

Oak Lodge School

Statement of Principles and Practice

NMS1

Oak Lodge School's values

'Inspiring our community to Aspire, Believe and Achieve through excellence in education to lead happy, healthy and worthwhile lives.'

Oak Lodge School's Special Educational Provision

Oak Lodge School is a regional maintained secondary school for male and female pupils aged 10-19 years. It is the responsibility of Wandsworth Local Authority. It offers day and residential places for deaf students and hearing students with language, communication (e.g. stammering, social communication difficulties) and/or auditory processing difficulties (auditory processing disorder, auditory agnosia and auditory neuropathy) needs, who benefit from being educated in an inclusive multi-modal communication environment. Many of our pupils also have additional needs e.g. ASD, Motor Difficulties, Visual Impairment, Emotional and Behavioural Difficulties, etc. and require a differentiated curriculum and more intensive pupil support to facilitate their learning.

The School has an appointed Governing Body. The Executive Head Teacher is Pat Ashworth and the Head of Care is Rachel Rust. We currently have 80 pupils on roll. Phoenix House (residential provision) currently has 11 pupils with 7 of the residing full time.

Mission Statement

To empower, inspire, encourage and challenge our young people to develop the knowledge, understanding, confidence and skills to become thinking, responsible citizens who can succeed in a changing world.

Objectives

Our objectives are to:

- Work at all times in partnership with parents, carers and their families and Local Authorities, in order to ensure the safety and well-being of each pupil.
- Ensure that all staff, families and pupils are involved in key decision making regarding the learning needs, health and well-being of each pupil.
- Ensure school management systems deliver a broad and balanced curriculum, which is appropriately differentiated to meet the individual needs of the pupil.
- Plan and maintain a safe and secure environment accessible to all, taking into account the restrictions of the physical environment.
- Remove barriers to learning and ensure all pupils have equal access to their learning environment.
- Provide appropriate resources for learning, so that pupils enjoy their life in school to the full and achieve their potential.
- Respect each pupils 'voice' in their choices and contributions to school and the wider community by facilitating appropriate communication and interaction for each pupil.

Core Values at Oak Lodge

We strive to attain our aims and objectives within a defined value base that includes:

- Building a **community** within the School.
- Valuing the **achievements** of all at Oak Lodge.
- Promoting a **caring** ethos.
- **Sharing** experience, expertise and learning.
- **Respect for others, which** underpins every aspect of the School.
- Offering a **quality service** which helps us do our best in all we do and say, working within a partnership with all stakeholders.
- Fostering **honesty, integrity, respect, trust and justice** between all members of our school community.
- Appreciating and valuing the **gifts** and **talents** of each individual and encouraging all to recognise and use our skills to the best of our ability, maximising potential.
- Promoting British values across the school.
- **Communicating** effectively and openly.

Safeguarding/Child Protection

At Oak Lodge safeguarding underpins all of our activities. Safeguarding the pupils and ourselves is the responsibility of each and every one of us.

Holly Black is the designated lead Child Protection Officer, The Headteacher, Welfare mentor; Head of Care and Senior Residential Worker also have Child Protection responsibilities.

There is a comprehensive Child Protection policy and additional Guidelines which are reviewed annually by the lead staff and governors. This is given to staff at their induction, updates are shared with all staff and the policy is available for all within the school on the network and policy folders.

Our Designated Officers attend training every two years and training is provided for the whole staff group at least every three years.

Teaching staff and all residential workers are trained in Non-Violent Crisis Intervention (de-escalation and positive handling) and have a responsibility through their performance management to attend refresher sessions.

See **Safeguarding/Child Protection Policy**

Health and Safety

Our Health and Safety Policy details procedures and practices to ensure compliance with healthy and safe working practice in the administration of our care and education services. The Business Manager is the schools Health and Safety Officer.

We maintain a safe and accessible environment for our pupils with sensory and motor disabilities and accessibility for all in line with the Disability Discrimination Act (DDA 1995). However, we are currently unable to accommodate pupils who require wheelchairs due to the limitations of the accommodation and site.

See **Health & Safety Policy**

Fire Precautions

Fire drills are practised termly in school and half-termly for Phoenix House with residential students and staff. The school has staff members appointed as Fire Officers, including all residential staff. Designated staff members are trained by the St John Ambulance as Fire Marshalls every two years. Records are kept regarding all fire drills and outcomes by the school Site Officers. Site Officers ensure appliances are properly maintained.

