



The Burgess Hill Academy

Special Educational Needs and Disabilities

2026-27

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1. Purpose

The Burgess Hill Academy is committed to ensuring that students with special educational needs and disabilities receive ambitious, inclusive and effective provision.

At The Burgess Hill Academy, we believe that school should give every student the knowledge, experiences and opportunities they need to thrive. Students with SEND should participate fully in academy life, experience a broad and ambitious curriculum, achieve strong outcomes and leave with appropriate choices open to them.

This policy sets out how the academy will:

- identify students who may have special educational needs;
- provide high-quality teaching and reasonable adjustments;
- use the graduated approach to assess, plan, deliver and review support;
- ensure that classroom provision is implemented consistently;
- coordinate targeted intervention where this is necessary;
- involve students and parents in decisions;
- work with external professionals;
- support students with Education, Health and Care Plans;
- evaluate whether provision is improving outcomes;
- develop staff knowledge and confidence;
- establish clear accountability for SEND provision.

The academy's approach is based on clarity, support, monitoring and accountability. Identifying a need or writing a plan is not sufficient by itself. Leaders will check whether agreed provision is being delivered, whether students are accessing it and whether it is having the intended impact.

2. Academy vision and principles

The academy will:

- maintain high expectations for students with SEND;
- provide access to a broad, balanced and ambitious curriculum;
- identify and respond to needs as early as possible;
- place inclusive classroom teaching at the centre of SEND provision;
- make reasonable adjustments to remove substantial disadvantage;
- ensure that support is based on evidence and identified need;
- listen to students and parents;
- avoid lowering expectations simply because a student has SEND;
- recognise that needs may change over time;
- consider attendance, behaviour, safeguarding, medical need and SEND together;
- provide targeted support without creating unnecessary dependence;
- prepare students for adulthood, further education, training and employment;
- check implementation and impact systematically.

The academy does not assume that all students with a diagnosis require the same provision. Support will be determined through an understanding of the individual student's strengths, barriers, needs and intended outcomes.



3. Statutory framework

This policy has regard to:

- Part 3 of the Children and Families Act 2014;
- the Special Educational Needs and Disability Regulations 2014;
- the Special Educational Needs and Disability Code of Practice: 0 to 25 years;
- the Equality Act 2010;
- the Public Sector Equality Duty;
- the Education Act 1996;
- the Education Act 2002;
- the School Admissions Code;
- the academy's funding agreement;
- Keeping Children Safe in Education 2026;
- statutory guidance on supporting students with medical conditions;
- statutory guidance on children with health needs who cannot attend school.

The academy will publish an annual SEND Information Report setting out how this policy is implemented locally, including the name and contact details of the SENDCo.

4. Related policies and documents

- SEND Information Report;
- Accessibility Policy and Plan;
- Safeguarding and Child Protection Policy;
- Behaviour for Learning Policy;
- Attendance Policy;
- Curriculum Policy;
- Teaching and Learning Framework;
- Supporting Students with Medical Conditions Policy;
- Children with Health Needs Who Cannot Attend School Policy;
- Equality Information and Objectives;
- Admissions arrangements;
- Alternative Provision procedures;
- Examinations and Access Arrangements procedures;
- Educational Visits Policy;
- Concerns and Complaints Policy.

5. Definitions

5.1 Special educational needs

A student has special educational needs where they have a learning difficulty or disability that calls for special educational provision to be made for them.



A student has a learning difficulty or disability where 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 generally provided for students of the same age in mainstream schools.

Special educational provision is educational or training provision that is additional to or different from that made generally for other students of the same age.

5.2 Disability

A person is disabled under the Equality Act 2010 where they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

A student may be disabled without having special educational needs. A student may have special educational needs without meeting the legal definition of disability.

5.3 Reasonable adjustments

The academy has a duty to take reasonable steps to avoid disabled students being placed at a substantial disadvantage.

Reasonable adjustments may include changes to teaching and classroom practice, resources and information, policies and routines, communication, equipment and auxiliary aids, rooming and physical access, assessment arrangements, and participation in visits and wider academy life.

Reasonable adjustments will be determined individually and reviewed where needs or circumstances change.

