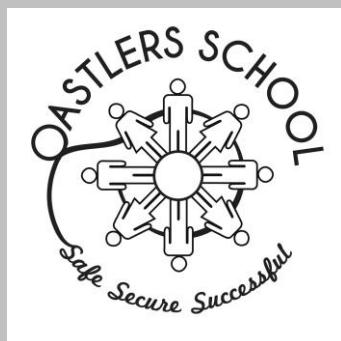


# Special Educational Needs & Disability (SEND) Policy



## Oastlers Policy

<b>Approved by Governing Body On</b>	<b>June 2022</b>
<b>To be Reviewed On</b>	<b>June 2026</b>
<b>Signed on Behalf of the Governing Body</b>	<b>David Ward</b>

## Reference to statutory legislation

This policy draws on legislation from the Children and Families Act 2014, The Equalities Act 2010 and the Special Educational Needs and Disability Regulations 2015.

The Children and Families Act defines a child as having Special Educational Needs and Disability (SEND) if he or she *“has a learning difficulty or disability that calls for special education provision to be made for him or her”*.

A child is considered to have a learning difficulty if she or he:

- has a significantly greater difficulty in learning than most others of the same age
- has 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 or mainstream post 16 institutions.
- Has a physical or mental impairment that has a substantial and long-term adverse effect on a person’s ability to carry out normal day-to-day activities.

There are some specific conditions which will not amount to an impairment under the **Equality Act 2010**. For more information google **Disability Discrimination in Education**.

Some examples of SEND are:

- social, emotional and mental health difficulties (SEMH)
- autism, including Asperger Syndrome
- Attention Deficit (Hyperactivity) Disorder (ADHD/ADD)
- specific learning difficulties
- Obsessive Compulsive Disorder or Oppositional Defiance Disorder
- communication difficulties or sensory processing difficulties
- medical needs such as Epilepsy
- mobility difficulties

If your child has SEND, they may need extra help in a range of areas, for example:

- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- managing behavioural difficulties/regulating behaviour
- organising themselves
- sensory or physical needs which may affect them in school

To access more detailed information about the relevant Act please follow the links below:

Children and Families Act 2014:

<https://www.legislation.gov.uk/ukpga/2010/26/contents>

Equality Act 2010:

<https://www.gov.uk/guidance/equality-act-2010-guidance>

Disability Discrimination Act 1995:

<http://www.legislation.gov.uk/ukpga/1995/50/contents>

Ofsted Handbook October 2024:

<https://www.gov.uk/government/publications/school-inspection-handbook-from-september-2015>

SEN Code of Practice 0-25 Years January 2015:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Schools Guide to SEND Code of Practice September 2014

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/349053/Schools\\_Guide\\_to\\_the\\_0\\_to\\_25\\_SEN\\_Code\\_of\\_Practice.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/349053/Schools_Guide_to_the_0_to_25_SEN_Code_of_Practice.pdf)

Schools SEND Information reporting Regulations 2014:

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Statutory Guidance on supporting pupils in school with medical conditions December 2015:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/638267/supporting-pupils-at-school-with-medical-conditions.pdf)

Human Rights Act:

<https://www.legislation.gov.uk/ukpga/1998/42/contents>

Education Act 2011:

<http://www.legislation.gov.uk/ukpga/2011/21/contents/enacted> Education Act 2011:

Lamb Inquiry Review of SEN 2009:

[https://www.specialeducationalneeds.co.uk/uploads/1/1/4/6/11463509/lamb\\_inquiry\\_review\\_of\\_sen\\_and\\_disability\\_information.p](https://www.specialeducationalneeds.co.uk/uploads/1/1/4/6/11463509/lamb_inquiry_review_of_sen_and_disability_information.p)

SEN and Disability Act 2001:

<https://www.legislation.gov.uk/ukpga/2001/10/contents>

Other useful websites:

Bradford's Local Offer:

<https://localoffer.bradford.gov.uk>

Bradford Parent and young people's Partnership service:

[http://www.barnardos.org.uk/bradford\\_pypps\\_service\\_leaflet.pdf](http://www.barnardos.org.uk/bradford_pypps_service_leaflet.pdf)

Mumsnet:

