



STUDENTS WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES

Introduction

This Policy seeks to ensure that Bath Academy meets its responsibilities under the following regulations:

- the Special Educational Needs & Disability Access Act 2001
- the Disability Discrimination Act 2005
- Equality Act 2010
- the DFE *Special Educational Needs Code of Practice* 2014 (updated 2024)
- ISI regulations
- relevant amendments or additions to these regulations.

Bath Academy believes that in accordance with its international nature, all students should benefit to the greatest possible extent from all Bath Academy has to offer regardless of any need or disability.

In this Policy reference is made to 'disabled people' in the widest sense: disabled students, young people and adults; as students, employees, governors, parents and carers and other members of the wider community that might use Bath Academy premises. The definition of disability covers a broad spectrum of impairments which fall under the four broad categories identified in the SEND Code of Practice:

- communication & interaction;
- cognition and learning;
- social, mental and emotional health;
- sensory and/or physical needs.

This Policy seeks to ensure that Bath Academy procedures secure appropriate and fair treatment of students with defined SEND which, if left undetected and not catered for, would prevent a student from benefiting to their fullest extent from the opportunities offered to them at Bath Academy. By 'benefiting to the fullest extent for them', Bath Academy understands the definitions in the SEND Code of Practice, that SEND provision should:

- identify SEND early
- implement interventions and approaches in accordance with best practice
- respect the wishes of the student in the light of their age and understanding

- include the views and wishes of parents/carers
- include a coordinated approach between Bath Academy staff and, where appropriate, include work with other agencies
- monitor and review student progress and attainment efficiently to ensure progress is made in ways that can be definably measured.
- Ensure Education, Health and Care Plan (EHCP) provisions are met

This Policy should be read and applied in conjunction with these other College Policies:

- Accessibility Plan
- Anti-Bullying
- Equal Opportunities
- Child Protection and Safeguarding
- Health and Safety on Educational Visits

Responsibilities of Bath Academy and of parents/carers

Bath Academy is academically a non-selective college and we welcome all students who can make the most of the opportunities that we offer and who can flourish in our caring environment.

Before admission

We require parents/carers of students with disabilities or special educational needs, or with needs which cause concern, to disclose these at the time of application. Copies of relevant reports (eg: medical reports, educational psychologist assessments) should be provided as evidence of need and appropriate adjustments.

It is important to discuss needs and provision with the SENDCO and other relevant staff to ensure that Bath Academy can meet the needs of the prospective student and support them to achieve their potential.

For students with an EHCP Plan, the following admissions arrangements are in place:

- EHCP documentation is reviewed by the SENDCO and relevant staff
- If, on the basis of the documentation, it is considered that Bath Academy is an appropriate placement, the student and parent/carer are invited for interview
- If the interview confirms that Bath Academy may be an appropriate placement, the student will be invited for a trial period of up to two weeks before Bath Academy responds to the Local Authority Consult.

After admission

Bath Academy is proud of its record of supporting students with SEND. In addition to effective assessment of a student's needs prior to them joining, Bath Academy is committed to identifying and providing for any special educational need or disability not apparent at the time of entry. Bath Academy staff receive training in various SEND and know to communicate concerns about learning or behaviour to the SENDCO. In the

event that a SEND becomes apparent after a student comes on roll, appropriate provision or adjustments are then put in place.

Physical Access to the Site

Bath Academy has a layout which covers a wide area and consists of separate, historic buildings of several storeys. This requires students to move from classroom to classroom, often up steps or stairs in buildings without lifts. The boarding facilities pose similar problems of access to mobility-restricted students. These obstacles cannot be remedied in any substantial way by reasonable adjustments short of making major alterations to physical features of the college at prohibitive cost. Prospective students with a physical disability and their parents/carer are encouraged to visit the Bath Academy site and discuss with staff potential problems and possible solutions.

