



Everyone matters, every day counts

*A Special School
and
Specialist Arts College*



Information 2017-18



Oak Grove College

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Headteacher: Phillip Potter BA (Hons) AdvDipEd PGCE NPQH MCCT

Deputy Headteacher Will Shand BA (Hons) PGCE, NPQH

Assistant Headteacher David Holloway BA (Hons) PGCE

Assistant Headteacher Sam Taylor BA (Hons) PGCE ACOT

Assistant Headteacher James Winchester BA (Hons) QTS MCCT

Business Manager Sharon Kettlewell CSBM, AInstAM

Co-Chairs of Management Liz Cook

Committee: Christine Chalmers

Chair of Governing Body of the Federation of
Oak Grove College, Palatine School & Cornfield School: Liz Cook

This is a community special school maintained by West Sussex County Council.

The education office for this area is:

Education Office (South)

Centenary House, Durrington Lane, Worthing

West Sussex BN13 2QB

Telephone: 01903 839200

Oak Grove College is a secondary school providing education for students with complex special educational needs and disabilities from Year 7 to Sixth Form (11 to 19 years old). The catchment area covers Worthing and the surrounding areas from Southwick and Shoreham to Littlehampton and inland as far as Steyning and Pulborough.

Number of places: 260

Introduction from the Headteacher

Oak Grove College provides an inspirational, safe, fun and stimulating learning environment for all of our students and has an enthusiastic, committed and dedicated staff team who aspire to provide the best learning opportunities for all of our students, all of the time. It is a privilege to work with all our young people who join us at age 11 and leave ready to take their place in the world as young adults.

Our core purpose is ensuring all of our students are nurtured to develop the communication, social, academic, life and vocational skills necessary to take an active role as citizens in the local, national and international community.

This is achieved by creative approaches to learning where many off site visits are undertaken, the grounds are used extensively and a practical approach to the curriculum is undertaken, including our commitment and dedication to the Arts as a vehicle for self esteem development. We aim to make all of our learners as independent and confident as possible.

Here at Oak Grove College we are all immensely proud of our College and we welcome visits from families and indeed from professionals from other organisations. As a community generic special school we take seriously our commitment to providing the very best for young people while they are with us, but also in developing the skills, confidence and aspirations of the wider community to provide the very best for all once they leave the college.

All that we do is underpinned by our view that "Everyone matters, every day counts" and we work in partnership with our Federation schools of Cornfield, Herons Dale and Palatine, to ensure that this view is applied to all those with additional needs and who support and provide for our students.

I hope that this website provides you with the information you require, if not please do not hesitate to contact us.

Phillip Potter
Headteacher

OAK GROVE COLLEGE MISSION STATEMENT

All we do is underpinned by the principle of *"Everyone matters, every day counts"*.

We will develop the capacity of students to think and act, both independently and responsibly.

We will equip students with the necessary skills and attitudes to access the wider community and become good citizens.

We will offer personalised learning, matched to the needs of each student.

We will engage and motivate students through high quality teaching and a customised curriculum.

We will support personal development through care, pastoral and behaviour management arrangements.

We will enhance development of students through delivery and reinforcement of therapy programmes.

We will review and evaluate the College's work in order to improve it further.

We will work as a team to provide everybody at our College with a sense of belonging.

We will show care and treat each other with respect.

We will sustain a positive and rewarding climate for students, staff and others to work in, showing pride in effort and achievement.

We will ensure that there are effective communication systems, links with parents / carers and to the wider community.

We will recruit, train and support staff to create a highly competent team of reflective professionals.

We will develop and deploy resources to meet the full range and complexity of needs.
We will engage with other agencies to maximise support and opportunities for students.

We will offer a wide range of activities and experiences that promote and encourage positive links and involvement with the community.

We will share our resources and expertise with other schools, agencies and organisations, and we will be a force for good and positive change in the community.

CURRICULUM POLICY

Our core purpose is ensuring all of our students are nurtured so that they develop the communication, social, life and vocational skills necessary to take an active role as citizens in the local, national and international community.

This is achieved by creative approaches to learning where many off site visits are undertaken, the grounds are used extensively, and a holistic approach to the curriculum is taken, underpinned by the development of literacy and numeracy.