5.4 The four broad areas of need

The SEND Code of Practice describes four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs.

These areas help the academy to plan provision, but they do not define the whole student. A student may have needs across more than one area, and the presenting difficulty may not be the underlying need.

6. Inclusion and curriculum entitlement

- high-quality teaching;
- a broad and balanced curriculum;
- appropriate support and reasonable adjustments;
- full participation in academy life wherever reasonably possible;
- access to careers education and preparation for adulthood;
- access to educational visits, enrichment and student leadership;
- assessment arrangements that reflect their normal way of working where statutory requirements are met;
- support that promotes independence rather than unnecessary reliance on adults.

The academy will not use withdrawal from lessons as the default response to SEND.

Where a student receives intervention outside the classroom, the purpose, intended outcomes, duration, review arrangements and curriculum implications must be clear. Impact must be evaluated and provision stopped, changed or intensified where it is not effective.



7. Ordinarily available inclusive provision

The starting point for meeting needs is high-quality, inclusive classroom teaching.

Teachers will use the academy's teaching and learning framework alongside information about individual students to provide:

- clear routines and explanations;
- explicit instruction;
- modelling and worked examples;
- appropriate scaffolding;
- opportunities for guided and independent practice;
- checks for understanding;
- careful selection and presentation of vocabulary;
- accessible resources;
- appropriate seating and classroom positioning;
- adapted methods of recording;
- use of assistive technology where appropriate;
- opportunities to revisit and retrieve key knowledge;
- additional processing time where needed;
- clear behavioural and learning expectations;
- predictable transitions;
- appropriate sensory or movement arrangements.

Adaptation does not mean replacing an ambitious curriculum with lower-level tasks. Teachers should identify the barrier to learning and make the smallest effective adjustment that enables the student to participate and succeed.

Implementation will be checked through lesson visits, subject and teaching reviews, review of students' work, student voice, SEND learning walks, line-management meetings, review of student passports and provision plans, and analysis of progress, attendance and behaviour.

8. Identification of SEND

8.1 Starting points

The academy will assess students' starting points using information from previous settings, assessment information, EHCPs, SEND records, parents, students, teachers, reading and literacy information, attendance, behaviour, safeguarding, medical information and external professionals.

The academy will seek relevant information before admission wherever possible so that essential support can be put in place promptly.

8.2 Indicators that further assessment may be required

- significantly less progress than expected;
- difficulty accessing learning or communicating understanding;
- persistent literacy or numeracy barriers;
- communication, interaction or sensory-regulation difficulties;



- behaviour that may indicate an unmet need;
- persistent emotional or mental-health barriers;
- attendance difficulties that may reflect unmet SEND;
- adaptations beyond the academy's normal classroom offer;
- a disability requiring reasonable adjustments.

8.3 What does not automatically mean SEND

Low attainment, slow progress, poor attendance, challenging behaviour, English as an additional language, disadvantage, a medical diagnosis, temporary emotional distress or gaps in previous education do not automatically mean that a student has SEND.

These factors may overlap with SEND and must be considered carefully.

8.4 Raising a concern

A referral to the SEND team does not transfer responsibility away from the classroom teacher.

- review available student information;
- consider the quality and consistency of classroom provision;
- implement and record appropriate adaptations;
- discuss the concern with the student;
- liaise with parents where appropriate;
- seek advice through the academy's SEND referral process;
- provide evidence of the strategies already used and their impact.

9. The graduated approach

Where a student is identified as requiring special educational provision, the academy will use the four-part cycle of Assess, Plan, Do and Review.

9.1 Assess

The academy will establish a clear understanding of strengths, barriers, attainment, progress, attendance, behaviour, student and parent views, strategies already attempted, safeguarding or medical information, professional advice and aspirations. Appropriate classroom support will not be delayed while waiting for a formal diagnosis.

9.2 Plan

The plan will identify the need, intended outcome, classroom adaptations, targeted support, responsible staff, frequency and duration, measures of progress, review date, student and parent contribution and any required staff training. It will be communicated clearly to staff.

