



POLICY	SEND Policy
MEMBER OF STAFF RESPONSIBLE	SENDCo
DATE REVIEWED	March 2026
Next Review Date	March 2027
SIGNED	 Chair of Governors

EAST BERGHOLT HIGH SCHOOL SEND POLICY

1. This Policy is designed to set out East Bergholt High School's SEND Aims and Objectives.

The School recognises that all teachers are teachers of students with SEND.

2. Definition of Special Educational Needs and Disability (SEN/D):

Students have special educational needs if they have a difficulty in accessing the curriculum, temporary or more long term, which calls for special educational provision to be made for them.

Students have difficulty accessing the curriculum if they:

- have significant difficulties in learning in comparison with children of the same age
- have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age.

Provision may be triggered when students fail to achieve adequate or expected progress, despite having had access to an adapted programme of study. Parents/ carers will be informed of the particular need(s) their child has and of the provision that will be made. Staff will have students highlighted to them via the SEND Register.

Lack of progress may be indicated by:

- the use of targeted teaching approaches and an adapted curriculum not being reflected in improved outcomes
- the student working at levels significantly below age expectations, particularly in Literacy and/or Numeracy
- persistent emotional and/or behavioural difficulties that have not been addressed through the successful use of a range of appropriate strategies
- sensory or physical impairments affecting performance, despite the provision of appropriate aids or equipment
- poor communication or interaction that requires specific interactions and adaptations to access learning

3. Effective SEND support is achieved through:

- Identifying and assessing individual student's needs through the use of the Graduated Approach (Assess-Plan-Do-Review) by all teachers
- All staff being aware of the needs of students through use of the SEND Register, information sharing (via Go4Schools/Arbor) and team meetings
- Maintenance of accurate and up to date records for SEND students by all teaching staff
- The provision and delivery of an appropriate curriculum that recognises the need to apply a suitably adapted approach and which provides a supportive learning environment for all students
- Regular, focused feedback and guidance being offered to students
- Opportunities for staff development being offered to ensure that all staff feel able to work effectively with SEND students
- The use of outside agencies where necessary and appropriate

- Involving parents/carers in the support of their child's learning on a regular basis
- Involving students with SEND in the decision-making processes that affect them and including them in meetings and assessments relating to these processes
- Ensuring that Governors are aware of their statutory obligations for SEND students, including providing a named SEND Governor who will link with the SENCO
- Effective collaboration between teachers and LSAs

STRUCTURAL APPROACHES

Roles and Responsibilities:

Academy Committee:

- Working with the Headteacher, the Governors have responsibility for deciding the School's general policy and approach to meeting the needs of students with SEND
- Ensuring, through the PM process, that the Headteacher sets objectives and priorities in the SDP which include provision for SEND students
- Monitoring, through the School's self-review processes, the SEND Policy
- Ensuring that it is kept informed of the School's provision for SEND, including funding, equipment and staffing, through the nominated SEND Governor
- Reporting annually to parents on the School's Policy through the website

Headteacher:

- Setting objectives and priorities in the SDP which include SEND
- Setting a budget for SEND students within the School's overall financial resources
- Line management of the SENCO

SENCO:

- Disseminating information and raising awareness of SEND issues throughout the School
- Is responsible to the Headteacher for the management of SEND provision and the day to day operation of the Policy
- Managing and developing the roles of HLTAs and LSAs through appropriate training and PM
- Screening and identifying students
- Coordination of provision for SEND students
- Liaising with feeder Primary schools in relation to SEND students
- Supporting the teaching and learning of students with SEND
- Liaising with the parents/carers of students with SEND
- Attending Annual Review meetings
- Attending, as necessary, CAF/TAC/CIN meetings
- Planning and delivering PD for teaching staff relating to the provision of effective support for students with SEND
- Attending relevant PD on SEND matters
- Ensuring that accurate, up to date, records for students with SEND are maintained
- Monitoring Departmental delivery of the SEND Policy
- Recruiting and deploying the School's Learning Support Team
- Working with the Headteacher and Business Manager to ensure the effective deployment of financial resources for students with SEND
- Liaising with other SENCOs
- Liaising with outside agencies
- Preparing and submitting the termly SEND Report to Governors and answering, as necessary, any questions relating to this

Subject Leaders:

- Ensuring that SEND is a regular, minuted, feature of Team Meetings
- Ensuring that all staff within a subject are aware of the SEND requirements of their students and that relevant, adapted, planning is undertaken to meet the needs of students with SEND
- Monitoring of teachers' planning, delivery and assessment of work with SEND students
- Ensuring that accurate, up to date, records are maintained relating to students with SEND
- Ensuring that appropriate resources are purchased for students with SEND in their subject
- Liaising with the SENCO over meeting the needs of SEND students

Teachers:

- Working with SEND students through using the Graduated Approach, planning lessons that are appropriately adapted and which take account of the wide range of abilities, aptitudes and interests in their classes
- Maintaining accurate, up to date, records
- Monitoring progress of students with SEND against agreed targets and objectives
- Sharing approaches to working with SEND students at Team Meetings
- Meeting with parent/carers of students with SEND as necessary
- Being fully aware of the School's procedures for SEND
- Raising individual concerns to the SENCO
- Collaborating with HLTAs/LSAs to ensure effective planning for meeting the needs of SEND students through effective deployment
- Provide information on students' progress for statutory annual reviews and SEN provision meetings as required as part of the graduated approach

HLTAs/LSAs

- Supporting students with SEND and the wider School population
- Assisting teachers with planning for working with students with SEND
- Contributing to review processes, including, where relevant, attending meetings
- Supporting SEND students on educational visits, as required
- Attending PD sessions in line with contractual requirements

ADMISSION ARRANGEMENTS

Admission arrangements are outlined in the School's prospectus.

