



Contents

Summary	Page 2
About this policy	Page 2
Who is this document for?	Page 2
Key definitions/ Acronyms used throughout the Policy	Page 2
Effective date	Page 3
Related Policies and procedures	Page 3
Further resources	Page 3
Policy	Page 4
1. Roles and responsibilities	Page 4
1.1. Students	Page 4
1.2. Parents/carers	Page 4
1.3. Class teachers	Page 4
1.4. SENDCO/ Assistant SENDCO	Page 4
1.5. Headteacher	Page 5
1.6. SLT	Page 5
1.7. Governors	Page 5
2. Aims	Page 5
3. Inclusion	Page 5
4. SEND information	Page 5
4.1. The kinds of SEND that are provided for at Ballakermeen	Page 5 – 6
4.2. Four areas of student needs	Pages 6
4.3. Identifying students with SEND and assessing their needs	Page 6 – 7
4.4. Consulting and involving students and parents/ carers	Pages 7
4.5. Assessing and reviewing students progress towards outcomes	Page 8
4.6. Supporting students moving between phases	Pages 8
4.7. Our approach to students with SEND	Page 8
4.8. Adaptations to the curriculum and learning environment	Page 8 – 9
4.9. Additional support for learning	Pages 9
4.10. Securing equipment and facilities	Page 9 – 10
4.11. Evaluating the effectiveness of SEN provision	Page 10
4.12. Enabling students with SEND to engage in activities	Page 10
4.13. Support for improving emotional and social development	Page 10
4.14. Complaints about SEND provision	Page 10
4.15. Contact details for raising concerns	Page 11

SUMMARY

About this policy

Ballakermeen High School is committed to safeguarding and promoting the welfare of all children, staff and others who come into contact with our School, regardless of their background, beliefs, or other personal characteristics.

This policy details our vision and principles for students with SEND. We take our role in supporting students with additional needs seriously in order to ensure all students receive their entitlement to a quality education; one that supports individual students needs, promote high standards and supports students success.

Who is this document for?

Students, parents/carers and staff, as well as the wider school community including volunteers, visitors and Governors.

Key definitions / acronyms used throughout the policy include:

ADS Additional Needs

AHT Assistant Headteacher

ASDAN [Award Scheme Development and Accreditation Network](#)

CLN Cognition and Learning Needs

COLI Continuum of Learning and Inclusion

DESC Department for Education Sport and Culture

EHC Education, health and care plans

LSS Learning Support Services

SEND Special Educational Needs and Disabilities

SENDSCO Special Educational Needs and Disabilities Coordinator

SLT Senior Leadership Team

SPC Specialist Provision Centre

Students with special educational needs are understood to be those students with complex and additional needs.

They will include young people with

- Cognition and Learning Needs
- Communication and Interaction Needs
- Physiological Wellbeing or Physical/ Medical Needs

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of 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

Special educational provision is 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.

Effective date

This document is effective from January 2026. It will be kept under review and updated at least every year.

Related Policies and Procedures

This policy should be read in conjunction with other relevant policies issued by the DESC (DESC) [Policies](#) or school [Policies](#), particularly including: BHS Examinations Policies containing Access Arrangements Policy and the Behaviour Policy.

Further Resources

This Policy is based on [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 students with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for EHC plans, SEN coordinators (SENCOs) and the SEN information report
- [Manx Education \(Miscellaneous Provisions\) Act 2009](#)
- [Manx Equality Act 2017](#)
- Manx Inclusive Education Policy, [inclusive-education-policy-october-221024-v10_compressed.pdf](#)

POLICY

1. Roles & Responsibilities

- 1.1. **Students** should receive the appropriate support from school
- 1.2. **Parents/carers** will have the appropriate contact information to speak with school about any concerns
- 1.3. Each **teacher** will follow this policy and are responsible for:
 - 1.3.1. The teachers standards (2010) sets out the expectations of all teachers “adapt teaching to respond to the strengths and needs of all learners”. Teachers must “have a clear understanding of the needs of all learners, including those with special educational needs; those with English as an additional language, those with disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them”. (Standard 5)
 - 1.3.2. The progress and development of every student in their class.
 - 1.3.3. Working closely with any educational support assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
 - 1.3.4. Working with the SENDCO/ Assistant SENDCO to review each student’s progress and development and decide on any changes to provision.

