SEND Policy

Oxlow Bridge School

Partnership Learning

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Contents

1. Aims
2. Vision and Values
3. Legislation and Guidance
4. Inclusion and Equal Opportunities
5. Definitions
6. Roles and Responsibilities
7. SEN Information Report
8. Our Approach to SEND Support
9. Consulting and Involving Parents, Carers and Families
10. Evaluating the Effectiveness of Provision
11. Expertise and Training Staff
12. Links with External Professional Agencies
13. Admission Arrangements
14. Accessibility Arrangements
15. Monitoring and Evaluation Arrangements
16. Links with other Policies and Documents

1. Aims

Our special educational needs and disabilities (SEND) policy aims to:

- make sure our school fully implements national legislation and guidance regarding pupils with SEND;
- set out how our school will support and make provision for pupils with special educational needs and disabilities;
- provide pupils with SEND access to all aspects of school life;
- help pupils with SEND fulfil their aspirations and achieve their best;
- help pupils with SEND become confident individuals living fulfilling lives;
- help pupils with SEND make a successful transition into adulthood;
- communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil;
- explain the roles and responsibilities of everyone involved in providing for pupils with SEND;
- communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil;
- make sure the SEND policy is understood and implemented consistently

2. Vision and Values

Oxlow Bridge School is a part of the Partnership Learning Academy. Our pupils are aged 3-19 and are identified as having Profound and Multiple Learning Difficulties.

At Oxlow Bridge, our vision is that every student will access a Safe, Meaningful, Individualised, Learning Experience.

Our provision focuses on personalised learning to meet the holistic needs of the class group. As a school community, we are committed to providing a vibrant and fulfilling offer to our learners.

Inclusion is about entitlement, access and equality of opportunity. Every pupil has a right to expect a broad, balanced, relevant education alongside his or her peer group and within their locality. All young people should expect to be valued within an inclusive learning community.

Oxlow Bridge School is an inclusive school where every child is valued and supported to achieve as full and independent life as possible.

At our school we will provide all pupils with access to a broad and balanced curriculum. We are committed to making sure all our pupils have the chance to thrive and supporting them to meet their full potential.

At Oxlow Bridge, we value:

- Learning for life
- Aspiration and achievement
- Unity, Inclusivity and Equality
- Guidance and nurture
- Happiness and joy
- Teamwork and collaboration

- Empowerment, growth and independence
- Respect and resilience

Parents and Carers can find out more about Barking and Dagenham's local offer at https://www.lbbd.gov.uk/local-offer. This website provides parents with contact details for support services within the borough.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The Governance Handbook, which sets out governors'/trustees' responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and Equal Opportunities

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

'Special Educational Needs'
A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than most others of the same age, or
- a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

'Disability'
Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.
The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

'Special Educational Provision'
Special educational provision, including Oxlow Bridge School, is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

6. Roles and responsibilities

Governing Board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual. The Governing Board will:

- co-operate with the LA in reviewing the provision that is available locally and developing the local offer;
- do all it can to make sure that every pupil with SEND gets the support they need;
- make sure that pupils with SEND engage in the activities of the school;
- make sure that the school has arrangements in place to support any pupils with medical conditions;
- provide access to a broad and balanced curriculum;
- have a clear approach to identifying and responding to SEND;
- provide an annual report for parents on their child's progress;
- record accurately and keep up to date the provision made for pupils with SEND;
- publish information on the school website about how the school is implementing its SEND policy, in a SEN information report;
- publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans;
- determine their approach to using their resources to support the progress of pupils with SEND;
- make sure that all pupils from year 8 until year 14 are provided with careers advice.

The Governing Board is responsible for ensuring the school's provision for pupils with special educational needs are adequate.

The SEND link governor, Hermann Farrington, the Chair of Governors, will

- help to raise awareness of SEND issues at governing board meetings;
- monitor the quality and effectiveness of SEND provision within the school and update the governing board on this;
- work with the headteacher/SENCO to determine the strategic development of the SEND policy and provision in the school.

The Headteacher will

- work with the link governor to determine the strategic development of the SEND policy and provision within the school;

- work with the school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;
- have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress;
- have responsibility for monitoring the school's SEND budget and any additional funding allocated by the LA to support individual pupils;
- have an overview of the needs of the current cohort of pupils;
- monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development;
- regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer;
- with the teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

The Headteacher has ultimate responsibility to ensure that there is sufficient support for all pupils across the school.

The Assistant Headteacher is responsible for ensuring that the pupils are experiencing a broad and balanced curriculum with access to all areas where the pupils' need allow. In addition, they are responsible for the quality of teaching that takes place around the school and as a result the pupils are making proportionate progress according to the needs of the individual pupil.

The Class teachers

- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made
- to support individual pupils with SEN, including those who have EHC plans in partnership with teaching assistants
- provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure
- that pupils with SEN receive appropriate support and high-quality teaching;
- liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned;
- work with the headteacher and school governors to make sure the school meets its responsibilities under the equality Act 2010 with regard to reasonable adjustments and access arrangements;
- planning and providing high-quality teaching that meets pupil needs through a graduated approach
- the progress and development of every pupil in their class;
- working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching;
- reviewing each pupil's progress and development, and decide on any changes to provision;
- ensuring they follow this SEND policy and the SEN information report;
- communicating with parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve the set outcomes, identify the responsibilities of the parent, the pupil and the school and listen to the parents'

concerns and agree their aspirations for the pupil.

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- invited to annual meetings to review the provision that is in place for their child;
- asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs;
- given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil;
- given an annual report on the pupil's progress.

The school will consider the views of the parent or carer in any decisions made about the pupil**.**

The pupils will always be given the opportunity to provide information and express their views about the support provided. The pupils' views will be considered in making decisions that affect them, whenever possible.

7. SEN Information Report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains

8. Our Approach to SEND

All staff are provided with information about the individual needs of pupils so learning can be adapted as necessary. Information provided can include (but is not limited to),

- Education Health Care Plan (EHCP)
- Medical Clinic Letters
- Health reports from
    - Physiotherapy teams
    - Occupational Therapy teams
    - Speech and Language Therapy teams

Lesson plans are adapted for individual pupils according to their needs, and high-quality teaching strategies are put in place in order to support those requiring additional support.

We also take account of the different needs of each individual regardless of gender; minority ethnic and faith groups; children who need support to learn English as an additional language; children with special educational needs; children who are at risk of disaffection or exclusion; travellers and asylum seekers; vulnerable children.

School staff are familiar with the relevant equal opportunities' legislation covering race, gender and disability.

Teaching assistants provide additional adult support within the classroom environment and in social areas around the school to encourage the pupils to make progress academically, physically and socially.

All classes at Oxlow Bridge School are taught in small groups, with regular 1:1 sessions where appropriate. No pupils at Oxlow Bridge School receive 1:1 support on a permanent basis.

Resources are secured by the school for all pupils as appropriate. The school will liaise with other professionals to ensure appropriate resources and equipment is ordered and supplied to meet individual pupil needs.

Our staff receive regular in-house training with regard to all aspects of SEND, as well as specialised training to meet the needs of pupils with specific learning difficulties.

9. Consulting and Involving Parents, Carers and Families

Many students at Oxlow Bridge are non-verbal, we therefore feel that communication with parents and school is paramount. All families are provided with a Class Dojo account for staff and parents/carers to communicate, especially where there is not direct face to face contact daily.

Oxlow Bridge School encourages parents/carers to contact the school regarding any concerns or queries they may have at any time.

There are two parents' evenings held throughout the year, the first will be held in the Autumn Term and the second in in the Summer Term, after annual reports have been given to parents. During these meetings, families are invited to discuss their child's progress or any concerns they may have.

Annual reviews for EHC Plans are held annually and may take place at any time throughout the year.

Home visits are made for all pupils before they start at Oxlow Bridge School.

10. Evaluating the Effectiveness of Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- reviewing pupils' individual progress towards their goals each term;
- reviewing the impact of interventions;
- monitoring by all staff;
- holding annual reviews of EHC plans.

