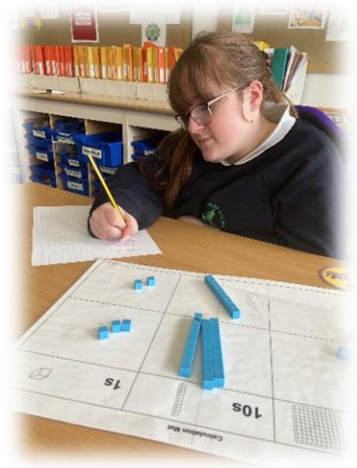




Everyone matters, every day counts

*A Special School and Specialist Arts College*



# Information 2023-24



Oak Grove College

The Boulevard, Worthing,

West Sussex. BN13 1JX

Telephone: 01903 708870

Email: [office@oakgrovecollege.org.uk](mailto:office@oakgrovecollege.org.uk)

Website: [www.oakgrovecollege.org.uk](http://www.oakgrovecollege.org.uk)

Twitter: [@ogcollege](https://twitter.com/ogcollege)

Facebook: <https://www.facebook.com/oakgrovecollege>

Headteacher:	Phillip Potter BA (Hons) AdvDipEd PGCE NPQH MCCT
Deputy Headteacher:	James Winchester BA (Hons) QTS MCCT, NPQSL, NPQH
Assistant Headteacher:	Sam Taylor BA (Hons) PGCE ACOT, NPQSL
Senior Teachers:	
Behaviour and Wellbeing KS3:	Sarah Ellis BA (Hons) PGCE, FCCT
Assessment, Curriculum & Timetabling:	Carrie-Anne Sillence BA (Hons) QTS
English, Maths and Professional Development:	Gemma Kelly, BA (Hons) QTS NPQSL

Chair of Governing Body: Ann Schreiner

Vice Chair: Tony Cooper

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: 033 301 42903

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 year olds).

In years 7 - 11 the College is designated a generic special school.

In years 12 - 14 the College is designated a complex learner college.

Number of places: 274

## ***Introduction from the Headteacher***

Oak Grove College provides an inspirational, safe, fun and stimulating learning environment for all our students and has a highly qualified, experienced, enthusiastic and dedicated staff team who aspire to provide the best learning opportunities for all our students, all 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 our students are nurtured to develop the communication, social, emotional, 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 personal 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.

**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 our students are nurtured so that they develop the communication, social, emotional, life and vocational skills necessary to take an active role as citizens in the local, national and international community.

Student centred learning is central to our curriculum organisation. We work in a multi-disciplinary way with a wide range of partners to ensure that the learning and social needs of all our students are met through the curriculum and the wider college community.

### **College Structure**

The College operates a family group 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 more complex needs). 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. These groups are Animus, Avatar, Da Vinci, Koa, Marvel and the Sixth Form.

### **Key Stage 3 Curriculum for Students with Moderate Learning Difficulties**

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 10 to 12 students in size and the curriculum is personalised and differentiated to meet the particular and special needs of the students.

### **Key Stage 4 Curriculum for Students with Moderate Learning Difficulties**

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 to between 12 and 15 students in size and the curriculum is personalised and differentiated to meet the particular and special needs of the students.



Currently at Oak Grove College we offer different qualifications from Entry Levels to BTECs to Functional Skills 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 student interests to offer more personalised learning.

In year 10 and 11 students spend one day per week at Northbrook MET, Brinsbury College, the SAND Project and Brighton Forward to support their skills development in preparation for transition.

## **Koa**

Koa is our provision for Key Stage 3 and 4 learners with Severe Learning Needs.

### **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

Transition

My Communication

My Thinking

Myself

My Body

## **Animus**

Animus is our provision for learners with Profound and Multiple Learning Needs.

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 individuals in order to learn to help them move forward, and we recognise that each student has 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 goals, 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 goals 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 is for students with severe and complex learning needs. It is expected that subject based learners will move on to further education colleges.

The 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. There is a strong focus on development of the 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. 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. Where possible they are also given the opportunity to pursue classes in their personal interests such as drama, art, media and the Duke of Edinburgh Award.

Throughout students will focus on the development of their personal, social and work skills and gain externally accredited units from a variety of awarding bodies. English and Maths skills will also be embedded in this work and accredited. Individual progression will be closely monitored by the school's own mapping and students will leave with a detailed 'passport' of what they have shown themselves capable of at Oak Grove College.

