Special Educational Needs & Disabilities (SEND) Policy

Budmouth Academy, Weymouth

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1. Introduction

1.1 Policy Statement

Budmouth Academy is committed to providing an ambitious, inclusive and high-quality education for every student. We believe that every young person should have access to a broad, balanced and knowledge-rich curriculum that enables them to achieve their full potential, regardless of their individual needs or starting points.

We recognise that students with Special Educational Needs and Disabilities (SEND) may require additional provision, reasonable adjustments or specialist support to access learning successfully. Through high-quality teaching, adaptive teaching and targeted intervention, we aim to remove barriers to learning so that students with SEND make strong progress, participate fully in academy life and are well prepared for adulthood.

Inclusion is central to the ethos of Budmouth Academy. Every teacher is a teacher of students with SEND and is responsible for ensuring that all learners can access an ambitious curriculum through effective adaptive teaching and evidence-informed classroom practice.

The Academy promotes high aspirations for every learner and is committed to developing confident, resilient and independent young people who embody our values of **Respect, Excellence and Determination**.

Where Budmouth Academy is named within an Education, Health and Care Plan (EHCP), or where a placement is agreed through the Local Authority, students will be admitted in accordance with the School Admissions Code, the Children and Families Act 2014 and the SEND Code of Practice.

1.2 Legislative Framework

This policy complies with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Keeping Children Safe in Education
- Supporting Students with Medical Conditions at School
- The Academy Funding Agreement

This policy should be read alongside the Academy's:

- SEND Information Report (Local Offer)
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy
- Assessment Policy
- Homework & Effective Revision Strategy
- Safeguarding and Child Protection Policy
- Equality Policy

1.3 Definition of SEND

A student has Special Educational Needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

The Academy recognises the four broad areas of need identified within the SEND Code of Practice:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These broad areas provide an overview of need. Many students experience barriers across more than one area and provision is always personalised according to individual strengths, needs and aspirations.

2. Aims

The aims of this policy are to:

- Provide an ambitious, inclusive and high-quality education for every student.
- Ensure students with SEND have full access to a broad, balanced and knowledge-rich curriculum.
- Promote high aspirations so that students with SEND make strong progress from their individual starting points.
- Ensure Quality First Teaching and adaptive teaching remain the first response to meeting additional learning needs.
- Identify SEND at the earliest opportunity through effective assessment and professional judgement.
- Deliver evidence-informed interventions where additional support is required.
- Work collaboratively with parents, carers, students, external agencies and the Local Authority.
- Promote independence, resilience and preparation for adulthood.
- Ensure staff receive high-quality professional development to support inclusive classroom practice.
- Monitor and evaluate the effectiveness of SEND provision to secure continual improvement.

3. Principles

Budmouth Academy believes that every student can achieve success when provided with high expectations, effective teaching and appropriate support.

High-quality teaching is the first and most important step in responding to SEND. Adaptive teaching, rather than differentiation by outcome, enables all students to access the same ambitious curriculum whilst receiving appropriate support.

Teaching at Budmouth Academy is underpinned by the **Budmouth Basics Playbook**. Teachers use evidence-informed approaches including:

- explicit instruction
- adaptive scaffolding
- retrieval practice
- vocabulary instruction
- modelling
- chunking
- visual supports
- structured oracy
- Do Now activities
- Do Next tasks
- deliberate practice

These strategies enable students with SEND to participate successfully in high-quality learning without reducing curriculum ambition.

Provision is centred on the individual student and follows the graduated response of **Assess, Plan, Do, Review**, ensuring support remains responsive, evidence-informed and regularly evaluated.

Students with SEND are fully included in academy life and are encouraged to participate in enrichment, educational visits, leadership opportunities, careers education and wider extracurricular provision.

Positive relationships with parents, carers and external agencies are fundamental to ensuring successful outcomes for students with SEND.

4. Roles and Responsibilities

4.1 Principal

The Principal has overall responsibility for ensuring the Academy fulfils its statutory duties relating to SEND. This includes ensuring appropriate staffing, resources and strategic leadership to deliver effective SEND provision.

4.2 Assistant Principal (Inclusion, SEND and Safeguarding)

The Assistant Principal provides strategic leadership for inclusion across the Academy. They monitor the quality of provision, evaluate outcomes and ensure inclusive practice is embedded throughout the Academy.

