

Special Educational Needs and/or Disabilities (SEND) Policy

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1. Introduction

Our group of independent special schools is committed to promoting social inclusion and developing capable, caring, creative, and confident students. We recognise that many of our students have complex needs, including emotional, behavioural, and social challenges, often following exclusion from mainstream or alternative provision. Our schools provide a safe, nurturing environment tailored to each student's unique needs, aligned with the National Curriculum and vocational pathways.

At Great Oaks College we are committed to providing a high-quality education for all our students, including those with special educational needs and / or disabilities.

The College is dedicated to the promotion of social inclusion and the development of capable, caring, creative and confident Students. It is our belief that every student is an individual and attends Great Oaks College, to further their education. All Students are entitled to a broad, balanced and adapted education which encompasses the requirements of the National Curriculum when appropriate. The Equal Opportunity Policy defines equal opportunities as the fair and equal treatment of all, regardless of gender, race, class, religion, age or ability. The issues related in the policy are pertinent to Students with Special Educational Needs.

This policy is written in accordance with the SEND Code of Practice (2014, updated 2015 and 2020), the Children and Families Act 2014, and relevant statutory guidance, ensuring compliance with the OFSTED inspection framework.

2. Aim and Scope

The aim of this policy is to ensure effective identification, assessment, planning, and provision for students with Special Educational Needs and disabilities (SEND) across our schools. We strive to

- ensure early and effective identification of young people's needs.
- Create personalised education, behaviour, and personal development plans.
- The joint involvement of children, parents and young people in identification of need, as well decision making about provision.
- Collaborate with students, families, carers, and professionals through a multi-agency approach.
- Ensure all staff are equipped with strategies to support diverse learning needs.

- Maintain high standards of record-keeping, monitoring, and review aligned with statutory requirements.

3. Definition of SEND

We support students with a wide range of needs, including but not limited to:

- Social, Emotional, and Mental Health (SEMH) needs.
- General and specific learning difficulties (e.g., literacy and numeracy challenges).
- Communication and interaction need.
- Physical and Sensory impairments.

4. Roles and Responsibilities

Headteacher / School Leadership

- Ensure the SEND policy is current and implemented effectively.
- Provide ongoing staff training and resources.
- Maintain oversight of SEND provision and compliance with legislation.

Special Educational Needs Coordinator (SENDCo).

- Lead on day-to-day SEND provision and statutory processes.
- Chair the School Team Around a Child (STAC) meetings for assessment and EHCP review.
- Coordinate Annual Reviews and liaise with Local Authorities.
- Managing the development, and review processes of Student passports on a termly basis.
- Support staff development in SEND strategies.
- Organising access arrangements to support students with external qualifications.
- Supporting the development of the class Teacher's knowledge and application of effective teaching methods relating to the teaching of literacy, ICT, speech and language, study skills, social and communication skills.
- Supporting in preparing Students for transitions, including changes in school, further training opportunities post school; assisting them with the development of skills appropriate to adult life; working closely with the post 16 supporting agencies;
- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- While independent schools are not legally required to appoint a qualified SENDCo, Keys Group strives to ensure that every school has a suitably experienced SENDCo or equivalent specialist to deliver the highest standards of provision.
- Deliver training to staff on specific needs of students to enable effective

understanding and intervention

- Ensure that students with SEND are provided with equal opportunities to peers and can participate in all activities.

Class Teachers

- Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND. This will be adapted and personalised to meet the needs of all students.
- Are responsible for the progress and development of every student in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review and evaluate each student's progress and development, by inputting to STAC and student passport reviews
- Setting high expectations for all students.
- Use appropriate assessment to set targets and work towards outcomes which are intentionally ambitious.
- Use a variety of teaching strategies to remove barriers to learning so that all students can achieve and fulfil their potential.
- Use various strategies to adapt all teaching and personalise learning for each student
- Notify SENDCo. / school SLT of any issues or barriers that they may have identified during teaching
- Collaborate with SENDCo and support staff for effective provision.

