



Special Educational Needs and Disabilities (SEND) Policy

April 2026

1. Purpose

Boomsatsuma is committed to providing an inclusive learning environment where all students can access a broad, balanced, and relevant curriculum. We aim to identify and remove barriers to learning, ensuring that students with Special Educational Needs and Disabilities (SEND) receive the support they need to achieve positive outcomes.

This policy reflects our statutory duties under the **Children and Families Act 2014**, the **SEND Code of Practice (2015)**, the **Equality Act 2010**, and the **SEND Regulations 2014**. Supporting students with SEND is a whole-college responsibility, and all teachers are teachers of SEND.

2. Aims and Objectives

Boomsatsuma aims to:

- Ensure all students can access learning and make progress.
- Provide high-quality teaching that meets the needs of all learners.
- Promote independence, equality, and respect for others.
- Identify students with SEND early and provide appropriate support.
- Work in partnership with students, parents/carers, and external agencies.
- Ensure students and families are fully involved in decision-making.
- Contribute to the Local Authority's **Local Offer**.
- Meet the Equality Act duty to make **reasonable adjustments** for disabled students.

3. Identifying Special Educational Needs

Boomsatsuma follows the four broad areas of need outlined in the SEND Code of Practice:

1. **Communication and Interaction**
2. **Cognition and Learning**
3. **Social, Emotional and Mental Health (SEMH)**
4. **Sensory and/or Physical Needs**

Identification focuses on understanding the student's needs rather than fitting them into a category. Quality First Teaching is the first response to emerging needs, and teaching quality is regularly monitored.

4. Quality First Teaching

Teachers are responsible for the progress of all students in their classes. Where a student is not making expected progress, staff will:

- Adapt teaching and learning approaches.
- Monitor progress closely.
- Consult with the SENCO where concerns persist.
- Engage parents/carers in discussions.

Monitoring does not automatically place a student on the SEND register.

5. SEN Support: Assess–Plan–Do–Review

Where a student is identified as having SEND, Boomsatsuma follows the statutory graduated approach:

Assess

Information is gathered from teachers, assessments, parents/carers, the student, and external professionals where appropriate.

Plan

A support plan is agreed, outlining adjustments, interventions, expected outcomes, and review dates. All staff working with the student are informed.

Do

Teachers remain responsible for the student's progress, working with support staff and specialists as needed.

Review

Support is reviewed regularly. Plans are adapted based on progress, feedback, and professional advice.

Parents/carers and students are involved at every stage.

6. Education, Health and Care Plans (EHCPs)

Where a student has significant and long-term needs requiring multi-agency support, Boomsatsuma may request an **EHC needs assessment**. The Local Authority decides whether to issue an EHCP.

Annual Reviews are held in accordance with statutory timescales, involving parents, students, staff, and external professionals.

7. Inclusion and Access to Learning

Boomsatsuma ensures:

- Students with SEND are included in all aspects of college life wherever reasonably possible.
- Reasonable adjustments are made under the Equality Act 2010.
- Staff receive training and guidance to meet students' needs.
- Teaching and support strategies are shared through student profiles and briefings.

Where behaviour concerns arise, underlying needs are explored in line with the SEND Code of Practice.

8. Managing Students on the SEND Register

Student profiles outline needs, strengths, and strategies. Students with EHCPs have statutory annual reviews. SEND is discussed regularly in staff briefings to ensure consistent practice.

9. Exiting the SEND Register

Students may be removed from the register when they no longer require SEN Support and are making expected progress. This is done in consultation with staff, parents/carers, and the student.

10. Supporting Students and Families

Boomsatsuma:

- Works with Local Authorities to contribute to the **Local Offer**.
- Signposts families to SENDIASS services.

- Liaises with external agencies including Educational Psychologists, health services, and social care.
- Ensures smooth transitions between settings, including sharing records and arranging transition meetings.

11. Preparation for Adulthood

Boomsatsuma supports students to prepare for adulthood, including:

- Employment and training
- Independent living
- Community participation
- Health and wellbeing

This is embedded into curriculum planning and support for students with SEND.

12. Supporting Students with Medical Conditions

Students with medical needs are supported in line with the **Supporting Pupils with Medical Conditions** policy. Some students may also have SEND or an EHCP that includes health and social care provision.

13. Exam Access Arrangements

Exam Access Arrangements (EAA) are based on evidence of need and a student's normal way of working. Assessments are carried out by qualified staff and reviewed annually.

14. Monitoring and Evaluation

SEND provision is regularly reviewed through:

- Learning walks
- Assessment cycles
- Work scrutiny
- Student voice
- Staff feedback
- Review of interventions and outcomes

The SENCO reports to the Senior Leadership Team and Academy Council.

15. Training and Resources

Staff receive ongoing CPD related to SEND. The SENCO attends Local Authority networks and ensures staff are informed about key students and strategies.

16. Roles and Responsibilities

Academy Council

- Ensures statutory duties are met.
- Monitors the effectiveness of SEND provision.
- Ensures inclusion of students with SEND.

Principal

- Oversees day-to-day management of SEND provision.
- Reports progress of SEND students to the Academy Council.

SENCO

- Leads SEND provision and maintains the SEND register.
- Coordinates EHCP processes and annual reviews.
- Liaises with parents/carers and external agencies.
- Provides staff training and guidance.
- Oversees teaching assistants and intervention planning.

Teachers

- Responsible for the progress of all students in their classes.
- Implement strategies and adjustments outlined in support plans.

Support Staff

- Deliver interventions and provide targeted support under teacher direction.

17. Storing and Managing Information

SEND records are stored securely and retained until the student's 25th birthday, in line with data protection requirements.

18. Reviewing the Policy

This policy is reviewed annually by the SENCO, SLT, and the SEND Governor.

19. Accessibility and Admissions

Admissions follow national legislation, including the Equality Act 2010. Students with SEND, including those with EHCPs, are welcomed and supported. Transition planning is arranged where needed.

20. Complaints

Complaints about SEND provision follow the college complaints procedure.

Parents/carers may escalate concerns to:

- The Local Authority
- Mediation services
- The SEND Tribunal (for EHCP-related matters)

21. Bullying

Boomsatsuma is committed to safeguarding students with SEND, who may be more vulnerable to bullying. Anti-bullying procedures apply to all students.

Approval

Approved by; Joanne Gennard

Date; April 2026

Role; Head of College

Review date; April 2027