCP Annual Reviews. Pupils have the opportunity to participate in school life through a weekly Celebration Assembly.</p>
<p>Arrangements for assessing and reviewing pupils' progress towards outcomes. This should include the opportunities available to work with parents/carers and young people as part of this assessment and review</p>	<p>Pupils' cognitive progress is assessed regularly through the assessment software adopted by the school (BSquared Connecting Steps– Progression Steps, Early Steps and Autism Progress). Pupil's progress towards EHCP outcomes is assessed regularly through the Pupil Individual Learning Steps (PILS).</p> <p>Pupil's wellbeing progress is assessed through the school's software MyConcern with specific systems to record and analyse progress through safeguarding and behaviour logs. Pupils progress is also celebrated and recorded as part of the weekly Friday Celebration Assembly, when staff have an opportunity to share pupils' achievement</p>

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	by awarding Acorn Awards. These achievements range across all areas of the curriculum and is celebrated in the bi-weekly School Newsletter.
<p>Arrangements for supporting pupils moving between phases of education and preparing for adulthood</p>	<p>Preparation for Adulthood is embedded across all areas of the Curriculum and across all Key Stages. This means that even our youngest pupils are gaining the skills necessary to progress throughout the school and eventually into adulthood, with frequent visit from local people from industry.</p> <p>At Oaklands School we believe that high quality careers education and guidance is crucial for our young people’s futures. It helps to prepare them for the workplace by providing a clear understanding of the world of work including the routes to jobs and careers that they might find engaging and rewarding. It supports them to acquire the self-development and work/career management skills they need to achieve Post-16 educational pathways and then positive employment destinations.</p> <p>This helps our pupils to choose their pathways, improve their life opportunities and contribute to a productive and successful economy. We are dedicated to providing each of our pupils in Years 7 to 11 with an individualised careers education programme, information, advice and guidance designed to ensure that pupils’ move onto the next phase of their education with the right tools and values to help prepare them for adulthood.</p>
<p>The approach to teaching pupils with SEN</p>	<p>Oaklands School is a place where everyone is given what they need to progress with dignity and respect. For more detail, see the school’s Equality, Diversity and Inclusion Policy on the school’s website https://www.oaklands-school.co.uk/. All staff have a responsibility to meet the needs of all the pupils. Oaklands School strives to deliver quality education which recognizes that emotional wellbeing is at the forefront of learning. At Oaklands School, we believe that all pupils have the right to a high level of education which provides continuity and sequential progression, through the School’s three pathways. This takes into account, pupils’ starting points, individual strengths, talents and needs.</p> <p>The Oaklands School Curriculum is planned to meet each pupil’s individual EHCP outcomes through adaptive approaches which take into consideration age and developmental appropriateness. The Oaklands School Curriculum Model follows a therapeutic educational approach that promotes the development of emotional wellbeing, cognitive knowledge and functional skills. Experiences are at the forefront of all learning, and we feel this is crucial for pupils and will influence their ability to engage in learning.</p> <p>Oaklands School strives to create a safe and enjoyable learning environment where each pupil’s needs are met and where achievements and success are recognised and celebrated. All members of staff are</p>