Education Support Workers / Teaching Assistants

- Assist in development and review of student passports/ STAC reviews.
- Provide tailored support Sensitive to student needs.

Parents, Carers, and Social Workers

- At Great oaks college, we believe that the education of children is a partnership between carers / parents / social workers and the school. Liaison and discussion with carers / parents are encouraged.
- Where possible carers / parents / social workers will be consulted and asked to contribute to the annual reviews. A copy of all Student passports will be sent to parents / carers inviting comment and contribution.
- Engage as active partners in education planning and review
- Parents should inform school of any problems or concerns
- Support learning and attendance.

Students

- Participate in setting and reviewing their learning targets. Annual review meetings, PEPs and student passport reviews

The school follows clear protocols for managing exclusions or managed moves involving students with SEND, ensuring that decisions are made in line with statutory guidance and the student's EHCP. Alternative provision or reintegration plans are developed promptly to minimise disruption to learning.

5. Identification, Assessment, and Planning

Upon admission and at half termly intervals will assess each student's current skill and levels of attainment. This information will be used by the school leadership to inform any future planning and development of personalised learning opportunities.

We will strive to build on previous knowledge and learning. Class teachers will make regular assessments of progress for all students and identify those whose progress they will inform the SENDCo. If a child

- Is significantly less than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close or widens the attainment gap between the child and their peers

This may include progress in other areas of learning, for example, social and emotional development.

Slow progress and low attainment do not necessarily mean a student has a SEND. We will use various forms of assessment and information from students, parents/carers as well as other professionals to determine whether a young person has SEND and therefore additional requirements to enable them to successfully access learning.

School Team Around a Child (STAC) Process

- The STAC is a multi-disciplinary team involving school staff, SENDCo, parents/carers, social workers, health professionals, and the student where appropriate.
- STAC meetings are convened for initial assessments, ongoing monitoring, and Annual Reviews of EHCPs.
- The team collaboratively reviews progress against EHCP objectives, adjusts provision, and sets SMART targets.
- Documentation from STAC meetings informs Student Passports and statutory reviews.
- Our approach to supporting students with SEND follows the Graduated Approach (Assess, Plan, Do, Review), ensuring ongoing, responsive provision tailored to individual needs.

Student Passports

- Individual Student Passport which will outline the individual needs of the student, the support provided by Great Oaks College, and any strategies or approaches that are required to support achievement. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress. The Individual student passport will be reviewed termly to reflect any changes of provision and new outcomes for the student.
- Student Passports are developed from EHCP objectives and STAC outcomes.
- Targets are Specific, Measurable, Achievable, Relevant, and Time-bound (SMART).
- Student Passports are reviewed and updated termly with input from teachers/ SENDCo and support staff.

Student voice is actively sought and incorporated in all stages of SEND planning and review, including STAC meetings and Annual Reviews. Students are supported to express their views and participate in setting and evaluating their learning and development targets.

Consulting & Involving Students & Parents:

During the admissions interview we will consult with the student and parents/ carers about any SEND and provision requirements. This will ensure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty.
- We consider the parents' concerns and opinions.
- Everyone understands the agreed outcomes sought for the young person.
- Everyone is clear on what the next steps are to be.

Assessing & Reviewing Student's Progress:

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The teachers and support staff will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student.
- Their previous progress and attainment and behaviour.
- The views and experience of parents.
- The student's own views.
- Advice from external support services, if relevant.

6. Curriculum Access and Adaptation

- All students receive a broad, balanced curriculum tailored to their needs, including core subjects and vocational options.
- Each student is provided with a bespoke timetable that is reviewed regularly and amended to meet the individual's needs.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Adaptation of our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adaptation in teaching and assessment ensures accessibility through differentiation and dynamic adaptation to students' evolving needs. Support is provided through in-class assistance, small group work, and individual interventions.
- For students with the most complex needs, the curriculum is personalised and adapted to develop communication, independence, and life skills. Specialist approaches, including use of assistive technology, Sensory resources, and alternative communication methods, are integral to provision.

