

# Bradford Forster Academy

## SEND Policy

2025 - 2026

Bradford Forster Academy strives to provide inspirational education for all students irrespective of their background or experience. Through exposure to outstanding teaching, the expectation of exemplary behaviour, and a consistent focus on building resilience, we aim to prepare all students with the skills and characteristics required to thrive personally, professionally and within society.

We strive to reflect our academy Christian values of respect, growth, and community whilst following our strapline of '**Everything is possible for one who believes**' Mark 9:23.



## **Purpose**

To outline SEND provision in line with the statutory guidance of the SEND Code of Practice (June 2014)

## **The Christian Ethos of Bradford Forster Academy**

At Bradford Forster Academy our values are **Hope, Endurance, Forgiveness and Trust** and our strapline is **“everything is possible for one who believes”**.

We believe that we should encourage and support all children to access education so they may become the people God created them to be.

At Bradford Forster Academy:

- 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 lifestyle and teaching
- We encourage everyone – to be open to God's spirit.

## **Context**

This policy should be read in conjunction with the Bradford Forster Academy's (BFA's) Single Equality Policy, the Bradford Local Offer, the BFA Behaviour and Anti- Bullying Policy, the BFA Safeguarding and Child Protection Policy and the BFA Accessibility Policy. This policy will also make reference to the 'SEND report'. All these documents are found along with this policy and the Bradford Local Offer document on our website.

At BFA we aim to prepare all our students for life beyond school to the best of our ability.

We are firmly committed to the belief that all individuals are created equal and should therefore have equal opportunities.

We view academic and personal development as equal priorities, encouraging our students to keep them in balance. In order to support all our students in achieving their academic potential and in their development as considerate and caring people that follow Christian ethical and moral guidelines, we try to provide the most appropriate environment while striving to meet the needs of the individual.

This policy has been prepared in accordance with the 0-25 Special Educational Needs and Disability Code of Practice 2014; The Special Educational Needs and Disability Regulations 2015; The Disability and Equality Act 2010; The Child and Families act 2014.

The SEND code of practice requires 'person-centred planning' and not SEN label planning.

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## **Admissions**

At BFA we believe that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice in that, "All schools must consider applications from parents of children who have SEND who do not have an EHC plan on the basis of the school's published admissions criteria as part of normal admissions procedures and must not refuse to admit a child who has SEND but does not have an EHC plan because they do not feel able to cater for those needs. They must not refuse to admit a child on the grounds that they do not have an EHC plan". (Special Educational Needs and Disability Code of Practice: (April 2014)).

Please see our Admissions Policy for further information.

## **Rationale**

This definition of Special Educational Needs comes from Special Educational Needs and Disability Code of Practice (April 2014):

- Has a significantly greater difficulty in learning than the majority of children of the same age; or
- Has a disability which either prevents or hinders the child from making use of the educational facilities of a kind provided for children of the same age within the area of the Local Authority.
- Has social, emotional mental health needs which impact on their progress.

The Equality Act 2010 says you are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities. This definition means such students may have special educational needs.

SEND students are those that experience a personal barrier to learning, be it a physical barrier or an ability to learn barrier. At BFA we strive to redress the balance for those students that may be in the SEND category and provide them with opportunities equal to those students not categorised as SEND by removing the barriers they experience or enabling them to traverse them. This no longer includes students with a home language other than English.

## **BFA SEND offer**

Since September 2014, like other Local Authorities (LAs) Bradford Council (BC) is now obliged to provide a local SEND offer to all residents. All education providers, including BFA, are required to publish their own offer to relate to the BC Local Offer. The BFA Offer is available to look at and download to print on the BFA website. (See SEND report).

## **BFA objectives with regard to SEND students**

- Earliest possible identification of SEND students following the SEND Code of Practice (2014).
- Meet all statutory responsibilities for SEND students.
- Provision of a broad and balanced curriculum to satisfy the needs of all students, inclusive of SEND students.
- Provision of an appropriate inclusive learning environment in which all students may fulfil their potential.
- Develop close working partnerships and clear and effective lines of communication between BFA, the students, parents/carers and any external agencies involved.
- This is to facilitate parents/carers statutory rights to contribute to the decision-making process about their child's education.
- Match SEND students with appropriate resources and assessment techniques.
- Continually monitor SEND students' progress and development and review any provision annually with a minimum of 2 reviews being offered annually.
- Keep all student Educational Health Plans (EHCPs) and Pupil Passports (PPs) up to date and shared with staff.
- Children and young people with SEND have unique knowledge of their particular circumstances, so their consultation and involvement in the review process is important.
- Parental meeting if required at Parents Evening.

