Please click the relevant words on the wheel to be taken to the corresponding section.



[Area Wide Local Offer](http://www.cheshireeast.gov.uk)



[**Please see the following page for information on this setting’s age range and setting type**](#SettingInfo)

[**Working Together & Roles**](#Roles)

[**Teaching, Learning & Support**](#Teaching)

[**Identification**](#Identification)

[**Transition**](#Transition)

[**Additional Information**](#AdditionalInfo)

[**Inclusion & Accessibility**](#Inclusion)

[**Keeping Students Safe & Supporting Wellbeing**](#Wellbeing)

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| **Name of Setting** | Oakfield Lodge School |
| **Type of Setting**  *(tick all that apply)* |  |
| **Specific Age range** | 11-16 |
| **Number of places** | 60 places |
| **Which types of special educational need do you cater for? *(IRR)*** |  |

Each section provides answers to questions from the Parent/Carer’s Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers.

The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters *IRR* (Information Report Regulations).

**Questions from the Parent/Carer’s Point of View:**

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| **Identification** |
| **How will you know if my child or young person needs extra help? *(IRR)*** |
| As a school team we use our wide range of experience to help us identify those pupils who may need extra help. We consider the whole child  and will look at a child’s learning, social and emotional well-being and any changes in their behaviour.  To make sure we identify those pupils as soon as possible, we have different ways of sharing information and concerns.  These include:  o Regular informal/formal discussions with the subject teacher, Form tutor or SENCO about pupil’s progress in each subject, during which we identify any pupils who are not making expected progress.  o As a staff we share any concerns about progress or concerns about a pupil’s general wellbeing.  o Talking to parents and listening to their concerns or worries.  o Talking to the pupil and listening if they say they need extra help or have worries.  o Liaison with any other professionals such as health professionals.  o Talking to any previous school or any prior education setting the pupil may have been at. |
| **What should I do if I think my child or young person needs extra help?** |
| If you think your child needs extra help you should:  • Speak to the form tutor or subject teacher and make an appointment to speak to him or her in school.  • The class teacher may invite the Special Educational Needs Coordinator (SENCO) along to listen to your concerns and help plan  next steps where it is needed.  • You can contact the Head Teacher or SENCO directly by making an appointment with the school office or emailing  **admin@oakfieldlodge.cheshire.sch.uk** |
| **Where can I find the setting/school’s SEND policy and other related documents? *(IRR)*** |
| Please visit the school website. The website provides you with all the relevant school policies and documents relating to the  provision offered to our pupils**.***.* ***(IRR)*** |

