



BIG CREATIVE
EDUCATION
APPRENTICESHIPS
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BCIS Special Educational Needs Policy

Introduction

Big Creative Independent School (BCIS) is dedicated to inclusive learning and strives to address Special Educational Needs (SEN) on an individual basis; the school takes its responsibilities under the Equality Act 2010 and The Children's and Families Act 2014 very seriously. This means that all applicants and students with disabilities or learning difficulties are entitled to receive support that enables them to fully participate in school life and successfully complete their programme of study. SEN includes any activity providing direct support to an individual student beyond what is offered in a standard Study Programme, leading to the achievement of their qualifications and learning goals. BCIS values diversity and will make every effort to meet each student's individual needs. The following system outlines our provision for students whose special educational needs require learning support. SEN requirements are considered in accordance with the rest of the school's policies.

Identification of a student with Special Educational Needs

The young person and their family will need to ask the local authority to formally request a consultation with the SEN team at BCT so they can properly assess and respond to whether the needs can be met in the young person's EHCP. There will be two reasons why the school cannot meet the needs and will respond directly to the local authority with the reasons provided below:

It would be unsuitable for the age, ability, aptitude or SEN of the young person.

OR

The attendance of the young person would be incompatible with the efficient education of others or use of resources.

Before enrolment, the referring borough or school will provide the SEN Manager and SEN Team with the application information of a young person if a learning difficulty or disability has been declared. The SEN Manager and SEN Team will then interview the learner with high needs to develop an appropriate support arrangement. In some instances, the SEN Manager and SEN Team may organise an additional meeting with parents/carers or external agencies to gain a clearer understanding of the type of support required. Education, Health and Care Plans will be requested where available, along with the most recent Annual Review or any other relevant documentation. If an additional learning need is declared during the enrolment stage, the SEN Manager and SEN Team will meet with the learner to discuss the support options that can be implemented.

Further support becomes available following an initial assessment by the SEN Manager and SEN Team. A judgement is made on an individual basis, and where appropriate, in consultation with parents/carers and external agencies. This assessment may also take into account literacy and numeracy test scores upon entry. Where reasonable adjustments are necessary to avoid substantial disadvantage due to a disability or difficulty, they will be provided. Reasonable





adjustments may include the provision of SEN/ALS or equipment, or modifications to teaching or assessment arrangements, depending on the specific circumstances of the individual student, as initially assessed.

SEN may be provided in the form of:

1. In class 1:1 support (or 1:2 support) for – EHCP learners
 - note taking and scribing
 - literacy, numeracy, communication and comprehension difficulties
 - class engagement for neuro-diverse learners
 - class engagement for learners with focus and concentration difficulties or social, emotional and behavioural difficulties
2. Specialist equipment
3. Exam access arrangements
4. 1:1 Literacy intervention classes
5. 1:1 learning guidance and strategy classes

The lead tutors may identify a student's special educational need and make a referral to the SEN Manager, who will gather information and take the initial actions. The SEN Manager will then take the lead responsibility for managing the student's special provision, working with the student and teachers. The SEN Manager will engage with outside agencies if appropriate.

Management of Special Educational Needs

The management of students with special educational needs is overseen by the SEN Manager who has the responsibility to:

- Organise appropriate transition arrangements for students with complex needs
- Refer learners to additional student services, i.e counsellor or mentor, where appropriate
- Ensure support is in place as close to the start of a learner's course as possible (funding permitting)
- Notify course tutors at the start of the academic year of all learners on their course requiring SEN and sharing with them recorded information on the SEN Tracking Document and within the profiles on the Arbor system and student files.
- Ensure the shared records are kept up-to-date and contain coherent strategies for support
- Receive referrals forms online from tutors throughout the academic year, about the previously undetected/undeclared SEN needs of learners in their groups and make adjustments to support plans as necessary
- Provide all classes with a short writing task within the first two weeks of the vocational courses in order to further identify literacy needs and provide SEN where necessary

It is the responsibility of the SEN Manager to ensure that learners needing support are identified, a support plan is created and they are invited to attend one-to-one learning strategy classes as soon as possible.