The SEND Team

The SENDCO at Bath Academy is Penny McGee. A Higher Level Teaching Assistant (HLTA) and a number of Teaching Assistants (TAs) work within the team. The SENDCO is responsible for managing SEND provision at Bath Academy. This includes:

- Managing the SEND register
- Liaising with Local Authorities and external agencies with regard to Education, Health and Care Plans (EHCPs)
- Scheduling and chairing Annual Reviews for students with EHCPs
- Managing EHCP documentation
- Assessing students for exam access arrangements
- Managing staff within the SEND team to ensure support is targeted appropriately and efficiently

Bath Academy applies a graduated approach to SEND provision, as outlined in the SEND Code of Practice. Student needs and provision are discussed with parents/carers prior to entry or as soon as barriers to learning become apparent. Students are encouraged to participate fully in discussions about their needs, aspirations and support.

Support for students includes:

- Support from the HLTA or TA within the classroom or for 1:1 intervention
- Classroom adjustments and differentiation: e.g. providing students with printed notes, providing visual resources to support verbal information, displaying key subject vocabulary
- Study skills support: e.g. supporting students with time management, organisation and revision skills
- Enhanced pastoral support

Staff training

Teaching staff receive regular training from the SEND team and external agencies. This covers identification of various SEND, classroom support strategies and exam access arrangements.

Internal and external examinations

In accordance with *Joint Council for Qualifications (JCQ)* regulations, assessment for GCSE and A Level access arrangements is carried out within the centre, by the SENDCO. Privately commissioned assessments carried out prior to entry to Bath Academy may be used as supporting evidence of need.

When a student is eligible for access arrangements, these are implemented for all relevant external public exams, and on a regular basis for internal assessments. All access arrangements must reflect the student's 'normal way of working.' The SENDCO and Exams Officer work closely to manage all aspects of exam access arrangements.

Exam invigilators are trained to be aware of students with SEND and to ensure that their needs are met within the parameters of exam regulations.

Students with English as an Additional Language (EAL)

All students with EAL receive formal assessment and teaching. Teaching staff monitor student progress and work collaboratively with the SENDCO to establish whether difficulties are related to learning English as an additional language or whether they arise from a SEND. Students with a SEND are assisted and provided for in this curriculum area as in all others.

Communication

The SENDCO manages the SEND register, which summarises key information about students with SEND. Students with EHCPs and/or complex needs also have a Learning Profile, which records their needs, strengths and appropriate teaching strategies. Teaching and pastoral staff incorporate this information into monitoring student progress. The SENDCO liaises with subject teachers and other staff on a 1:1 basis as necessary to ensure the student needs are met and that students with SEND are making progress, academically, emotionally and socially.

Access to sport and extra-curricular (including College trips)

Access to extra-curricular and recreational activities or to College trips will be made for students with SEND where appropriate and possible. If it is not possible for a student with SEND to access an activity, alternative opportunities will be available wherever possible, and when appropriate supervision can be provided. Students and their parents are readily included in discussion of such matters.

Welfare provision

College pastoral staff (Personal Tutors, boarding staff, the College Nurse, the Accommodation Officer, the SENDCO, the Vice Principals and the Principal) as well as teaching staff are expected to be aware of and well briefed on pastoral issues which may be complicated by or caused by SENDs and disabilities. Where appropriate, pastoral support of a student takes careful account of a student's needs arising from a SEND.

Students with severe illnesses or chronic medical conditions

All such students are entitled to the care and provision within the scope of this policy. This is also the case for students who develop a condition and are learning to manage it or who return to Bath Academy following an illness or medical procedure, which will require adjustment, special provision or will have implications for their learning, teaching or life at Bath Academy. There may be circumstances where Bath Academy cannot meet a student's needs.

Medical Room

The Medical Room is staffed by a nurse. The nurse is briefed where appropriate to ensure effective care of students with SENDs and works with teaching staff in terms of necessary cross-professional cooperation and confidentiality to ensure care of students within the aims of this Policy.

Non-teaching staff

Where appropriate, non-teaching staff are briefed and involved in the care of students with SEND. This may include Junior Activity leaders and members of the Catering, Domestic and Maintenance staffs.

Reviewed: May 2025

Next Review: May 2026

Responsible Officer: Penny McGee