4.3 SENDCo

The SENDCo is responsible for:

- overseeing day-to-day SEND provision
- maintaining the SEND Register and Provision Map
- coordinating the graduated response
- liaising with parents, carers and external agencies
- monitoring student progress
- organising annual reviews for students with EHCPs
- supporting staff through coaching and professional development
- evaluating the impact of interventions
- ensuring statutory responsibilities are fulfilled

4.4 Subject Coordinators/Leaders

Subject Leaders are responsible for ensuring that curriculum planning, teaching and assessment enable students with SEND to achieve well.

SEND should form part of departmental self-evaluation, curriculum review and quality assurance processes.

4.5 Teachers

Every teacher is a teacher of students with SEND.

Teachers are responsible for:

- delivering high-quality adaptive teaching
- implementing strategies identified within Pupil Passports
- planning ambitious learning for all students

- identifying barriers to learning
- monitoring progress
- communicating with parents where appropriate
- working collaboratively with Teaching Assistants
- contributing to review meetings

4.6 Teaching Assistants

Teaching Assistants complement, rather than replace, high-quality classroom teaching.

Working alongside teachers, they:

- promote independence
- scaffold learning
- facilitate access to learning
- deliver targeted interventions
- contribute to assessment and review
- support implementation of EHCP outcomes

Teaching Assistants follow the Budmouth Teaching Assistant Playbook and receive ongoing professional development to ensure practice remains evidence-informed.

The classroom teacher remains responsible for the learning and progress of every student.

5. Admissions and Inclusion

Budmouth Academy is committed to providing an inclusive education where every student is welcomed, valued and supported to achieve their full potential.

Admission arrangements for students with SEND follow the School Admissions Code and statutory guidance. Students with an Education, Health and Care Plan (EHCP) will be admitted where the Academy is named by the Local Authority.

Reasonable adjustments will be made, where appropriate, to enable students with SEND to access all aspects of academy life, including the curriculum, examinations, enrichment activities, educational visits and wider opportunities.

The Academy is committed to ensuring that students with SEND are fully included within mainstream education wherever appropriate, whilst recognising that some students may require specialist provision to meet their individual needs.

For students with autism and an EHCP, Budmouth Academy hosts a specialist Autistic Spectrum Condition (ASC) Base. Admission to the Base is determined through the Local Authority SEND Panel. Students benefit from personalised programmes of support whilst accessing mainstream lessons wherever appropriate, enabling them to develop academically, socially and emotionally within an inclusive environment.

6. Identification of SEND

Early identification of need is fundamental to ensuring students receive the appropriate support to succeed.

Students may be identified as requiring additional support through a range of information, including:

- Primary transition information and liaison with feeder schools.
- Education, Health and Care Plans (EHCPs).

- Teacher observations and professional judgement.
- Parent or carer concerns.
- Student voice.
- Whole-school assessment information.
- CAT4, NGRT, NGST and other standardised assessments.
- Literacy and numeracy screening.
- Pastoral information relating to attendance, behaviour or wellbeing.
- Advice from external agencies or medical professionals.

The Academy recognises that a student's needs may change over time. Identification is therefore an ongoing process rather than a one-off event, with all staff expected to remain vigilant in recognising emerging needs.

Where concerns are identified, the SENDCo will work collaboratively with teachers, parents, students and, where appropriate, external professionals to determine the most appropriate level of support.

Parents and carers will always be informed where SEND Support is being considered, and students will be encouraged to contribute to discussions regarding their strengths, aspirations and support needs.

7. The Graduated Response

Budmouth Academy adopts the graduated approach described within the SEND Code of Practice through the cycle of **Assess, Plan, Do and Review**.

7.1 Assess

A student's needs are identified through assessment information, teacher observations, discussions with parents and students, and advice from external agencies where appropriate. The Academy considers both barriers to learning and individual strengths when determining appropriate provision.

7.2 Plan

Following assessment, appropriate support is planned collaboratively with students, parents, teachers and external professionals where necessary. Clear outcomes are agreed and appropriate classroom adaptations, interventions and review dates are established.

Support is delivered through the Academy's **Waves of Support**:

- **Wave 1** – High-quality adaptive teaching delivered through Quality First Teaching within the classroom.
- **Wave 2** – Targeted SEND Support, including adaptive teaching strategies, interventions and Pupil Passports.
- **Wave 3** – Specialist provision for students requiring highly personalised support, including Education, Health and Care Plans, specialist interventions and external agency involvement.

7.3 Do

Teachers remain responsible for the progress and achievement of every student in their class, even where interventions or Teaching Assistant support are in place.

