
Creating Excellence Together,
through a culture of care

SEND POLICY

Brigantia Hill Fort Academy



BRIGANTIA
LEARNING TRUST

Creating Excellence Together,
through a culture of care

Document Control

Title:	SEND Policy
Policy Lead:	DOE
Category:	Inclusion & Pastoral Care
Date Approved:	08/08/2026
Approved by:	Chair of Trustees
Review Date:	31/07/2027
Review Period:	1 year
Status:	Statutory
Website:	Yes
Annual Agreement:	No

Review

Date:	Version:	Author:	Revisions:
June 25	1	Nicola Sherwood	Change of wording throughout document from pupils to learners
			Removal of information within this document that is included within the SEN Information Report rather than policy
			Pg 5 – Aims Added the word disabilities and amended SEN to SEND Changed children to children and young people Added statement of intent Added section 2 – Key Principles & Outcomes
			Pg 6 – wording altered to reflect removal of information report from this document Added Equality Act 2010
			Pg 7 – Roles and responsibilities re-ordered to reflect scheme of delegation
			Pg 8 – removal of SEN Information Report section as this will be a separate document rewording - autistic spectrum disorder replaced with autism
			Pg 9 – rewording differentiation replaced with adaptation
			Pg 10 – rewording of complaints section Addition of relevant policies
June 26	2	Nicola Sherwood	Pg 2 - Change of Policy Lead role title
			Pg 5 – wording amended to better reflect language from White Paper – sense of belonging, co-production and accountability.
			Pg 6 – added outcome around sense of belonging Rewording – Character Education 2-19 to enrichment offer



			Pg 7 – Section added to include role of Trustees and Trust Executive Amendments to wording to include layered approach – Universal, Targeted, Targeted Plus and Specialist Inclusion of Experts at Hand as a support service Amended wording related to future providers of education and effective transition
			Pg 8 – addition of examples to include anxiety and multi-sensory impairment
			Pg 9 – rewording - difficulty changed to barriers to education Attendance added to list of information gathered to analyse need Inclusion of Experts at Hand as a support service
			Pg 10 – Addition of first bullet point Addition of link to Trust Complaints Policy Statement added within section 15 to reflect the potential of more frequent amendments to this policy in light of the SEND reforms
			Change of wording throughout the document from parents to parents/carers



Contents

1. Aims.....	5
2. Key Principles and Outcomes.....	5
3. Legislation and guidance.....	6
4. Definitions.....	6
5. Roles and responsibilities.....	7
6. SEND Areas of Need	8
7. Identifying learners with SEND and assessing their needs	8
8. Consulting and involving learners and parents/carers	9
9. Assessing and reviewing learners' progress towards outcomes.	9
10. Our approach to teaching learners with SEND	9
11. Expertise and training of staff.....	9
12. Evaluating the effectiveness of SEND provision	10
13. Complaints about SEND provision	10
14. Contact details of support services for parents/carers of pupils with SEND	10
15. Monitoring arrangements.....	10
16. Links with other policies and documents	10



1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for learners with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for learners with SEND

Our commitment to inclusive education lies at the heart of our policy and practice in meeting the needs of all learners. We believe that every child and young person, regardless of need or disability, should feel a sense of belonging and feel welcomed and valued as an individual within their local community. Working in close partnership with parents/carers enables us to nurture and support all our children and young people to become healthy, independent, successful and caring citizens. We seek to ensure that children with SEND are fully included in all aspects of school life including access to a wide and engaging curriculum. Our intent is that every teacher is a teacher of SEND, every leader is a leader of SEND and as such SEND is woven into our culture of care to create excellence together.

Key to enabling children and young people with SEND to achieve their true potential is co-production. We recognise that parents/carers hold key information and have knowledge and experience to contribute to the shared view of a learner's need and the best ways of supporting them. We believe that children and young people with SEND and their parents/carers should be at the heart of planning and decision making.

We believe that all children and young people should be given the support, resources and encouragement they need to develop a love of learning and master the skills needed to become confident, independent learners. This will support learners to achieve the highest level of personal achievement, empower them to fulfil their learning potential and prepare them for adulthood.

2. Key Principles and Outcomes

We will ensure:

- SEND is the responsibility of all staff across Brigantia academies.
- there is clear leadership of and accountability for SEND.
- all staff understand the whole child/young person and their barriers to learning.
- all staff establish positive relationships with learners, underpinned by trust and mutual respect.
- robust systems and processes are in place across the Trust to support early and accurate assessment and identification of need.
- comprehensive information about learners' needs is gathered from a range of internal and external sources.
- information about learners' needs is shared in a clear and timely manner.
- the graduated approach is adopted to support all learners with SEND.



Outcomes:

Learners with SEND will:

- feel a sense of belonging, will feel welcomed and valued as individuals within their local community.
- attain ambitious academic outcomes that enable them to access their next steps in education, employment or training.
- meet their individual personalised targets.
- successfully participate in society.
- know how to keep themselves healthy and safe.
- have fully participated and benefited from the Trust's enrichment offer.

3. Legislation and guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years (2014) and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The Equality Act 2010

This policy also complies with our funding agreement and articles of association.

4. Definitions

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

A learner of compulsory school age 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
- 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.

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 or mainstream post-16 provision.



5. Roles and responsibilities

5.1 Board of Trustees and Trust Executive

The Board of Trustees and Trust Executive will:

- oversee the tracking of outcomes, behaviour and attendance for SEND learners
- oversee the use of the Inclusive Mainstream Fund and other SEND funding streams
- monitor the use of external agencies and 'Experts at Hand' and evaluate their impact

5.2 The Principal

The Principal will:

- work with the SENCO to determine the strategic development of the SEND policy and provision in the school.
- have overall responsibility for the provision and progress of learners with SEN and/or a disability.

