

BROCKWOOD PARK SCHOOL
Special Educational Needs and Disabilities (SEND) POLICY

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1. Aims and Objectives

Our special educational needs and disabilities (SEND) policy aims to make sure our school fully implements national legislation and guidance regarding students with SEND.

It will set out how our school will:

- Support and make provision for students with special educational needs and disabilities
- Provide students with SEND access to all aspects of school life so they can engage in the activities of the school alongside students who do not have SEND
- Help students with SEND fulfil their aspirations and achieve their best
- Help students with SEND become confident individuals living fulfilling lives
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Ensure students with SEND are receiving the right support at the right time through early intervention and collaborative work with parents and health care providers.

The policy will also explain the roles and responsibilities of everyone involved in providing for students with SEND. It will describe how we communicate with, and involve, students with SEND and their parents or carers in discussions and decisions about support and provision for the students. Finally, it will explain how the SEND policy is understood and implemented consistently by all staff.

2. Vision and Values

Brockwood Park School 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 specific needs of all students. We encourage an environment which views SEN through the lens of learning differences, not difficulties. Supporting a student's unique learning style through personalised intervention.

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 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.
- All students are encouraged to explore and investigate what and how they love to learn, so becoming confident and self-reliant in their learning process in school and beyond, when they leave.

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 special 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 Department for Education's [SEN Code of Practice](#).

3. Legislation and Guidance

This policy 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 students with SEND

[The Special Educational Needs and Disability Regulations \(2014\) \(Amended 2024\)](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the special educational needs (SEN) information report

[The Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for students with disabilities.

[The Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it.

4. Definitions

4.1 Special educational needs

A student has SEN if they have a learning difficulty or disability that requires 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 most 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 school
- Specific 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.

4.2 Disability

Students are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities. The school will make reasonable adjustments for students with disabilities, so that they are not at a substantial disadvantage compared with their peers.

4.3 The 4 areas of need

The needs of students with SEND are grouped into 4 broad areas. Students can have needs that cut across more than 1 area, and their needs may change over time. Interventions will be selected that are appropriate for the student's particular area(s) of need, at the relevant time.

Area of Need	
Communication and interaction	<p>Students with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Students who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Students with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> ● Mental health difficulties such as anxiety, depression or an eating disorder ● Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder ● Suffered adverse childhood experiences <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> ● A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment ● A physical impairment <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

5 Roles and Responsibilities

5.1 SENCO

The SEN team at Brockwood Park School is Kate Power and Charley Lee

They will:

- Inform any parents that their child may have SEN and then liaise with them about the student's needs and any provision made
- Work with the Co-Chairs and Trustees to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provisions made to support individual pupils with SEN, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that students with SEN receive appropriate support and high-quality teaching. This shall include bi-monthly trainings during staff meetings

- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual students.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the student and their parents are informed about options and that a smooth transition is planned.
- When a pupil moves to a different school or institution: Make sure that all relevant information about a student's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the Co-Chairs and school Trustees to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all students with SEND up to date and accurate
- With the Co-Chairs, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access

5.2 The role of the Trustees

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.

5.3 The role of the Co-Chairs

The Co-Chairs will;

- Work with the SENCO to determine the strategic development of the SEND policy and provision within the school.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Make sure that the SENCO has enough time to carry out their duties
- Meet termly with the SENCO to discuss implementation of SEN support

5.4 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision

5.5 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Contacted termly to review the provision that is in place for their child;
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- Twice a year the students SEN report will comment on the student's progress
- The school will take into account the views of the parent or carer in any decisions made about the pupil.
- Be provided a termly report on students progress

5.6 The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The student's views will be taken into account in making decisions that affect them, whenever possible.

6. Our Approach to SEND Support

6.1 Identification and Assessment

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

<p>Class teachers</p>	<p>Formative and summative assessment: Observation in class and monitoring of work.</p> <p>Class teachers will regularly assess the progress of all pupils and identify any whose progress:</p> <ul style="list-style-type: none"> ● Is significantly slower than that of their peers starting from the same baseline ● Fails to match or better their previous rate of progress <p>When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness through teaching. If progress does not improve, the teacher will raise the issue with the SENCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN. Potential short-term causes of impact on behaviour will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.</p>
<p>SENCO</p>	<p>The SENCO will gather evidence from a range of different sources. They will draw on other information.</p> <p>If a pupil is joining the school, and:</p> <ul style="list-style-type: none"> ● Their previous setting has already identified that they have SEN ● They are known to external agencies ● They have an education, health and care plan (EHCP) <p>The school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.</p>

