

Special Educational Needs and Disabilities Policy


RESPONSIBILITY:	LEARNING & ACHIEVEMENT COMMITTEE
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PROPOSED BY:	DEPUTY HEADTEACHER - PASTORAL
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TYPE OF POLICY:	STATUTORY
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ON WEBSITE:	YES
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APPROVED BY:	GOVERNING BOARD
DATE APPROVED AND ISSUED:	9 DECEMBER 2025
SIGNATURE:	 PIPPA BAZALGETTE CHAIR OF GOVERNORS

In reviewing this policy, Learning & Achievement Committee has taken into account the provisions of the Equality Policy



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School acknowledgement

The governing body of Vandyke Upper School is committed to ensuring that all students receive a full, balanced, and inclusive education. Particular attention is given to students with Special Educational Needs and Disabilities (SEND) to guarantee equality of opportunity and to support them in reaching their full potential.

The school appoints a Special Educational Needs and Disabilities Coordinator (SENDCo), who also serves as Associate Assistant Headteacher. This individual is responsible for overseeing the daily operations of the Access and Inclusion Department and coordinating SEND provision across the school.

The work of the SENDCo is closely monitored and supported by a designated member of the Senior Leadership Team (SLT), the Headteacher and a named governor with responsibility for SEND.

The core objectives of the SENDCo are to:

- Ensure that students with SEND have equitable access to the National Curriculum, as far as is reasonably practicable.
- Ensure that students with SEND are effectively identified, assessed, monitored, and supported throughout their time at Vandyke.
- Provide an environment in which all students with SEND are enabled to achieve their highest possible academic standards and fulfil their potential.

This policy outlines the systems and procedures in place to meet these objectives. It serves as a key reference document for parents/carers, students, and staff in the identification, support, and ongoing development of provision for students with SEND.

Legislation, Statutory requirements and statutory guidance

This policy is written in line with the requirements of:

- Children's and Families Act 2014 and associated regulations;
- The Equality Act (2010);
- Special Educational Needs and Disabilities Code of Practice 0-25 years (DfE2014a last updated 12/9/24);
- Schools Admission Code (2021).

Definition of SEND

By law, a child or young person has SEND if he or she has a learning difficulty or disability which calls for special educational provisions to be made for them. According to the Children and Families Act 2014, part 3, a young person has such a difficulty if they experience:

- Significantly greater difficulty in learning than the majority of same age peers or
- They have a disability which prevents them from making use of facilities of a kind generally provided for same age peers in mainstream educational institutions

1. Role and Responsibilities

1.1 The Special Educational Needs Coordinator (SENDCo)

The SENDCo means the person who has been designated to be the Special Educational Needs Coordinator for the school by the appropriate authority in accordance with section 67 of the Act i.e.

- they are a qualified teacher;

- if appointed after 2008 is required to complete the statutory induction qualification, within three years of appointment
- is working as a teacher at the school

The SENDCo supported by the Deputy SENDCo

Will:

- • work with the Headteacher and SEND 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 coordination of specific provision made to support individual students with SEND, including those who have Education, Health and Care Plans (EHCPs)
- • provide professional guidance to colleagues and work with staff, parents and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- • advise on extending the graduated approach to provide SEND support
- • advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- • be the point of contact for external agencies, especially the local authority and its support services
- • liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned
- • work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- • ensure the school keeps the records of all students with SEND up to date
- • ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Body for publication in September.

1.2 The SEND Governors

The SEND Governor will:

- help to raise awareness of SEND issues at governing board meetings
- monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this termly
- work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school
- ensure the SEND Information Report is completed and agreed in the summer term for publication in September

1.3 The Headteacher

The Headteacher will:

- work with the SENDCo and SEND Governors to determine the strategic development of the SEND policy and provision in the school
- have overall responsibility for the provision and progress of learners with SEND
- articulate clearly SEND need and provision during any inspection preliminary conversations
- ensure the SEND Information Report is completed in the summer term to be agreed by the Local Governing Body and publication in September

1.4 Class teachers

Each class teacher is responsible for:

- the progress and development of every student 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 SENDCo to review each student's progress and development and decide on any changes to provision

- ensuring they follow this SEND policy

1.5 The Designated Safeguarding Lead (DSL):

In view of Keeping Children Safe in Education September 2025, the DSL and SENDCo will need to work collaboratively in a variety of areas. Examples include mental health and responsibility for educational outcomes for students with SEND, which will include liaison with relevant external agencies and personnel in the school such as The Senior Mental Health Lead.

