



SEND POLICY

Special Educational Needs and Disabilities

Although this policy applies to Bramcote College only, overall statutory responsibility lies with The White Hills Park Trust. The Trust is responsible for the monitoring of SEND provision and evaluation of its effectiveness, and the school is responsible for its implementation.

Version control

Scope:	Bramcote College
Review date:	July 2027
Statutory or non-statutory:	Statutory
Reviewer:	Becky Edwards - SENCO
Approved by Governors	July 2026

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) 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 or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The Children and Families Act 2014 governs provision for children and young people. The SEND Code of Practice (2014) also accompanies this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

Pupils with the most complex needs may require an Education, Health and Care Plan (EHCP). This is assessed by the county council and managed by the ICDS (Integrated Children's Disability Service) in Nottinghamshire (pupils residing in other local authorities may have slightly different arrangements).

More information is available by following the link below:

[Nottinghamshire's SEND Local Offer | Nottinghamshire County Council](#)

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Nottinghamshire that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

Mission statement

This Policy builds on The WHP Trust and Bramcote College's core values and ethos, namely to raise attainment of every student within our school. Our central belief is that every student will have the opportunity to reach their full potential and have their individual needs catered for.

We believe that all students should be valued equally. We will strive to eliminate prejudice and discrimination. We will work to develop an environment where all can flourish and feel safe.

The Trust is committed to Inclusion. We aim to engender a sense of community and belonging, and to offer new opportunities to learners regardless of their identified barriers to learning or circumstance.

1. Aims and objectives

Aims

- To ensure that all students have access to a broad and balanced curriculum including the national curriculum in line with the Special Educational Needs and Disabilities Code of Practice.
- To provide an adapted curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all students requiring SEND provision is as early as possible in their school career.
- To ensure that students with additional needs and disabilities take as full a part as possible in all school activities.
- To ensure that parents of students with SEND are kept informed of their child's progress and attainment.
- To ensure that students with SEND are involved, where practicable, in decisions affecting their future SEND provision.

Objectives

- **Identify the needs of students with SEND as early as possible.** This is most effectively done by gathering information from the student, parents, education including feeder schools and other educational agencies where appropriate, health and care services prior to the child's entry into the school.
- **Monitor the progress of all students** in order to aid the identification and progress of students with SEND. Regular monitoring using assessment and progress data of students by their subject teachers will help to ensure that they are able to reach their full potential. In addition to this further monitoring will be carried out by SLT, Pastoral Leaders the SENCO, Deputy SENCO and Learning Support team to support identification.
- **Make appropriate provision to overcome all barriers to learning and ensure students with SEND have full access to the National Curriculum.** This will be co-ordinated by the SENCOs and Senior Leadership Team and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all students' needs are catered for using a graduated response.
- **Work with parents** to gain a better understanding of their child and involve them in their child's education. This includes supporting them in terms of understanding SEND procedures and practices, providing regular reports on their child's progress, and providing information termly on the provisions for students.
- **Work with and in support of outside agencies** through a graduated response when the students' needs cannot be met by the school alone.
- **Create a school environment where students feel safe to voice their opinions of their own needs.** This means providing regular opportunities for students to talk to trusted adults and will be made easier by carefully monitoring the progress of all students. Student participation is a right. This will be reflected in decision-making but also encouraged through wider opportunities for participation in school life e.g. membership of the School Council.
- **Wider Partnerships to enhance student provision and support.** These include collaborative working with the White Hills Park Trust schools, SBAP, ICDS, SIS and outside providers where appropriate.

2. Responsibility for the coordination of SEND provision

- The person responsible for overseeing the Trust's provision for children with SEND is Claire Shaw [CEO]
- The key staff members responsible for overseeing the SEND provision for students with specific needs are Becky Edwards, Assistant Head Teacher: SENCO and Inclusion and Christian Alexander, Deputy SENCO (referred to as 'the SENCOs' in this document)
- The people responsible for monitoring the college/ offsite provision of education for students with SEND are Becky Edwards (SENCO) and Ben Marlow (EPU and Alternative Provision Lead)
- The people responsible for the daily running of the inclusion units are Becky Edwards (SENCO) and Ben Marlow (EPU and Alternative Provision Lead)

3. Arrangements for coordinating SEND provision

The SENCOs will hold details of all SEND Support records such as provision maps, pupil profiles, IEPs or EHCPs for individual pupils.

