Special Education Needs and Disability Policy

Policy reviewed by:	**Full Governing Body**
Meeting:	**Spring**
Review frequency:	**Annually**
Approved:	**Spring 2026**
Next review:	**Spring 2027**

Special Education Needs and Disability Policy

Selly Oak Trust School has traditionally been a school for students with moderate learning difficulties (MLD). In recent years Selly Oak Trust School has developed expertise in educating a more diverse range of students, as detailed below.

2024-2025

Need	Primary	Secondary	Total
ASD (Autistic Spectrum Disorder)	27.8%	4.3%	32.0%
HI (Hearing Impaired)	0.3%	0.0%	0.3%
MLD (Moderate Learning Difficulties)	33.5%	14.5%	48.0%
MSI (Multi Sensory Impairment)	0.0%	0.3%	0.3%
OTH (Other Difficulty/Disability)	0.3%	1.5%	1.8%
PD (Physical Difficulties)	1.3%	0.8%	2.0%
PMLD (Profound and Multiple Learning disabilities)	0.3%	0.0%	0.3%
SLD (Severe Learning Difficulties)	1.3%	0.8%	2.0%
SEMH (Social, Emotional and Mental Health)	9.0%	5.0%	14.0%
SpLD (Specific Learning Difficulties)	1.0%	1.3%	2.3%
SLCN (Speech, Language and Communication Needs)	25.0%	8.5%	33.5%
VI (Visually Impaired)	0.5%	0.3%	0.8%

Selly Oak Trust School is a large special school with capacity for 395 students. The age range of the students is currently 11 – 19.

Staff at Selly Oak Trust School receive support, training, specific advice, and guidance on how to best meet the individual needs of each student in the classroom, enabling greater engagement with the curriculum through reasonable adjustments.

Students at Selly Oak may require support to manage their social relationships and emotional understanding. As a result, Selly Oak is a restorative school, working towards the Trauma Informed Attachment Aware School Award (TIAAS) and the Anti Bullying Gold Award.

Regular monitoring and reviewing of the school's learning environments by the school's therapy team ensures student's needs are being met at a universal level. Additionally, systems monitoring the quality of teaching ensures that school staff are implementing their own knowledge and expertise and updated pedagogy obtained through CPD, to make reasonable adjustments that remove barriers students may have in accessing the curriculum.

Student's individual educational needs are met at three levels of provision, as outlined in the table below. The majority of students will have their needs met through the school's universal offer of provision within the classroom

environment. However, some students may require a level of targeted or specailised support.

To meet needs at a specailised level Selly Oak Trust School accesses support and advice from a small number of external professionals, where skillsets are not held within the staff team. This includes mainly the Educational Psychology services.

Universal	Inclusive quality first teaching from an appropriately trained teaching team. Teaching teams to liaise with therapy services to offer a specialised therapeutic classroom environment.
Targeted	Targeted interventions, often delivered in a small group setting supports students in better accessing curriculum, school environment and community
Specialised	Additional highly personalised interventions to support students in better accessing curriculum, school environment and community

All students attending Selly Oak Trust School hold an Education Health and Care Plan (EHCP) (as outlined in the 2014 SEND code of practice). Section F of a student's EHCP details provision required to fully meet the needs of each student. The SEND offer and legal processes are overseen by the schools SENCO, David Meredith.

Selly Oak Trust School will make reasonable adjustments to the learning environment and provision provided for students based on the requirements outlined within Section F of their EHCP.

The students' EHCPs are maintained by SENAR (Special Educational Needs Assessment and Review service). In accordance with the legal requirement, Selly Oak Trust School reviews each EHCP annually with parents or carers, and professionals working with each student and their family.

The purpose of the review meeting is to ascertain if the EHCP document requires amending to fully describe the provision necessary to meet all of a student's needs. The student's progression towards the set targets will be discussed, and where appropriate new targets will be set. If there is a significant change in need the suitability of a student's place at Selly Oak Trust School may need to be reviewed.