



Special Educational Needs and Disabilities (SEND) Policy

Review Date: December 2026

Review by: Full Trust Board

Final Approval: Full Trust Board

Context

The Core Values which specifically relate to this policy state that the Academy is working together to form relationships based on:

- Compassion – everyone is encouraged to be generous in their concern for others
- Justice – everyone is entitled to be treated fairly and to promote the self-esteem of others
- Responsibility – everyone is expected to understand the consequences of their actions
- Truth – everyone is required to be honest and to communicate in a positive manner

Such values contribute to the Academy's common purpose of enabling students 'to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity' and that 'no student is left behind or left out because of social, learning or other disadvantage'. (Appendix 1)

Data Protection

Any personal data processed in the delivery of this policy will be processed in accordance with the Academy Data Protection Policy.

Introduction

Bishop Stopford School aims to provide the best care, support and guidance to ensure that students feel safe and can develop as successful learners and responsible citizens.

The Academy is committed to the inclusion of all students in a challenging, broad and balanced curriculum.

Where a student has an Education, Health and Care Plan (EHCP), the Local Authority will consult with the academy to ascertain whether or not it can meet the needs of the student as set out in the EHCP, and whether or not this is compatible with the efficient education of other students.

The Academy will not discriminate against students in respect of admissions for a reason related to protected characteristics (Equality Act 2010).

This policy complies with the following guidance and legislation:

- Children and Families Act 2014, part 3
- Equality Act 2010 Advice for schools updated May 2014
- Ofsted SEN Review 2010
- Ofsted Section 5 Inspection Framework September 2019
- SEND Code of Practice 0-25 (which takes account of the SEND provisions of the SEN and with Disability Act 2001) January 2015

This policy should be read in conjunction with

- The academy's annual SEND Information Report¹
- Accessibility Policy
- Equality Policy
- Supporting Students with Medical Needs Policy

Aims

The needs of a minority of students may require provision which is additional to or different from that which is given to others. The aim of SEND provision at Bishop Stopford School is to:

- a) identify special educational needs and disabilities, and respond in an appropriate way;
- b) respond in an appropriate way to pre-existing needs and disabilities;
- c) provide equal opportunities in the teaching, learning and wider academy environment so that students with additional needs are able to reach their potential;
- d) pay due regard to all appropriate legislation and guidance in the provision for SEND students.

Definitions

Disability: Described in law (the Equality Act 2010) as 'a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities.' Not all children and young people with a disability have SEN but often there is an overlap.

Early Help Locality Funding: "Top Up" funding which schools can apply for to support students with a high level of SEND needs. If agreed, the cost is provided from funding held by the local authority in their high needs block and the school must use this funding for the identified, individual student.

EHCP (SEND Code E): Education, Health and Care Plan (EHCP). A child or young person with an EHCP requires a particularly high level of additional and specific support beyond that of their peers.

Parent: Under Section 576 of the Education Act 1996, the term 'Parent' includes:

- All natural parents, whether they are married or not;
- Any person who, although not a natural parent, has parental responsibility for a child or young person;
- Any person who, although not a natural parent, has care of a child or young person. Having care of a child or young person means that a person with whom the child lives and who looks after a child, irrespective of what their relationship is with a child.

Provision Map: the document which details SEND provision across the academy, and the progress data from any interventions which have taken place.

Special Education Need and Disabilities (SEND Code K): A child or young person defined as having special Educational Needs and Disabilities has an identified barrier to their learning which is resulting in them falling significantly behind their peers academically or making limited academic progress in relation to their starting point.

¹ The SEND Information Report is a document which is updated as appropriate, though at least annually, and approved annually by the relevant committee of the governing body.

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Bishop Stopford School recognises the definition of SEND from Section 20 of The Children and Families Act (2014) (Appendix 2).

Key Contacts

Miss Jill Silverthorne	Headteacher
Mrs Bianca McGregor	SENDCo SENDCo@bishopstopford.com
Mr Simon Smith	Assistant Headteacher (SEND Link)
Mr Richard Main	SEND Link Governor

All contacts can be reached by emailing office@bishopstopford.com or contacting the main switchboard on 01536 503503.

Policy

The academy will

- Offer quality-first teaching to all students because additional intervention and support cannot compensate for a lack of good quality teaching.
- Raise the aspirations and expectations of all students with SEND, enabling them to reach their unique potential.
- Ensure that no action taken in the academy is discriminatory towards students with SEND.
- Maintain effective relationships with parents of students with SEND, including through the provision of accessible information.
- Liaise with primary schools to ensure the transition of students with SEND to Bishop Stopford School is smooth and that their needs are adequately met.
- Ensure that students joining Bishop Stopford School Sixth Form – and their parents – are given the opportunity to communicate regarding additional needs and concerns, and that all areas are fully considered in planning to meet their needs.
- Identify students with SEND, not previously assessed/diagnosed, using appropriate diagnostic tools to identify the bespoke actions needed.
- Ensure that other factors (e.g. English as an additional language, medical need etc.) do not automatically lead to a student being labelled as SEND.
- Deploy the SEND budget effectively, and apply for additional funding where necessary.
- Maintain accurate records and report on the progress of students with SEND in line with the Assessment, Recording and Reporting Policy.
- Maintain effective relationships with other stakeholders to ensure the outcomes of EHCPs meet the needs of the student.
- Maintain accurate information on the website including the SEND Information Report.
- Provide appropriate, high-quality training for teachers and teaching assistants.
- Contribute to the development of the curriculum for those students whose programmes of study need modification.
- Ensure that all legal requirements are met.
- Keep abreast of national, regional and local developments in the area of SEND.