All relevant staff can access:

- The Bramcote College SEND Policy;
- A copy of the full SEND Register on Bromcom or alternative document used for tracking this cohort;
- Guidance on identification in the Code of Practice (SEND Support and students with Education, Health and Care Plans)
- Information on individual students' special educational needs, such as provision maps, targets set and copies of their pupil profile
- Practical advice, teaching strategies, and information about types of special educational needs and disabilities
- Information on the Trust staff IT system on current legislation and SEND provision, individual students and their special needs and requirements
- Information available through Nottinghamshire's SEND Local Offer

This information is produced in consultation with the student and parents and made accessible to all relevant staff and parents in order to aid the effective co-ordination of the college's SEND provision. In this way, every relevant staff member will have complete and up-to-date information about all students with special needs and their requirements which will enable them to provide for the individual needs of all students. All staff are made aware of their responsibility for the management and protection of data, in particular the increased need regarding sensitive data in accordance with GDPR.

4. Admission arrangements

The admission arrangements for *all* students are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans and those without. Please refer to the Colleges Admissions Policy for more information.

The DHT and the Head of Year liaise with both feeder and non-feeder schools. In addition to this the Family SENCO and SENCOs regularly liaise with primary schools to share information and aid transition for students with SEND.

When places have been offered to Year 6 pupils there is a programme of induction which is enhanced for pupils with additional needs who have been identified by primary schools. The SENCOs and Learning Support team contact all schools, feeder and non-feeder, to coordinate and support their needs on transition.

5. Specialist SEND provision

The College has 125 students with either identified SEND or SEND concerns, including 25 students with EHCP plans.

We have 10 members of staff (full time equivalent) within the mainstream school who specialise in supporting SEND provision and support. We have staff with experience in supporting students with a wide range of needs including Autistic Spectrum Conditions, Visual Impairments, Hearing Impairments, physical disabilities, ADHD, Attachment disorder, Anxiety, including Anxiety Related Non-Attendance, social, emotional and mental health difficulties and specific learning difficulties.

The SENCOs work closely with Heads of Departments and Heads of Year to identify and manage SEND needs across the whole school. Where additional support is required, the school works within its family of schools 'Bramcote' in liaison with the Family SENCO to request additional support from the School Inclusion Services and Education Psychology services and additional funding if necessary.

Members of staff who specialise in SEND provision and inclusion:

Assistant Headteacher: SENCO and Inclusion: Becky Edwards

Deputy SENCO:
EPU and Alternative Provision Lead:

Christian Alexander
Ben Marlow

The Learning Support Team undertakes a range of strategies to support pupils in coping at school, academically, emotionally, physically and socially. The following provision is currently in place:

- In class support to access the curriculum for pupils with complex needs
- Daily interventions to support literacy and numeracy skills
- Interventions to support pupils to work independently - (task ladders, timers, scaffolds)
- Differentiation of outcomes and activity
- Pupils with Visual Impairment (VI needs) are supported via adjusted work tasks and adult support where needed and assistive technology. Individual work is brailled and produced daily.
- Pupils' sensory sensitivities are supported within the classrooms/ sensory breaks/ fidgets there is also a sensory room
- Pupils' social interaction difficulties are supported via explicit teaching sessions and structured provision at social times.
- Forest School interventions
- ARNA provision
- One to one mentoring from trained staff
- Reading buddies are supported via the Library team
- Regulation breaks for students with specific SEMH needs
- Adjusted timetables to support needs
- Equipment to support additional needs - laptops, alpha smarts, assistive software programmes, reading pens.
- Adjustments to environment where possible to support VI needs, e.g. yellow painted edge, door handles, stair railings etc.
- A sensory uniform

6. Allocation of resources for pupils with SEND

All pupils with SEND will have access to Element 1 and 2 of a school's budget which equates to 6,000, if extra resources are required, this will support access to some of provision listed above.

Some pupils with SEND may access additional funding (AFN). This additional funding will come from the Family of Schools budget (the family of schools comprises of a secondary school and its feeder primary/junior/ infant schools). Any request for additional funding is made by the SENCO in conjunction with school leaders. It will be moderated by the family of schools at a multi-agency panel and considered in relation to the needs of the family.

Those with the most complex needs may require additional funds from the local authority, this is called Higher Level Needs (HLN) funding.

School Accessibility Plan

With the introduction of the Disability Discrimination Act (DDA 2005) there is a new duty to promote disability equality. This has been strengthened by the Equality Act 2010.

This involves a plan that describes how the College intends to improve access to learning for students who have disabilities. This plan is reviewed annually and updated every three years. It is our intention to:

- improve access to the physical environment
- improve access to the curriculum
- improve how we provide information, in a range of formats, for students with disabilities

From the Spring Census of 2013, there is a statutory requirement to identify those students who have a disability. The Equality Act states that someone is disabled if *'they have a mental or physical impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'*.

There is an expectation that schools will make reasonable adjustments which will meet the practical needs of children with disabilities.