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	<p>provided with training and development opportunities to enable effective practice. The school supports pupils in acquiring the knowledge, skills, and confidence to lead as full, rewarding, and independent lives as possible. In addition, the school seeks to foster a sense of personal responsibility as well as encourage decision making informed by an understanding of choices using the means of communication most appropriate to the individual.</p> <p>A wide range of age-appropriate learning experiences are provided which are both exciting and challenging. Pupils receive many opportunities to work co-operatively alongside others, developing friendships and respect for others. Pupils are also provided with opportunities to deepen understanding of Spiritual, Moral, Social and Cultural (SMSC) development. This is an integral part of the Personal, Social, Health and Economic (PSHE) Education which permeates all areas of learning.</p>
<p>How adaptations are made to the Curriculum and the learning environment of pupils with SEN</p>	<p>Oaklands School is a special school and both the Curriculum and learning environment have been designed with the pupils' needs in mind. This is underlined by the school's motto – "A School that ignites their curiosity" being at the heart of school life and reflects an inclusive approach. Oaklands School is committed to providing an environment that enables full curriculum access that values and includes all pupils, staff, parents / carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.</p> <p>We are committed to taking positive action in the spirit of the Equality Act 2010 regarding disability and to developing a culture of inclusion, support and awareness within the school and the Supreme Court decision in May 2025 with regard to biological sex.</p> <p>Oaklands School is committed to promoting a positive and diverse culture in which all staff and young people are valued and supported to fulfil their potential irrespective of their age, disability, race, religion, belief, sex or sexual orientation. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. Oaklands School has set the following objectives with focus on developing a culture equality, diversity and inclusion as we prepare our pupils to be citizens of Modern Britain.</p> <ul style="list-style-type: none"> • To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum (JIGSAW). • To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values (highlighted in our Theme of The Week). • To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general.

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	<ul style="list-style-type: none"> • To promote effective transition into and from the school. • To ensure the pupils are prepared for life in modern Britain and their next stage of learning. Our school is committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues.
<p>The expertise and training of staff to support pupils with SEN, including how specialist expertise will be secured</p>	<p>At Oaklands School, teachers bring knowledge, skills and experience from a range of education areas. Senior leaders and governors have strong experience in SEN education and governance, providing a national perspective for the development of the school's policy framework.</p> <p>For Key Stage 1, the school has teachers with specific experience in teaching an adapted national curriculum and most support education staff bring experience from working with this age group. Many of our teachers are primary trained and this allows for a collaborative approach across Key Stage 2 and early Key Stage 3 where the approach to teaching and learning draws on a primary model with the class teacher leading on most subjects with the gradual introduction of learning led by teachers and instructors for areas of curriculum enrichment.</p> <p>From Year 9 (Key Stage 3) onwards to Key Stage 4, the education focus is on Preparation for Adulthood. Teachers and education support staff deliver programmes of learning leading to qualifications. For example, the ASDAN – Personal and Social Development (PSD) qualification route is particularly relevant to our pupils. The school offers continuous opportunities for teachers and education support staff to develop their knowledge, skills and experience through a scheduled programme of CPD practical sessions, online learning through National College and external agencies throughout the year and INSET DAYS. These cover both the development of therapeutic approaches and educational approaches.</p> <p>Some examples of CPD and INSET sessions with focus on therapeutic approaches are: The Therapeutic Approach, Zones of Regulation, Understanding Trauma, Understanding Autism in Girls, Understanding aspects of pathological demand avoidance, Approaches to Reading, Phonics, Understanding EHCP outcomes and implementing the Pupil Individual Learning Steps (PILS) document.</p> <p>The expertise gained in these CPD opportunities is shared with the whole education team as teachers present aspects of the sessions which are particularly relevant to Oakland School.</p> <p>The school has a Therapy Team with an Occupational Therapist, a Speech and Language Therapist, a Play Therapist and Supportive Workers from the Emotional Health Academy. The Therapy Team works collaboratively with education staff and advises on therapeutic approaches to pupils at universal, targeted and specific levels. The</p>

