



BRADGATE
Education Partnership

Stronger Together

POLICY:

Special Educational Needs Policy

The Roundhill Academy

Approved: Trust Board 26.06.24

Review Date: June 2025

Responsible Officer: Marie Collins, Director of Education

Personalised by school SENDCo: Samantha Auger

Ambitious
Collaborative
Ethical



BRADGATE
Education Partnership

MISSION:

Through strong collaboration between our schools, Bradgate Education Partnership is committed to providing an ambitious and inclusive education for all.

We want our children and young people to realise their full potential academically, socially and personally. We celebrate the distinctive ethos of each individual school. We ensure that all who are part of our Trust have a deep sense of belonging and a supportive opportunity to grow.



Stronger Together



VALUES:



Ambitious

We aim high and are aspirational for all.



Collaborative

We work closely together to encourage, support, challenge and share.



Ethical

We treat everyone fairly, within a culture of kindness and respect.

VISION:



PUPILS

All our pupils are equipped with the knowledge, skills, values and attitudes to thrive in life and make a positive difference.



SCHOOLS

All our schools provide a safe and happy space where pupils study an ambitious curriculum which unlocks their personal potential so that they achieve exceptional outcomes.



WORKFORCE

All staff have positive impact in their roles whilst feeling supported and valued both personally and professionally.



COMMUNITY

All our schools embrace the local area they serve within a deeply embedded culture of community partnership.



WIDER WORLD

All our pupils and staff understand, respect and embrace the diversity of the wider world in which they live.



SUSTAINABILITY

Across our partnership, everything we do is aligned to meet the needs of the present without compromising a sustainable future.

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Linked Policies

- SEN Information Report (updated annually)
- Equality Policy & Objectives
- Accessibility Plan
- Behaviour Policy



1.0 Aims

- 1.1 All schools within Bradgate Education Partnership share common values and an ethos that every child matters. Our support for all pupils within our care extends to those pupils with additional needs that require assistance to help them fulfil their potential.
- 1.2 Our school shall ensure that:
 - the special educational needs of pupils will be addressed and pupils will not be labelled or disadvantaged by any policy or procedure.
 - it works in partnership with parents/carers and appropriate external agencies to support pupils with special educational needs and will use its best endeavours to ensure that appropriate provision is secured for any pupil with special educational needs in order to achieve agreed outcomes;
 - it has a qualified Special Educational Needs Co-ordinator (SENCO). The SENCO will maintain and regularly review the SEN register held in respect of an individual pupil and co-ordinate support. However, it will be the responsibility of all staff to support individual pupils, to implement strategies suggested by the SENCO and generally be responsible for ensuring that pupils receive provision appropriate to their needs and agreed outcomes; and
 - pupils with SEN engage in the activities of the school alongside pupils who do not have SEN
- 1.3 All support provided and decisions taken have regard to these general principles as well as the legal framework set out in the Children & Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice 2015.

2.0 Definitions

- 2.1 Under the Children & Families Act 2014, a child/young person will have SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.
- 2.2 A Child or Young Person will have a learning difficulty or disability if they have:
 - A significantly greater difficulty in learning than the majority of others of the same age; or
 - A disability that prevents or hinders them from making use of facilities that are generally provided for others of the same age in mainstream schools in England.



- 2.3 Special Educational Provision is education or training that is additional to, or different from, that made generally for other children/young people of the same age by mainstream schools

3.0 Roles & Responsibilities

- 3.1 The implementation of this policy will be monitored by the Local Advisory Board, the Directors of Education and Trust Board and remain under constant review by the school SENCO and Headteacher.
- Our school will appoint a Local Advisory Board member for SEND, who will support and scrutinise the implementation of this policy.
 - A member of the Board of Trustees will be appointed to monitor the quality and effectiveness of SEN provision across the Trust and work with designated senior leaders to develop the SEN policy and provision.
 - The Headteacher has overall responsibility for the provision and progress of learners with SEND.
 - The SENCO will co-ordinate the school's approach to SEND provision and will undertake those duties set out in chapter 6 of the SEND Code of Practice 2015.
 - All teachers are responsible for the progress and development of every pupil in their class and will work with the SENCO and support staff to ensure the "assess, plan, do, review" cycle is appropriately implemented to support any pupil with SEND.
- 3.2 Our school will work in partnership with pupils, teachers, parents/carers and, where appropriate, other external agencies to ensure that individual learning needs are addressed within the context of the school curriculum.
- 3.3 Parents/carers of SEN pupils will be able to discuss the needs of their child with their child's tutor, Head of Year or the SENCO.

