

<u>SEND Policy</u>	
Person Responsible:	Nickyie Thomas
Date of Policy:	Spring 2026
Next review date:	Spring 2029
Rationale	
<p>The Great Oaks College SEND Policy supports inclusion for all students and ensures that every young person receives appropriate support, opportunities, and challenge.</p> <p>Great Oaks College is committed to incorporating a rights-based approach informed by the United Nations Convention on the Rights of the Child (Articles 23, 28 and 29). Our SEND Policy underpins this commitment by ensuring that inclusive practice is embedded across all programmes, pathways, and learning environments.</p>	
Aims	
<p>The development and review of this SEND Policy ensures a shared vision of how the college best meets students' needs by working collaboratively with parents, carers, professionals, and external organisations. Our aims include:</p> <ul style="list-style-type: none"> • Preparing young people for adulthood and life beyond college • Ensuring students are happy, successful and engaged • Providing high-quality educational experiences across all curriculum pathways • Developing communication skills to support independence, expression and choice-making • Maintaining a safe, respectful learning environment • Promoting confidence, self-esteem and informed decision-making • Delivering a broad, balanced, and personalised curriculum that aligns with statutory requirements and good SEND practice • Supporting students to build social skills, form relationships and respect others • Promoting moral, cultural and spiritual development, including preparation for life in modern Britain and understanding of Fundamental British Values <p>Our SEND policy ensures that:</p> <ul style="list-style-type: none"> • We work closely with students and agencies to identify and meet needs effectively • Students participate in all aspects of college life as fully as possible, with personalised adjustments • All students make the best possible progress • Parents/carers remain key partners in the learning journey, with strong communication throughout 	

- Students are actively involved in decision-making regarding their education and future planning
- Effective partnerships with external agencies and the wider community are promoted

General Principles

Admissions

Admissions to Great Oaks College are managed in line with our Admissions policy and the Children and Families Act 2014.

Students can be admitted when:

The college is deemed suitable for the young person's age, ability, aptitude and SEND.

Attendance would not negatively impact the efficient education of others.

The young person has an Education, Health and Care Plan (EHCP).

Parents or carers express preference for placement.

The Local Authority Placement Panel approves admission.

All students at Great Oaks College have a diagnosed learning difficulty and/or disability.

Identification and Assessment of Need

The college works closely with professionals from education, health and social care to ensure effective assessment and transition into Post-19 provision. Close collaboration with local schools, community services, therapists, and specialist SEND teams ensures smooth transitions and continuity of support.

Each student is assessed on entry, and ongoing assessment ensures that provision remains appropriate and responsive.

Provision for All Students

Each student has a personalised Learning Plan, capturing:

Individual targets (linked to EHCP Outcomes)

Planned support and adjustments

Review dates

Targets are reviewed termly. Students participate in reviews as fully as possible, and parents/carers contribute actively to target setting and progress discussions.

Transition planning is a continuous journey discussed through annual reviews led collaboratively with the students, their families and partner agencies. When students transition out of Great Oaks College, records are transferred promptly in accordance with statutory requirements.

Specialist interventions may be delivered in small groups or individually, supported by in-house specialists or external professionals.

Staff are highly trained in specialist teaching and learning strategies and specialist interventions to ensure all students are able to access learning.

Facilities at Great Oaks College

Facilities typically include:

Specialist classrooms tailored for sensory and communication needs

Equipment to create multi-sensory environments for therapeutic and exploratory learning

Independence training environments (e.g., kitchen, life skills areas)

Specialist industry equipment relating to vocational sessions
Access to assistive technology, including iPads, communication devices and adaptive equipment
Therapist to deliver speech and language therapy, occupational therapy and physiotherapy
Accessible outdoor areas and social spaces
College minibuses with wheelchair-accessible adaptations
Partnerships with local sports centres, community facilities and vocational work placements
Sensory integration equipment and strategies

Behaviour and SEND

Great Oaks College uses a therapeutic, person-centred approach to behaviour. Staff are trained in proactive and supportive strategies that prioritise wellbeing and minimise the need for restrictive physical interventions, which are used only in exceptional circumstances where necessary to keep students safe. Individual Positive Behaviour Support Plans are developed for students where needed. Staff understand that distressed behaviour acts as communication for unmet needs and know how best to support students, to prevent them reaching crisis point.

Links With Other Schools and Organisations

The college fosters inclusive links with local schools, community organisations, and national partners. This includes:
Participation in joint projects
Collaborative work placements
Transition planning with local day services or adult education environments

Equal Opportunities

Great Oaks College promotes equality of opportunity for all students and staff. The college follows legislation protecting individuals from discrimination on the basis of disability, age, sex, gender reassignment, race, religion or belief, marriage or civil partnership, pregnancy or maternity, and sexual orientation. Teaching resources and approaches reflect diverse cultures and identities.

SEND Policy and Safeguarding

Great Oaks College maintains robust safeguarding procedures. Many students have additional vulnerabilities due to communication, sensory, physical or cognitive needs. We promote a safe and transparent culture with positive challenge and high expectations of staff conduct.

Further Information

Concerns or complaints should follow the college's Complaints Procedure. Parents and carers may contact teaching staff, therapists, or the Senior Leadership Team at any stage for guidance. Information regarding independent support can be accessed through local SEND organisations, including SENDIASS.

Approved by Board of Trustees	
Print Name	Killian O'Sullivan
Sign	
Date Agreed	3rd March 2026