

SEND Policy

Bournville School

Part of Fairfax Multi-Academy Trust

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SEND Policy 2026–27

1. Aims and objectives

Our Special Educational Needs and Disabilities (SEND) Policy aims to ensure that Bournville All-Through School fully implements the statutory requirements and principles set out in the SEND Code of Practice and related legislation and guidance.

The policy sets out how Bournville will:

- provide high-quality, inclusive and adaptive teaching for pupils with SEND;
- identify special educational needs at the earliest appropriate opportunity and respond to them effectively;
- provide appropriate SEND Support through a graduated approach;
- use the EEF Five-a-Day approach to support high-quality teaching for pupils with SEND;
- ensure that pupils with SEND have access to a broad, balanced and ambitious curriculum and to all aspects of school life;
- make reasonable adjustments so that disabled pupils are not placed at a substantial disadvantage;
- support pupils with SEND to develop independence, confidence and resilience and to achieve their aspirations;
- support pupils with SEND to make successful transitions between phases of education and into further education, employment and adult life;
- work in partnership with pupils, parents/carers and external professionals when identifying needs and planning and reviewing support;
- ensure that pupils' views, strengths, aspirations and experiences inform decisions about their education and provision;
- ensure that the roles and responsibilities of everyone involved in supporting pupils with SEND are clearly understood; and
- ensure that this policy is understood and implemented consistently by all staff.

At Bournville, we believe that **every teacher is a teacher of SEND**. The SENDCo coordinates SEND provision, but responsibility for the progress and development of pupils remains with their class or subject teachers.

2. Vision and values

At Bournville All-Through School, we believe that **every pupil is known, included and empowered to succeed**.

Our vision for SEND and inclusion is rooted in high expectations, high-quality teaching, early identification and strong partnerships with pupils, families and professionals. We aim to remove barriers, unlock potential and ensure every pupil thrives in school and beyond. We are committed to creating an inclusive school where pupils with SEND are valued as full members of the school community and are able to participate in learning, enrichment, personal development, leadership and wider school life alongside their peers.

Our approach is based on the understanding that SEND is a whole-school responsibility. We seek to identify barriers to learning and participation and respond through appropriate

teaching, reasonable adjustments and additional provision where required.

High-quality teaching is at the heart of our approach. Teachers are expected to know their pupils, understand their strengths and areas of need and adapt teaching in response to assessment and identified barriers.

Bournville uses the Education Endowment Foundation's **Five-a-Day** approach to support high-quality teaching for pupils with SEND:

1. explicit instruction;
2. cognitive and metacognitive strategies;
3. scaffolding;
4. flexible grouping; and
5. the effective use of technology.

These approaches are not a checklist or a replacement for professional judgement. They are evidence-informed approaches which support teachers to anticipate barriers, adapt teaching and promote pupil independence.

We aim to create a culture in which pupils with SEND feel safe, respected, valued and included and where differences are understood as part of the diversity of our school community.

3. Legislation and guidance

This policy is based on the statutory guidance contained within the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** and should be read alongside current safeguarding and attendance guidance, including **Keeping Children Safe in Education** and **Working Together to Improve School Attendance**.

This policy also has regard to:

- Part 3 of the **Children and Families Act 2014**, which sets out statutory responsibilities relating to children and young people with SEND;
- the **Special Educational Needs and Disability Regulations 2014**, including requirements relating to EHC plans, SENDCo responsibilities and the school's SEND Information Report;
- the **Equality Act 2010**, including the duty to make reasonable adjustments for disabled pupils;
- the **Public Sector Equality Duty** under section 149 of the Equality Act 2010;
- the **School Admissions Code**;
- relevant statutory guidance concerning supporting pupils with medical conditions;
- relevant guidance relating to attendance, safeguarding and child protection; and
- the governance requirements and responsibilities of the Fairfax Multi-Academy Trust.

As an academy within Fairfax Multi-Academy Trust, Bournville All-Through School will comply with the requirements of the Trust's governance arrangements, funding agreement and articles of association.

4. Inclusion and equal opportunities

Bournville All-Through School is committed to providing an inclusive education in which

pupils with SEND have the same entitlement to a broad, balanced, ambitious and challenging curriculum as their peers.

We will make reasonable adjustments to teaching, the curriculum, assessment, the physical environment and school routines where required to ensure that disabled pupils are able to participate fully.

Pupils with SEND will be supported to access the full range of opportunities available within school, including enrichment, clubs, trips, visits, leadership opportunities, personal development and other extracurricular activities.