### ***HOMWORK 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 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.

## **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. We have a Positive Relationships policy that underpins all we do.

### **College Rules**

In common with the rest of society, the college has rules that govern behaviour.

**Be Kind. Be Safe. Be Respectful.**

We are polite, use kind words and are kind to others.

We keep ourselves and those around us safe.

We respect ourselves, those around us and try our best.



These are the college rules, and they positively express the ethos of the college:

Respect and care for self and others, a commitment to work and self-improvement, safety and a commitment to the college and the wider community.

The following definitions of respect are ways that we would explain this concept:

'Thinking and acting in a positive way. Thinking and acting in a way that shows others that you care about their feelings and wellbeing'.

### **Positive Behaviour Management**

The college believes that a positive approach is essential to the effective management of behaviour. This means we believe that is better to communicate to students what is required of them and praise and reward this, than to tell them what they should not do and prohibit these behaviours.

This does not mean that the college is against saying 'no' to particular behaviours or that there should not be sanctions or boundaries. It does mean that the college's interactions with its students is positive and rewarding for the students with a clear focus on outlining and rewarding positive behaviours.

We recognise that all behaviour is communication and many of our students have not yet developed the age-appropriate skills in order to communicate appropriately. When they find things difficult or challenging; many of our students will be operating in the instinctual or emotional parts of their brain rather than the thinking brain. Our responsibility as adults is to regulate, relate and reason to help our students to develop the skills to communicate their feelings in an appropriate way.

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

**Bullying and any form of discrimination is unacceptable** at Oak Grove College. A key focus during Emotional Literacy and Personal Development sessions supports the development of appropriate social skills. 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, homophobic 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 (Christine Neale), Speech and Language Therapy team (Susie Browning, Cat Simmonds), Occupational Therapy team

(Ceridwen Byrne), Consultant Paediatrician Dr Coldwell, as well as support from the Therapies in School Programme.

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, physiotherapists, medical and nursing training and consequently the College works with many universities and training providers. These include Universities of Brighton, Chichester and Sussex, Worthing Hospital, St Richard's Hospital, The South Downs Alliance, South Downs SCITT.

## **ADMISSION ARRANGEMENTS**

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

Students require an EHC Plan or to be undergoing an EHC needs assessment to be considered for placement at Oak Grove College.

The Local Authority is required to engage in a consultation process regarding the admission of any student with an EHCP to any maintained setting. The purpose of this process is to ensure that the student's needs and provision as set out in their EHCP can be supported by the setting.

As part of this process the Local Authority will communicate with the potential setting, sharing details of the student's needs and asking the Governors and Headteacher to consider whether the setting is able to meet these needs and deliver the prescribed provision. Alongside this process the Local Authority will also consider the suitability of the proposed setting, looking at, for example the usual curriculum offer, peer group, and the types of needs ordinarily supported at the setting.

Oak Grove College offers an individualised curriculum, designed and delivered for students and young people with significant learning difficulties and other areas of need related to learning and cognition. The students who will benefit most from this offer will require substantial modification to the ordinarily available curriculum, and to the support arrangements. These modifications are usually beyond those available in mainstream schools. Students and young people most suited to the curriculum and support arrangements at Oak Grove College will be achieving significantly below expectations for their age.

The majority of students join the College in Year 7 as part of the usual age phase transfer process (which will be coordinated by the SEN Assessment Team). 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 immediate intervention. Ideally mid-year starters will start at the beginning of a term as this

allows appropriate preparation in terms of careful transition planning and introduction to the college and its students.

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. We hope these tours will enable parents to be fully informed when naming a school as the parental preference. An offer of a place from the Local Authority is dependent on the setting being able to meet the needs and deliver the provision specified in the child or young person's EHCP. At times, the Local Authority, school, family and any other relevant professional may work together to co-ordinate a further process of consideration i.e. taster sessions, observation visits etc. to enable careful analysis of needs and appropriate decision making.

For possible students and young people who are currently in mainstream provision we advise that the SENCo come and visit Oak Grove College as well.

Parents who require impartial advice or support about their child or young person with special educational needs may like to contact the SEND Information Advice & Support Service (Telephone 0330 222 8555).

## ***COLLEGE TIMES***

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

To ease the congestion in the car park at the end of the day, we begin to dismiss students at 2.50pm, with the independent travellers going first; most students assemble in the hall to meet the transport staff; those being collected by their parents/carers 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 college 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 (taxis, 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 from the local authority for those able to travel independently who live beyond the three mile radius. Bike racks are available for those able to cycle to college.

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 753530).

## **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, jacket potatoes or a salad with choice of proteins. For dessert, there is a choice between a dessert or fresh fruit. 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. This is through the completion of the appropriate form sent prior to admission (and available on the website).

During recreation time, there are a wide range of opportunities for sports and other activities both outdoors and indoors for all students. There is supervised use of the MUGA for sports as well as structured and general play in the courtyard.

In Year 11, students may be granted lunch passes with the written permission of their parents/carers to enable them to leave the college 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**

It is our college policy that all students in Years 7 to 11 should wear school uniform when attending the Oak Grove College site or when participating in school-organised events during normal school hours.

College days for Year 10 and Year 11 are deemed non-uniform days.

6th Formers are not required to wear uniform as this is a post 16 provision.

We ask students to take pride in their personal appearance.

## Uniform List

<b>Expected Uniform</b>	<b>Permitted Alternatives</b>
White polo shirt with Oak Grove College logo.	White round neck t-shirt, plain white polo shirt, white long or short sleeve shirt.
Black trousers, skirt (with shorts underneath), knee length shorts.	Navy blue or dark grey trousers, skirt, knee length shorts. Plain tracksuit bottoms or leggings.
Navy blue sweatshirt with college logo (to include cardigan or V-neck sweater, fleece).	Plain navy-blue sweatshirt, cardigan, V-neck sweater, fleece.
Flat, plain black school shoes - laced, buckles, Velcro or self-closure.	Black trainers, walking shoes.
<b>PE Kit</b> Pale Blue polo shirt with Oak Grove College Logo.	Plain pale blue or white round neck t-shirt or polo shirt.
Plain black shorts or tracksuit bottoms.	Plain navy blue shorts or tracksuit bottoms.
One-piece swimming costume. Swimming trunks.	Costumes and shorts large enough to cover Swimsters.
Trainers to change into - laced, velcro or self-tie.	Colour not specified.
<b>Outdoor Learning</b> Clothes that families are happy to get muddy. Wellies.	Old hiking shoes or trainers.

### Jewellery

For health and safety reasons we do not allow students to wear jewellery.

Single stud earrings are permitted. No other piercings are permitted.

Necklaces and bracelets can cause injury so only those needed to alert others to medical conditions are allowed after prior arrangement with college staff.

Watches may be worn but only for the purpose of telling the time. Smart watches may be asked to be removed in certain circumstances.

All items of jewellery are expected to be removed for Physical Education activities.

Staff are not able to remove earrings.

## ***LOCKERS***

Every student is assigned a locker in their area. This allows personal possessions and clothing to be locked away.

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 Hayley Edmondson, 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 medicines administered at college must be prescribed by a doctor and have the white prescription label attached to them. All drugs remain in the charge of adults and are stored securely, except for inhalers, which students 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 Assistant Head.

## ***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/carers (or if not available the emergency contact person) and ask you to take your young person to the hospital. In the case of a serious



accident or health emergency, we will call for paramedic assistance. A parent or the emergency contact person will be telephoned and asked to go to the hospital to take responsibility for the student. 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***

A nurse is employed by the NHS to work at Oak Grove College. (Sally Worsfold-Gwyn). The nurse will write and oversee the implementation of SOS forms and support the creation of health care plans. In addition, she will train and quality assure the health care work of all Oak Grove College staff. She is funded by the NHS and by the school.

The nurse is overseen by the Assistant Head who meets with her weekly. The clinical work of the nurse is overseen by the Special Schools Clinical Lead, Angie Fudge.

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/carers contact college if their child is absent to tell us why. It is also important to telephone the escort on school transport (or the Transport Office 01243 753530) 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 student has an excessive degree of absence or absences without adequate explanation, the college will involve the

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

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.

Letters will be sent home by email when there is specific information about events or class activities. We operate a text messaging service where reminders are sent to mobile phones. We also use email to share information with parents/carers and most general letters are available on our website too.

Tutors will telephone families when necessary to discuss particular issues about a student. If families need to speak to the Form Tutor 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.

Through such regular contact with parents/carers, as well as the many informal channels of communication, we are 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 0330 222 8555).

