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**Special Educational Needs and Disabilities Policy**

**Written: 10/01/25**

**To be Reviewed: 10/01/26**

1. **Aims**

This policy sets out Bee-Leaf Project’s approach to supporting students/pupils with special educational needs and disabilities (SEND). This applied to The Beehive School and our Alternative Provision and Respite Service.

The key aim of Bee-Leaf Project is to help all students/pupils – including those with SEND - to achieve their very best and become successful, well-rounded individuals.

The objectives of Bee-Leaf Project in respect of SEND are:

• To identify and provide an individualised education and/or provision for students/pupils who have SEND;

• To work within the guidance of the SEND Code of Practice;

• To operate a ‘whole company’ approach to the management and provision of support for SEND;

• To provide support and advice for all staff working with student/pupils with SEND;

• To develop and maintain a partnership approach and high levels of engagement with parents and other agencies;

• To ensure access to the alternative curriculum for all students/pupils.

1. **Legislation and guidance**

This policy, and the requirement to publish a separate information report, is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

• 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

This policy also complies with our funding articles of association.

1. **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 group, 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

Special educational provision is an educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools. The Beehive School is a SEN provision. Our Alternative Provision service supports a high percentage of young people who also fall into this category.

1. **Roles and responsibilities**

The Director of Education for The Beehive school, and the CEO for Bee-Leaf Project, have day to day responsibility for:

• the operation of our SEND Policy and ensuring that policies and procedures are fully implemented;

• co-ordinating specific provision made to support individual students/pupils with SEND, including those who have Education, Health and Care (EHCP) plans;

• providing professional guidance to colleagues;

* ensuring that sufficient resources and time are allocated to enable staff members to discharge their responsibilities in connection with SEND

• working closely with staff, parents and other agencies in connection with students/pupils with SEND;

• being aware of the provision in the local area;

• working with professionals to provide a support role to families to ensure that the academy’s students/pupils with SEND receive appropriate support and high quality teaching;

1. **Mentors / Teaching Staff / Support Staff**

Mentors and support staff are responsible for:

• The progress and development of every student

• Working closely with the staff team to plan and assess the impact of support and interventions

• Working with the Director of Education / DSL to review each pupil’s progress and development, and decide on any changes to provision

**•** Ensuring they follow this SEND policy

**4.5 Board of Directors / Board of Governors**

The Board of Directors are responsible for;

• overseeing SEND matters across the company including fulfilment of all statutory requirements;

• monitoring the appropriate implementation of this policy across the company

• monitoring how the company meets its responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements