

**BROCKWOOD PARK SCHOOL**  
Special Educational Needs (SEN) POLICY



Last Review Date	August 2019
Policy endorsed by	The Trustees & Principal
Policy is maintained by	Special Educational Needs Coordinator (SENCO)
ISI reference	A2
Next review date	August 2020
Review body	SENCO & Principal

### **Introduction**

Brockwood Park fosters an education “which encourages academic excellence, self-understanding, creativity and integrity in a safe, non-competitive environment.” In many ways, the school’s holistic educational approach and individualised educational programme address, as a matter of course, the different special needs of all students. We are aiming to provide a neurodiverse learning environment. For example;

- Teaching and learning are conducted in small groups wherein the teacher-student ratio allows individualised teaching and instruction.
- The current curriculum provides a diverse and multi-sensory approach that caters for all students’ individual learning needs.
- Extensive support for every student’s individual needs is also provided by one-to-one support and supervision by the student’s academic adviser and teachers.
- All students are given personal time and individual support to reflect on their learning and encouraged to probe into aspects of their learning that they may find challenging.

Taking this as a foundation we then build on this in individual cases to provide more specialised support for students who have been diagnosed with specific educational needs and for students who come with Educational Health Care Plans. This is in collaboration with experts from our own staff or from external practitioners and local authorities, and with direct reference to the DfES SEN code of Practice.

### **Admissions Policy**

Brockwood Park School admits students irrespective of their gender, race, disability or special educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other pupils and the school. In valuing the Equality Act, the school endeavours to make every reasonable adjustment to accommodate

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any additional needs of a student. However, in a situation where the students' needs require accommodation beyond reasonable adjustments and the school felt unable to provide or make available any specialist help required either due to lack of resources or local availability then a student's additional special needs might inform the decision of whether or not to offer a place to a student.

### **Roles and Responsibilities**

The Principal and the SENCO work closely to identify and co-ordinate support for specific students' that need extra intervention. They will also review established policies so that there is development and improvement in the support offered by the school. The SENCO also co-ordinates any changes with the school community as a whole working closely with all staff. The SENCO, teachers, tutors and academic advisers are responsible to the Principal for overseeing the arrangements for students requiring additional attention and learning support. It is also the duty of the SENCO to have regard to the Code of Practice as updated in 2014.

### **Identification and Assessment**

The school aims to identify the additional special needs (not so identified on admission to the school) for a given student by:

- Subject teachers, tutors and other pastoral-care staff being alert to evidence of the additional special needs of pupils and where appropriate, referring them for assessment to the SENCO, or where necessary, to relevant outside specialists or health professionals.

In the case of learning difficulties, assessment may be made by:

- The school's teachers
- Independent Educational Psychologists

In the case of medical/health problems, assessment may be made by:

- Appropriate health professionals (e.g. Doctor, Occupational Therapist, Speech Therapist, Physiotherapist etc.)

In the case of emotional/social difficulties, assessment may be made by:

- An Independent Educational Psychologist

### **Resources and Support for Additional Educational Needs**

#### **Pastoral Care**

- Students' additional needs from a pastoral perspective are met by their tutors.
- Each student is assigned a tutor who provides pastoral care. Tutors meet with their tutees on a regular basis to discuss day-to-day issues related to the extra-curricular education, wellbeing and learning of the students.

#### **In class support / Curriculum**

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- In the classroom the school encourages teachers to differentiate approaches to meet the special needs of students.
- Resources are provided to help students access their learning in class such as pencil grips and writing wedges.
- Class sizes encourage and allow individualised learning support.
- Outside of the classroom the school also provides highly individualised academic advise and support with each student having an Academic Advisor. The students meet on a weekly basis to discuss day-to-day issues related to the learning taking place for that student.

### External Support

- In the rare occasion that the students' need cannot be met by the Brockwood curriculum and pastoral care, professional support is provided by external SEN specialists who visit and help with study skills as well as life coaching.

### Staff Training

- Appropriate information about and suggestions for the management of students' additional special needs is disseminated to each subject teacher by the SENCO to inform their dealings with each student.
- The SENCO attends regular training to help support them in their role.
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### Reviews of the Students

The SENCO enacts a review process twice a year for all students that have been highlighted as having SEN. This takes the form of a SEN report at the end of Terms 1 and 3 which gathers information about their participation in all aspects of school life. The information is then passed on to staff and assessments are made as to whether they are gaining enough support both pastorally and academically.

### Access to Full Life of the School

No student is held back from full participation in the school activities because they are recognised as having SEN. But there is also a recognition that at times provisions need to be made to encourage and help these students to access a full life at the school. These provisions, when necessary, are put in place and supported by all members of staff. These provisions are reviewed by the SENCO and the Principal, but also by all staff members in staff meetings.

### Parents

It is essential that a positive and proactive working relationship exists between the school and the parents of students with SEN. This will be co-ordinated by the SENCO but also relies on the tutor and the academic advisor to play an active part. Meeting occur when necessary or if this isn't possible phone conversations play an important part in creating strong links with home.

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### **School Trutees**

The school Trustees play an active role in ensuring that staff and students are supported in their life at Brockwood. Regular meetings are held to ensure that policies are enacted and up to date.