## **Responsibility of the Governors**

The Governors will work with the Principal to:

- Determine BFA's general policy and approach to meet the needs of SEND students.
- Establish appropriate staffing and funding arrangements.
- Maintain oversight of provision through BFA's self-review procedures.
- Report annually to parents on BFA's SEND policy and its effectiveness.
- Designate a particular governor with specific responsibility for SEND oversight.

## **Responsibility of the Principal**

The Principal has delegated the task of overseeing everything pertaining to SEND to the Academy's SENDCo.

### **The key responsibilities of the SENDCo include:**

- Overseeing the day-to-day implementation of the BFA's SEND policy.
- Coordinating provision for students with SEND.
- Advising departments and staff on a graduated approach to providing SEND Support.
- Advising on the deployment of BFA's delegated budget and other resources to meet students' needs effectively.
- Liaising with parents of students with SEND.

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- Liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
- Being a key point of contact with external agencies, especially the LA and LA support services.
- Liaising with potential next providers of education to ensure a young person and their parents are informed about options and a smooth transition is planned.
- Assessing needs for Examination Access Arrangements, deploying resources to support exams and liaising with the Examinations Officer.
- Working with the Principal and school governors to ensure that BFA meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.
- Liaising and working closely with the Year Teams.
- Ensuring that BFA keeps the records of all children with SEND up to date.
- Liaising with and reporting to the BFA Governors about the work of the SEND Team.
- Line Manager to Bridge, Step-Up provision and Foundation Learners

BFA regards the role of SENDCo as being of great strategic importance as we have a higher than national average figure of SEND students. This is reflected by limiting the SENDCo's official teaching contact time, thereby ensuring that there is sufficient time to carry out the above functions; The SENDCo is also provided with administrative assistance and appropriate resources when warranted/needed. BFA has a Learning Support Assistant (LSA) Team of:

- Assistant SENDCo.
- SEN Admin
- Literacy Intervention Officer
- 4 HLTA's
- Learning Support Assistants

Any specialist training is identified on a need's basis and an appropriate LSA undergoes the relevant training or if a specialist is required appropriate services are procured.

We have two support provisions in school covering Cognition and Learning and Social and Emotional Mental Health.

Step Up supports those students who are working significantly behind age related expectations. They follow a hybrid timetable of an adapted curriculum in the Step Up and attend mainstream lessons music, technology, PE and any other subject deemed suitable.

Bridge centre supports those students struggling mainstream. There are two provisions KS3 and KS4.

**At The Bridge, we are committed to providing a safe, inclusive, and nurturing learning environment for Key Stage 3 and Key Stage 4 students with Social,**

Emotional and Mental Health (SEMH) needs. Our core purpose is to remove barriers to learning, rebuild confidence, and enable every young person to achieve both academically and personally.

We recognise that many of our students have experienced challenges that impact their education. We therefore place relationships, trust, and emotional safety at the centre of everything we do.

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At The Bridge we aim to:

- Provide a structured, supportive and trauma-informed environment.
  - Promote emotional regulation, resilience, and positive behaviour.
  - Deliver a broad, balanced and personalised curriculum.
  - Support students in gaining appropriate qualifications at KS4.
  - Prepare students for successful reintegration, further education, training, or employment.
  - Foster respect, responsibility, and positive relationships within our community.
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## Curriculum

### Key Stage 3

Students in KS3 follow a broad and balanced curriculum aligned with the National Curriculum, adapted to meet individual needs. There is a strong emphasis on:

- Core subjects (English, Maths, Science)
- Personal development and PSHE
- Geography History
- Social skills and emotional literacy
- Creative and vocational opportunities
- Individual intervention

- **Key Stage 4**

- Core subjects (English Language, Maths, Science- Human Biology)
- Personal development and PSHE

- Art
  - Photography
  - Social skills and emotional literacy
  - Creative and vocational opportunities
  - Duke of Edinburgh
  - Individual intervention
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## **Step Up – Primary Resource Provision Policy Statement**

### **Vision and Ethos**

Step Up is a primary resource provision dedicated to supporting pupils with specific learning difficulties within a nurturing, structured, and inclusive environment. We are committed to enabling every child to develop confidence, resilience, and independence while achieving their full academic and personal potential.

