

SPECIAL EDUCATIONAL NEEDS, INCLUSION & DISABILITY POLICY

Approving Body	Trust
Date of Last Review	December 2025
Statutory (Y/N)	Y
Responsible Officer	BMAT CEO for and on behalf of the Trust

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

1. Statement of Policy:

- 1.1. The Beacon Multi-Academy Trust (BMAT) believes that the entitlement to a broad, balanced, relevant and adapted curriculum is an entitlement for all and should not be constrained by age, gender, faith, race, physical disability, special education needs or vulnerability. BMAT leaders understand that the most effective inclusion strategy begins with everyday high-quality inclusive teaching, which has most benefit for the students who find learning hardest and reduces the need for individual adaptations
- 1.2. Equality of Opportunity, an appropriate curriculum, a variety of teaching and learning styles, thoughtful and effective assessment, parental involvement and timely support to meet the needs of the individual should be integral to the planning of educational provision, for all students, including those with SEND and in alternative provision
- 1.3. BMAT has an established a culture in which staff understand the range of barriers that students may face to their learning and/or well-being, including those specific to their community and the school's context; they quickly and accurately identify students facing these barriers

2. Scope of the Policy

- 2.1 This policy applies to all young people in the BMAT who have special educational needs.
- 2.2 The policy applies equally to all students and their families, whatever their gender, ethnic origin, home language, religion, disability or social circumstances.
- 2.3 This policy also has implications for all our partners in the SEND process, e.g. other schools, Local Authorities, external providers and alternative provisions and statutory/voluntary agencies.

3. Aims

Each school is committed to providing an appropriate and high-quality education to all the young people it serves:

- All young people, including those identified as having special educational needs those who are considered disadvantaged and those in receipt of the Pupil Premium, have a common entitlement and equal access to a broad and balanced curriculum, which is accessible to them and enables them to be fully included in all aspects of school life;
- To provide an environment in which individuals feel safe and are respected and encouraged to reach their full potential;
- Students with special needs may, at times, require a more specialised programme than the majority of students of the same age, in part or all of their learning;
- We are committed to providing the highest quality education to all students, ensuring that those with learning difficulties receive the same level of support and opportunity as their peers;

4. Promoting Inclusive Education

- 4.1. BMAT believes that inclusive education is a basic right and an essential part of outstanding educational provision. It is recognised that inclusion is a process requiring collaborative input from schools, parents/carers, Local Authority (LA) support services, other agencies and the broader community.
- 4.2 BMAT is committed to inclusion. Part of the Trust's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to engender a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.
- 4.3 This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.
- We recognise that students learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity.
 - We believe that many students, at some time in their school career, may experience difficulties which affect their learning and behaviour, and we recognise that these may be long or short term
 - At BMAT we aim to identify these needs as they arise and provide teaching and learning contexts, which enable every young person to achieve to his or her full potential.
 - The Trust sees the inclusion of young people identified as having special educational needs as an equal opportunities issue. We also aim to model inclusion in our staffing policies, relationships with parents/carers and the community.

5. Ethos

The key values and beliefs which underpin BMAT's SEND and Inclusion Policy are:

- Equal value and respect for all
- Equal opportunities for all.
- Recognition of individual differences with regard to young people with special educational needs
- The development of skills for life through the provision of appropriate learning opportunities
- A constant search for improvement in the progress made by SEND students
- Commitment to both the spirit and statutory requirements of legislation, including partnership between students, parents/carers and professionals.
- Recognition that there are different types of progression routes and success are all equally valued.

6. Definition of SEND

6.1 BMAT recognises that all young people have learning and/or behavioural needs and that for some, these individual needs become special educational needs.

6.2 Students have a difficulty accessing the curriculum if they:

- Have significant difficulties in learning in comparison with the majority of children of the same age;
- Have a disability, which prevents them from making use of educational facilities of a kind provided for children of the same age.
- Have missed significant periods of their schooling.

6.3 The Code of Practice (2015) does not assume that there are hard and fast categories of special educational need, but recognises those children's needs and requirements fall into four broad areas:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health;
- Sensory and/or physical.