Teaching staff implement agreed adaptive teaching strategies and work collaboratively with Teaching Assistants to ensure support promotes independence and successful access to learning.

Where additional interventions are provided, these are carefully planned, monitored and evaluated to ensure they have a measurable impact on student progress and wellbeing.

7.4 Review

Provision is reviewed regularly to evaluate its effectiveness and determine whether adjustments are required.

Reviews consider:

- Academic progress.
- Attendance.
- Behaviour and attitudes.
- Wellbeing.
- Student voice.
- Parent feedback.
- Effectiveness of interventions.
- Advice from external professionals where appropriate.

Following review, support may be continued, amended, increased or reduced according to individual need.

This graduated response ensures provision remains responsive, evidence-informed and focused on achieving the best possible outcomes for every student.

8. Provision for Students with SEND

Budmouth Academy believes that the greatest impact on outcomes for students with SEND comes from high-quality classroom teaching. SEND provision is therefore built upon Quality First Teaching, supported by evidence-informed interventions and specialist provision where appropriate.

Provision is personalised to meet individual needs and is regularly reviewed through the graduated response to ensure students make strong progress academically, socially and emotionally.

8.1 Quality First Teaching

Quality First Teaching is the foundation of SEND provision at Budmouth Academy and is the first response to meeting additional learning needs.

Every teacher is responsible for ensuring that all students can access an ambitious, knowledge-rich curriculum through effective adaptive teaching, high expectations and inclusive classroom practice.

Teachers use the Budmouth Basics Playbook to support learning through evidence-informed strategies including:

- Explicit instruction and modelling.
- Adaptive scaffolding.
- Retrieval practice.
- Vocabulary and disciplinary literacy instruction.
- Chunking and sequencing of learning.
- Visual supports and worked examples.
- Structured questioning and oracy.
- Do Now activities.
- Do Next tasks to address misconceptions and extend learning.
- Deliberate practice and regular opportunities to revisit prior learning.

Teachers are expected to make reasonable adjustments where appropriate whilst maintaining consistently high expectations for all learners.

8.2 Adaptive Teaching

Adaptive teaching enables all students to access the same ambitious curriculum whilst responding appropriately to individual learning needs.

Adaptations may include:

- Scaffolding tasks without reducing curriculum ambition.
- Pre-teaching and revisiting key vocabulary.
- Additional modelling and guided practice.
- Flexible grouping.
- Alternative methods of recording learning.
- Appropriate use of technology.
- Visual prompts and organisers.
- Retrieval activities to strengthen long-term memory.
- Planned opportunities for rehearsal, repetition and overlearning.
- Adjustments to the pace or presentation of learning.

Adaptive teaching should promote increasing independence and confidence, enabling students to become successful learners.

8.3 Pupil Passports and Provision Map

Students receiving SEND Support have an individual Pupil Passport created and maintained through Provision Map.

Pupil Passports are developed collaboratively with students, parents and staff and provide teachers with a clear overview of:

- Student strengths.
- Areas of need.
- Student voice.
- Effective adaptive teaching strategies.
- Reasonable adjustments.
- Learning targets.
- Recommended interventions.

Teachers access Pupil Passports electronically through Provision Map and maintain printed copies within their classroom inclusion folders to support lesson planning and delivery.

Provision Map enables the Academy to monitor provision, evaluate interventions and ensure appropriate support is implemented consistently across the curriculum.

8.4 Targeted Interventions

Where Quality First Teaching alone is insufficient to meet a student's needs, additional evidence-informed interventions may be implemented.

Interventions are carefully selected according to identified need and may include support for:

- Literacy.
- Numeracy.
- Communication and interaction.
- Social communication.
- Emotional wellbeing.
- Executive functioning.
- Independent learning.

- Study skills.
- Preparation for examinations.

All interventions have clearly defined outcomes and are regularly evaluated to ensure they have a measurable impact on student progress and wellbeing.

8.5 Literacy Support

Developing literacy is a key priority at Budmouth Academy.

Students requiring additional literacy support may access a range of interventions following appropriate assessment, including:

- Fresh Start phonics.
- Lexia PowerUp.
- Lexonik interventions.
- Reading fluency programmes.
- Peer Assisted Reading.
- Specialist Teacher Service support.
- Targeted reading intervention.
- Additional support through DEAR (Drop Everything and Read).

Progress is monitored using appropriate assessment tools, including NGRT, alongside teacher assessment and intervention reviews.

8.6 Teaching Assistants

Teaching Assistants complement, rather than replace, high-quality classroom teaching.

