



SEND Policy

Policy written March 2023 – Review date September 2024

1.0 **Aims**

1.1 Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

1.2 **Vision:** As part of the school's wider vision to support parents in the upbringing, nurture and education of their children, we seek to equip and support all pupils in all their developmental needs and stages.

1.3 **Values:** All children are valued and we recognise that they reflect the image of God

1.4 **Broader aims:** Bradford Christian School seeks to support students reaching their potential in all aspects of their development, socially, personally, emotionally and academically.

1.5 What does it look like to achieve best outcomes: We aim for all SEND students leaving our school to be equipped for their chosen future pathway being confident in their strengths and abilities. SEND students will be supported to gain qualifications at an appropriate level and will receive tailored timetabling and support to achieve their personal goals.

2.0 **Legislation and guidance**

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

2.2 [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND and disabilities

2.3 [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENCOs) and the SEND information report

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

3.0 **Definitions**

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

3.2 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

3.3 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.

4.0 **Roles and responsibilities**

4.1 **The SENCO**

The SENCOs are Sharon Horton (SENCO@bxs.org.uk) for Autism Provision and Catherine Kershaw (mrskershaw@bxs.org.uk) for main school.

They will:

- Work with the headteacher and SEND governor to determine the strategic development of the SEND 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 pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils 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 pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) 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 pupils with SEND up to date

4.2 **The SEND governor**

The SEND 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 SENCO to determine the strategic development of the SEND policy and provision in the school

4.3 **The headteacher**

The headteacher will:

- Work with the SENCO 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 pupil in their class
- Working closely with any teaching 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 SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy

5.0 **SEND information report**

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 condition or disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, mild and moderate learning difficulties.
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), Attachment disorder and adverse childhood experiences (ACEs)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy, cerebral palsy

5.2 **Identifying pupils with SEND and assessing their needs**

Students below Year 4 are monitored using SAT tests, phonics screening and other in house assessments. Students entering school from Year 5 and above are assessed using a Cognitive Abilities Test (CAT4) administered by GL Assessment. Any indications of learning needs are investigated further to create a learning profile for the student.

We report on each student's progress half-termly using the school's assessment criteria.

Class teachers and heads of phases use this data and observations to identify students who:

- 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
- Shows behaviour which hinders their learning
- Is affected by anxiety or emotional difficulties

After discussion with the parent we consider how to provide special educational provision in order to close the perceived gap. This can include in class interventions, support from external agencies, extra support from staff or a personalised programme.

5.3 **Consulting and involving pupils and parents**

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

- Everyone develops a good understanding of the pupil'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 pupil's record and given to their parents.

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 **Assessing and reviewing pupils' progress towards outcomes**

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

The class teacher or head of phase will work with the SENCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- 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 pupil's own views
- Advice from external support services, if relevant

The class teacher or head of phase will work with the SENCO to review pupil's needs on a half-termly basis to assess the effectiveness of each plan and make changes as appropriate.

All teachers and support staff who work with the pupil will be made aware of their needs via a regularly updated SEND summary sent to all staff working with the student. Staff receive a termly updated summary document of the students, the pupil passport. This document details 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 pupil's progress.

5.5 **Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

5.6 **Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

We will also provide the following interventions:

5.6.1 **In primary school up to year 4 as appropriate:**

- Language interventions twice weekly individually or in small groups
- Lego therapy a small group intervention used to develop communication and interaction between two or three students.
- Interventions specific to ASC/ADHD sensory or attention needs
- Emotional regulation training.
- Extra practice in handwriting, reading and spelling as needed.

5.6.2 **In secondary from year 5 as appropriate:**

- A support room base for students to use for interventions with support staff.
- Individualised and small group social and emotional learning interventions
- After school homework club with support from a teacher.
- For formal assessments students may receive extra time and/or a space to read out loud with support.
- Upper school students may work to personalised timetables reflecting a reduced GCSE load with support time in the Student Support Room

5.7 **Adaptations to the curriculum and learning environment**

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

- Adapting our curriculum to ensure all pupils 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.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- We have a limit on class size of 24 students to ensure each student receives appropriate teacher input.

5.8 **Additional support for learning**

We have 24 teaching assistants who are trained to deliver interventions such as 'Attention Bucket', Zones of Regulation language, Lego Therapy, Understanding Autism, Managing challenging behaviours, Children &

Young peoples Mental Health, Adverse Childhood Experiences and Speech, Language & Communication support.

