



Our Vision
RESPONSIBILITY
RESPECT
RESILIENCE

**You are a shining light in our
community**

You are the light of the world. A city on
a hill cannot be hidden. - Matthew
5:14b

SEND Policy

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Related Documents:		
Guidance:		
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1. Aims

Our SEND policy and information report aims to:

Set out how our school will support and make provision for learners with special educational needs (SEND)

Explain the roles and responsibilities of everyone involved in providing for learners with SEND

Our vision for all learners is that they show respect, responsibility and resilience.

We strive to ensure that our practice is inclusive and that learners with SEND are given the same opportunities and experiences as all other learners through making reasonable adjustments as required.

2. Legislation and guidance

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for learners with SEND and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report.

This policy also complies with our funding agreement and articles of association

3. Definitions

A learner has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

A significantly greater difficulty in learning than the majority of the others of the same age, or

A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCOs are Emily Plastow (Primary) and Libby Butterworth-Smith (Secondary)

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that learners with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support

- Advise on the deployment of the school's delegated budget and other resources to meet learners needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all learners with SEND up to date

4.2 The SEN Governor

The SEN governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher will:

- Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a Disability

4.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every learner in their class
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO to review each learners progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying learners with SEND and assessing their needs

We will assess each learners' current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all learners and identify those whose progress:

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

- Widens the attainment gap
- This may include progress in areas other than attainment, for example, social needs.
- Slow progress and low attainment will not automatically mean a learner is recorded as having SEN.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving learners and parents

We will have an early discussion with the learner and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the learner's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the learner's record. We will formally notify parents when it is decided that a learner will receive SEND support.

5.4 Assessing and reviewing learners' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the learners needs. This will draw on:

- The teacher's assessment and experience of the learner
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The learners' own views
- Advice from external support services, if relevant
- The assessment will be reviewed regularly.

All teachers and learning support assistants who work with the learner will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required.

We will regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

5.5 Supporting learners moving between phases and preparing for adulthood

As an all through school we are ideally placed to ensure that learners moving between phases are well supported. All learners in Year 5 and 6 are given a wide range of opportunities and experiences to prepare them for the move to Year 7. During Year 6 key members of staff are introduced to pupils and also deliver lessons. Learners throughout primary have Music, Computing and Technology specialists from secondary delivering lessons.

In early years key staff attend previous settings or complete home visits to ensure we have an extensive knowledge of learners needs prior to them starting. Learners are also invited to attend stay and play sessions with their care givers prior to their start date.

Any learners who are moving on from Bradford Academy we will make contact with the new school and pass on any relevant information we will also support learners to attend transition events.

All secondary learners have the opportunity annually to participate in careers day where local companies and agencies visit to offer support and guidance around training and employment options.

During the annual review process, preparing for adulthood areas are discussed from year 9. Outcomes are created alongside the parents and the learner, discussing specified areas: further education, independent living, participating in the community and understanding a healthy lifestyle. In year 10, 2 annual reviews are held where parents and their child will discuss and name post 16 provision. This is supported by the career's adviser with follow up interviews. During the interview, the career's adviser will support with application forms, transition visits and advice on any future open day/events. The educational psychology team also arrange transition monitoring meetings in Years 6, 9 and 11 where outcomes from the EHCP are discussed.

5.6 Our approach to teaching learners with SEN

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High-quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

We will also provide the following interventions:

- 20:20 Reading intervention
- Beat Dyslexia
- Nurture
- Handwriting
- Book club
- Pre-Teach
- Post Teach
- Precision Teach
- Lego therapy
- Speech and language support
- Fresh start phonics

5.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all learners needs are met:

- Differentiating our curriculum to ensure all learners are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 21 Learning Support Assistants in Secondary including 2 Higher Level Teaching Assistants. We also have 3 care assistants who support the care needs of learners in the Resourced Provision for Physical Disability. The school has 2 Resourced Provisions (PD and Autism), both led by RP managers. We have 19 Learning Support Assistants in Primary including 5 Higher Level Teaching Assistants who are trained to deliver interventions such as :

- 20:20 Reading intervention
- Beat Dyslexia

- Socially speaking
- Nurture
- Handwriting
- Book club
- Pre-Teach
- Post Teach
- Precision Teach
- Lego therapy
- Speech and language support

Learning support assistants will support learners in small group or 1:1 basis when stated in their EHCP, or if deemed appropriate to help them make accelerated progress.

