



Broadway Academy Trust Policies

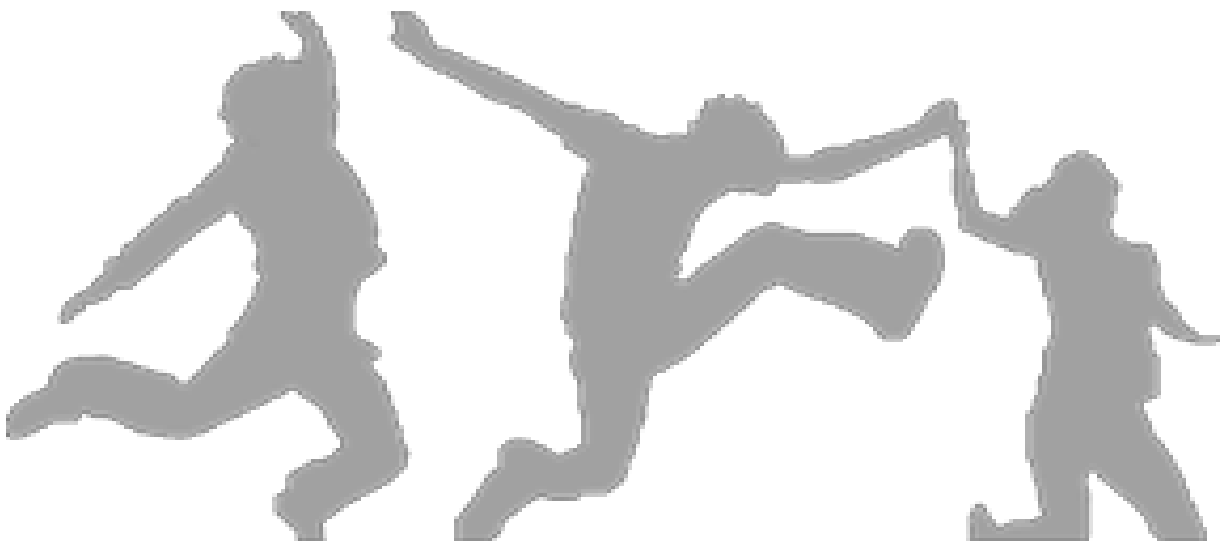
Our Children. Our Community. Believe it can be done!

SEN and Disability Policy

Approved by: Deep Support/Experience Committee

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1. Introduction

1.1 The [Department for Education's Special Educational Needs and Disabilities \(SEND\) Code of Practice](#) defines SEN as follows:

- 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 him or her
- A child of compulsory school age or a young person has a learning difficulty or disability if he or she: - has a significantly greater difficulty in learning than the majority of others of the same age, or - 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

1.2 This policy outlines Broadway Academy Trust's commitment to and expectations for the provision of special educational needs and disability.

1.3 The Trust's vision is to improve the quality of learning and life experiences of students, particularly those students who have a special educational need or disability. We are committed to offering an inclusive curriculum and co-curricular experience to ensure the best possible progress for all students whatever their need or disability.

2. Objectives

- To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEN
- To request, monitor and respond to parents/carers and pupils views in order to evidence high levels of confidence and partnership
- To make clear the expectations of all partners in the process
- To ensure a high level of staff expertise to meet pupil need, through well targeted continuing professional development
- To ensure support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals
- To identify the roles and responsibilities of all staff in providing for children's special educational needs
- Through reasonable adjustments to enable all children to have full access to all elements of the school curriculum
- To work in cooperation and productive partnerships with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners

3. Vision and values

3.1 At Broadway Academy Trust we will provide all students with access to a broad and balanced curriculum.

3.2 We are committed to making sure all our pupils have the chance to thrive and support them to meet their full potential.

3.3 We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

4. Legislation and guidance

4.1 This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- Academy [Governance Guidance](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

5. Inclusion and Equal opportunities

- 5.1 At Broadway Academy Trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.
- 5.2 We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

6. Definitions

- 6.1 A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them.
They have a learning difficulty or disability if they have:
- A significantly greater difficulty in learning than most of the others of the same age, or
 - A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- 6.2 We use our best endeavours to secure special educational provision for pupils for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the SEND Code of Practice; 0-25 (September 2014), i.e:
- Communication and interaction
 - Cognition and learning
 - Social, mental and emotional health
 - Sensory/physical

7. Admissions

- 7.1 We support the guidance as set out in the admissions arrangements for the Academy.
- 7.2 Our [accessibility plan](#) sets out how we consider any issues which may be a barrier to students' participation in academy life.