Student centred learning is central to our curriculum organisation. It has five key areas:

- Competencies for Learning
- Competencies for Relating to People
- Competencies for Managing Situations
- Competencies for Citizenship
- Competencies for Life

College Structure

The College operates a learning need (family group) based structure, with each group having its designated base in the building. In order to create balanced tutor groups and provide the most appropriate learning and support environment, some students are grouped differently and may be in tutor groups with a wider age range of students (especially those students with SLD & PMLD). However, for all students we aim to ensure that there are positive social and educational inclusion opportunities. We see this as essential to our goal of preparing students for being fully part of the community after College. Each family group is led by a Pastoral Leader who has overall pastoral responsibility for those in their group.

Key Stage 3 Curriculum

Our curriculum is planned, delivered and assessed at a pace and level appropriate to individual needs via a mixture of classroom teachers and specialist subject teachers. In this way, we aim to balance the care and support needs of students with the opportunities to be taught by specialist teachers in dedicated learning environments. There is a progressive shift towards this through Key Stage 3.

Within KS3 our class groups are kept small (8 to 12) and the curriculum is personalised and differentiated to meet the particular and special needs of the students.

Key Stage 4 Curriculum

Our curriculum is planned, delivered and assessed at a pace and level appropriate to individual need via subject specialist teachers, experienced in working with students with special educational needs. We aim to support a student's transition from Year 9 into Year 10 with a curriculum that is designed inspire students to achieve their very best, to take risks, to develop the skills to tackle new challenges in learning how to learn and raise their future aspirations and ambitions. Students are offered a wide range of option choices to support the development of their academic, vocational and social skills.

Within KS4 our class groups are kept small (8 to 12) and the curriculum is personalised and differentiated to meet the particular and special needs of the students.

Currently at Oak Grove College we offer a full and varied range of choices from Entry Levels to BTECs to GCSE in a wide range of subjects, which support both the traditional academic pathways and vocational work-related pathways. In KS4, the options choices that we offer vary year on year as we try and match these up to the student's interest to offer more personalised learning.

Student spend one day per week at Northbrook College in years 10 and 11 to support their skills development in preparation for transition.

Koa

Koa is a split into two departments: Key Stage 3 & 4 and the Sixth Form.

The Curriculum

We offer a curriculum that looks at the educational needs of the individual and recognises the importance of a personalised approach for each individual student. Some of our students will access lessons in other parts of the school where appropriate.

The curriculum offers all our learners opportunities to experiment with ideas, take the initiative, learn from mistakes, work collaboratively and take control or share control of their daily living skills. We focus on the learner's ability to solve everyday problems that will ensure

that they are as independent as they can be in their adult lives. The experiences they are presented with must be relevant to their individual needs as well as being rewarding and motivating. All the experiences that they are provided with will involve active thinking skills, and the students will be offered adult support by way of guidance, assistance and modelling in a way that allows for independence and does not encourage learnt helplessness.

Our curriculum is focused on the areas in a holistic way that recognises that these four areas of development are intertwined and happen together, not in isolation:

Key stage 3 & 4:

My Communication

My Thinking

Myself

My Body

Sixth Form:

Transition

My Communication

My Thinking

Myself

My Body

Animus

In the Animus family group, a holistic approach is taken and the curriculum is personalised for each individual student. It is important to engage with the individual in order to learn to help them move forward and we recognise that each student contains their own strengths, needs and interests that must be reflected in the curriculum, it is about recognising what they can achieve, not what they can't.

Each student is assessed with their personalised needs by both classroom staff and other professionals who are involved in the care and development of the student. After this has been done each student has personalised targets written called 'Key Progress Objectives' which are done in partnership with home and other agencies. The Key Progress objective focus on the four key areas of our curriculum:

Communication

Sensory Cognition

Independence

Physical Development

Students in Animus, have a personalised timetable based on their individual needs. This means that they will have access to the experiences that would most benefit their development and enjoyment. The student's Personal Progress Objectives and timetable are reviewed at the end of each term to see if they still fully meet the individual's needs.

Sixth Form Curriculum

The Sixth Form at Oak Grove College, allows students to continue their studies while looking to prepare them for moving on to either further education or adult services. The Sixth Form has two routes available for students:

- One Year Transition Course
- Three Year Life Skills Course

One Year Transition Course

The purpose of the course is to continue development of the students' academic skills alongside learning more vocational skills through interests such as performing arts, gardening, or catering. The design of this curriculum evolves each year depending on the particular interests of the cohort of students. As part of the course, all students will spend one day at a Further Education College. This college day enables students to become familiar with the structure and surroundings of a new environment as well as gaining an insight into possible courses available to them when they leave Oak Grove College. In addition to college, all students will also engage in a one day work experience placement. This gives our young adults the opportunity of experiencing a workplace environment with the emphasis on commitment to a job. The remaining three days will be spent at Oak Grove College, pursuing core and optional subjects.

