



OAKTREE
EDUCATION SERVICES
— O E S —

SEND Policy



Document History

Version	Comments/Amendments	Name	Date
1	First Issue	Chris Kelly	22/04/2025

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1. Introduction

This policy outlines the commitment of Oaktree Education Services to provide high-quality, inclusive education for all learners, including those with special educational needs and disabilities. The college recognises that all students have unique needs and is committed to removing barriers to learning to help each student achieve their full potential.

2. Legal Framework

This policy is written with regard to the following legislation and statutory guidance:

- Children and Families Act 2014
- The SEND Code of Practice: 0 to 25 years (2015)
- Equality Act 2010
- The Special Educational Needs and Disability Regulations 2014
- Education Act 1996
- Independent School Standards (2014, as amended)

3. Definition of SEND

A student has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A student has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age
- Have a disability which prevents or hinders them from making use of the educational facilities provided for others of the same age

4. Aims and Objectives

Our aims are to:

- Identify students' needs early and accurately
- Provide a broad and balanced curriculum adapted to meet individual needs
- Promote high expectations and raise achievement
- Involve students and their families in decision making
- Ensure equality of access to learning
- Work collaboratively with external agencies

5. Roles and Responsibilities

The Principal

The Principal holds overall responsibility for ensuring this policy is implemented consistently and effectively across the college.

The SENDCo

The SENDCo is responsible for:

- Coordinating the identification and assessment of students with SEND
- Liaising with staff, parents, carers and external professionals
- Ensuring students have appropriate support plans and provision
- Overseeing the delivery of interventions and tracking outcomes

Teaching Staff

All staff are responsible for:

- Delivering high-quality teaching that is differentiated and personalised
- Implementing strategies and support as outlined in support plans
- Contributing to review meetings and ongoing assessment

6. Identification and Assessment

We use a graduated approach based on the Assess, Plan, Do, Review model.

Identification may include:

- Transition information from previous settings
- Baseline assessments
- Observations and checklists
- Concerns raised by staff, families or the students themselves
- Specialist assessments where required

7. Provision and Support

Support is tailored to individual needs and may include:

- In-class support
- Small group interventions
- Use of assistive technologies
- Alternative communication methods
- Social and emotional support
- Access to therapy services such as SALT or OT

Provision is reviewed regularly and adjusted in line with students' progress and changing needs.

8. Student and Family Involvement

We value strong partnerships with families and actively involve them in planning and reviewing provision. Students are central to decision-making and are encouraged to express their views about their education and support.

9. Transition and Preparation for Adulthood

Our curriculum and support planning focus on preparation for adulthood including:

- Further education and training
- Employment pathways
- Independent living skills
- Community participation
- Health and wellbeing

We provide tailored transition planning and work closely with local services and careers advisors.

10. Working with External Agencies

We work collaboratively with a range of services including:

- Local authorities
- Educational psychologists
- Health and social care professionals
- Therapists
- Specialist teaching services

External advice is used to enhance our understanding and provision.

11. Monitoring and Evaluation

This policy is reviewed annually and approved by the senior leadership team. The effectiveness of SEND provision is monitored through:

- Student progress data
- Review meetings
- Feedback from students, families and staff
- Quality assurance processes including observations and learning walks

12. Complaints

Any concerns or complaints related to SEND provision should follow the college's complaints procedure. Families are encouraged to speak to the SENDCo or Principal in the first instance.

13. Policy Review

- This policy will be reviewed **annually** (or sooner, if required by legislative changes or significant developments in best practice).
- The review process will involve **teaching staff, support staff, senior leaders, and governors**, alongside student representatives (where appropriate).

Approval and Signature

- **Principle of Head of College:**
Chris Kelly, 22/04/2025
- **Chair of Governors/Trust Board:**

Name, Signature, Date