Olive Academies Independent School

OA- North View

Special Educational Needs and Disabilities (SEND) Policy

Document control table	
Title	SEND Policy
Date approved	September 2026
Approved by	OAISB
Date of next review	December 2026
Updates/revisions included:	Added statement confirming SEND information will be published on the website and available to parents in accessible formats. Strengthened safeguarding section to state that SEND pupils are explicitly included in all relevant risk assessments and welfare planning. Added a leadership and management commitment to ensuring SEND provision complies with Independent School Standards. Clarified when the school must "have regard" to the SEND Code of Practice, based on its independent school status. Inserted a clear non-discrimination statement confirming SEND pupils will not be disadvantaged in admissions, and that reasonable adjustments will be made. Added a requirement that SEND-related complaints procedures are published and available on request and properly recorded. Aligned more closely with ISS
This policy applies to Olive Academies Independent School OA-North View and should be implemented consistently throughout the school. Proposed amendments should be referred to the Head of School/Executive Headteacher and OAISB for consideration.	

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1. Aims and objectives

All pupils admitted to OA North View School have identified Special Educational Needs and/or Disabilities and an Education, Health and Care Plan (EHCP). Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Demonstrate how the school will fully implement national legislation and guidance regarding pupils with SEND.

In line with our values, our objectives are to:

- Achieve the best possible outcomes for pupils with SEND
- Ensure early identification of pupils' additional needs
- Provide personalised provision for pupils
- Monitor pupil progress to maintain and develop the right provision for individuals
- Ensure that pupils have access to a broad, balanced and adapted curriculum
- Monitor pupil progress, ensuring that all pupils make good progress commensurate with their ability
- Communicate with pupils with SEND and their parents/carers so that they are fully involved in discussions, decisions, support and provision for the pupil.
- Help pupils with SEND make a successful transition into adulthood

2. Legislation and Guidance

As a specialist, SEMH independent school, OA-North View will follow the principles and good practice set out in the SEND Code of Practice (2015). Where the school is required to have regard to the Code (for example, if listed under Section 41 of the Children and Families Act 2014), it will comply with all the relevant statutory “must” duties. Where the school is not required to have a statutory regard, it will nevertheless follow the Code as a statement of best practice and will work closely with the local authority to meet the needs of our pupils with EHC plans.

This policy is also based on the following legislation and statutory guidance:

- **Part 3 of the Children and Families Act 2014**, which sets out the core responsibilities for pupils with special educational needs and disabilities.
- **The Special Educational Needs and Disability Regulations 2014**, which outline requirements for Education, Health and Care (EHC) plans, SEND coordinators, and the publication of SEND information.
- **The Equality Act 2010 (Section 20)**, which establishes the strict statutory duty for schools to make reasonable adjustments for pupils with disabilities.

- **The principles of the Public Sector Equality Duty (Section 149 of the Equality Act 2010)**, which the school adheres to when fulfilling its public functions on behalf of commissioning local authorities to eliminate discrimination, advance equality of opportunity, and foster good relations.
- **The Education (Independent School Standards) Regulations 2014 (as amended)**, parts 1, 3, 6 and 8 which dictate the mandatory welfare, leadership, and instructional quality standards required of all registered independent settings

Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- The Local Offer
- Accessibility plan
- Behaviour and relationships policy
- Supporting pupils with medical conditions policy
- Attendance policy
- Child Protection and Safeguarding policy
- Complaints policy

3. Inclusion and Equal Opportunities

OA-North View strives to create an inclusive teaching environment that offers all pupils, no matter what their needs and abilities, a broad, balanced, and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments and adaptations to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

The school ensures that pupils with SEND are actively supported to participate in activities that promote their spiritual, moral, social and cultural development. Reasonable adjustments are made to enable SEND pupils to engage fully in whole school activities, enrichment activities, personal development programmes and wider school life, so that they are not disadvantaged due to their needs.

4. Definitions

Special Educational Needs

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or

- 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

Special educational provision is an educational or training provision that is additional to, or different from, that is made generally for other children or young people of the same age by mainstream schools.

Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.
All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than one area, and their needs may change over time.

Area of Need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and Responsibilities

Olive Academies Independent School Board (OAISB)

The Olive Academies Independent School Board (OAISB) has responsibility for ensuring that all policies and procedures in relation to SEND are in place and implemented appropriately, with due regard to the individual needs of each pupil. The OAISB reviews progress and provision for pupils with SEND, while supporting and challenging the implementation of the SEND policy and the academic and personal performance of Pupil's with SEND.

