



Special Educational Needs and Disability (SEND) Policy

Policy rewritten: October 2025 – Review date: October 2026

1. Our Vision and Aims

Our Vision for SEND

In line with our mission to provide a holistic Christian education, we are dedicated to equipping all pupils to grow in character, faith, and knowledge. We achieve this by providing high-quality, inclusive support that addresses every child's unique developmental and educational needs. Our provision is rooted in the belief that every pupil is created in the image of God and has inherent worth.

Aims of This Policy

- To clearly define how we **identify, support, and provide for pupils** with SEND.
- To outline the **roles and responsibilities** of staff, governors, and parents.
- To ensure the school fulfils its statutory duties under the **Children and Families Act 2014** and the **SEND Code of Practice (2015)**.

Aspirations and Outcomes

We aim for every pupil with SEND to reach their full academic, social, and emotional potential. Our goal is for them to leave our school as confident individuals, fully equipped for their chosen future pathway, whether in further education, training, or employment.

2. Our Legal Duties

This policy is fully compliant with the following statutory frameworks:

- **The Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 Years (2015)**
- **Part 3 of the Children and Families Act 2014**
- **The Special Educational Needs and Disability Regulations 2014**
- **The Equality Act 2010**, including the duty to make reasonable adjustments.
- **The Data Protection Act 2018 and UK GDPR.**

3. Understanding SEND

What is SEND?

A child has Special Educational Needs (SEN) if they have a learning difficulty or a disability that requires **special educational provision**—that is, support which is *additional to* or *different from* that made generally for other children of the same age.

This may be because they have:

- A **significantly greater difficulty in learning** than the majority of their peers.
- A **disability** which hinders them from accessing the educational facilities generally provided.

The Four Broad Areas of Need

We provide support for pupils across the four main areas of need defined in the SEND Code of Practice:

1. **Communication and Interaction (C&I):** Including pupils with Autistic Spectrum Condition (ASC) or Speech, Language and Communication Needs (SLCN).
2. **Cognition and Learning (C&L):** Including pupils with Specific Learning Difficulties (SpLD) like dyslexia, or Moderate Learning Difficulties (MLD).
3. **Social, Emotional and Mental Health (SEMH):** Including pupils with anxiety, ADHD, or challenges related to mental health or past trauma.
4. **Sensory and/or Physical Needs (S&P):** Including pupils with hearing or visual impairments, processing difficulties, or medical conditions that impact their learning.

4. Roles and Responsibilities

Every teacher is a teacher of pupils with SEND. All staff are responsible for the progress and development of all pupils.

- **The SENCO Team:** The school operates a SENCO plus team structure to provide specialised support.
 - **Mrs. Catherine Kershaw** (mrskershaw@bxs.org.uk): SENCO
 - A SEND Team of four staff, who carry out the day-to-day operation of the SEND policy, coordinating provision, and liaising with external agencies.
- **The SEND Governor:** Monitors the effectiveness of SEND provision, reports to the Governing Board, and supports the strategic development of our SEND offer.
- **The Headteacher:** Holds overall responsibility for the provision and progress of all pupils with SEND across the school.
- **Class and Subject Teachers:** Are responsible and accountable for the progress of pupils with SEND in their classes. Their duties include planning and delivering high-quality, differentiated teaching and implementing strategies outlined in a pupil's individual plan.

5. Our Approach to Identifying and Supporting Pupils with SEND

Identification and Assessment

A pupil is identified as having a potential need if they are not making expected progress despite high-quality teaching. Our identification process is robust and evidence-based:

1. **Initial Concern:** A teacher identifies that a pupil's progress is significantly below expectations, based on observations and half-termly data.
2. **Assessment and Monitoring:** We use a range of assessments to build a comprehensive learning profile. For pupils in Year 5 and above, this includes a **Cognitive Abilities Test (CAT4)** to highlight areas of need.
3. **Referral to SENCO:** If concerns persist, a formal referral is made. The SENCO will analyse all available information, including teacher assessments and the views of the pupil and their parents.
4. **Formal Identification:** Following this analysis, if special educational provision is required, the pupil is identified as needing **SEND Support**, and parents are formally notified.

