

# SEN AUDIT OF STATUTORY DUTIES AND ASSOCIATED RESPONSIBILITIES

Including

## Special Educational Needs (Information) Regulations (2014) requirements

This audit will help to provide evidence that the school is compliant with the statutory duties in the Children and Families Act/Code of Practice (2014)

<b>School:</b>  Oaklands Park Special School	<b>SEN Governor:</b> <b>M Bruton</b> <b>All Governors</b>
<b>SENCO:</b>	<b>LA Support from:</b>  <b>Gillian Douglas.</b>

- From 1 September 2014 as part of the new SEND Code of Practice (2014), schools have to publish information about SEND under the Special Educational Needs (Information) Regulations. Completion of the SEN Audit will help schools ensure that they are compliant with this requirement.
- The completed audit will be useful to share with Headteachers/SLT, Governors, Ofsted, School Improvement Partners, School Improvement Officers, SEN Advisers, EPs, SEN Support Services, Outreach providers and other partner agencies.

**PUPILS WITH A STATUTORY EHC PLAN OR STATEMENT**

**IDENTIFICATION OF NEED**

Total Number on Role = 47 Number of places = 60																		
Category of need	EYFS				Key Stage 1				Key Stage 2								Totals: Prime Need	
		Nursery		FS		Year 1		Year 2		Year 3		Year 4		Year 5		Year 6		
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	M		F
<b>Cognition &amp; Learning</b>																		
Specific Learning Difficulty	SEN	0	0	1	0	0	0	1	1	3	1	1	0	4	2	4	0	18
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Mild/Moderate Learning	SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Social, Emotional and Mental Health	SEN	0	0	1	0	0	0	1	1	3	1	1	0	4	2	4	0	18
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Communication &amp; Interaction</b>																		
Speech, Language & Communication	SEN	0	0	1	0	0	0	1	1	3	1	1	0	4	2	4	0	18
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Autistic Spectrum Condition	SEN	0	0	1	0	0	0	0	1	1	2	1	0	4	0	2	0	12
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>Physical/Sensory Impairment</b>																		
Visual Impairment	SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	1
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Hearing Impairment	SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Multi-Sensory Impairment	SEN	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	2
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Physical	SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other Sensory Impairment	SEN	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
	MSP	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Totals: prime need by year group and gender		0	0	4	0	0	0	3	4	10	5	4	0	17	7	15	0	

## IDENTIFIED GROUPS OF PUPILS

Use to identify vulnerable groups of pupils, and record where SEN details overlap. You may wish to use the blank boxes to add to the categories, e.g. by adding other vulnerable groups relevant to your school, e.g. Services pupils, Pupils working on P scales, etc.

Need	Total number in school	SEN/MSP Support	EHCP/Statement of SEN
Pupil Premium (disadvantaged)	9	9	9
LAC (Looked After Children)	5	5	5
CP register (Child Protection register)	0	0	0
Children in Need (CIN)	3	3	3
EAL (English as an Additional Language)	4	4	4
Ethnic Minorities Traveller	4	4	4
Pupils out of Year group	0	0	0
Gifted, Able & Talented pupils	0	0	0
Poor attenders below 95%	0	0	0
Persistent Absentees below 85%	0	0	0
Number of pupils with medical needs (Health Care Plans/Toileting Plans)	16	16	16
Service Children	0	0	0

### **Exclusions:**

For this Academic Year

	Non-SEN Pupils	Pupils receiving SEN/MSP Support	Pupils with EHCPs/Statements
Number of Fixed term exclusions	0	0	0
Number of Permanent exclusions	0	0	0
Number of Managed transfers	0	0	0
Number of Managed	0	0	0

moves			
Number on Part-time Timetables	0	0	0

## SECTION 4

### OVERVIEW OF SYSTEMS, POLICY AND PRACTICE

Standard	Yes	No	In Part	Evidence
<b>Quality of Teaching &amp; Learning</b>				
Detailed and appropriate provision mapping is in place for all areas of SEN and is up to date and provides information on the cost of support	x			Resources are clearly identified and costed. Where specialist equipment is required such as adapted chairs etc, costs are met from the school budget. Teachers are aware of the importance of identifying and providing for children's SEND needs.
The quality of teaching is regularly monitored to ensure pupils' needs are met, e.g. effective differentiation	x			Lesson observations. Drop in sessions. Learning Walks Performance Management. Teachers are aware of the young people's capabilities and prior knowledge and differentiate lessons accordingly to meet need. High expectations that teaching and learning will be at least good in all lessons.
Pupils with SEND are meaningfully involved in all aspects of school life alongside their peers	x			All children have equal access to a broad curriculum that allows for all areas of SEND. This includes learning beyond the classroom such as Forest School, Equine Therapy, Riding sessions and work related learning. The school's curriculum covers a range of subjects and provides opportunities for academic and technical achievement through ICT based programmes. The curriculum also contributes to the spiritual and emotional wellbeing of the children.
Good transition arrangements are in place for all pupils with SEND and are tailored to the needs of individual pupils	x			The transition process is carefully considered on both admission to the school and transition to a new setting on leaving. We work with individual

