



Secondary SEND POLICY AND PROCEDURES

Policy:	Version 5 (Previous Version 3 November 2023)
Date:	November 2025
Reviewed by:	Silvia S. / Katie G.
Written by:	Monica G. / Silvia S.
Responsible:	Silvia S. / Katie G.
Approved by:	Silvia S. / Katie G.
Next Review:	June 2026

Staff Member	Training Course	Frequency	Start Date	End Date
Whole School Inset Training	Family-school partnerships	Once Refreshers	Find Provider	
Emily White	Safeguarding lead		March 2023	April 23
Katie Lythe	Level 5 Dyslexia Intervention and Literacy Support	12 months	September 23	Sept. 24
Sílvia Severino	Doctoral degree Gold Standard (Autism)		March 2023 October 23	Sept. 26 April 24

The following policy has been approved by the Executive Leadership Team.

The policy will be reviewed on an annual basis unless circumstances arise requiring the policy to be reviewed earlier.

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SPECIAL EDUCATIONAL NEEDS AND DISABILITY POLICY (SEND)

1. Vision Statement

At the BSCD we believe that every child, individual and/or family should be able to enjoy a balanced and broad curriculum which meets their individual needs, including those with special educational needs or disabilities. Our Send Policy reflects the Send Code of Practice.

This policy should be used in conjunction with all other school policies. It should also be seen as part of the Disability Equality Scheme to reflect the school's identification of barriers to learning and participation and appropriate provision for pupils' diverse needs.

2. The statutory definition of Special Educational Needs and Disabilities is:

"A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than most others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream.

(Code of Practice, 2014, 1:8)

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

One of the main objectives of our school is one of integration and inclusivity. It aims to join educational and social participation into the overall provision of the school to enable each child to develop to their full potential.

3. Aims

- To identify, at the earliest opportunity, all children who need special consideration to support their physical, sensory, social, mental, emotional, communication, interaction, or cognitive development.
- To ensure that these children are given appropriate support to allow each child access to the Curriculum based on the assessment of their needs.
- To ensure an inclusive approach for children with SEND by ensuring children are fully included in all activities of the school to provide them with a broad and balanced Curriculum.
- To work in partnership with parents/carers and other external professionals/support, accept and value their contribution and involve them fully in decisions made about their children's education.
- To liaise with outside agencies and other schools to ensure effective and cohesive support.
- To listen to the voice of the pupil and parent/carer and to involve pupils with SEND in the review process.

4. SEND Structure at BSCD

Special Educational Needs Coordinator (SENDCo), Silvia Severino leads the SEND team in the role of Educational Psychologist/Therapist. We recognise that SEND requires a team approach to maximise expertise and therefore we have a SEND coordination team including members from senior leadership, teachers and teaching assistants.

SEND Team Members.

Staff Member	Role	Contact Details
	SENDCo / Educational Psychologist	sendco@bscd.cat
	SEND support	
	Head of Secondary	headsecondary@bscd.cat
	Assistant Head of Secondary- Exams Officer	
	Assistant Head of Secondary- PastoralLead	
	CEO	ceo@bscd.cat

5. Interlocked Policies

This policy should be read in conjunction with the other policies that are integral to this policy including:

- Safeguarding & Child Protection Policy
- Administration of Medicine Policy and Procedures
- Teaching and Learning / Curriculum Policies
- Positive behaviour policy/Conflict Resolution Policy
- Language Policy
- Equality and Diversity Policy
- Assessment policies (primary and secondary)
- Admissions Policy
- Data Protection Policy

6. Roles and Responsibilities

Provision for children with Special Educational Needs and Disabilities is a matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in their class, and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's Special Educational Needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

The Head of Secondary has responsibility for:

- Working closely with the SEND personnel within the school.
- They have regard to the requirements of the *SEND Code of Practice* 0-25 (2014)
- Ensure appropriate staffing and funding arrangements are in place and oversee the school's work for pupils with SEND.
- They, and the school, are involved in the development and monitoring of this policy.
- All staff are aware of the need to identify and provide for pupils with SEND
- SEND provision is an integral part of the school improvement/development plan