<https://www.mumsnet.com>

*Barnardos:*

[www.barnardos.org.uk/believeinme](http://www.barnardos.org.uk/believeinme)

*Young Minds:*

[www.youngminds.org.uk/guideto/mentalhealth](http://www.youngminds.org.uk/guideto/mentalhealth)

*The Children's Society:*

<https://www.childrensociety.org.uk/help-young-people-access-the-mental-health-support-they-need>

*Youth Information Service Bradford:*

<https://www.bradford.gov.uk/children-young-people-and-families/youth-information-service/youth-information-service/>

## Rationale

At Oastlers School we are committed to achieving maximum inclusion of all our learners and their parents/carers into our school community. We pride ourselves in our robust processes for supporting learners with social, emotional and mental health disturbance through the design and implementation of bespoke provision for individuals and groups of learners. We will persevere until all our learners have the most effective provision needed to support, guide and challenge them in their learning journey.

Oastlers School has a positive behaviour management policy and the root of this is the strong positive relationships between all members of the community. Learners are constantly reminded of the need to respect each other, to develop empathy towards each other and ultimately become caring citizens of the future. Our learners are encouraged to develop a range of self-supportive skills and we celebrate individual success and achievement.

Oastlers School is a happy, safe space. We are a registered Trauma Informed School UK and Nurture UK setting. Staff take very seriously their responsibilities towards our learners and strive to help them achieve the very best they can both academically and socially so that they can become global citizens with access to all that society can offer.

We are fully committed to the UN Convention on the Rights of the Child. We are a school that has achieved UNICEF's Gold Award in recognition of the human rights of children. This is because we value each one of them as unique individuals who deserve to exist within a community that is safe from harm, free from harassment, discrimination or fear and fosters an atmosphere of mutual and personal respect.

## Vision

Aspirational targets underpin our relentless focus upon individual progress, successful achievement and outcomes for all our learners. We are a reflective school, continually reviewing how we can improve the quality of a child's learning journey so that every individual has the maximum opportunity to develop emotional resilience, thrive and become successful learners in the future.

At Oastlers School, we believe that there are no barriers that prevent access to high quality education and we put measures in place to ensure that all our learners can safely access our offer.

## Aim of the SEND policy

*"All children and young people are entitled to an appropriate education, one that is appropriate to their needs, promotes high standards and fulfilment of potential to enable them to:*

- *Achieve their best*
  - *Become confident individuals living fulfilling lives*
  - *Make a successful transition to adulthood, whether into employment, further or high education or training*
- SEND Code of Practice 2015*

The aims and objectives of our special educational needs and disability policy and practice in this school are:

- To reduce barriers to progress and secure high levels of achievement for all
- To meet individual needs through a wide range of provision both on and off site where appropriate
- To rigorously map provision for all learners ensuring that staffing deployment, resource allocation and intervention leads to good, planned learning outcomes
- To work in a collaborative partnership with the Local Authority and other external agencies, to ensure there is a multi-professional approach to addressing the needs of all our learners

- To promote children's self-esteem and emotional wellbeing and help them to form and maintain positive relationships based upon respect for themselves and others
- To request, monitor and respond to parent/carers and learner views to evidence high levels of confidence and partnership
- To ensure a high level of staff expertise to meet learner needs, through well targeted continuing professional development
- To document the school's arrangements for assessing the progress of pupils with SEND
- To provide examination access arrangements so that every child has the optimum opportunity to public examination, despite disability

### **Oastlers SEND Co-ordinators**

Bradford site – Ms Robyn Brennan Tel 01274 307456

Keighley site – Ms Lindsey Shaw Tel 01535 281556

### **The Oastler Offer**

Oastlers School supports children and young people who have social, emotional and/or mental health disturbance. Often children who experience these types of difficulties have fractured education experiences that have resulted in gaps in learning, despite cognitive ability. Those gaps mean they are often behind their peers and we recognise at Oastlers that those children deserve only the very best first quality teaching in order to narrow those gaps.

The school experience reflects that of a mainstream secondary school. Learners are taught in chronological year groups following a broad and balanced curriculum leading to GCSE or similar outcomes. The school's website provides more details about the subjects studied at the school.