6.4 We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, difficulty, disability, attainment levels and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- Learners with special educational needs;
- Girls and boys;
- Minority ethnic and faith groups, travellers, asylum seekers and refugees;
- Learners who need support to learn English as another language (EAL);
- Learners who are identified as having a disability;
- Those who are able and talented;
- Those who are looked after by the local authority;
- Those who are known or previously known to children's social care
- Those considered disadvantaged
- Those in receipt of the Pupil premium
- Others such as those who are sick, those who are young carers, those who are in families under stress, pregnant students and teenage mothers;
- Any learners who are at risk of disaffection and exclusion;

7. Objectives

This policy describes the way we meet the needs of young people who experience barriers to their learning and the steps we take to remove those;

- To ensure the SEN Code of Practice (2015), the Equality Act (2010), is implemented effectively across the school;
- To ensure equality of opportunity and to eliminate prejudice and discrimination against young people with special educational needs;
- To continually monitor the progress of all students, to identify needs as they arise and to provide support as early as possible;
- To provide full access to the curriculum through adaptive planning and provision by senior staff, heads of department, heads of year, SENCO, and support staff as appropriate (except in the rare occurrence where disapplication guidance arising from an Education and Health Care Plan occurs, in these cases the guidance is reviewed at least annually);
- To provide specific input, matched to individual needs, in addition to adapted classroom provision, for those students recorded as having SEND at SEN Support or those who have an Education and Health Care Plan;
- To ensure that students with SEND are perceived positively by all members of the school community, and that SEND and inclusive provision is positively valued and supported by staff and parents/carers;
- To enable young people to move on from us well equipped in the basic skills of literacy, numeracy, and social and emotional independence and with an appropriate progression pathway;
- To involve parents/carers at every stage in plans to meet their child's special educational needs;
- To involve the young people themselves in planning and in any decision making that affects them.

8. Responsibilities

- 8.1 The Trustees will use their best endeavours to ensure high quality education and support for all.
- 8.2 Each school recognises that all teaching and support staff will work with young people with SEND and that all teachers are teachers of those with special needs.
- 8.3 The work is led by a Special Education Needs Co-ordinator (SENCO) or SENCOs who will, who is empowered to lead whole-school improvement for students with SEND
- 8.4 The role of the SENCO or SENCOs within the school is to be responsible for;
- The day-to-day operation of the school's SEND policy
 - Liaising with and advising school staff giving clear guidelines for procedure when needs are identified
 - Co-ordinating provision for students with SEND
 - Maintaining the school's SEND register and overseeing records of all young people with SEND

- Liaising with parents of young people with SEND
- Contributing to in-service training of staff
- Liaising with external agencies including the Educational Psychology Service and other SEN support services, medical and social services and voluntary bodies
- Maintaining their awareness of best practice and changes in legislation or guidance from government bodies and national organisations, evaluating current provision and making changes to meet the needs of the school population
- Consulting with SENCOs from other schools to ensure effective use of resources and the dissemination of good practice
- Managing a range of resources, human and material, including Individual and Group Education plans linked to young people with special educational needs and disabilities
- Take evidence informed approach to how resources are deployed and evaluate the impact.
- Providing support and advice to colleagues
- Monitoring and evaluating the special needs provision and reporting to the Local Governing Body on the progress of students with SEND
- Completing the annual SEND Report appropriately as directed in the SEND Code of Practice (2015).
- identify students' emerging or changing needs quickly and accurately, make sure support is effective and draw on any specialist advice when necessary

8.5 The Headteacher/Principal has the responsibility for the overall management of all aspects of the schools work including provision for young people with special educational needs. The SENCO is responsible for the day-to-day management and implementation of this policy. She/he will keep the Headteacher/Principal fully informed.

8.6 All teaching staff have a responsibility to ensure that each student is given every opportunity to fulfil their potential within the normal classroom situation. All staff should be aware of the learning support needs of all students they teach and should ensure that the needs of each student are addressed in accordance with the Teaching and Learning policy. It is the responsibility of the Head of Department to ensure that schemes of work and associated resources appropriate to a range of aptitude, ability and learning styles are available for class teachers to use within each programme of study.

8.7 The fees for any SEND placements of students with Education and Health Care Plans will be reviewed annually by the senior member of staff responsible for Inclusion.