## ***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. Staff have a high level of personal knowledge of each student's circumstances and are alert to any changes in well-being. Our duty of care requires us to follow up any concerns raised by a student or are apparent to staff. This will usually be directly with parents/carers, but in cases of significant concern, this will be Social and Caring Services. A copy of the Child Protection and Safeguarding Policy is available from the college.

The Designated Safeguarding Lead for the College is James Winchester, Deputy Head. The Deputy Designated Safeguarding Leads for the College are Phillip Potter and Sam Taylor. The college employs a full-time Safeguarding Officer, Elspeth Cloake. The Child Protection and Safeguarding Governors for the College are Ann Schreiner and Caroline Nicholls.

The Health and Safety Officer for the College is Caroline Furlonger, 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 visitor's badge at all times.

## ***PARENTS IN COLLEGE***

We seek to have an active partnership with parents and, where appropriate, 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/carers and other adults working as volunteers, supporting classroom activities, practical learning sessions, swimming, outings etc. Parents/carers 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, which we email to parents and is on the college website. 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](http://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/carers via text and email. Please ensure that we are kept up to date with your mobile telephone numbers and email addresses.

## **COMPLAINTS**

From time to time, parents/carers 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/carers should talk to the tutor, 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/carers to discuss the issue directly. If this process does not settle the matter, parents/carers can put their complaint formally to the Headteacher and then to the Governing Body.

## **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 an 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.

## **PLANNING FOR THE FUTURE**

The Annual Review in Year 9 is an important stage in planning for a student and where they will move on to after leaving Oak Grove College. It provides the opportunity to ensure that the right curriculum options, development opportunities and work experience are set up for the following years.

It is appropriate for most students to leave at 16 to move onto FE college. Students with more complex needs, generally stay on for 3 years in the Sixth Form. The college remains closely in touch with the Community Learning Disability Teams (and Continuing Healthcare Team where appropriate) during this final stage of education. At 17, 18 or 19 they may go on to a further education course at Northbrook MET, 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 that 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 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 new hoists and refurbishment of courtyard play equipment and the surface.

The priorities for the coming academic year are:

- a) New minibus
- b) Team building for students
- c) Sensory 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](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 relevant senior teacher, 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 Complex Needs Leadership team.

***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 EHCP. 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 book, 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 emotional literacy programme in a group led by their class teacher. Different class groups have very specific curriculum focuses and students 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 4, for some highly personalised programmes of study.

***What support will there be for my child's overall wellbeing?***

All staff have the responsibility for the welfare of all children. They can access counselling support, mentoring support, educational psychology advice. They are supported by highly experienced Pastoral Officers.

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

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

One Specialist School Nurse is based at Oak Grove College.

Support from the NHS comes from the Physiotherapy team, Speech and Language Therapy team, Occupational Therapy team, Dietician, Continence Nurse, CAMHS and the Consultant Paediatrician Dr Coldwell. Therapies in School team. Counselling support.

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 to ensure we offer the best for all our young people and their families.

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

All staff have ongoing training in a range of special educational needs and disabilities. Every adult in college has regular safeguarding training. Current whole college training is focusing on sensory processing, developing work related skills, assessment/curriculum development, trauma informed and positive mental health approaches and medical training. 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's preferred learning styles and you will be an integral partner in the learning process through your attendance at the regular meetings to discuss progress.

***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 the EHC 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, and many students choose to do the Duke of Edinburgh Award, which includes residential trips.

***How accessible is the College environment?***

OGC has two floors and there are lifts to the second floor. There are twelve 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 five 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 Dee Griffiths 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 may attend the annual reviews if necessary. In addition, we also send staff to observe in feeder primary schools and invite students 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). 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 college on the national Year 11 leaving day in June, which is Friday 28 June 2024.

After the year 11 leaving date in June, all students in college will be prepared for and acclimatised to their new teaching area for the following academic year.

All students leaving the Sixth Form at Oak Grove College leave on Friday 28 June 2024 too.

***How are the college's resources allocated and matched to students' 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?***

Pupil premium is funding provided to schools to improve education outcomes for disadvantaged pupils. It is provided for students who have free school meals, who have been adopted from or left care, and looked after children. Pupil premium funding has been allocated to provide 1:1 reading support sessions, maths intervention, additional pastoral staff to support students and their families, equipment and resources to support teaching and learning and the development of life skills, enrichment activities, counselling and music therapy.