



THE BEMROSE SCHOOL

SEND POLICY

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1. Aims- 'Learning together, working together, achieving together.'

Our school is a community. We provide opportunities for everyone to achieve their personal best in a supportive, friendly and inclusive environment. Together, we will nurture, develop and guide one another towards a successful future.

Our school aims to:

- Ensuring all pupils requiring SEND provision are identified as early as possible in their school career.
- Ensure parents/carers are involved in the discussions and decisions about support for their child.
- Meet the needs of all pupils with SEND so they can engage in activities alongside pupils who do not have SEND.
- Outline a supportive plan for key transition points in a pupil's educational journey from EYFS to adulthood.
- Help pupils with SEND fulfil their aspirations and achieve their best.
- Equip pupils with skills and attributes necessary to become confident individuals living fulfilling lives.
- Work in collaboration with external agencies so that pupils can access a package of support to meet their needs.
- Provide regular opportunities for staff to engage in CPD so that they have the knowledge, skills and strategies to support pupils effectively.
- Take a collaborative approach across the school to meet the needs of the pupils within our care.

All staff are responsible for identifying and meeting the needs of individuals with SEND. Information is shared between staff about the strengths and needs of individual pupils with SEND. Resources are available to pupils, staff and families to ensure support meets the needs of individuals. Pupils receive quality support through our universal offer and targeted interventions that are planned to meet the needs of the pupils and promote progress. All staff in collaboration with parents/carers provide the care and support that pupils with SEND require to thrive in education.

2. Vision and values

At our school we aim to provide all pupils with access to a broad and balanced curriculum. Pupils are provided with opportunities to develop their knowledge and skills that is appropriate for their needs. We are focused on creating an inclusive

culture within our school where independence, equality and tolerance is valued. Provision is tailored to meet the needs and abilities of pupils so that they have the chance to thrive and reach their potential. Pupil strengths are recognised and achievements are celebrated.

The Bemrose School is ambitious for all its pupils. We are committed to everyone's learning through high-quality teaching that inspires hard work, celebrates diversity in all its forms and nurtures a culture of fairness and respect

3. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

[Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND

[The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (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

[Governance Handbook](#), which sets out governors'/trustees' 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

4. Definitions

4.1 Special Educational Needs

A pupil has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have learning difficulties 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.

4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

Area of need	
Communication and interaction	Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Area of need	
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

5.1 The SENCO

The SENCO is Anne-Marie Kearney – senco@bemrose.derby.sch.uk

The Deputy SENCOs are Sophie Emms and Sarah Macleod.

They will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child

- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice

5.3 The SEND governor

The SEND link governor is Natalie Birkinshaw

The role of the SEND governor is to:

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

5.4 The Executive Headteacher

The Executive Headteacher and Heads of Schools will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress

- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

5.5 Class and subject teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Working with the SENCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy.
- Communicating with parents regularly to:
 - Set clear outcomes and review progress towards them
 - Discuss the activities and support that will help achieve the set outcomes
 - Identify the responsibilities of the parent, the pupil and the school
 - Listen to the parents' concerns and agree their aspirations for the pupil

5.6 Parents or Carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to termly meetings to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Given information on the pupil's progress throughout the academic year

The school will take into account the views of the parent or carer in any decisions made about the pupil.

5.7 The Pupil

Pupils 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. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

6. SEN information report

The school publishes a 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.

6.1 Identifying pupils with SEN and assessing their needs.

As a school, we understand the importance of identifying a pupil's needs to ensure support is accessed at the earliest opportunity. Anyone can raise concerns regarding a pupil's needs and there is a graduated response process in place to address them.

Prior to admission, we collect information regarding a pupil through discussions with previous settings, inductions meetings with parents/carers and if appropriate, reports from professionals. Upon starting at our school, we assess each pupil's current skills and levels of attainment. This may be through screening assessments, observations and/or interactive tasks dependent on the developmental stage of the pupil. We use information gathered to identify pupils who may need additional support and create a

plan of the reasonable adjustments that may be required for the individual to be able to access the curriculum.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- 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.

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Staff will consider potential short-term causes of impact on behaviour or performance. Staff will take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our universal offer, or whether something different or additional is needed. If progress does not improve following high-quality teaching and adaptive strategies, targeted interventions may be planned for and delivered. If necessary, advice may be sought from external professionals with consent from parents/carers.

6.2 Consulting and involving pupils and parents.

At the Bemrose School, we will put the pupil and their parent/carers at the heart of all decisions made about special educational provision.

We will endeavour to have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We consider the parents' concerns.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

We will formally notify parents when it is decided that a pupil will receive support. For pupils who join The Bemrose School having had a SEND need identified in previous settings we will work with parents to identify the best package of support.

6.3 The graduated approach to SEN support

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents/carers and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system and will be made accessible to staff in an EDUKEY.

Parents/carers will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENCO will revise the outcomes and support considering the pupil's progress and development, and in consultation with the pupil and their parents.