8. Access Arrangements/Examinations

- We ensure that all access arrangements for students are catered for. For example, if a student needs a word processor, scribe, reader, or extra time we will assess and ensure that the arrangement is required and support the student. The invigilators will be aware of all students' access arrangements, and they are stated on the individual student passport. If you have any queries regarding exam access arrangements, please contact the SENDCo.
- Access Arrangements are pre-examination adjustments for candidates based on evidence of need and normal way of working. Access Arrangements fall into two distinct categories: some arrangements are delegated to centres, others require prior JCQ awarding body approval.
- Access Arrangements allow candidates/learners with special educational needs, disabilities or temporary injuries to access the assessment without changing the demands of the assessment. For example, readers, scribes and Braille question papers. In this way Awarding Bodies will comply with the duty of the Equality Act 2010 to make 'reasonable adjustments'.

9. Record Keeping and Reporting

- SEND records, including EHCPs, STUDENT PASSPORTs, and STAC meeting notes, are securely maintained and regularly updated.
- Progress is monitored systematically and reported to parents/carers and relevant professionals.
- Annual Reviews are conducted within statutory timescales.

- The school systematically monitors and evaluates the impact of interventions on closing gaps in students' learning and behaviour. Progress data, behavioural records, and wellbeing indicators are reviewed regularly to inform adjustments to provision and ensure effectiveness.

8. Partnership with Parents and Carers

- Open communication is encouraged through meetings, reports, and informal contact.
- Parents/carers are supported to contribute to planning and decision-making.
- Complaints related to SEND provision are managed through the school's Complaints Policy.

9. Training and Development

- Induction for new staff includes SEND policy familiarisation.
- Ongoing professional development addresses current SEND practises and legislative updates.
- All staff receive regular, updated training focused on supporting students with Social, Emotional, and Mental Health (SEMH) needs and challenging behaviours. Training includes evidence-based strategies for behaviour management, trauma-informed practice, and promoting positive mental health.

10. Equality and Inclusion

- All staff promote equality and respect diversity in race, faith, gender, disability, and sexual orientation.
- Reasonable adjustments are made to ensure full participation of all students.

11. Admissions Policy

- Admissions for students with SEND who do not require an EHCP follow the same process as other students.
- For students without EHCPs, support from placing local authorities is expected to meet needs appropriately.

12. Supporting Students with English as an Additional Language (EAL)

- EAL students receive targeted support to develop language skills alongside curriculum access.
- Language needs are assessed separately from SEND to ensure appropriate provision.
- Staff are trained to differentiate between EAL and SEND needs.
- Collaboration with families and language specialists supports EAL students' progress.

13. Supporting Students Transitions:

A transition period for all students can be difficult. Therefore, to support this all students will have had careers or transitions advice. All students will have planned destinations. The SENDCO will ensure that transitions are considered and planning for adulthood from year 9, in conjunction with the relevant teams.

When a student is moving on from Great Oaks College, we will ensure that relevant information is shared with those who require it, in line with GDPR guidelines. We will agree with parents and student's which information will be shared. We will provide support for meetings, appointments and visits to other educational providers as needed to support a smooth transition.

Appendix A: Localised Contact Details and Roles

School Name: [Great Oaks College]

Role	Name	Contact Information	Notes
Headteacher	Sharon Cliff	Greatoakscollege@keyseducation.ac.uk 01543 622461	Overall responsibility for SEND policy implementation
SENDCo	Ambika Patel	Ambika.patel@keyseducation.ac.uk 01543 622461	Lead for SEND provision, assessment, and EHCP coordination
Designated Safeguarding Lead	Emma Giles	Emma.giles@keyseducation.ac.uk 01543 622461	Responsible for safeguarding concerns
Chair of Governors	James Madine	James.madine@keyseducation.ac.uk	Oversees governance of SEND provision
Local Authority SEND Officer	[Name]	Phone: [Number] Email: [Email]	Key contact for SEND statutory processes
Educational Psychologist	Molly Hand	Molly.hand@keys-group.co.uk	Provides specialist advice and assessment
Health Professional Contact (e.g., CAMHS)	Staffordshire CAMHS	01785 221 655 https://camhs.mpft.nhs.uk/staffordshire	Supports health-related SEND needs

