

## **SEND Policy**

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|-------------------------|---------------------------------|
| Responsible Post Holder | SENCo                           |
| Approved on             | 17 <sup>th</sup> September 2026 |
| Next Review             | 1 <sup>st</sup> September 2027  |

## **Bramley Grange Academy SEND Policy**

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|-----------------------------------|---------------------------------------------|
| Governors' Committee Responsible: | Full Governing Body (FGB)                   |
| Nominated Lead Member of Staff:   | SENCo – Ms Catharine Nicholls               |
| Status & Review Cycle:            | Statutory – Annual Review                   |
| Next Review Date:                 | July 2026                                   |
| Academy Trust:                    | London & South East Academies Trust (LSEAT) |

### **1. Introduction**

Bramley Grange Academy is a specialist SEMH school for pupils in years 7-11. Our vision is to provide the right support at the right time, enabling every pupil to thrive academically, socially, and emotionally. We have high aspirations for all our learners and are committed to removing barriers so that all pupils with SEND can access a broad, balanced, and ambitious curriculum.

We recognise that many of our pupils have experienced disrupted education, unmet needs, or challenges relating to social, emotional, and mental health. Through relational practice, high-quality teaching, strong pastoral support, and therapeutic approaches, we ensure that pupils feel safe, valued and able to engage in learning.

This policy reflects:

- The Children & Families Act 2014
- The SEND Code of Practice (2014)
- Equality Act 2010 (reasonable adjustments)
- LSEAT policies relating to inclusion, safeguarding and curriculum Surrey
- SEND Local Offer guidance.

Every teacher at Bramley Grange Academy is a teacher of SEND.

### **2. Aim and Objectives**

We aim to raise aspirations and ensure pupils with SEND achieve success by:

- Ensuring all pupils with SEND have access to a relevant, personalised, inclusive curriculum.
- Removing barriers to learning through high-quality teaching and evidence-based strategies
- Identifying needs early and implementing a graduated approach (assess–plan–do–review)
- Supporting pupils to develop emotional regulation, resilience and independence
- Working effectively with parents/carers as equal partners
- Ensuring pupil voice is central to decision-making.
- Offering a smooth transition into BGA and preparing pupils well for adulthood
- Ensuring all governors and staff understand the academy's SEND provision.
- Using resources and interventions efficiently and responsively
- Working openly with Surrey SEND, health agencies and external specialist partners.

### **3. Key Individuals at Bramley Grange Academy**

|                                       |                       |                                               |
|---------------------------------------|-----------------------|-----------------------------------------------|
| SENCO                                 | Ms Catharine Nicholls | catharine.nicholls@bramleygrange.lseat.org.uk |
| SEND Administrator                    | Ms Michelle Lee       | michelle.lee@bramleygrange.lseat.org.uk       |
| Headteacher                           | Ms Louise Needham     | louise.needham@bramleygrange.lseat.org.uk     |
| Governor with responsibility for SEND | Mrs Harriet Gill      | office@bramleygrange.lseat.org.uk             |

#### **4. Definitions (SEND Code of Practice 2014)**

A child has Special Educational Needs if they have a learning difficulty or disability which requires special educational provision.

This includes pupils who:

- Have a significantly greater difficulty in learning than others of the same age.
- Have a disability preventing them from accessing the educational facilities normally available.

At BGA, all pupils have SEMH-related needs, often alongside communication, cognition, sensory or physical needs.

Factors NOT considered SEND (but may impact progress):

- Disability alone (reasonable adjustments apply)
- Attendance or punctuality
- Health and welfare
- English as an Additional Language (EAL)
- Being in care or previously in care
- Socio-economic disadvantage

#### **5. A Graduated Approach to SEND**

BGA identifies and supports pupils through:

- An assess–plan–do–review cycle.
- Transition information from previous schools'/SEN teams.
- Baseline screening on admission
- Pupil observations and classroom assessment
- Specialist reports (e.g., EP, SALT, OT, CAMHS)
- Behaviour, safeguarding, and wellbeing data
- Parent/carers discussions
- Pupil voice

#### **6. Assess, Plan, Do, Review (APDR)**

Assessment

- Identification of need through data, assessments, observations, and evidence - Understanding strengths, barriers, and required support

Plan

- Establish clear outcomes for the pupil.
- Agree provision, strategies and intervention.
- Update Pupil Profile

Do

- Teachers remain responsible for pupil progress in their lessons.
- SENCo coordinates interventions, 1:1 support or therapeutic input.
- Support staff follow guidance in Pupil Profiles/EHCP

Review

- Regular reviews of progress (half-termly or more frequently if needed)
- Adapt provision as needed.
- Annual Reviews for EHCP pupils in line with Surrey requirements

## **7. Managing Pupils' EHCP Needs**

Every teacher is responsible for the progress of SEND pupils in their class.

SENCo ensures staff receive regular CPD (e.g., trauma-informed practice, emotional regulation strategies).

All pupils have a Pupil Profile which is updated termly by staff. This working document provides an up-to-date information for each student. All students as part of this have personalised.

- Social, Emotional and Mental Health targets
- Behaviour Support Plan (BSP)
- If appropriate, a Risk Assessment

Interventions may include Psychotherapy, ELSA, Dog Mentoring, literacy/numeracy support, Strengthening Minds

## **8. Admissions**

All consultations are received directly and only from Surrey SEND Admissions.

We work closely with families, previous settings, Social Care, and Surrey SEND to ensure a successful transition into school. Please refer to BGA admissions policy for further details.

## **9. Examinations and Access Arrangements**

BGA follows JCQ regulations for Access Arrangements.

Where needed, pupils may receive:

- Extra time
- Reader / scribe
- Rest breaks
- Word processor
- Prompter
- Separate room

Access Arrangements must reflect a pupil's normal ways of working.

## **10. Parental Partnership**

We value the contribution of parents and carers. We ensure:

- Clear communication
- Regular contact through phone, email, reviews, and meetings
- Class Leads are the first point of contact.
- Parents can meet SENCo by appointment.
- Annual Reviews, including parent and pupil voice.
- Half termly parental coffee and cake sessions

## **11. External Agencies**

Where appropriate, we work with:

- Surrey SEND
- Speech and Language

- Educational Psychology Service
- CAMHS
- Specialist Teachers
- Occupational Therapy
- Surrey Outreach Teams
- Social Care
- Youth Support Services

## **12. Complaints**

If a parent/carer has a concern about SEND provision:

- Contact the SENCo in writing, a meeting will be offered to resolve the issue - If unresolved, contact the Headteacher
- A formal complaint may be made to the Governing Body or LSEAT

Concerns regarding EHCP decisions should be directed to Surrey SEND

## **13. Reviewing the Policy**

This policy will be reviewed annually, or sooner if legislation or guidance changes.

## **14. Useful Links**

|                                                                                           |                                                                                         |
|-------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Surrey SEND Local Offer                                                                   | <a href="https://www.surreylocaloffer.org.uk">https://www.surreylocaloffer.org.uk</a> . |
| Surrey Ordinarily Available Provision                                                     |                                                                                         |
| A parent carer guide to ordinarily available provision in schools - Surrey County Council |                                                                                         |
| SEND Advice Surrey                                                                        | <a href="https://sendadvicesurrey.org.uk/">https://sendadvicesurrey.org.uk/</a> .       |