SEND Policy and Procedure

This policy is effective for Brookvale Groby Learning Campus (a part of The Mead Educational Trust)

Version:	1.0
Ratified by:	Mr Will Teece (Headteacher)
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Revision History:

Version	Date	Author	Summary of Changes:
1.0	05/01/2026	MTO/CBU	New Trust Template for SEND Policy and Procedures

1: INTRODUCTION

The campus policy for SEND will be implemented within the context and spirit of the relevant sections of the Equality Act 2010, Part 3 of the Children and Families Act 2014 and the 2015 Code of Practice. The full Special Needs and Disability Code of Practice 0 – 25 years (2015) can be found at: https://www.gov.uk/government/publications/send-code-of-practice-0-to-25 The local offer can be accessed at: http://www.leics.gov.uk/index/children_families/family/local_offer.htm

2: POLICY STATEMENT (Objectives, Definitions and Aims)

2.1 Objectives

At BGLC we endorse the Leicestershire Policy for Learning Support and are, therefore, committed to the following principles:

- ➢ All students are valued equally and are given the opportunity to achieve their full potential.
- ➢ Every learner is entitled to a rich, varied, challenging and inspiring curriculum which enables the individual to fulfil his or her potential to the highest possible standard.
- ➢ Learning Support will be built into curriculum planning, pre-empting areas of likely difficulty. 'Learning support and special educational needs' refers to the whole child including emotional, behavioural, social and academic development.
- ➢ Students with special educational needs/disability and their Parents/Carers will receive prompt coordinated and positive action, which will address the needs of the student as a whole.
- ➢ The views of the student and their Parents/Carers will be taken into account as appropriate.
- ➢ Formal assessments will be completed within the time scales laid out in the code of practice in a manner that is responsive to parents/carers.

2.2 Definitions

Special Educational Needs and/or Disability

A student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

However, a student must not be regarded as having a learning difficulty solely because the language, or form of language of the home, is different from the language in which she/he will be taught on the campus.

Special Educational Provision

The campus will take appropriate action to remove barriers to learning and put effective special educational provision in place. This provision will be revisited, refined and revised with a growing

understanding of the student's needs and of what supports the student in making good progress and securing good outcomes. We will support students to overcome barriers such as

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

2.3 Aims

The campus promotes a fundamental belief in the equality of opportunity in the classroom, access to the curriculum and high-quality teaching, differentiated for individual students.

In order to fulfil this aim we have developed a coherent policy towards special educational needs, which is integral to all aspects of our work.

We aim:

- To offer a rich and varied curriculum to all students
- To identify students with special educational needs at the earliest opportunity
- To collect relevant information and to consult with parents/carers and students in assessing, planning and reviewing the student's needs and formulating a programme of learning
- To encourage communication and co-operation between all concerned
- To disseminate information appropriately
- To provide a differentiated curriculum which meets the needs of the individual
- To ensure that students with special needs are fully included in the life of the campus
- To ensure and monitor the delivery of learning support on campus consistent with the code of practice

3. ROLES AND RESPONSIBILITIES OF TEACHING STAFF

The Special Educational Needs and Disability Coordinator (SENDCo) is responsible for

- promoting teaching and learning styles that stimulate student interest and involvement in learning
- advising Faculty Leaders, Heads of House, Form Tutors and teaching staff in an effort to ensure that curriculum and lesson planning meets the needs of students of all levels of ability
- assisting in the development across key stages, cross-curricular work and to facilitate progression and continuity
- informing staff of the special needs of students as they enter the campus, in order to ensure adequate and appropriate preparations are made for their transition and induction
- chairing annual reviews for students with Education & Health Care Plans (EHCPs)
- assessing students for special arrangements for examination
- providing appropriate strategies via the Teacher Toolkits, Group Education Plans and One Page Profiles for a range of SEND
- taking full responsibility for monitoring the progress of those students with Statements of Special Educational Needs/EHC plans and carrying out the annual reviews of their statements/EHC plans
- monitoring in conjunction with Faculty Leaders the progress of all students across the campus within the context of SEND
- carrying out assessments on students identified by teachers as possibly having a special need and reporting the findings to the Faculty Leaders and appropriate teaching staff

- liaising with external agencies including the Educational Psychologist, AOT and CAMHS
- overseeing the provision of support for students with the greatest need

All teaching and educational support staff:

- are responsible for identifying, assessing and making provision for students with special educational needs/disability (SEND Code of Practice)

- will refer to the current policy and procedures (Staff Shared Drive and Website) for identification, assessment of, and provision for, students with special educational needs

4. THE GRADUATED APPROACH AND RESPONSE

At BGLC we follow the graduated approach and response in supporting our SEND students.

Assess
The subject teacher working with the SENDCo will investigate the student's needs. This will draw on the teacher's assessment and experience of the student, their previous progress and attainment, as well as information from the campus's core approach to student progress, attainment, and behaviour. The assessment will be reviewed regularly.

Plan
Where the campus decides to provide a student with support, parents/carers, SENDCo, teachers and the student will agree any interventions and/or support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required.

Do
The subject teacher will remain responsible for working with the student if the intervention is part of their planned lesson. Where interventions involve group or one to one teaching away from the main class, they will still retain responsibility for the student.

Review
The effectiveness of support and interventions and their impact on the student's progress will be reviewed in line with the agreed date, and any updates implemented.

5. TRANSITION

SEND support will include planning and preparation for the transition between phases of education and preparation for adult life. This will involve regular meetings with feeder primary schools and the collation of information from the Primary SENDCO and class teacher.
To support the transition post 16, the campus will share information with the next setting the student is moving to. See Section 2, Pages 7/8 - BGLC SEND Parental Information

6. IMPROVING OUTCOMES

Monitoring and Intervention

The progress of students is monitored very closely by subject teachers, tutors and the SENDCo; students who are not making the expected level of progress are identified quickly in order for the most effective intervention to be put into place. Initial identification is often raised through the school's rigorous assessment cycle and termly data tracking.

When a need is identified the student will be assessed. This could involve:

- classroom observations and interventions
- gathering of information from all staff, Parents/Carers and students
- data collection
- formal and informal assessment where appropriate

Campus Pledge:

- An appropriate level of support will be sought from within the Campus resources or other agencies e.g. Special Needs Support Service, SEND Advisory Service, Children's Social Care, Health Visitor, Speech Therapist, Physiotherapist, School Nurse, Educational Psychologist etc.
- If a student continues to make little or no progress in specific areas over a long period, it may be necessary for an application to be made to the local authority on behalf of the student to consider providing funding or additional resources – SEND Support.
- A one-page-profile will be developed for the student, with the student central to the process. This one-page-profile will outline the aspirations of the student, the desired outcomes, advice and strategies to support their access to teaching and learning.
- Teacher Toolkits and Group Education Plans, are used in lesson planning alongside the more personalised One Page Profile. The toolkits provide information and advice so teachers are able to plan effectively when differentiating/modifying materials.
- For internal examinations, the SENDCo and Assistant SENDCo will work closely with the Examinations Officer in order to ensure appropriate differentiation and presentation are offered by test papers. For external examinations a number of procedures are available to help students with special difficulties in the examination room. These are in line with JCQ and Pearson access arrangements regulations.
- The SENDCo will lead regular in house CPD to ensure that teaching and support staff are well informed of SEND needs and able to plan and differentiate appropriately.