



Bader Academy SEN Information Report

Date Published	July 2024
Version	2
Approved Date	July 2025
Review Cycle	Annual
Review Date	July 2026

An academy within:



“Learning together, to be the best we can be”



1. Introduction

- 1.1. Bader Academy is committed to providing an inclusive education for all pupils, including those with Special Educational Needs and Disabilities (SEND). This report outlines the school's adherence to the requirements specified in Schedule 1 to the Special Educational Needs and Disability Regulations 2014. The report also provides information on the school's arrangements for the admission of disabled pupils, measures to prevent less favourable treatment, facilities to support access, prepared under the Equality Act 2010. and an accessibility plan which can be found on the school website.

2. Arrangements for the Admission of Disabled Pupils

- 2.1. Bader Academy welcomes applications from all pupils with a diagnosis of ASD, including those with disabilities. The admission process is designed to identify and assess the specific needs of each pupil to ensure that appropriate support and resources are available from the outset. This includes:
- **Pre-admission Assessments:** Conducting thorough assessments in collaboration with parents, carers, and relevant professionals to understand the individual needs of prospective pupils.
 - **Education and Health Care Plans (EHCPs):** Developing tailored EHCPs that outline specific accommodations and support required for each pupil.
 - **Transition Support:** Providing additional support during the transition period to ensure a smooth integration into the school environment.

3. Preventing Less Favourable Treatment

- 3.1. Bader Academy is dedicated to ensuring that disabled pupils are not treated less favourably than their peers. The steps taken include:
- **Anti-Discrimination Policies:** Implementing comprehensive policies that promote equality and prohibit discrimination based on disability.
 - **Staff Training:** Regularly training staff to understand the needs of disabled pupils and to adopt inclusive teaching practices.
 - **Support Systems:** Establishing robust support systems, including pastoral care and peer mentoring, to provide emotional and social support to disabled pupils.

4. Facilities to Help Disabled Pupils Access the



School

- 4.1. The school has invested in various facilities to enhance accessibility for disabled pupils:
- **Physical Infrastructure:** Modifying buildings and classrooms, installing an elevator, and having accessible restrooms to ensure mobility within the school.
 - **Assistive Technology:** Providing specialised equipment and technology, such as hearing aids, screen readers, and adaptive software, to support learning.
 - **Sensory Rooms:** Creating sensory rooms and quiet spaces to support pupils with sensory processing issues.

5. Accessibility Plan

- 5.1. Bader Academy has developed a comprehensive accessibility plan with the following objectives:

Increasing Participation in the Curriculum

- **Differentiated Instruction:** Implementing a curriculum that is differentiated to meet diverse learning needs and styles.
- **Inclusive Activities:** Ensuring that all school activities, including extracurricular and off-site visits, are accessible to disabled pupils.
- **Personalised Learning:** Utilising EHCPs to tailor educational experiences to the individual needs of all pupils.

Improving the Physical Environment

- **Accessible Design:** Continuing to enhance the physical environment to remove barriers and increase accessibility, including regular audits to identify areas for improvement.
- **Adaptive Classrooms:** Designing classrooms that are flexible and adaptable to accommodate all pupils.
- **Safety Measures:** Installing safety features such as handrails and tactile indicators to assist pupils with mobility and visual impairments if required.

Enhancing Access to Information

- **Accessible Formats:** Providing information in accessible formats, such as braille, large print, and audio, to ensure all pupils can access the information they need.
- **Communication Tools:** Utilising communication aids and tools, including sign language interpreters and speech-to-text services, to support pupils with communication difficulties.



- **Digital Resources:** Offering digital resources and platforms that are designed to be accessible, with features such as text enlargement and voice navigation.
- 5.2. Bader Academy is committed to fostering an inclusive and supportive environment for all pupils, particularly those with disabilities. Through careful planning, investment in facilities, and a strong focus on equality, the school aims to ensure that disabled pupils can fully participate in all aspects of school life and achieve their full potential.