				students taking their thoughts and views into consideration when organising the moves. All multi agency input is monitored and detailed as part of the transition pan.
The quality of provision in place to meet pupils' needs is effective in promoting good or better progress for all pupils with SEND	x			Where appropriate the physical environment has been adapted to meet need. A clear and robust system to monitor progress is now in place that clearly demonstrates individual progress across the curriculum. Learning Journeys are used to evidence progress and catch 'moments in time.' Pupils make at least good progress as a result of the emphasis on teaching and learning outcomes. Teaching
Pupils with SEND have access to a broad and balanced curriculum	x			Our 24 hour curriculum covers both academic and social and life skills development. Please refer to the statement as above.
There is a programme of staff development, linked to the School Development Plan, which reflects pupil needs and improves staff knowledge and skills of SEND	x			Focus this year is on the development of literacy and numeracy across the school and care settings.
<b>Monitoring and Assessment of Pupil Progress</b>				
The school's data demonstrates that pupils with SEND make at least good progress	x			Data analysis is robust and demonstrates learning outcomes clearly.
Monitoring and tracking of intervention programmes demonstrates provision leads to positive pupil outcomes (i.e. attainment, progress, social, emotional development)	x			Literacy interventions, Numeracy interventions and communication are all evidenced and monitored with clear impact on outcomes.

<b>Policies/Statutory Compliance</b>				
SEN policy is in place and reflects current practice and provision	x			All staff are educators with a clarity re expectations for all children at our school. Training is made available to all staff to further develop their knowledge and understanding of newly diagnosed outcomes for our children.
SEND responsibilities under the Equality Act 2010 are in place	x			All SEND responsibilities are in place. This is intrinsic as part of our role as a special school.
SEN Governor is in place and has an overview of SEND provision	x			All Governors have SEND responsibilities and hold senior staff to account for the progress and achievement of the students as well as their emotional and developmental needs.
SEN Information Report is published on the school website and is updated at least annually			x	Website is new and is yet to be fully populated.
School website has a link to Devon's Local Offer website			x	yes
Where appropriate, risk assessments/Personal Emergency Evacuation Plans (PEEPs) are in place for pupils with SEND	x			All risk assessments are in place. We use the Devon EVOLVE system to have the risks moderated and adapted to ensure that all children are kept safe from harm. Evacuations plans are clear and identify safe routes away from the school as necessary. Latest Health and Safety audit was very positive with 99% achieved outcomes.
School's SEN policy is embedded within the school's performance management, self-evaluation and improvement planning	x			Performance management is rigorous and holds staff to account for sustained and substantive performance that has a positive impact on outcomes for all children as well as staff development.
<b>Involvement of Parents, Carers and Pupils</b>				
Schools meet with parent/carers and pupils to discuss pupil progress, supporting strategies and responsibilities at least three times a year	x			Parents meetings are held twice a year and annual reviews once a year. Parents are able to request additional meetings as/if required. Coffee mornings enable parents to attend training sessions and information sessions as appropriate.
Record of the outcomes, action and support agreed through parent/carers discussions is kept	x			All information is kept and stored as part of the annual review process. Comments are shared with Governors

and shared with parents/carers and appropriate school staff				as appropriate.
Person-centred approaches build upon and extend the experiences, interests, skills and knowledge of pupils with SEN and/or disabilities	x			All reviews are person centred, which enables us to place the child at the centre of everything that we offer and do as a residential school. Our curriculum is extensive and allows opportunities and experiences beyond the classroom in preparation for adult life.
The voice of pupils with SEN and/or disabilities is heard and influences the decisions that are made about their learning and well-being	x			Our students are our benchmark in all that we do. Their voice is essential to ensure that we are providing the right opportunities to allow them to be successful. We use a variety of tools to gather student voice for our meetings, class discussions and school council sessions.
Family leadership is encouraged and parents and carers are equal partners in securing their child's achievement, progress and well-being	x			Parents are fully informed of their child's progress and are welcome to visit teachers at any time in order to continue to develop the partnership working between home and school. Parents are all involved in the PCR process and their voice is important to us I enabling us to better understand the needs of their child.
<b>Leadership &amp; Management</b>				
SLT deploys and manages staff effectively to ensure the most efficient use of resources to improve progress of pupils with SEN and/or disabilities	x			Recent restructuring of the classes and teaching areas has had a positive impact on outcomes thus far.
Strategic financial planning, budget management and use of resources are in line with best value principles	x			Monitored monthly both internally and externally.
SLT are closely involved with professional development of staff so that <b>all</b> staff improve their practice and take responsibility for removing barriers to participation and learning	x			Both internal and external training is provided for members of staff.
School works effectively with external agencies across education, health and social care. SENCO ensures that, where appropriate, advice is implemented	x			All multi agency meetings are well attended.

<b>Total income</b>	£2,100,000	
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