1.4. SENDCO / Assistant SENDCO

The SENDCO at Ballakermeen High School is Sian Karran sian.karran@sch.im The Assistant SENDCO is Richard Potts Richard.potts@sch.im They will:

- 1.4.1.1. Be a qualified teacher
- 1.4.1.2. Work with the Headteacher to determine the strategic development of the Inclusion policy and provision in the school
- 1.4.1.3. Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provisions made to support individual students with SEND
- 1.4.1.4. Provide professional guidance to colleagues and work with staff, parents/carers, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching
- 1.4.1.5. Advise on the graduated approach to providing SEND support, in line with the secondary COLI
- 1.4.1.6. Be the point of contact for external agencies
- 1.4.1.7. Liaise with previous or future providers of education to ensure students and their parents/carers/ are informed about options and a smooth transition is planned
- 1.4.1.8. Work with the Headteacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act 2017 with regard to reasonable adjustments and access arrangements
- 1.4.1.9. Ensure the school keeps up to date records of all students with SEND
- 1.4.1.10. Make reasonable adjustments for students with disabilities to help alleviate any substantial disadvantage they experience because of their disability.
- 1.4.1.11. Ensure arrangements are in place to support students at school with medical conditions

- 1.5. **The Headteacher** has delegated responsibility to an AHT who will:
 - 1.5.1. Work with the SENDCO to determine the strategic development of the Inclusion policy and provision in the school
 - 1.5.2. Have overall responsibility for the provision and progress of learners with SEND and/or a disability
 - 1.5.3. Establish an inclusive education offer, including provision and curriculum that is underpinned by the principles of inclusive education, which values academic, social, emotional, creative and physical achievement for all learners.
 - 1.5.3.1. Advise on the deployment of the school's designated funding and other resources to meet students' needs effectively
- 1.6. The **Senior Leadership Team** of the school are responsible for the implementation of this policy, with specific responsibility for SEND delegated to an AHT
- 1.7. **The Governing Body** will monitor the overall effectiveness of the policy and on occasion, may recommend adjustments guided by DESC policy statements

2. Aims

This Policy sets out how Ballakermeen High School will:

- support and make provision for students with special educational needs and disabilities (SEND)
- support concerns raised to investigate if a student may have a special educational need or disability
- explain the roles and responsibilities of everyone involved in providing for students with SEND
- demonstrate the implementation of the Secondary Continuum of Learning

3. Inclusion

Inclusion is a term used to describe the process of ensuring equity of learning opportunities for all children and young people. Inclusion is about the quality of experience; how young people are helped to learn, achieve, and participate fully in the life of the school. Inclusion does not mean that all learners necessarily learn in the same way or together, but that practices are adapted to take account of all learners needs – this is equality in learning.

Educational inclusion is equal opportunities for all learners. All children, including those identified as having special educational needs and/ or disabilities have the same common entitlement to a broad and balanced academic and social curriculum, which is accessible to them.

4. SEND information

4.1. The kinds of SEND that are provided for at Ballakermeen

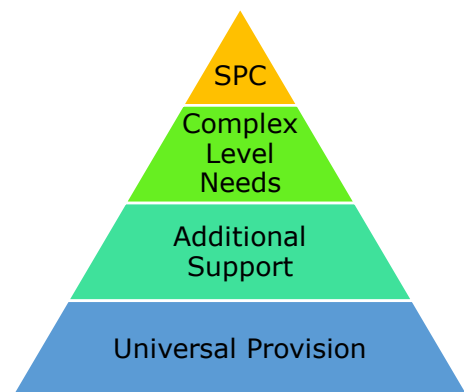
The additional and/or different provision for a range of needs includes:

- 4.1.1. Cognition and Learning, for example, Literacy, Numeracy, Moderate Learning Difficulties, Complex Level Needs
- 4.1.2. Communication and Interaction, for example Social Communication or Speech, Language and Communication

4.1.3. Psychological Wellbeing

4.1.4. Sensory, physical and medical needs, for example, visual impairments, hearing impairments, motor skills, physical and medical needs

4.2. In line with DESC policies, **student needs** are split into four areas:



This diagram is proportionally representative of the numbers of students who fall into each category

4.2.1. Ballakermeen's **SPC** (Specialist Provision Centre) students were likely to have been in the SPC at their primary provision.

