



BREDON HILL ACADEMY

SEND POLICY

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Author: SENDco - BHA

Reviewer: LGB - BHA

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Introduction

“Achievement for all” is at the heart of our whole school approach to school improvement and focuses on improving the teaching and learning for all children, particularly the school population identified as having special needs or disabilities and/or those underachieving.

The SEN Code of Practice (2014), states that all children and young people are entitled to an education that enables them to make progress. BHA are committed to developing:

Achievement, Access, Aspirations for **all** children by:

- **Helping them to learn more effectively**
- **Remove the barriers** so that they:-
- **Want and know how to achieve**

Our philosophy being that all pupils have a learning style and all pupils have strengths. If we can discover them early on and keep them at the heart of our teaching and learning, they will leave school with the skills, strategies and confidence that will equip them for their future lives, and enable them to make a positive contribution to the community.

Definition

A child is defined as having SEND if he or she has a learning difficulty, which calls for a special educational provision, namely provision different from or additional to that normally available to students of the same age. A learning difficulty means that the child has significantly greater difficulty in learning than the majority of children of the same age; or, that the child has a disability, which hinders them from making use of educational facilities from those generally provided by schools for children of the same age, within the same area.

The Code of Practice (2014) provides an overview of the range of needs, which is divided into 4 broad areas. These areas are:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs.

The purpose of identification is to work out what action BHA needs to take to support students in mainstream education.

Objectives

- To identify those students who have learning requirements which are significantly different from those of the large majority (usually receiving external agency or specialist support).
- To ensure that the needs of students with SEND are identified, assessed, provided for and regularly reviewed.
- To ensure that students with SEND are offered full access to a broad, balanced and appropriate mainstream curriculum that is differentiated to meet their needs. They will also have access to a range of extra-curricular opportunities within the academy and wider community.
- To take the views, wishes and feelings of the student into account, and involve them as fully as possible in decision making about their education.
- To work in partnership with parents/carers to enable them to make an active, empowered and informed contribution to their son/daughter's education.
- To liaise with external agencies to provide support for those students who have difficulties that are severe and complex.
- To promote independence by teaching students skills and strategies related to their area of difficulty.
- To be ambitious and have aspirations for pupils with SEND by developing their confidence, self-esteem and setting challenging targets for improvements.
- To maintain the flow of information between the department, teaching staff, parents and outside agencies, where appropriate.
- Designate a teacher responsible for the coordination of SEND provision i.e. SENDCO.

Implementation

The overall aim of this policy is to improve the outcome for every child with SEND in all the areas outlined in the Special Educational Needs Code of Practice. This will be achieved by these (specific) actions:

- Making SEND provision an integral part of the Academy Improvement Plan.
- Enabling identified pupils with SEND to reach their full potential.
- Enabling successful transition of SEND pupils from their previous educational establishment and beyond their life in the Academy.
- Arranging specialised provision to meet the needs of groups with low-level achievement.
- The quality of teaching students with SEND and progress made by students is a core part of the Academy's performance management arrangements.
- Professional development of teaching and support staff in the area of SEND is key to the quality of Teaching and Learning of students with SEND.
- Providing high quality teaching that is differentiated and personalised to meet the needs of every individual.
- Following a comprehensive and structured approach to assessing, identifying and responding to individual needs.
- Ensuring that appropriate staffing and funding is in place for pupils with SEND.
- Ensuring that all governors, particularly the SEND Governor, are up-to-date and knowledgeable about the Academy's SEND provision and Inclusion overall.

- Involving the full Governing Body in the future development and monitoring of this policy.

The Special Educational Needs Coordinator (SENCO) is responsible for:

Students

- Using baseline data to identify and monitor all students with SEND.
- Informing teaching staff of students SEND and the provision needed.
- Maintaining the school provision map.
- Ensuring the correct provision is in place for all students with SEND.
- Monitoring, evaluating and reviewing the curriculum that is in place for all students with SEND.
- Ensuring that access arrangements are in place, when required, for external examinations.
- Coordinating smooth transition from feeder schools, and to higher education establishments – attending and organising meetings where appropriate.
- Conducting Annual Reviews and monitoring the progress of students with Education Health Care Plans.
- Liaising with parents of pupils with SEND through parents' evenings and interim meetings where appropriate.
- To liaise with outside agencies and county support services where necessary.
- Leading the Learning Support department which provides Wave 1, Wave 2 and Wave 3 interventions.

Staff

- Liaising with Senior Leadership team, Year Leaders, Subject Leaders and the school Governor with responsibility for SEND.
- Acting upon 'referrals' from staff.
- Arranging and delivering appropriate whole school CPD on SEND.

