



**BELLE VUE**  
GIRLS' ACADEMY

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**SEND Policy**

<b>Reviewed by</b>	<b>Approved by</b>	<b>Date of Approval</b>	<b>Next Review Date</b>
KWI	LGB	July 2024	July 2025

## **Introduction**

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015), with reference to the following guidance and documents:

- Equality Act (2010); Advice for schools DfE (Feb 2013)
- Statutory Guidance on Supporting Pupils at School with medical conditions (December 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- The Special Educational Needs and Disability Regulations (2014)
- Articles 12 and 13 of the United Nations Convention of the Rights of the Child
- JQC Access Arrangements and Reasonable Adjustments 2021-22

The aims of the SEND policy are in line with those expressed in the SEND Code of Practice (2015)

## **Aims of the Inclusion and SEND Policy**

- To ensure that every student has equal access to participation in all aspects of school life.
- To raise staff awareness of the need for adaptive teaching to ensure quality of opportunity

The Children and Families Act 2014, states that a child has 'special educational needs' if she/he has 'learning difficulties' which call for 'special educational provisions' to be made for him/her.

## **Headlines from Code of Practice**

The 2015 Code of Practice outlines a new approach to SEND provision. The system came into place in September 2014 and includes the following key stages:

- SEND statements were replaced with Education, Health and Care plans (EHCP), which support children from birth-25 years.
- Children's SEND are described in the following four broad categories:
- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

Children and their families are placed at the centre of discussion with a particular focus on a child's own views and aspirations and parents' experience of hopes for their child.

Teachers are expected to deliver 'Quality First Teaching'.

## **Rationale**

A student 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 others of the same age,

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.

The Equality Act 2010 sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They must not directly or indirectly discriminate against, harass or victimise disabled children and young people
- They must not discriminate for a reason arising in consequence of a child or young person's disability
- They must make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

## **The Principles of the SEND Code of Practice 2015**

The code sets out guidance and principles aimed at enabling students with special educational needs and disabilities (SEND) to reach their full potential, to be included fully into their school communities and make 'successful transition into adulthood.'

The main principles of the Code are as follows (6.2):

- Every school is required to identify and address the SEND of the students that they support. Mainstream schools must:
- Use their best endeavours to make sure that a child with SEND gets the support they need –this means doing everything they can to meet children and young people's SEND
- Ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND

Designate a teacher to be responsible for co-ordinating SEND provision –the SEND co-ordinator, orSENDCO

- Inform parents when they are making special educational provision for a child.

The Academy SEND Information Report is available on the website.

## **Identification, Assessment and Provision**

Provision for students with special educational needs & disability is a matter for the academy as a whole. In addition to the governing body, the Academy's head teacher, the SENDCO and all other members of staff have important responsibilities.

Assessment is a continuing process that can identify pupils who may have special educational needs & disabilities. Student progress is measured by referring to:

- Evidence from teacher observation and assessment
- Their performance against the grade descriptors
- Standardised screening or assessment of needs
- Boxall profiles which show small steps progress

All teachers are teachers of students with special educational needs & disabilities. (Quality First Teaching)

Teaching such students is a whole-school responsibility, requiring a whole-school response. Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students (Assess, Plan, Do, Review). The majority of students will learn and progress within these arrangements. However, for students with special educational needs & disabilities, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

At Belle Vue Girls' Academy, students with special educational needs may have Cognitive and Learning Difficulties or disabilities, Communication and Interaction Difficulties, Social Emotional and Mental Health Difficulties or Sensory and Physical Difficulties. These difficulties may be temporary or they may last throughout their school career and beyond.

The Code itemises 4 broad areas of need.

## **Cognition and learning**

Support for learning difficulties or disabilities may be required when children and young people learn at a slower pace than their peers, even with appropriate adaptive teaching. Learning difficulties or disabilities cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and

communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties or disabilities as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

### **Communication and Interaction**

Children and young people with social communication and interaction needs have differences in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SCI difficulties or disabilities is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children and young people with ASD, including Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

### **Social, emotional and mental health difficulties**

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, childhood trauma, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder (ADHD) or attachment disorder.

### **Sensory and/or physical needs**

Some children and young people require special educational provision because they have a disability (HI, VI or MSI) which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

Some children and young people with a physical disability (PD) require additional ongoing support.

Our aim is to ensure that during their time at Belle Vue Girls' Academy, all children, including those with special educational needs, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make a successful transition to adulthood.

The SEND Information Report outlines provision for SEND students at Belle Vue Girls' Academy. This report is updated annually and is available on the website.

## **Admissions**

The school welcomes students of all physical and academic abilities. There is lift access to all areas.

Other students in the academy respond very well to the particular needs of individuals and the school is a safe and orderly environment. Our accessibility plan is available via our website.

Our inclusion facilities are extensive with dedicated staff to meet a wide variety of needs. Our special educational needs provision is good. Ofsted have, for example, commented that leaders use teaching assistants effectively to support pupils with SEND.. We also have bespoke alternative curriculum provision designed to meet the needs of all of our students in KS3, KS4 and KS5.

The admission of pupils with an Education Health Care Plan (EHCP) is dealt with by a separate procedure. Such children will be admitted to the Academy named without reference to the oversubscription criteria.

The Academy's admissions are dealt with by the local authority. For further details contact the school or contact the local authority on 01274 439200, or by email at [schooladmissions@bradford.gov.uk](mailto:schooladmissions@bradford.gov.uk).

The school's admission policy is available on the academy website <https://www.bvgacademy.co.uk/>

## **Roles and Responsibilities**

### **The Governing Body**

The Governing Body must:

- Do their best to ensure the necessary provisions are made for any student who has special educational needs.
- Ensure that, where the head teacher or the appropriate governor has been informed by the LA that a student has special educational needs, these needs are made known to all who are likely to teach them.

