



SEND and Inclusion Policy

Introduction

Open Box Education Centre recognises that every student is an individual developing at a unique pace; academically, socially and emotionally. Most students referred to Open Box Education Centre have been assessed and identified as having additional needs due to their behaviour, attitude to learning, or specific emotional needs. Therefore, all students receive Special Educational Needs (SEND) provision.

Objectives:

- Provide for students who have special educational needs and additional needs
- Promote positive attitudes to learning
- Provide students with equality of opportunity and promote social inclusion
- Raise educational achievement especially in relation to literacy and numeracy
- Promote students' personal, spiritual, moral, cultural and social development as an integral part of their experience
- Foster positive relationships based on trust
- Develop students' self-esteem and self-worth
- Prepare for the next stage of their career e.g. college placements, apprenticeships
- Ensure we equip students with the skills, knowledge and confidence to enable them to move on to the next phase of learning and life with success
- Work in partnership with parents/carers
- Work in partnership with all relevant support agencies.
- When necessary support a student and parents/carers through the Educational Health Care Plan reviews
- To provide a trauma informed and attachment aware approach when working with students

- To use our resources as efficiently and equitably as possible when assessing and meeting the special educational needs of our students

1. Delivery and Success Criteria of the SEND & Inclusion Policy:

All members of staff are responsible for meeting the needs of students with SEND through implementing the policy and ensuring appropriate provision is in place within their remit e.g. curriculum planning, differentiation and target setting. Open Box Education Centre will support specific additional needs through an appropriate curriculum and interventions. All students' progress is reviewed on a half termly basis. Students with an Educational Health Care Plan are also subject to annual reviews scheduled and managed by the SEND, Health & Care Manager.

Success Criteria:

- Increased number of students successfully progressing onto Further Education or Training
- Preventing exclusion and maintaining educational provision for students who may be at risk of permanent exclusion in their mainstream setting
- Reducing the number of fixed term exclusions
- Students regularly meeting individual targets
- Improved relationships with staff and parents/carers
- Improved relationships within families
- Evidence of improvements in literacy and numeracy skills
- Evidence of multi-agency cooperation and involvement
- Increased options and variety of provision at Key Stage 4 (KS4)
- Students empowered to confidently access preferred post 16 options

2. Responsibility for SEND and Inclusion

The person who has overall responsibility for the provision of education for students with SEND is the Principal: Alison Dolan

The person who is responsible for coordinating the day-to-day provision of support and interventions for students with SEND and working with parents/carers and external agencies e.g. Essex Social Care, EWMHS (Child and Adolescent Mental Health Services), CDC (Child Development Centre), therapy providers and referring agencies is the SEND, Health & Care Manager: Samantha Hutton.

3. The admission arrangements for students with SEND:

Please refer to the Open Box Education Centre Admission Procedure in the 'Information for Schools and Referrers' and 'Information for Parents and Carers' documents. A current risk assessment is requested when a student is referred to Open Box Education Centre.

4. Facilities for students at Open Box Education Centre, including facilities which increase or assist access to school by students who are disabled:

- Open Box Education Centre adopts the recommendations of the Equalities Act 2010
- The school offers small group teaching, a bespoke curriculum and counselling
- A trauma informed and attachment aware approach is used when working with students
- All students have access to ICT facilities
- The school building is adapted to facilitate access to students with most physical disabilities.

5. How resources are allocated to and amongst students with SEND:

Open Box Education Centre is an Independent Alternative Education Provider, contracted by schools and Local Education Authorities. Students with Educational Health Care Plans require additional funding to support their additional needs, and this is reflected in our fee structure.

6. Arrangements for providing access for students with additional needs to a balanced and broadly based curriculum:

- All students receive a placement offering five days a week, with between 20 and 27.5 hours a week of school time, typically 25 hours a week, unless a pre-agreed, short-term and regularly reviewed targeted contact timetable is in place in order to support student progress and engagement.
- Open Box Education Centre offers a broad, balanced, relevant and differentiated curriculum which is designed to meet the needs of individual students according to their age, ability, social and emotional development
- When necessary, multi-professional case discussions take place where strategies and learning programmes are tailored
- Open Box Education Centre offers individualised and differentiated activities and programmes of work.

7. Open Box Education Centre offers a range of additional activities which provides an enriched curriculum:

- Opportunity to participate in a Work Experience Programme
- Opportunity to participate in our counselling or mentoring programme
- Opportunity to participate in a range of therapeutic activities
- Opportunity to participate in the daily assembly starter activities
- Opportunity to participate in organised events and educational visits

We are fully committed to the principle of inclusion and the good practice which makes it possible. Our policy, as set out in this document, will facilitate students with a range of SEN to be a fundamental part of our school community. Irrespective of the stage students have reached, all students will be given full access to the full range of activities Open Box has to offer. This will be achieved by careful consideration of the needs of each student and by either adapting activities or by providing support that will help the students to partake in them.

8. How Open Box Education Centre evaluates the success of the education which is provided to students with SEND:

The Principal meets on a regular basis with key staff to discuss the progress of students, the daily curriculum and individual student issues, including all matters relating to SEND. The evaluation of provision is based on the following:

- Daily briefing meetings enable staff to discuss issues immediately as they arise
- Weekly meetings between the Principal, the School Improvement Team and the SEND, Health & Care Manager to discuss student needs and ensure individual student needs are being met
- Regular meetings between the Principal and the core teaching staff enable decisions to be made about the curriculum and the structure of learning to meet the needs of all students
- Whole staff planning and training meetings take place at least once every half term to discuss the structure and direction of all aspects of the teaching, learning and assessment
- The Principal reports to the Board of Governors approximately twice a term on any successes and challenges arising from the education programme and on the progress and destinations of the students
- The views of parents/carers and students are sought through termly student/parent review meetings, regular phone calls and feedback questionnaires at least once a year.

9. The role played by the parent(s)/carer(s) of students with SEND:

- All parent(s)/carer(s) are welcomed, and positive relationships promoted
- Regular telephone and text contact is maintained and communicated to the teaching and support staff
- Parent(s)/carer(s) are always invited to reviews and are informed of/involved in any issues relating to their son/daughter’s education

10. Specific Medical Needs:

Open Box Education Centre recognises that students with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the centre will comply with its duties under the Equality Act 2010. Some may also have special educational needs (SEND) and may have an Education, Health and Care Plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Approved by: (Principal)..... (date)

Authorised by:..... (Chair of Governors) ..19.3.24 (date)

To be reviewed every: 3 Years

Next review date: January 2027

Date of Review	Reviewed by	Date of next review
June 2015	Alison Dolan	Sep 2019
August 2017	Siobhan Garrett	July 2020
December 2020	Samantha Hutton	Jan 2024
March 2024	Samantha Hutton	March 2027