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| **Teaching, Learning and Support** |
| **How will you teach and support my child or young person with SEND? *(IRR)*** |
| • The school teaches pupils with SEND in accordance with the Cheshire East area wide offer (see CE website)  • We are an inclusive school and aim to provide a learning environment, which will meet a wide range of different needs within a  mainstream setting  • In the school we have a wide range of expertise and skills, which support the teaching, learning and emotional wellbeing of pupils with  SEND across the school day.  • We adapt learning across the curriculum to meet individual needs. Sometimes a pupil will need a very personalised approach to learning  across the school day; other pupils will need learning differentiated to meet their particular needs whilst still providing challenge.  • Planning for SEND pupils is done by the individual class teachers and includes quality first teaching.  • Parents are invited to meet with the key worker and SENCO as appropriate to discuss provision and impact.  • Additional adults or key people are used flexibly across the school and may be in a class to support individual or groups of pupils or may  be supporting pupils during breaks and lunchtimes.  Our aim is to develop the pupil’s independence across all areas of learning and the school day. |
| **How will the curriculum and learning environment be matched to my child or young person’s needs? *(IRR)*** |
| As an inclusive school we work within the school curriculum and we adapt the learning environment to ensure all pupils can access their  learning at an appropriate level. This may mean that the learning and/or the school environment are differentiated or personalised to meet specific needs. It may mean that specialist equipment or adaptations are put in place or that the learning is differentiated to account  for individual specific needs.  • We seek professional advice from a wide range of outside agencies, such as the Cheshire East Autism Team, Educational Psychologist, CAMHS, SALT to help us match the curriculum and learning environment to a pupil’s needs particularly around the curriculum and environment. |
| **How are the setting, school, or college’s resources allocated and matched to children or young people’s needs?** |
| • The Head Teacher and Business Manager decide on the budget for special educational needs in consultation with the school  Governors.  • The Head Teacher and the SENCO regularly review the special educational needs provision across the school and make changes if they are  needed.  • Resources for pupils with special needs are, as far as possible, met from the school budget.  • The resources are allocated on a needs basis. Resources may be specialist equipment, additional adult support or outside agency support.  • For some pupils, whose needs may be very complex access to a key person at times across the school day will be made available  • The Head Teacher and Business Manager strategically manage the SEND budget. The budget and its allocation is regularly reviewed over the year to meet any changes in pupil’s needs or resources available.  • Where a pupil’s needs are more complex and it is felt that additional funding is needed to meet his or her needs this will be discussed with  parents at the regular review meetings and consideration will be given to making an application for Needs Assessment. If parents agree,  the school will work in partnership with parents to apply to the local authority for extra funding/ guidance/support. |
| **How is the decision made about what type and how much support my child or young person will receive? Who will make the decision and on what basis?*(IRR)*** |
| • When a pupil is first identified as requiring significant additional support, parents will be invited to meet with the SENCO.  • During the meeting the desired outcomes for the pupil will be discussed and how these will be achieved will be agreed.  • These will be shared with the pupil and his or her views will be included in the decision. The school has a wide range of expertise and understanding about the type of support a pupil may need and if there is any differences of opinion about the support a pupil needs to achieve the agreed outcomes then outside expert help will be sought – for example the SENCO , the Local Authority or appropriate outside agency.  **•** All resources training and support are reviewed regularly and changes made as needed. |
| **How will equipment and facilities to support children and young people with SEND be secured? *(IRR)*** |
| • If any specialist equipment or facilities are required then, where possible, this will be met from within the school budget, for example a  laptop or scribe for exams.  • Where specialist equipment or facilities are required that the school does not already have, then the school will review the equipment or facilities needed with the parent, pupil and any specialist agency, such as a teacher of the deaf or occupational therapist.  This may then be met by the school budget or may form part of the provision within their Educational Health and Care Plan. For example  specialist hearing aids for a hearing impaired pupil.  • When a pupil first comes to school or has perhaps had a challenging time, individual daily face-to-face feedback may be needed for a short  time. Additional transition time is often offered as appropriate. This is carried out in conjunction with previous school, parents and School SENCO.  **•** All pupils receive an Annual Report on a rolling basis. |
| **How will you and I know how my child or young person is doing and how will you help me to support their learning? *(IRR)*** |
| Your child’s progress is continually monitored by subject teachers three times a year with a more detailed report annually.  • The Subject Teachers and SENCO continually monitor the progress and support for pupils with special needs and if they are  concerned about any aspect of your child’s progress they will contact you to discuss it.  • Pupils with an Education Health and Care plan will have the opportunity for at least 3 meetings with staff from our Team including a formal Annual Review each year.  • If you are worried or have any concerns between meetings, then you are encouraged to speak to the key worker/Form Tutor/Pastoral  Mentor or make an appointment to speak to the SENCO.  • If the key worker or SENCO has any concerns or worries during the year then they will contact you either by email, or by phone call. |
| How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? *(IRR)* |
| • We encourage the active participation of pupils in all aspects of their learning.  • We have Student Voice (School Council) which meets regularly.  • Pupils are encouraged to share views with their key worker  • Teachers use Success, Next steps marking in which they identify areas of progress and areas that need further development. The  pupils are given time to read and respond to the comments.  • Across the year we talk individually to all pupils about their learning and plan next steps with them.  • For the Annual Review process the pupil’s ideas and thoughts about the year are reported. The pupil is invited to share in part of the  review meeting.  • We ask pupils about their learning and how they learn best, which is often key to reaching the learning outcomes that have been agreed. *(IRR)*  The school teaches students with SEND in accordance with the Cheshire East Area Wide Offer using Quality First Teaching (QFT). We, as a school, strive to ensure that all students are given the opportunity to access appropriate learning and life opportunities in an inclusive manner. Our school ethos is reflected in the provision of high quality teaching which is differentiated to meet the needs of all our learners. In-class approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Subject teachers and support staff are supported in appropriately differentiating learning opportunities for all the learners in their class.  The school has a wide range of intervention programs available to support a student whose progress remains of concern, despite appropriate in-class support approaches being followed. Many interventions are subject specific such as literacy/ numeracy based. Many of our intervention programs are bespoke, personalised approaches based on best practice guidance, for example social skills and anger management.  For those with significant or complex needs, the school seeks the advice of external specialist agencies. In some cases these specialists might work in school with the student, or may provide programs of work for school staff to complete with the student.  Where additional levels of support are required, a school specific support plan is created, which will outline the provision available to the student and will be available to parents. Parents and students are fully involved in the planning of support. Regular meetings and correspondence are used to discuss the student’s progress. |
| How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? *(IRR)* |
| The Head Teacher and SENCO review the provision and effectiveness for SEND on a regular basis and adapt the provision as required.  • We plan the support for SEND pupils through a Provision Map.  • The success of any intervention or support programmes are monitored closely to ensure that they are both effective and good value for  money.  • The SEND Governor maintains an overview of the school’s provision through meetings with the Head Teacher and or SENCO.  • The SENCO reports annually to the Governing body. |