Three Year Life Skills Course

The three-year programme will offer our young adults Life Skills in Year 12, Work Related Learning Skills in Year 13 and work experience in Year 14.

The three-year life skills programme provides students with support to continue to develop and/or broaden their academic skills, with a close focus on how these skills are needed in everyday living - both domestic and at work. The course focuses on the development of students' independence skills, at the appropriate level to their needs, in order to prepare them for life and/or work when they leave Oak Grove College. Students will work on these skills through classes such as travel training and meal preparation. As the course progresses students also undertake work related learning in a variety of areas such as running the Sixth Form Café, working as a team on gardening and construction projects, or running their own chosen enterprise project. Throughout these classes the students will focus on the development of their personal and social skills to build up units for the ASDAN PSD qualification, and the development of work skills for the ASDAN Employability qualification.

Students who are reaching the end of their course (usually in Year 14) will also have the opportunity to attend a work experience placement or a similarly suitable placement to help in their transition on from Oak Grove College.

HOMEWORK OVERVIEW

Homework has to be very individual to the students who attend Oak Grove College.

Homework can be a whole range of things. It will vary for each student and is likely to change as a student gets older, develops or if their needs and priorities change. For example, it may include:

- Home and college working on consistent strategies for behaviour following an agreed behaviour support plan
- Using particular symbols, signs, objects or words to support your child's understanding and communication
- Using a particular communication aid or system at home that has been advised by therapists
- Family and college using consistent strategies to support a child needing sensory information
- Having a regular book or work to complete at home
- Working on a toileting, dressing or eating/drinking programme
- Undertaking reading at home
- Undertaking research on a particular topic
- Completing work that reinforces skills and concepts developed in class
- Revision
- Coursework completion for students studying for GCSE/ BTECs and Entry levels

The types of homework are varied for each student. Our policy is underpinned by the belief that we want to support and work with you to help all the young people achieve the very best they can. This means they need to become more independent and self motivated to work but ensuring homework does not become a source of anxiety and tension for families.

Please talk to your son's/ daughter's form tutor if you would like more support or guidance in this area, and also use the opportunities at the annual review and family consultation meetings to discuss this further.

INDIVIDUAL CORE LEARNING PLANS

English and maths teachers are responsible for drawing up an individual core learning plan which reflects the requirements of the statement/EHCP and meets the assessed needs and level of development. This is agreed with families at the beginning of each year and reviewed twice a year. A more detailed review of progress is held at the Annual Review. These happen throughout the year and are timetabled to coincide with the best times to support transition for those in Year 9, 11 and the Sixth Form. Those in Year 7, 8 and 10 are spread throughout the year to enable as many representatives from other agencies to attend. A dedicated member of the administration team organises and facilitates the annual review processes.

BEHAVIOUR

At Oak Grove College we aim to create a positive and rewarding social climate as this provides the best environment for students and staff to work together. Our Code of Conduct simply states...

We are about people

We are about things

We work together

We get things done

This is modified as a set of rules for students:

To show we care about others we will:

Listen to others

Be kind to each other

Help each other

Tell an adult if we see someone in need of help

To show we care about things we will:

Take care of the building

Take care of our equipment

Take care of everything we are given

Take care of our own things

To show we can work together well we will:

Tell the truth

Move around the school and grounds carefully
Share with each other in both work and play
Get on with our work and not disturb or upset others

To show we can get things done we will:

Get to our classes on time
Do what we are asked
Always try our best
Be proud of everything we can do
Get on with our work and not disturb others in the class

There is a very strong emphasis on recognising and promoting good behaviour and achievement in all forms. Merit and reward systems are used across the College; College 'stars' are nominated and publicised to all. Alongside this there is a system of Headteacher breaks, subject awards and letters home to reward positive behaviour.

Inappropriate behaviour is tracked and monitored, which is then targeted through a behaviour management plan with intervention work, appropriate sanctions such as loss of privileges, lunch time detentions or segregated working. The College staff will work closely with families in devising and monitoring these plans to ensure the student receives full support to improve.

The College has a dedicated Pastoral Support Team and their role is to support teachers in managing the positive behaviour of students.

Bullying is unacceptable at Oak Grove College. Through the form tutor programme and the personal development programme the development of appropriate social skills is a key focus. Equally important is developing students' understanding of the diverse nature of the world including a variety of types of relationships, cultural differences, religious differences and disabilities. Through this programme any behaviour that is bullying, racist, sexist or in any other way inappropriate is challenged and dealt with appropriately.

