

Oxlow Bridge SEN report 2025

(Produced in accordance with the 2014 SEN Code of Practice)

Kinds of SEN that are provided for

Oxlow Bridge will be a 90 place special school which caters for pupils with severe and complex learning difficulties aged 3/4 – 19. It will not offer places to pupils where there is a primary diagnosis of autism. The majority of the pupils will have profound and multiple learning difficulties and associated medical needs. Most will be non-mobile and non-verbal. All of the pupils will have an Education, Health, Care plan or be in the process of being assessed for this. The school will work very closely with Barking and Dagenham and neighbouring Local Authority's around admissions.

Policies for identifying children and young people with SEN and assessing their needs

All of the pupils at Oxlow Bridge will come here because they have been identified as having severe and complex learning difficulties. For the younger pupils, the initial referrals will usually come through multi-disciplinary early years staff to the Local Authority's SEN team. Oxlow Bridge staff sit on the NARP referral panel and will then visit potential pupils in pre-school settings or at home to offer support and advice and help to make links for when the pupils join us.

Referrals may also come in via Early Years teams for children outside of Barking and Dagenham, often via parental request.

It is likely that the older pupils will already have an Educational Health and Care plan. This outlines the level of need and the support that the school needs to provide. The school only offers places to pupils whose profile of need matches the rest of the school in their key stage cohort so that all pupils have appropriate peer groups.

Arrangements for consulting parents of children with SEN and involving them in their child's education

Oxlow Bridge has an open-door policy with parents and they will be welcome to contact us at any time to discuss concerns.

We will have a Pupil Services Officer in the admin team who will be the initial contact point for all parents.

Parents will be invited into the school for formal and informal events. Parents will take the lead in sharing information with all partners at person-centred Education Health Care plan meetings and reviews.

Pupils achievements are shared in these meetings and plans for the future are devised and agreed by all. There will be other formal multidisciplinary team meetings held regularly with parents around individual pupils.

Parents will be invited in for open days, activity days, talks and information events as well as productions and celebrations. All of the families will have daily communication around pupils using 'Classdojo'. This will enable them to share messages with class teams. Some pupils will use communication books or electronic switches and devices to share communication with home.

Arrangements for consulting young people with SEN and involving them in their education

Oxlow Bridge pupils will be supported to put forward ideas about what they want to happen at school.

All pupils will be supported to make a meaningful contribution to their Education, Health Care plan meeting, sharing what they have enjoyed and what they might want to do next. Video evidence will be used to support the interpretation of their voice. They will be actively encouraged to express their wishes for themselves using whatever communication system they can manage.

Arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review

Pupils' progress will be constantly assessed and monitored throughout the year. Some of the pupils will be involved in self-review by identifying what they have done well, and things they would like to do better or differently.

All pupils will follow their own personalised Learning Journey, which will reflect each person's aspirations and is devised using the Education, Health Care plan outcomes. Personalised assessment will run alongside this and be shared with parents on the Earwig electronic platform.

Review meetings will be held with parents, pupils and other stakeholders, where teams who support each individual child will comment on and review progress and identify and agree on next steps.

Parents will also be invited in for parents' evenings and other multi professional meetings to share ideas around pupil progress. This will include meetings with physiotherapists, health teams and the Speech and Language Therapy team.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood, outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

Oxlow Bridge will eventually be divided into 4 different departments, Early Years, Primary, Secondary and Post 16. Team leaders will work closely to plan transitions as pupils move across departments. Staff will also regularly move, so that pupils are always supported by at least one member of staff who they are familiar with.

From year 9 onwards, Education, Health Care plan meetings include the identification of “preparing for adulthood” outcomes. These reviews will enable the students and families to share their wishes and desires for the future. Mixed activity groups will be timetabled from Key Stage 3 to allow pupils to make choices about their interests. Older pupils will explore possible future opportunities beyond school. This may include supported work placements, volunteering, community-based projects and independent living.

The approach to teaching children and young people with SEN

Oxlow Bridge pupils will be grouped into small classes of between 5 – 8 pupils. Pupil groupings are carefully considered each year to maximise learning and there will be vertical age groups within the primary and secondary team.

Each class will be supported by a number of teaching assistants, who work closely with the class teacher to deliver the educational as well as care aspects of each pupil’s day. Some teaching will take place with whole groups but the majority will be paired, small group and individual work.

Each pupil will have his or her own individual Learning Journey which identifies achievements and next steps.

There will be a number of additional support programmes and interventions offered at Oxlow Bridge and these will be delivered within classes and by specialised trained staff. Physical and communication programmes will be embedded in each pupils individual learning adventure and personalised curriculum programme

How adaptations are made to the curriculum and learning environment of children and young people with SEN

Oxlow Bridge will eventually be divided into 4 distinct age-based departments – Early Years, Primary, Secondary and Post 16.