We recognise that equality does not always mean treating every pupil identically. Where pupils experience barriers to participation or learning, appropriate adjustments and support will be put in place to promote equitable access and outcomes.

5. Definitions

5.1 Special educational needs

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

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

Special educational provision is provision that is additional to or different from that generally made for other pupils of the same age in mainstream schools.

A pupil does not need a formal diagnosis in order to receive SEND Support.

5.2 Disability

A pupil is disabled under the Equality Act 2010 if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

The school will make reasonable adjustments for disabled pupils to ensure that they are not placed at a substantial disadvantage compared with their peers.

Having a disability does not automatically mean that a pupil has SEN. However, a disabled pupil may require special educational provision as well as reasonable adjustments.

5.3 The four broad areas of need

The SEND Code of Practice identifies four broad areas of special educational need. Pupils may have needs in more than one area, and their needs may change over time.

Area of need	Examples
Communication and interaction	Speech, language and communication needs, social communication difficulties and autism. Pupils may experience difficulties understanding language, expressing themselves or understanding and using social communication.
Cognition and	Specific learning difficulties such as dyslexia, dyscalculia and

learning	dyspraxia; moderate learning difficulties; severe learning difficulties; and profound and multiple learning difficulties.
social, emotional and mental health	A wide range of social and emotional needs, including anxiety, low mood, difficulties with emotional regulation, attention difficulties and the impact of adverse experiences. These needs may present through withdrawal, anxiety, difficulties with self-regulation or behaviour.
sensory and/or physical	Visual impairment, hearing impairment, multisensory impairment and physical disabilities which may affect access to learning or the physical environment.

The four areas are used to support identification and planning but should not be used as rigid categories. Provision will be based on the individual pupil's strengths, needs and barriers.

6. Roles and responsibilities

6.1 The Vice Principal for Inclusion and SENDCo

The Vice Principal for Inclusion and SENDCo has responsibility for coordinating the school's SEND provision and will:

- oversee the day-to-day operation of this SEND Policy;
- coordinate SEND Support and provision for pupils with SEND, including pupils with EHC plans;
- work with the Principal, senior leaders and governors to develop the strategic direction of SEND and inclusion;
- provide professional guidance to teachers and support staff;
- advise on the graduated approach and effective adaptive teaching;
- promote the use of the EEF Five-a-Day approach as part of high-quality teaching;
- advise on appropriate deployment of SEND resources;
- maintain oversight of the SEND register and SEND records;
- coordinate the use of Edukey ILPs, provision mapping and relevant SEND documentation;
- work with teachers to ensure that pupils' needs, outcomes and provision are reviewed through the Assess–Plan–Do–Review process;
- act as a key point of contact for external agencies and specialist services;
- coordinate the implementation and review of EHC plans and annual reviews;
- support effective transition between phases and settings;
- ensure that appropriate information is shared when pupils move to another educational setting;
- work with school leaders to ensure compliance with the Equality Act 2010, including reasonable adjustments and access arrangements;
- identify SEND-related staff training needs and contribute to the school's CPD programme;
- monitor and evaluate the effectiveness of SEND provision;
- prepare and review the school's SEND Information Report and SEND Policy; and
- work with staff and leaders to identify patterns in SEND identification and outcomes

and use this information to improve teaching and provision.

6.2 The governing board / Trust

The governing board and Trust have responsibility for ensuring that the school meets its statutory duties in relation to SEND.

They will:

- ensure that appropriate provision is made for pupils with SEND;
- ensure that pupils with SEND are able to participate in the activities of the school alongside their peers;
- monitor the effectiveness of SEND provision;
- ensure that the school has appropriate arrangements for identifying and responding to SEND;
- ensure that the school publishes an appropriate SEND Information Report;
- ensure that the school has appropriate arrangements for disabled pupils and pupils with medical conditions;
- ensure that the school provides a broad and balanced curriculum;
- ensure that a qualified teacher is designated as SENDCo;
- oversee the strategic use of resources to support pupils with SEND; and
- ensure that the school complies with its duties under the Equality Act 2010.

6.3 The SEND link governor

The SEND link governor will support effective governance of SEND by:

- raising awareness of SEND matters within governance;
- monitoring the quality and effectiveness of SEND provision;
- meeting with the SENDCo and relevant school leaders;
- considering the impact of SEND provision on pupil outcomes and inclusion; and
- reporting appropriately to the governing board.

