



Grange Academy

Belong • Believe • Achieve

Article 2: All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis.

Article 23: You have the right to special education and care if you have a disability, as well as all the rights in this Convention, so that you can live a full life.

SEND Policy

Policy Status: Statutory

Review Cycle: 2 Years

Owner: Rachel Timms - Headteacher

Date: September 2026

Approved by: Local Governing Body (LGB)

Date: September 2026

Review Date: September 2028

Principles

The Local Governing Body (LGB), Senior Leadership Team and staff at Grange Academy are fully committed to maximising the potential of pupils by meeting their individual needs. They adhere to the following principles.

- Pupils are entitled to have access to a broad, balanced and relevant curriculum. The curriculum must be appropriately adapted according to their individual needs and underpinned by specialist approaches and strategies.
- Pupils must have access to the school buildings and facilities so that they can be treated equitably irrespective of their disabilities.
- Pupils within the Academy are regarded and treated as unique individuals who must be given the opportunity to excel and experience success. Their successes will be recognised and celebrated.
- Pupils benefit most when their individual needs are clearly identified in a proactive manner, so that programmes of intervention can be effectively planned, implemented, monitored, and reviewed.
- All teachers at Grange Academy are considered to be teachers of Special Educational Needs, whose role is to plan and develop the curriculum to take account of individual differences. Governors support and challenge the school to ensure the effectiveness of the provision.
- The pastoral and academic areas of the curriculum are managed in such a way as to ensure that the participation of pupils in their own learning is maximised and to enable them to achieve their potential.
- The school promotes the emotional and social development of all its pupils. For example, extra pastoral support arrangements for listening to the views of children and young people and measures to prevent bullying.
- Working in partnership with parents, carers and families is key to supporting pupils' needs.
- A multi-disciplinary approach involving the expertise and resources of outside agencies is essential when working with pupils whose individual needs are additional and complex.
- The school evaluates the effectiveness of provision made for its pupils through the graduated approach of assess, plan, do and review, and ensures that EHC plans are reviewed at least annually, or earlier where there is a significant change in need, placement or provision.
- Preparation for adulthood will begin at the earliest appropriate stage and will reflect pupils' aspirations and outcomes, including employment, independent living, community inclusion and good health, in line with the SEND Code of Practice.

Aims

We will aim to:

- Ensure that all pupils at the Academy receive appropriate, ambitious and high-quality teaching, adaptations and support which takes into account their Special Educational Needs and Disabilities (SEND), their EHC plan outcomes, reasonable adjustments, and evidence-informed approaches to teaching and learning.
- Ensure that work is well-matched and adapted where necessary and that teaching methods and practice are regularly reviewed to ensure that they remain appropriate and relevant to the needs of the individual.

- Involve and consult pupils and families fully in decisions regarding education and the meeting of the pupils' needs, to support them to promote learning and development and planning for their future.
- Ensure that resources available to the Academy (including financial, staffing, technical and advisory) are deployed appropriately and effectively to meet pupils' needs.
- Liaise effectively with all individuals and organisations who have an interest in, or are able to make a positive contribution towards, pupils' lives.
- Plan the provision of appropriate staff development and training to ensure that staff develop and update their skills in meeting the needs of pupils with Special Educational Needs.
- Work collaboratively with the multidisciplinary team including therapists and medical professionals and a range of agencies to support the development and wellbeing of the whole person.
- Ensure arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood are highly effective. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society
- Ensure arrangements for assessing and reviewing children and young people's progress towards outcomes are thorough and robust, with parents, carers, pupils and young people involved as partners in decision-making wherever possible.
- Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood will promote pupils' independence and be underpinned by high expectations of what pupils can achieve.

Definitions

A pupil has SEN if they have a learning difficulty or disability that 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 the 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

At Grange Academy, all pupils have an Education, Health and Care Plan (EHCP) and access specialist provision. The school will work with the maintaining local authority, health services, social care and families to deliver and review the special educational provision set out in each EHC plan.

Consulting and involving pupils and parents

Ensuring that pupils, parents, carers and staff feel listened to is very important to us. At Grange Academy, we make sure that pupils and families are involved in decisions about support, provision, outcomes and next steps, in line with the principles of co-production and person-centred planning.

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parent/ carers views and wishes
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are and how they will be achieved

Admissions

Grange Academy is a special academy for pupils aged 7-18 with a wide range of ability levels and additional learning needs, including moderate learning difficulties, some medical needs and/or autism.

Due to the complex nature of pupils' needs, we consider referrals to the school in the light of the needs of the whole school population. We do this to ensure that we continue to meet the needs of the whole school community.

Local Offer

Bedford Borough's SEN and Disability Guide is Bedford Borough's Local Offer. This sets out what support and services are available for children and young people aged 0-25 with disabilities and SEN and their families.

Please see Bedford Borough's Local Offer for current information about SEND services, support and guidance for children and young people aged 0–25 with SEND and their families:

sendguide.bedford.gov.uk

Related school policies, procedures and legislation

School documents: Teaching and Learning Policy, Admissions Policy, Equality and Diversity Policy, Accessibility Plan, Safeguarding and Child Protection Policy, Behaviour Policy, Supporting Pupils with Medical Conditions Policy and Complaints Policy.

Legislation:

- This policy and information report is based on the following current legislation and statutory guidance:
- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- The Equality Act 2010, which requires schools to make reasonable adjustments for disabled pupils and to prevent discrimination, harassment and victimisation.
- The SEND Code of Practice: 0 to 25 years, statutory guidance for organisations working with and supporting children and young people with special educational needs and disabilities.
- Keeping Children Safe in Education 2026, which reinforces the safeguarding responsibilities of all schools and highlights that children with SEND and disabilities can face additional safeguarding vulnerabilities.
- This policy also complies with our funding agreement and articles of association.

Complaints

Arrangements for handling complaints from parents and carers about the provision made at the school are detailed in the school's Compliments and Complaints Policy. Concerns about SEND provision should initially be raised with the class team, SENCO or Headteacher so that they can be addressed promptly. Where concerns relate to the content, delivery or review of an EHC plan, the school will work with the maintaining local authority and relevant agencies in line with statutory SEND processes, including annual review, mediation and appeal routes where applicable.