The special educational needs co-ordinator (SENDCo) is responsible for:

- Overseeing the day-to-day operation of this policy
- Ensuring that an agreed, consistent approach is adopted.
- Liaising with and advising other staff
- Helping staff to identify pupils with SEND.
- Carrying out detailed assessments and observations of pupils with specific learning difficulties
- Coordinating the provision for pupils with SEND.
- Supporting class teachers to produce IEP (Individual Educational Health Plans) and the Assess, Plan, Do, Review process (APDRs) as well as Provision plans including setting appropriate targets to meet the needs of the pupils.
- Supporting and advising class teachers on strategies and using appropriate resources for use with pupils with SEND and on the effective use of materials and personnel in the classroom.
- Liaising closely with parents of pupils with SEND, so that they are aware of the strategies that are being used and are involved as partners in the process.
- Liaising with outside agencies, arranging meetings, and providing a link between these agencies, class teachers and parents.
- Maintaining the school's SEND register and records as appropriate
- Assisting in the monitoring and evaluation of progress of pupils with SEND through the use of school assessment information, e.g., class-based assessments/records, standardised tests.
- Contributing to the in-service training of staff.
- Managing learning support staff/teaching assistants.
- The management of all aspects of the school's work, including provision for pupils with SEND
- Ensuring that the implementation of this policy and the effects of inclusion policies on the school as a whole are consistently implemented.
- All staff are aware of the need to identify and provide for pupils with SEND
- They report to parents on the implementation of the school's SEND policy
- The quality of SEND provision is regularly monitored.

Form tutors are in charge of:

- When providing general feedback to parents of pupils with SEND, ensuring that the SENDCo and Head of Secondary are CC'd
- Being aware of the emotional/social or academic needs of his/her pupils in the form group.
- Keeping contact with the SEND Department and the Secondary Head of Secondary who is the link between Secondary and the SEND Department.

Class teachers are responsible for:

- Being fully aware of the procedures for identifying, assessing and making provision for pupils with SEND in line with the new Code of Practice (2014).
- Making themselves aware of this policy and procedures for identification, monitoring and supporting pupils with SEND.
- Including pupils with SEND in the classroom, and for providing an appropriately differentiated curriculum. They can draw on the SENDCo through contacting the Head of Secondary of Secondary who is the link between the SEND Department and Secondary for advice on assessment and strategies to support inclusion.
- Include in their planning (LTP/MTP/LP's in secondary) the appropriate adaptations that support most individual pupils.
- Monitor the progress of SEND children within their class setting.
- Ensure that children have the opportunity to share their feelings and express their needs appropriately, Child's Voice.

Teaching Assistants/Learning Support Assistants must:

- Be fully aware of this policy and the procedures for identifying, assessing and making provision for pupils with SEND in line with the new Code of Practice (2014)
- Use the school's procedures for giving feedback to teachers about pupils' responses to tasks and strategies.
- Work with the SENDCo to devise strategies and set appropriate targets to meet the needs of the pupils and contribute to the production of IEP.
- Plan alongside class teachers and SENDCo and help to implement the IEP.
- Participate in SEND secondary meetings.

7. Teaching and Learning

The Code of Practice 2014 clearly sets out expectations for the teaching and learning of children with SEND.

"Teachers are responsible and accountable for the progress and development of the pupils in their class, even where pupils access support from teaching assistants or specialist staff. Where a pupil is not making adequate progress, teachers and SENDCo and parents should collaborate on problem-solving, planning support and teaching strategies for individual pupils."

(Code of Practice 2014 6:5)

At BSCD, we follow the National Curriculum and, in teaching and learning of children with SEND, we recognise:

- High quality teaching for all pupils that adapts to the individual needs.
- The importance of a broad and balanced Curriculum, offered to all pupils.
- That children with SEND are set realistic targets whilst maintaining high expectations.
- The importance of regularly and carefully reviewing the quality of teaching for pupils at risk of underachievement.
- The regular assessment of children with SEND to ensure that they are making progress and that the support in place is appropriate.