6.4 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

6.5 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils progress including by using provision maps
- Carrying out reviews of the graduated approach at every cycle of SEN support
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Using pupil questionnaires
- Regular pupil progress meetings
- Weekly Inclusion meetings
- Holding annual reviews for pupils with EHC plans
- Feedback from parent/carer 'drop in' sessions and/or questionnaires
- Ensuring monitoring and quality assurance procedures include a focus on SEND

6.6 Supporting pupils moving between phases and preparing for adulthood.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

Each transition is carefully planned. We meet with parents, pupils, and staff from previous setting wherever possible. Pupils and parents are invited to visit The Bemrose School prior to starting their placement. Vulnerable pupils are identified and supported with additional visits where they are moving to a new teacher, key stage or provision provider.

6.7 Our approach to supporting pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High-quality teaching (wave 1) is our first step in responding to pupils who have SEND and through our adaptive teaching approach, provision is targeted to meet the needs of each pupil.

Further support may be provided through targeted interventions (wave 2) such as:

- Social Skills development sessions
- SEMH or behaviour support through Learning Mentors
- Phonics support
- SPARKs Mathematics
- Rapid Phonics Rapid Reader program
- Speech Link and Language Link programmes
- Life skills sessions
- Bespoke curriculums
- Zones of regulation
- Think Social
- Reading between the lines
- Alternative off-site provisions
- Hackney Reading Program
- Functional Mathematics
- Creation Station access
- Changing Lives support
- Love 4 life
- Soft starts
- Access to the sensory room and/or resources to support regulation
- Sensory circuits
- Adult support in the classroom
- Support to re-regulate when needed
- Priority leaves and safe spaces during unstructured times
- Supported transitions
- Student passports
- Appropriate Access arrangements

6.8 Adaptations to the curriculum and learning environment.

We may make the following adaptations to ensure a pupil's needs are met:

- Differentiating our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources to aid understanding and promote independence
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, reader pens, alternative communication aids etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing smaller and low stimulus environments for pupils through the ERF provision in the Secondary Phase
- In class support from support staff
- Carefully planned seating arrangements

- Reciprocal reading strategies
- Dual Coding resources
- Visuals

6.9 Further advice and support

We work closely with external agencies to provide specialist support (wave 3) for pupils with SEND. This may involve work to train staff, provide resources or equipment, gain advice and/or deliver provision required in a child's EHCP.

External professionals are invited to provide up to date reports and/or attend meetings regarding a child's provision, including annual reviews for pupils with EHCPs.

Some of the professionals we work with are:

- STEPs
- Educational Psychologists
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapists
- Clinical Psychologist
- Occupational Therapy
- School Nursing team
- Visual Impairment team
- Hearing Impairment t
- Social services
- Education Welfare Officer

7. Admissions and Accessibility Arrangements

7.1 Admissions

It is the aim of our school to be inclusive. We recognise that gaining accurate information from the parents/carers, pupil and previous settings is critical for ensuring support is effective upon admission. The admission team work closely with the family to deliver the induction package prior to a pupil starting school which includes a tour and welcome pack.

All prospective pupils whose EHC plan names the school will be admitted before any other places are allocated. There is a robust process regarding waiting lists to avoid unfairly disadvantaging prospective pupils with a disability or special educational needs.

Our school admission arrangements and our admissions policy can be found on our school website: [Admissions-Policy-October-25.pdf](#)

7.2 Accessibility

The school's Accessibility Plan is available in school and is updated annually: [Access-Policy-April-2026-1.pdf](#). The needs of our pupils are reviewed, and actions are taken to adapt the school environment, facilities and resources to ensure accessibility for all members. School makes all reasonable adjustments,

including investment in specialised equipment and expert advice to ensure full access for disabled pupils.

Including, as examples:

- Resources to support teaching and learning.
- Purchase of ICT equipment/software
- Additional staff support
- Lift access
- Disabled toilets
- Ramps around site

8. Complaints about SEND provision

If a parent/carer is unhappy with the special educational provision that their child is receiving, they are encouraged to contact:

- a) The class teacher, in the first instance, by contacting them via the school office to make an appointment.
- b) If parents are still unhappy, the next step is to talk to the SENCo by arranging an appointment through the school office.
- c) If necessary, parents may ask to meet with the Headteacher or Executive Headteacher by arranging an appointment through the school office.
- d) Governors are the next stage in trying to resolve a complaint. All concerns should be put in writing and delivered to the school office for consideration.

The school does have a complaints policy which can be found on the school's website should it be required. [Policies - Bemrose](#)

9. Monitoring arrangements

This policy will be reviewed by the SENCO every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

10. Links with other policies and documents

This policy links to other policies such as:

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality policy

- Attendance policy
- Safeguarding / child protection policy
- Complaints policy

All the school's policies can be found on:

[Policies - Bemrose](#)

Derby SEND Local Offer can be found here:

<https://www.derby.gov.uk/education-and-learning/derbys-send-local-offer/>