Support is allocated according to identified need, with priority given to students with Education, Health and Care Plans.

Teaching Assistants work under the direction of teachers and the SENDCo to:

- Promote independence and resilience.
- Scaffold learning appropriately.
- Support access to the curriculum.
- Reinforce high-quality classroom teaching.
- Deliver targeted interventions.
- Support literacy, communication and executive functioning.
- Contribute to assessment, review and monitoring.

Teaching Assistants follow the Budmouth Teaching Assistant Playbook and participate in regular professional development to ensure practice remains evidence-informed and aligned with the Academy's approach to teaching and learning.

The classroom teacher remains responsible for the learning, progress and achievement of every student.

8.7 Specialist Provision

Where students require provision beyond that ordinarily available through Quality First Teaching and targeted intervention, specialist support may be provided.

This may include:

- Advice from Educational Psychologists.
- Speech and Language Therapy.

- Occupational Therapy.
- Hearing Support Service.
- Vision Support Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Mental Health Support Team (MHST).
- Dorset Specialist Teacher Service.
- Children's Services.
- Health professionals and other specialist agencies.

The SENDCo coordinates referrals and works collaboratively with external professionals, parents and staff to ensure recommendations are implemented effectively.

8.8 Autistic Spectrum Condition (ASC) Base

Budmouth Academy hosts a specialist Autistic Spectrum Condition (ASC) Base for students with an Education, Health and Care Plan whose primary need relates to autism.

Admission to the Base is determined through the Local Authority SEND Panel.

The ASC Base provides specialist provision whilst promoting inclusion within mainstream education wherever appropriate. Students follow personalised programmes designed to maximise access to the curriculum, with the majority of learning taking place within mainstream lessons alongside their peers.

Provision within the Base may include:

- Personalised timetables.
- Social communication programmes.
- Sensory regulation support.
- Emotional regulation strategies.
- Structured transition support.
- Preparation for independent learning and adulthood.
- Opportunities to develop confidence, resilience and independence.

The Academy works closely with families and external agencies to ensure students receive a personalised programme that enables them to achieve academically, socially and emotionally while fully participating in academy life.

9. Assessment, Monitoring and Review

The progress and wellbeing of students with SEND are monitored through a range of assessment, quality assurance and review processes to ensure provision remains effective and responsive to individual need.

Assessment information is gathered through:

- Classroom assessment and teacher professional judgement.
- End of unit assessments and academy assessment points.
- CAT4, NGRT and NGST assessments where appropriate.
- Literacy and numeracy screening.
- Intervention assessments.
- Attendance, behaviour and wellbeing information.
- Student voice.
- Parent and carer feedback.
- Advice from external professionals.

Assessment information is used to identify barriers to learning, evaluate the impact of provision and inform

future planning.

9.1 Monitoring Student Progress

The progress of students with SEND is monitored through:

- The graduated response (Assess, Plan, Do, Review).
- Whole-school assessment cycles.
- Subject Review Meetings.
- Curriculum Reviews.
- Intervention review meetings.
- Lesson visits and learning walks.
- Work scrutiny.
- Student voice.
- Attendance and behaviour monitoring.

Teachers, Subject Leaders, the Inclusion Team and the SENDCo work collaboratively to ensure students continue to make strong progress from their individual starting points.

9.2 Reviews

Students receiving SEND Support are reviewed regularly to ensure provision remains appropriate and effective.

Review meetings consider:

- Academic progress.
- Attendance.
- Behaviour.
- Wellbeing.
- Student aspirations.
- Student voice.
- Parent feedback.
- Effectiveness of interventions.
- Recommendations from external agencies.

Following review, provision may be continued, amended, increased or reduced according to individual need.

Pupil Passports and Provision Maps are updated following reviews to ensure teachers have access to the most up-to-date information.

9.3 Education, Health and Care Plans (EHCPs)

Annual Reviews for students with an Education, Health and Care Plan are conducted in accordance with the SEND Code of Practice and Local Authority procedures.

Annual Reviews bring together students, parents, teachers, pastoral staff, the SENDCo and relevant external professionals to review progress towards agreed outcomes and determine future provision.

Additional review meetings may be held where a student's needs change significantly or where further support is required.

10. Preparing for Adulthood

Preparing students for successful adult lives is a key priority throughout their time at Budmouth Academy.

Preparation for adulthood is embedded across the curriculum and wider academy experience, enabling students to develop the knowledge, skills and confidence needed for life beyond school.