9.3 Do

The subject teacher remains responsible and accountable for the student's progress, including where support is delivered by another adult. Teachers will implement agreed strategies and direct Learning Support Assistants effectively. Learning Support Assistants and specialist staff will deliver agreed support, promote independence and contribute evidence to review.



9.4 Review

Reviews will consider whether provision took place as planned, whether the student participated, progress towards outcomes, student and parent views, classroom access, attendance, behaviour and wellbeing, and whether support should continue, change, reduce or stop. Provision will not continue indefinitely without evidence of impact.

10. Student passports and provision records

Students receiving SEN support may have a student passport, support plan or equivalent record. This will normally include strengths, needs, barriers, student views, classroom strategies, reasonable adjustments, communication or sensory needs, relevant safety or medical information, agreed outcomes and review information.

Staff are responsible for reading information about students they teach, using the agreed strategies, contributing evidence and raising concerns where information is inaccurate or provision is not working.

The existence of a passport does not demonstrate implementation. Leaders will check whether strategies are understood and used consistently.

11. The SEND register

The academy will maintain an accurate SEND register.

- SEN Support - K, where a student requires special educational provision through the graduated approach;
- Education, Health and Care Plan - E, where a student has a statutory plan.

Placement on the register will be based on evidence that provision additional to or different from ordinarily available provision is required. Parents will be informed where a student is added to or removed from the register.

Removal from the register does not mean that all support or reasonable adjustments must end.

12. Inclusion Panel

The academy will hold an Inclusion Panel every fortnight.

The purpose of the panel is to coordinate support for students whose needs cut across SEND, safeguarding, attendance, behaviour, disadvantage, mental health, medical need or alternative provision.

- review students causing significant or emerging concern;
- triangulate SEND, attendance, behaviour, safeguarding and attainment information;
- identify the problem that needs to be solved;
- ensure student and parent views are considered;
- agree a small number of practical actions;
- allocate one named owner to each action;
- set a deadline or review point;
- determine whether SEND assessment or further advice is required;
- review implementation and impact of current provision;
- consider whether classroom adjustments are being applied;
- consider internal or external targeted support;
- coordinate work with outside agencies;
- monitor students attending internal or external alternative provision;



- escalate safeguarding or statutory concerns immediately.

The Vice Principal responsible for Inclusion and Personal Development will provide strategic oversight.

Membership may include the SENDCo, safeguarding and attendance leaders, pastoral leaders, the Alternative Provision lead, mental-health or medical staff, the Associate Assistant Principal responsible for Raising Standards, Pupil Premium and SEND, teaching and learning representation and other invited professionals.

The panel is a decision-making and accountability meeting, not simply a forum for sharing concerns.

Requirement	Expectation
Student	The student whose needs are being considered
Evidence	What is known and what remains unclear
Intended outcome	What needs to improve
Action	The agreed practical step
Owner	One named member of staff
Deadline	Completion or review date
Evidence of implementation	How the panel will know the action occurred
Impact	What changed for the student

13. Termly Inclusion Review and CPD

At the end of each term, the academy will hold Inclusion CPD and provision review.

- review provision delivered during the term;
- evaluate implementation of student passports and reasonable adjustments;
- assess the impact of interventions;
- review students discussed through the Inclusion Panel;
- identify gaps, duplication or provision that is not having sufficient impact;
- share effective inclusive classroom practice;
- clarify expectations for the following term;
- provide training linked to identified student and staff needs;
- update provision maps and support plans;
- ensure staff understand changes to student need or provision;
- agree actions, owners and deadlines.

The review will use progress, reading, attendance, behaviour, suspension, student and parent voice, intervention records, classroom quality assurance, SEND referrals, alternative provision reviews and external professional advice.

The purpose is to decide what is working, what is not being implemented, what should stop, what should change, what must be strengthened and which staff need further support or training.



14. Provision mapping

The academy will maintain a provision map showing targeted SEND and inclusion support.

Provision mapping will be reviewed through the termly Inclusion CPD process. Leaders will check whether students attended, whether sessions took place, whether provision duplicated another intervention, whether students missed important curriculum content, whether progress transferred into the classroom and whether provision represents effective use of staffing and funding.