5.3 The SENCO

The Interim SENCO is Neil Butler, Principal. A new SENCO has been appointed and will be in place by January 2027.

They will:

- work with the Principal to determine the strategic development of the SEND policy and provision in the school.
- have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual learners with SEND, including those who have EHC plans.
- provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure learners with SEND receive appropriate support and high-quality teaching.
- advise on the graduate approach (Assess, Plan, Do, Review) and the four-tier layered approach as detailed in the white paper (Universal, Targeted, Targeted Plus and Specialist).
- advise on the deployment of the school's delegated budget and other resources to meet learners' needs effectively.
- oversee and be the point of contact for external agencies, including the local authority, its support services and 'Experts at Hand'.
- liaise with future providers of education to ensure learners and their parents/carers are informed about options. Ensure an effective transition is planned.
- work with the Principal to ensure that the school meets its responsibilities under the Equality Act 2010 about reasonable adjustments and access arrangements.
- ensure the school keeps the records of all learners with SEN up to date.



5.4 Class teachers

Each class teacher is responsible for:

- the attainment, progress and development of every learner in their class.
- working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- working with the SENCO to review each learner's progress and development and decide on any changes to provision.
- ensuring they adhere to the SEND policy.

6. SEND Areas of Need

- communication and interaction, for example, autism, speech and language difficulties
- cognition and learning, for example, dyslexia, dyspraxia, moderate/severe/profound and multiple learning difficulties
- social, emotional and mental health difficulties, for example, anxiety, attention deficit hyperactivity disorder (ADHD),
- sensory and/or physical needs, for example, visual impairments, hearing impairments, multi-sensory impairment

7. Identifying learners with SEND and assessing their needs

Before entry to Brigantia Hill Fort Academy, information is obtained about each learner through conversations with learners, parents/carers and staff along with visits to current settings. This, coupled with levels of attainment on entry, enables teachers to identify and plan for support needed to promote an effective transition between key stages.

Class teachers make regular assessments of all learners and identify those whose progress:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the learner's previous rate of progress.
- fails to close the gap between the learner and their peers across a range of measures including attainment, attendance, behaviour and personal development.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

When deciding whether special educational provision is required, the desired outcomes, including the expected progress and attainment, and the views and the wishes of the learner and their parents/carers will be considered. This information will be used to determine the support that is needed.



8. Consulting and involving learners and parents/carers

Working in partnership will ensure that:

- everyone develops a good understanding of the learner's strengths and barriers to education.
- all views are valued and considered.
- a clear graduated approach is being implemented.
- everyone understands the agreed outcomes and next steps for the learner.

Permission will be sought from parents/carers before any external professional works with their child.

9. Assessing and reviewing learners' progress towards outcomes.

Throughout Brigantia Learning Trust, we follow the graduated approach (four-part cycle) of **assess, plan, do, review**. A clear analysis of the learner's needs is carried out, drawing on:

- teacher assessment and experience of the learner
- prior attainment and progress
- behaviour and attendance
- internal assessment
- views and experience of learners and their parents/carers
- advice from external support services, including 'Experts at Hand' (where relevant)

All teachers and support staff will be made aware of the needs of learners, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The effectiveness and impact of support will be regularly reviewed.

10. Our approach to teaching learners with SEND

All teachers are teachers of learners with special educational needs and disabilities. Teaching such learners is, therefore, a whole academy responsibility requiring a whole academy response. High-quality Teaching and Learning is the benchmark for every lesson drawing upon evidence-based strategies, with adaptation and personalisation for individual learners.

Learners will be taught, as far as is appropriate for their own needs, in classes with their peers. They may also receive additional support which could include advice and guidance from a range of external professionals.

11. Expertise and training of staff

As a Trust, we ensure that each academy has a suitably qualified SENCO.

A programme of CPD is arranged annually for all staff; information on SEND is included as a standing item in staff meetings.

All staff are encouraged and supported to develop skills to meet the needs of learners with SEND. The SENCO offers advice to staff on strategies to support learners in lessons.

Across the Trust, a team of teaching assistants, including higher level teaching assistants (HLTAs) are trained to support the delivery of SEN provision.



12. Evaluating the effectiveness of SEND provision

The effectiveness of the school's provision for learners with SEND is evaluated by:

- Reviewing the attainment, progress, attendance and behaviour of SEND learners to identify and address barriers to learning and gaps to peers
- Reviewing individual progress made towards targets
- Reviewing the impact of interventions
- Gathering learner and parent/carer views
- Monitoring by the SENCO and other leaders, including wider Trust and Trustees
- Reviews of Pupil Profiles, Learning Plans and Extended Support Plans
- Holding annual reviews for learners with EHC plans

13. Complaints about SEND provision

Parents/carers with concern regarding the SEND policy or the provision made for their child are encouraged to speak to the academy as soon as possible. If concerns remain unresolved, parents/carers may wish to engage with the [Brigantia Learning Trust Complaints Policy](#).

NB any issue relating to statutory SEN assessments should be pursued with the relevant LA and not via the academy complaints policy.

14. Contact details of support services for parents/carers of pupils with SEND

The details of support services available to parents/carers of pupils with SEND in Sheffield can be found via the link below:

<http://www.sheffielddirectory.org.uk>

15. Monitoring arrangements

This policy is ordinarily reviewed **annually** and approved by the Board of Trustees. *However, considering the upcoming SEND reforms this version will be updated sooner to reflect relevant changes.*

16. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Attendance
- Behaviour
- Child Protection and Safeguarding
- Equality information and objectives
- Exclusions
- Supporting pupils with medical conditions
- Teaching and Learning