MULTI-AGENCY WORK

Quality of opportunity for students is enhanced through the support the college receives from various agencies, and we are committed to liaising with them closely in devising and delivering learning and support plans.

Support from the NHS comes from the Physiotherapy team (Sally Vye, Sarah Pannell and Kayleigh Sidwell), Speech and Language Therapy team (Andrea Nash, Rachael Lee, Amy Flain and Frances Hermanns), Occupational Therapy team (Helen Justice and Ceridwen Byrne), Consultant Paediatrician Dr Coldwell and the Consultant Psychiatrist Dr van der Merwe.

Social and Caring Services: links with named social workers and family link workers.

In addition to this Oak Grove College is committed to supporting the community and the professional development of a wide range of other people including those who are undergoing teacher training, social work training, medical and nursing training and consequently the College works with many universities and training providers. These include Universities of Brighton, Chichester and Sussex, The South Downs Alliance, South Downs SCITT and Special Schools Teaching School Alliance.

ADMISSION ARRANGEMENTS

Admissions to the College are controlled by the local authority (West Sussex County Council) - Special Education Needs Assessment Team.

A student will be considered for admission if he or she has a Statement of Special Educational Need/Education, Health & Care Plan (EHCP) indicating learning difficulties requiring substantial modification to curriculum, and support arrangements beyond those available in mainstream schools. In all cases students will be achieving significantly below expectations for their age; typically in the range of P levels to a maximum of National Curriculum Level 2 in core subjects.

The majority of students join the College in Year 7 when they transfer from the two primary special schools. Others have been in mainstream schools or special support centres and referred for admission following re-assessment or recommendation from an Annual Review. The usual time of entry is the beginning of the College year in September. Admission at other points in the year will be considered where families move into the catchment area of the College or where there are particular changes in the educational needs of a student that demand earlier intervention. It is expected that mid year starters will start at the beginning of a term.

Open mornings are arranged for parents at the draft EHCP stage or prior to an Annual Review where special school placement may be considered, this will enable you to tour the college and

meet senior staff. This will enable parents to be fully informed when naming a school as the parental preference. Once the placement panel has agreed, EHCP and assessment papers are sent to the Headteacher for consideration. Admission is dependent upon the College being able to meet the provision prescribed in the EHCP and availability of space in the right section of the College. Further discussion with parents, with the current school, and taster sessions for the student, may be arranged before a decision is made.

For applicants who are currently in mainstream provision it is advised for the SENCo to visit Oak Grove College as well.

Parents who wish to discuss the statutory assessment process or general issues of support for children with special educational needs may like to contact the SEND Information Advice & Support Service (Telephone 0845 075 1008).

COLLEGE TIMES

Students may arrive from 8.35 onwards. Staff will be on duty to supervise the playground until the whistle goes at 8.45. We expect students to arrive as close to 8.45 as possible, but we recognise that transport timings can vary and we allow arrival up to 9.00. Late marks are recorded if a student arrives after 9.00.

To ease the congestion in the car park at the end of the day, we begin to dismiss students at 2.50, with the independent travellers going first; most students assemble in the hall to meet the transport staff; those being collected by their parents assemble in a classroom and leave by the gate.

TRANSPORT

Provision of transport to and from College is the responsibility of the local authority. This is subject to eligibility criteria: those families living within three miles of the school will not receive transport unless there are particular circumstances, such as mobility difficulties. Not being able to make the journey unaided is not a sufficient condition on its own.

For those offered transport, a transport care plan is drawn up to ensure support, care and any medical needs during the journey are catered for. Escorts are employed on routes that require it. A range of vehicles from taxis, to minibuses and small coaches are used. The majority of

students will board transport at pick up points on the way; a door to door arrangement is made for those students who require it.

Train or bus passes may be available for those able to travel independently who live beyond the three mile radius. Bike racks are available for those able to cycle to school.

Sixth Form students will be advised that they are only eligible for free transport if they are in receipt of certain benefits. Please contact the Transport Coordination Unit for further details.

All queries to do with transport should be referred to the Transport Coordination Unit (01243 777094).

LUNCHTIME

School dinners are prepared in our own kitchen by catering staff and served cafeteria style in the hall. The meals meet all the latest nutritional standards. There is a choice every day from two hot meals or a salad with choice of proteins. For dessert, there is a choice between a dessert, fresh fruit or cheese and biscuits. Provision is made for students who have special dietary requirements and for these students it is essential that clear medical information is provided. The catering team's dietician will contact those with special requirements once they are aware of them.

During the recreation time, there are various opportunities both outdoors and indoors. Options are displayed outside the lunch hall each morning for students to select from. These include sports and activity focused, interest focused and interaction focused. Across the week there is a wide range to ensure opportunity for all students to participate. There is supervised use of the MUGA for sports as well as general play in the courtyard.

In Year 11 and the Sixth Form, students may be granted lunch passes with the written permission of their parents to enable them to leave the school during lunchtimes. This privilege is carefully monitored to ensure good conduct by students when out of College. Our aim here, as in many other aspects of the College, is to enable students to make informed choices about what they do and then to act responsibly.

UNIFORM

The uniform policy adopted by the governors requires all students in Years 7 - 11 to wear the prescribed uniform. Sixth Form students may make their own choice of clothes but these must be suitable for the College environment and for the curriculum being followed.

We wish all students to take pride in their College and show this by dressing well and behaving well; we value the co-operation of families in ensuring we achieve this. We have two uniform providers, giving parents and carers a greater choice of pricing, quality and method of purchase. Uniform items displaying our logo (sweatshirts and white and blue polo shirts) are now available to try on and purchase from First4Uniform at their shop at 32 North Road, Lancing, BN15 9AB and prices can be viewed on their website at www.first4uniform.com. Alternatively, uniform can also be purchased from Tesco online at www.tesco.com/ues where you will then 'Find Your School' by selecting West Sussex from the 'Local Education Authority' list. Once you have clicked 'Shop Now' you will be able to view and select clothing for purchase.

College Uniform List

School uniform consists of:

- White polo shirt with logo
- Navy blue sweatshirt with logo
- Black trousers or skirt (black shorts may be worn in extremely hot weather)
- Appropriate footwear - black or dark coloured shoes
- Hats to be taken off in the buildings and hoodies to be removed during the college day.

PE uniform consists of:

- Sky blue polo or t-shirt with logo
- Black shorts
- Black tracksuit bottoms
- Trainers (not the same as the day footwear)
- Swimming costume and towel will be required for some students

Other requirements:

- Appropriate clothing for practical subjects, work experience
- Single **stud** earrings - no other piercings including nose piercings
- No chains
- Appropriate hairstyling - no extremes of colour or style

LOCKERS

Every student is assigned a locker in their area. This allows personal possessions and clothing to be locked away. We ask families to make a £5 deposit for the locker key which covers the cost of replacing the key if it is lost or not returned at the end of the year.

All clothing should be labelled clearly. We cannot take responsibility for clothing and personal possessions which get lost.

CHARGING POLICY

No charges are made for general curriculum lessons. However, practical subjects such as food technology, and design technology where there are significant material costs we ask families to help meet those costs. Discretionary funds are held to cover those students where there is genuine difficulty in paying in order that they can access the required curriculum.

From time to time, visits are arranged to enrich the educational opportunities of the students and families are asked to make a voluntary contribution to cover the costs, such as the entrance fee to a museum. Additional costs are also incurred when we arrange for specialist visitors to come into College to deliver enhanced curriculum experiences. If we do not receive sufficient support from families, we may not be able to proceed with the planned visit.

For residential visits, the full cost is charged to families but in certain circumstances, financial support may be available from discretionary funds, from Social Services, through voluntary funds or local charities. The College will support parents in making application to those sources. Families should contact Sharon Kettlewell, the Business Manager, to discuss this.

MEDICINES

Some students may need regular medicine during the day. We ask families to complete and sign a pink medicine consent form giving precise details of medicine requirements. All drugs remain in the charge of adults and are stored securely, except for inhalers which children need readily accessible. Medicines are dispensed by the class staff and fully recorded in accordance with the Medicines Policy. Staff receive training to administer medication as required. Paracetamol is the only non-prescription medication that College can administer. A signed pink paracetamol consent form is required to do this. The administration of medicines is overseen by the school nurse.

ACCIDENTS IN COLLEGE

Although the supervision ratios are high, accidents may still happen. Minor accidents will be treated by the first aiders on the staff. If a student has an injury that we feel should be checked by a doctor, we will contact the parents (or if not available the emergency contact person) and ask you to take your son or daughter to the hospital. In the case of a serious accident or health emergency, we will call for paramedic assistance or an ambulance. A parent or the emergency contact person will be phoned and asked to go to the hospital to take responsibility for the child. The College keeps emergency information for occasions like this and we rely on parents to ensure that names, addresses and telephone numbers are up to date.