4.0 Identification & Assessment of SEN

- 4.1 Information about previous special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO to make sure appropriate provision is continued.
- 4.2 This information is collated from the transfer of school files from the previous school during transition meetings which are held with all the feeder schools, in the summer term, before students start at the academy.



- 4.3 On entry to secondary provision, pupils are assessed and the data from these tests is then analysed by the SENCO to identify any potential areas of need. Students may then be added to the SEN Record in line with the Code of Practice guidance for SEN.
- 4.4 The assessments taken by pupils upon entry include Cognitive Ability Tests (CATs), NGRT Reading and WRAT Spelling tests.
- 4.5 Ongoing identification is also completed alongside the school reporting process as data is collected and analysed in all subject areas by Subject Leads. If a pupil has not made expected progress then interventions will be put in place regardless of need. If a member of staff identifies a pupil whose special educational needs are not met by quality first teaching, then the class teacher will work with the pupil setting clear targets and providing greater adaptations. If the situation improves then no further action is needed. If there is no improvement teachers will work with Head of Department to consider further action. Once other avenues are exhausted, the SENCO will be informed.
- 4.6 At this point information will be gathered from all subject teachers and the SENDCo will the parents about the issue. There will be consultation and discussion around the proposed additional support for the pupil. Parents, and the pupil where appropriate, will be involved in sharing information and agreeing outcomes. It will be decided whether it is appropriate to further monitor the pupil. A plan will be drawn up by the SEN team with copies shared with all staff concerned with the pupil's progress.
- 4.7 If a parent/carer has a concern about their child regarding SEN, they should contact the SENCO, who will undertake investigations and appropriate assessments (with input from the relevant teachers) to see if they are achieving expected levels of progress. If the pupil is not making appropriate levels of progress, then internal support will be implemented in accordance with paragraphs above.
- 4.8 In all cases, where internal support is not effective in supporting the pupil, relevant specialist referrals will be completed with the parents' knowledge and information and strategies for support shared with all staff.
- 4.9 Whenever special educational provision is being made, parents and pupils will be involved in developing and reviewing support plans/strategies.
- 4.10 All staff teaching pupils on the SEN register will be made aware of the individual needs. The SENCO will help teachers when required to develop techniques to support adaptations and ensure that appropriate resources are available.

5.0 Reviewing

- 5.1 All pupils regardless of needs are set targets. Data collated during the school reporting process is analysed and strategies are put in place to support that that are not achieving as expected. All



SEN interventions delivered outside the classroom have Specific, Measurable, Achievable Targets (SMART) set to ensure that progress is made. These are recorded using Individual Education Plans (IEPs) and are monitored and reviewed against a time frame, agreed within the plan. If expected progress is not made, then the SENCO may refer to a specialist service.

- 5.2 If a pupil has an Educational Health Care Plan an annual review is held in accordance with legal requirements.
- 5.3 If, as a result of appropriate progress, a pupil may be removed from the SEN register. The pupil will continue to be monitored by the SENCO and teachers.



Teaching and Learning Framework

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Vision, aims and principles

Responsibilities:

Senior Leaders
Heads of Subject
Teachers
Support Staff
Students
Parents/Carers
LAB/Trustees

1. Teaching and Learning Objectives
2. Curriculum
3. Teaching Strategies and effective feedback
4. Learning Environment
5. Professional Development
6. Parent and Community
7. Monitoring and Evaluation

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Vision, Aims and Principles

Purpose:



This policy aims to ensure high standards of teaching and learning across the school, promoting inclusivity, consistency, excellence, and a supportive learning environment for all students regardless of ability.

Our whole school values are to nurture, enrich and inspire. We believe that a consistent model of Teaching and Learning is essential. Based on EEF Research our model provides principles which underpin typical lesson content and pedagogy.

Vision:

To create an inclusive, engaging, and dynamic educational environment that fosters the academic, social, and emotional development of every student.

This framework aims to: Explain how we'll create an environment at Roundhill Academy of high expectations where students learn best and love to do so.

We will summarise expectations to make sure all staff have clarity and understanding about what excellent teaching and learning looks like across the school and in their own subject specialism.

We will ensure all members of the Roundhill school community recognise the importance of excellent Teaching and Learning. A robust, well-sequenced curriculum is our most powerful tool to achieve excellent inclusion and equality across the school.

We will ensure that all staff have the skills and knowledge to identify gaps in students' learning and to address this through their teaching by providing a comprehensive Continuing Professional Development Pathway accessible for all teachers and support staff.

Our guiding principles

Our school values are to nurture, enrich and to inspire our students to be confident and open-minded through exceptional teaching in a caring school community.