All staff members receive yearly training in Fire Awareness and staff and pupils are familiar with the procedures to be followed in the event of a fire. Flashing lights are provided in addition the audible alarms.

The school undertakes an annual fire risk assessment. In the event of an outbreak of a fire requiring evacuation of any building the school notifies Wandsworth Borough Council. The fire brigade regularly visit the site to familiarise themselves with the layout and occupancy of the buildings and offer advice as required. Wandsworth Health and Safety Officers inspect the site every 2 years and provide a report with recommendations.

See **Fire Plan**

Risk Assessments-

Every activity and school journey in school and the residential is risk assessed in order to manage any risks identified according to Wandsworth guidelines.

Residential students also have individual risk assessments that are updated every 6 months.

See **School Journeys folder and residential files for pupil risk assessments**

Equal Opportunities and Accessibility-

Oak Lodge has a strong commitment to equal opportunities both for its pupils, staff, volunteers and visitors to the school. We adhere to the Equal Opportunities Policy of Wandsworth Borough council and require all our staff to understand and promote this policy in their work.

Oak Lodge is very active in the promotion of its Equal Opportunities Policy and makes every effort to ensure that the needs of **all** pupils, parents/carers and staff are met within a multicultural/multi-faith environment **supported by positive deaf and hearing role models.**

Oak Lodge School strives to ensure that the school environment and curriculum is as **accessible as possible to all pupils and students with hearing, speech, language or communication needs.** However, we are unable to accommodate pupils/students in wheelchairs due to the restrictions of the current accommodation and site.

To ensure equal access to communication the school employs interpreters, Communication Support Workers and Notetakers who work with staff and pupils.

See **Equalities 2010 Policy and Accessibility Policy**

Admission Arrangements

Pupils are usually admitted following an individual assessment, in line with the Oak Lodge's Admissions Policy. They will usually have a 'Statement of Special Education Needs' or 'Education, Health and Care Plan' prior to admission. On occasion pupils may join the school on emergency, provisional or assessment placement prior to a Statement or Education, Health and Care Plan being completed. Parents and carers and their child are fully involved in this process in conjunction with their Local Authority.

The assessment is undertaken by a multi-disciplinary team, including residential staff for a prospective residential pupil.

A comprehensive report is then prepared detailing our decision about the appropriateness of Oak Lodge for the pupil. This information is sent to the referring borough, Wandsworth Borough Council SEN Department and parents/carers in the form of a provision map

Further financial commitment by the LA may be required if additional support or specialist equipment as outlined in the map. Agreement needs to be reached prior to the child starting at the school wherever possible.

If we are unable to meet a pupil's needs, our report would detail reasons why we consider Oak Lodge to be an inappropriate placement.

Alternatively, it may be decided that a longer assessment period is needed before a placement becomes permanent, and this will be agreed in discussion with the referring authority.

Once the referring authority has assessed the report, they will confirm in writing whether they wish to accept the placement and agree the proposed start date.

Parents/Carers will be visited at home prior to admission by members of the Child Welfare team who collect key background information (such as medical needs) from the home and pass on further information needed to prepare the pupil for starting at school.

Arrangements for the Protection and Promotion of Good Health

General

In the year of entry, all pupils meet the School Nurse to go through the pupil's medical needs and accompanying medical records.

Forms detailing medical history and seeking consent for medical treatment are given to Parents/Carers during the admission visit.

Any medication prescribed by a doctor is kept in a locked cupboard and administered accordingly by trained staff. However, for those pupils of sufficient age and understanding some will be encouraged to administer their own medication, after consultation with parent/carers. The administration of prescribed medication is subject to the Medication Policy.

See **Medication Policy and Supporting Pupils with Medical Conditions Policy.**

Emotional Well-Being

The school provides pastoral support to all students and runs an Additional Learning Provision system where students can be referred for specialist in-house support including emotional support.

See **ALPS Database**.

Oak Lodge has strong links with National Deaf CAMHS based at Springfield's Hospital and Signhealth. These and other local provisions offer students specific therapies linked to their needs both on and offsite.

Students have weekly discrete Emotions and PSCHEE lessons in Key Stages 3-5. The Programmes of Study has been particularly developed to meet the needs of deaf and language impaired young people in order to address their particular vulnerabilities.