NURSING IN COLLEGE

Two nurses are employed by the NHS to work across Oak Grove College and Palatine School. (Sally Worsfold-Gwyn and Carla Tullett). The nurses will write and oversee the implementation of SOS forms and support the creation of health care plans. In addition they will train and quality assure the health care work of all Oak Grove College staff. They are funded by the NHS and by both schools.

The nurses are overseen by the Assistant Head/Complex Needs Coordinator who meets with the Senior Nurse weekly. The clinical work of the nurses is overseen by the Children's Community Matron, Jane Mulcahy.

The College hosts regular multi-disciplinary team meetings to set priority areas and plan to support these areas.

ATTENDANCE

All students are registered by tutors at the beginning of the morning and afternoon sessions. We ask that parents contact College if a child is absent to tell us why. It is also important to telephone the escort on school transport (or the Transport Office 01243 777094) to save the minibus a wasted journey. Any absence that is not explained by a parent must be recorded by College as unauthorised. If a child has an excessive degree of absence or absences without adequate explanation, the College will involve the Education Welfare Officer to make enquiries.

We operate a policy of contacting families on the first day of absence if we have not been contacted by 9:30am.

Please also note that students who are absent with sickness and/or diarrhoea should not return until 48 hours have passed since the last bout of these symptoms. Students who return before they are fully recovered will be sent home.

WORKING WITH PARENTS AND FAMILIES

A good knowledge of the students, their likes and interests, as well as their skills and understanding, is central to a teacher's ability to meet their needs effectively. We therefore greatly value close links with parents, carers and families. In many cases, students convey information between home and College and keep both parties informed. However, for other students we may make use of other methods such as diaries.

Letters will be sent home by teachers when there is specific information about events or class activities. We operate a text messaging service where reminders are sent to mobile phones. We have also implemented the use of email to share information with parents. Most general letters are on our website.

Tutors will telephone families when necessary to discuss particular issues about a student. Similarly if families need to speak to the teacher or Pastoral Leader, you may phone the College, but it may not be possible to speak to the teacher if lessons are in progress. The office staff will take a message and pass it on to the tutor concerned.

Individual learning plans are written twice a year and sent home for agreement with parents. Parents' evenings are held in the autumn term and spring term; full reports are provided at the end of the academic year. Through such regular contact with parents, as well as the many informal channels of communication, we are able to be well placed to meet all aspects of education and personal development. Whenever necessary, we will broker contact with other agencies for support.

Regular parent group events are held to facilitate regular, informal contact with the College and support families developing their own networks of support.

Parents who want support, which is independent of the College, are recommended to contact the SEND Information Advice & Support Service (Telephone 0845 075 1008).

SAFEGUARDING

The College is rigorous in discharging its responsibilities to safeguard the welfare of all students. All staff are vetted before appointment and similar police checks are required for others working in College, such as volunteers. The good pastoral management of tutors and Pastoral Leaders enables staff to have a high level of personal knowledge of each student's circumstances and be alert to any changes in well-being. Our duty of care requires us to follow up any concerns raised by a student or apparent to staff. This will usually be directly with parents or carers, but in cases of significant concern, this will be Social and Caring Services. A copy of the Child Protection Policy is available from the school.

The Child Protection Coordinator for the College is ***Will Shand***, Deputy Head.

The Child Protection Officers for the College are ***Elsbeth Cloake, Kerry Haffenden & Robert Mayzes***.

The Child Protection and Safeguarding Governor for the College is ***Sharon Burt***.

The Health and Safety Officer for the College is ***Sharon Kettlewell***, Business Manager.

Safeguarding is also promoted through the taught curriculum and in the care and guidance offered to students. The College curriculum and personal development programmes help students to understand risk, manage relationships, recognise and deal with unfair treatment such as bullying, and support development of a healthy lifestyle.

All visitors to College are expected to sign in and display a visitors badge at all times.

HOME COLLEGE PARTNERSHIP

A partnership agreement was drawn up in consultation with families, staff and governors. It takes the form of a contract setting out how each party - parents and carers, student and staff - will work in order to achieve the best outcome for every student. It covers:

- Being ready for College
- Attendance and punctuality
- College work
- Behaviour
- Pastoral support
- Links with College
- Extra curricular issues

PARENTS IN COLLEGE

We welcome parents' visits to College and the opportunity it gives you to see your child at work. We are always pleased to have parents and other adults working as volunteers, supporting classroom activities, practical learning sessions, swimming, outings etc. Parents who wish to visit are asked to make an appointment. It may not be possible to meet staff for discussion unless the visit can be timed for a non-contact period.

COMMUNICATIONS

We try to keep all families up to date with everything that happens in College through a regular newsletter. Information will be about specific activities, achievements of students, social events and College improvement news. Please also refer to the college website for more information www.oakgrovecollege.org.uk

The College twitter account can help to keep you up to date at [@ogcollege](https://twitter.com/ogcollege)

The Facebook page is at <https://www.facebook.com/oakgrovecollege>

In addition, we communicate information to parents via text. Please ensure that we are kept up to date with your mobile telephone numbers.

COMPLAINTS

From time to time, parents may be unhappy about something and wish to talk to somebody about it. The College policy is to resolve these matters as quickly as possible and at the most appropriate level. In the first instance, parents should talk to the tutor or Pastoral Leader who will usually be able to sort out any points of difference. Matters still unresolved and any complaints of a more serious nature should be referred to the senior leadership team who will make the necessary enquiries and arrange a meeting with the parents to discuss the issue directly. If this process does not settle the matter, parents can put their complaint formally to the Headteacher and then to the Management Committee.

Complaints which are not resolved at the local level may be referred to the Director of Education & Skills at County Hall, Chichester.

ACCESSIBILITY

As a generic secondary special school we consistently address the wide diversity of needs of our students. All students attending Oak Grove College will have a Statement of Special Educational Need or EHCP that will help to inform of the individual provision required to meet those needs.

Our aim is to ensure that appropriate education is accessible to all our students through curriculum planning, providing a suitable environment and any necessary additional support.

These issues are all addressed in the Oak Grove College Accessibility Plan which is available from the Headteacher.

PLANNING FOR THE FUTURE

The Annual Review in Year 9 is an important stage in planning for a student and where they will go on leaving College. A transition plan is written at this meeting building on the careers guidance and discussion with the Careers Adviser. The purpose is to ensure that the right curriculum options, development opportunities and work experience are set up for the following years.

Some students will leave at 16 and follow a basic skills or work preparation course in the further education sector such as Northbrook College. But many students benefit from staying on in the Sixth Form where a range of different courses is offered. The College remains closely in touch with the Community Team for Learning Difficulties during this final stage of education. At 17, 18 or 19 they too may go on to a further education course at Northbrook, Brinsbury or another college, go into sheltered work settings, day or residential care. Whatever the destination, the College liaises closely with future providers, and arranges link placements and prior experience opportunities so the transition goes as smoothly as possible. We tailor the programme in the Sixth Form and Year 11 to ensure the student is best prepared for this transition.

COLLEGE DEVELOPMENT

The College undertakes continuous self review and evaluation of the work we do and we are constantly striving to improve the service that we offer.

A copy of the College Development Plan can be obtained from the Headteacher.

FUNDRAISING and DONATIONS

To help develop the resources available to students and staff the College benefits from fundraising and donations to support the purchasing of some equipment. Recent fundraising events and donations have included provision of a minibus, an immersive room and an outdoor cooking area.

The priorities for the coming academic year are:

- a) Eco/science outdoor classroom
- b) Development of PMLD facilities
- c) Improving the courtyard, providing new play equipment.

The college has a charitable group run by trustees under the name of 'Friends of Oak Grove College' which meets regularly to discuss the needs of the college and ways of fundraising.

The Friends of Oak Grove College Facebook page at

https://www.facebook.com/groups/oakgroverparents/?hc_ref=SEARCH

Common questions asked by families:

How will Oak Grove College staff support my child?

All OGC staff will support students. The form tutor and class teaching assistant will have day to day responsibility, coordinated by the Pastoral Leader, for ensuring that academic, social and emotional support is given to your child. This will happen through giving your child time to communicate and discuss issues that are worrying them, proactive plans to support skills development and differentiated work in lessons with staff who promote independence. Students with SLD/PMLD will be supported by the class leader and Assistant Head/Complex Needs Coordinator.

How will I know how my child is doing?

You will have the opportunity to meet with staff twice a year in a formal setting and have an annual report towards the end of the academic year. In addition to this a report and meeting will be convened for the annual review of your child's statement/EHCP. (For students with PMLD these are held during the term of their birthday). If the College has any concerns in between these times you will be contacted.

Progress data for all students is held centrally by the data and assessment officer who supports teachers in analysing students' progress.