11. Expertise and Training Staff

Training is regularly provided to teaching and support staff. The Headteacher will continuously monitor to identify any staff who have specific training needs and will incorporate this into the

school's plan for continuous professional development.

If a pupil is admitted with a medical, physical, or educational need that the school has not previously supported, appropriate and relevant training will be identified, sought, and delivered to staff in a timely manner to ensure the child's needs are effectively met.

12. Links with External Professional Agencies

The school recognises that whenever necessary, it will need to work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services e.g. teachers for the visually or hearing impaired
- Educational psychologists
- Occupational therapists,
- Physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Portage

Professional meetings are arranged between health & social care, the local authority and other organisations when necessary to support pupils and their families.

13. Admissions Arrangements

Oxlow Bridge School is dedicated to providing education for students aged 3-19 with Profound and Multiple Learning Difficulties. The school operates under the Partnership Learning Trust and follows admission policies controlled by local authority SEN admissions teams. These policies are aligned with the DFE Special Educational Needs Code of Practice 2015 and the Equality Act 2010, ensuring no discrimination against disabled children in the admissions process. Admission is depending on the school being named in the pupil's Education, Health and Care (EHC) plan, with the local authority providing all necessary reports and assessments for the school to evaluate suitability.

The school may decline an admission request if it determines that it cannot meet the child's needs, if the placement would be an inefficient use of resources, or if it would negatively impact the education of other students. In cases where a child's needs are not fully understood, the school may offer an assessment placement to better determine the child's requirements.

Admission procedures at Oxlow Bridge School begin with encouraging parents and carers to visit the school. All admissions are processed through the London Borough of Barking and Dagenham (LBBD) EHC team. For applicants from outside the borough, the referring authority must handle financial responsibilities, including placement funding and an administrative fee. The school reviews supporting paperwork and may visit the current school for observation and decides on whether it can meet the child's needs. This decision is communicated to the LBBD EHC team within 10 days.

If the decision is negative, the EHC team informs the parents and carers.

If the decision is positive, the school arranges a home visit and provides a starter pack with information on the school, transportation, free school meals, uniform details, and necessary forms. Once all paperwork is completed and returned, the school provides a start date for the pupil. It is essential that all documentation is received before a child can be admitted to the school.

In summary,

- parents/carers are encouraged to visit the school;
- admissions must be processed via the London Borough of Barking and Dagenham (LBBD) EHC team;
- for out-of-borough applicants, the referring authority must handle financial responsibilities;
- Oxlow Bridge School assesses paperwork, visits the current school for observation, and decides if they can meet the child's needs;
- the decision is communicated to the LBBD EHC team within 10 days;
- if positive, the school arranges a home visit and provides a starter pack to the parents/carers;
- once all paperwork is completed, the school provides a start date;
- if negative, the EHC team informs the parents/carers;
- children will not be admitted without the necessary documentation.

Further details about our admissions process can be found in our admissions policy which is publicised on the School Website

14. Accessibility Arrangements

The steps the school has taken and will take to prevent disabled pupils from being treated less favourably than other pupils:

- the school will seek and follow the advice of external specialist support services, such as specialist teacher advisers and SEN inspectors/advisers, and of appropriate health professionals from the local NHS Trusts in order to ensure that disabled students have equal access to the curriculum and equal opportunity to meet challenging targets;
- Oxlow Bridge School is fortunate in that it occupies new built accommodation which has been specifically designed to meet the needs of pupils with complex physical and medical needs.
- the school will make itself aware of, and where practicable make use of, local services for providing information in alternative formats when required or requested;
- the Headteacher, together with the appropriate Governing Board, will review the financial implications of the School Accessibility Plan as part of the normal budget review process.
- the school will assess its success in reducing barriers to curriculum access and participation for disabled pupils by evaluating key indicators and actions.

Further details about our accessibility arrangements can be found in our accessibility plan which is publicised on the school website

15. Monitoring and Evaluation Arrangements

Evaluating the effectiveness of this policy
We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- whether pupils with SEND feel safe, valued and included in the school community;
- comments and feedback from pupils and their parent/carer.

This policy will be reviewed by the Headteacher every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year. It will be approved by the full governing board.

16. Links with Other Policies and Documents

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy