



SEND Policy (0-25 years)

Document Control Information					
Document Title		SEND Policy			
Organisation / Site		Springboard Project			
Review Period :		Every 3 years			
Document Owner and Reviewer:		Executive Headteacher (SEMH)			
Approval Committee		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
A Howard	Reviewed for site-specific ownership	5	26 Jan 2024	LGB	26/01/2027
A Ward	Doc reviewed – some wording changed	6	09/10/2026	LGB	09/10/2029
Equality Impact					
Statement 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. The person responsible for equality impact assessment for this document is the Director of Equality and Diversity. Screening This document has been screened by the Equality Team and the impact has been assessed as: ☐ Not applicable ☐ Low ☐ Medium ☐ High					



1. Purpose

- 1.1. The purpose of this policy is to ensure each and every young person is provided with the right learning environment to achieve positive outcomes.

2. Scope of Policy

- 2.1. This policy applies to all Springboard Project stakeholders. Our environments, alongside the expectations of staff, are designed to promote maximum independence for all young people while providing the appropriate level of individual challenge and support.

3. Reason for Review

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

4. Aim(s)

- 4.1. The aim of this policy is to clarify SEN access and entitlement and explain how the Springboard Project meets the individual needs of its young people through the effective allocation of available resources.

5. Procedures and practice

5.1. Aim and objectives

- 5.1.1. The aim of all staff working within Springboard Project is to provide an education/day provision appropriate to the specific needs of the young people, achieved by structured, well-planned and broadly based programmes of work with regular review procedures as part of a continuous assessment process.
- 5.1.2. Our mission statement is very simple – ‘Learning Together, Learning for All, Learning For Life’.
- 5.1.3. An essential element of this provision is the emphasis placed upon close working relationships with professionals from other agencies who share in the assessment, planning, implementation and evaluation of young people’s needs. All adults are required to interact with our 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. The Springboard Project provides a school curriculum that is designed to ensure all pupils have access to a multitude of creative offerings that meet their individual needs. This curriculum is designed through effective partnerships and organisations that they work with to make sure the curriculum remains at the forefront and is innovative.
- 5.2.2. At Springboard Project, we adopt a ‘Stage not Age’ approach, so every young person who enrolls is assigned a class on the basis of their need, as opposed to their nominal national curriculum year.
- 5.2.3. Students do join at different points in their school journey (& can join mid-year if there is capacity). Therefore, there is a Transitional assessment period whenever a new student joins where they follow an individual programme that provides evidence to assess which class is most suitable. During this



assessment period, the student may spend time in one particular class for some sessions & another for others, but this will be dependent on individual assessments as part of the induction planning.

- 5.2.4. All students, regardless of their age, follow the Springboard Project curriculum. This is designed to provide all individuals with a broad and balanced experience and develop their skills to support the long-term goal of supporting them into successful independent living.
- 5.2.5. Key Stage 4 students follow a common timetable of 23 hours and 20 minutes curriculum delivery a week. There are students within this who follow one of the 'Elevate Pathways', who have an adapted curriculum, but this still follows the same curriculum timings. Key Stage 4 – 6 periods per day - Period length = 45 minutes AM (4 periods), 50 minutes PM (2 periods)
- 5.2.6. Key Stage 5 students follow an FE-model, and are all allocated a minimum of 16 hours a week curriculum delivery. Key Stage 5 – 3 periods per day - Period Length = 1.5 hour
- 5.2.7. For further information please refer to the appropriate curriculum and assessment policies and procedures within the school.

5.3. Organisation

- 5.3.1. The staff teams are organised to ensure all students receive the very best offer possible. There are curriculum teams, who ensure effective delivery of academic & vocational subjects, Pastoral teams, who support the social, emotional & mental health needs, parental engagement/attendance team, who monitor and support the wider family, and engagement workers, who support the most vulnerable young people the setting supports.
- 5.3.2. Where appropriate, young people may spend part of their time at a mainstream school, college or employment provider. Progress and achievement is carefully monitored by the Springboard Project Tea, to ensure that the balance of the provision is meeting the needs of each individual.
- 5.3.3. Nominated Governors and Trustees for Standards Boards monitor this on a termly basis.

5.4. Supporting Pupils and Families

- 5.4.1. Local Offer - All information about provision within New Bridge Group can be accessed through Oldham's local offer found at http://www.oldham.gov.uk/info/200368/children_and_young_people_with_special_educational_needs_and_disabilities
- 5.4.2. Admission to a school within the MAT is generally through a local authority referral and is fully explained in the Admissions policy.
- 5.4.3. 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.
- 5.4.4. Transition visits take place throughout the year and are scheduled within the year planner for the organisation. We have a named member of staff that leads on this.
- 5.4.5. Please refer to our Administration of Prescribed Medication policy.