Students with PMLD also have a daily communication sheet, and home/school links books are used widely in the lower school and for students with SLD.

How will the curriculum be matched to my child's needs?

All students will follow a daily 30 minute literacy programme in a very small group led by a class teacher or teaching assistant. Different class groups have very different curriculum focuses and children are allocated to the most appropriate class group. Within the class differentiated programmes are followed to take on the interests and abilities of the child. Within the staffing structure there is the flexibility, especially at Key Stage Four, for some highly personalised programmes of study. Students with PMLD will follow a personalised route map curriculum, and will receive a personal certificate of achievement.

What support will there be for my child's overall well being?

The Pastoral Leader, with the form tutor, has responsibility for the welfare of all children. They can access counselling support, mentoring support, educational psychology advice or education welfare officer advice when necessary. They are supported by four highly experienced Pastoral Officers.

All staff take the welfare of all children and young people at Oak Grove College very seriously.

What specialist services and expertise are available at, or accessed by, Oak Grove College?

Two Specialist School Nurses are based at Oak Grove College.

Support from the NHS comes from the Physiotherapy team, Speech and Language Therapy team, Occupational Therapy team, Consultant Paediatrician: Dr Coldwell and the Consultant Psychiatrist: Dr van der Merwe.

Social and Caring Services: links with named social workers and family link workers.

All staff are experienced in working with a range of students with complex needs and we continually train and develop all of our workforce to ensure we offer the best for all our students and their families.

What training are the staff supporting children and young people with SEND had or having?

All staff have ongoing training in a range of special educational needs and disabilities. All staff are trained in the use of Team Teach (restraint training) and manual handling, and all have regular safeguarding training. Current whole college training is focusing on attachment disorder, neurological development, assessment development, literacy and numeracy development. In addition staff working with students with physical and medical needs receive specialised training to assist with students' individual needs.

How will you help me to support my child's learning?

You will be given an outline of the curriculum and students will be set homework where it is appropriate for you to work with your child to ensure it is completed and returned. We will discuss with you how your child best learns and you will be an integral partner in the learning process through your attendance at the regular meetings to discuss progress.

All newsletters and our website include ideas to support you supporting the literacy development of students.

How will I be involved in discussions about and planning for my child's education?

You will be invited to annual reviews each academic year where these plans will be discussed and decisions made. A copy of the decisions and plans agreed at the annual review will always be sent to you. You will also be invited to parents' evenings where progress will be shared and new targets discussed.

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

Staff work hard to ensure that all activities are as accessible as possible to all students or appropriate variations of activities are offered. Regular trips into the local community are arranged as well as annual residential trips for students in Years 7, 9, the Sixth Form, and for students with PMLD.

How accessible is the College environment?

OGC has two floors and there are lifts to the second floor. There are 12 reserved disabled parking spaces in the car park and the College has a loop facility for those with a hearing impairment. In addition we have disabled toileting facilities and four hygiene rooms. Students

can access the pool and trampolines using overhead hoists. Manual hoists are also available for other activities.

Who can I contact for further information?

Please contact Heather Jefferies, PA to the Headteacher, for further information and she can ensure your questions are answered by the most appropriate person (01903 708870).

How will the College prepare and support my child to join and transfer to the next stage of their education?

Staff visit students in Year 6 and attend the annual reviews if necessary, in addition we also send staff to observe in feeder primary schools and invite children in to undertake induction sessions.

Students leaving Oak Grove College are supported in choosing the appropriate next provision by their teachers and pastoral leaders, and social services (where appropriate). And they will have the opportunity to attend induction days supported by Oak Grove College staff who can gradually hand over to staff in the new education provider.

All Year 11 students finish school on the national Year 11 leaving day, which is Friday 29 June 2018.

After the year 11 leaving date in June, all students in school will be prepared for and acclimatised to their new teaching area for the following academic year. Year 11 students joining the Sixth Form will return for a transition programme in July.

All students leaving the Sixth Form at Oak Grove College in 2018, will leave on Friday 29 June 2018.

How are the College's resources allocated and matched to children's SEN?

The College uses its entire dedicated schools grant to support and develop the resources (including staffing) to support all students. We undertake significant fundraising and grant applications to support this to provide the best service for all of our students.

How will the College decide how the pupil premium is spent?

The pupil premium is a sum of money allocated to improving the achievement of those students who have free school meals. This year all of this is allocated to provide 1:1 reading support sessions, maths intervention, additional staffing for English, iPads and laptops, music lessons, an additional maths teacher, English, maths and science resources, counselling,