2. Admissions

2.1 Vandyke Upper School's admissions policy for students with Special Educational Needs and Disabilities (SEND) aligns with that of all Central Bedfordshire Upper Schools. It is consistent with the school's standard admissions policy, giving priority to students who have an Education, Health and Care Plan (EHCP) naming Vandyke Upper School in Section I of their plan. This occurs during the phased transition annual review and consultation process. Priority is also given to other identified vulnerable students and to those residing within the school's catchment area.

3. Bespoke Curriculum

3.1 Vandyke Upper School offers a broad and balanced curriculum through our KS3 offer, this includes exposure to MFL, Music and Drama, Art and DT, Cookery and Computing. To ensure equality all students are provided with the opportunity to engage with all subjects being delivered by specialists, with very few exceptions. All students will be expected to contribute to PE lessons, with medical evidence being required for removal from timetable.

3.2 All vulnerable students, including those with Special Educational Needs and Disabilities (SEND), follow the same options process as their peers during Year 9. This inclusive approach ensures that no student is restricted by barriers to learning and encourages them to explore new areas of the curriculum, discover their strengths, and achieve success in subjects they may not have previously considered.

3.3 Vandyke currently offers the following qualifications in year 11:

- GCSE;
- BTEC;
- Level 2 WJEC;
- OCR Cambridge national (Sports Science)

Various level 3 qualifications are available at 6th form

3.4 Some students may be identified through assessment as benefiting from having a bespoke timetable or having interventions added. This process only happens following full consultation with the student, caregivers, teachers, year team and the leadership team.

4. Facilities for SEND

4.1 The school has the following facilities to support SEND students:

- Areas dedicated for learning support around the school;
- There is a lift provided in the Maths/Science block for students who have been given a lift pass;
- The school is equipped with ramps to most external entrance points to facilitate access by wheelchair users. Most doors are accessible by wheelchair and there are automatic doors in key areas of the school;
- There are disabled-access toilets in the school;
- There is some adjustable height furniture available within the school;
- There are resource adaptations for those students with Visual Impairment;

- Advice is available to the school via colleagues through advisory services dependent on the needs of individuals.

5. Resources

5.1 Any students with funding attached to their EHCP have it allocated in line with their requirements on their EHCP. Where suggested interventions in section F are not appropriate for Vandyke this will be highlighted to the Local Authority during the consultation stage as part of the admissions process. It is the duty of the Local Authority to inform caregivers of the outcome of any consultation.

5.2 All Vandyke students receive high quality teaching which includes adaptive teaching methods, meeting the needs of a high majority of SEND learners. Students who fall under our vulnerable learners who are making academic progress broadly in line with their peers, following their individual trajectory, will be included on the SEND register under an M (Monitoring) code. All students under the M code will be supported by a Student Passport providing a bespoke, holistic picture as a base for adaptive teaching strategies. All teachers have access to the Central Bedfordshire Graduated Approach document, using this to base strategies which are available under Ordinarily Available Provision (OAP). Teachers will follow Access, Plan, Do, Review (APDR) cycles.

5.3 Any student who is identified as not making satisfactory academic progress, broadly in line with their peers, following support provided through OAP and QFT may need SEND support. Identified students will be coded on the SEND register as K (SEND support) and will be given an SSP (Student Support Plan). The SSP is co-produced by the SEND team, teachers, pastoral staff, the student and their parent/carers and will be in place for one term. Should the need for any further SSPs following this they will follow the APDR process.

6. Needs Identification, Assessment and Review

6.1 Students are identified through ongoing assessments by the child or young person's teachers and brought to the attention of the Special Educational Needs Coordinator (SENDCo) if they are making less than expected progress, in spite of high quality, differentiated classroom teaching targeted at the child or young person's area of weakness. Limited progress and low attainment do not necessarily mean that a child has SEND and should not automatically lead to a student being recorded as having SEND. The SENDCo will then work with other staff to investigate this further and may engage the help of external agencies to identify the area of need.

6.2 Special educational needs may relate to one or more of the following broad areas of need:

- communication and interaction;
- cognition and learning;
- emotional and social development and mental health;
- sensory and/or physical needs; In addition, medical conditions may result in a special educational need, however this is not always the case.

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7. Provision

7.1 Special educational provision means educational provision, which is in addition to, and/or different from, the provision made in general for children of the same age in a mainstream school. As Stated in the SEND Code of Practice 2015 (p24), the majority of student's needs will be met through adapted and personalised high-quality teaching

7.2 Children may have special educational needs at any time during their school career and/or throughout their school career. This policy ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

7.3 Some students with disabilities may have learning difficulties that call for special educational provision. However, not all children deemed to be disabled will require this provision. A child with asthma or diabetes, for example, may not have special educational needs, but may still have rights under the Equality Act 2010. We will assess each child as required, and make the appropriate provision, based on their identified needs.

7.4 The special educational provision in place should follow the four-part cycle:

- 1) **Assess.** This could involve a range of methods including, but not limited to, teachers' assessment of student progress, attainment, attendance and behaviour, results of standardised tests screening and profiling tests, questionnaires of parents and young people and observations.
- 2) **Plan.** This may involve the SENDCo, working with teachers to plan appropriate provision, which is clearly agreed and communicated with all concerned. This can be either in class support or out-of- class provision. Any planning will have a clear focus on expected outcomes for the child or young person. This needs to be linked to curriculum delivery. Where out-of-class provision is in place, due care must be taken to transference to the classroom.
- 3) **Do.** The SEND Code of Practice 2015 places the class/subject teacher at the centre of the day-to- day responsibility for working with all students, it is imperative that teachers work closely with any teaching assistants or specialist staff involved to plan and assess the impact of targeted interventions. Delivery of any interventions should not be left solely to teaching assistants. Children and young people with SEND are entitled to be taught by a qualified teacher.
- 4) **Review.** The progress of students who are receiving SEND Support should be reviewed termly and schools should meet with parents three times a year. This may form part of the individual regular tracking processes.

7.5 The SEND Information Report (see Appendix), forms the basis of Vandyke's SEND offer. This document is read in conjunction with each school's high-quality teaching document.

7.6 Where a child has SEND that can be met with high quality, differentiated classroom teaching, they will be recorded on the Achievement and Inclusion document with an M code (monitoring) so that all staff are aware of their needs and strategies to support them in the classroom.

7.7 When it is felt that a child or young person requires special educational provision, as outlined above, the school will enter their names on the Access and Inclusion document with a K code (SEND Support), set up targets through a Student Support Plan (SSP) and review these termly with parents and the young person to review progress.

7.8 Where a child or young person continues to make less than expected progress in spite of special educational provision, and the involvement of outside agencies, the SENDCo will follow the statutory guidance and local policy on requesting an assessment for an Education, Health and Care Plan (EHCP). Children with Education, Health and Care Plans (EHCPs) under the 2015 Code of Practice will have clear targets, and have their progress reviewed termly with parents through SSP. Yearly targets set and reviewed at the annual EHCP review.

7.9 We will work closely with other schools to ensure smooth transition at all transition and transfer points to make sure that there is clear communication about SEND.

8. Implementation

In order that Vandyke can achieve our goal, we will ensure:

- students' achievements are celebrated, and their efforts recognised and rewarded
- advice, guidance and training is offered to other colleagues in the most effective methods of meeting student's needs

- student's specific needs are established using specific tests, national tests and any other appropriate testing, as well as through consultation with feeder schools, parents/carers and students themselves
- an electronic SEND database will be available to all staff working with children, namely the Achievement and Inclusion database.
- information is published about SEND students in September each year and updated as appropriate in the SEND Information Report published on school websites (See Appendix).
- students of all abilities have equal rights to admission through the school's admission policy
- staff work with partner schools and colleagues in other schools, or post 16 providers, to ensure the move is as smooth as possible
- lessons are conducted in a secure, supportive and disciplined manner, with mutual respect evident between teacher and students
- the curriculum intent and content is adapted and accessible to all students
- classwork and homework is set as appropriate to the student's abilities
- in class support is provided, where necessary, for those students with special education needs within the constraints of resources
- staff set targets for students with Education, Health and Care Plans (EHCPs) and students who require additional support, in consultation with the students and parents. The targets and their implementation will be reviewed on a termly basis.
- there is support for small groups of students that require additional support and one to one sessions are provided where appropriate
- extra-curricular activities extend to students with special education needs
- Vandyke seeks to make buildings and facilities accessible to all students