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| **Keeping Students Safe and Supporting Their Wellbeing** |
| How do you ensure that my child or young person stays safe outside of the classroom? |
| We follow the schools safeguarding policy which can be found at on the school website.  We aim to include all pupils in all aspects of the school day and the curriculum. Some pupils need a more personalised approach and need  extra support at different times of the day. To ensure they stay safe and support their wellbeing we may, for example, at unstructured  times we can provide an alternative quiet space to the playground or at lunch time provide a quieter place than the canteen to eat their lunch.  Some pupils will have more complex difficulties or medical needs and may need a named key person outside the classroom; this may  include a personalised meet and greet session each day and a debrief at the end of the day.  • We carry out risk assessments for all off site activities. If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we will share and discuss with parents and staff. This may then mean, for example, an extra named person is included on the trip.  • There is always a first aider included as part of the staff team for all off site activities. |
| **What pastoral support is available to support my child or young person’s overall well-being?** |
| Our school is a nurturing environment and all staff are part of the pastoral support system.  • There is pastoral support in the form of Form groups, Behaviour Support as well as key workers when necessary.  • We understand that pupils with SEND can face many challenges which may impact on their overall wellbeing and they may need extra  Pastoral support. After discussion with the pupil and parents we may name a key person to add an extra point of contact and individual  support.  • Developing friendships can be challenging and to support this we offer a range of different social skills activities, which are often  personalised to meet individual needs.  • We do not tolerate bullying in our school and we follow our school policy which can be found on the school website. |
| **How will the setting, school or college manage my child or young person’s medicine or personal care needs?** |
| The school has an administration of medicines policy which can be accessed on the school website:  • We work closely with the School Nurse and if medication needs to be taken over time in school, then after discussion with the school  nurse, parents and staff a plan is agreed and put in place. If medication is prescribed by a doctor, you can consent for office staff to keep  the medication in school and administer it during a pre-arranged time.  • Pupils have access to regular drop in sessions with the school nurse.  • We have regular staff updates on any medical conditions affecting individual pupils so that all staff are aware of their particular needs.  Staff are informed of any medical needs and the appropriate action to take if an issue should arise, through our CPOMS recording system.  • If a pupil needs any personal care then a Personal Care Plan will be developed with the support of parents and medical professionals and  the pupil’s views will also be listened to.  • We would ask parents to inform school if a pupil has time off for medical appointments and we will record this absence as ‘medical’.  • We have trained First Aiders whose training is regular. There is list posted of First Aiders available at the school.  • There is always a First Aider included as part of the staff team for all off site activities where it is deemed necessary. For instance, given  the proximity to school, a visit to Crewe may not have a nominated First Aider. |
| **What support is available to assist with my child or young person’s emotional and social development? *(IRR)*** |
| Our school ethos is to nurture all pupils.  • We run social skills workshops and intervention groups, including emotional wellbeing sessions when needed. There are also various  other sessions offered over the year from outside agencies.  • There is access to a counsellor from Visyon in school each week.  • We have a strong PSHE curriculum. We run Curriculum Enrichment days, where pupils are off-timetable to complete fun and educational workshops centred around British Values and PSHE.  • The class teacher has overall responsibility for the pupils in their class; sometimes a pupil with special needs may need extra support and  a key person or mentor maybe chosen to fulfil this role.  • We seek advice from other agencies such as CAMHS, VISYON, Cheshire East Autism Team and Educational Psychology.  • Where a child needs extra help developing their emotional and social skills we may put in support such as: social skills group, a key  worker, ‘time-out’ lessons, daily meet and greet, daily debriefs and personalised learning. We will also seek external advice if it is felt appropriate. |
| **What support is there for behaviour, avoiding exclusions and increasing attendance?** |
| We have a positive approach to supporting and developing good behaviour.  • Our Behaviour Policy can be found on our website.  We recognise that challenging behaviour is not a special educational need, but we also recognise that some SEND pupils’ behaviour may  need extra support and understanding. Parents are involved in identifying and discussing specific issues and an individual behaviour plan  may be written to identify support and set targets. We operate a Lesson monitor system where all students work towards positive targets and receive praise in recognition of achieving the targets, with the aim of improving behaviour in the long term.  • Attendance is monitored daily. Where a pupil with special education needs has poor attendance we would seek to discuss this with the  parent and where possible seek advice from the Education Welfare Officer. For our attendance policy, please visit the website.  • We operate an incentive rewards scheme, which are awarded for achievement. Rewards are given for certain milestones when  pupils collect specific amounts of positive lesson monitor scores. There are also celebration assemblies, where pupils are rewarded for good attendance, positive lesson scores, and other achievements. |