The Code of Practice 2014 describes the National Curriculum requirements as:

"Teachers should set high expectations for every pupil and aim to teach them the full curriculum, whatever their prior attainment. Teachers should use appropriate assessment to set targets which are deliberately ambitious. Lessons should be planned to address potential areas of difficulty and to ensure that there are no barriers to every pupil achieving. In many cases, such planning will mean that these pupils will be able to study the full national curriculum. Potential areas of difficulty should be identified and addressed at the outset of work."

(Code of Practice 2014 6:5)

8. Approach and Methodology

At The BSCD we interlock two approaches:

1. "The Graduated Approach" (APDR)

A four-part cycle for SEND support through which earlier decisions and actions are revisited, refined, and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes.

- **Assess:** we will carry out a clear analysis of the pupil's needs, based on previous knowledge/daily observations from the pupil, progress, attainment, behaviour and other relevant data from the views of parents, own pupil and information from external professionals if relevant.
- **Plan:** parents, teachers, support staff and any other professional or carer that works with the child should be aware of their needs and the support set up to achieve the set outcomes. The support in the form of strategies and approaches will be recorded and monitored regularly.
- **Do:** Subject/Class Teacher will be responsible to implement the individual plan and make sure the support is provided and to monitor its effectiveness with the support of the SENDCo/TA/LSA.
- **Review:** regular reviews must take place within all the relevant staff/parents/careers and other professionals.

Detailed Procedures for APDR:

APDR	How	Who	When	Recording Evidence
Assess	<p>At the end of the academic year:</p> <ul style="list-style-type: none"> - IEP, Concerns, and baseline assessments and Reports for the child will be discussed and reviewed. <p>At the beginning of the academic year:</p> <ul style="list-style-type: none"> - Baseline assessment at the beginning of the year 	<p>Subject Teacher (ST) SENDCo</p> <p>Subject teacher</p>	<p>June<</p> <p>Sept (Within the first 6 weeks)</p>	<p>-Additio (Observations, incidents, follow-ups).</p> <p>-Shared folder which includes pupils' IEPs.</p> <p>-Pupils workbooks.</p> <p>- Parents Meeting Form, each term during the meeting. Must be signed by all parties and a copy given to the family, SENDCo.</p> <p>-SEND Folder for recordings, every time there is an incident that could be a potential safeguarding issue.</p> <p>-IEP are shared with the secondary team and SENDCo.</p> <p>-Additio</p>
Plan	<ul style="list-style-type: none"> - Curriculum adaptation. 	<p>ST</p> <p>SENDCo</p>	<p>Jun-Sep Ongoing</p> <p>Reviewed every HT.</p>	<p>Planning (LTP, MTP, ST)</p> <p>IEP, must be signed by all parties and a copy given to the school, the family, and the pupil.</p>
Do	<ul style="list-style-type: none"> - Implement the adaptations to the curriculum 	ST	Ongoing	Notes of progress in the IEP and Planning. Plus all the documents above if needed.
Review	<ul style="list-style-type: none"> - Review and monitor periodically the effectiveness of the implementation and progress made by the pupil. This should be as needed and no less than every half term. 	SENDCo/ Secondary Head (SH)	As needed.	Notes of progress in the IEP and Planning. Plus all the documents above if needed. Observations

2. "The Response to Intervention" (RTI)

This is a multi-tier approach to the early identification and support of students with learning needs and disabilities.. The process begins with high quality teaching within the classroom and increasing levels of intervention are set based on ongoing observation and assessment to closely monitor pupil's progress.

Tier 1: Universal Support. Within this period, the subject teacher will make minor adaptations to the overall provision so that it matches each child's skills, needs, and interests.

Tier 2: Targeted Support. When concerns have been identified, this will have been closely observed and documented by the team. A meeting with the parents will be organised to share our observations and seek parents' observations and opinions. Together we will plan setting-out, short-term additional educational provision to remove or reduce any obstacles to the child's learning. The individual educational plans will focus on the child's strengths and interests as well as their needs and will be based on the parents/carers and the school team's knowledge as well as the own child's voice whenever possible, and it will state:

- ✓ Aims for the child.
- ✓ Strategies to be used.
- ✓ Who will deliver the strategies.
- ✓ How often those will be taking place.

