



South Bank
University Academy
LSBU | GROUP

SEND Policy 2025/26

Approved by: School Advisory Board

Last reviewed on: July 2025

Next review due by: July 2026

Vision

At South Bank University Academy we are committed to Inclusion and firmly believe that all children, despite their difficulties or barriers to learning, should have the equal opportunity to succeed and achieve. We consider differentiation to be an integral, not a supplementary, part of the school's approach to empowering every child, from the most able to the most circumstantially disadvantaged, to attain their full potential.

We make every effort to ensure pupils with SEND fully participate in mainstream classes, make good progress and feel valued, respected and supported. There is a significant emphasis on helping pupils manage their learning and develop independent learning skills.

At South Bank University Academy students and parents are actively involved in decisions regarding support and effective strategies.

The impact of provision on individual students is regularly evaluated in order to identify the most effective approaches that maximise participation and learning for individual learners.

SLT, teachers, external agencies and the Inclusion team work collaboratively to improve outcomes for pupils with SEND.

Aims

Our SEN policy aims to:

- Set out how our school will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- To raise achievement by ensuring that students with SEN or disabilities (SEND) enjoy their education and achieve their potential
- Guarantee full inclusion for SEND students by ensuring they can access a broad, balanced and differentiated curriculum so that they can fulfil their potential
- Offer appropriate forms of support by the most effective use of staffing and resources available
- Ensure that, in accordance with the Equalities Act (2010), all students, regardless of disability, have the right to equal educational opportunities including access to the academies project based learning as part of the innovative 'Day 10' curriculum
- Ensure that SEND students are safe in the Academy

Legislation and guidance

- This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for students with SEN and disabilities

- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEND co-ordinators (SENDCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

Definitions

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

They 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 which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools
- By section 20(1) of the Children and Families Act 2014 ("the Act"), a child or young person has "special educational needs" if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

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.

5. Roles and responsibilities

5.1 The SENDCO

The SENDCO is Mr Reginald Jones

They will:

- Work with the Principal and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual students with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN 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 Principal 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 SEN up to date

5.2 The SEN Governor

The SEN Governor will:

- 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 Principal and SENDCO to determine the strategic development of the SEN policy and provision in the school

5.3 The Principal

The Principal will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Working closely with any learning 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 SEN policy

SEN information report

6.1 The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and Interaction (C&I), for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and Learning (C&L), for example, dyslexia, dyspraxia,
- Social, Emotional and Mental Health (SEMH), for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or Physical needs (S/P), for example, visual impairments, hearing impairments, processing difficulties, epilepsy, also dyspraxia
- Moderate learning difficulties

6.2 Identifying students with SEN and assessing their needs

The Academy will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those 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 emotional, social needs.

Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

When deciding whether special educational provision is required, the Academy will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and their parents. The Academy will use this to determine the support that is needed and whether The Academy can provide it by adapting our core offer, or whether something different or additional is needed.

6.3 Consulting and involving students and parents

The Academy will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child

- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the student's record and given to their parents. We will formally notify parents when it is decided that a student will receive SEN support.

6.4 Assessing and reviewing students' progress towards outcomes

The Academy will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly in line with the Academies reporting process.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. The Academy will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

6.5 Supporting students moving between phases and preparing for adulthood

The Academy will share information with the school, college, or other setting the student is moving to. The Academy will agree with parents and students which information will be shared as part of this.

6.6 Our approach to teaching students with SEN

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEN.

We will also provide the following interventions:

- ❖ Communication & Interaction
 - Speech and Language
 - 1:1 interventions as dictated by EHCP need with an in house Speech and Language Therapist (SALT) onsite
 - Small group as directed by need with specialist High Level Learning Assistant (HLLA)
- ❖ Cognition & Learning
 - Dyslexia and Literacy Screening (LUCID LASS) for pre-assessing Exam Access needs

- Dyslexia/Literacy small group 'Lexonik' phonic recovery interventions taught by two specifically trained and qualified specialist Learning Assistants(LAs)
- Social, Emotional and Mental Health
- ❖ Emotional Literacy intervention delivered by ELSA-informed HLLA.
- ❖ KS3 and KS4 Numeracy SEN intervention led by specialist mathematics trained tutor HLLA

All staff are given continuous professional training in the development of inclusive teaching practice.

6.7 Adaptations to the curriculum and learning environment

The Academy makes the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching approach, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger fonts, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

In the last academic year, staff have been trained in Supporting Speech, Language and Communication; Effective Questioning; Encouraging Active Learning in Students; Supporting students with ADHD in the classroom; An Introduction to Working with Children who present with Communication, Social, Emotional & Mental Health difficulties; Word First Teaching & Learning support Level 1.

6.10 Securing equipment and facilities

The SENDCO holds the departmental budget and monies are used in line with EHCP policy and SEN need.

6.11 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans

6.12 Enabling students with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all. Our students are encouraged to take part in sports day/school plays/special workshops, etc.

No student is ever excluded from taking part in these activities because of their SEN or disability.

6.13 Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Students with SEN are encouraged to be part of the school council
- Students with SEN are encouraged to access our Counselling Service
- Students with SEN are encouraged to be part of our Student Council
- Leadership Team

We have a zero tolerance approach to bullying.

6.14 Working with other agencies

The Academy will identify sources of support as they develop and evolve as the Local Offer is defined through Education, Health and Social Care. The Academy seeks to respond quickly to emerging need and work closely with other agencies including:

- Sunshine House
- Child and Adolescent Mental Health Services (CAMHS)
- Educational Psychology Service
- Specialist support teams
- Local NHS services
- Southwark Information Advice and Support Team (SIAS)
- Children & Young Peoples Development Centre

6.15 Complaints about SEN provision

Complaints about SEN provision in our school should be made to the class teacher/SEND/Principal in the first instance. They will then be referred to the school's complaints policy.

The parents of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

6.16 Contact details of support services for parents of students with SEN

The SEND department's point of contact for parents of students with SEN is:
sen@southbankua.org.uk

6.17 Contact details for raising concerns

The SEND department's point of contact for raising concerns is: sen@southbankua.org.uk

6.18 The local authority local offer

Our local authority's local offer is published here: <http://localoffer.southwark.gov.uk>

7. Monitoring Arrangements

This policy and information report will be reviewed by the named SENDCO/SEN Governor/Principal **every year**. It will also be updated if any changes to the information are made during the year.

8. Links with other policies and documents

This policy links to our policies on:

- Disability Access Statement with Accessibility Plan
- Behaviour for Learning Policy
- Equality Policy
- Complaints Policy