SEND Policy

Reviewed: October 2025
Next review: October 2026

Bradford Diocesan Academies Trust

Immanuel College
Church of England Academy

The Christian Ethos of Immanuel College

Immanuel means ‘God with us’

At Immanuel we believe that we are ‘All God’s Children’ and that, as such, each student has a right to learn about God’s world and how they fit into it. For some students, including those with special educational needs, additional appropriate support may be required. We believe that, by meeting the individual needs of students, we should encourage and support all to access education, so they may become the people God created them to be.

At Immanuel:

- We encourage everyone – to think and talk about God
- We encourage everyone – to treat others with equal respect
- We encourage everyone – to fulfil their God-given potential
- We encourage everyone – to take seriously Christ’s life-style and teaching
- We encourage everyone – to be open to God’s spirit.

Immanuel College aims to ensure that all students, including those with special educational needs, are properly supported so that they can play a full and active role in school life, achieve their academic potential and make a successful transition into adulthood.

Aims

To outline school policy towards students who have Special Educational Needs and Disabilities (SEND). We are "All God's Children" at Immanuel. This policy should be read in conjunction with the ‘BDAT CHILDREN LOOKED AFTER POLICY’.

This policy is created by the school's SENDCO along with the SEND Governor, SLT and parents of students with SEND - co-producing the policy in the spirit of current reform. It outlines how we seek to enable our pupils with Special Educational Needs or Disabilities (SEND) to be as independent, confident and high achieving as they possibly can be while being supported in a caring environment of mutual respect.

At Immanuel we aim to ensure that every student has equal access to participation in all aspects of academy life. The Children and Families Act 2014, states that a child has 'special educational needs' if she/he has 'learning difficulties' which call for 'special educational provisions' to be made for him/her.

This policy ensures statutory guidance is followed, particularly with reference to the Special Educational Needs and Disabilities Code of Practice (DfE, 2015) and to the following guidance and documents:

- Equality Act 2010: advice for schools, DfE Feb 2013
- Children and Families Act, (2014)
- SEND Code of Practice 0-25 (2015)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on "Supporting pupils at school with medical conditions" April 2017
- Safeguarding Policy
- Accessibility Plan

Policy Statement

Immanuel aims to ensure all students secure outstanding progress and achieve their potential: personally, socially, emotionally and academically. Most students access and make progress within an inclusive curriculum without difficulty. For those who require additional support, a range of strategies are employed by Immanuel College.

We will make for all students, including those who require special educational needs provision, a welcoming environment that results in them achieving their full potential.

This policy should be considered alongside the suite of Safeguarding and Inclusion policies.

Our SEN Policy and SEND information report (available on the school website) both comply with The SEND Code of Practice 2015. This explains the duties of local authorities, health bodies, schools and colleges to provide for those with special educational needs under part 3 of the Children and Families Act 2014.

Objectives of SEND Support

We enable all students to achieve potential through the following objectives:

1. To identify and provide for students who have Special Educational Needs and Disabilities
2. To work within the guidance provided in the SEND Code of Practice, 2015
3. To operate a "person centred and whole school" approach to the management and provision of support for Special Educational Needs
4. To provide a Special Educational Needs Co-ordinator (SENCO) who will work with the SEND Inclusion Policy
5. To provide information, support and advice for all staff working with students who have SEND

Identification of SEND

Every school is required to identify and address the SEND of the students that they support. Mainstream schools must:

- use their best endeavours and reasonable adjustments to make sure that a child with SEND gets the support they need - this means doing everything they can to meet children and young people's SEND within their own resources
- ensure that children and young people with SEND engage in the activities of the school alongside students who do not have SEND
- designate a teacher to be responsible for co-ordinating SEND provision - the SEND co-ordinator, or SENDCO
- liaise with and work in partnership with parents/carers when they are making special educational provision for a child.

[Key points taken from the SEN Code of Practice, 2015]

The Four Main Categories of SEN

The four main categories of SEN give an overview of the range of needs that are planned for in SEN provision. The purpose of identification is to work out what action the school needs to take, not to fit a student into a category. When identifying the needs of students the needs of the whole child are considered, not just the special educational needs of the child or young person.

It is recognised that for many children with SEN, no one category will adequately describe the difficulties which they may experience. In all cases the school will seek to identify the primary need which presents as a potential barrier to learning in school.