7. Identification of pupils needs

A graduated approach: Assess, Plan, Do, Review

Quality First Teaching:

- a) Any students who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a student has been identified as *possibly* having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.
- c) The child's class teacher will take steps to provide adapted learning opportunities that will aid the Student's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the student in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a student has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be informed of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the college.
- h) Student progress meetings are used to monitor and assess the progress being made by the child. The frequency of these meetings is dependent on the individual child's needs and progress being made.

SEND Support

Where it is determined that a student does have SEND and needs support and intervention beyond our universal offer, parents will be formally advised of this and the decision will be added to the student's college records. The aim of formally identifying a student with SEND is to help college ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the Student grows. This cycle enables the identification of those interventions which are the most effective in supporting the Student to achieve good progress and outcomes.

Assess

This involves clearly analysing the student's needs using the subject teacher's assessment and experience of working with the student, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The student's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the college's information and assessment data on how the student is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher or Head of Year, SENCO and parents or the student to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the student, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought. Information sharing will be done through the Student Profile and IEP.

Do

The subject teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main subject teacher. They will work closely with teaching assistants and /or relevant specialist staff to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the student's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO or Head of Year.

Review

Reviews will be undertaken in line with agreed dates. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the student and their parents. The subject teacher, in conjunction with the SENCOs will revise the support and outcomes based on the student's progress and development making any necessary amendments going forward, in consultation with parents and the student.

Parents will be provided with clear information about the impact of support to enable them to be involved in planning the next steps.

Where a student no longer needs support beyond the universal offer, they will be removed from the SEND register and parents informed.

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a statutory assessment process which is requested by the parent and college through direct consultation. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Educational Psychology and other relevant educational agencies
- Social Care

- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan. The legislation surrounding EHCPs is currently under review by the government and changes to the process and those eligible will be made. The school will work with students and parents to navigate these changes as they arise.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.nottinghamshire.gov.uk/global-content/one-minute-guides/nottinghamshires-send-local-offer>

by contacting the Assessment Team as part of the Integrated Children's Disability Service on:

phone: 0115 804 1275 or email lcds.duty@nottsc.gov.uk

or by contacting the Ask Us Nottinghamshire (Formally The Parent Partnership Service) on:

phone: 0800 1217772 or email enquiries@askusnotts.org.uk

Education, Health and Care Plans [EHC Plan]

- Following Statutory Assessment, an EHC Plan will be provided by Nottinghamshire County Council, if it is decided that the child's needs are not being met by the support that is ordinarily available. The college and the child's parents will be involved developing and producing the plan.
- Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- Once the EHC Plan has been completed and agreed, it will be kept as part of the Student's formal record and reviewed at least annually by staff, parents and the Student. The annual review enables provision for the Student to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

8. Access to the curriculum, information and associated services

Students with SEND will be given access to the curriculum through the specialist SEND provision provided by the college as is necessary, as far as possible, in line with the wishes of their parents and the needs of the individual.

Every effort will be made to educate students with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCOs will consult with the child's parents for other flexible arrangements to be made.

Procedures and Review:

- Providing regular training and learning opportunities for staff in all departments on the subject of SEND, Quality First and inclusive teaching. School staff should be up to date with teaching methods which will aid the progress of all students including those with SEND.
- Reviewing annually in consultation with SLT and curriculum leaders the exam courses available and offered to individuals and groups to ensure they are appropriate and accessible.
- Making use of all class facilities and space.
- Using in-class provisions and support effectively to ensure that the curriculum is differentiated where necessary.
- Using and reviewing relevant and appropriate interventions to narrow the gaps in literacy and numeracy skills for SEND students.

- Any decision to provide group teaching outside the classroom will involve the SENCOs in providing a rationale and focus on flexible teaching. Parents will be made aware of any circumstances in which changes have been made.
- Offering appropriate alternative provision where necessary (and where funding is available) and always in consultation with parents.
- Setting appropriate individual targets that motivate students to do their best, and celebrating achievements at all levels.

9. Inclusion of students with SEND

The CEO oversees the trust's policy for inclusion and is responsible for ensuring that it is implemented effectively. The Head of Bramcote College oversees the daily implementation and management of the policy for inclusion throughout the college.

The college curriculum is regularly reviewed by the Senior Leadership Team including the SENCOs to ensure that it promotes the inclusion of all students. This includes learning outside the classroom.

The college will seek advice, as appropriate, around individual students, from external support services through the termly 'Springboard meetings', Healthy families, Team Early Help Unit, ICDS and the Multi-Agency Safeguarding Hub, SBAPs, Family SENCO.

External Support agencies can include:

- Educational psychologists.
- Schools and Inclusion Services.
- Medical staff, including Healthy families team practitioners, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy
- Health Related Education Team (HRET)
- Family Service
- Social Care

Extra-curricular activities are an integral part of the Trust and available to all students. Students are actively encouraged to attend and this can be supported where appropriate. This includes languages, sports, visual and performing arts. Inclusiveness in extra-curricular activities is important to us at the Bramcote College.

10. Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the college encourages feedback from staff, parents and students throughout the year.

Student progress will be monitored on a termly basis in line with the SEND Code of Practice and individual targets. Information about progress is recorded, tracked and analysed termly using Bromcom. Parents are informed of progress through their MCAS access and at review meetings.

The impact of intervention programmes is also tracked and reported on annually to ensure programmes are appropriate in meeting students' needs and narrowing gaps.

There is an annual formal evaluation of the effectiveness of the college SEND provision and policy. The evaluation is carried out by the SENCO and Headteacher and information is gathered from different sources including student and parent surveys, teacher and staff surveys, and consultation evening feedback forms, parent forum, lesson observations and book scrutiny. This will be collated and published by the proprietors of Academy schools on an annual basis in accordance with section 69 of the Children and Families Act 2014.

Evidence collected will help inform college development and improvement planning.

11. Concerns procedure

We are always happy to talk to parents and to listen to any concerns they may have. Parents may book an appointment speak to their child's form tutor, Head of Year, the SENCOs or directly to another member of the Senior Leadership Team. We will always do our best to resolve any issues that are raised.

The SEND Code of Practice outlines additional measures the local authority must set up for preventing and resolving disagreements. These will be explained to parents and carers as required.

12. In service training (CPD)

We aim to keep all college staff up to date with relevant training and developments in teaching practice in relation to the needs of students with SEND.

The college offers all staff CPD opportunities and an annual programme of wider training across all phases of education.

The SENCOs attend relevant SEND courses, Family SEND meetings and facilitates/signposts appropriate SEND focused external training opportunities for all staff.

We recognise the need to train *all* our staff on SEND issues. The SENCO, with the Senior leadership team, ensures that training opportunities are matched to college development priorities and those identified through the use of provision management.

13. Links to support services

The college continues to build strong working relationships and links with external support services in order to fully support our students with SEND and aid college inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEND provision within our college. Any one of the support services may raise concerns about a student. This will then be brought to the attention of the SENCO, who will then inform the child's parents.

The following services will be involved as and when is necessary:

- Educational psychologists.
- Schools and Inclusion Services.
- Medical staff, including Healthy Families, GP, Paediatrician, CAMHS
- Speech therapists.
- Physiotherapists.
- Occupational Therapy.
- Health Related Education Team (HRET).
- Alternative Training providers e.g. Buxton Training.
- Family Service.
- Social Care.

14. Working in partnerships with parents

Bramcote College firmly believes that developing a close working relationship with parents is vital in order to ensure;

- a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
- b) continuing social and academic progress of children with SEND
- c) personal and academic targets are set and met effectively

The college recognises that parents have a unique overview of their child's needs and how best to support them, and that this gives them a key role in the partnership. The college considers parents of students with SEND as valued partners in the process. Depending on age and appropriateness, students will also be encouraged to participate in the decision-making processes affecting them.

Parents are kept up to date with their child's progress through progress reports, parent's evenings, provision reviews.

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual Student's needs. The SENCO may also signpost parents of students with SEND to the local authority Ask Us Notts service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a student has additional learning needs the parents and the Student will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Links with other schools

The Trust consists of two secondary schools Alderman White School and Bramcote College, Foxwood special school and a growing number of primary schools. Our SENCOs work closely with colleagues from across the trust. This enables the schools to build a bank of joint resources and to share advice, training and development activities and expertise. Through the family SENCO there are strong links with the feeder primary schools in the Alderman White and Bramcote Park families of schools. Through the South Broxtowe SBAP we also have links with neighbouring secondary schools.

Transition

In preparation for Transition from primary to secondary phase, the SENCOs or appropriate keyworker will be invited to attend Y6 EHCP Annual Reviews. This enables the receiving school to plan appropriately for the new school year. It also gives parents the opportunity to liaise with Secondary colleagues. Where appropriate Y6 students are invited to attend additional transition visits to become more familiar with the new setting and key members of staff. Information about strengths, difficulties and strategies is shared to allow student profiles to be produced for distribution to secondary teachers.

Students with SEND are supported with transition to post-16 education through selection of appropriate courses, supported visits with staff, sharing of students profiles and other relevant information with the new setting, additional input from the Careers service.

The College recognises that where a student with an EHCP continues to attend after compulsory education i.e. after age 16, the local authority may decide to maintain this until the age of 25.

Signed Jenny Read (**Acting Headteacher**)

Date 15/07/2026

Signed Becky Edwards (**SENCO**)

Date 15/07/2026

This policy will be reviewed annually.