

Oakthorpe Primary School



Specialist Resource Provision (SRP) Policy and Procedures

Little Oaks

Approved by:	Governing Body	Date: October 24
Last reviewed on:	March 24	
Next review due by:	October 25	
Version update history	2	

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Overview

About Oakthorpe:

We are a diverse, happy and welcoming school situated at the south of the London Borough of Enfield in London.

Our school website will provide you with information about our school; including the many activities that our children enjoy as part of our exciting curriculum.

We want all our children to be happy at school and for learning to be both challenging and fun. Our experienced and highly motivated staff team work to ensure that every child has the opportunity to develop as a successful learner, confident individual and responsible citizen.

We believe that children should be encouraged to develop positive values towards themselves, each other, and the wider community of which they are part. We work together to create a school where positive behaviour is the norm, and all are treated with respect, understanding and care.

Within our Oakthorpe School community is our Specialist Resourced Provision (SRP) Little Oaks which has 8 places for pupils who have complex needs including autism.

The SRP at Oakthorpe Primary is committed to safeguarding children and providing a safe secure, friendly and healthy environment for children across the whole school.

All pupils are entitled to a broad and balanced curriculum which takes into account their Special Educational Needs. The provision provides a highly structured environment in order ensure that pupils make progress in all aspects of their school life. Children in the SRP are also able to access a mainstream class appropriate to their age and the majority of children will access this as and when appropriate with support from SRP staff.

Aims

Little Oaks provides:

- a classroom environment that enables children to feel safe, secure and happy
- adults who are passionate about promoting children's love of learning and ambitious for their progress
- a communication friendly teaching style that develops children's ability to express their needs, wants and wishes
- access to a broad and balanced curriculum at a developmentally appropriate level
- support for children's emotional regulation, self-help skills, friendships and social skills
- a curriculum delivered at a developmentally appropriate cognitive level which supports the achievement of their EHCP objectives.
- opportunities for children to work in small groups and independently
- support for the pupils with an adult in mainstream lessons where they can be successful
- access to the wider school community alongside their peers which includes experiencing assemblies, theme weeks, school trips, playtime, lunchtime, specialist dance and sports coaches with support taking into account their individuals needs and wishes

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Safeguarding at Oakthorpe Primary

Safeguarding at Oakthorpe primary School is everyone's responsibility. We are fully committed to providing an inclusive, safe and nurturing environment for all our children to thrive in all aspects of their life. We recognise that children with SEND are vulnerable to abuse and we are vigilant to safeguarding risks, especially as children in Little Oaks have communication needs and can be non-verbal.

Our core safeguarding principles are:

1. Promotion/sharing of information

- making sure pupils, parents, staff and all adults that come into contact with children know the systems and the support in place to keep children safe and there is a culture of vigilance permeating across the school

2. Working with parents and other agencies

- to ensure timely, appropriate communications and actions are undertaken when safeguarding concerns arise.

3. Prevention

- positive, supportive, vigilant, open and safe culture. Well taught curriculum that includes relationships and online safety, pastoral opportunities for children and safer recruitment procedures

4. Protection

- following the agreed procedures, ensuring all staff are trained and supported to recognise and respond appropriately and sensitively to safeguarding concerns.

5. Support

- for all learners, parents and staff, and where appropriate specific interventions that are required for those who may be at risk of harm.

Equality of Opportunity

Equal opportunities protect the rights of all children regardless of race, religion, gender or disability, and prohibit discrimination.

Little Oaks is in the heart of the Oakthorpe community and the children attending the SRP participate in the activities and have the same experiences as all the children at Oakthorpe. We believe strongly in relationships and understanding what children need to be able to take part in the wider school opportunities. We follow the same curriculum with

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modifications with each child participating in the wider school. This is in line with the Oakthorpe existing Behaviour, Anti-Bullying and Equal Opportunities policies. The Oakthorpe ethos and curriculum promote an environment in which all pupils are valued and respected as individuals and are encouraged to tolerate, interact with and respect each other.

Teaching Environment

In Little Oaks you will find:

- clear routines and structure
- explicit expectations and boundaries
- consistent behaviour management

- a central seating area where the children come together for main teaching focus activities
- routine and structured start to the day such as welcome song and activities as well as visual timetable structure for the day
- Zones of Regulation used to help children identify which zone (colour) they are feeling throughout the day
- opportunities to practice regulating their emotions and developing the language of emotions
- activities to develop social skills, turn taking and sharing
- quiet zoned off workstations for individual focussed work
- phonics teaching using Read Write Inc. program
- maths teaching using elements of White Rose program
- literacy teaching following the schemes of work at individual level
- wider curriculum teaching at their appropriate level
- communal tables for collaborative work
- creative and imaginative areas
- colourful semantics and visual supports for developing vocabulary
- sensory area
- access to large outdoor area

Curriculum

We believe that the curriculum offer for children in Little Oaks should be in line with our mainstream classes with adaptations to remove any SEND barriers to learning:

At Oakthorpe we believe our broad and balanced, language rich curriculum will promote a love of learning. Our curriculum is planned so that every child is given the skills and knowledge to make excellent progress within school and to prepare them to make a meaningful contribution to the wider world.

