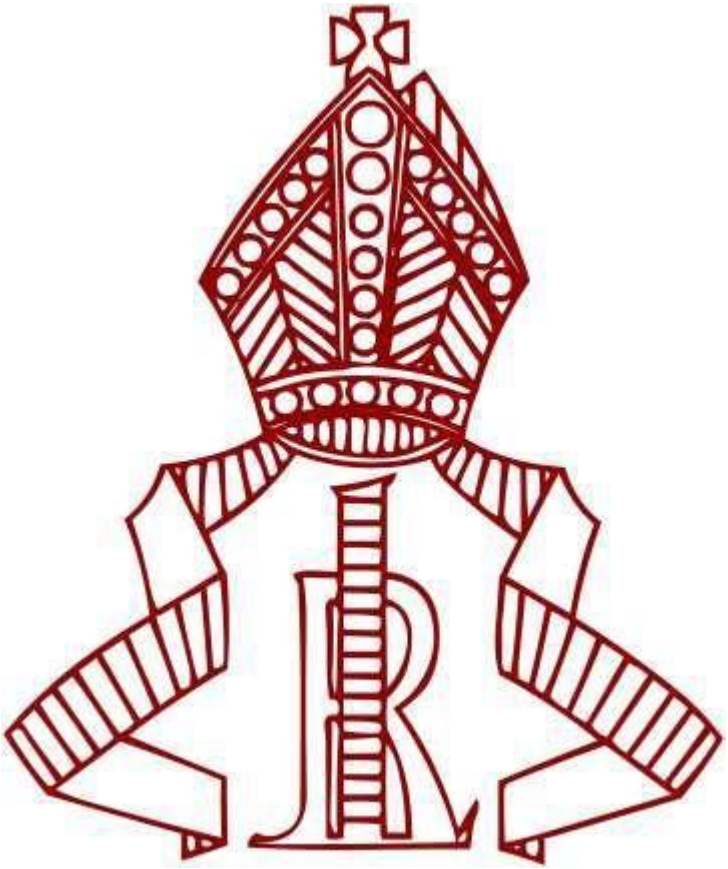
Bishop Luffa School



SEND Policy

Reviewed and approved by:	**Governing Body**	**Date: October 2026**
Next review due by:	**October 2027**	

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1. Our Values and Visions for SEND:

Our mission statement emphasises the importance of every individual child:
"Always our best because everyone matters"
"I have come in order that you might have life - life in all its fullness" John 10:10
With the shared involvement of each individual, we aspire to be a confident, outward-looking Christian community in which every member:

- enjoys creative, dynamic and reflective learning
- is supported, challenged and equipped for the future
- values and takes responsibility for themselves and others
- relies on and builds supportive and lasting relationships

The mission statement can be broken down into the following principles for SEND:

- Our curriculum and pastoral arrangements provide the means to develop our students into happy, well-educated people.
- Every teacher is a teacher of every student within the classroom, including those with SEND, in line with the Teachers' Standards (DfE, 2011).
- The SEND budget funds staffing and general resourcing. Specific, targeted interventions and resources may be funded through top-up funding.
- "The school aims to be truly comprehensive and welcomes the whole range of ability and aptitude" (Admissions Policy).

Bishop Luffa School strives to ensure that the culture and ethos of the school are such that, whatever the abilities and needs of members of the school community, everyone is equally valued and treated with respect. Students are provided with the opportunity to experience, understand and value diversity.

2. Legislation and Guidance

This policy is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (0 to 25 years) and meets the requirements of:

- Part 3 of the Children and Families Act 2014 sets out duties of schools and local authorities for children with SEND.
- The Special Educational Needs and Disability Regulations 2014 outlines requirements regarding Education, Health and Care Plans (EHCPs), Special Educational Needs Coordinators (SENCOs), and the SEND Information Report (Regulation 51 / Schedule 1).
- The Equality Act 2010, Section 20 - requires schools to make reasonable adjustments for students with disabilities.
- Public Sector Equality Duty (Section 149 of the Equality Act 2010) requires public bodies to eliminate discrimination, advance equality of opportunity, and foster good relations.
- School Admissions Code (2021) ensures that children with EHCPs are not unfairly disadvantaged in admissions.
- SEND and Alternative Provision (AP) Improvement Plan (March 2023) introduces national standards for SEND, digitised EHCPs, and a greater focus on early interventions.
- Working Together to Improve School Attendance (2022, updated 2023) highlights the importance of support for SEND students in attendance strategies and supporting pupils with health/SEND needs.
- Behaviour in Schools: Advice for Headteachers and School Staff (2022) emphasises expectations for inclusive behaviour policies and reasonable adjustments.
- Ofsted Education Inspection Framework (EIF) includes a focus on the quality of education and leadership, particularly regarding the identification of and provision for SEND students.
- Statutory SENCO Qualifications – ensuring the SENDCO holds or is actively completing the required statutory National Professional Qualification for SENCOs (NPQ for SENCOs) in accordance with DfE mandates, and is a qualified teacher (SEND Code of Practice Section 6.87).

The policy also adheres to Keeping Children Safe in Education (KCSIE) guidance and should be read alongside the school's Child Protection and Safeguarding Policy and the annual SEND Information Report published on the school website.

The SEND Code of Practice defines Special Educational Needs in this way:

"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 them. 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." (SEND Code of practice, 2015, Section 6.15/1.8)

The SEND Code of Practice identifies four broad areas of need:

1. **Communication and interaction** - for example, where children and young people have speech, language and communication difficulties which make it difficult for them to understand language, express themselves, or communicate effectively with others.
2. **Cognition and learning** - for example, where children and young people learn at a slower pace than their peers, have difficulty understanding parts of the curriculum, experience difficulties with organisation and memory, or have a specific difficulty affecting particular areas of learning such as dyslexia or dyscalculia.
3. **Social, emotional and mental health (SEMH)** - for example, where children and young people experience difficulties in managing their emotions or relationships, may be withdrawn or display challenging behaviour that impacts their learning or wellbeing.
4. **Sensory and/or physical needs** - for example, children and young people with visual and/or hearing impairments, or with a physical disability that requires ongoing support and equipment.

Some children and young people may have needs that span more than one of these areas.

Definition of disability:

Under the Equality Act 2010, a person is considered to have a disability if they have:

- a physical impairment.
- the impairment has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A formal medical diagnosis is not required for a person to be regarded as disabled. Schools may be informed by parents/carers, or may reasonably identify this themselves based on the child's needs and difficulties.

It is likely that many children and young people receiving SEND Support will meet the definition of disability under the Equality Act 2010. It may also apply to those with long-term medical needs or mental health difficulties, even if they are not on SEN Support.

Once a school is aware that a student may meet the legal definition of disability, it has an ongoing duty under the Equality Act 2010 to make reasonable adjustments, including providing auxiliary aids and services, to avoid disadvantaging disabled students. This is an anticipatory duty, meaning that schools must plan in advance for likely needs, not simply react once a barrier arises.

Students with medical conditions are supported in line with the school's policy on supporting students with medical needs. The School Nurse works in partnership with staff and families to ensure appropriate healthcare plans are in place, and that relevant information is shared with staff.

3. A Graduated Approach and Inclusive Practice

In line with the SEND and AP Improvement Plan (2023), Bishop Luffa School emphasises early intervention, co-production with families, and consistently high-quality teaching. Adaptive teaching is embedded in our graduated response and supports early identification of need.

The graduated approach begins at the whole-school level, with the expectation that all teachers are responsible for the progress and development of every student in their classroom. High-quality, adaptive teaching is the first step in responding to students' needs.

Teacher planning through our Map, Master, Move Forward framework places adaptive teaching at the heart of classroom practice. Teachers continually assess, plan, implement, and review their teaching to ensure that it meets the needs of all learners.

The graduated approach is applied across three tiers of provision:

- **Universal** (adaptive teaching for all)
- **Targeted** (additional interventions within the classroom or school)
- **Specialist** (external support and/or EHCP provision)

Where a potential special educational need has been identified, the Assess, Plan, Do, Review process becomes increasingly personalised.

The graduated approach is embedded across whole-school teaching and encompasses universal, targeted, and specialist provision. Information about each student's needs is gathered by the SEND team and shared with staff through Arbor. Every student has an individual Student Passport, which highlights their specific areas of need and provides practical strategies to help teachers adapt their teaching and support learning effectively.

We work closely with mental health services and ensure that students with social, emotional and mental health (SEMH) needs are supported through both curriculum provision and external referrals where necessary. This includes access to Emotionally Based School Avoidance (EBSA) support, counselling, and liaison with CAMHS.

3a. Roles and Responsibilities in the Graduated Approach

- Classroom teachers remain responsible for meeting the needs of all students through adaptive teaching and the use of Map, Master, Move Forward. All teachers are qualified teachers in line with statutory Teachers' Standards.
- The Head of Support deploys Teaching Assistants (TAs) strategically according to the graduated approach, ensuring they are used effectively to promote independence and progress.
- The Head of Support and Heads of Faculty provide advice and guidance to classroom teachers on planning, differentiation, and understanding the needs of students.
- The Head of Support and Heads of Faculty monitor the progress of SEND students and help develop targeted strategies for students who are not making expected progress. The Head of Support / SENDCO holds or is actively completing the statutory National Professional Qualification for SENCOs (NPQ for SENCOs).
- TAs deliver a range of interventions to meet specific individual needs.

English as an Additional Language (EAL) students are supported in class, at language clubs, and through collaboration with external agencies. We recognise that EAL is not a special educational need; however, where a student has both SEND and EAL needs, appropriate support is provided.

3b. Transition from KS2-3 and KS4-5

Information is shared with Heads of House and Learning Support at key transition stages (KS2-3 and KS4-5). Meetings are arranged with feeder schools, and additional transition arrangements are put in place if appropriate.

4. Education, Health and Care Plans (EHCPs)

EHCPs are monitored to ensure the best outcomes for students. Staff communicate regularly with parents, and progress is tracked both academically and through EHCP targets.

Additional diagnostic assessments are used where relevant, covering the four broad areas of need:

- **Communication and interaction:** prior information, external reports, teacher feedback
- **Cognition and learning:** Year 7 Literacy Screening and ongoing monitoring
- **Social, emotional and mental health:** teacher feedback, external agency reports, prior information
- **Sensory and/or physical needs:** external reports, prior information, accessibility reviews

4a. Requesting an Education, Health and Care Needs Assessment

The school considers the needs of the whole child following the Assess, Plan, Do, Review framework, in line with the SEND Code of Practice. It is important that this process is carried out thoroughly, with parental engagement and staff awareness, before considering an application for an Education, Health and Care Needs Assessment (EHCNA).
Student views are actively sought through passport reviews, EHCP meetings, and informal feedback. This ensures that their voices shape the support they receive, in line with the principles of person-centred planning.
Once the decision is made to apply for an EHCNA, all paperwork must be completed within statutory deadlines.

5. Access Arrangements and Reasonable Adjustments (AARA)

Access Arrangements and Reasonable Adjustments (AARA) are provided in line with Joint Council for Qualifications (JCQ) regulations.
Evidence to support potential AARA is gathered from Key Stage 3 onwards. This is based on a range of classroom indicators, including:

- Persistent difficulty in completing classwork or assessments within the allocated time;
- Slow reading and/or writing speed;
- Ongoing low levels of literacy despite appropriate teaching and intervention;
- Evidence of processing difficulties impacting performance in timed conditions.

Formal assessments to determine eligibility for AARA are taken in Year 9. These assessments must confirm that the required criteria are met and that any arrangements reflect the student's normal way of working in the classroom.
Reports from external professionals and medical or mental health practitioners are considered as part of the wider picture of need. However, a diagnosis or external report alone does not automatically entitle a student to AARA. Eligibility must be demonstrated through objective evidence of persistent difficulty and the student's normal way of working in the school setting, as required by JCQ.
Bishop Luffa will give consideration to an individual private diagnosis and the information it provides, but will not be required to base the interventions offered solely on the recommendations.