All learners follow Personal, Social, Health and Citizenship Education alongside Relationships & Sex Education and receive Independent Careers Advice.

Work experience (where available), outdoor education, forest school and residential opportunities including trips and visits are all on offer to further enrich learning.

New for September 2021 was the development of our second site in the Keighley District. This site is offering a suite of vocational qualifications to complement the Bradford academic offer.

### **The curriculum offer**

<b>Subject</b>	<b>Level</b>	<b>Awarding Body</b>
English (literature & language)	GCSE	AQA
Mathematics	GCSE	AQA
Science (Synergy)	GCSE	AQA
Art	GCSE	AQA
Citizenship	GCSE	AQA
Resistant Materials (design technology)	GCSE	WJEC
Business Studies	GCSE	NCFE
Music Technology	Level 1/2	NCFE
Photography	Level 1/2	NCFE
Music	Level 2	UAL
Performing Arts	Level 2	UAL
ICT – Digital Media	Level 1 /2	OCR
PE – Sport	Level 1 /2	BTEC
Food & Cookery	Level 2	NCFE
Music Instruments	Grades	Various
Construction (multi skills)	Level 1/2	Ascentis
ASDAN (COPE)	Award	ASDAN
Duke of Edinburgh Award	Bronze	DofE

Various college vocational courses	L1/2	various
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Our Year 7 and Year 8 classes are taught in small form groups, similar to that in a primary school. We believe that our younger learners require more time to develop basic skills and confidence in preparation for the GCSE framework ahead. By Year 9, learners will then be introduced to specialist teaching groups, having considered their options for GCSE, that link to possible future careers. By this time, learners will move around the school more freely to specialist classrooms to help them develop independent learning skills. The GCSE curriculum will remain with all learners until the end of Year 11.

There is a small post 16 offer for GCSE re-sit only. The offer post 16 also includes a vocational study, life skills and preparation for adulthood courses such as the ASDAN COPE Award.

For our more complex learners, who require additional learning or emotional support, our Churchill class offers a thematic and experiential learning opportunity for those who are struggling to focus in class, be it temporarily or longer term, due to individual circumstances.

### **Independent careers education, information advice and guidance**

Our independent careers education, information, advice and guidance Careers Advisor is **Nirminder Matharu**. Nirminder is available in school or at Skills House Careers & Technical Education (CTE) for all careers advice and support. Nirminder can be contacted at Skills House, Britannia House, Broadway, BD1 1EE or by telephone 07811504109. Nirminder can also be contacted by email at: [Nirminder.matharu@bradford.gov.uk](mailto:Nirminder.matharu@bradford.gov.uk)

### **The therapeutic offer**

The school can offer therapeutic support for those who need time to talk through personal difficulties. We offer a range of constantly developing therapeutic interventions that currently includes:

- Talking therapies
- Relaxation therapies
- Physical therapies

To remove barriers to learning, the school has adopted an 'assess – plan – do – review' model to identify the right provision for the individual. With this model we:

- Assess – how our learners are developing
- Plan what type of provision or intervention will impact on progress
- Do what needs to be done to implement the plan
- Review its effectiveness and adjust accordingly

Learners and our parents/carers are central to any planning and agreement to the type of provision the learners need but it may also involve the support from multiple local services.

Examples of services that may be included in the provision at Oastlers could include:

- Education psychologists
- Child and Adolescent Mental Health services (CAMHS)
- School nursing service
- Specialist teaching support services
- Therapists
- Children's Social Care
- West Yorkshire Police
- Connexions
- Young people's drugs and alcohol support services

- Specialist services support (Barnardos, BLAST, MESMAC, NSPCC, STEP 2)
- Youth Justice Service

Details of what additional local services are available to support children with SEND is known as 'The Local Offer' (see below for details).

### **Support for children looked after**

Oastlers School has particular experience and skills for supporting children who have experienced significant trauma and loss during their early childhood. These early negative childhood experiences may result in children becoming 'Looked After'. Looked After Children may have specific and particular needs in addition to other SEND needs.