We recognise that children with specific learning difficulties may require tailored teaching approaches, additional structure, and emotional support. At Step Up, we provide a calm and supportive setting where pupils feel safe, understood, and valued.

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At Step Up, we aim to:

- Provide high-quality, personalised learning for pupils with specific learning difficulties.
  - Deliver targeted interventions to support literacy, numeracy, communication, and processing skills.
  - Foster emotional wellbeing, self-esteem, and positive learning behaviours.
  - Promote independence and resilience in learning.
  - Support successful inclusion within mainstream classes wherever appropriate.
  - Work collaboratively with families and professionals to ensure consistent and holistic support.
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### **Teaching and Learning**

Our provision is underpinned by:

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- Small group teaching and structured routines.
- Differentiated, multi-sensory teaching approaches.
- Evidence-informed interventions tailored to individual needs.
- Regular assessment and progress monitoring.
- A balance of academic support and personal development.

We adapt teaching strategies to meet individual learning profiles, ensuring that pupils can access the curriculum in a way that is meaningful and achievable.

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## EBSA

EBSA provision. EBSA supports those students struggling to access school. Lessons are sent by teachers and supported through LSA support. The aim on the centre is to slowly introduce students back into mainstream.

### **SEND categories**

SEND students are organised into four categories: Special educational needs and provision can be considered as falling under four broad areas:

1. Communication and interaction – including speech and Autistic Spectrum (including Asperger's Syndrome).
2. Cognition and learning – including severe learning difficulties (SLD), moderate learning difficulties (MLD) and specific learning difficulties (SpLD).
3. Social, mental and emotional health – whose needs require greater provision than that provided by the pastoral support programmes available at BFA, and whose needs are supported by external agencies such as CAMHs.
4. Sensory and/or physical – including physical, medical, hearing and visual impairment. It is obvious from the above list that students could be in more than one category as they are not mutually exclusive.

### **Identifying students with special educational needs and disabilities (SEND)**

A student with SEND can be identified in a number of ways:

- Primary School Data
- Reading Age Tests: NGRT, Salford reading test, reading comprehension assessment, Listening and spelling age assessment
- Base Line Teacher Assessment in line with Bradfords Matrix of need
- Psychometric testing
- Dyslexia Portfolio

- Dyscalculia screener
- Cognitive Ability Tests
- Boxall Profile
- Speech and language assessment

Referrals following observation by:

- The SENDCo
- Learning Support Assistants (LSAs)
- Teaching staff
- Pastoral staff
- SCIL team

Request from:

- The student themselves or
- The student's parent(s) or carer(s)
- Teachers

## **THE GRADUATED APPROACH**

Bradford 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 SEND 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:**

It is expected that the majority of SEND should be supported by teachers in the classroom through.

Quality First Teaching (QFT) and examples of this include:

- Differentiated work
- Personalisation Approaches
- Assessment for Learning
- Multi-sensory teaching
- Additional time if required
- If a Learning Support Assistant is available in the lesson, the teacher will direct the LSA to support students as they feel is necessary and appropriate.
- Adaptive teaching strategies
- Passport and IEP

If any teacher, 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 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 child'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 to identify specific needs. This would allow for any specific intervention to be targeted to areas in which the student needs support. Small group, or 1:1, interventions may be planned for the students.
  - Further specific interventions may include:
    - Key Worker Support
    - Structured support
    - Access to breakout area
    - Speech and language intervention
    - Learning Mentor
    - Small group Literacy intervention
    - Social skills
    - Zones of Regulation
    - Alternative provision in school
- Tier One support

It is expected that in most cases where a student takes part in an additional intervention this student would 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. This can include, but is not limited to, extra time, the use of a word processor, or higher-level support such as a reader or scribe.

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

### **Wave 3**

If a student continues to make less than expected progress, the SENCO, with the consent of parents, 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)
- Other specific agencies if required\*\*
- EHCA Application
- Enhanced Provision

Parental requests regarding referrals to outside agencies such as CAMHS for ADHD or ASD assessments 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. 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. These can take up to a minimum of 3 months to complete

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

It may also be decided that, in addition to specific small group or 1:1 intervention, a level of specific LSA support is necessary to remove barriers to learning in the classroom.