See **Emotions and PSCHEE Handbooks**.

The schools Independent Visitor offers 1-1 sessions for **residential** students and students can contact her via Skype and email. All residential students have an allocated keyworker who supports emotional wellbeing through regular 1-1 sessions

See **Independent Visitor Reports**.

Medical

The school has allocated nursing provision for two days a week. All staff members handling medication are trained in administering medication to students. Specialised training is sought and delivered to meet the needs of students who have complex medical needs. Students who are able to self-administer are assessed by the nurse prior to this taking place. Parents are required to provide full medical information and consent for medication to be administered at school.

See **Supporting Pupils at School with Medical Conditions Policy**.

Sensory Start

An active sensory learning programme based on the programmes used in some of the leading educational systems in the world is provided once a week. The aim of this programme is to increase alertness, concentration, confidence and develop the overall wellbeing of our students. It includes Yoga, Capoeira, Pilates, Karate and T'ai Chi and is followed by a healthy relaxed breakfast. Following this start our pupils are actively engaged, alert and ready to maximise their learning potential.

Meals

All meals provided in the school are designed to be of a suitable healthy balance and to provide the basis of a good and wholesome diet. We are working within the framework of the Government's Healthy Schools Agenda and have achieved and maintained our national Healthy Schools Status. All pupils are encouraged to drink water and there are water dispensers within the school and its grounds. Pupils are not allowed to consume fizzy drinks or sweets. Oak Lodge is a nut free environment. We provide breakfast, break time snacks and lunch daily for all pupils in KS3 & 4.

We have our own school cooks who provide breakfasts and lunches. Halal, Non-Halal and vegetarian options are provided, and specific dietary needs as identified by parents/carers and medical professionals are catered for.

Residential students have the facilities, and staff support, to cook the evening meal for the group. They are also able to make themselves snacks, though they are discouraged from consuming an overabundance of sweets, crisps etc. Breakfast is provided daily and students have a choice of cereals, toast, fruit, eggs, croissants, crumpets and yoghurts.

Sex Education

A programme of health and sex education is provided in PSHCEE (Personal, Social, Health, Citizenship and Economics Education) lessons at KS3, 4 and 5. It is the responsibility of the PSHCEE teacher to plan, co-ordinate and deliver these lessons through the use of visual resources, literature, visiting speakers and in partnership with various professional bodies. The programme includes HIV/AIDS, Sexually Transmitted Diseases, Contraception, Sexuality, Drug Abuse, Smoking and Alcohol etc. within a wider PSHCEE programme.

See **PSCHCE Handbook, Drugs & Alcohol Policy and Sex & Relationships Policy**

Physical Activity

Under the National Curriculum the school follows the Government guidelines for programmes of physical activity.

Residential pupils are provided with a wide range of opportunities to undertake extracurricular physical activities.

Religious Observance

It is the policy of Oak Lodge to ensure, wherever practicable, that each pupil's religious needs are met. As all pupils return home at weekends they have the opportunity then to attend centres of religious practice.

We endeavour to accommodate any requirements with regard to dress or dietary considerations or religious observance.

Information will be obtained through the pre-school visit to Parents/Carers in relation to each child's religious needs, and the pupil's wishes will be sought and respected at all times.

Relationships and Behaviour Management and Support

We are committed to ensuring that all individuals within the Oak Lodge School Community expects and actively promotes positive behaviour which allows all its members to learn and work together in an environment where everyone feels safe, secure and valued. Oak Lodge fosters a culture of high expectations in behaviour, personal development and academic/vocational success. Celebration of personal achievement and the achievement of others is at the core of our ethos and our approach to behaviour.

Behaviour management at Oak Lodge is centred on promoting and reinforcing positive behaviour through praise, recognition and encouragement whilst discouraging inappropriate behaviour through de-escalation strategies, the use of Restorative Approaches and a variety of suitable sanctions. Good teaching depends on developing and managing relationships through articulating clear expectations, thorough lesson planning and effective feedback, all of which are critical factors on successful classroom management. All staff are expected to have a good knowledge of their students, especially their individual learning, social and emotional needs. Lessons should be appropriately differentiated to enable all students to access and engage with the learning

We have structured our residential unit in such a way that it provides consistent practice within a nurturing environment to promote the emotional, physical, cultural and social development of the pupils.

