

SEND Information Report 2026-27

Bardwell School

School	Bardwell School
Age range	2-19
Type of provision	Special school - SLD and PMLD
Headteacher	Jo McGill
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Next review	September 2027

This report explains how Bardwell School provides for students with special educational needs and disabilities (SEND). It is written for families and should be read alongside the school's SEND Policy, Accessibility Plan, Equality Objective and Plan and other relevant school and Trust policies.

About Bardwell School

Bardwell School is a special school for students aged 2-19. All students have an Education, Health and Care Plan (EHCP), with severe learning difficulties (SLD) or profound and multiple learning difficulties (PMLD) identified as their primary area of need.

Many students have additional needs which may include physical or sensory needs, communication differences, autism or complex medical needs.

Our provision is highly individualised. We seek to understand each student's strengths and needs, alongside the barriers that may affect their learning or participation. We maintain high aspirations for every student and recognise that progress and success will look different for each individual.

How we understand and support students' SEND

Students joining Bardwell will already have undergone statutory assessment through the EHCP process. Understanding a student's needs does not stop when they join the school. Staff continually assess and review students' learning, communication, regulation, independence and participation.

Each student has a Learning Outcome Plan (LOP). LOPs identify individual priorities linked to the longer-term outcomes within the student's EHCP and help ensure that these outcomes are reflected in everyday teaching and provision. Progress is reviewed regularly and considered in relation to each student's individual starting point.

Each student's EHCP is reviewed at least annually. Families and relevant professionals are invited to contribute. Students are supported to contribute in ways that are meaningful and accessible to them.

Where a student's needs change significantly, we work with families, the Local Authority and relevant professionals to consider whether further assessment, changes to provision or amendments to the EHCP are required.

Our Tiered Model of Provision

Bardwell uses a Tiered Model of Provision so that support can respond flexibly to individual need

Universal Provision is the high-quality specialist provision available to all students at Bardwell and is designed to meet the range of needs ordinarily expected within the school.

Enhanced Provision provides additional or adapted support where a student's needs cannot be fully met through Universal Provision alone. This may be required for a particular area of need or for a defined period and is reviewed regularly.

Bespoke Provision is highly individualised provision for students whose needs require a significantly adapted approach beyond the Universal and Enhanced offer. This may include individualised staffing arrangements, adapted environments or timetables and, where appropriate, off-site provision.

Movement between tiers is based on individual need rather than diagnosis. Provision may increase or reduce as a student's needs change.

Joining Bardwell and moving on

Admissions to Bardwell are managed through the Local Authority and the statutory EHCP process. The Local Authority consults with the school when considering whether Bardwell should be named in a student's EHCP.

Once a placement has been agreed, transition arrangements are planned around the individual student. We work with families, the student's current setting and relevant professionals to understand their needs and prepare appropriate provision.

Internal transitions between classes or phases are also planned carefully. Relevant information about learning, communication, regulation, health and care is shared with the receiving team.

As students move towards adulthood, transition planning considers future education and wider Preparation for Adulthood outcomes. We work with Further Education providers and other appropriate settings to support students and families to understand the options available after Bardwell.

How we work with parents and carers

Parents and carers are important partners in understanding and supporting their child. Families are kept informed about their child's learning, progress and wider school experience through regular communication with the class team.

The class teacher will usually be the family's key contact for matters relating to learning and provision. Families can also contact the relevant member of the Senior Leadership Team where appropriate.

Parents and carers contribute to EHCP Annual Reviews and the development and review of their child's individual priorities and provision. Communication is adapted where needed to enable families to access information and participate meaningfully.

We encourage families to raise concerns at an early stage so that we can work together to understand and address them. Where a concern cannot be resolved informally, families can use The Gallery Trust Complaints Policy.

Bardwell School Curriculum

Bardwell School has a skills-based curriculum designed specifically for our students. It starts with who our students are, how they learn and what will make a meaningful difference to their lives.

Preparation for Adulthood is at the heart of our curriculum. From the earliest years onwards, learning supports students to develop communication, regulation and independence, alongside the knowledge and skills they need to participate in their communities and have greater choice and agency in their lives.

Students' EHCP outcomes and Learning Outcome Plans (LOPs) sit alongside the wider Bardwell curriculum and ensure that individual priorities are embedded within learning.