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Responsibilities

Governors

- To ratify the SEND policy
- To appoint a SEND link governor to have oversight of SEND provision
- To review performance and attendance data for SEND students Years 7 -13

The Headteacher and Senior Leadership Team

- To ensure representation of SEND at a school leadership level
- To make strategic decisions which will maximise students' opportunities to learn
- To delegate the day-to-day implementation of this policy to the SENDCo
- To ensure the curriculum is designed to meet the needs of SEND students
- To ensure that targets set for SEND students are robust
- To monitor the progress of all SEND students and to review the impact of relevant interventions

Special Educational Needs and Disability Coordinator (SENDCo)

- To manage the Inclusion Team.
- To ensure effective deployment of resources to maximise outcomes.
- To ensure the SLT is kept up to date with all relevant national guidelines and legislation relating to SEND.
- To liaise with and provide professional development on relevant issues to subject leaders, teachers and identified associate staff.
- To maintain accurate records of all students with Special Educational Needs.
- To manage the Annual Review Meetings for all students with an Education Health and Care Plan.
- To maintain and analyse the provision map, including evaluating the impact and effectiveness of all additional interventions for students.
- To carry out referral procedures to the Local Authority to request Early Help Locality Funding and/or an Education Health and Care Plan when it is suspected based on strong evidence arising from previous intervention (additional SEND support from devolved budget), that a student may have a Special Educational Need which will require significant additional support.
- To oversee the smooth running of transition arrangements, as they relate to SEND, and transfer of information for Year 6, Year 11 and Year 13 students.
- To liaise and consult with parents and families of SEND students, keeping them informed of progress and listening to their views of progress, in conjunction with class teachers.
- To attend SEND training as appropriate.
- To liaise with the SEND Governor, keeping him/her informed of current issues regarding provision for those identified, including students' with additional needs.
- To liaise closely with a range of outside agencies to support students who could potentially become SEND.
- To contribute to the monitoring of in-class learning.
- To ensure the academy is compliant with national requirements regarding public SEND information (e.g. Production of annual SEND report, maintaining up to date designated information on the website).
- To ensure that teachers, teaching assistants and other staff receive up-to-date and high-quality training relating to SEND.

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Heads of Faculty

- To monitor the progress of SEND students as a critical sub-group.
- To ensure that subject curriculums have sufficient regard for students with SEND.
- To ensure that the quality of teaching and learning enables students with SEND to make progress.

Teachers

- To be responsible for the progress and development of every student in their class.
- To use student learning plans and the provision map to understand which students may have additional needs and adapt teaching to meet their needs.
- To recognise and use the assess-plan-do-review model to meet the needs of students.
- To identify if SEND students are underachieving and seek support, where appropriate.
- To be proactive in identifying students with potential additional needs by referring to the SENDCo through the academy's referral process.
- To provide high-quality provision and excellent outcomes for all groups of learners by securing high-quality teaching and adapting teaching and learning opportunities for learners with SEND.
- To work effectively with teaching assistants and specialist staff.
- To engage fully with any training relating to SEND students.

Complaints

Unless a concern relates to the SENDCo, the most appropriate first contact will be the SENDCo.

Complaints must be made to the academy in line with the Academy's complaints procedure, available on the Academy's website.

If a complaint remains unresolved after following the Academy's Complaints Procedure, complainants can ask the Department for Education's School Complaints Unit to take up the matter. Details about making a complaint to the Department for Education are available on the GOV.UK website.

If a complaint relates to the EHCP process or the work of the relevant Local Authority, complainants of that organisation must be followed, not that of the Academy.

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Appendix 1: Our Intent

At Bishop Stopford School, our aim is that every student should realise his or her unique potential. Our Christian ethos and core values are expressed in all that we do: the culture is articulated through highly productive relationships and there is a strong sense of identity and belonging. As a result, our curriculum nurtures and challenges, prioritises individual worth and social cohesion, and fosters independence and interdependence. Character development goes hand in hand with our striving for academic excellence. We want students to leave us happy and healthy, with a strong moral compass as well as with qualifications which have integrity.

Aspiration underpins our curriculum: it is designed so that no student is left behind or left out because of social-, learning- or other disadvantage. Both the taught and the wider curriculum are carefully planned to ensure that not only are students' basic skills secured, but they provide the foundation for future success. We aim to develop highly literate, numerate and knowledgeable learners who are creative, self-regulating and resilient. They have opportunities to develop depth as well as breadth, and because they are socially equipped, they can engage confidently with the wider world.

Underpinning Principles

- Leadership of the curriculum is active, reflective and research-informed.
- Our curriculum is ambitious, academic and knowledge-driven, ensuring Bishop Stopford students are engaged and thoughtful learners.
- Our curriculum is holistic: the spiritual, social and moral imperatives are as strong as the academic.
- Key Stage 3 lasts for Years 7-9 to allow the range of subjects to be studied and to build secure foundations for the two year GCSE programmes of study.
- Curriculum is structured to ensure effective progression through the key stages and beyond school to further study or employment.
- Our curriculum enables *all* learners to progress, through development of a rich language base and challenge in every lesson.

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Appendix 2: Definition of SEND (Children and Families Act 2014)

Definition of Special Educational Needs and Disabilities (SEND) from Section 20 of the Children and Families Act 2014:

When a child or young person has special educational needs

- 1) A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.
- 2) A child of compulsory school age or a young person has a learning difficulty or disability if he or she—
 - a. has a significantly greater difficulty in learning than the majority of others of the same age, or
 - b. has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.
- 3) A child under compulsory school age has a learning difficulty or disability if he or she is likely to be within subsection (2) when of compulsory school age (or would be likely, if no special educational provision were made).
- 4) A child or young person does not have a learning difficulty or disability solely because the language (or form of language) in which he or she is or will be taught is different from a language (or form of language) which is or has been spoken at home.

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