Teaching assistants will support pupils on a 1:1 or 1:2 basis when they have an EHCP detailing their specific needs.

Teaching assistants will support pupils in small groups when it is decided that they would benefit from this structure, for example students who need extra reading support to make progress.

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

- CAMHS,
- Speech & Language,
- Physiotherapy,
- Occupational Therapy,
- Local Education Authority and SEND departments,
- Educational Psychology,
- Neuro-Physiologists,
- Children's Social Care
- Virtual School for LAC students.

5.9 **Expertise and training of staff**

Our SENCO has **10** years' experience in this role and has worked and has worked previously as an Early Years Manager, Nurse and Family Support Worker. Mrs Horton is allocated four days a week to manage SEND provision in the Autism Provision

Our main school SENCO has **3** years experience in this role and is also a secondary teacher. Mrs Kershaw is allocated two days a week to manage SEND provision in the main school

We have a team of **24** teaching assistants, including five higher level teaching assistants (HLTAs) who are trained to deliver SEND provision.

In the last academic year, staff have been trained in Zones of Regulation, Positive Handling and Lego therapy

We use specialist staff for Lego Therapy, Talk About, **language for thinking and ginger bear**

5.10 **Evaluating the effectiveness of SEND provision**

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.11 **Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND**

All of our extra-curricular activities and school visits are available to all our pupils.

All pupils are encouraged to go on our residential trip(s). These include three day residentials to the Yorkshire Dales, York and London for Middle School and visits to Germany or France for Upper School. Support staff accompany students and adjustments are made to activities to ensure that the visit is accessible and enjoyable for all students.

All pupils are encouraged to take part in lunch time clubs, sports day and school performances and plays. No pupil is ever excluded from taking part in these activities because of their SEND or disability.

- The school has ramp/disabled access at several points around the school with almost all classrooms being accessible to a wheelchair user. The school has two disabled toilets, one with a changing table.
- Our school's accessibility plan is within our equality policy which details the improvements made to the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide

5.12 **Support for developing emotional wellbeing and social interaction.**

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

- Some pupils with SEND receive weekly small group SEMH interventions, including social communication and interaction support.
- We also provide 1:1 support for SEMH needs through our school counsellor and our trauma and mental health practitioner.

- Pupils with SEND also receive 1:1 nurture sessions with an LSA as part of their planned pastoral care where appropriate.
- We have a zero tolerance to bullying and work with pupils involved to support their ongoing needs and to resolve the situation.

5.13 **Working with other agencies**

Our school will liaise with all appropriate agencies including health and social care, local authority support services etc in meeting pupils’ SEND and supporting their families in accordance with their requirements and observing safeguarding and data protection principles in the sharing of information.

5.14 **Complaints about SEND** provision in our school should be made to the class teacher in the first instance.

They will then be referred to the school’s complaints policy.

The parents of pupils 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

5.15 **The local authority local offer**

Our contribution to the local offer is intended to give you the information regarding the approaches we use to ensure all of our pupils are supported, including those with SEND, in order that they can realise their full potential. This is in partnership with the Local Authority and the SEND Assessment Team in Bradford.

- We are committed to being a fully inclusive school and aim to ensure all pupils achieve their potential, personally, socially, emotionally and academically in all areas of the curriculum, (regardless of gender, ethnicity, religion, sexual identity, physical ability or educational needs). This is to ensure that each pupil is enabled and supported to reach their full potential in all areas of the curriculum and school life.
- Children may have special educational needs or disabilities that require additional support when progress has slowed or stopped. We implement a graduated approach based on guidance from Bradford Metropolitan District Council’s Children’s Services for SEND. This is based on an Assess-Plan-Do-Review 3 range structure.
- If a pupil has an Education, Health and Care Plan (EHCP) in place, we provide the support as detailed in their plan.
- Detailed guidance is available through the Local Authority’s following link:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf


6.0 **Review**

6.1 This policy was written with regard to relevant legislation and in consultation with SEND staff, SLT and governors.

6.2 This policy should be read in conjunction with:

- Behaviour & Discipline Policy
- Equality information and objectives
- Medical and Intimate Care policy

6.3 This policy was re-written in March 2023 and is reviewed on an annual basis, this latest review being completed in **September 2023**

Formally agreed through Governors compliance:	
Signed Richard Shackleton – Chair of Governors	Approved through SLT awaiting formal governor approval
Signed Jane Prothero – Head Teacher	
Review Date:	September 2024