

Reflection on Special Schools in the City

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Oak Field School

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Aston Hall to Sadlers Wells



Purchased by City in 1925

1972



2017

Rochford Review

- Still gaps for learners with the most complex needs.
- Lack of aspiration for those with the most complex needs
- Lack of common language

Staffing for the present and the future

- Lack of routes into teaching of pupils with SEND
- Minimal time spent on SEND ITT students
- Training needs of the future workforce

New EHCP – issues for Schools

- Meetings rarely Multi-agency
- What do they tell us? Statements told us much more
- Families expectations not realised

Special School Places

- Special Schools all full and large demand from County as well
- Assessment places for pupils who have arrived from abroad with little or no previous education
- Improved health means fewer vacancies

Health Support in School

- Fragmented – Public health, Community Nursing, Specialist Nursing, NUH, County Partnerships etc etc
- Change without planning
- Protocols much needed
- Commissioned v non Commissioned
- Health needs training taking most of INSET days

Transport – Issues for the Curriculum

- High cost of transport
- High cost of training volunteers to drive school minibuses – City Policy
- Class of 10 pupils with PMLD = 4 minibuses

Special Needs and Pathway Post 19

SNaPP

- Discussion D Stewart and John Yarham 2012
- University of Nottingham commissioned by LA in 2013
- *Consideration should be given to how PLASC data is completed and there is a need for better guidance for schools on how the SEN categories should be applied in practice*
- *Transition support services need to work with young people and their families not only in the run-up to leaving school, but throughout the years of FE education, until their post-FE adult social care support services are fully embedded and the transition cycle is complete*
- *Transition planning and the allocation of FE and adult social care support should be based not only on the needs of the young person but also on the needs of other family members. This is consistent with Care Act 2014 guidance regarding the right of carers to support which enables them to continue working if they wish to do so.*

SNaPP

- *Transition planning should include longer-term goals which may take more than a year to achieve. For example, if it is expected that a young person will attend an FE college after leaving school then travel training may be required from 15/16 to ensure that by the age of 18/ 19 they are confident and safe in their use of public transport.*
- *Some mechanism is needed to capture key data from individual transition plans for use in strategic planning of FE provision and managing the local market in adult social care services for people with learning disabilities.*
- *Greater consideration needs to be given to the sex education needs of young people during the transition period, including the need for effective safeguarding.*

SNaPP

- *Better, more consistent information is needed on all FE courses for young people with SEN and all organisations offering adult social care services, in order to enable young people and their families to make informed choices and to ensure that the local authority is compliant with Care Act 2014, s. 4.*
- *Consider how decision-making for FE placements can be streamlined and decisions communicated to families earlier.*

Complex Needs Outreach

- “The Outreach teacher has high expectations of students which impacts of student leaning.”
- “She has supported staff with much enthusiasm and this has enabled them to ‘see the light at the end of the tunnel.’”
- “She promotes good team work including working with parents/carers.”
- “She is always available to talk through any issues and we have valued her input greatly.”

Summer School

- Working closely with Social Care to provide Summer School provision for pupils with SEND
- City still committed to supporting this provision for families
- Restrictions of a PFI building!!

National Profile on SRE

- Oak Field School recognised by FPA and Brook for delivering innovative sex and relationship education to young people
- Best examples selected by a panel of young people and to be showcased in report to Government.
- “We hope that the programme delivered by oak Field School will be replicated across the country.....”

The Arts

- Former Special School pupil member of the National Youth Dance Company
- Nottingham Youth Theatre Inclusive Theatre Company showcases at Youth Festival at Nottingham Playhouse.
- Pupils with special needs working with Matthew Bourne Dance Company and the Royal Shakespeare Company
- Oak Field School awarded Artsmark Gold Award for the 6th time
- Playhouse Panto already booked for 2019!!

City engagement on employment

- Directorates have pledged support
- Colleagues on the ground supporting this initiative
- Emerging role models for other members of staff and for pupils

West8 EIP

- The West8 EIP does much work to support pupils with SEND
- Maths Days, English Days, Science Days working with a wide range of schools and both Universities
- Much support for work experience and employment for pupils at Oak Field and Woodlands

Support for parents and families

- Important for supporting parents at pre Pathway 1 Referrals for Social Care.
- Work with parents and Global Voices
- Benefits support – much work to support parents with applications and appeals
- Family Support Workers