6.4 The Principal

The Principal has overall responsibility for ensuring that the school meets its statutory duties in relation to SEND.

The Principal will work with the SENDCo and governing board to:

- ensure effective strategic development of SEND and inclusion;
- ensure the school meets its responsibilities under the Equality Act 2010;
- ensure appropriate resources are available to support pupils with SEND;
- ensure the SENDCo has sufficient time and support to fulfil the requirements of the role;
- maintain an overview of the needs and outcomes of pupils with SEND;
- support appropriate requests for EHC needs assessments and reviews;
- monitor the effectiveness of SEND provision; and
- ensure that staff receive appropriate training and support.

6.5 Class and subject teachers

Teachers are responsible for the progress, development and day-to-day teaching of pupils with SEND.

They will:

- provide high-quality teaching and adaptive teaching that responds to individual needs;
- use the EEF Five-a-Day approaches where appropriate;
- know the pupils they teach, including their strengths, needs and reasonable adjustments;
- implement relevant information contained within Edukey ILPs and SEND guidance;
- use annotated seating plans and other appropriate classroom information;
- monitor pupil progress and identify emerging concerns;
- work with the SENDCo to assess needs and review provision;
- plan and evaluate the impact of interventions and additional support;
- work closely with teaching assistants and specialist staff;
- ensure support promotes independence rather than learned dependence;
- communicate appropriately with parents/carers; and
- contribute to Assess–Plan–Do–Review cycles.

6.6 Parents and carers

Parents and carers are important partners in identifying needs and supporting pupils with SEND.

Parents/carers are encouraged to communicate concerns about their child's progress, development, attendance, wellbeing or SEND needs.

Parents/carers will be given appropriate opportunities to:

- contribute information about their child's strengths and needs;
- share their views and aspirations;
- contribute to planning and reviewing provision;
- discuss the impact of support;
- contribute to EHC plan assessments and annual reviews where applicable; and
- raise concerns about SEND provision.

The school will take parents' and carers' views into account when making decisions about SEND provision.

6.7 The pupil

Pupils with SEND will be encouraged to participate actively in decisions about their education and support.

Their views may contribute to:

- identifying strengths and areas of difficulty;
- setting outcomes;
- planning reasonable adjustments and support;
- reviewing interventions and provision;
- contributing to meetings and reviews; and
- planning for future education, employment and adult life.

The school will promote pupil voice, self-advocacy and independence wherever appropriate.

7. SEND Information Report

Bournville All-Through School publishes a SEND Information Report on its website setting out how this SEND Policy is implemented in practice.

The SEND Information Report provides detailed information for parents and carers about the school's SEND provision, including identification, assessment, support, external agencies, transition, accessibility and how families can access further support.

The SEND Information Report will be reviewed annually and updated where there are significant changes to the information it contains.

8. Our approach to SEND Support

8.1 Identifying pupils with SEND and assessing their needs

Bournville recognises the importance of early identification.

When pupils join the school, we consider information from previous settings, assessments, parents/carers, pupils and relevant professionals. This information helps us identify strengths, needs and any reasonable adjustments that may be required.

Teachers continually assess pupils' progress and development. Concerns may arise where a pupil:

- makes significantly slower progress than expected from their starting point;
- does not maintain their previous rate of progress;
- is not making expected progress despite appropriate teaching and support;
- experiences increasing barriers to learning or participation; or
- demonstrates difficulties in areas of communication, cognition and learning, social, emotional and mental health, or sensory and/or physical development.

Slow progress or low attainment does not automatically mean that a pupil has SEND. The school will consider other factors that may be affecting progress, including attendance, gaps in learning, disadvantage, emotional wellbeing, significant life events, communication needs or other contextual factors.

Where a pupil's progress remains a concern following appropriate high-quality teaching and adaptive approaches, the teacher will discuss this with the SENDCo.

Where a pupil is identified as potentially requiring SEND Support, the school will work with the pupil and parents/carers to understand the underlying needs and determine the most appropriate response.

Where pupils join Bournville with identified SEND, an EHC plan, involvement from external agencies or known additional needs, the school will seek relevant information from the previous setting and professionals to support a smooth transition.

8.2 Consulting and involving pupils and parents/carers

Bournville places pupils and their parents/carers at the centre of SEND decision-making.

When considering whether a pupil requires SEND Support, the school will seek to establish:

- the pupil's strengths and areas of difficulty;
- the concerns and aspirations of parents/carers;
- the pupil's own views and aspirations;
- the outcomes that are being sought; and
- the next steps and responsibilities of those involved.