9. BMAT Students working in other settings

BMAT will make sure that any alternative provision the school uses is suitable and safe, and the decisions to place students in it are made in student best interests. Where students are spending some of their time in other settings, studying for academic and other vocational qualifications and completing work experience;

- The SENCO will ensure the key information with regards to their SEND is passed to the appropriate people so that the planning for their behaviour and learning support is consistent and appropriate;
- The SENCO will also ensure there is liaison with any external Student Support Services again to ensure there is consistency of approach and expectations are managed;
- Where students are progressing to Further Education, we will communicate the student's recognised Special Educational Need to providers where the students have given consent for this to happen;
- We will liaise with all predecessor school staff, including the SENCO, where a student indicates they have a need for extra support.
- Attendance is tracked daily by the referring school.
- The curriculum they are following is fit for purpose and provides continuity of education and experience.

10. Early Intervention/Learning Support

10.1 Learning Support interventions are additional to, or different from, those provided as part of the school's usual adaptive curriculum offer and strategies. Strategies employed to enable the student to progress may be given as targets or recorded within an Individual Education Plan or equivalent document.

10.2 BMAT recognises that the early identification of a young person's Special Educational Needs together with appropriate multi- disciplinary intervention should reduce the need for more intensive support later in the young person's school life. In working towards this principle, the school will ensure the following:

- The staff will work closely with previous school colleagues on transition;
- There will be clear referral routes for staff who wish to bring to the notice of the SENCO a young person who may have a SEN;
- Every consideration will be given to the views of parents/carers in the assessment and decision making process. Young people with special educational needs will also be consulted whenever possible;
- Procedures for inter-service and cross-agency referrals will be actively used and reviewed regularly.

11. Partnership with Parents/Carers and Additional Stakeholders

The best results are achieved where parents/carers and staff of the schoolwork in partnership. In working towards this principle. They will do the following:

- Assist parents/carers in their understanding of Special Educational Needs procedures, school based provision, and other support available for their child and additional sources of help and information, for example, voluntary organisations and childcare information services;
- Provide opportunities for mediation and discussion where necessary;

- Meet parental/carers preference for school placement subject to the requirement that the individual child's special educational needs can be met, the provision is suitable to the age range and students can meet the entry requirements for particular subjects/courses; that the education of other young people will not be adversely affected and that resources are efficiently used;
- Ensure that assessment and review processes seek and take account of the carers and young person's views wherever possible;
- Provide clear and informative written advice for parents/carers about all aspects of the Code of Practice on the identification and assessment of young people with special educational needs and the range of different disabilities, or where more appropriate signpost parents/carers to these resources or agencies involved in the identification and assessment processes;
- Provide clear written descriptions of the support services available for young people with special educational needs within the school and signpost parents to support services in the local area; RIASS/SEND Local Offer or equivalent.
- Provide information about the range of voluntary and statutory agencies, which may be able to assist parents/carers of young people with special educational needs, this may be through informal or formal face to face meetings, providing reading material in a variety of formats and signposting via the school's website;
- Recognise that families have valuable knowledge of their child which service providers should encourage them to share;
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between the school and families. This should include sensitivity to families' needs, desires and understanding.
- Develop and promote open, honest, and effective means of communication about the needs of young people who have SEN/disabilities.
- Deliver information in an appropriate and accessible form.
- Work well with social workers, virtual school headteachers and other professionals to plan and provide multi-agency support for students who are known (or previously known) to children's social care
- Ensure a letter of assurance is provided to the referring school, if a young person is placed in alternative provision or other setting.
- Ensure there is a continuum of curriculum provision which is relevant and appropriate to the young person's current provision.
- Establish channels of communication so that attendance is monitored daily.
- Establish a team around the family to maintain any safeguarding protocols that may be in place.
- Carry out due diligence of any potential alternative placement to ensure curriculums and safeguarding provision is maintained.
- Ensure all providers are GDPR compliant, when working with external agencies and providers.