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| **Working Together & Roles** |
| **What is the role of my child or young person’s class teacher?** |
| The role of the class teacher is:  • To deliver quality first teaching and adapt it to meet individual pupils needs.  • To check progress across the year and identify where additional help or support may be needed.  • To discuss with the SENCO any extra additional help your child may need.  • To plan with any additional adults or key people the implementation of any extra support or intervention.  • To listen to specialist advice from outside agencies such as CEAT, the Educational Psychology Service, or relevant medical advice and  adapt teaching and learning as advised.  • To be the first point of contact for parents.  • Has overall responsibility for pupils learning and their day-to-day wellbeing in school.  **•** To ensure the School’s SEND policy is followed in their classroom. |
| **Who else has a role in my child or young person’s education?** |
| The Head Teacher  • SEND Governor  • SENCO  • Form tutor  • Key worker or a Teaching Assistant may have a role depending on the pupils needs at the time. Pupils may work with different adults  throughout the day.  • Outside agencies may have a role, for example speech and language therapist, Educational Psychologist**.** |
| **How does the setting, school or college ensure that information about a child’s SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?** |
| The SENCO shares the information about a child’s SEND or EHC plan with key staff and helps plan with staff how the outcomes can be  achieved.  • Staff are regularly up dated about any significant changes to provision through staff meetings and through formal and informal  discussions.  • Each child with an EHC plan also has a pupil profile to help support and explain the child’s needs, interests and strengths in order to  improve learning. This may include comments from the child, if they wish, regarding what they struggle with and what we can do to help. |
| **What expertise is available in the setting, school or college in relation to SEND? *(IRR)*** |
| The school has a wide range of expertise and skills to support pupils with SEND.  • These include:  • All our teachers hold qualified teacher status and all staff receive regular training on how best to support our pupils with SEND for  example in dyslexia, autism, ADHD and speech and language.  • Our teaching assistants, the majority of whom are degree qualified, are responsible for particular areas of SEND and keep up to date with  recent developments/theories/practices in their certain field before sharing this knowledge with the rest of the department through  meetings/training etc.  • We are a Dyslexia Friendly School with Nurture Trained staff. |
| **Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? *(IRR)*** |
| • Regular sessions from our educational psychologist which can be used for training, consultation, reports which we prioritise on a needs  basis.  • Cheshire East Autism Team cluster meetings are held half-termly.  **•** Support and advice is sought and implemented from external agencies to ensure any barriers to success are identified and responded to**.**  These include the:  • Educational Psychologist  • Cheshire East Autism Team  • CAMHS  • School Nurse  • Medical services such as the Community Paediatrician, the Continence Service, Occupational Health and Physiotherapy.  • Speech and Language Therapy Team  • Medical Needs Team.  **• Social Care** |
| **Who would be my first point of contact if I want to discuss something?** |
| The first point of contact is the Form tutor.  Or to the SENCO, Tracey Chambers: an appointment can be made through the office or by emailing t.chambers@oakfieldlodge.cheshire.sch.uk |
| **Who is the SEN Coordinator and how can I contact them? *(IRR)*** |
| • The SENCO is Tracey Chambers. You can contact her by making an appointment through the school office or by emailing t.chambers@oakfieldlodge.cheshire.sch.uk |
| **What roles do have your governors have? And what does the SEN governor do?** |
| The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, and there are regular meetings between the SEND governor and SENCO, to ensure that all pupils including those with a special need or  who are looked after make progress.  • The SEND governor is Vicky Diamond  **•** The Looked After Child Governor and the Safeguarding Governor is John Edmonstone. |
| **How will my child or young person be supported to have a voice in the setting, school or college? *(IRR)*** |
| Pupil voice is very important and valued in our school.  We have Student Voice questionnaires and pupils complete feedback sheets about their experience, from which the comments are taken on board by staff.  • We formally record the pupil’s thoughts before each Annual Review and this forms part of the official review process through their key  worker.  • Where possible we invite pupils to come into the Annual review meeting so they can share their ideas and viewpoint.  • If your child has a key worker, it might be necessary for them to have meets and greets in the mornings and debriefs at the end of the day.  During both of which they can discuss any issues that they may have and action can be taken if required. |
| **What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?** |
| We encourage parents to be actively involved in the school. For example by:   * Take part in surveys and questionnaires * Parent governors are invited to join the governing body and when their term of office expires, details of how to stand are advertised on the school website and on letters home. |
| **What help and support is available for the family through the setting, school or college? *(IRR)*** |
| Support is available through the Safeguarding Team, Pastoral Team and the SENCO as required. If a parent wishes to talk to the SENCO then an appointment can be made with the office or by emailing t.chambers@oakfieldlodge.cheshire.sch.uk  • The school will signpost organisations, such as CEIAS and will signpost the LA Local offer as an information point for information and  guidance.  • If appropriate an Early Help Assessment will be initiated to help support the child and family  If any of our pupils are entitled to transport to school we would liaise with parents, taxi drivers / escorts and the transport co-ordinator team  on a regular basis. |

