



BUTTERSHAW BUSINESS AND ENTERPRISE COLLEGE

Purpose of this statement	SEND POLICY
Dated	September 2025
Contact	ess Henshall / Helen Dobson

Named Governor:	Chair of Governors
Monitoring of the Policy:	ess Henshall/Helen Dobson
Reporting to:	Catherine Cooper
Next Review Date:	September 2026

➤ THE ETHOS OF BUTTERSHAW BUSINESS AND ENTERPRISE SCHOOL



AMBITION



RESILIENCE



COURTESY



KINDNESS

At Buttershaw Business and Enterprise our values are:

- Ambition – We set ourselves challenging goals
- Resilience - We give it a go
- Courtesy – We are polite to everyone
- Kindness – **We** show we care about those around us.

Introduction

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (January 2015), with reference to the following guidance and documents:

- Equality Act (2010); Advice for schools DfE (Feb 2013)
- Statutory Guidance on Supporting Pupils at School with medical conditions (December 2015)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (2012)
- The Special Educational Needs and Disability Regulations (2014)
- Articles 12 and 13 of the United Nations Convention of the Rights of the Child

The aims of the SEND policy are in line with those expressed in the SEND Code of Practice (2015)

Aims of the Inclusion and SEND Policy

- To ensure that every student has equal access to participation in all aspects of school life.
- To raise staff awareness of the need to effectively differentiate work to ensure equality of opportunity

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.

Headlines from Code of Practice

The 2014 Code of Practice outlines a new approach to SEND provision. The system came into place in September 2015 and includes the following key stages:

- SEN statements have been replaced with Education, Health and Care plans (EHCP), which support children from birth-25 years.
- Children's SEND are described in the following four broad categories:
- communication and interaction
- cognition and learning
- social, emotional and mental health
- physical and sensory

Children and their families are placed at the centre of discussion with a particular focus on a child's own views and aspirations and parents' experience of hopes for their child.

Teachers are expected to deliver 'Quality First Teaching'.

Rationale

A student has SEN if they have a learning difficulty or disability which 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 the majority of 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

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

The **Equality Act 2010** sets out the legal obligations that schools, early years providers, post-16 institutions, local authorities and others have towards disabled children and young people:

- They **must not** directly or indirectly discriminate against, harass or victimise disabled children and young people
- They **must not** discriminate for a reason arising in consequence of a child or young person's disability
- They **must** make reasonable adjustments, including the provision of auxiliary aids and services, to ensure that disabled children and young people are not at a substantial disadvantage compared with their peers.

The Principles of the SEND Code of Practice 2015

The code sets out guidance and principles aimed at enabling students with special educational needs (SEN) to reach their full potential, to be included fully into their school communities and make 'successful transition into adulthood.'

The main principles of the Code are as follows (6.2):

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- Every school is required to identify and address the SEND of the students that they support. Mainstream schools must:
 - use their best endeavours 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
 - 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(s)
 - inform parents when they are making special educational provision for a child.

The School SEND Information Report is available on the website.

Identification, Assessment and Provision

Provision for students with special educational needs & disability is a matter for the school as a whole. In addition to the governing body, the Academy's head teacher, the SENDCOs and all other members of staff have important responsibilities.

Assessment is a continuing process that can identify pupils who may have special educational needs & disability. Student progress is measured by referring to:

- evidence from teacher observation and assessment
- their performance against the level descriptors
- standardised screening or assessment of needs.

All teachers are teachers of students with special educational needs & disability.

(Quality First Teaching)

Teaching such students is a whole-school responsibility, requiring a whole-school response.

Central to the work of every class and every subject is a continuous cycle of planning, teaching, assessment and evaluation that takes account of the wide range of abilities, aptitudes and interests of the students. The majority of students will learn and progress within these arrangements. However, for students with special educational needs & disability, there may be a need to provide an enhanced level of provision that supports and enhances their learning abilities.

At Buttershaw Business & Enterprise College, students with special educational needs may be those who have Cognitive and Learning Difficulties, Communication and Interaction Difficulties, Social Emotional and Mental Health Difficulties or Sensory and Physical Difficulties. These difficulties may be temporary, or they may last throughout their school career and beyond.

Admissions

- The school welcomes students of all physical and academic abilities. There is lift access to all areas and a well-equipped hygiene room is also available.
- Corridors are wide and classrooms spacious.
- Other students respond very well to the particular needs of individuals and the school is a safe and orderly environment. Our accessibility plan is available via our website.
- Our inclusion facilities are extensive with dedicated rooms and staff to meet a wide variety of needs. We also have an advice centre and extensive alternative curriculum provision.
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- The admission of pupils with an EHCP is dealt with by a separate procedure. Such children will be admitted to the school named on the EHCP without reference to the oversubscription criteria.

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- The school's admissions are dealt with by the local authority. For further details contact the school or contact the local authority on 01274 439200, or by email at schooladmissions@bradford.gov.uk

The school's admission policy is available on the website <http://www.buttershaw.net>

The Code itemises four broad areas of need.

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with communication and interaction needs is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

6.29 Children and young people with Autistic Spectrum Condition are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties.

(SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

Social, emotional and mental health

6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect 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 disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 Some children and young people require special educational provision because they have a disability (HI, VI or MSI) which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.

6.35 Some children and young people with a physical disability (PD) require additional ongoing support

Our aim is to ensure that during their time at Buttershaw Business & Enterprise College all children, including those with special educational needs, are properly supported so that they can play a full and active role in school life, remain healthy and achieve their academic potential and make a successful transition to adulthood.

The SEND Information Report outlines provision for SEND students at the school. This report is updated annually and is available on the website.

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 SEN.
- 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 children with special educational needs.
- keeping the governing body fully informed.
- working closely with the school's SEND co-ordinators.
- attending review meetings as appropriate.

The SENDCos

In line with the recommendations in the SEN Code of Practice 2015, the SENDCos will oversee the day-to-day operation of this policy in the following ways:

- coordinating provision for children with special educational needs and closely tracking the progress of SEND learners.
- liaising with and advising teachers
- managing the team of teaching assistants involved in supporting SEND learners.
- overseeing the records of all children with Special Educational Needs
- liaising with parents of children with SEN, in conjunction with Subject Achievement Leaders and Year Achievement Leaders
- contributing to the training of staff
- implementing a programme of Annual Reviews for all students with an Education Health Care Plan
- carrying out referral procedures to the Local Authority to request My Support Plans and/or an Education Health and Care Plan when it is suspected, on strong evidence arising from previous intervention (additional SEN support from devolved budget), that a student may have a special educational need which will require significant support,

- overseeing the transition programme for SEND students and ensuring the correct transfer of information from previous schools.
- Creating Pupil Passports for identified students and monitoring the school's system for ensuring that Pupil Passports have a high profile in the classroom
- evaluating regularly the impact and effectiveness of all additional interventions for all students with special educational needs).
- liaising sensitively with parents and families of students on the SEN list, keeping them informed of progress and listening to their views of progress.
- attending area SENDCo network meetings and training as appropriate.
- liaising closely with a range of outside agencies to support SEND learners.

The class teacher for SEND provision

- ensuring that they are aware of and plan for all SEND students within their classroom.
- Delivering Quality First Teaching in all lessons
- securing good provision and good outcomes for all SEND learners by:
- providing differentiated teaching and learning opportunities to ensure maximum progress.
- ensuring effective deployment of resources – including Teaching Assistant support to maximise outcomes for SEND learners.
- using Pupil Passports to plan for and meet the needs of SEND students.

Working with parents

In accordance with the SEND Code of Practice, the School believes that all parents and carers of students with SEND should be treated as equal partners and supported to play an active and valued role in their child's education.

The School will do this by:

- keeping parents and carers informed and giving support during assessment and any related decision making process about SEND provision.
- working effectively with all other agencies supporting students and their parents and carers.
- making parents and carers feel welcome.
- ensuring all parents and carers have appropriate communication aids and access arrangements.
- encourage parents and carers to inform the School of any difficulties they perceive their child may be having or other needs the child may have which need addressing.
- instilling confidence that the School will listen and act appropriately.
- focusing on the child's strengths as well as areas of additional need.
- allowing parents and carers opportunities to discuss ways in which they and the School can help their child.

External Support Links

We aim to maintain close working relationships with other agencies, organisations and support services. For students on the SEND register and students with EHCPs, any of the following agencies may be involved:

- Educational Psychology Service
- School Nursing Team
- Social, Communication, Interaction and Learning Team
- Child and Adolescent Mental Health Service
- Youth Workers
- Children's Social Care
- Early Help

- Counselling Services
- Speech and Language Therapy
- Service for Children with Physical and Sensory Needs
- Behaviour and Attendance Collaborate
- Youth Offending Team
- Physiotherapy
- and others as appropriate

Safeguarding

All safeguarding issues will be dealt with following the school procedures.

Request for Statutory Assessment

For a few students, the help given by SEN support might not be sufficient to enable the student to make adequate progress. At this point it will be necessary for the School, in consultation with the parent and carer and any external agencies already involved, to consider whether to ask the Local Authority to initiate a statutory assessment. Where a request for a statutory assessment is made to the LA, the student will have demonstrated significant cause for concern and the School will provide written evidence to the LA.

A Statutory Assessment might also be requested by a parent or outside agency.

The School will have the following information available:

- Pupil Passports
- Records and outcomes of regular reviews undertaken.
- Evidence of 2/3 cycles of the Graduated Approach taking place over a 3–6-month period
- Information on the student's health and relevant medical history.
- Attainment data
- Educational and other relevant assessments from specialists such as specialist teachers and educational psychologists.
- The views of parents and carers.
- The views of the student.
- Any other involvement by professionals.

Complaints Procedure

The School's complaint procedures are set out in the School prospectus. The SEN Code of Practice outlines measures that the LA must set up for preventing and resolving disagreements.

Parents and carers may seek advice on resolving disagreements through the LA and/or the Independent

The success of the education offered to children with SEN will be judged against the aims set out above. The SEND Policy document will be reviewed annually and the Governing Body's Annual Report will report on the implementation of the policy.

SEND information report is available on the schools website.