12. Promoting High Expectations

BMAT will set high standards for young people with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, the school will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed;
- Young people with SEND have equal access to extracurricular and extended activities provided by the school. The school will take positive steps to ensure that young people are included and make reasonable adjustments to include all young people with disabilities on school trips, if the adjustments required involves excessive costs or substantial detriment to other students, it is unlikely to be deemed to be 'reasonable' and costs may be passed on to parents/carers.
- The use of assessments and the value-added data will provide effective measures of the performance of young people with special educational needs.
- All young people develop high self-esteem. Through this it is anticipated that young people will contribute to the setting of challenging personal goals.

13. Equality of Opportunity

13.1 Young people with SEN and/or disabilities are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum.

13.2. In working towards this principle, the school will ensure that:

- All young people are valued equally and treated fairly;
- Special educational needs will not be considered a barrier in achieving at a BMAT School
- The buildings will be DDA compliant;
- All young people will be expected to make progress regardless of gender, disability, race, faith, and culture;
- All young people will have access to a relevant, broad, and balanced curriculum. With additional and specialist resources are to enable young people to access this curriculum;
- Additional resources will be allocated through adherence to the Code of Practice (2015) and to the graduated approach to the identification and assessment of special educational needs.

14. Sharing responsibility

14.1 BMAT recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle the school will share responsibility with a range of other partners and agencies.

14.2 Procedures will recognise the importance of sharing information and collaboratively devising support programmes for young people with special educational needs.

14.3 This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved. The school will ensure interagency working at;

- Initial school entry
- Planning for post-school provision
- All points where additional needs are identified.

15. Continuum of high-quality provision

In working towards this principle BMAT will;

- In accordance with the Code of Practice (2015) and Equality Act (2010) ensure that a young person's special educational needs will be met alongside his or her peers and within his or her own community;
- Ensure that a continuum of provision is available to meet a continuum of need;
- Recognise that the BMAT provision is part of this continuum, not all students' needs can be met within our Trust and actively use systems to secure collaborative working between the school and other special schools and between the school and LA support services to ensure that students are best provided for and best placed;
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within the school;
- All young people will have access to a relevant, broad, and balanced curriculum. With additional and specialist resources are to enable young people to access this curriculum;
- Additional resources will be allocated through adherence to the Code of Practice (2015) and to the graduated approach, to the identification, assessment of special educational needs and allocation of resources to meet the students' needs in an efficient and effective way;
- Work with the Special Educational Needs support services to improve the quality of provision.

16. High quality trained staff

- 16.1 Young people with SEN, and their families, have a right to be supported by high quality, skilled professionals. BMAT will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs.
- 16.2 This programme will be a comprehensive and appropriate staff development programme, which addresses the skills and knowledge staff will need to fully support and teach all learners who attend the school. This will be available not only to teaching staff but also to support staff and all those involved in managing the statutory assessment process and support for students with Education and Health Care Plans, staff development opportunities must relate directly to the department or school priorities and have a direct impact on student progress or outcomes.

17. Clear and effective procedures

Procedures for identifying young people with special educational needs and for monitoring their progress will be clear, effective, and straightforward. Any such procedures will take account of the Code of Practice (2015) on the identification and assessment of special educational needs. In working towards this principle, the school will:

- Focus on preventative work with young people.
- Ensure Education and Health Care Plans and individual education plans are reviewed at least

annually and the appropriate action taken where required, as per statutory guidance

- Ensure procedures for identifying young people with special needs and for monitoring their progress are clear, effective, and straightforward and follow published local and national criteria.
- Ensure procedures are in place to ensure the views of parents/carers and young people are sought as part of the statutory review process as well as those of the professionals involved.
- Monitor and evaluate the school's performance in relation to young people with special needs using feedback and surveys to gather their views and those of their parents/carers in addition to assessment data.

18. Partnership with Young People

We believe that partnership with young people is essential in relation to SEND, and they have the right to have their views incorporated in assessment and review, and to be involved in decision-making about their own SEND.

- Young people have the right to have their views, expectations and needs taken into account in all planning
- We recognise that effective action for learners with SEND will often depend on close co-operation between the school, the health services, and young people's services. We are committed to implementing such co-operative arrangements so that services for individual young people, families and schools can be as seamless as possible.
- All young people should be encouraged to develop a positive sense of self-image and a pride in their own identity.
- All young people should be encouraged to accept and value differences.