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| **Inclusion & Accessibility** |
| **How will my child or young person be included in activities outside the classroom, including trips? *(IRR)*** |
| We aim to include all pupils in all aspects of the school inside and outside the classroom.  • Some pupil’s need a more personalised approach and need extra support for different activities outside the classroom.  • We carry out risk assessments for all off site activities and residential visits, to ensure that everybody’s health and safety will not be  compromised.  • If we feel a pupil needs extra support to ensure his or her safety and wellbeing, we will carry out an individual risk assessment, which we  will share and discuss with parents. This may then mean, for example, an extra named person is included on the trip or a more  personalised approach to the activity or trip.  • If in the unlikely event that it is considered unsafe for a pupil to take part in an activity in school or out of school then we will organise  alternative activities for the pupil. |
| **How accessible is the setting/school/college environment?** |
| Is the building fully wheelchair accessible?  Details (if required)  Entrances to the building are wheelchair accessible.  also a lift available in the A-block. B block and D block have no lift access. However facilities are duplicated on the ground floor.  Are disabled changing and toilet facilities available?  Details (if required)  There are disabled changing facilities as well as one easy access toilet within the building.  Do you have parking areas for pick up and drop offs?  Details (if required)  There are pick-up and drop-off points in the main car park for accessibility purposes.  Do you have disabled parking spaces for students (post-16 settings)?  Details (if required)  We have two disabled parking spaces in the main car park.  car park.  *Additional Points:*  The school’s accessibility plan can be found on the website. Our practice and policy adheres to the Equality Act 2010.  Where translation is needed to support parents understanding of English, we will endeavour to support this through use of translation  services. |

