



Bader
ACADEMY

Special Educational Needs Policy

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Review Cycle	1 Year
Review Date	July 2021

An academy within:



1. Aims

1.1. This Special Educational Needs (SEN) policy aims to:

1.1.1. Set out how our academy will support and make provision for pupils with special educational needs (SEN); and

1.1.2. Explain the roles and responsibilities of everyone involved in providing for pupils with SEN.

1.2. As a special academy, Bader Academy will only admit pupils with an Education, Health & Care Plan (EHCP) on roll, where the academy has agreed to be named by the commissioning Local Authority (LA). As such, meeting SEN is at the heart of the purpose of this academy, and this policy should therefore be read in conjunction with school's admissions policy.

2. 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:

2.1.1. Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities

2.1.2. The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for EHCPs, SEN co-ordinators (SENCOs) and the SEN information report;

2.2. This policy also complies with our supplementary funding agreement, the Nexus MAT master funding agreement and the Trust's articles of association.

3. Definitions

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

3.2. They have a learning difficulty or disability if they have:

3.2.1. A significantly greater difficulty in learning than the majority of others of the same age; or

3.2.2. 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. Roles and responsibilities

4.1. Every teacher and senior leader at Bader Academy could be defined as the SENCO. However, a member of the senior leadership team has been designated as the SENCO and will:

4.1.1. Work with the Headteacher and the Local Governing Body to determine the strategic development of the SEN policy and provision in the academy;

4.1.2. Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils;

4.1.3. Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils receive appropriate support and high quality teaching;

4.1.4. Advise on the graduated approach to providing support;

4.1.5. Be a point of contact for external agencies, especially the local authority and its support services;

4.1.6. Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned;

4.1.7. Work with the Headteacher and local governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

4.1.8. Ensure the school keeps the records of all pupils up to date.

4.2. Each class teacher is responsible for:

4.2.1. The progress and development of every pupil in their class;

4.2.2. Working closely with teaching assistants and specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

4.2.3. Working with the SENCO to review each pupil's progress and development and decide on any changes to provision

4.2.4. Ensuring they follow this SEN policy.

5. Monitoring arrangements

- 5.1. This policy will be reviewed by the Local Governing body every year.
- 5.2. The information report will be:
 - 5.2.1. Reviewed every year by the Local Governing Body;
 - 5.2.2. Updated if any changes to the information are made during the year.