8. Roles and responsibilities

8.1 The Headteacher and CEO:

- Has regard to the Special Educational Need and Disabilities (SEND) 2014 Code of Practice in their planning.
- Determines the use of financial resources, staffing levels and staff deployment
- Supports the Director of SEND in compiling the academy information report (local offer) and ensuring it is reviewed and updated at least annually and published on the Academy website
- Ensures development and training for staff and Governors.
- Monitors SEND performance data and reports to Governors.

8.2 The Governing Board:

- Appoints a Governor to support and challenge provision and impact of provision for SEND students and report back to the full governing board
- Has regard to the Code of Practice in all decisions
- Appoints the person responsible for special needs (SENCo) and ensures the SENCo has sufficient time to carry out the strategic role
- Agrees the Academy's offer for students with special educational needs and disability (published on the Academy website)
- Monitors performance of students with Special Educational Needs or a disability
- Has in place appropriate arrangements for dealing with complaints from parents with SEND students
- Ensures the Public Sector Equality Duty is complied with, in particular monitoring progress towards equality objectives relating directly to students with a special educational need or disability.
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

8.3 The SEND link governor

The SEND link governor is Zahida Hussain. The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and CEO and SENCO to determine the strategic development of the SEND policy and provision in the school

8.4 The SENCO

The Special Educational Needs Co-ordinator's (SENCO) responsibilities include:

- Overseeing the day-to-day operation of the school's SEN policy
- Co-ordinating provision for children with SEN
- Liaising with and advising teachers
- Overseeing the records of all children with SEN
- Liaising with parents of children with SEN
- Contributing to the in-service training of staff
- Liaising with local Secondary schools so that support is provided for Y6 pupils as they prepare to transfer
- Liaising with external agencies including the LAS's support and educational psychology services, health and social services and voluntary bodies
- Co-ordinating and developing school based strategies for the identification and review
- of children with SEN
- Monitoring the progress of children on the SEN register through regular classroom observations

8.5 Teachers:

- Take responsibility for the needs of all their students.
- Are responsible for initial identification, assessment, planning and evaluation to meet individual needs.
- Plan for the needs of all students in their care
- Meet regularly with line managers to monitor the progress of students with a special educational need or disability and act upon the findings to close the gaps in learning
- Ensure they follow this SEND policy and the SEN information report
- Communicate with parents where necessary to provide appropriate guidance and feedback

8.6 Parents and carers

The Trust will put the student and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a student needs special education provision, we will have an early discussion with the student and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the student
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents.

We will formally notify parents if it is decided that a pupil will receive special educational provision or if the provision is to be removed.

8.7 Students

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. Students' views will be taken into account in making decisions that affect them, whenever possible.

9. Identification, Assessment and Provision of SEND support

9.1 Provision for children with special educational needs is a matter for the whole school.

The Governing Board, Headteacher and CEO, senior leaders, SENCO and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

9.2 The school will assess each child's current attainment on entry in order to ensure that they build on the patterns of learning and experience already established during the child's preschool years. If the child already has an identified special educational need, this information may be transferred from other partners in their Early Years setting and the class teacher and SENCO will use this information to:

- Provide starting points for the development of an appropriate curriculum
- Identify and focus attention on action to support the child within the class
- Use the assessment processes to identify any learning difficulties
- Ensure ongoing observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning the next steps of the child's learning

- 9.3 The identification and assessment of the special educational needs of children whose first language is not English requires particular care. Where there is uncertainty about a particular child, a teacher will look carefully at all aspects of the child's performance in different subjects to establish whether the problems are due to limitations in their command of English or arises from special educational needs.