The curriculum and delivery will change in each team to reflect pupils progressing into different areas of the school, however the learning will be personalised in all departments to meet each pupil’s individual needs.

The Early Years Foundation Stage Curriculum

Oxlow Bridge will have has an assessment nursery offering part time, full time and split placement places for children from the age of 3-4 (the year before Reception).

‘Stay and play’ sessions will initially be offered, where parents are invited to join their child for

their first few sessions whilst we get to know them.

New children will be offered 2-3 sessions. These can be morning/afternoon sessions or a combination of both. The number of sessions will vary depending on individual need and will increase as they become more settled and confident.

The early years curriculum will be immersive, play based and individualised for each child. Learning is fun and messy!

Pupils will follow a holistic curriculum and allows us to focus on what is most important for each pupil. We will provide meaningful experiences through topic-based activities, the topics are linked to the children's interests. Our learning will take place in a range of environments both inside and outside the classroom.

We will work closely with multi-disciplinary teams to ensure an integrated approach embedding all therapy programmes into the child's day. We will work towards personalised targets that are important to the child and their families. We develop confidence and encourage independence.

Weekly focused activity plans show how the content is linked into the curriculum areas and which skills each pupil is working on.

Primary curriculum

Children will usually move into the Primary team either in Reception, depending on what is appropriate to their needs. Most of the learning will be class based and the primary classes will be roughly grouped into similar learning needs.

The primary children follow a topic-based curriculum and each pupil has an individual learning journey plan each term

Content is planned for each pupil's journey using and expanding on the ideas in the topic plans, making sure that it is personalised and relevant to each individual student.

The curriculum models for Secondary and Post 16 will be developed as the school grows

The expertise and training of staff to support children and young people with SEN, including how specialist experts will be secured

All staff at Oxlow Bridge will take part in a variety of specialist training on a regular basis. The School will follow the Therapeutic Thinking positive behaviour support model, for which all staff will receive annual training.

All staff will be trained in manual handling, and each pupil will have an individual handling and care plan. Staff will be trained to meet individual care needs which include gastrostomy feeding, oxygen, suction, catheterisation, use of epipen, administration of buccal midazolam. All staff will be trained in the management of epilepsy and there will be trained first aiders on site. There will be paediatric first aiders in the early years team.

Communication training includes Makaton and Canaan Barrie speech and language programmes. A number of staff may hold additional qualifications in areas such as Special Yoga, Aromatherapy, Rebound and Trampoline therapy.

We also employ Music Therapists for 1 days a week.

There are health teams based at the school during the week including physiotherapy, occupational therapy and nursing team. Clinics may also held regularly at the school.

Evaluating the effectiveness of the provision made for children and young people with SEN

As Oxlow Bridge will cater exclusively for pupils with special needs, this forms part of the whole school evaluation cycle. In addition, the school will regularly review which interventions are offered to individual pupils and the rationale behind this. Progress meetings will be held with teaching staff and team leaders to look in depth at the progress that each individual child is making. Assessment information is collected termly from the Learning Journeys.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

Oxlow Bridge will cater exclusively for pupils with special needs, however there will be links to mainstream peers in other schools where this is appropriate.

Some individual pupils may have split placements with their local school. For other pupils there may be individual weekly links for specific activities, supported by Oxlow Bridge staff.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Pupils will work in very small groups and are able to access individual support from key members of staff whenever this is needed.

Emotional and Social Development is promoted throughout the curriculum.

The Primary team will have shared team activity afternoons and celebrations times There will be whole school celebration assembly every week.

How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The school will work very closely with Health and Social care to support the needs of individual pupils. Many of the children within the school will be known to the Children with Disabilities team and have named social workers.

The School will host Team Around the Child and CLA meetings. Social Care and Health teams will have a significant contribution to the EHC plans and teams will work well together at Oxlow Bridge to facilitate this.

The school will host teams from Health, a member of the School Nursing team will always be contactable or on site. The Nursing Team will oversee all of the pupil's care plans and provide training to all staff.

The Physiotherapy team will work closely with the school to plan targets and programmes and there will be a co-ordinated approach to the planning and delivery of therapeutic support.

Arrangements for handling the complaints from parents of children with SEN about the provision made at the school

Parents will receive daily communication from the class teacher via Classdojo. There will be a Pupil Services Officer who receives and makes all calls to parents. Through her, parents are able to make an appointment to see any staff, including the Headteacher. Parents are actively encouraged to share any concerns that they have with the school as soon as possible. If parents are not satisfied with the response they receive, the school has a Complaints Policy, a copy of which can be obtained from the office.