Our vision is to be an exceptional school; inclusive and progressive, where everyone matters and everyone achieves. We believe that a good education can transform a person's life.

Teaching: *"Every teacher needs to improve, not because they are not good enough, but because they can be even better."* (Professor Dylan Wiliam)

Teachers must be explicit about the key knowledge and vocabulary that all students must use. Students must know the knowledge and key skills you want them to learn and the language they are expected to understand and use. We are all teachers of literacy. The quality of both students' and teachers' language, through instructions and questioning, are significant determinants of progress.

High quality teaching strategies allow all students to access learning and succeed with even the most challenging content if scaffolded appropriately. What a "typical lesson" will look like will vary from subject to subject and individual teachers may utilise a variety of strategies based upon their professional judgement and knowledge. However, it is expected that the following high-quality teaching strategies are used effectively in all lessons.



Our role is to support all students to succeed irrespective of their starting points. We understand that 'equal' treatment is not always sufficient to give 'equitable' outcomes – some students need more than others. We are committed to giving students whatever support they need to ensure they make the progress necessary to get the successful outcomes that they deserve. We will work tirelessly to remove barriers to learning for all students. We believe that relationships are the most important thing in schools. The way that staff and students relate to each other is fundamental to the success of what we are trying to achieve.

Responsibilities

Senior Leaders

Senior leaders at Roundhill Academy will:

Review and revise the Teaching and Learning Framework to ensure that teachers adopt evidence-based strategies and methods consistently.

- Timetable a broad and balanced Curriculum throughout Key stage 3 and 4
- Celebrate achievement and have high expectations for everyone
- Hold staff and students to account for their teaching and learning
- Plan and evaluate strategies to secure high-quality teaching and learning across the Roundhill Academy
- Manage resources to support high-quality teaching and learning
- Provide support and guidance to other staff through coaching and mentoring Input and monitor the impact of continuing professional development (CPD) opportunities to improve practice and subject knowledge
- Promote team working at all levels
- Address underachievement and intervene promptly

Subject Leaders (Heads of Subject)

Subject Leaders at TRA will:

- Help to create well-sequenced, broad and balanced curriculum that build knowledge and skills
- Sequence lessons in a way that allows students to make good progress
- Use their budget effectively to resource their subject, providing teachers with necessary resources for learning
- Drive improvement in their subject, working with teachers to identify any challenges
- Timetable their subject to allocate time for students to achieve breadth and depth, fully understand the topic and demonstrate excellence
- Create an annual subject development plan and review regularly with link SLT
- Moderate progress across their subject/phase by, for example, systematically reviewing progress against a range of evidence and reviewing performance data



- Undertake regular monitoring activities including learning walks; student voice and work scrutiny
- Improve on weaknesses identified in their monitoring activities
- Create and share clear intentions for their subject
- Encourage their teams to share ideas, resources and good practice

Teachers

Teachers at TRA will:

- Follow the expectations for teaching and professional conduct as set out in the Teachers' Standards [Teachers' standards - GOV.UK \(www.gov.uk\)](https://www.gov.uk/teachers-standards)
- Follow the expectations as set out in this policy
- Update parents/carers on students' progress through termly reports on progress and yearly parent/carer parental information evenings

Support Staff

Support staff at TRA will:

- Know students well and differentiate support to meet their individual learning needs in accordance with our school SEND policy
- Support teaching and learning with flexibility and resourcefulness
- Meet the expectations set out in this policy

Students

Students at TRA will:

- Take responsibility for their own learning, and support the learning of others
- Meet expectations for good behaviour for learning at all times
- Attend all lessons on time and be ready to learn, with all necessary equipment
- Be curious, ambitious, engaged and confident learners
- Know their targets and how to improve
- Put maximum effort and focus into their work
- Complete home learning activities as required

Parents and carers:

Parents and carers of students at TRA will:

- Value learning and encourage their child as a learner
- Make sure their child is ready and able to learn every day in line with our home/school agreement
- Support good attendance in line with our whole school attendance policy



- Participate in discussions about their child's progress and attainment both face to face and virtually
- Communicate with the school to share information promptly
- Encourage their child to take responsibility for their own learning
- Support and give importance to home learning

Local Advisory Board/Trustees:

Governors at TRA will:

- Monitor that resources and funding are allocated effectively to support the school's approach to teaching and learning
- Monitor the impact of teaching and learning strategies on students' progress
- Monitor the effectiveness of this policy and hold the headteacher to account for its implementation

1. Teaching and Learning Objectives

1.1 High Standards:

- Ensure all teaching meets high professional standards and leads to high levels of student achievement.