Monitoring Student's Progress

- 9.4 The Academy's system for observing and assessing the progress of individual students will provide information about areas where a child is not progressing satisfactorily. Under these circumstances, teachers may need to consult the Head of Department and SENCO to consider what else might be done. This might lead to the conclusion that the student requires help over and above that which is normally available within the class or subject. The key test of the need for action is that current rates of progress are inadequate.
- 9.5 Adequate progress can be identified as that which:
- Prevents the attainment gap between the child and his peers from widening
 - Closes the attainment gap between the child and his peers
 - Better the child's previous rate of progress
 - Ensures access to the full curriculum
 - Demonstrates an improvement in self-help, social or personal skills
 - Demonstrates improvements in the child's behaviour
- 9.5 In order to help students with special educational needs, the Academy will adopt a graduated response. We first assess needs, then plan for this. We put provision in place, and we review it to see if it is successful (Assess, Plan, Do and Review). This may see the Academy using specialist expertise if as a school we feel that our interventions are still not having an impact on the individual. The school will record the steps taken to meet the needs of individual children through use of an IP (Individual Plan) and the SENCO will have responsibility for ensuring that records are kept and available when needed. If we refer a child for an Education Health and Care Plan, we will provide the local authority (LA) with a record of our work with the child to date.
- 9.6 When any concern is initially noticed it is the responsibility of the class teacher to take steps to address the issue. Additional Support will be put in place and monitored for a period of up to 6-12 weeks. This support is recorded on the Academy's system (Arbor) and discussed with parents at parents' evening meetings. If no progress is noted after this time the child may be added to the school SEN register and will receive Enhanced Support.
- 9.7 The class teacher after discussion with the SENCO will then provide interventions/ support that are additional to those provided as part of the school's differentiated curriculum and the student will be given individual learning targets which will be recorded on the SEN data dashboard. These targets will be monitored by the class teacher and learning support assistants within the class and reviewed formally with the SENCO, parents and student.
- 9.8 Reasons for a child being added to the SEN database may include the fact that he/she:
- Makes little or no progress, even when teaching approaches are targeted particular in a child's identified area of weakness
 - Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas

- Presents persistent social, emotional or mental health difficulties which are not improved by the techniques usually employed in the school
- Has sensory or physical problems, and continues to make little or no progress, despite the provision of specialist equipment
- Has communication and/or interaction difficulties, and continues to make little or no progress

9.9 The SEN Information report outlines the SEN and inclusive provision available to students at Broadway and our commitment to supporting all needs. Our accessibility plan ensures that students can access the building and the curriculum regardless of educational needs, medical needs or disability. We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching by implementing reasonable adjustments, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Additional support for learning

9.10 The Academy has a team of Learning Support Assistant (LSAs) who are trained to the range of interventions listed above. LSAs will provide a combination of 1:1 and small group intervention as deemed appropriate to the needs of the students.

Intervention

9.11 The SENCO and the student's class teacher will decide on the action needed to help the child progress in the light of earlier assessments/observations. This may include:

- Differentiated learning materials or specialist equipment
- Some group or individual support, which may involve small groups of children being withdrawn to work with the SENCO; or, with LSA support or other specific interventions.
- Staff development and training to introduce more effective strategies

After initial discussions with the SENCO, the student's class teacher will be responsible for working with the child on a daily basis and ensuring delivery of any individualised programme in the classroom. Parents will continue to be consulted and kept informed of the action taken to help their child, and of the outcome of any action. Parents will be invited to meet with the SENCO/ SEN department to discuss individual targets.

9.12 Interventions offered:

- Learning Interventions e.g. Fresh Start, Precision teaching, toe by toe
- One to one or group support for numeracy and literacy
- Autism Support
- Differentiated tasks
- Adapted resources
- Bridging Curriculum in the 6th form
- Key Stage 3 Foundation learning/Nurture group
- Pupil Profiles
- Language and Literacy Continuums/Numeracy continuums
- Zones of Regulations
- Mentoring/Counselling

9.13 External services may become involved if a student continues to make little or no progress despite considerable input and adaptations. They will use the student's records in order to establish which strategies have already been employed and which targets have previously been set. The external specialist may act in an advisory capacity or provide additional specialist assessment or be involved in teaching the student directly. The student's individual targets will set out strategies for supporting the student's progress. These will be implemented, at least in part, in the normal classroom setting.

10. Evaluating the effectiveness of SEN provision

10.1 We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their targets each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the SENCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans
- Analysing data after each assessment cycle

11. Referral for an Education, Health and Care Plan (EHCP)

11.1 An Education, Health and Care Plan is for children and young people who have special educational needs and disabilities and where an assessment of education, health and social care needs has been agreed by a multi-agency group of professionals. It is available from birth to 25.