4.2.1.1. A separate process and set of criteria apply for students in the Specialist Provision Centre, in line with DESC policy. For more information, contact Ballakermeen's Specialist Provision Centre Manager Emma.Redmayne@sch.im

4.2.2. **Complex Level Needs** students are those students who require a high level of support in all areas of the curriculum, these students will access a highly personalised timetable.

4.2.2.1. This can happen at any point in a student's career. A student may not always be considered as having 'Complex Level Needs', they may no longer require such intensive support.

4.2.3. **Additional Needs**

Students placed on the SEND register at Additional Support require further intervention or provision alongside their mainstream teaching.

4.2.3.1. A student can be placed on the SEN register at ADS by the school, although this should be done in conjunction with parents/carers and the student

4.2.4. **Universal Offer**

All students require Universal Provision. This is the high quality provision of education that Ballakermeen offer. The majority of student needs can be met through this, including through quality first teaching and learning, and the provision of universal services such as Isle Listen who are available to all our students.

4.3. **Identifying students with SEND and assessing their needs**

Ballakermeen High School will assess each student's current skills and levels of attainment on entry, which will build on previous settings and key stages, where appropriate.

4.3.1. Class teachers will make regular assessments of progress for all students and identify those whose progress:

4.3.1.1. Is significantly slower than that of their peers starting from the same baseline

4.3.1.2. This may include progress in areas other than attainment, for example, social needs.

4.3.2. Slow progress and low attainment does not automatically mean a student has, or will be recorded as having SEND. There is a clear difference between 'underachievement' and 'special educational needs'. Some students may be underachieving but will not necessarily have a special educational need.

4.3.3. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student, their parents/carers and school staff. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

4.3.4. For students who may qualify for exam access arrangements, please see this policy, as part of our school examinations policies.

4.4. Consulting and involving students and parents/carers

We will have discussions with the student and their parents/carers when identifying whether they need special educational provision. These conversations will make sure that:

4.4.1. Everyone develops a good understanding of the student's areas of strength and difficulty

4.4.2. We take into account the parents/carers' concerns

4.4.3. Everyone understands the agreed outcomes sought for the child

4.4.4. Everyone is clear on what the next steps are

4.4.5. Student views are listened to

4.4.6. Notes of these early discussions will be added to the student's record

4.4.7. We will formally notify parents/carers when it is decided that a student will receive additional support

The SEND register is a fluid document which is reviewed regularly. If a student, having received appropriate identified support, begins to make good progress and closes the gap with their peers, a student can be removed from the SEND register. If a student's needs are being managed successfully within the classroom with no different or additional support, the student no longer needs to be on the SEND register.

4.5. Assessing and reviewing student's progress towards outcomes

4.5.1. Ballakermeen will follow the graduated approach and the four-part cycle of assess, plan, do, review as laid out in the COLI.



4.5.1.1. Subject teachers will work with the SENDCO to carry out a clear analysis of the student's needs.

This will draw on:

- The teachers' assessment and experience of the student
- Their previous progress, attainment and behaviour
- The individual's development in comparison to their peers and national data
- The views and experience of parents/carers
- The student's own views
- Advice from external support services, if relevant
- Classroom observations

4.5.1.2. The assessment will be reviewed regularly.

4.5.1.3. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the student's progress.

4.6. Supporting students moving between phases

We will share information with the school, college, or other setting the student is moving to.

