



**SEND Policy**

Document Control Information					
<b>Document Title</b>		SEND Policy			
<b>Organisation / Site</b>		New Bridge Multi Academy Trust			
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<b>Approval Committee</b>		Trustees			
Revision and Approval History					
Author	Summary of changes	Issue	Date Applicable From	Approved by	Date of Next Review
W Warren	New policy	1	1 July 2006	Trustees	July 2009
W Warren	Policy review re new regulations	2	6 January 2015	Trustees	January 2018
R Righini	Policy framework audit	3	31 August 2017	Trustees	31/08/2020
R Righini	Doc review no changes	4	31 August 2020	Trustees	31/08/2023
L Millard	Adopted for HWA	5	16 February 2022	Governors	31/08/2023
L Millard	Reviewed for HWA	6	22 February 2023	Governors	22/02/2024
Equality Impact					
<p><b>Statement</b> We welcome feedback on this document and the way it operates. We are interested to know of any possible or actual adverse impact that may affect any groups in respect of any of the equalities act 2010 protected characteristics.</p> <p>The person responsible for equality impact assessment for this document is the Director of Equality and Diversity.</p> <p><b>Screening</b> This document has been screened by the Equality Team and the impact has been assessed as:</p> <p> <input type="checkbox"/> Not applicable  <input type="checkbox"/> Low  <input type="checkbox"/> Medium  <input type="checkbox"/> High </p>					



## 1. Purpose

The purpose of this policy is to ensure all children and young people are provided with an inclusive learning environment and curriculum that will enable them to prosper and achieve positive outcomes.

## 2. Scope of Policy

This policy applies to all Hollinwood Academy stakeholders. Our environments, alongside the expectations of staff, are designed to promote maximum independence for all children and young people while providing the appropriate level of challenge and support.

## 3. Reason for Review

This policy was reviewed as part of a policy framework audit.

## 4. Aim(s)

The aim of this policy is to clarify SEN access and entitlement and explain how Hollinwood Academy meets the individual needs of its children and young people through the effective allocation of available resources.

## 5. Procedures and practice

### 5.1 Aim and objectives

- 5.1.1. To promote holistic development alongside academic achievement for all children and young people. We believe in the concept of lifelong learning and the notion that learning should be accessible, regardless of need. We focus on breaking down barriers to learning.
- 5.1.2. Our mission statement is very simple – ‘Learning Together, Learning for All, Learning or Life’.
- 5.1.3. An essential element of our provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of our children and young people’s needs.
- 5.1.4. All adults are required to interact with the children and young people in a way which is designed to promote a positive attitude that is age appropriate to their learning needs and disabilities.

### 5.2 Curriculum

- 5.2.1 Hollinwood Academy provides an inclusive learning environment offering a unique and creative curriculum that is carefully tailored to meet the needs of all our children and young people. We have three discreet curriculum models; Communication, Academic and Nurture.
- 5.2.2 The curriculum offer across all three models is broad and balanced to provide a variety of creative, innovative and unique learning experiences, ensuring learning is accessible and purposeful for all.
- 5.2.3 The aim of the curriculum at EYFS is for all children to make progress through first-hand learning experiences and quality provision; to encourage independence; develop and enhance language skills, emotional literacy, creativity and social and academic skills, primarily through play.



- 5.2.4 At key stage 1 the curriculum aims to provide a wide range of opportunities for children to develop communication and interaction at their own pace. The long-term goal is to prepare and support them to achieve independence successful outcomes and reach destinations that are realistic to each individual.
- 5.2.5 At key stage 2 the curriculum offer is broad and balanced to enable children to deepen their knowledge and understanding and learn from wider experiences such as educational visits, careers and employability advice and visitors to the school.
- 5.2.6 At Key Stage 3 a broad and balanced curriculum is offered promoting spiritual, moral, cultural, mental and physical development; preparing young people for the opportunities, responsibilities and experiences of adulthood. Our KS3 offer provides more than just the subjects of the National curriculum. We focus on holistic development, the promotion of positive mental health and wellbeing as well as providing academic opportunity.
- 5.2.7 The focus within Key Stage 4 is to continue to develop the social and emotional, communication and independence skills of our young people alongside an academic (GCSE) and/or vocational (ASDAN) curriculum.
- 5.2.8 Key Stage 5 provides young people with the opportunity to move onto the MAT's innovative and highly acclaimed work programme, Bridging the Gap, which enables them to establish further independence.
- 5.2.9 Within our communication groups a focused learning environment is provided and has been carefully adapted to meet the following primary needs: sensory, SCLN and ASC, alongside the following 4 priority areas: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health and Sensory and/or Physical Difficulties.

## **6 Organisation**

- 6.1 Each of the sites that form part of the New Bridge Group will ensure that the staff teams are equipped with essential knowledge and experience to meet the needs of the children and young people who fall within our remit.
- 6.2 Where appropriate, young people on roll at Hollinwood Academy access the different sites across the MAT. Various programmes are offered at other sites that are desirable and appropriate for our young people.