Students with SEND are supported to develop:

- Independence and self-management.
- Communication and self-advocacy.
- Social and emotional resilience.
- Employability skills.
- Financial awareness.
- Decision-making skills.
- Independent study habits.
- Community participation.

Students are provided with impartial careers education, information, advice and guidance alongside opportunities including employer encounters, workplace experiences, college and university visits, work experience and transition planning.

For students with an EHCP, preparation for adulthood forms an integral part of annual review meetings from Year 9 onwards, ensuring future aspirations remain central to planning.

11. Exam Access Arrangements

Budmouth Academy is committed to ensuring that students receive appropriate examination access arrangements in accordance with the current Joint Council for Qualifications (JCQ) regulations.

Access arrangements are awarded on the basis of identified need and must reflect a student's normal way of working within the classroom.

Assessments for access arrangements are undertaken by appropriately qualified staff using evidence gathered through classroom practice, teacher feedback and formal assessment where required.

Access arrangements may include, where appropriate:

- Extra time.
- A reader.
- A scribe.
- Word processor.
- Rest breaks.
- Separate accommodation.
- Prompting.
- Other arrangements approved by JCQ.

The SENDCo works closely with the Examinations Officer to ensure appropriate evidence is maintained, applications are submitted within examination board deadlines and arrangements are implemented effectively during examinations.

Any queries regarding examination access arrangements should be directed to the Examinations Officer or the Vice Principal for Inclusion, SEND and Wellbeing.

12. Working with Parents and External Agencies

Budmouth Academy recognises that positive partnerships with parents and carers are essential to securing successful outcomes for students with SEND.

Parents and carers are encouraged to participate fully in the graduated response, review meetings and decision-making regarding their child's education.

Regular communication may take place through:

- Review meetings.
- Parents' evenings.
- Telephone conversations.
- Email correspondence.
- Annual Reviews.
- Meetings with external professionals.
- Provision Map reviews.

Students are encouraged to contribute to discussions regarding their strengths, aspirations, support needs and future goals.

Where specialist advice is required, the Academy works collaboratively with a range of external agencies including:

- Educational Psychology.
- Speech and Language Therapy.
- Occupational Therapy.
- Dorset Specialist Teacher Service.
- Hearing Support Service.
- Vision Support Service.
- Child and Adolescent Mental Health Services (CAMHS).
- Mental Health Support Team (MHST).
- Children's Services.
- Health professionals.
- The Local Authority SEND Team.

The SENDCo coordinates referrals, monitors the implementation of recommendations and works closely with families to ensure specialist advice informs classroom practice.

13. Complaints

Budmouth Academy is committed to working positively and collaboratively with parents and carers to resolve concerns at the earliest opportunity.

Parents or carers who have concerns regarding SEND provision should initially discuss these with the SENDCo. In most cases, concerns can be resolved through discussion, review of provision and collaborative planning.

Where concerns remain unresolved, they should be referred to the Assistant Principal for Inclusion, SEND and Safeguarding. If necessary, the matter may then be referred to the Principal, who will consider appropriate action in accordance with the Academy's Complaints Policy.

Should parents remain dissatisfied following completion of the Academy's complaints procedure, they may seek advice from the Local Authority or access the statutory disagreement resolution and mediation services available through Dorset Council.

14. Monitoring and Evaluation

The effectiveness of this policy and the quality of SEND provision are monitored throughout the academic year.

The Academy evaluates SEND provision through:

- Student progress and attainment.
- Attendance and behaviour data.
- Intervention impact.
- Lesson visits and learning walks.
- Work scrutiny.
- Student voice.
- Parent feedback.
- Subject Review Meetings.
- Department Improvement Plans.
- Annual Reviews.
- External quality assurance.
- Local Authority and Trust reviews where appropriate.

The Vice Principal for Inclusion and the SENDCo report regularly to the Principal and Governing Body regarding the effectiveness of SEND provision and priorities for further improvement.

This policy will be reviewed annually or sooner if changes to legislation, statutory guidance or academy practice require amendment.

15. Related Policies

This policy should be read alongside the following Academy policies and documents:

- SEND Information Report (Local Offer)
- Accessibility Plan
- Teaching and Learning Policy
- Behaviour Policy
- Assessment Policy
- Homework & Effective Revision Strategy
- Equality Policy
- Safeguarding and Child Protection Policy
- Supporting Students with Medical Conditions Policy
- Attendance Policy
- Careers Education, Information, Advice and Guidance Policy