For students moving to Ballakermeen from Year 6 to Year 7, an extremely careful transition is planned. This approach is universal for all students, but should further support be required, our teacher with responsibility for transition visits all primary schools to liaise with staff. Parents/carers are also welcome to contact the school with any questions they may have. For students with complex needs, an Educational Psychologist may be involved.

4.6.1. A planning meeting to address any needs, if required, will be set up if a student is moving on to:

- 4.6.1.1. Ballakermeen Sixth Form – a meeting will be held with the Director of Sixth Form Richard Karran (Richard.Karran@sch.im)
- 4.6.1.2. any other Further Education Provider

4.6.2. For students joining us at another point in their school career, transition will be planned on an individual basis.

4.7. Our approach to teaching students with SEND

All classroom teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching is our first step in responding to students who have SEND using adaptive teaching approach.

When required, interventions that we typically provide include:

- Direct Instruction Reading Scheme
- Numeracy work

- 1:1 or small group study groups
- ASDAN lessons
- Literacy Support
- Allotment
- Skateboarding
- Social Skills
- Secondary Language Link
- Mentoring
- Key workers
- Life Skills

4.8. Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all students' needs are met:

- 4.8.1. Adapting our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- 4.8.2. Adapting our resources and staffing
- 4.8.3. Using recommended aids, such as laptops, coloured overlays, larger font, etc.
- 4.8.4. Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- 4.8.5. Implementation of student one page profiles. This is a document that contains key information for staff including diagnostic information, suggested strategies for support, additional provision and student voice.

4.9. Additional support for learning

Ballakermeen has a dedicated team in LSS for our students and offer a dedicated and supportive learning environment. The team comprises full-time teachers, Senior Education Support Officers & Education Support Officers.

4.9.1. We work with the following agencies to provide support for students with SEND:

- Educational Psychologist
- Occupational Therapist
- Speech and Language Therapist
- Social Care
- Youth Justice Team
- Police Early Action Team
- CAMHS
- Hearing Impairment Team
- Visual Impairment Team

This is not an exhaustive list.

4.10. Securing equipment and facilities

If specialist equipment and facilities are required for a student, the school will make appropriate responses to the DESC or other providers

4.11. Evaluating the effectiveness of SEN provision – we manage this by:

- Reviewing students' individual progress towards their goals each term
- Regular reviewing the impact of interventions
- Where timetables are modified, they are reviewed in line with the DESC policy
- Monitoring by the SENDCO
- Holding termly reviews for students with complex needs
- Moderation from DESC

4.12. Enabling students with SEND to engage in activities available to those in the school who do not have SEND

Ballakermeen is an inclusive school. Staff have a wealth of knowledge and expertise.

4.12.1. All of our extra-curricular activities and school visits are available to all of our students, including our before-and after-school clubs

4.12.2. All students are encouraged to go on our residential trips

4.12.3. All students are encouraged to take part in sports day/school plays/special workshops, etc.

4.12.4. No student is ever excluded from taking part in these activities because of their SEN or disability

4.12.5. Admission of disabled students follow the same process as non-disabled students

4.12.6. Training is delivered to ensure staff are equipped with the knowledge to deal with a range of SEND needs and issues.

4.13. Support for improving emotional and social development

Ballakermeen aims to improve the emotional and social development of all its students.

4.13.1.1. For those with additional needs, we provide support for students to improve their emotional and social development in the following ways:

4.13.1.1.1. Students with SEND are encouraged to be part of the School Council

4.13.1.1.2. Students with SEND are also encouraged to attend LSS for the lunchtime and break time club, which is fully staffed

4.13.1.1.3. We have a zero-tolerance approach to bullying (refer to our Bullying policy).

4.14. Complaints about SEND provision

Please address these to David Cregeen Assistant Headteacher with responsibility for SEND in the first instance.

4.14.1. The parents/carers of students with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. Claims can be made about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

4.15. Contact details for raising concerns

Parents/carers can use the email address BHSenquiries@sch.im for any concerns.

VERSION CONTROL

Version:	Date:	Changes:
Version 1	January 2025	