19. Monitoring review and evaluation

- 19.1 All teachers and tutors have day-to-day responsibilities regarding students with special educational needs, and the care of such students is seen as a whole school responsibility. The SENCO is responsible for the co-ordination of provision and is responsible to the Headteacher/Principal in the first instance. Learning support provision is planned, monitored and evaluated by the SENCO, working with the staff team, under the supervision of the Headteacher/Principal.
- 19.2 Other professionals, including support staff and external agencies may become involved when practicable and/or necessary.
- 19.3 BMAT will conduct internal reviews of SEND provision at least annually to complement the on-going monitoring and evaluation of provision and outcomes.
- The SENCO will report regularly to the Headteacher/Principal and the Local Governing Body Trustees in relation to SEND.
 - Parents/carers also have a role to play through their contribution to reviews of their young people's learning, working with the school in relation to targets within their child's individual education plans.

19.4 In carrying out its responsibilities towards young people with special educational needs the school will;

- Keep its arrangements and provision for SEN under review
- Review the effective use of its resources
- Review and evaluate the schools' arrangements for individual education planning and reviewing, including parental and support services involvement
- Internally monitor all SEND arrangements and curricular provision against published criteria. Such monitoring will take account of the school's Improvement Plan and SEND policy; the LA's SEND policy and the finance delegated under SEND arrangements.
- Hold to account and ensure LA High Needs services and other external agencies are effective and support student inclusion and progress in BMAT schools
- The provision for young people with special needs within the school including annual review of Education and Health Care Plans and individual learning plans
- Individual student progress as measured against set targets
- Use of delegated funds.

20. Policy Review

- This policy will be reviewed annually, and any proposed changes will be reported to the CEO, Trustees and BMAT staff.
- This policy for SEN will be made available and accessible to parents/carers, colleagues, and all stakeholders.

The aims are:

- staff development and training must be at the heart of effective provision for individual needs for teaching and student support staff
- all staff will accept personal responsibility for the education of all learners, and this should be reflected in the professional development of all staff
- we will put in place collaborative teaching and evaluation, vital for the development of effective provision which is in harmony with legislative requirements and educational research

21. Curriculum Access

BMAT has adopted a whole school approach to SEND policy and practice. Students identified as having SEND (including looked after children, the most able students, and students with English as an additional language) are, through teacher planning and schemes of work, as far as is practicable, fully integrated into mainstream classes. Every effort is made to ensure that they have full access to the National Curriculum, and if required curriculums will be personalised to meet each child's needs and thus ensure a successful pathway of learning and education. Provision of an individualised curriculum should not create an inefficient use of resources that impacts on the efficient education of other students.

22. Links with other Agencies, organisations and Support Services

BMAT recognises the important contribution that external support services make in assisting to identify, assess, and provide for, SEND students.

23. Links with other Schools and Transfer Arrangements

The SENDCo liaises with primary colleagues and parents (where appropriate) to ensure that transition to secondary school is well managed. Baseline assessments and screening on entry also support the SENDCo in identifying specific areas of need and so enable appropriate provision to be put in place.

24. Links with Health and Social Services, education Welfare Services and any Voluntary Organisations

BMAT regularly consults health service professionals, Social Services and the Education Welfare Service, and referrals will be made as appropriate.

Vulnerable Students

BMAT recognises the importance of their role in listening to all students who are vulnerable for whatever reason. The staff recognise that some children's vulnerability may make them more at risk from abuse. Systems and mechanisms for students to communicate concerns are communicated to staff and reviewed regularly. These play a vital role in ensuring all students feel that they are listened to and that their concerns are taken seriously (see Safeguarding and Child Protection Policy).

25. The Role of the Governing Body

The Local Governing Body (LGB) will elect a member with responsibility for special educational needs and disability and who will oversee that the SEND policy has been adhered to throughout BMAT.

26. Admission Arrangements

Students with special educational needs and disability are considered for admission to the school on the same basis as for children without SEN. Every student with an Education Health Care Plan will be accepted unless the school is unable to meet their specific needs or admission to the school would require the school to make an unreasonable adjustment that would impact on the efficient education of other students. Our [admissions policy](#) for our additionally resourced provisions within the Trust - the Beacon Communication Department (BCD), can be found on our website.