Appendix B: School Team Around a Child (STAC) Meeting Protocol

Purpose

The STAC process is a collaborative multi-agency approach to assess, plan, and review the educational, health, and care needs of students with SEND or EHCPs. It ensures all relevant stakeholders contribute to personalised support and progress monitoring.

Membership

- SENDCo (Chair)
- Class Teacher(s)
- Education Support Workers / Teaching Assistants as appropriate
- Parents / Carers
- Social Worker (if applicable)
- Health Professional(s) (e.g., Speech and Language Therapist, CAMHS)
- The Student (where appropriate)
- Local Authority SENDD Officer (optional)

Meeting Frequency

- Initial assessment: Within 6 weeks of referral or EHCP issuance
- Review meetings: Termly or as required
- Annual Review of EHCP: At least once every 12 months

Agenda

1. Welcome and introductions
2. Review of current EHCP outcomes and STUDENT PASSPORT targets
3. Presentation of progress data and observations
4. Discussion of any changes in needs or circumstances
5. Agreement on new or revised SMART targets
6. Identification of additional support or resources required
7. Planning for next steps and responsibilities
8. Scheduling next meeting

Documentation

- Meeting minutes recorded by SENDCo or appointed note-taker
- Updated STUDENT PASSPORT reflecting agreed targets and actions
- Copies shared with all attendees and stored in student's SEND file

Appendix C: Useful contacts

Connect CAMHS and first steps-

Central Referral hub Roundwell Street Tunstall Stoke-on-Trent

Postcode

ST6 5JJ

0300 123 0984

Staffordshire CAHMS

The Bridge

St Georges Parkway

Off Crooked Bridge Road

Stafford

ST16 3NE

01785 221 655

<https://camhs.mpft.nhs.uk/staffordshire>

Children's Speech and Language Therapy-

Bentilee Neighbourhood Centre Karin Evans- KarinM.Evans@ssotp.nhs.uk

Dawlish Drive Head of Children's Speech and Language Bentilee Stoke on Trent Staffordshire

ST2 0EU

01782 234481

Caudwell Children- 0345 3001348

Stoke Aiming High Action- 01782 683129

Staffordshire SENDIASS

<https://www.staffs-iass.org/home.aspx>



The Local Offer-

<http://localoffer.stoke.gov.uk/kb5/stoke/directory/results.action?services=1&localofferchannel=5&sr=0&nh=10>

<https://www.staffordshire.gov.uk/Education/SpecialEducationalNeeds/Home.aspx>

North Staffs Asperger/ Autism Association- 01782 627002 info@nsaaa.co.uk

Appendix C: Individual Education Plan (STUDENT PASSPORT) Template

Student Details

- Name:
- Date of Birth: _
- Year Group/Class: _
- SEND Status: (EHCP / SEND Support / Other)
- Date of Plan:
- Review Date:

EHCP Outcomes Addressed

[List relevant EHCP outcomes here]

SMART Targets

Target	Specific Steps	Success Criteria	Resources Needed	Review Date	Progress Notes
1.					
2.					
3.					

Strategies and Support

- [Detail teaching strategies, interventions, and support staff involved]
-

Student and Parent/Carer Involvement

- Student's comments: _
 - Parent/Carer comments: _
-

Signatures

- SENDCo: _ Date: _
- Class Teacher: _ Date: _
- Parent/Carer: Date: _

- Student (if appropriate): Date: _

Appendix D: Complaints Procedure for SEND Provision

Step 1: Informal Resolution

- Parents/carers should initially raise concerns with the Class Teacher or SENDCo.
- The school will endeavour to resolve issues promptly and amicably through discussion.