Parents/carers will be informed when it is determined that their child requires special educational provision.

8.3 The graduated approach to SEND Support

Once a pupil has been identified as having SEND and requiring additional or different provision, the school will use the **Assess–Plan–Do–Review** cycle.

1. Assess

The teacher and SENDCo will gather information about the pupil's strengths, needs and barriers to learning. This will include the views of the pupil and parents/carers and, where appropriate, advice from external professionals.

Assessment will consider academic progress alongside communication, social and emotional development, attendance, behaviour, independence and wider participation.

2. Plan

Appropriate adjustments, strategies, interventions and support will be agreed. Desired outcomes, timescales and methods of reviewing impact will be identified.

Where appropriate, information will be recorded through the pupil's **Edukey Individual Learning Plan (ILP)** and reflected in classroom planning, provision mapping and annotated seating plans.

Staff working with the pupil will be made aware of relevant needs, strategies and reasonable adjustments.

3. Do

The class or subject teacher retains overall responsibility for the pupil's progress.

Where additional support is delivered by a teaching assistant or specialist, the teacher will remain responsible for planning, teaching, monitoring and evaluating the pupil's learning.

The SENDCo will support staff through advice, assessment, problem-solving and liaison with external professionals where appropriate.

Support will be designed to promote independence and should be reduced or adapted when it is no longer required.

4. Review

The impact of support will be reviewed at an agreed point.

Reviews will consider:

- pupil progress towards identified outcomes;
- the views of the pupil;
- the views of parents/carers;
- staff feedback;
- the impact of reasonable adjustments and interventions; and
- whether the pupil's needs or provision have changed.

Provision will be continued, adapted, increased or reduced according to the evidence of impact.

8.4 Levels of support

SEND Support

Pupils receiving SEND Support will be recorded on the school's SEND register where they require provision that is additional to or different from that ordinarily available through high-quality teaching.

The school will use its notional SEND resources to support provision for pupils with SEND. Where needs cannot be adequately met through school-based expertise, the school will consider advice or assessment from an appropriate external specialist.

Education, Health and Care Plans

Pupils who require provision beyond that which can reasonably be provided through SEND Support may require an EHC needs assessment.

An EHC plan is a legal document which describes a pupil's special educational needs, the provision required to meet those needs and the outcomes sought.

Bournville will work with the local authority, pupil, parents/carers and relevant professionals to implement provision specified in an EHC plan and participate in statutory annual reviews.

8.5 Evaluating the effectiveness of SEND provision

Bournville evaluates SEND provision through a range of evidence, including:

- pupil progress and attainment;
- provision mapping;
- Assess–Plan–Do–Review cycles;
- ILP reviews;
- intervention outcomes;
- attendance and behaviour information;
- lesson visits and work scrutiny;
- monitoring by the SENDCo and senior leaders;
- pupil voice;
- parent/carer feedback;
- staff feedback;
- annual reviews for pupils with EHC plans; and
- the impact of reasonable adjustments and access arrangements.

The school uses this information to identify strengths, address barriers and improve provision.

9. Attendance

Bournville recognises that pupils with SEND may experience complex barriers to attendance.

The attendance ambition for pupils with SEND is the same as for all pupils. However, individual pupils may require additional support to overcome barriers associated with their SEND.

The school will work with pupils, families and relevant professionals to identify and address barriers to attendance.

Further information is contained within the school's Attendance Policy and attendance procedures.

10. Safeguarding

Bournville recognises that pupils with SEND can face additional safeguarding vulnerabilities and that communication or other barriers may affect their ability to recognise, report or respond to safeguarding concerns.

Staff will remain alert to the possibility that changes in behaviour, presentation,

communication, attendance or emotional wellbeing may indicate a safeguarding concern.

Safeguarding concerns will be managed in accordance with the school's Safeguarding and Child Protection Policy and current statutory guidance.

11. Expertise and training of staff

Bournville is committed to developing staff knowledge and confidence in supporting pupils with SEND.

SEND training forms part of the school's wider professional development programme.

Training will reflect the needs of the school's pupils and may include:

- the EEF Five-a-Day approach;
- adaptive teaching;
- communication and interaction;
- autism;
- cognition and learning;
- social, emotional and mental health;
- sensory and physical needs;
- reasonable adjustments;
- access arrangements;
- supporting independence and self-regulation;
- safeguarding pupils with SEND; and
- effective use of SEND information and ILPs.