Within our care practice, whenever possible, we actively encourage the pupils and Parents/Carers to be part of the decision making process, working in full collaboration and promoting partnership.

It is our belief that every young person has a right to be treated as an individual with his or her needs being met within our specialist environment.

Staff are encouraged to develop knowledge, understanding and required skills in a range of settings, deploying flexible approaches to enable them to work with each pupils specific targets within their Individual Care Plans. This is achieved by working within a multi-disciplinary environment.

This provision is further enhanced by other professional input from agencies inside and outside the school, e.g. SaLT, Social Services, National Deaf CAMHS and SIGNhealth support.

See **Relationships and Behaviour Policy, E-Safety Policy, Safeguarding and Child Protection Policy.**

E-safety

Oak Lodge's E-safety policy operates in conjunction with other policies such as Relationships and Behaviour, Safeguarding/Child Protection and Data Protection. The delivery of Cyberbullying Curriculum in the Computing Department sits under this policy.

All members of staff and pupils/students on Oak Lodge premises, with the exception of Wandsworth Hearing Support Service, are expected to follow the policy unless whereby stated differently. It is the responsibility of each person to understand their obligations and act upon them.

Oak Lodge E-Safety Policy highlights the requirement of educating young people and staff the benefits and risks of using Internet technologies, electronic communications, wireless technologies and emerging technologies. In addition, it provides the framework of how to safeguard and raise awareness so that users can learn how to use their online experience safely and responsibly.

This policy applies both in and outside normal school hours when making use of school IT systems or equipment.

See **E-Safety Policy, Acceptable Users Policy**

Residential Care

Our residential placement capacity is 17 full or part time pupils Monday to Friday.

Residential placements are designed as an integral part of the specific educational and social programme, which takes into account each pupil's sensory impairment, language delay and/or impairment, physical disabilities, additional learning needs, emotional well-being and medical needs, enabling them to develop to their full potential.

Weekly boarding gives pupils the valuable experience of group living with other similar children and staff, through which they learn to participate, work co-operatively with others, make sensible choices and become more independent.

Each pupil has a key worker who, with the pupil, creates a care plan tailored to the pupil's individual needs. Aims are set and monitored and reviewed regularly meaning students gain accreditation while in residence.

To ensure that we provide a consistent approach to the pupils' development and learning, the residential staff team regularly liaise with teaching staff, social workers, parents and carers.

Pupils have the opportunity to discuss any issues or concerns in a 1:1 setting with their key worker.

Group sessions give the students opportunities to work through issues including bullying, racism and equality, to share ideas to improve the environment, menus and news items.

Parents are able to contact their child and staff through phone calls and skype and are welcome to visit during the evening. Questionnaires are regularly distributed to gain feedback and improve practice.

The residential pupils are supervised 24 hours a day by a team of qualified, experienced and dedicated staff.

Extended Curriculum

Residential pupils have the chance to participate in a wide range of leisure and extra-curricular activities both within the school and the local community. These include cookery, arts and crafts, dance, football, drama workshops, etc. Pupils can also attend a local sports club, go to the theatre, cinema, visit local shops and restaurants and take part in multi-cultural experiences. 6th form students have the opportunity to organise their own activities and undertake these in small groups after completing an assessment to ensure their safety while off site.

Pupil Premium

Oak Lodge School uses the pupil premium to support pupils by providing a wide variety of academic, sports, religious, cultural and musical activities and resources. This includes a range of technologies to facilitate access to education and alternative support and intervention enabling pupils to have an enriched curriculum, which helps to broaden their understanding of the world. Pupils are enabled to develop their social, emotional, physical, cognitive and communication skills and to 'narrow the gap' in their attainment.

See **Pupil Premium Policy**

Governors Pupil Progress and Welfare Committees

The Pupil Progress and Welfare Committee meets termly. The committee is comprised of the Governors, Headteacher, Head of Care, Deputy Head of School, Assistant Headteachers, and Head of Sixth form. The committee reports to the full Governing Body termly.

Staff Organisation Structure

The Residential staffing consists of a Head of Care, two Senior Residential Workers, 3 Residential Workers and a Waking Night member of staff.

At night time there is also an on-call manager on duty. Temporary staff are taken on when additional short-term staffing needs are identified and funded.

In the event of senior residential staff from Oak Lodge not being able to carry out this duty (due to sickness, leave of absence etc.) the Head Teacher or Deputy Headteacher is on call and available to provide support and advice.