INCLUSION

East Bergholt High School is an inclusive School. All students, irrespective of need, race, ability, gender or background, are recognised and valued as individuals. This is reflected in the curricular and Pastoral structures of the School and within the rewards systems that are offered. All students are entitled to access to careers guidance and to work experience.

COMPLAINTS PROCEDURES

If a parent/carer has a complaint regarding SEND provision for their child, this should be made to the SENCO in the first instance to allow investigation and a response to be made. Should the matter not be resolved following this, the School's formal Complaints Procedure will apply.

MONITORING AND EVALUATION OF THE POLICY

- Recorded views of students and parents/carers, particularly at review meetings
- Recorded views of teachers via reports or information requests
- Measurable gains from students evidenced through reports, assessments and examination results
- Budget planning for SEND students
- Departmental minutes reflecting discussion of SEND students and identifying specific actions to be taken to meet the needs of such students. These actions to be commented upon in future minutes.
- Link Governor for SEND meeting with SENCO
- SENCO to provide a termly written report for the Academy Committee that highlights key points relating to SEND and the actions taken to address identified needs and the effectiveness of these.

ANNEX 1

IDENTIFICATION, ASSESSMENT AND PROVISION

The School uses the Graduated Response (Assess-Plan-Do-Review) to support students with SEND. Screening procedures are used to support this work and their outcomes are placed on the SEND Register.

Prior to transfer, feeder Primary schools are contacted and, where relevant, visited to discuss the needs of students with SEND. All students who have an EHC Plan will be visited in their Primary school by the SENCO and, as necessary, transition arrangements will be made that include visits to the High School by the student before Induction Day. If possible, the SENCO will attend Annual Reviews in the Primary schools, taking on the role of Lead Professional after this meeting. Details of students with EHC Plans and those with SEND will be circulated to staff via the SEND Register and through transition information provided by the Head of Year 7.

Following transfer, all students in Year 7 undertake screening tests in reading, spelling and writing. Other diagnostic tests are used on an individual basis as necessary and the results are shared via the SEND Register. For students joining other Year groups, screening tests are undertaken as necessary following receipt of data from the transferring school.

Whilst using the Graduated Approach, teachers may identify additional students who, they feel, require SEND support. Specific evidence must be provided of the identified need and of the actions taken by the class teacher to address this before further screening/intervention will be undertaken. Should a parent/carer raise a concern, this must be followed up by the teacher/SENCO (using the relevant screening procedures) and the outcomes fed back to the parent/carer.

As a School, East Bergholt High School recognises that students have a variety of needs and that these will require a range of approaches to meet these. Central to the work of every teacher is a cycle of planning, teaching, assessing and evaluating that takes account of the wide range of abilities, aptitudes and interests of students. At East Bergholt, the majority of students learn and progress through these adapted approaches. For students with SEND, the Graduated Approach is adopted to enable the student to make adequate progress (Wave 1). Should adequate progress not be made, intervention will be provided by the SEND team through the use of small group work (Wave 2). If this intervention does not bring about adequate progress, the School will use the guidance and/or support of external agencies to

provide one to one support (Wave 3). At this level, it may be appropriate for the School to request that the LA undertakes a Statutory Assessment for the purposes of establishing whether a student requires an EHC Plan. Should such a Plan be provided, the School will be guided by the comments contained within it in order to effectively meet the student's needs.

In terms of curricular provision, teams are responsible for ensuring that their curriculum meets the requirements of the National Curriculum and that students with SEND have access to this curriculum. Pastorally, and in terms of extra-curricular provision, all students at East Bergholt High School are entitled to be offered the opportunity to fully participate in all activities.

The Inclusive Learning Department can offer support to subject areas through:

- Planning support with individual teachers
- Selection and preparation of suitable resources
- Selection and design of appropriate teaching strategies
- Working with teams and individual teachers to evaluate the effectiveness of strategies employed
- Providing PD on a range of SEND matters

To support the work of the Inclusive Learning Department, funding is provided by the School through the allocation of capitation and through the provision of additional funding by the Local Authority for students with legally identified needs (e.g. Looked after Children). Individual teams are responsible, through their own capitation, for identifying subject specific materials or resources for students with SEND.

PARTNERSHIPS

East Bergholt High School values the partnerships it has with parents/carers, feeder Primary schools and external agencies. These partnerships are a fundamental part of the work undertaken with all students. For those with SEND, effective partnerships are an essential aspect of our work to ensure that the young person is provided with the fullest possible access to the curriculum in all its forms.

In terms of transfer arrangements, the SENCO will ensure that all relevant documentation is forwarded to a receiving school/ College. Where appropriate, the School shall arrange with Post 16 providers for the provision of additional induction periods for students with SEND.