### **The Local Offer**

Full details of what is available in Bradford for children and young people with SEND can be accessed via this link:

<https://localoffer.bradford.gov.uk>

### **School Facilities – Bradford and Keighley sites**

The Bradford site is a purpose-built school with wide corridors allowing ease of access. The school has subject-based classrooms, a library, science laboratory, art suite, food technology suite, resistant materials technology suite, PE facilities, hall for assemblies, separate Sixth Form facilities, ICT suite, numeracy and literacy workshop, hair & beauty room, sanctuary, music suite, therapy rooms and spacious outdoor facilities, including a MUGA for games.

Our Keighley site is a fully renovated, fully equipped and resourced setting that was previously a children's contact centre. It is a smaller school offering the same high standards that the Bradford site offers. In addition, it offers construction on site.

### **Allocation of resources**

All Oastlers learners have access to the school's resources. Some learners may need specific, targeted support, which may be provided according to presenting need. This may include access to any of the school's therapeutic interventions or access to additional adult support in lessons.

The school operates a weekly safeguarding meeting where additional consideration is given for those with specific and often pressing needs that are affecting learning progress. An outcome may result in allocation of additional resources such as therapeutic support matched to a specific intervention. The purpose of all our therapeutic interventions is to provide urgent and immediate support for learners who are managing complex problems that are affecting emotional well-being thus creating barriers to learning. Therapeutic interventions can be short or long in duration, according to need. Parents/carers will be involved in the allocation of any additional resource or intervention at Oastlers.

### **Identification and review of learners need**

All Oastlers children will have Education, Health & Care Plans (EHCP's).

Relevant legislation about the plans can be found in Section 37 of the Children and Families Act 2014 and regulation 12 of the SEND Regulations 2014.

Education, Health & Care Plans, replacing the previous Statement of Special Education Needs, are designed to:

- Ensure children fully participate in decision making that affects their future

- identify specific needs and early intervention to support those needs
- provide greater choice and control for young people and their parents/carers over support
- include greater collaboration between health, social care and education to provide better support
- provide high quality provision that meets the needs of children with SEND
- focus on inclusive practice and remove barriers to learning
- allow successful transition to adulthood, independent living and employment

### **Special Education Needs and Disability Co-ordination**

At Oastlers Bradford site, the school's Special Educational Needs Coordinator is **Ms Robyn Brennan** who is always available to speak with parents/carers about any aspect of a learner's EHCP's. She can be contacted on 01274 307456. At our Keighley site it is **Ms Lindsey Shaw**. Lindsey can be contacted on 01535 281556. Education, Health and Care Plans are reviewed annually, and in some circumstances more frequently. Learners, parents/carers and other involved professionals will be expected to take part in the review process, taking part fully in the discussion about all aspects of progress and learning outcomes.

### **Admission to Oastlers**

Applications to the school are determined by the Local Authority.

Once placement has been identified and agreed between the Local Authority, parents/carers, the learner and the school, we will look to admit once a visit to the learner's current school and a home visit has taken place. The school is keen to ensure that the all-important first steps to joining the school are completed carefully and with careful thought. We recognise that transition into a new school can be a very challenging experience so it is important to get those first steps right.

When a learner first joins us, he/she will spend the first few days in our Literacy & Numeracy Workshop. This allows staff time to assess learning levels and identify any gaps in learning so that the right plan is put into place. This part of the admission process will normally last two or three days. After this, the learner will then join his/her identified new class group.

It is our usual practice to stay in touch with our parents/carers regularly. We try our very best to make telephone contact to update parents/carers about learner progress weekly, though occasionally this is not always possible. We provide an interim report to all parents/carers around February and at the end of July a full written progress report is provided. This is additional to the annual EHCP review process and the annual face to face consultation event.

### **Staff Training**

Staff benefit from extensive training at three levels i.e. *Awareness, Enhanced and Specialist*.