- Encourage continuous professional development for staff to enhance teaching skills.

1.2 Inclusive Education:

- Provide an inclusive learning environment catering to the diverse needs of all students, including those with special educational needs and disabilities (SEND).

- Implement adaptive teaching methods to address varying learning styles and abilities.

1.3 Student-Centred Inspirational Learning:

- Promote active learning strategies that engage students and foster critical thinking, creativity, and problem-solving skills.

- Encourage student autonomy and responsibility in their learning journey.

2. Curriculum

2.1 Broad and Balanced Curriculum:

- Offer a broad and balanced curriculum that meets national standards and prepares students for further education and employment.

- Regularly review and update the curriculum to ensure relevance and rigor.

2.2 Enrichment

- Integrate enrichment opportunities to make learning more coherent and connected.

- Encourage interdisciplinary extended projects and collaborative learning.

2.3 Technology Integration:

- Utilise technology to enhance learning experiences and prepare students for a digital world.

- Provide access to digital resources and ensure teachers are trained in effective technology use.

3. Teaching Strategies and planning

3.1 Evidence-Based Practices:



- Employ evidence-based high quality teaching and learning strategies that have been proven to enhance student learning outcomes:

Retrieval Practice

Modelling

Guided Learning Strategies

Independent Deliberate Practice

Feedback

- Use data-driven instruction to inform teaching strategies and interventions.

Effective feedback:

Feedback exists in many forms (eg. teacher marking of exercise books, whole class marking sheets, verbal feedback, peer and self assessment), but what matters is what students do with it. Effective feedback should:

- Be frequent and timely
- Always generate action and should be more work for the recipient than the donor.
- Be specific and focused on the most prominent areas to improve.
- Be accompanied by support in how to be successful and the next step
- Allow time for DIRT (deliberate improvement and reflection time) to cultivate an environment of redrafting work in green pen.

3.2 Adaptive Teaching and planning:

- Adapt methods and instruction to meet the diverse needs of all students to enable both challenge and scaffolding to those requiring additional support.
- Use a variety of teaching methods to cater to different learning styles.

Planning:

Planning is a process not a product. It has one purpose; to enable high quality delivery which enables all students to learn. All teachers need to be clear and precise about the knowledge/skills they want students to learn in every lesson. Planning is about hard thinking rather than form filling.

Teachers should spend time thinking about what they want students to learn first before they give consideration to what you want them to do. The questions teachers need to ask when planning a lesson are:

1. *Where are the students starting from?*
2. *Where do you want students to get to?*
3. *What are the threshold concepts you are aiming to teach?*
4. *What are the common misconceptions students are likely to meet?*
5. *How can you adapt your teaching methods to enable everyone to access great learning? best help them get there?*

The EEF (2020) recognises that supporting high quality teaching is pivotal to improving children's outcomes

The Five-a-day Principle:

The research underpinning the EEF's guidance report 'Special Educational Needs in Mainstream Schools' indicates that supporting high quality teaching improves outcomes for pupils with SEND. Five specific approaches—the 'Five-a-day' indicated below - are particularly well-evidenced as having a positive impact. Teachers should develop a repertoire of these strategies, which they can use daily and flexibly in response to individual needs, using them as the starting point for classroom teaching for all pupils, including those with SEND.



3.3 Formative and Summative Assessment:

- Implement regular formative assessments to monitor student progress and inform teaching.
- Use summative assessments to evaluate student learning at the end of instructional periods.

4. Learning Environment

4.1 Create a safe, supportive, and positive learning environment that encourages risk-taking and resilience.

- Promote respect, inclusivity, and a sense of community within the classroom.

In order for there to be excellent learning behaviour there needs to be the right classroom conditions, where all students feel safe, supported and valued. To ensure all students are confident in knowing what is expected of them in terms of work and behaviour, all teachers are expected to have:

- High expectations – teachers should always have high expectations for learning and behaviour for all their students
- Teach to the top, with necessary scaffolds to support those who need it
- Promoting active engagement not just compliance
- Establish a growth mindset culture, mistakes are celebrated, use language of “not there yet”
- Focus praise on effort, value the “struggle of learning” Teachers build positive relationships with all students through positive behaviour management
- Welcome all students into your class by meeting them at line-up and/or greeting them at the door
- Use positive framing to remind students of expectations and learning routines
- Use meaningful praise and rewards as much as possible eg positive points, praise board
- Provide students with the opportunity to change their behaviour in line with our whole school behaviour policy, before they are removed from lesson, continuing with poor behaviour and accepting the resulting sanction is a “choice they have made”



- Have restorative conversations when necessary, eg after a detention or removal
- Demonstrate consequences are temporary, eg new lesson, fresh start

Teachers have clear and consistent routines and procedures– so that there is a safe, orderly learning environment and learning time is maximised

- Meet and greet students at the door
- Title, learning objectives and starter activity are shared on board from very start of lesson – learning begins immediately, every minute matters

4.2 Resources:

- Ensure classrooms are well-resourced with up-to-date materials and equipment.
- Provide access to a variety of learning resources, including libraries, laboratories, and digital tools.