Subject Teachers are responsible for:

- Meeting the individual needs of the students in their classes, by regularly checking and acting upon information provided by the Learning Support Team.
- Ensuring that schemes of work are appropriate for the needs of all students that they teach.
- Using differentiation appropriately in all lessons, following advice from pupil profiles and passports.
- Setting achievable, but aspirational, targets for individual students and evaluating the success of these targets.
- Contributing to the Annual Review of students with Education Health Care Plans.
- Referring students who are having difficulties to the SENDCO
- Attending training sessions provided by the SENDCO.
- Using Teaching Assistants available in lessons appropriately and liaising with the Teaching Assistants of how best to support an individual.

Identification, Assessment, Provision and Review

Where a student is identified with SEND, BHA will take action to remove barriers to achievement and put effective SEND provision in place. This takes place in the form of a four-part cycle known as the Graduated Response.

The Graduated Response

Assess

BHA has a clear and structured approach to identifying and responding to Special Educational Needs. As a school, we recognise the importance of identifying students' additional needs and we strive to identify these at the earliest point possible, with consequent follow-up of effective provision to improve long-term outcomes. BHA will carry out baseline testing with all students on entry to the school and assess each student's current skills and levels of attainment. Those who fail to meet age-appropriate scores will have further individual interventions carried out to assess further need.

The SENCO and subject teachers make regular assessments of progress for all pupils. These seek to identify students making less than expected progress related to age and individual circumstance. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the student's previous rate of progress
- Fails to close the attainment gap between the student and their peers
- Widens the attainment gap.

It can also include measures of progress in areas other than attainment, such as behavioural, emotional and social skills.

Plan

Once a student has been identified as requiring additional support, parents/carers will be formally notified of the intervention and support in place. Parents/carers will also be notified of a young person being placed or removed from the SEND register at SEND Support.

All students who are placed on the SEND register will have a Special Educational Needs Profile and SEND passport drawn up to outline their specific needs and to inform staff of how to differentiate their lessons to provide quality first teaching and inclusive education for the individual. It is school policy that staff read and adhere to the advice contained in these documents.

Do

All teachers are teachers of SEND and therefore will remain responsible for working with students on a daily basis, with support and advice from the Learning Support Department. In addition, the SENDCO will provide in-class support where required, through the deployment of Teaching Assistants, additional lessons and small group interventions in a variety of skills and subjects.

All classrooms are, neuro inclusive with a bank of resources to support a range of neuro-divergent needs (such as autism, dyslexia and ADHD). These might include resources such as task board, visuals or scaffolds.

In addition to this the 'Hub' provides a low arousal sensory environment for individual or group interventions for SEND students.

Review

The effectiveness of support and intervention is reviewed throughout the year. At the end of each intervention impact will be measured through academic progress, attendance and parental, student and staff feedback. Where a student continues to make less than expected progress, despite evidence based support, the school will consider involving specialist agencies. Permission from parents/carers will be sought before any specialists are contacted.

If a child is on the SEND register, parents/carers will have the opportunity for direct contact related to their son/daughter's progress at least three times per year. This contact can include; opportunities to meet with the SENDCO at the annual parents' evening, official letters, feedback related to SEND targets, annual reports, learning assessments, phone calls home and individual meetings where requested.

If at any time a parent has concerns about their child, they can request a phone call or meeting with the SENDCO.

Education Health Care Plans

Parents/carers have the right to request an Education Health Care Needs Assessment if they believe that, despite BHA taking relevant and purposeful action to identifying, assessing and meeting the needs of the child, they have still not made expected progress. If parents/carers would like to request an Education Health Care Needs Assessment, we ask that they please contact the SENCO to discuss this further.

Transition arrangements

Support for students with Special Educational Needs includes the planning and preparation at key transitional phases of education. For students arriving at BHA, a comprehensive package of transitional support is put in place each year. Transition days are planned for students with a variety of needs by the Learning Support Department.

Furthermore, close liaison takes place between the SENDCO, current Year Leader and the feeder schools to ensure necessary personalised provision and information is taken into account in advance of the students joining the school.

In Year 8, students will have the opportunity to visit their chosen upper school destination where transition days are then put in place in the summer term.

Access Arrangements

Access arrangements are agreed for individuals before official assessments take place. They allow students with special educational needs, disabilities and temporary injuries to:

- Access assessments;
- Show what they know and can do without changing the demands of the assessment.

Access arrangements are the principal way in which awarding bodies comply with the duty under the Equality Act 2010 to make 'reasonable adjustments'.

The Equality Act 2010 requires an awarding body to make reasonable adjustments where a student who is disabled within the meaning of the Equality Act 2010, would be at substantial disadvantage in comparison to someone who is not disabled. The awarding body is required to take reasonable steps to overcome that disadvantage.

The Learning Support Department at BHA uses key diagnostic testing and history of need to apply to awarding bodies to enable individuals' access arrangements for external exams. All exam access arrangements follow the JCQ regulations and are applied for in conjunction with *Access Arrangements Online*.

The SENDCO with support from all teaching and support staff and members of the Senior Leadership Team will determine and implement appropriate access arrangements at BHA

Sarah Vaughan
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