Step 2: Formal Complaint to Headteacher

- If unresolved, a formal complaint can be submitted in writing to the Headteacher.
- The Headteacher will investigate and respond within [15] working days.

Step 3: Governing Body Review

- If dissatisfied with the Headteacher's response, parents/carers may escalate the complaint to the Governing Body's Complaints Panel.
- The panel will review the case and provide a final decision within [20] working days.

Step 4: External Resolution

- If the complaint remains unresolved, parents/carers may seek advice from the Local Authority SENDD Information, Advice and Support Service (SENDDIASS) or consider mediation and/or appeal to the Special Educational Needs and Disability Tribunal.

Contact Information for SENDDIASS

- Phone: [Local SENDDIASS number]
- Email: [Local SENDDIASS email]
- Website: [Local SENDDIASS website]

Appendix E: Annual Review Process and Documentation

Purpose

To ensure that Education, Health and Care Plans (EHCPs) remain relevant and effective in meeting the student's evolving needs by conducting statutory annual reviews.

Process

1. Scheduling

- The SENDCo schedules the Annual Review at least 2 weeks in advance, ensuring all relevant parties are invited.
- Invitations are SENDt to parents/carers, the student (where appropriate), teaching staff, local authority SENDD officer, health and social care professionals, and any other relevant agencies.

2. Preparation

- The SENDCo collates reports from the student's teachers, support staff, and external professionals.
- Parents/carers and the student are encouraged to provide their views and contribute to the review documentation.

3. Review Meeting

- The SENDCo chairs the meeting, ensuring all voices are heard.
- Progress towards EHCP outcomes and STUDENT PASSPORT targets is discussed.
- Any changes in needs, provision, or placement are considered.
- SMART targets for the coming year are agreed.

4. Post-Review

- The SENDCo prepares a written report summarising the meeting outcomes, recommendations, and agreed actions.
- The report is circulated to all attendees and the local authority within two weeks.
- If amendments to the EHCP are required, the SENDCo liaises with the local authority to initiate changes.

Documentation Templates

- Annual Review Invitation Letter
- Review Meeting Agenda
- Review Report Template
- Updated STUDENT PASSPORT Template

Appendix F: Transition Planning Guidance

Purpose

To support students and their families in managing key educational transitions smoothly and effectively.

Key Transition Points

- Early Years to Primary School
- Primary to Secondary School
- Secondary to Post-16 Education, Training, or Employment
- Transitions within or between specialist provisions

Procedures

1. Early Planning

- Transition planning begins at least 6 months before the anticipated change.
- The SENDCo coordinates multi-agency meetings including parents/carers, the student, current and receiving settings, and relevant professionals.

2. Transition Meetings

- Review current EHCP outcomes and support.
- Identify additional support needs during transition.
- Develop a personalised transition plan with clear roles and timelines.

3. Support Strategies

- Visits to new settings.
- Social stories and visual aids.
- Introduction to key staff members.
- Gradual integration programmes where appropriate.

4. Documentation

- Transition Plan template detailing actions, responsibilities, and dates.
- Updated STUDENT PASSPORT reflecting transition support.

Appendix G: Supporting Students with English as an Additional Language (EAL)

Identification and Assessment

- Students with EAL are identified on admission and assessed for language proficiency.
- Language needs are monitored separately from SEND, ensuring accurate identification of additional learning needs.

Provision and Support

- Tailored language support is provided to develop English skills alongside curriculum access.
- Teaching staff differentiate learning materials and activities to support language acquisition.
- Specialist support from language tutors or external agencies is accessed as needed.

Staff Training

- Staff receive training to distinguish between EAL needs and SEND.
- Strategies for supporting EAL students are embedded in teaching practice.

Collaboration

- Close communication with parents/carers to support language development at home.
- Liaison with specialist EAL services and community resources.

Monitoring and Review

- Regular review of EAL students' progress in language and curriculum areas.
- Coordination with SEND provision if additional needs are identified.