In the event of staff sickness/vacancies we endeavour to cover the post internally. If this is not possible we will engage an Agency RW or 1:1 support worker who has previously worked at Oak Lodge or an Agency worker with appropriate experience. Staff must be minimum level 2 BSL qualified.

Inspections

The residential department is inspected annually by Ofsted. In addition, the Independent Visitor makes up to six visits per year and provides a report to the Head Teacher and Head of Care, which in turn are reported to the Governing Body. Any actions arising from this are completed by the residential team.

Residential Staff Experience and Qualifications

All newly appointed RWs will either have a Level 3 qualification in Health and Social Care or experience of working within a residential setting. If a member of staff does not possess the Level 3 qualification they are required to work towards achieving it as soon as possible after appointment. The Residential Manager is required to obtain NVQ level 4 in management or to work towards achieving this as soon as possible after appointment.

In addition, the school delivers training to all school and residential staff to enable them to work effectively with our young people; courses include NVCPi, BSL. During staff development days, various other training courses are offered such as Child Protection / Safeguarding, Behaviour Management, Multi-Sensory, First Aid, Basic Food Hygiene, mini bus driver training, and epilepsy awareness. Training for the administration of medicines is also delivered.

All staff members are required to have an enhanced Disclosure and Barring Service check at the highest level.

Arrangements made for Contact

Phoenix House welcomes visits from pupils' families by prior arrangement during the hours of 4pm-8pm. Every opportunity is taken to encourage and maintain an effective Home/School partnership. This is achieved through phone calls, emails, parents' evenings and social events.

All residents have access to a pay phone facility with a text phone, which affords privacy in use.

Students are able to use their own mobile phones to contact friends and family. Students and families are required to read and sign the personal and electronic equipment procedures included in the welcome pack.

Arrangements for Reviews-

Oak Lodge undertakes a formal Annual Review process as required by each pupil's Statement of Special Educational Needs/Education, Health and Care Plan as detailed in the SEN Code of Practice.

Arrangements for setting up reviews are timetabled annually and coordinated by the Headteacher, Deputy Head Teacher, Assistant Headteacher for Complex Needs / Admissions and the Head of Sixth Form.

Parents/Carers and identified visiting professionals from the referring LA (i.e. Educational Psychologists, Social Workers, Care Managers, Statementing Officers, Hearing Impaired Service, etc.) are formally invited to these meetings.

At Annual Reviews for pupils over the age of fourteen, a personal advisor from the Connexions service is invited to the meeting.

Extensive reports are circulated prior to the reviews, and in the case of a residential pupil, this will include key worker reports.

It is our expectation at Oak Lodge that pastoral staff within the school will attend pupil's Annual Reviews.

Some residential pupils at Oak Lodge also come under the umbrella of 'Looked After Children (LAC)' through Children's Services referrals for residential places. It is a requirement that LAC Reviews are held every 6 months. Wherever possible the timing of the LAC meeting and Annual Review will be co-ordinated.

Complaints-

There is a complaints procedure within Oak Lodge, designed to provide any pupil, parent/carer or visiting professional the ability to record any complaint they may have in relation to the work of the school or service.

The complaints procedure is readily available on the website or upon request.

Pupils are actively encouraged to share any concerns or personal issues with key workers, teachers and support staff, school council and Independent Visitor who is able to support students via Skype or email between visits.

All pupils will be given support, if needed, to access the complaints procedures of their local LA and Wandsworth Borough Council if they wish to make use of them.

Oak Lodge expects that any complaint, however received, should be properly responded to by relevant staff.

Both formal and informal complaints are logged and outcomes recorded, these are reviewed by the Headteacher and reported to the Chair of Governors.

Reviewed and Updated: 16 October 2017

Approved by the Governors:

Next Review Date: October 2018

Points of contact

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The Person Responsible for Residential Provision

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Chairman of Governors

Desmond Jarrett C/O Oak lodge School
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Designated Members of Staff for Child Protection

Derek Kitchin– Executive Head Teacher
Holly Black – AHT Personal Development behaviour and welfare
Christine Mukasa- Head of School
Karen Duggan Stevens- Head of Sixth form
Janet Palmer- AHT- Complex needs and Admissions
Rachel Rust– Head of Care
Jack Isaac Senior Residential Worker

Independent Visitor

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Police Liaison Officer

Darren Hawkett