11.2 The majority of children and young people with SEND will have their needs met within a mainstream setting. A request will be made by the Academy to the LA if the child has demonstrated significant cause for concern. The LA will be given information about the child's progress over time and will also receive documentation in relation to the child's special educational needs and any other action taken to deal with those needs, including any resources or special arrangements put in place. A local authority must conduct an assessment of education, health and social care and prepare a plan if/when it considers it necessary.

12. Supporting Students moving between phases and preparing for adulthood

12.1 Transition to Secondary school from Primary school can be a daunting experience for many students especially those with SEND needs. Therefore, careful transition plans are created between the Primary school, Broadway, external agencies, carers/parents and the student. We encourage parents to visit during open days and in the summer term we hold several transition days to support SEN students, familiarise themselves with the building, meet new students and meet key staff.

12.2 When students move onto Post 16 courses again, we will support with the transition process, this includes attending taster days to colleges and 6th form providers, we will also share information with the new school, college, or other setting the student is moving to. We will agree with the new placements, external agencies, parents and students' which information will be shared as part of this process.

12.3 To support students, prepare for adult life a number of short courses are run to support independence such as Journey Planning and Protective Behaviours.

13. Enabling students with SEND to engage in Academy wide co-curricular activities

- 13.1 All of our co-curricular activities and school visits are available to all our students, including our before-and after-school clubs. We also have a number of SEN specific co-curricular clubs to encourage participation.
- 13.2 All SEN students are encouraged to go on our residential trip(s) when they occur, and provision and staff are available to ensure this takes place.
- 13.3 All students are encouraged to take part in sports day/school plays/special workshops and visits to Island Pool and the Academy Farm.
- 13.4 No student is ever excluded from taking part in these activities because of their SEN or disability.

14. Support for Students

- 14.1 **Physical Disabilities:** Broadway Academy Trust makes reasonable adjustments to ensure the inclusion of students with physical disabilities. This includes but is not limited to:

- Arrangements for the admission of disabled students, i.e. meeting parents and students prior to their arrival to establish types of provision and establishing a care plan where necessary.
- Working in partnership with external agencies such as PDSS
- Creating an Academy wide ethos where students with disabilities are treated well by their peers and any unreasonable behaviour acted upon immediately
- Equipment such as disabled toilets, changing and washing facilities are onsite and available to support the needs of students
- The accessibility plan outlines the Academy's commitment to supporting students with disabilities and summarises how the Academy aims to:
 - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services provided at Broadway
 - Improve the availability of accessible information to disabled pupils

14.2 Social Emotional and Mental health Needs

The Academy provides support for students to improve their emotional and social development in the following ways:

- There is a SEN representative that is a member of the student council who advocates on behalf of SEN students.
- Students with SEN are also encouraged to engage with wellbeing activities at the Academy and at the outdoor educational provision at Pool Island and/or at the Academy Farm.
- Wellbeing support is available through a range of SEMH interventions
- A zero-tolerance approach to bullying particularly for SEN students, therefore we actively promote and encourage students to be alert to and report incidents of bullying or unreasonable behaviour.

15. SEN information report

- 15.1 The school publishes an SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

16 The local authority local offer

- 16.1 Broadway Academy Trust's contribution to the local offer can be found at: [SEN/ Academy Information Report | Broadway Academy \(broadway-academy.co.uk\)](#)

The Birmingham local authority's local offer is published here: [Local Offer Birmingham | SEND Advice and Information](#)

17. Complaints about SEN provision

- 17.1 Complaints should in the first instance be directed to the SENCO on 0121 566 4334. If she is not available, please provide the following information to the receptionist:
- Your name
 - The name of your child
 - Your child's Tutor Group and House Group
 - The name of your child's Form Tutor
 - A contact number so that the SENCO or a member of the Pupil Support Team can get back to you as soon as possible
 - Details of your concern which will be recorded
- 17.2 If you are unable to speak to the SENCO straight away, they will get back to you within one working day or sooner depending upon availability, The Assistant SENCO or a Learning Support Assistant may contact you.
- 17.3 You may be asked to come into school if the complaint cannot be managed over the phone, in which case, a mutual date for a meeting will be arranged between yourself and the SENCO.

18. Monitoring arrangements

This policy and information report will be reviewed by every year. It will also be updated if any changes to the information are made during the year. Amendments will be approved by the governing board