- the provision or intervention;
- the need being addressed;
- eligibility or entry criteria;
- intended outcomes;
- responsible lead and delivery staff;
- frequency and duration;
- students accessing the provision;
- cost or resource implications where relevant;
- baseline information;
- review date;
- evidence of impact.

15. Targeted interventions

Targeted intervention will be used where classroom adaptation alone is insufficient.

Each intervention must have a clearly identified need, baseline, intended outcome, planned duration, named lead, appropriate expertise, review date and evidence of implementation and impact.

- literacy and reading;
- numeracy;
- speech, language and communication;
- social communication;
- emotional regulation;
- social and friendship skills;
- sensory regulation;
- organisation and executive functioning;
- independence;
- physical or medical access;
- preparation for adulthood;
- reintegration following absence or alternative provision.

16. Learning Support Assistants and additional adults

Learning Support Assistants and additional adults are an important part of inclusive provision, but the subject teacher remains responsible for the student's learning.

Deployment will be based on student need and intended impact rather than habit.

- support access to the teacher and curriculum;



- use prompts and scaffolds that can be reduced over time;
- develop independence;
- give students time to think and respond;
- avoid over-supporting;
- avoid separating the student unnecessarily from peers;
- communicate effectively with the teacher;
- contribute evidence to reviews.

17. Education, Health and Care Plans

- deliver the specified educational provision;
- maintain awareness of the plan's outcomes;
- make relevant information available to staff;
- monitor implementation;
- hold an annual review within statutory timescales;
- involve the student and parent;
- invite relevant professionals;
- submit review documentation to the local authority;
- request an early review where circumstances have changed significantly;
- support transition between phases and settings.

Where specified provision cannot be delivered, this must be escalated promptly to the SENDCo and Vice Principal responsible for Inclusion rather than left until the annual review.

18. Requests for an Education, Health and Care needs assessment

The academy may request an Education, Health and Care needs assessment where, despite relevant and purposeful action through the graduated approach, the student has not made expected progress or requires provision beyond that which the academy can normally secure.

Parents and young people also have the right to request an assessment directly from the local authority. An application for assessment will not replace continued academy provision while the request is considered.

19. Attendance, behaviour and safeguarding

SEND, attendance, behaviour and safeguarding must not be considered in isolation.

- whether needs are understood accurately;
- whether agreed reasonable adjustments are in place;
- whether curriculum access is appropriate;
- whether staff are implementing the student's passport;
- whether communication or sensory needs are contributing;
- whether there is a safeguarding concern;
- whether the student is experiencing bullying or exploitation;
- whether additional assessment or intervention is required;
- whether the response remains proportionate.



SEND does not remove the academy's right to maintain clear behaviour expectations. However, the academy must consider whether behaviour arises from disability, whether reasonable adjustments are required and whether the student understood and could meet the expectation.

20. Internal and external alternative provision

Where a student with SEND accesses internal or external alternative provision, the academy remains responsible for safeguarding, educational oversight, attendance monitoring, curriculum entitlement, SEND provision, review of progress, communication with parents and planning reintegration or transition.

The placement will be reviewed through the Inclusion Panel where appropriate and must not become an unreviewed long-term holding arrangement.

21. Literacy and reading

Literacy and reading form part of the academy's inclusion work because weak reading can create a significant barrier to curriculum access.

- identify students whose reading is significantly below expectation;
- distinguish between gaps in instruction and possible special educational need;
- assess the nature of the reading difficulty;
- provide evidence-based targeted support;
- communicate strategies to classroom teachers;
- monitor whether intervention improves curriculum access;
- review the weakest readers regularly.

Reading intervention will be included within provision mapping and reviewed through the academy's termly Inclusion CPD arrangements.

22. Examinations and access arrangements

The academy will identify potential examination access needs early. Arrangements will reflect the student's normal way of working where required, be supported by appropriate evidence, comply with current JCQ requirements, be implemented in internal assessments and mocks where appropriate, and be communicated clearly.

An access arrangement is not granted solely because a student has a diagnosis or is on the SEND register.

23. Transition

23.1 Entry to the academy

The academy will work with primary schools, families and professionals to identify needs before entry. Transition may include additional visits, parent meetings, review of plans, staff briefings, student passports, medical and safeguarding planning, site familiarisation and specialist liaison.