Regular contact is made between the SEN Manager and course teams throughout the year and the SEN Manager aims to contact course tutors by the end of week 1 to review the support plans of their learners. By the end of week 4, the SEN Manager aims to meet with the lead tutor again to ensure the support in place is satisfactory. Reviews are carried out termly throughout the year.

To implement additional learning support the SEN Manager will then;

- Match all High Needs Learners to a Support Tutor to support them in-class (and around school if required). This arrangement will be reviewed after a trial day to ensure learners take part in the decision of matching the best tutor to suit their specific needs
- Track High Needs Learners (those with EHCPs) through half termly reviews
- Review progress of any learner with additional needs and report back to parents/carers or support workers if they have requested this during initial assessment period
- Arrange assessments for access arrangements in order to plan exam conditions for ALS/ SEN Learners
- Secure access arrangements, maintain records and update learners with their entitlements for exams
- Arrange interventions where needed

Resources

The money to support students with SEN comes from a variety of sources:

- If there are learners that have support needs in excess of £6,000 the SEN Manager will be responsible for liaising with their home borough to secure funding.
- The SEN Manager receives a small capitation to resource the day to day running of the department.

Support for existing students

Upon inclusion on the Additional Needs register, each student is then provided with individual targets for progress and strategies for support are recorded. These targets are then regularly reviewed. Parents / carers may be involved in this process, as well as the learner and their support tutor.

Monitoring of High Needs Learners

For learners with High Needs, progress is tracked through routine and regular target-setting and recorded in their Support Plans. Detailed termly reviews will measure progress and impact of support and be recorded throughout their course. Tutors' views around SEN provision are gathered to ensure any such provision is meeting the needs of the learner as part of the termly review process.

For learners receiving literacy or speech & language intervention, the SEN Manager will regularly review detailed records written by the specialist teacher. These records will include information about the strengths and weaknesses of the learner as initially



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assessed, what has been carried out to address specific difficulties and how impact has been measured through progress indicators.

Support for staff

There is a commitment to provide access to quality training for all staff teaching students with SEN.

Outside Agencies

Where applicable BCT works closely with outside agencies in order to provide high quality provision for students with SEN.

Management Committee

BCT will have a named member of the management committee responsible for SEN provision.

Public Examinations

JCQ and examination boards publish the concessions available for SEN students when undertaking examinations. This may include additional time allowance, modified papers, readers and scribes. The SEN Manager will liaise with the Examination's Officer and will apply for all available access arrangements to support students (see Access Arrangements and Special Consideration Policy).

Objectives for students with SEN

All students, irrespective of ability, follow the same Curriculum subjects. In addition to the general and subject specific objectives the following assume great importance for students with SEN. BCT ensures that all students with additional needs have access to and benefit from the Curriculum by:

- Raising levels of achievement by developing the learning skills and motivation necessary to benefit from their studies;
- Maximising language and numeracy skills;
- Developing students' ability to express themselves confidently and in a variety of ways.

BCT improves students' self-esteem and image by:

- Providing immediate and continuous success;
- Praising good work and standards of behaviour;
- Displaying work publicly as often as possible;
- Demanding highly presentable work - not as an end in itself - to give students pride in their own achievements;
- Operating a classroom management approach to behaviour and achievement based on behaviour modification principles-reward, encouragement and modelling.

Contact with parents / carers





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BCT works closely with the parents / carers of students with SEN to support their young people. Regular liaison is encouraged.

BCT also works in co-production with parents /carers and other external professionals to ensure that SEN are being met and learners can make individualised progress.

This policy is subject to review on an annual basis.

Last updated	Next review	Person responsible
July 2025	July 2027	FC