9. Students with SEND and their engagement in activities within school

9.1 Wherever possible all students participate together. Reasonable adjustments may be made to the task to meet health and safety requirements; this may include support or a change to the desired outcome as well as peer support.

9.2 There is no planned withdrawal of access to school activities. Any withdrawal is at the written request of the parents/carers and considered by relevant staff.

10. Governing Body evaluation of success of education offered to students with SEND

10.1 The link governor uses whole school evaluation and assessment data to evaluate the effectiveness of the provision offered to students with SEND. This is presented to governors as part of the on-going review of school effectiveness.

11. Complaints Procedures

11.1 Parents who have any complaints regarding the operation of the school's special needs provision should follow the school complaints procedure. Details are available on the school website.

11.2 The school can also provide contact details for SENDIASS, an independent support body that works with parents and children with SEND. Further advice on parental rights can be obtained from the SEND Support Team at Central Bedfordshire Council.

12. Continual Professional Development (CPD)

12.1 CPD to support working with students with SEND is ongoing for all staff.

12.2 These opportunities are in line with the training needs identified both on a personal and departmental level through the school's self-review procedures.

12.3 The SENDCo:

- Provides detailed information on each intake year
- Delivers input for whole staff training
- Delivers CPD workshops on specific learning needs (these could be before or after school)
- Informs Senior Management and relevant Heads of Department of suitable CPD opportunities that may be recommended
- Provides planned staff input and training on different SEND related areas based on school wide needs
- Provides other training/briefing as requested by staff and/or departments.

12.4 In order to ensure the SENDCo is aware of recent developments in SEND provision and legislation, the SENDCo:

- is a member of NASEN (National Association of Special Educational Needs and Disabilities)
- attends annual update training courses
- attends relevant CPD, Inclusion and/or examination board courses

12.5 Teaching Assistants are encouraged to undertake ongoing CPD:

- through the provision of internal and externally led training courses during school wide INSET days and throughout the year
- through full or partial funding for external certification.
- through attendance on INSET courses
- through attendance on in school training sessions

13. Use of Outside Agencies

13.1 Links have been established with specialists throughout Central Beds LA and other agencies e.g., ASD Advisory Outreach Team, speech and language, physiotherapists and occupational therapists for support and training when needed.

13.2 This is delivered both to specialist learning support staff and the rest of the school staff population when required.

14. Role of Parents and Carers

14.1 As with all students, parents are asked to support the school in terms of learning, uniform, behaviour and homework.

14.2 Parents are involved in planning support for the student on an ongoing basis but particularly in relation to annual reviews, reviewing SEND profiles, choosing options, work experience and transition into post 16 education or training.

15. External Links

15.1 Vandyke works closely with its feeder schools, parents and supporting local authority, medical and social care agencies in order to provide comprehensive support for students who have or may have SEND issues.

15.2 These arrangements include:

- liaison meetings with the feeder schools' SENDCo plus additional arrangements for the Year 8 into 9 transfers
- regular informal contact with other local upper school SENDCo to share best practice and professional knowledge
- SENDCo attendance at multi-agency meetings
- close working relationship with all relevant local authority departments, including the SEND Support team.
- where necessary, longer term transition support (for instance in the case of students with autistic spectrum conditions) and liaison with specialist provision within the county.

16. Child Health, Social Care and Access and Inclusion Service

16.1 Regular meetings are held with all the above agencies at which heads of year, SENDCo and the DSL or DDSL responsible for student welfare are in attendance.

16.2 Weekly meetings for Learning, Attendance, Behaviour and Safeguarding (LABS) are held with the school's Attendance Officer, year team, DSL, SENDCo and deputy head.

16.3 Child In Need (CIN) and social care meetings are held when required in relation to the individual needs of students.