1. **Communication and Interaction:** Students with speech, language and communication needs (SLCN) have difficulty in communicating with others. Students with Autistic Spectrum Conditions (ASC) often have particular difficulties with social interaction.
2. **Cognition and Learning**: This includes Moderate Learning Difficulties and Severe Learning Difficulties. Specific Learning Difficulties are included in this category, including dyslexia, dyspraxia and dyscalculia.
3. **Social Emotional and Mental Health (SEMH**): May include underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have difficulties such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder. Disruptive behaviour alone does not necessarily indicate SEND.
4. **Sensory and/or physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties include vision impairment (VI), Hearing impairment (HI) or a multi-sensory impairment (MSI) and will require specialist support and/or equipment to access their learning.

Some children and young people with a physical disability (PD) require additional ongoing support and equipment to ensure access to similar opportunities available to their peers. Please refer to our Accessibility Policy on our school website for more information.

There are other needs, which are not defined as a disability or SEND but which may impact on students' progress and attainment. These include:

- Attendance and Punctuality
- Health and Welfare
- EAL (English as an Additional Language.)
- Being in receipt of a Pupil Premium Grant
- Being a looked after child (CLA)
- Being a child of a serviceman/woman
- Being a Young Carer, either of siblings or parents

According to The Code of Practice 2015 (6.15), *"A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".*

The school assesses each student's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. At the same time, we consider evidence that a student may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

Subject teachers and Heads of Faculty, supported by the Pastoral and Senior Leadership Team, make regular assessments of progress for all students. These seek to identify those

making less than expected progress given their age and individual circumstances, characterised by progress which:

- Is below their age-related expectations (below ARE)
- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

Assessment can include progress in areas other than attainment - for instance where a student needs to make additional progress with wider development or social needs in order to make a successful transition to adult life. The first response to such progress is 'High Quality Teaching' and 'Quality First Teaching' targeted at their areas of weakness.

Where progress continues to be less than expected, the subject teacher, progress leader and Head of Faculty, working with the SENCO, assess whether the student has SEND. While informally gathering evidence (including the views of student and parents/carers) the academy puts in place extra teaching or other rigorous interventions designed to secure better progress, where required. The student's response to such support can further help identify their particular needs.

In line with the Bradford Matrix of Need, the Academy recognises that lower attainment does not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. In accordance with the Rose Review (2009), "how a child responds to intervention can be an effective measure of any possible SEN, including establishing that there is not an SEN need."

"Equally, it should not be assumed that attainment in line with chronological age (age related) means that there is no learning difficulty or disability. Many learning difficulties and disabilities occur across the range of cognitive ability and left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties". **(Code of Practice 2015 p.96)**

Identifying and assessing SEND for children or young people whose first language is not English (EAL) requires particular care. Difficulties related solely to limitations in English (EAL) as an additional language are not identified as a SEN need.

The Graduated Approach

Immanuel College works within the guidance of the SEND Code of Practice (2015), that 'All settings should adopt a graduated approach with four stages of action: assess, plan, do and review'. (5.38)

This is an evidence-based approach to identifying and then supporting SEN within the classroom and also assessing whether additional support outside the classroom is needed to help a young person succeed. By adopting this four stage approach teachers are able to continually assess a student's progress, areas of strength, and areas which need support, and implement this in to lesson planning. Depending on the level of need, a student can be supported at Wave 1, 2 or 3 of the 'Graduated Response'.

Wave 1:

The responsibility and accountability for the progress and development of pupils with SEND lies with the class or subject teacher. Class teachers are directly responsible and

accountable for all pupils in their class(es), even when pupils are receiving support from a teaching assistant or other specialist staff, within or outside the classroom (SEND Code of Practice, 2015).

It is expected that the majority of SEN should be supported by teachers in the classroom through Quality First Teaching. Examples of this include:

- Differentiated work
- Scaffolding
- Personalisation
- Assessment for Learning
- Multi-sensory teaching
- Additional time (if required)
- Alternatives to written recording and academic tutoring

If any teacher, having adopted the four stage approach in lessons, feels that a student is not responding to Quality First Teaching, there is a referral process which enables colleagues to refer to the SENCO.

Wave 2:

The SENCO can respond to a referral in several ways, depending on the needs of the student and the concerns raised by teachers:

In all cases:

- Parents/carers will be consulted and informed that a referral has been made and ask to share their expertise and knowledge of their child. This also allows for the school to be made aware of any 'out-of-school' factors which may be having an impact on the student's well-being.
- A 'Round Robin' of all class teachers who work with that student will be carried out, to collect more information about lessons and progress.