The Graduated Approach: Assess, Plan, Do, Review

We use a dynamic, four-stage cycle to ensure our support is tailored and effective.

Stage	Action
Assess	The teacher and SENCO analyse the pupil's needs, drawing on data and the views of the pupil and parents.
Plan	We agree on clear outcomes and the specific support and interventions to be put in place. This is recorded in the pupil's Pupil Passport .
Do	The teacher, supported by Teaching Assistants (TAs), delivers the planned provision. The teacher remains responsible for the pupil.
Review	We review the impact of the support on the pupil's progress towards their outcomes every half-term. This review informs our decision to continue, adapt, or cease the support.

Partnership with Pupils and Parents

We are committed to working in partnership (co-production) with pupils and their parents.

- We hold **early and open discussions** to understand the pupil's strengths and difficulties.
- Parents and pupils are actively involved in creating and reviewing their **Pupil Passport**.
- Communication is clear and continuous, with all discussions and plans formally recorded and shared.

Our Approach to Teaching and Learning

- **Quality First Teaching (QFT):** This is the foundation of our support. All lessons are differentiated and adapted to meet the diverse needs of all learners in the classroom.

- **Adapting the Curriculum and Learning Environment:** We make reasonable adjustments to ensure all pupils can access learning. This includes adapting resources (e.g., visual timetables, coloured overlays), teaching strategies (e.g., chunking tasks, pre-teaching vocabulary), and the environment. Our smaller class sizes (max. 24) support this individualised approach.
- **Targeted Interventions:** Where needed, we provide additional small groups or 1:1 support. Examples include but are not limited to Lego Therapy, emotional regulation training, and focused booster groups for English and Maths. In Upper School, we offer personalised timetables with a reduced GCSE load and dedicated time in our Student Support Room.

Additional Support and External Agencies

We have a skilled team of **Teaching Assistants**, including 5 Higher Level Teaching Assistants, who deliver targeted support. We also work in close partnership with external specialists, including:

- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- Speech & Language and Occupational Therapists
- The Local Authority SEND and Social Care teams

Supporting Transitions and Preparing for Adulthood

We provide robust support during key transition periods. For moves between year groups, teachers and SENCO hold joint meetings to share information and ensure a smooth handover. For **post-16 transitions**, we work closely with the pupil, parents, and receiving institutions to plan for their future, ensuring they are well-prepared for their chosen pathway.

6. Inclusion, Wellbeing, and Accessibility

Inclusion in Wider School Life

All pupils are entitled to participate in all aspects of school life. All extra-curricular activities, clubs, and residential trips are available to all pupils. We make **reasonable adjustments** and provide staff support to ensure these activities are safe, accessible, and enjoyable for everyone. **No pupil is excluded from an activity because of their SEND or disability.**

Emotional and Social Wellbeing

We provide comprehensive support for pupils' wellbeing, including:

- Targeted SEMH interventions and social communication groups.
- Access to our qualified **school counsellor**.
- Nurture sessions with trained LSAs.
- A zero-tolerance, restorative approach to bullying.

Accessibility

Our school building is accessible, with ramp access to most classrooms and two disabled toilets. Our **Accessibility Plan**, detailed in the Equality Information and Objectives Policy, outlines our ongoing commitment to improving access to the physical environment, the curriculum, and school information.

7. Concerns, Complaints, and the Local Offer

- **Complaints:** If you have a concern about SEND provision, please speak to the class teacher first. If the issue is not resolved, it can be escalated to the SENCO and then through the school's formal Complaints Policy.
- **The Local Offer:** We work in partnership with Bradford Metropolitan District Council to contribute to its **Local Offer**, which provides information on all services and support available for children and young people with SEND in the local area.

8. Associated Documents

- Safeguarding Policy
- Behaviour Policy
- Equality Policy

This policy will be reviewed in **October 2026**, or earlier if there are significant changes to legislation or guidance. It should be read alongside other key school policies, including Safeguarding, Behaviour, and Equality.

9. Version Control

Date of Adoption of this Policy	10 November 2025
Date of last review of this policy	17 October 2024
Date of next review of this policy	October 2026
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