5.5. Supporting Young People with medical conditions

- 5.5.1. To enhance the New Bridge Group staffing teams, colleagues from the Health Authority, Social Care and business community support families and young people as and when the need arises.
- 5.5.2. New Bridge Group has a named Director of Care.
- 5.5.3. Please refer to the Administration of Prescribed Medication policy.

5.6. Monitoring and Evaluation of SEND

- 5.6.1. The Springboard Project operates a program of performance management which includes lesson observations which run throughout the school year and are planned within the school planner.
- 5.6.2. Our curriculum offer is reviewed from January to April each year.
- 5.6.3. Pastoral Managers work with parents/carers and the young person to gain valuable information about all aspects of academic progress and pastoral care. Pastoral Managers may arrange a home visit to give a relaxed forum in which to raise any issues or concerns and to focus on the positives of the young person.
- 5.6.4. The same opportunity is given to the young person and a conversation is also had with providers of care such as the Physiotherapists, Speech & Language Therapists, School Health Advisors and Social Services.
- 5.6.5. As part of an ethos of continuing self-review, New Bridge Group has an annual planner which is actively promoted across the organisation.
- 5.6.6. Parent questionnaires are sent out regularly and evaluated.

5.7. Training, Professional Development and Resources

- 5.7.1. New Bridge MAT has a delegated budget which is managed by the Trustees and Governors. The Springboard Project then plans appropriate training programmes aligned with it's own Self Evaluation Review cycle.
- 5.7.2. 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.
- 5.7.3. 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
- 5.7.4. All staff undertake induction on taking up a post and this includes a meeting with the Director of Training & Development and the HR Manager to explain the systems and structures in place around the organisation's provision and practice and to discuss the needs of individual young people.
- 5.7.5. 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.

5.8. Roles and Responsibilities



- 5.8.1. New Bridge Group has a named Safeguarding Trustee.
- 5.8.2. Heads of Site are the designated people for specific safeguarding responsibilities. – Springboard Project also employs a Head of Safeguarding
- 5.8.3. New Bridge Group employs a Director of Care who is responsible for managing the organisation's responsibility for meeting the medical needs of young people.
- 5.8.4. Head of Sites of our schools are the named staff responsible for managing PPG/LAC funding.

5.9. Storing and Managing Information

- 5.9.1. Please refer to the Storing and Managing of Information Policy.

5.10. Accessibility

- 5.10.1. Please refer to the Accessibility Plan.

5.11. Complaints

- 5.11.1. Please refer to the Compliments and Complaints Policy.

5.12. Bullying

- 5.12.1. 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.

5.13. Equal Opportunities

- 5.13.1. Each individual is respected for who they are, regardless of age, ethnicity, gender, social circumstances, ability/disability and sexuality.
- 5.13.2. 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. Imaginative drama and role-play is also used to explore equality of opportunity, as well as the concept of access to achievement. For those young people from homes where English is the second language, every support is given through our designated EAL team. Further information is available in our Equal Opportunities policy.

5.14. Health & Safety

- 5.14.1. 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.

5.15. Safeguarding

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

6. Sources and references

- 6.1. This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (July 2014) and has been written with reference to the following guidance and documents:



- 6.1.1. Equality Act 2010: advice for schools DfE Feb 2013
- 6.1.2. SEND Code of Practice 0-25
- 6.1.3. Schools SEN Information Report Regulations (2014)
- 6.1.4. Statutory Guidance on supporting pupils at school with medical conditions April 2014 (updated 2017)
- 6.1.5. The National Curriculum in England Stage 1 and 2 framework document Sept 2013

7. Other useful documents

- 7.1.1. Safeguarding Policies
- 7.1.2. Admissions policy
- 7.1.3. Assessment, Recording and Reporting policy and procedures
- 7.1.4. Administration of Prescribed Medication policy
- 7.1.5. Storing and Managing of Information Policy
- 7.1.6. Accessibility Plan
- 7.1.7. Compliments and Complaints Policy
- 7.1.8. Anti-Bullying Strategy
- 7.1.9. Equal Opportunities policy
- 7.1.10. Health & Safety policy
- 7.1.11. Knowing our School
- 7.1.12. Knowing our Curriculum
- 7.1.13. Group Focus
- 7.1.14. Teachers Standard 2012

8. Monitoring

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