6. Partnering with Parents/Carers and External Partners

At Bishop Luffa School, we use Parents' & Carers' Evenings, face-to-face contact, telephone, email, and letters to build strong partnerships with families. We pride ourselves on responding quickly to parents and carers and communicating effectively.
Parents and carers are also involved in Annual Reviews (in line with statutory requirements) and PEPs (Personal Education Plans), which are led by Heads of House.
Where appropriate, we work with external partners such as:
Educational Psychologist; CAMHS; Social Services; Local Authority SEND Team; Speech and Language Therapy Service; Learning and Behaviour Advisory Team (LBAT); Autism and Social Communication Team (ASCT); Fair Access Panel; EBSA Team; Other relevant agencies.
Details of local authority provision, statutory information, and support services across the county can be accessed via the **West Sussex County Council Local Offer** web page, which works in conjunction with this policy and the school's annual SEND Information Report.

7. Record Keeping, Monitoring, and Data Management

The effectiveness of SEND provision is regularly reviewed in line with the Ofsted Education Inspection Framework, with a focus on outcomes, progress, and preparation for adulthood.
The Head of Support and Senior Leadership Team are responsible for quality assurance and continuous improvement.
Records include:

- Whole school data - identifies areas of concern regarding progress.
- SEND Register - categorises SEND Support and EHCP status, with information on students' additional needs and support strategies.
- Student Passports - outlines information and strategies relating to students' needs.

8. Safeguarding

The Designated Safeguarding Lead (DSL), a member of the Senior Leadership Team, oversees safeguarding at Bishop Luffa School and leads the Safeguarding Team.
Our core safeguarding principles are:

- The well-being and safety of all members of the school community are paramount.
- Everyone has a role to play in safeguarding children.
- Policies and procedures are reviewed annually and ratified by Governors.
- All staff (teaching and support) receive child protection training annually.

This SEND Policy works in conjunction with the school's Child Protection and Safeguarding Policy, in line with Keeping Children Safe in Education guidance.

9. Staff Training

SEND training is closely aligned with national developments and includes training on inclusive strategies, emotional wellbeing, and neurodiversity. Where appropriate, we work with external agencies to deliver targeted professional development.
All staff are made aware of students with identified SEND and are shown how to access relevant information to support them effectively in and out of the classroom.
Training for staff working with students with SEND forms a core part of our whole-school CPD programme, including during INSET days. We engage specialist providers, such as Educational Psychologists, LBAT, and ASCT, to deliver high-quality, bespoke training tailored to staff needs.

10. Complaints Process

Bishop Luffa School treats all concerns and complaints seriously. We aim to resolve concerns, wherever possible, without the need for formal procedures.
Concerns are directed to individual staff in the first instance. In most cases, Tutors will receive the first approach. If needed, the concern may be escalated to the Head of House, Head of Faculty, or, for more serious concerns, a member of the Leadership Team.
Complaints about SEND provision follow the school's Complaints Policy, which complies with Section 29 of the Education Act 2002.
Details of all staff and their responsibilities are available from the school office or on the school website.

Glossary

- **Adaptive Teaching:** Adjusting teaching to meet the needs of all learners
- **ASCT:** Autism and Social Communication Team
- **CAMHS:** Child and Adolescent Mental Health Services
- **AARA:** Access Arrangements and Reasonable Adjustments
- **EBSA:** Emotionally Based School Avoidance
- **EHCP:** Education, Health and Care Plan - legal document for a child's SEND provision
- **Graduated Approach:** Assess, Plan, Do, Review cycle used to identify and respond to SEND
- **JCQ:** Joint Council for Qualifications
- **KCSIE:** Keeping Children Safe in Education
- **LBAT:** Learning and Behaviour Advisory Team
- **NPQ for SENCOs:** National Professional Qualification for SENCOs (mandatory statutory qualification)
- **Ofsted EIF:** Ofsted's Education Inspection Framework
- **PEP:** Personal Education Plan used particularly for looked-after children
- **Public Sector Equality Duty:** Legal duty to promote equality and eliminate discrimination
- **Reasonable Adjustments:** Changes made to ensure disabled students are not disadvantaged
- **SENCO / SENDCO:** Special Educational Needs Coordinator
- **SEND:** Special Educational Needs and Disabilities
- **SEND Code of Practice:** Statutory guidance on identifying and meeting SEND needs
- **SEND Register:** List of students with SEND, maintained by the school