Awareness training has been provided to staff on

- Child Protection
- Keeping Children Safe in Education
- Psychological Well Being & Child Mental Health
- Investigating Teaching Styles
- Internet Safety
- Domestic Violence
- Female Genital Mutilation
- Child Abuse & Neglect
- Emotional Intelligence
- Asthma Awareness

- Allergies Training
- Safe Touch
- Life Without Levels
- Working with Traumatized Children
- PREVENT Training
- Trauma training
- E-Safety Training
- Mood Management
- Domestic Violence
- Preventing Bullying
- Nurture – Boxhall Profiles
- Emotion Coaching
- Working with Traumatized Children
- Sensory Processing

Enhanced training has been provided to all staff on

- Child Protection
- Child Sexual Exploitation
- Management of Actual or Potential Aggression (MAPA, all staff)
- MAPA Advanced Trainers (6 on site)
- MAPA Tutors (2 on site)
- Allegations Management
- Emotional Intelligence
- MESMAC Training
- Health & Safety at Work
- Attachment
- HLTA Training
- SLE Training
- NPQH
- Sleep Tight Training
- Further Online E-Safety Training
- Depression & Young People
- Risk & Resilience
- Talking Emotions
- WRAP – Train the Trainer
- DSL Training (including refreshers)
- Trauma training

Specialist training has been provided to the SENDCO's on

- Post Graduate Certificate in Special Education Needs (SENCO Award)
- Certificate of Psychometric Testing Level 7
- The Children and Families Act 2014
- SEN Code of Practice 2015
- Regular visits from SEN specialist agencies and professionals
- Attendance at termly SENCO Forum
- Attendance at SEMH Conference and SENCO Conference
- The Governor with specific responsibility for SEND has completed the Governor training

- Attachment Training
- Mental Health Champion

### **Accessibility of the school environment**

- Disabled parking spots marked and allocated next to both school entrances
- All steps have the edges highlighted to ensure they are easier for those with visual impairments to negotiate
- Accessible lift in school
- Evacuation Plans and Invacuation Plans fully in place
- Adaptations to equipment or resources where appropriate
- Accessible toilets and wash/changing facilities

### **Support services for parents/carers of pupils with SEND**

Parent Partnership Service (SENDIASS) offer independent advice and support to parents of all children and young people with SEND. The nearest PPS can be located via:

<http://www.parentpartnership.org.uk/>

SENDIASS will also provide information on how to access an Independent Supporter for those parents/carers whose children are being assessed for an EHCP. Independent Supporters provide guidance to parents/carers regarding the EHCP process. A FAQ factsheet is located here:

<http://www.councilfordisabledchildren.org.uk/what-we-do/independent-support>

For parents/carers who are unhappy with the LA or school responses to their child's SEND, parents/carers may seek mediation from the regional mediation services. Information on this free service is located here:

<https://www.gov.uk/special-educational-needs-disability-tribunal/before-you-appeal>

Parents/carers can also appeal to the Government's SEND tribunal if you disagree with the LA decisions about your child's special educational needs. You can also appeal to the tribunal if the school or LA has discriminated against your disabled child. Information on this process is available here:

<https://www.gov.uk/special-educational-needs-disability-tribunal/overview>

### **Confidentiality**

Oastlers School employs the highest levels of confidentiality in regard to all learners. No information will be disclosed without the permission of parents/carers unless it is deemed to put an individual or individuals at significant risk of harm. The school uses CPOMS for the electronic storage of information relating to Child Protection.

### **Complaints**

We ensure a robust complaints system is in place to deal with issues raised by parents/carers. Complaints can be made in writing to the headteacher. For a full explanation of our complaints procedure please see our complaints policy.

## **Medical needs**

Learners with medical needs will be provided with a detailed Health Care Plan, compiled in partnership with the SENCO and the relevant agency such as the school nurse. The Health Care Plan will be shared with relevant staff to ensure it is consistently applied.

The school has an Asthma register, which is updated annually. Included in this policy is the school's approach to administration of medicines. All procedures adhere to the LA Health and Safety Policy and the Department of Education (DFE) 2014 guidelines included in *Supporting pupils at school with medical conditions*.

Sitting alongside this policy is the Oastlers SEND Information report 2024 – 2025 and our SEND Operation manual. All documents can be found on our website in our SEND section.

[www.oastlers.com](http://www.oastlers.com)

## **Governance and SEND**

The school's Governors take very seriously their responsibilities to children with special needs.

Your link governor for SEND is **Mr David Ward** who can be contacted at the school on 01274 307456.

The role of the link SEND governor is an important one as he is responsible for ensuring that all children with special needs receive the very best education they can and that they make good progress.