Through the National curriculum and the Early Years Foundation Stage Statutory Framework we introduce the core knowledge to develop pupils' knowledge, understanding and skills. This is enriched by the experiences provided in our wider school curriculum.

Our Core Values are:

excellence * confidence * respect * responsibility * creativity *

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Our curriculum drivers and core values underpin all we do, are central to school life and are developed through our curriculum.

The core skills taught in Literacy and Maths support children to make progress across the curriculum. Our unique creative curriculum offers children rich experiences in visual and performing arts, developing their ability to communicate confidently.

Children learn to be responsible for their own learning and to be well rounded citizens who treat others with respect and consideration.

Assessment

Assessment is a continuous process, beginning with a child's academic starting point, strengths, interests and motivators. Through teaching, observations and curriculum expectations, progress made and next steps are identified and recorded on a Learning Support Plan (LSP) which is sent home three times per year.

At the same time a child's view is taken using resources suitable to their communication and cognitive level. We use talking mats and All About Me conferencing to gain their view about their learning and well-being. LSPs which show progress made and current targets/strategies used are shared with parents at the parents evening appointments which are held termly.

Alongside the above we use the foundation stage curriculum and the Autism Education Trust Progression Framework Document.

Monitoring

Monitoring and tracking of assessment is in line with the wider school systems. All planning and delivery will be monitored and recorded in line with school procedures. The SENCo works closely with the SRP teacher and SEND Teaching and Learning Assistants to ensure that teaching and learning/planning and assessment meets the children's needs. As the year progresses these will develop and change. Little Oaks is also supported by professionals such as Speech and Language therapist and ARP Hub support from Russet house, special school for children with autism.

Transition for new pupils

Parents are invited to visit Oakthorpe prior to taking up an offer of a place. At this meeting staff will answer questions and find out information about your child. It is often helpful for the current school SENCO to visit as well. Once the placement is confirmed with the SEND team transition can begin with visits for your child to get to know the school.

Transition books are provided to support with the transition process. Children will receive two sets of school uniform for free as well as PE kit in their house colours.

Working with parents

We recognise the important contribution parents make to their child's learning. We work in partnership with our parents to communicate on a regular basis either in

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person, through email, via phone conversations at school and through our daily home school communication journal. This helps us work together to support the children at home and at school. We operate an open door policy. Parents are encouraged to share any information about their child in whatever way suits them best. We recognise that children need to be emotionally regulated to start the day in a positive manner. In addition to these informal methods of communication, we offer termly opportunities for parents to come in to the school to discuss the progress of their children. Children who attend the SRP will have an EHCP which is formally reviewed annually.

Working with professionals

Oakthorpe is an Enfield Communication Advisory Support Service (ECASS) school and as such we receive regular support from a Speech and Language Therapist. The children in Little Oaks who have speech therapy specified on their EHCPs will receive advice and support to aid inclusion and achievement of their EHCP outcomes. Being an ECASS school means that all the staff throughout the school receive training and advice to support speech and language. Little Oaks is a communication rich environment using a combination of speech, gestures, visuals and colourful semantics to aid teaching and learning.

Staffing

Little Oaks is staffed by:

Liam Cook - Class teacher

Besime Kiole –

Primrose Downey – SEND Teaching and Learning Assistant

Admissions Criteria

The placement of pupils in our SRP starts with the decision of the SEND team of Enfield that a child needs the provision of an SRP to meet their needs. It is best to visit a range of SRPs within Enfield to gain an understanding of what an SRP can provide to meet the needs of your child.

We welcome visits to our school. All requests for a place at our SRP need to be made through your Advisory Officer for Special Educational Needs. Once the school is consulted regarding a placement an evaluation by school staff is made to assess suitability for the provision to meet the needs of the individual child and the targets identified in their EHCP. This will include looking at the EHCP, annual review reports, discussions with their school SENCo and visits to their current setting to observe.

If it is felt that an offer of a place at Little Oaks is appropriate we will contact the advisory team at SEN and an offer will be made by the SEN Advisory Officer.

For pupils to be considered for a placement at Little Oaks, they should have complex needs which may include autism

In addition, they must be able to

- access the National Curriculum in some capacity to demonstrate that they can benefit from a mainstream teaching approach with modifications for their needs and abilities
- show purposeful communication of their wants, needs and wishes through verbal or non-verbal actions

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- be able to engage in an activity for a sustained period of time with some support
- be developing their ability to regulate their emotions and respond to some positive behavioural strategies
- be able to tolerate the proximity of others around them

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