23.2 In-year admission

For students joining during the year, the academy will seek records promptly and establish interim arrangements while information is verified.



23.3 Movement between year groups and key stages

The SEND team will ensure relevant information is reviewed and transferred where staff, classes or curriculum arrangements change.

23.4 Post-16 transition

The academy will support students with SEND to prepare for further education, apprenticeships, supported internships, employment, independent living and participation in the community. Careers guidance will be ambitious, impartial and tailored to individual need.

24. Working with students

Students will be involved in decisions about their support through identifying strengths and difficulties, contributing to outcomes, explaining which strategies help, reviewing interventions, attending meetings, contributing to annual reviews, planning transition and giving feedback.

Student voice will be gathered in an accessible and appropriate form.

25. Working with parents and carers

The academy recognises the importance of working constructively with parents.

- listen to parental concerns;
- explain the evidence available;
- distinguish clearly between assessment, diagnosis and academy provision;
- communicate decisions and next steps;
- involve parents in formal SEND decisions;
- provide regular information about progress;
- avoid unnecessary delay or professional jargon;
- be clear where the academy does not agree that a student has SEN and explain why.

26. External agencies

The academy may work with educational psychologists, speech and language therapists, occupational therapists, physiotherapists, specialist advisory teachers, medical professionals, CAMHS, social care, the Virtual School, local-authority SEND services, attendance and family-support services, alternative provision providers and careers services.

External advice will inform academy decisions but does not remove the academy's responsibility to determine and implement appropriate educational provision. A report stored on a student's file is not evidence that recommendations are being followed.

27. Staff training and professional development

All teachers are teachers of students with SEND.

The academy will provide training based on identified student needs, quality-assurance findings, staff confidence, patterns in referrals, weaknesses in implementation and statutory requirements.

- inclusive classroom practice;



- adaptive teaching;
- literacy and reading;
- autism and social communication;
- speech, language and communication;
- attention and executive functioning;
- dyslexia and specific learning difficulties;
- sensory and physical needs;
- emotional regulation;
- use of Learning Support Assistants;
- reasonable adjustments;
- examination access arrangements;
- safeguarding students with SEND.

SEND and inclusion training will include the termly Inclusion CPD and provision review. Training will be followed by implementation checks. Attendance at training alone will not be treated as evidence that practice has changed.

28. Roles and responsibilities

28.1 Sussex Learning Trust

- ensure statutory duties are understood and met;
- provide support and challenge;
- monitor SEND performance and risk;
- support effective use of resources;
- ensure governance arrangements provide assurance;
- support collaboration across Trust academies.

28.2 Local Governing Body

- monitor implementation of this policy;
- receive information about SEND needs, provision and outcomes;
- monitor the SEND Information Report;
- challenge leaders about gaps in outcomes and participation;
- consider student and parent experience;
- monitor reasonable adjustments and accessibility;
- report significant risks through Trust governance arrangements.

28.3 Headteacher

- be accountable for quality and effectiveness of SEND provision;
- ensure the SENDCo has sufficient authority, time and support;
- ensure leaders and teachers understand their responsibilities;
- ensure sufficient resourcing;
- ensure SEND is considered in staffing, curriculum and financial decisions;
- monitor outcomes and implementation;
- report to governors and the Trust;
- address repeated failure to implement agreed provision.



28.4 Vice Principal responsible for Inclusion and Personal Development

- provide strategic leadership of inclusion;
- oversee SEND, disadvantage, vulnerable students and alternative provision;
- line manage the SENDCo;
- chair or oversee the fortnightly Inclusion Panel;
- ensure provision is coordinated across teaching, pastoral and safeguarding systems;
- oversee termly Inclusion CPD and provision review;
- monitor implementation of reasonable adjustments;
- evaluate provision and use of resources;
- report risks, progress and impact to the Headteacher.

28.5 SENDCo

- lead day-to-day implementation;
- coordinate the graduated approach;
- maintain an accurate SEND register;
- oversee student passports and provision records;
- advise teachers and leaders;
- communicate with students and parents;
- coordinate external professional involvement;
- monitor EHCP provision and annual reviews;
- contribute to transition and access arrangements;
- maintain the SEND Information Report;
- monitor interventions and provision mapping;
- contribute to Inclusion Panel decisions;
- support staff training;
- report evidence, risks and recommended actions.