Learning support assistants will support learners in small groups when they require additional targeted support

We work with the following agencies to provide support for learners with SEND:

- Educational Psychology
- SEN Bradford
- Health professionals
- CAMHS
- Police
- Virtual schools
- SENDIASS
- SCIL Team
- Speech and language therapist
- Physical and Medical Team

5.9 Expertise and training of staff

Our SENDCOs collectively have 12 years' experience in this role. Both are qualified teachers, and both have achieved the NASENCO qualification. The secondary school also has 2 deputy SENDCOs who have also completed and achieved the NASENCO qualification.

They are allocated 5 days secondary and 3 days primary a week to manage SEND provision.

We have a new LA led secondary SEMH provision on site which caters for 24 learners.

In the last academic year, staff have been trained in 20:20, precision teaching, nurture and Boxall profile, clicker, demand avoidant behaviour and developmental language disorder and de-escalation techniques.

We use specialist staff for Physiotherapy, Occupational Therapy, speech and language and to deliver medical needs training.

5.10 Securing equipment and facilities

Where additional equipment and facilities are required notional SEND funding is accessed in the first instance to ensure reasonable adjustments and top up funding applied for when required.

All equipment is serviced annually, such as hoists, height adjustable bed and other equipment to support the needs of learners requiring additional equipment.

Specific training is delivered such as gastro feed, emergency epipen/inhaler, buccal treatment (depending on whether there are learners requiring this procedure).

The Resourced Provision manager for PD works closely with the physiotherapist to ensure learners with specific needs are accessing appropriate exercises and rest breaks within the school day, ensuring all equipment is used safely.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners individual progress towards their goals each term
- Reviewing the impact of interventions after half termly
- Using learner questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for learners with EHC plans

5.12 Enabling learners with SEND to engage in activities available to those in the school who do not have SEND

All our extra-curricular activities and school visits are available to all our learners, including our before-and after-school clubs.

All learners are encouraged to go on our residential trip(s)

All learners are encouraged to take part in sports day/school plays/special workshops.

No learner is ever excluded from taking part in these activities because of their SEN or disability.

Admission arrangements are managed by Bradford Local Authority. Where a learner has an EHCP the Local Authority will consult with the school to ensure that they can meet need.

Throughout all phases disabled and non-disabled learners work together to ensure that specific groups are treated fairly. We also have an all through PSHCE policy that promotes equality and inclusion.

If a learner with additional needs wishes to take part in a trip or event, meetings are held with the parents to discuss the safety of the learner and how they can be supported. Volunteers from the SEND team support learners during trips outside of school hours.

Within Secondary we have a Resourced Provision for Physical Disabilities. This means that accessibility in school is paramount. We have been awarded the PDnet friendly award, which recognises the quality of provision for learners with specific physical needs. Please see the accessibility policy.

5.13 Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- dedicated mental health champions
- commissioned counsellor
- Academy chaplain
- Nurture provision (primary)
- Pastoral team (secondary)

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

We work in partnership with a range of outside agencies to support all learners needs and their families. This is often achieved by specific referral. Agencies are encouraged to come into school and work in partnership.

We work closely with Early Help organisations to ensure that needs are met in a timely manner.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENCO in the first instance. They will then be referred to the school's complaints policy.

The parents of learners with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of learners with SEN

All local support services are listed in the Bradford Local Offer [Bradford Local Offer | SEND Provision in Bradford](#)

5.17 Contact details for raising concerns

Emily Plastow Primary SENDCO - SENDCO@bradfordacademy.co.uk

Libby Butterworth-Smith Secondary SENDCO - SENDCO@bradfordacademy.co.uk

5.18 The local authority local offer

Our contribution to the local offer is: [Bradford Local Offer | Bradford Academy](#)

Our local authority's local offer is published here: [Bradford Local Offer | SEND Provision in Bradford](#)

6. Monitoring arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

7. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Bradford Academy Local Offer
- Medical Needs
- Positive Behaviour