The OAISB Members will ensure that:

- Appointment: A dedicated member of staff is appointed to coordinate SEND provision across the school.
- Qualifications: The SENDCO is suitably qualified to undertake the role, with reference to the National Professional Qualification (NPQ) for SENCOs or equivalent expertise.
- Reporting: The implementation of this policy is monitored and reported on annually.
- Resourcing: High-standard provision and resourcing are secured for children and young people with additional needs.
- Policy Review: Members are actively involved in the annual review and development of the SEND policy.
- Legal Alignment: Due regard is given to current legislation and the Independent School Standards when carrying out these responsibilities.

The Executive Headteacher and the Head of School will:

- Strategic Direction: Determine the strategic development of the SEND policy and provision within the school in collaboration with the OAISB.
- Statutory Compliance: Ensure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Provision Delivery: Hold overall responsibility for delivering tailored provision for all pupils in the school, including any specialised placements.
- Monitoring Progress: Ensure pupils' progress is monitored regularly, reviewed, and reported back to the OAISB.
- Financial Management: Retain operational responsibility for monitoring the school's SEND and operational budget.
- Time Allocation: Ensure the SENDCO has sufficient allocated time and resources to carry out their duties effectively.
- Cohort Overview: Maintain an up-to-date overview of the needs of the current cohort of pupils.
- LA Liaison: Advise the commissioning Local Authority (LA) promptly when a pupil requires an early EHC plan review.
- Staff Development: Monitor and identify staff training needs regarding SEND, facilitating targeted professional development.
- Local Cooperation: Regularly evaluate the breadth and impact of the school's SEND support, cooperating with local authorities to contribute to the local offer.

- Data Benchmarking: Compare school outcomes with national data sets to reflect on and reinforce the quality of teaching.
- Standards Maintenance: Ensure all SEND provision strictly complies with the Independent School Standards.
- Continuous Improvement: Act promptly to address any areas for improvement identified during internal reviews or external inspections.

The SENDCO

The SENDCO will:

- Strategic Collaboration: Work in collaboration with the Executive Headteacher and Head of School to determine the strategic development of the SEND policy and provision.
- Day-to-Day Coordination: Hold day-to-day responsibility for operating this SEND policy and coordinating the specific provisions made to support individual pupils, including those with EHC plans.
- Professional Guidance: Provide professional guidance to colleagues and collaborate with external agencies to ensure pupils receive high-quality teaching.
- Graduated Approach: Advise staff on the graduated approach (Assess, Plan, Do, Review - APDR) to SEND support and oversee differentiated teaching methods tailored to individual pupil needs.
- Parental Engagement: Liaison closely with parents and carers regarding pupil progress and interventions.
- Resource Deployment: Advise leaders on deploying school support staff and therapeutic resources effectively.
- External Networks: Act as the primary point of contact for external agencies, local authority support services, and health specialists.
- Transition Planning: Liaison with post-16 providers and external education institutions to plan smooth transitions and inform families of their options.
- Records Transfer: Ensure all relevant SEND records and EHC plan documentation are transferred to a pupil's new destination in a timely, secure manner.
- Inclusion Oversight: Work with the Executive Headteacher and Head of School to ensure compliance with the Equality Act 2010 regarding access arrangements.
- Information Report: Prepare and review the annual SEND Information Report and coordinate subsequent policy updates.

All Staff

All staff are responsible for:

- Adaptive Teaching: Using the available pupil information to inform planning and providing high-quality teaching that is adapted to meet individual pupil needs
- Pupil Progress: Retaining accountability for the progress and holistic development of every pupil within their class
- Specialist Collaboration: Working closely with SENDCO, pastoral support staff and external practitioners to evaluate the impact of support and link interventions directly to classroom learning.

- Policy Implementation: Following this SEND policy and ensuring classroom practice aligns with the published SEND Information Report.
- Structured Communication: Communicating with parents and carers regularly to:
    - Set clear learning or behavioural outcomes and review progress against them.
    - Discuss the targeted activities and support that will help achieve those outcomes.
    - Jointly identify the shared responsibilities of the parent, the pupil, and the school.

Parents/Carers

Parents/Carers are vital partners in the development and review of their child's education. They will always be given the opportunity to provide information and express their views regarding any support decisions. They will be:

- Invited to scheduled consultation meetings each term to review the provisions in place for their child.
- Asked to share insights about the impact of SEND support outside the school environment.
- Given consistent opportunities to share concerns and work alongside school staff to define future aspirations for the pupil.

The pupil

Pupils will be given the opportunity to express their views about their SEND and the support provided, participating in decisions that affect them whenever possible. Depending on age and understanding, this involves:

- Explaining what their individual strengths and difficulties are.
- Contributing directly to setting personal targets or learning outcomes.
- Attending and contributing to their annual or termly review meetings.
- Giving feedback on which interventions or classroom strategies help them learn best.

The OA SEND Lead

The OA SEND Lead provides strategic leadership, oversight, and quality assurance to ensure compliance with statutory requirements across all OA schools, including OA-North View.

The OA SEND Lead will provide support by:

- OA Strategy: Developing and implementing an organisation-wide SEND strategy aligned with the SEND Code of Practice and relevant independent school legislation.
- Policy Maintenance: Leading the central development, systematic review, and deployment of the OA SEND Policy.
- Inclusion Culture: Promoting an organisational culture of high expectations and inclusive practice for all pupils.
- SENDCO Support: Providing regular professional guidance, mentorship, and supervision to school-based SENDCos.

- Network Coordination: Facilitating regular SEND network meetings across OA to share best practices and compliance updates.
- Professional Development: Coordinating and delivering high-quality training and CPD opportunities for staff.
- Quality Assurance: Conducting formal SEND audits and supporting schools in designing robust action plans for improvement.
- Statutory Monitoring: Ensuring strict compliance with EHC plan processes, local authority funding requirements, and statutory annual reviews.
- Leadership Liaison: Reporting regularly to the executive leadership and the OAISB and on SEND data, compliance performance, and student outcomes.
- Costed Provision Mapping Support: Providing professional guidance and structures to the school's SENDCO to help them maintain accurate costed provision maps that align EHC plan requirements with individual placement fees.
- Inspection Readiness: Supporting the school in preparing for Ofsted inspections, Independent Schools Inspectorate (ISI) visits, and local authority quality assurance review.

6. Identifying pupils with SEND and Assessing their Needs

Our Context

All pupils admitted to OA-North View school have identified Special Educational Needs and/or Disabilities and an Education, Health and Care Plan (EHCP). An EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought. The school recognises that a young person's needs may change over time and that additional or previously unidentified needs may emerge during their placement.

The school understands that SEMH needs frequently coexist with other areas of need, including Autism Spectrum Condition (ASC), Speech, Language and Communication Needs (SLCN), Attention Deficit Hyperactivity Disorder (ADHD) and Specific Learning Difficulties (SpLD). Our assessment processes are designed to provide a holistic understanding of each pupil's strengths, needs, interests, aspirations and barriers to learning. Educational provision is informed by a thorough understanding of each pupil's identified needs and EHCP outcomes.

The identification of need is the responsibility of all staff. Teachers, pastoral staff, key workers and leaders work collaboratively to monitor:

- Academic achievement and progress
- Emotional wellbeing
- Attendance and engagement
- Social development
- Communication skills
- Behaviour and self-regulation
- Emerging barriers to learning

Admission and Baseline Assessment

Prior to admission and upon entry, the School reviews all available information, including:

- The EHCP and associated professional reports
- Educational Psychology advice
- Speech and Language Therapy reports
- Occupational Therapy reports
- Previous school records and attainment information
- Attendance, behaviour and exclusion data
- Safeguarding information

Information provided by parents, carers and the placing local authority Baseline assessments are undertaken, where appropriate, to establish:

- Academic attainment
- Social, emotional and mental health needs
- Engagement with learning and readiness to access the curriculum

Access to the Curriculum

In accordance with Part 1 of the Independent School Standards, the school ensures that pupils with SEND can access a broad and balanced curriculum, including linguistic, mathematical, scientific, technological, human and physical education, as far as is reasonably practicable. Teaching is adapted and personalised so that pupils with SEND can make progress in line with their individual starting points, abilities, needs and exit planning.

Consulting with and Involving Pupils and Parents/Carers

OA-North View will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. Effective identification and assessment of need is strengthened through partnership working. Pupils are encouraged to contribute to decisions about their learning, support and future aspirations. Parents, carers, local authorities and relevant professionals are actively involved in assessment, planning, reviewing progress and determining next steps.

7. Evaluating the Effectiveness of the SEND Provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Getting feedback from the pupil and their parents/carers
- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Holding annual reviews for pupils with EHC plans
- Monitoring by the SENDCO
- Monitoring by the OAISB

SEND Information Report

In accordance with Part 6 of the Education (Independent School Standards) Regulations, the proprietor and leadership of OA-North View will ensure that all information relating to SEND provision—including this policy, the SEND Information Report, details of available therapeutic support, and specific arrangements for pupils with EHC plans—is published clearly on the school website and made available to parents in hard copy upon request.

OA-North View maintains a live SEND Information Report on its website setting out how this policy is implemented practically within the school. This report will be reviewed and updated annually at the start of each academic year and revised as soon as possible following any significant changes to the staffing, resources, or provisions it contains.

8. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil, however, they may need additional support.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

9. Safeguarding

The School recognises that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of pastoral support, we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our safeguarding/child protection policy.

Risk Assessment and Welfare

The school will ensure that pupils with SEND are included within all relevant welfare and health and safety risk assessments. This includes consideration of their individual needs, communication barriers, mobility, supervision requirements, and any additional vulnerabilities.

In line with Part 3 of the Independent School Standards, the school will take all reasonable steps to safeguard pupils with SEND and ensure that welfare arrangements reduce identified risks.

10.Expertise and Training of Staff

Training will regularly be provided to the teaching and support staff. The Head of School and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's continuous professional development (CPD) programme.

Staff supporting pupils with SEND are deployed appropriately and receive training relevant to their roles to ensure they are suitably skilled, supervised and competent to meet pupils' needs, in line with the Independent School Standards.

11.Links with External Professional Agencies

OA-North View recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work within resources to gain support from external services such as:

- Specialist Teachers or Support Services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

12.Admission and Accessibility Arrangements

Admissions arrangements are detailed within the school's Admissions Policy. OA-North View admits pupils in accordance with its published admissions arrangements and the requirements of the Equality Act 2010. The school will not discriminate against pupils because of a disability or special educational need and will make reasonable adjustments where required.

Accessibility Arrangements

OA-North View's Accessibility Strategy has been produced in response to, and in accordance with, the Equality Act (2010). Our aims are to:

- Improve and maintain access to the physical environment
- Improve access to information for pupils
- Increase access to the curriculum for pupils with a disability

The OA-North View accessibility plan can be found here where you will find information about how we ensure that people with disabilities have equal access to the curriculum.

OA-North View does not discriminate against pupils with SEND or disabilities in its admissions arrangements. In line with the Equality Act 2010 and the Independent School Standards, the school will make reasonable adjustments to ensure that pupils with SEND can access the admissions process fairly.

13.Complaints about SEND Provision

In accordance with Part 7 of the Independent School Standards, the school's complaints procedure, including SEND provision related complaints, will be made available to parents upon request and published on the school website. Records of complaints and their outcomes are maintained in accordance with statutory requirements.

Parents/carers who have concerns about the provision made for their child at OA-North View are encouraged to discuss these initially with the pupil's class teacher, SENDCO or another appropriate member of school staff so that concerns can be addressed at the earliest opportunity.

Where concerns cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's Complaints Policy. The Complaints Policy is available on the school website and from the school office upon request.

Complaints relating to SEND provision will be handled in accordance with the school's published complaints procedure. If a parent/carer remains dissatisfied following the conclusion of the school's complaints process, they may seek independent advice from their local SEND Information, Advice and Support Service (SENDIASS) or explore any further routes available to them. To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the **SEND Code of Practice**.

To find out about disagreement resolution and mediation services in our local area, please see:

Thurrock Council's SEND Information, Advice and Support Service (SENDIASS), which is provided by the **Parent Advisory Team Thurrock (PATT)**:

Phone: 07702 127 252

Text Service: You can send a text message to the phone number to request a call back

Alternative Telephone: 01375 389894

Email: info@patt.org.uk

Website: www.patt.org.uk

Address:
PATT SENDIASS
51 Lodge Lane
Grays
RM17 5RZ

14. Monitoring and Review

The Executive Headteacher and the Head of School and the OAISB evaluate the effectiveness of SEND provision as part of their responsibilities under Part 8 of the Independent School Standards. This includes reviewing outcomes for pupils with SEND, compliance with statutory and non-statutory guidance, and the impact of leadership decisions on pupil welfare, progress and inclusion.