Once this information has been collated the SENCO may respond with some of the following interventions:

- Further diagnostic assessment could be carried out in-house) to identify specific needs. This would allow for any specific intervention to be targeted to areas in which the student needs support.
- Small group, interventions may be planned for on a 12-week cycle. At the end of each cycle, the student's progress will be assessed again and a decision about whether to introduce a new intervention, continue the existing intervention, or ending the intervention, will be made in consultation with the student, parents/carers and teachers.
- Further specific interventions may include:
    - Key Worker Support
    - Learning Mentor
    - Small group Literacy intervention
    - Social skills (Zones of Regulation)

It is expected that in most cases where a student takes part in an additional intervention, they will not be placed on the SEND register but they may be placed on SEND monitoring. However, it may be decided, in consultation with the student, parents/carers and teaching staff, that the child should be placed on the SEND register. This allows for information about specific needs, differentiation and teaching strategies to be shared with teaching staff, so that they can be incorporated into 'Quality First Teaching'.

Where adjustments are being made which establish a student's 'normal way of working' it may be considered appropriate to make reasonable adjustments in their exams and assessments, in line with the JCQ regulations.

All students on the SEND register will receive a personalised differentiation approach and parents/carers are asked to contribute to this. All teachers have access to the SEND register and are expected to be aware of the information within this when planning and delivering their lessons.

Wave 3

If a student continues to make less than expected progress, the SENDCO, with the consent of parents/carers, may choose to involve external agencies to further assess needs. Depending on the type of need, these agencies can include:

- Educational Psychology Service (EP)
- Speech and Language or Occupational Therapy
- Specialist Teachers from the SCIL Team (0-25 inclusive education service)
- CAMHS*
- 0-25 SEND Inclusive Education Service- Low Incidence Team and Sensory Service

*Referrals to outside agencies such as CAMHS to request an assessment for ADHD or ASD can only be made by the school if there is concise evidence of traits both within school and at home. Upon receiving the appropriate parental forms, the school would need to conduct a monitoring and evidence gathering process (over-time) to assess if there is adequate evidence to support and referral and we aim to do this within 6-10 weeks. Referrals cannot be made by the school if there is no evidence of needs/issues within the school setting and we cannot make referrals solely based upon parental request and evidence at home.

Any recommendations made by these services will be discussed with the student and parent/carers, and a plan of how to implement them within the mainstream environment and curriculum will be agreed.

Students being supported by Wave 3 are always placed on the SEN Register. They will therefore receive a personalisation and differentiation plan which outlines needs and strategies in the classroom. Some students are always identified on the SEN Register, such as those with an Education, Health and Care Plan (EHCP).

Additionally, certain medical conditions or sensory needs (such as hearing or visual impairments) will always be recorded on the SEND register to ensure that teaching staff are aware of these needs and make reasonable adjustments within their teaching.

Students with Education, Health and Care Plans, will have an annual review to review provision and plan for outcomes each year. Other students may also have a SEN review, either annually or as a pre-cursor to making a request for statutory assessment, depending on the level of need and support which they are receiving.

Education Health and Care Plans (EHCP)

If a student presents with a level of need which is beyond that which the school is able to provide within their own resources, it may be considered whether a request for statutory assessment (EHC needs assessment) be made. If the school are going to make a request for an EHC needs assessment, they will consult with the parents/carers first to seek their permission and to work in partnership to make the application.

An EHC needs assessment request is sent to the local authority for consideration and The Local Authority will consider:

- Whether the child or young person has or may have special educational needs (SEN); and
- Whether they may need special educational provision to be made through an EHC Plan.

If it is decided that a statutory assessment is necessary, then a process which involves the student, parents, and all agencies is carried out to gather information about the child's needs and abilities. Once this information is collated by the local authority, they will consider whether to issue an Education Health and Care Plan (Section 36(8) of the Children and Families Act, 2014).

An Education Health Care Plan (EHCP) will outline the needs of the individual, the intended short-term and long-term outcomes, and the steps necessary to ensure a successful transition to adulthood. An EHCP can be continued until the age of 25 as long as it is enabling access to necessary education.

The EHCP will identify a named school for the student and provide any additional information with regards to transport and/or medical need. Parents have the right to make their own school preference known as part of the process.

The EHCP must be reviewed annually and also at the point of transition between schools. Any agencies working with the young person will be required to attend, or contribute to, the annual reviews.