The SENDCo will work with senior leaders to identify staff training needs and ensure that appropriate support and professional development are provided.

12. Links with external professional agencies

Bournville recognises that some pupils require expertise beyond that available within school.

Where appropriate, the school will work with external services and professionals, which may include:

- educational psychology;
- speech and language therapy;
- occupational therapy;
- physiotherapy;
- specialist teaching services;
- sensory support services;
- paediatricians and other health professionals;
- school nursing services;
- Child and Adolescent Mental Health Services;
- social care;
- early help services;
- attendance and education welfare services; and
- other specialist agencies relevant to individual pupil need.

The school will work collaboratively with professionals and will use specialist advice to inform teaching and provision.

13. Admission and accessibility arrangements

13.1 Admission arrangements

Bournville All-Through School is committed to inclusive admissions.

Admission arrangements are determined in accordance with the school's published admission arrangements and relevant statutory requirements.

Where an EHC plan names Bournville, the school will work with the local authority and family in accordance with the statutory framework.

The school will not discriminate unfairly against pupils with SEND or disabilities in relation to admission.

Relevant information about SEND and accessibility arrangements is included within the school's SEND Information Report and Accessibility Plan.

13.2 Accessibility arrangements

Bournville will make reasonable adjustments to ensure that disabled pupils can access education and participate in school life.

The school's Accessibility Plan addresses:

- increasing participation in the curriculum;
- improving the physical environment; and
- improving access to information.

The school will consider the provision of auxiliary aids, equipment, communication support and other reasonable adjustments where required.

14. Complaints about SEND provision

Bournville aims to resolve concerns about SEND provision through open communication and partnership with families.

Parents/carers should initially raise concerns with the appropriate member of staff or the SENDCo. Where appropriate, concerns may be escalated to the Vice Principal for Inclusion, Principal or another relevant senior leader.

If a concern cannot be resolved informally, parents/carers may make a formal complaint in accordance with the school's Complaints Policy.

Where concerns relate to an EHC plan or local authority decision, parents/carers may also have rights to seek disagreement resolution, mediation or appeal through the relevant local authority and statutory processes.

15. Monitoring and evaluation arrangements

15.1 Evaluating the effectiveness of the policy

Bournville will evaluate the effectiveness of this policy against the aims and objectives set out in Section 1.

The school will consider:

- staff awareness of pupils with SEND;
- the effectiveness and timeliness of identification;
- pupil progress and attainment;
- the quality and consistency of adaptive teaching;
- the implementation of the EEF Five-a-Day approach;
- the effectiveness of SEND Support and interventions;

- attendance and participation;
- the extent to which pupils with SEND feel safe, valued and included;
- access to the curriculum and wider school life;
- the development of pupil independence;
- pupil voice;
- parent/carer feedback;
- staff feedback; and
- the impact of external specialist advice and support.

Where outcomes are not equitable, the school will investigate barriers and take appropriate action.

15.2 Monitoring the policy

This policy will be reviewed annually by the Vice Principal for Inclusion and SENDCo, or earlier where there are significant changes to legislation, statutory guidance, Trust arrangements or school practice.

The policy will be approved through the school's governance arrangements.

16. Links with other policies and documents

This policy should be read alongside:

- **SEND Information Report**
- **SEND Framework**
- **Accessibility Plan**
- **Teaching and Learning Framework**
- **Equality Policy**
- **Curriculum Policy**
- **Assessment Policy**
- **Behaviour Policy**
- **Attendance Policy**
- **Safeguarding and Child Protection Policy**
- **Supporting Pupils with Medical Conditions Policy**
- **Admissions Policy**
- **Complaints Policy**
- **Examination and Access Arrangements procedures**
- **Birmingham SEND Local Offer**

17. Useful links and statutory guidance

The following sources underpin the school's approach to SEND and inclusion:

- **SEND Code of Practice: 0 to 25 years**
- **SEND: Guide for Schools and Alternative Provision Settings**
- **SEND: Guide for Parents and Carers**
- **Equality Act 2010**
- **Keeping Children Safe in Education**
- **Working Together to Improve School Attendance**
- **School Admissions Code**
- **Education Endowment Foundation – Special Educational Needs in Mainstream**

Schools

- **Education Endowment Foundation – Five-a-Day: Supporting High-Quality Teaching for Pupils with SEND**
- **Birmingham SEND Local Offer**
- **Bournville All-Through School website**

These links will be reviewed as part of the annual policy review to ensure that statutory guidance and external information remain current.