- Ensure that teachers in the school are made aware of the importance of identifying and providing for students who have SEND.
- Ensure that the students with special needs engage in activities alongside children who do not have special educational needs, so far as reasonably practical and compatible with the efficient education of the students with whom they are educated, and with efficient use of resources.

### **The Headteacher**

The Headteacher has responsibility to meet, through management, resources and programmes any special needs within the whole school organisation.

The Headteacher is responsible for:

- Ensuring that there is appropriate day to day management of provision for children with special educational needs.
- Keeping the governing body fully informed.
- Working closely with the school's SEND co-ordinator.

### **The SENDCo**

In line with the recommendations in the SEND Code of Practice 2015, the SENDCo will oversee the day-to-day operation of this policy in the following ways:

- Coordinating provision for children with special educational needs and closely tracking the progress of SEND learners
- Liaising with and advising teachers, giving strategies to support QFT through pupil passports, strategies sheets and attendance at Faculty meetings.
- Managing other classroom staff involved in supporting SEND learners
- Overseeing the records on all children with Special Educational Needs
- Liaising with parents of children with SEND, in conjunction with pastoral staff and Heads of Year
- Contributing to the training of staff
- Implementing a programme of Annual Reviews for all students with an Education Health Care Plan
- Carrying out referral procedures to the Local Authority to request an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a special educational need which will require significant support
- Overseeing the transition programme for SEND students and ensuring the correct transfer of information from previous schools
- Creating IEPs for students who are identified at Below Age Related Expectations (as stipulated by the Bradford Local Authority Matrix of Need) and My Support Plans for students who are identified at SEND support (as stipulated by the Bradford Local Authority Matrix of Need)

and monitoring the school's system for ensuring that all plans have a high profile in the classroom through the use of classcharts.

- Evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs.
- Liaising sensitively with parents and families of students on the SEND list, keeping them informed of progress and listening to their views of progress.
- Attending area SENDCo network meetings and training as appropriate.
- Liaising closely with a range of outside agencies to support SEND learners
- Responding to SEND referrals from staff following the SEND referral pathway and carrying out the appropriate assessments and observations to determine whether or not the pupil has SEND.
- Ensuring that all pupils with SEND have the correct exam access arrangements in place and that all staff are aware and use them as 'normal way of working' (as stipulated by JCQ Access Arrangements and Reasonable Adjustments 2021-22).

### **The class teacher for SEND provision**

- Ensuring that they are aware of and plan for all SEND students within their classroom
- Securing good provision and good outcomes for all SEND learners by:
- Providing Quality First Teaching for all students
- Providing Adaptive teaching and learning opportunities to ensure maximum progress
- Ensuring effective deployment of resources –including Teaching Assistant support- to maximise outcomes for SEND learners
- Using IEPs, My Support Plans, EHCPs and pupil passports to plan for and meet the needs of SEND students
- Providing information to the SENDCo during the IEP / MSP / EHCP review process in order to have the most up to date SEND progress information
- Allowing time during review process for SEND pupils to give pupil voice and update pupil passports
- Making referrals to the SEND team if pupils are not making expected progress despite quality first teaching
- Feeding back information to support the SENDCO to make referrals such as ASD, ADHD, CAMHS etc

### **Working with parents**

In accordance with the SEND Code of Practice the School believes that all parents and carers of students with SEND should be treated as equal partners and supported to play an active and valued role in their child's education.

The School will do this by:



- Keeping parents and carers informed and giving support during assessment and any related decision-making process about SEND provision.
- Working effectively with all other agencies supporting students and their parents and carers.
- Making parents and carers feel welcome.
- Ensuring all parents and carers have appropriate communication aids and access arrangements.
- Encourage parents and carers to inform the School of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- Instilling confidence that the School will listen and act appropriately.
- Focusing on the child's strengths as well as areas of additional need.
- Allowing parents and carers opportunities to discuss ways in which they and the School can help their child.

### **External Support Links**

We aim to maintain close working relationships with other agencies, organisations and support services. For students at SEND support and those with ECHPs, any of the following agencies may be involved:

- Educational Psychology Service
- SENDsupport teams
- Social Communication Interaction and Learning Team
- Physical Difficulties Team
- SENDIASS
- Child and Adolescent Mental Health Service
- Speech and Language Therapy
- Young People's Services
- Service for Children with Sensory Needs
- Behaviour and Attendance Collaborate
- NASEN
- Early Help
- and others as appropriate

### **Safeguarding**

All safeguarding issues will be dealt with following the school procedures.

### **Request for Statutory Assessment**

For a few students the help given by SEND support might not be sufficient to enable the student to make adequate progress. At this point it will be necessary for the Academy, in consultation with the parent and carer and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment. Where a request for a statutory

assessment is made to the LA, the student will have demonstrated significant cause for concern and the Academy will provide written evidence to the LA.

A Statutory Assessment might also be requested by a parent or outside agency.

- The Academy will have the following information available:
- The interventions at BARE and SEND support.
- Portable support plans for the student.
- Records and outcomes of regular reviews undertaken.
- Information on the student's health and relevant medical history.
- Appropriate gradings (GCSE / BTEC / Entry level gradings) in literacy and numeracy.
- Educational and other relevant assessments from specialists such as specialist teachers and educational psychologists.
- The views of parents and carers.
- The views of the student.
- Any other involvement by professionals.

### **Complaints Procedure**

The complaints procedures can be found on the school website

The success of the education offered to children with SEND will be judged against the aims set out above. The SEND Policy document will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

SEND information report is available on the schools website.

Named Governor: Ms Ali Arobi  
Monitoring of the Policy: Miss Wilde