Making an EHC assessment request

Immanuel College can only make a request for an EHCA if there is enough evidence to support the application and there is concise evidence to demonstrate that the students' needs cannot be met within the schools' own resources. Furthermore, we have followed the graduated approach for two cycles which can take over a term.Parents should be aware that the LA do not always agree to the assessment, and if they do, an EHC assessment does not always lead to an EHCP plan being agreedHealth care professionals and any other professionals working with a child can also make an EHCA request. In this case, the school would be asked to submit school advice.

Furthermore, parents, or a young person above the age of 16, are also allowed to make a request for statutory assessment themselves. Further details concerning how parents/carers and young people can apply for an assessment can be found by contacting the SEN Team at Bradford Council on 01274 435750 or through SENDIASS (SEND information, Advice and Support). This organisation offers free, impartial information and advice on matters relating to special educational needs and disability

Telephone: 01274 513300

Website: https://b.barnardos.org.uk/bradford-sendiass/contact-us-bradford.htm

If the Local Authority decline and EHC needs assessment, parents have the right to appeal, and the Local Authority will provide the details surround this. SENDIASS can also provide support to parents/carer with the appeals process.

Provision

Most support for students with SEND is classroom based and dependent on 'Quality First Teaching'. Teachers are responsible for the progress and attainment of all the students in their class. Teachers are expected to differentiate within the classroom through personalisation and differentiated tasks which is detailed on the SEND register.

There is also an additional established learning environment for students with special educational needs and other students who may benefit from an additional supported environment. This consists of the Learning Oasis (which is a focused literacy intervention environment), AXIS and the LDC and provides intervention and support which takes place outside of lessons, aiming to accelerate the progress of students through small group or individual specialised teaching. The AXIS and the LDC both provide behaviour intervention to support students who have social, emotional or mental health difficulties as well as providing academic support. The aim of these interventions is to provide support in removing the barriers that prevent these students from attending lessons or accessing the curriculum appropriately alongside their peers. These interventions are not full time and can be accessed up to 10 hours per week as an interim support measure, accessed via a referral and subject to capacity.

Quality of Provision

The SENCO, with support from the Senior Leadership Team (SLT), will observe lessons in school.

These observations will be used to evaluate the following:

- Use of differentiation to support specific students with SEND
- Staff awareness of SEND and how it informs their teaching
- Impact of LSAs in promoting learning and independence of students with SEN
- Good practice which can be shared with other teachers
- CPD and training needs for teaching staff
- Consistency of approach to Inclusion across the whole school

This SEND policy will be reviewed every year by the SENDCO, SLT and Governing body.

Roles and Responsibilities

Provision for students with special educational needs is a matter for the school as a whole. The governing body, the head teacher, the SENCO and all other members of staff have important responsibilities. The SENCO is responsible for the day-to-day running of the school's SEND policy, but all members of staff need to know about the requirements of the SEN Code of Practice and have responsibility for it's implementation, at all stages. It is the duty of the governing body to appoint a named person (that person may be the headteacher) who is responsible for ensuring that the school's SEND policy is being implemented effectively.

The Governing Body

The Governing Body must:

- do their best to ensure the necessary provisions are made for any student who has special educational needs.
- ensure that, where the head teacher or the appropriate governor has been informed by the LEA that a student has special educational needs, these needs are made known to all who are likely to teach them.

- ensure that teachers in the school are made aware of the importance of identifying and providing for students who have SEND.
- ensure that the students with special needs engage in activities alongside children who do not have special educational needs, so far as reasonably practical and compatible with the efficient education of the students with whom they are educated, and with efficient use of resources.

The Headteacher

The Headteacher has responsibility to meet, through management, resources and programmes any special needs within the whole school organisation.

The Headteacher is responsible for:

- ensuring that there is appropriate day to day management of provision for students with special educational needs.
- keeping the governing body fully informed.
- working closely with the school's SEN co-ordinator.
- attending review meetings as appropriate.

Views of Parents/Carers, Students and other Stakeholders

Parental Involvement

Immanuel College aims to work in partnership with parents/carers of students with SEND. If there is requirement for special educational needs provision to be made for a student the school will discuss with parents and all parties in a co-productive environment what special education provision is required. Parent also have the opportunity to raise concerns and have meet with the SENCO through parents' evenings, meeting requests. Those parents with children on the SEN register have the opportunity to meet with the SENCO every term at any year group parents evening. The aim is to ensure that parents can request for comments or adjustments and to ensure that parents are consulted, involved and contributing to the support being offered to the student.

Annual reviews are held for all students who have an Educational Health and Care Plan (EHCP) and parents/carers will be invited to attend these.