## **7 Supporting Pupils and Families**

- 7.1 Local Offer – families are signposted to the link below to support in key areas [http://www.oldham.gov.uk/info/200368/children\\_and\\_young\\_people\\_with\\_special\\_educational\\_needs\\_and\\_disabilities](http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities)
- 7.1 Admissions at Hollinwood Academy is generally through a local authority referral and is fully explained in the Admissions policy.
- 7.2 All young people entered for external accreditation are carefully assessed following JCQ guidelines and appropriate reasonable adjustments are made and/or access arrangements are applied for and put in place to ensure candidates are not disadvantaged due to their disabilities.
- 7.3 Open days and evenings are scheduled for families to attend



- 7.4 Non-EHCP Admissions at Hollinwood Academy requested through Oldham School's Admissions process for reception class only.
- 7.5 For Pupils applying for a school place at Hollinwood Academy in receipt of and EHCP, applicants must provide evidence of a Primary need diagnosis for Autism or Speech Language and Communication Needs.
- 8 Supporting Young People with medical conditions**
- 8.1 To enhance the Hollinwood Academy staffing teams, colleagues from the Health Authority, Social Care and business community support families and young people as and when the need arises.
- 8.2 At Hollinwood our SEND operations Manager oversees the support of young people with medical conditions for our school, supported by our medical assistant.
- 8.3 Please refer to the Administration of Prescribed Medication policy.
- 9. Monitoring and Evaluation of SEND**
- 9.1 Hollinwood Academy operates a program of performance management which includes lesson observations and learning walks which run throughout the school year and are planned within the school planner.
- 9.2 Our curriculum offer is constantly under review due to the changing profile of children and young people who attend the school mid year.
- 9.3 Pastoral teams work with parents/carers and the young person to gain valuable information about all aspects of their holistic progress.
- 9.4 Through regular review meetings, we will monitor the outcomes using the person-centred principles, involving the young person, parents, class teacher, teaching assistant and other professionals as appropriate, such as Physiotherapists, health young minds, Speech & Language Therapists, School Health Advisors and Social Services.
- 9.5 As part of an ethos of continuing self-review, New Bridge Group has a termly Academy dashboard and development overview (ADDO) meeting with trustees, Governors and the executive team which is actively promoted across the organisation, and adopted at Hollinwood Academy.
- 9.6 Parent, student and staff questionnaires are sent out regularly and evaluated.
- 9.7 Regular full Governing body meetings and internal management boards are scheduled throughout the year in addition to our ADDO meetings held by the exec team and trustees.
- 10 Training, Professional Development and Resources**
- 10.1 Hollinwood Academy has a delegated budget which is managed by the Trustees and Governors.
- 10.2 It is recognised that the most valuable resource is staffing and on-going training and development, and there is a commitment to use every available resource to retain and recruit skilled staff.
- 10.3 In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all young people, all staff are encouraged to undertake training and development



- 10.4 All staff undertake an induction on their first day. This includes a tour of the building, access to policies, health and safety, fire and evacuation and introductions to key staff.
- 10.5.1 All staff are given the opportunity and encouraged to enhance their knowledge and skills as relevant to individual and developmental needs through on-going staff training and development. Strong links are maintained with other special and mainstream schools and shared training and development encouraged.

## **11 Roles and Responsibilities**

- 11.1 New Bridge Group has a named Safeguarding Trustee and executive member.
- 11.2 The Head teacher is the designated person for specific safeguarding responsibilities.
- 11.3 The schools SEND operation manager is responsible meeting the medical needs of our children and young people.
- 11.4 The Headteacher at Hollinwood Academy is the named staff responsible for managing PP/CLA funding.

## **12 Storing and Managing Information**

Please refer to the Storing and Managing of Information Policy.

## **13 Accessibility**

Please refer to the Accessibility Plan.

## **14 Complaints**

Please refer to the Compliments and Complaints Policy.

## **15 Bullying**

The organisation will not tolerate bullying in any form. All members of our organisation are entitled to be valued and accepted as individuals and feel positive about themselves and others. Further information is available in our Anti-Bullying Strategy.

## **16 Equal Opportunities**

- 16.1 Each individual is respected for who they are, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.
- 16.2 A wide range of teaching materials, approaches and technological aids are used to achieve this end. New Bridge Group ensures resources are available with a variety of role models/representations.
- 16.3 Imaginative drama and role-play are used to explore equality of opportunity, as well as the concept of access to achievement.
- 16.4 For those young people from homes where English is the second language, every support is given through our pastoral team. Further information is available in our Equal Opportunities policy.

## **17 Health & Safety**



Computer and other electrical equipment, manual handling and PE equipment are checked regularly and repaired using appropriate technicians. For further information please refer to our Health & Safety policy.

## **18 Safeguarding**

Information about safeguarding is available in our Child Protection policy and Vulnerable Adults policy.

## **19 Sources and references**

This policy complies with the statutory requirement laid out in the SEND Code of Practice and has been written with reference to the following guidance and documents:

Equality Act 2010: advice for schools DfE May 2014

SEND Code of Practice 0-25

Schools SEN Information Report Regulations (2014)

Statutory Guidance on supporting pupils at school with medical conditions Dec 2015

This policy also complies with our funding agreement and articles of association.

## **20 Other useful documents**

- i. Safeguarding Policies
- ii. Admissions policy
- iii. Assessment, Recording and Reporting policy and procedures
- iv. Administration of Prescribed Medication policy
- v. Storing and Managing of Information Policy
- vi. Accessibility Plan
- vii. Compliments and Complaints Policy
- viii. Anti-Bullying Strategy
- ix. Equal Opportunities policy
- x. Health & Safety policy
- xi. Knowing our School
- xii. Knowing our Curriculum
- xiii. Group Focus

## **21 Monitoring**

This policy will be monitored through the Group's accountability framework.