28.6 Associate Assistant Principal responsible for Raising Standards, Pupil Premium and SEND

- contribute a teaching and learning perspective to SEND and inclusion work;
- attend the Inclusion Panel;
- support evaluation of classroom provision;
- undertake classroom visits and provide guidance;
- support monitoring of disadvantaged students and students with SEND;
- connect raising-standards work with SEND provision;
- contribute to student and staff communication where appropriate.

28.7 Curriculum and subject leaders

- know the strengths and needs of students with SEND in their subject;
- ensure curriculum planning is accessible and ambitious;
- monitor student outcomes;
- check that staff implement agreed adjustments;
- address inconsistency;



- review deployment of additional adults;
- contribute to provision and review meetings;
- ensure intervention does not unnecessarily narrow curriculum entitlement.

28.8 Teachers

- be responsible for progress and development of every student they teach;
- deliver high-quality inclusive teaching;
- read and apply relevant student information;
- implement reasonable adjustments;
- direct Learning Support Assistants appropriately;
- assess progress;
- contribute to the graduated approach;
- communicate concerns;
- contribute to reviews;
- maintain high expectations.

28.9 Learning Support Assistants and specialist staff

- deliver support as agreed;
- understand the intended outcome;
- work under the direction of the teacher and SENDCo;
- provide evidence of student response;
- promote independence;
- raise concerns about provision promptly;
- maintain confidentiality.

28.10 Pastoral leaders

- identify emerging concerns;
- coordinate with SEND, safeguarding and attendance teams;
- contribute evidence to the Inclusion Panel;
- complete agreed actions;
- communicate with families;
- review attendance, behaviour and wellbeing alongside SEND need;
- support reintegration and transition.

Strategic accountability for SEND remains with the Vice Principal responsible for Inclusion and Personal Development and operational coordination remains with the SENDCo.

29. Resource allocation and funding

The academy will use its delegated and notional SEND resources to meet identified needs. Decisions will consider intended improvement, evidence of need, effectiveness of current provision, staffing capacity, safeguarding and equality, workload, financial sustainability, independence and whether a less intensive adjustment could achieve the same outcome.



Funding will not automatically be assigned as individual adult support unless this is the most appropriate way to meet need.

30. Evaluating SEND provision

The academy will evaluate SEND provision using progress, attainment, reading, attendance, behaviour, suspensions, curriculum participation, EHCP implementation, intervention baselines, student and parent voice, classroom quality assurance, provision maps, destinations, complaints and professional feedback.

- Was the provision delivered?
- Did the student access it?
- Did classroom practice change?
- What improved for the student?
- Is the student becoming more independent?
- Are attendance or behaviour barriers reducing?
- Are disadvantaged students with SEND receiving equitable provision?
- Does the provision remain necessary?
- Is it an effective use of capacity and funding?

31. Complaints

Concerns about SEND provision should normally be raised promptly with the subject teacher, tutor or pastoral leader, then the SENDCo, the Vice Principal responsible for Inclusion and Personal Development, and the Headteacher where the concern remains unresolved.

Formal complaints will be considered under the Sussex Learning Trust Concerns and Complaints Policy. Some EHCP matters are subject to separate local-authority disagreement-resolution, mediation or tribunal arrangements.

32. SEND Information Report

The academy will publish and review its SEND Information Report annually. It will include the SENDCo's contact details, types of need supported, identification and assessment arrangements, approach to teaching and adaptation, staff expertise, evaluation, student and parent involvement, transition, external support, complaints and accessibility information.

33. Monitoring and review

This policy will be reviewed annually and sooner where legislation or statutory guidance changes, Sussex Learning Trust arrangements change, the academy's leadership structure changes, monitoring identifies a weakness, provision is not implemented consistently or significant SEND reforms come into force.

The Headteacher and Vice Principal responsible for Inclusion and Personal Development will ensure that the policy is translated into clear operational practice. The Local Governing Body will receive evidence of implementation and impact.



Document Version Control

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