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	Therapy Team also delivers training as part of the CPD and INSET DAYS programme.
<p>How equipment and facilities to support children and young people with SEN will be secured</p>	<p>The environment at Oaklands School takes into consideration the pupils SEND. The physical environment has been designed to achieve this, with wide corridors and ‘break out spaces’ for all classes. The school has a medical room where pupils can rest if unwell and where medication is stored in accordance with the school’s Supporting Pupils with Medical Conditions Policy.</p> <p>Oaklands School offers an opportunity for pupils to rehearse social skills and independence in a welcoming space and has additional facilities, at the nearby Herongate Leisure Centre, to compliment this. The Herongate Leisure Centre has an Auditorium and a Sports MUGA where Physical Education sessions take place. This is also used for the school’s yearly Celebration Events which offers opportunities for pupils to develop collaborative skills and teamwork.</p> <p>The school has a Play Therapy room, an Occupational Therapy room and a SALT room which offer the opportunity for pupils with therapy specificity to access individual therapy sessions. The school has classrooms for pupils who are able to attend school in small groups and individualized learning spaces for pupils who are not yet able to share a learning space with others. In this case, pupils are encouraged to join their peer group for identified sessions including developing social interaction as part of PSHE.</p> <p>The school has developed various local community links, including Hungerford Library, Hungerford Town Football Club (where the Annual Sports Day is held), an allotment plot in Hungerford and The Terrace View Café (located at the Herongate). This enables our pupils to gain life skills and offer opportunities for social interaction.</p> <p>For Secondary pupils, there is a Common Room which offers opportunities for Life Skills and developing social skills through leisure activities such as playing chess and board games with focus on developing sportsmanship and collaboration.</p> <p>The school have recently made positive links with local mainstream schools for reciprocal arrangements linked to personal development and specialist facilities.</p>
<p>Monitoring and evaluation of the Curriculum</p>	<p>Oaklands School has a robust system of reviewing provision which includes a Self-Evaluation Form (SEF) following the Independent Schools Standards. The Senior Leadership Team provides bi-weekly reports to the School Board. The School Board has a cycle of board meetings which include Local Advisory Board Meetings, Curriculum, Quality and Standards Sub-Committee meetings, Finance and Estates Sub-Committee meetings.</p>

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	<p>The school surveys the views of staff, pupils and parents annually to evaluate the quality of provision and to take action where indicated should the policy framework be unclear.</p>
<p>Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of pupils with SEN and measures to prevent bullying</p>	<p>Bullying is not tolerated at Oaklands School. At Oaklands School, we are committed to providing a safe and caring environment that is free from disruption, violence and any form of bullying or harassment so that all pupils can develop their full potential. We expect our pupils to treat each other and members of staff with courtesy and co-operation so that they can learn in a relaxed and orderly atmosphere.</p> <p>Oaklands School prides itself on its respect and mutual tolerance. Parents and carers have an important role in supporting our school in maintaining high standards of behaviour. It is essential that school and home have consistent expectations of behaviour and that they co-operate closely together.</p> <p>Bullying, harassment, victimisation and discrimination are not tolerated. We treat all pupils, parents and carers fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. For more detail, see the school's Anti-Bullying Policy and Behaviour Policy on the school's website.</p> <p>The PSHE – including Relationship and Sex Education Curriculum has a strong focus on encouraging pupils' self-expression and understanding of relationships. In addition, pupils also have access to therapeutic support offered by the school's therapy team and where appropriate by external professionals. Pupils are taught about their emotions and how to manage them in a healthy and positive way. The school promotes wellbeing and self-esteem through Theme of The Week, this is through a whole school focus and is launched at the start of every week through a whole school, online assembly.</p>
<p>How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEN and supporting their families</p>	<p>Oaklands School welcomes Statutory SEN professionals attending EHCP annual reviews. There is a clear system of invitation to attend EHCP annual reviews which includes caseworkers, where appropriate social care professionals, CAHMS professionals and any other external agencies such as SENDIASS professionals.</p> <p>The school's SENDCO and the Designated Teacher for Children In Care (CIC) works closely with the LA, the virtual school and parents / carers, and takes part in termly Personal Education Plan (PEP) meetings for specific pupils.</p> <p>The school's Designated Safeguarding Lead (DSL) liaises with MASH and MARU (West Berkshire, Brighter Futures and Wiltshire) to seek advice and support for specific pupils where appropriate. The school's Designated Safeguarding Lead (DSL) also liaises with all relevant agencies under Working Together to Safeguard Children. This includes</p>