Students being supported by Wave 2 after a term and wave 3 are always placed on the SEND Register. They will therefore receive a personalised passport which outlines needs and strategies in the classroom. These passports are sent to parents at the start of year. There are three available options to meet with the SEND team during the year. Inter term, parents evening and the summer term.

Some students are always identified on the SEND Register, such as those with an Education, Health, and Care Plan.

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. EHCP students have a SEND Review, 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.

### **Involvement of specialists**

Where a student continues to make no progress or progress far behind the expected level over a sustained period, despite support matched to the student's needs, BFA will consider involving specialists that may well be from external agencies. Any planned approach of specialists will be agreed with the student's parent(s)/carer(s). Any subsequent advice received from or assessment by specialists will always be shared with the student's parent(s)/carer(s) and teaching staff.

### **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 SCIL 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
- ASD referrals- These can take a minimum of up to 3 months to complete
- ADHD referrals- These can take a minimum of up to 3 months to complete and others as appropriate

### **Complaints**

If as a parent/carer you are, or have been, dissatisfied with anything about the way in which a student has been assessed or supported, please refer to the BFA Complaints Policy for guidance in how to proceed.

### **Appendix A: Glossary of SEND terms**

**ADHD – Attention Disorder Hyperactivity Deficit-** Needs to be diagnosed by a consultant paediatrician. Medication can bring about improvements in behaviour and concentration levels. However, it is not a complete answer.

**Child and Adolescent Mental Health Services (CAMHS)** – Specialist support and identification of Mental Health Needs

**Dyspraxia** – Difficulties with coordination, handwriting, language perception.

**Education, Health & Care Plans (previously a statement of educational needs)** – One of the major changes introduced by the Children and Families Act 2014 is the replacement of the current Statement system with new Education, Health, and Care Plans. EHCP will also be extended to young people aged 25 to support young people into adulthood.

**Engaging Parents, Children and Young People** - Local authorities must ensure that parents, children and young people are involved in discussions and decisions about every aspect of their care and support, planning outcomes and agreeing services & activities to meet those outcomes.

**Graduated Support** – A model of action and intervention in early education settings, schools and colleges to help children and young people who have Special Educational Needs. The approach recognises that there is a continuum of Special Educational Needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing.

**Looked-after Children (Children who are Looked After/ CLA)** – This is a legal term which means that the local authority has stepped in and taken over the role of the parent. The children may be with foster carers or family members, but it is the local authority that takes responsibility e.g., signing for trips. It is rare although we do have high levels at the moment. Invariably the children do not want other pupils to know this. There are regular reviews and reports and meetings for these children. Unofficially CLA – Children who are staying with relatives other than parents. We have a number of these children.

**Local Offer** – Every council will be required to publish a detailed directory of what local support there is available for children and young people with special emotional needs and disability – called the Local Offer. The local offer will provide clear and accurate information about local education, health, and care services, making it easier to choose and access the services you need.

**Other/Outside Agency** – There are a whole host of agencies and support groups that the school uses. For example, we have an in-house counsellor. The agencies we access can be confidential and so the phrase other/outside agency support is used. They range from family support to mental health services. These are all the agencies

you would expect us to access for a child/family in distress and there are quite a number of them.

**Personal Budgets** – Parents with an EHC plan will have the right to a personal budget for their support. A personal budget is an amount of money provided to the family to enable them to directly purchase all or some of the provision set out in their EHC plan. By having a say in the way this budget is used, a parent or young person can control elements of their support.

**Speech and Language Issues (SaLT)** – Speech therapists do not work directly with pupils in High School, but we have a number of pupils who have issues with pragmatics. This is the social use of language and difficulties with social skills.

**Special Educational Needs and Disability (SEND)** – 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 disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

**Social, Emotional and Mental Health Difficulties (SEMHD)** – This replaces Behavioural, Emotional and Social Difficulties (BESD). 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.

**Specific Learning Difficulties (SpLD)** – Affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia, and dyspraxia.

**Visually Impaired Team (VIT)** – Self-explanatory.

**Young Carers** – Self-explanatory.