



SEND Policy 2025 - 2026

1. Policy Statement

Bay Learning Academy is committed to providing an inclusive and supportive learning environment where every learner, regardless of ability, need, or background, can thrive. We recognise that all learners may require adaptations at times, not only those with identified Special Educational Needs and Disabilities (SEND). Our policy ensures that high-quality teaching, personalised support, and positive adaptation strategies enable every learner to achieve their full potential.

2. Aims

- To remove barriers to learning for all students.
- To provide tailored strategies and positive adaptations that meet the needs of every learner.
- To promote independence, resilience, and confidence.
- To align with the SEND Code of Practice (2015) and Equality Act (2010).
- To support learners holistically, considering their social, emotional, physical, and cognitive development.

3. Key Principles

- Inclusion is for everyone, not just for learners with an EHCP or identified SEND.
- Adaptations will be applied flexibly to support both short-term and long-term needs.
- Collaboration with learners, parents/carers, staff, and external agencies ensures effective provision.
- Adaptations are seen as opportunities for growth and positive development, not as limitations.
- SEND needs assessment completed prior to admission to ensure Bay Learning Academy can meet the learner's needs.

4. Graduated Response

Our support is regularly reviewed and refined.

- **Quality First Teaching:** Differentiation, use of visuals, modelling, scaffolding, and structured routines.
- **Targeted Adaptations:**
 - Cognition & Learning: sentence starters, visuals, word banks, alternative ways of recording.
 - Communication & Interaction: simplified language, visual prompts, preparation for change, peer learning.



- Physical & Sensory: large print, overlays, handwriting guides, ICT alternatives, calm environments.
- Social, Emotional & Mental Health: emotion check-ins, consistent routines, structured rewards, positive reinforcement.

5. Positive Adaptation and Development

We work not only to address barriers but also to support learners in their wider personal and social growth.

- Adjusting to **physical maturation**
- Make a **successful transition** into Bay Learning Academy
- Learn the importance of **following rules and laws of society**.
- Build and maintain **close relationships** with peers and trusted adults.
- Explore **identity and career prospects** as part of future planning.
- Strive for **academic achievement** through personalised support.
- Engage in **contributing to the home and community**, building responsibility and self-worth.

6. Working with Families and External Agencies

We recognise the vital role parents, carers, and external professionals play in supporting learners. We maintain open communication and work in partnership to ensure consistent strategies and positive outcomes.

7. Staff Training and Responsibilities

- All staff receive training on inclusive practices and SEND adaptations.
- Teachers are responsible for embedding adaptations into classroom practice.
- The head of SEND and Safeguarding team creates support plans, liaises with professionals, and monitors impact.
- Leaders ensure resources, staffing, and policies are aligned with inclusive principles.

8. Monitoring and Evaluation

The effectiveness of SEND and inclusive provision will be evaluated through:

- Learner voice and feedback.
- Academic progress and personal development tracking.
- Staff observations and reflective practice.
- Regular review meetings with LA, Schools, families and professionals.

9. Policy Review

This policy will be reviewed annually to ensure it reflects current best practice, legislation, and the evolving needs of our learners.