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| **Transition** |
| **Who should I contact about my child/young person joining your setting, school or college? *(IRR)*** |
| Please contact our Head Teacher via the office to make an appointment about your child joining our school.  • Please refer to our admissions policy on the school website. |
| **How can parents arrange a visit to your setting, school or college? What is involved?** |
| * Parents are encouraged to visit the school and should ring the school office to make an appointment with the Head teacher or SENCO. |
| **How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) *(IRR)*** |
| Transition can be a difficult time for both your child and the family.  • If your child is moving to another school we will:  o Endeavour to contact the new schools SENCO and share information about any special arrangements which have been in place to  support your child’s learning and inclusion.  o We will transfer all records about your child as soon as possible.  When we know your child is joining/moving to our school:  o The previous school’s SENCO will share information with the SENCO.  o Offer extra visits, which may be arranged in consultation with your child and parents.  o We will meet with you and anyone else who can help prepare and support your child’s move to our school.  o We will discuss your child’s needs, and plan together how we can best meet your child’s needs and make the transition to school  successful.  o We aim to work in partnership with parents and any other agencies sharing information to ensure that your child’s needs are  identified and transition between schools is successful.  o We will transfer all records about your child as soon as possible. |

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| **Additional Information** |
| **What other support services are there who might help me and my family? *(IRR)*** |
| Please look at Cheshire East’s Local Offer for further information about the support services available to help you and your family  www.cheshireeast.gov.uk/localoffer  CEIAS are signposted to offer further support |
| **When was the above information updated, and when will it be reviewed?** |
| This school report was updated September 2024.  **It will be reviewed in September 2025.** |
| **Where can I find the Cheshire East Local Offer? *(IRR)*** |
| The Cheshire East Local Offer can be found at [www.cheshireeast.gov.uk/localoffer](http://www.cheshireeast.gov.uk/localoffer) |
| **What can I do if I am not happy with a decision or what is happening? *(IRR)*** |
| If a parent is unhappy with the provision that we are making for their child then you should initially approach the form tutor, key worker or  the school special educational needs coordinator (SENCO)  If this does not resolve the problem then the parent should speak to the Head teacher.  If the parent still does not feel their complaint has been dealt with then we advise that they seek advice from CEIAS  Parents are advised that the school complaints policy is accessed through our website. |