Immanuel College encourages regular contact with parents or carers, the level of this contact may vary according to the individual needs of learners and their parents or carers. This contact may include use of the home/school planner, data reports, face to face, email or phone contact.

Parents and carers can request a meeting with the member of the SEND team by contacting Mrs C. Tran (SEN Administrative Assistant) on the main school number and by giving at least 5 working days' notice for a meeting request.

Student Involvement

Immanuel College adopts a person-centred planning approach (PCP) and student voice is a key element of the SEND provision within the school. All students are invited to attend annual reviews, parents' evenings and additional review meetings to discuss their progress and provision with key members of staff and their parents or carers.

Students are an active participant in reviewing their SEND personalisation and differentiation requirements. Students are encouraged to provide their own description of their strengths

and things they find difficult, and also to agree with staff what targets they should work towards.

Governors

A member of the Governing body is named as a link to SEND. This Governor meets with the SENCO at least every term to review provision and progress through the SEND action plan. The named Governor is involved in writing the SEND policy and agreeing job descriptions.

External agencies

The local authority team including SEN Casework Officers, Educational Psychologist and specialist teaching services for children with communication and interaction, cognition and learning, physical, SEMH, medical and/or sensory needs all liaise regularly with the school through the SENCO.

The school can access some services within health care. Health care also includes the services of a school nurse and parents/carers can make an appointment with the school nurse by requesting the number via the schools' main reception.

There is a youth worker, school counsellor, mental health team and a mental health champion on site and a referral system is in place for their involvement with a student. In addition to this the Safer Schools Police officer attends the school on a weekly basis.

External agencies who are relevant and able to provide support, advice or guidance to students are invited to annual reviews and review meetings.

Transition

Where possible additional arrangements are made for all students admitted to Immanuel College with Special Educational Needs to ensure their transition is successful. The school establishes transition plans and works closely with the primary school SENDCOs, feeder schools, colleges and parents. Information about students' needs is shared with all staff prior to entry.

Transition from Primary to Secondary is supported by meetings between the Transition Manager and SENDCO from Immanuel and key staff from the primary school (e.g. year 6 teacher(s), inclusion lead and the SENDCO) to identify vulnerable students and share support strategies. Additional transition visits are also arranged by the primary school for vulnerable students in Year 6 to visit the school during the summer term, which includes opportunities to meet key members of support and pastoral staff. Parents and carers are also invited to share information with the SEND team prior to transition and they can do this by completing the appropriate documentation within the transition packs that are sent out in the summer term and returning these to the main office.

Parents and Carers are invited to transition evenings during the summer term and parents/carers of students with SEND are welcome to arrange an appointment with the SENCO on the through contacting Mrs Tran (SEN Administrator) on the main school number. The dates of the transition evenings are available on the school website and by contacting the school office.

Mid-Year Admissions

If a student joins the school either part-way through a year or after Year 7, any SEND and/or medical information will be provided by parents/carers and also requested from their prior educational provision. Parents/carers are encouraged to request a meeting ahead of application to discuss possible support needs. Meetings with SENDCO and heads of house can be arranged by contacting the school office to ensure key information is shared with relevant staff.

Post-16 Transition

If a student is transitioning into Immanuel's Post 16 the SENCDO will meet with the head of post 16 to share relevant information. The post 16 pastoral team will also arrange a 1:1 meeting with each student and parents/carers are welcome to attend.

If a student with an EHCP has an Annual Review during Year 11 then their preferred school will be invited to attend the annual review. The SENDCO will contact schools/colleges regarding pupils with SEND and transfer all SEND files to their new school or college.

Complaints

Initially any concerns about the provision of SEND within a particular subject should be discussed with the Head of Faculty or Head of Year and, if necessary, with the SENDCO to further resolve any issues or worries about your child's progress.

For more formal complaints the procedures of the academy's Complaint Policy should be followed. This is found on the Academy website.

Contact Information

SENDCO: Mrs A Whittle

Deputy SENDCO: Mrs R Pickles

Telephone: 01274 425900

Email: SENDteam@immanuel.bdat-academies.org

To make an appointment with a member of the SEND Team please contact Mrs Tran (SEN Administrative Assistant) on the main school number. Please note that you will need to give at least 5 working days' notice for a meeting request, and we require prior notice of those who will be attending.

Bradford's Local Offer can be found on https://localoffer.bradford.gov.uk/ and this provides information about additional services and support through the local authority which may be appropriate.