4.3 Behaviour Management:

- Implement a clear behaviour management policy that promotes positive behaviour in line with our whole school behaviour culture (see Behaviour Policy)
- Encourage self-discipline and responsibility among students.

5. Professional Development

5.1 Continuous Improvement:

- Foster a culture of continuous professional development among staff.
- Provide opportunities for teachers to access high quality CPD both within school and externally.
- Utilise the Teaching and Learning group to facilitate whole school projects

5.2 Collaborative Learning:

- Encourage collaboration and sharing of best practices among teachers.
- Promote professional learning communities within the school.

5.3 Reflective Practice:

- Encourage teachers to engage in reflective practice to improve their teaching.
- Provide regular feedback and support to teachers through observations and evaluations.

6. Parent and Community Involvement

6.1 Communication:

- Maintain open lines of communication with parents and guardians about student progress and school activities. This can take the format of assessment data; mock exam results in KS4 and attitude to learning scores in line with our whole school marking and assessment overview.
- Use the regular weekly school newsletter, social media, parent-teacher meetings, and digital platforms to keep parents informed.

6.2 Partnership:

- Foster strong partnerships with the local community and external organisations to enrich the educational experience.
- Encourage parental involvement in school activities and decision-making processes.

7. Monitoring and Evaluation

7.1 Regular Review:



- Conduct regular reviews of teaching practices and curriculum effectiveness in line with the whole school review model.
- Use student performance data, feedback from stakeholders, and classroom observations for evaluation.

7.2 Accountability:

- Hold teachers accountable for student progress and teaching standards.
- Implement performance management systems to support teacher development and address underperformance.

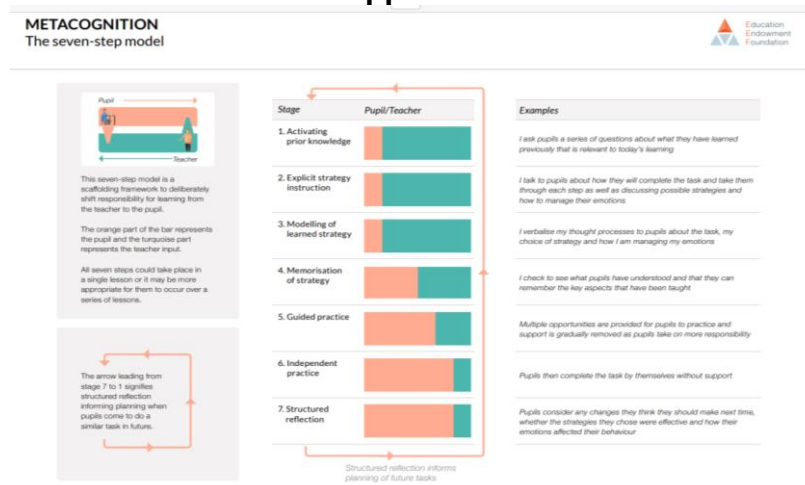
7.3 Continuous Improvement:

- Use evaluation outcomes to inform strategic planning and continuous improvement.
- Ensure that teaching and learning practices are aligned with the school's vision and goals.

Conclusion

This Teaching and Learning Framework outlines the commitment to high standards of teaching and learning at The Roundhill Academy, fostering an inclusive and engaging educational environment. Continuous reflection, professional development, and strong community partnerships are essential to achieving these goals.

Appendix





Intervention Offer 2024-25

Intervention	Criteria for involvement	Entry/Exit data	Time allocation	When?	Staffing
Cognition and Learning					
Literacy Abigail Steel Phonics			X3/week 30 mins		
Literacy One to one reading			X1/week 20 mins		
Literacy Book Buddies					
Handwriting					
Communication and Interaction					
Construction Club			X1/week 30 mins 6 week block		
Social Thinking					
Social, Emotional and Mental Health					
Meet and Greet					
Access to IN1					
ELSA			X1/week 40 mins 6 week block		
Coping with Anxiety			1 hour/week 10 week block		
In House AP			As needed		
Sensory and Physical					
Sensory Circuits			As needed		