The curriculum includes Maths, Reading, PSHE and RSE, Our Community, Our World, Creative and Expressive, and Explore and Investigate. Learning is planned to be meaningful and appropriately challenging for each student.

As students move through the school, Preparation for Adulthood becomes increasingly explicit and reflects their individual aspirations and future pathways. For older students, ASDAN provides a vehicle through which relevant learning and achievement can be recognised.

Our **Tiered Model of Provision** enables students who need something additional or different from our Universal Provision to access Enhanced or Bespoke provision.

Communication, regulation and wellbeing

Communication is fundamental to participation, learning, relationships and student voice. Bardwell uses a Total Communication approach, with students supported to communicate using the methods that are most effective and meaningful for them. This may include spoken language, Makaton, symbols, objects of reference, gesture or Augmentative and Alternative Communication (AAC).

We recognise behaviour as communication and seek to understand what a student's behaviour may tell us about their needs, environment or regulatory state. Regulation is an important foundation for engagement and learning. Students are supported through individualised approaches and co-regulation with trusted adults.

Students may have individual Regulation Profiles or other plans which identify approaches that support them to feel safe and able to participate. Our approach is preventative and supportive, with a focus on understanding and reducing barriers.

How students access wider school life

Inclusion at Bardwell means enabling students to participate meaningfully. It does not mean that every student must access an experience in exactly the same way.

Reasonable adjustments are made to support participation in learning and the wider life of the school. Students have opportunities to participate within the school community and beyond Bardwell, with experiences planned according to individual need.

Community participation, work-related learning and work experience form part of our Preparation for Adulthood offer. Where additional support is required to enable meaningful participation, this is considered through the Tiered Model of Provision.

Working with other professionals

Bardwell works with a range of external professionals and services according to individual student need. These may include Speech and Language Therapy, Occupational Therapy, Physiotherapy, community health services, Educational Psychology, social care and other specialist services.

Where professionals are involved with an individual student, we work collaboratively with them and the student's family so that relevant advice informs provision. Recommendations are considered alongside the student's EHCP, LOP and other individual plans.

Relevant professionals are invited to contribute to EHCP Annual Reviews and other planning or review meetings where appropriate.

Staff expertise and training

Working with students with SEND is the core work of Bardwell School. Staff receive induction and ongoing professional development relevant to the needs of the students they support.

Training may be provided internally or through external professionals and specialist services. Where a student has a need requiring additional specialist knowledge or training, the school considers what further expertise is required and how this can be secured.

Leaders monitor staff development needs and use this information to inform the school's professional development programme.

Accessibility and disabled students

Bardwell is committed to equality of opportunity and to improving access for disabled students.

Accessibility is considered in relation to the physical environment, curriculum, communication, information and participation in school life.

Reasonable adjustments are made according to individual need. Specialist equipment and facilities are provided or secured where required, working with relevant professionals and services.

A student will not be treated less favourably because of disability. Decisions about provision are based on individual need rather than assumptions about disability.

Further information is contained within the school's Accessibility Plan and Equality Objective and Plan.

How we know our SEND provision is effective

Leaders monitor the quality and effectiveness of provision throughout the year. This includes consideration of students' progress from their individual starting points and progress towards EHCP outcomes and LOP priorities.

Annual Review information, curriculum monitoring and the views of students and families contribute to our evaluation. The effectiveness of Universal, Enhanced and Bespoke provision is also reviewed through the Tiered Model of Provision.

Findings from monitoring and evaluation inform individual provision and wider school improvement priorities. The Local Academy Board provides appropriate oversight and challenge in relation to the effectiveness of provision.

Further information and support

Parents and carers who would like further information about their child's provision should contact their child's class teacher in the first instance or a member of the Senior Leadership Team.

Families can also access independent information, advice and support through Oxfordshire SENDIASS (Special Educational Needs and Disability Information, Advice and Support Service).

Oxfordshire County Council publishes its SEND Local Offer, which brings together information about education, health, social care and other services available to children and young people with SEND and their families.

Current links and contact information for SENDIASS and the Oxfordshire SEND Local Offer should be available through the school website.

Review of this report

This SEND Information Report is reviewed at least annually. Information will also be updated during the year where there are significant changes to the school's SEND provision or to the information contained within this report.