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	liaising with the Safeguarding professionals for all relevant Local Authorities.
<p>Arrangements for handling complaints from parents/carers of children with SEN about the provision made at the school</p>	<p>In the first instance parents / carers are encouraged to contact their child’s teacher. If the matter cannot be resolved at this level parents / carers should contact the Headteacher or a member of the Senior Leadership Team.</p> <p>Our school aims to meet its statutory obligations when responding to complaints from parents / carers of pupils at the school, and others. When responding to complaints, we aim to:</p> <ul style="list-style-type: none"> • Be impartial and non-adversarial • Facilitate a full and fair investigation by an independent person or panel, where necessary • Address all the points at issue and provide an effective and prompt response • Respect complainants’ desire for confidentiality • Treat complainants with respect and courtesy • Make sure that any decisions we make are lawful, rational, reasonable, fair and proportionate, in line with the principles of administrative law • Keep complainants informed of the progress of the complaints process • Consider how the complaint can feed into school improvement evaluation processes <p>We try to resolve concerns or complaints by informal means wherever possible. Where this is not possible, formal procedures will be followed. The school will aim to give the complainant the opportunity to complete the complaints procedure in full.</p> <p>To support this, we will make sure we publicise the existence of this policy and make it available on the school website. Throughout the process, we will be sensitive to the needs of all parties involved, and make any reasonable adjustments needed to accommodate individuals. For more detail, see the school’s Complaints Policy on the school’s website.</p>
<p>Activities that are available in addition to those in the curriculum</p>	<p>Oaklands School offers a range enriching learning opportunities for pupils. There are numerous outdoor learning opportunities on classes weekly timetables including:</p> <ul style="list-style-type: none"> • access to a local allotment plot • access to the local library • access to a wooded site, in a neighbouring village • access to the local swimming pool • 1:1 harp lessons within school

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	<p>The curriculum is based on experiences, with half-termly trips to ignite the pupils' curiosity. The school accesses several local providers to offer both creative and active learning opportunities for small groups and individual pupils, for example Enbourne Riding School and Lambourn RDA for both horse riding and horse care.</p>
<p>The arrangements for the admission of disabled pupils</p>	<p>Oaklands School is a co-educational school for up to 60 pupils in the age range 5 to 16 years, for pupils with identified Special Educational Need and Disability (SEND) through their EHCP.</p> <p>Pupils at Oaklands School include pupils with Autism Spectrum Condition (ASC); Communication Difficulties; Attention Deficit Hyperactivity Disorder (ADHD); Sensory Processing Needs. Social, Emotional and Mental Health Needs may compound difficulties in some instances but will not be the primary area of need.</p> <p>Typically, pupils at Oaklands School have a rate of acquisition and/or degree of retention of knowledge and educational skills across all National Curriculum Core Subjects significantly below age related expectations (ARE).</p> <p>The majority of pupils might have been out of education for periods of time, may have a negative view on education previously, and/or experienced trauma in their lives.</p> <p>For more detail, see the school's Admissions Policy on the school's website.</p>
<p>The steps you have taken to prevent disabled pupils from being treated less favourably than other pupils</p>	<p>Oaklands School has set the following objectives with focus on developing a culture equality, diversity and inclusion as we prepare our pupils to be citizens of Modern Britain.</p> <ul style="list-style-type: none"> • To ensure diversity is celebrated across the curriculum in all subject areas and in particular through our PSHE Curriculum. • To encourage staff and students to celebrate and embrace cultural diversity increasing their awareness of British Values. • To encourage increased participation in school life for families through our Engaging with Parents and Carers approach. • To ensure the school's motto – “ a that ignites their curiosity” is at the heart of school life and reflects an inclusive ethos which promotes diversity. • To promote pupils' understanding of identity, diversity, community and equality through our PSHE curriculum and as part of school life in general. • To promote effective transition into and from the school. • To ensure the pupils are prepared for life in modern Britain and their next stage of learning. <p>For more detail, see the school's Accessibility Policy and the school's Equality, Diversity and Inclusion Policy on the school's website.</p>

May 2025