Tier 3: Specialist Support. When the child continues to make little or no progress, it will be necessary to seek specialist advice and regular long-term support from a specialist professional within the school or outside the school. This will be discussed with parents/carers so they can seek the necessary support for their child. These additional observations and any testing to be run to detect any learning difficulties will be paid by parents. The school will try its best to implement the recommendations of the specialist and to share the relevant information, if applicable. Parents/carers will be solely responsible for all the costs involved in this procedure.

It is important to note that there is a document called *R-14- IEP Secondary monitoring data* in which there is a register of all pupils that are in Tier2 and Tier3. This register includes: pupil's identification, date of notification to the SH, the pupil, pupil's family, when there is the meeting between families and SENDCo and SH and when the IEP is signed.

Detailed Procedures for RTI:

RTI	How	Who When	Recording Evidence
Tier 1. Universal Support	When a subject teacher has concerns about a child, he/she will implement the necessary strategies within the classroom and send an email to inform the SENDCo with the Secondary Head CC'd with everything that has been implemented and if they were successful or not. Pupils that had previously been diagnosed will go straight to TIER3.	SENDCo/ST/ SH Ongoing. Designated safeguarding lead	-Additio (record of unusual behaviour) -Email -SEND Folder, every time there is an incident that could be a potential safeguarding issue. Refer to the Safeguarding <i>policy</i> .
Tier 2. TS	Subject teachers will continue to work together with the SENDCo	ST SENDCo SH	IEP, must be signed by all parties and copy given to school, family and pupil.

	<p>Once the strategies applied in Tier1 are not successful:</p> <ul style="list-style-type: none"> - The SENDCo sends an email to secondary staff to ask them if they have any concerns about a specific pupil. All ST must answer the email either with "no" or "yes". In case they have a concern, they should specify the strategies they have been using with the pupil. - SENDCo will create the IEP, which will last 6 months. However, every term the IEP will be updated. - SENDCo will schedule a meeting with the child's parents and the pupil to explain and sign the IEP. During this meeting, further support at school and at home will be discussed. - SENDCo will share the IEP with the secondary teachers. 	Ongoing	-Records kept in the drive folder SEND Secondary shared with SENDCo and secondary management team.
Tier 3. SS	<p>There are two different scenarios:</p> <p>-After Tier2, it has been identified that the child continues to make no progress/very little progress. A meeting will be scheduled by the SENDCo with the participation of SH, to inform parents of the need to involve a psychologist to create a "Diagnosis".</p> <p>-Pupil that has been previously diagnosed (family concern or a newcomer). A meeting will be scheduled by the SENDCo with the participation of the external psychologist.</p>	<p>SENDCo SH</p> <p>Ongoing</p>	<p>IEP, must be signed by all parties and copy given to school, family and pupil.</p> <p>-Records kept in the drive folder SEND Secondary shared with SENDCo and secondary management team.</p>

9. Positive Behaviour Plan

This is a multi-tier approach to the early identification and support of students with behaviour needs. The process begins when disruptive behaviours are identified through Additio. In this case both Secondary Assistant Head (Pastoral) and the Head of Secondary are involved. It is important to note that the PBP will be applied when there is a consensus between the Secondary Management Team and SENDCo and it is always going to be contextualised within the personal circumstances of the pupil. In the following table the steps are detailed:

Positive Behaviour Plan

PBP	How	Who When	Recording Evidence
Tier 1. Universal Support	When the Secondary Management Team spots a continuous disruptive behaviour logged on Additio several times, and suspects the behaviour is linked to a SEN need, the Secondary Pastoral Team contacts SENDCo. There is a meeting between SENDCo and the Secondary Management Team in which the situation is identified and a meeting with the pupil is scheduled. The pupil is informed of what is happening and some strategies to help him/her are explained.	Secondary Pastoral Team / SENDCo	-Additio -Document with specific strategies to help students <i>Tier1 PBP</i> based on Secondary Students' Conflict Resolution.
Tier 2. TS	Once the strategies applied in Tier1 have been trailed but not successful and the pupil continuous being logged on Additio: SENDCo develops a PBP and shares it with the Secondary Management Team. SENDCo and Secondary Management Team will schedule a meeting with the child's parents and the pupil to explain and sign the PBP. During this meeting, further support at school and at home will be discussed.	Secondary Pastoral Team SENDCo Ongoing	-Additio - Positive Behaviour Plans (PBP) must be signed by all parties and copies given to school, family and pupils. -Document with specific strategies to help students <i>Tier2 BSP</i> based on Secondary Students' Conflict Resolution.
Tier 3. SS	After Tier2, we have identified that the child continues to make no progress/very little progress. A meeting will be scheduled by the SENDCo with the participation of the Secondary Management Team to inform parents of the need to involve a psychologist to create a "Diagnosis".	SENDCo Secondary Pastoral Team Ongoing	PBP must be signed by all parties and copies given to school, family and pupils. -Records kept in the drive folder SEND Secondary shared with SENDCO and secondary management team.

10. Parental Involvement.

Parental involvement and partnership is crucial to children's development and specially in children with SEND.

Our school aims to offer excellent provision for all children but specially for those with SEND, communication and an effective partnership with parents is key for that.

It is widely researched and evidenced that Parental Involvement is associated with achievement, socioemotional development, and behaviour.

At BSCD we:

- Treat parents as experts.
- Keep them informed about the curriculum and how to better access it to support their children.
- Support parents to support their children at home.
- Involve them and their children in all aspects of the decision-making process.
- Understand that parents are a vital cog in the successful provision for children with SEND.

11. High capacities/Gifted and Talented

It is important to identify the children that display high capacity in the majority of classes/situations in addition to the ones that are talented in subject-specific scenarios. Teachers will identify the pupils that they think are talented in their subjects and make special accommodations and provide additional support to them, to ensure the challenge is appropriate for their level.

Regarding high capacity students, they will be identified in the secondary staff meeting after collecting and analysing both whole school and individual subject specific data. Then, the procedure to follow will be the form tutors will have to fill-in a form called *High Capacities*. This document will be passed to the Secondary Head of Secondary who is the link between Secondary and the SEND Coordinator. If the data analysed shows that there is a high likelihood of being gifted, an IEP will be created and shared with the family and the pupil and will be signed by both parties. In some cases, the family will be advised to get a diagnosis.

12. Home and School Learning Support Agreements:

As part of our SEND policy and our approach to support children's learning and development. When the child continues to make little or no progress, it will be necessary to seek specialist advice and regular long-term support from a specialist professional within the school or outside the school. This will be discussed with parents/carers so they can seek the necessary support for their child. These additional observations and any testing to be run to detect any learning difficulties will be paid by parents. The school will try its best to implement the recommendations of the specialist and to share the relevant information, if applicable.

Parents/carers will be solely responsible for all the costs involved in this procedure.

When a multidisciplinary decision is made and a child needs additional support within the classroom other than the Alternative Provision already provided, to help them learn, parents will be required to:

- Pay all the expenses originated from this additional support.
- A fee reduction on the Tuition Fee will be applied in some cases (see table below)

Additional Support within school hours.

Full time support	1.570€ monthly	50% Tuition Fee*
Part time support	785€ monthly	25% Tuition Fee*
Support per hour	37€	No discount.

*non-cumulative to other discounts

Additional Support outside school hours.

The cost of additional support will be established depending on the type of support and professional needed.

This will be arranged between the professional and the families.

13. Admissions Arrangements.

We are committed to providing an admissions process that ensures fairness, transparency and equal opportunity. We aim to work in partnership with families to provide a suitable learning environment for all children.

During the admission process families must be as transparent and facilitate to the school all relevant information regarding the child's health and development in order to be able to assess if the school is able to provide the right environment for the child and/or to make the specific arrangements.

Appendix 1. - Document Formats

IEP:

[IEP](#)

Parents Meeting Forms:

[Parent Meeting Forms](#)

Exam concessions:

[Exam concessions](#)

High Ability Test:

[High Abilities](#)