Staff and Student Advisor	<p>Day to day contact providing an overview of pupils' academic work and social interaction.</p> <p>The Student Advisor will meet on a weekly basis with the student and so be able to review the extent to which intervention is necessary.</p>
Parents	<p>We aim to identify if a student has a need as early as possible.</p> <ul style="list-style-type: none"> ● We ask for background information and observations of pupils' learning and behaviour at home. ● Seek medical and social advice and care for the student. ● Everyone develops a good understanding of the pupil's areas of strength and difficulty ● We take into account any concerns the parents have ● Everyone understands the agreed outcomes sought for the child ● Everyone is clear on what the next steps are
Students	<p>Self-awareness of needs and aptitudes is encouraged (with support and guidance from Teacher and/or SENCO). Student's observations and experiences are listened to, and solutions arrived at jointly.</p>
Learning Support Professionals	<p>Assessment, forward planning and implementation to meet needs.</p>
Independent Educational Psychologist	<p>Assessment in the case of emotional/social and educational difficulties.</p>
Appropriate Health Professionals	<p>Medical and health problems are assessed and identified when applicable, including issues with hearing, vision, and other issues. Appropriate health professionals will be involved. (e.g. Doctor, Occupational Therapist, Speech Therapist, Physiotherapist etc.)</p>

6.2 Support for SEN Students

Once we have identified a student as having SEN we will put into place the support needed, through a process that involves the following stages.

1. Assess

The pupil's class teacher and the SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our SEN register and an IEP will be created and shared with all relevant staff. It will also be announced and discussed in a staff meeting.

Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

The SENCO will retain the overview of the support, in combination with the subject teachers and the Student Advisor.

It might be that 1 to 1 support is organised to help the student manage the academic and social expectations of the school. The impact of these sessions will be considered through regular meetings between the SENCO and the support staff, such as a dyslexia specialist. Any strategies that could be useful are passed on to the relevant staff.

4. Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the student

The teachers and the SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the students and their parents.

6.3 Resources and Support for Additional Educational Needs

Student Advisors and the Pastoral Team:

- Students' additional needs from a pastoral perspective are met by their Student Advisors and the Pastoral Team.
- Each student is assigned a Student Advisor who has an awareness of the pastoral needs of the student. Advisors meet with their advisees 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:

- In the classroom the school ensures that teachers differentiate in lessons to meet the specific needs of students through identifying their learning requirements through an Individual Educational Plan (IEP).
- Class sizes encourage and allow individualised learning support.
- Outside of the classroom the school also provides highly individualised academic advice and support also through the Student 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:

- On the occasion that the students' need cannot be met by the Brockwood curriculum and pastoral care, professional support is provided by external SEND specialists who visit and help with study skills as well as life coaching.
- If it is deemed that the child's learning needs are still not being met, external support will be sought from East Hampshire District Council (EHDC). A Special Needs Educational Learning Assistant may be deemed appropriate. Other resources may be sought to provide for social and physical as well as learning needs. Reports will be kept in compliance with the EHDC assessment.

Staff Training:

- Appropriate information about and suggestions for the management of students' additional specific 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.
- SENCO team
 - Kate Power: a qualified teacher
 - Charley Lee: a qualified psychotherapist

7. Evaluating the effectiveness of SEN Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress on a termly basis - reviewing of their IEP
- Discussions and feedback from teachers
- Meeting with the students on a termly basis
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the students parents

8. Admissions Policy

Brockwood Park School admits students irrespective of their gender, race, disability or specific educational needs, provided that there are good prospects of meeting their needs without unduly prejudicing the education and the welfare of other students and the school. In valuing the Equality Act, the school endeavours to make every reasonable adjustment to accommodate 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 specific needs might inform the decision of whether or not to offer a place to a student.

9. Accessibility Arrangements

Brockwood ensures that we work to prevent disabled students from being disadvantaged within the school. As expressed in our Accessibility Plan (which can be requested by emailing the Senco) we provide facilities around the school to support disabled students.

We ensure that disabled students are not discriminated against in terms of them being able to access the curriculum either.

10. Concerns and Complaints about the SEND Provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the SENCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally. They will be handled in line with the school's complaints policy as found on the school website.

11. Monitoring the Policy and its effectiveness

This policy will be reviewed by the SENCO and the School Management Committee every year. We will consider how effective the provision, as laid out in the policy.

It will also be updated when any new legislation, requirements or changes in procedure occur during the year by the SENCO.

It will be approved by the Trustees.

12. Links with Other Policies

This policy links with other policies and documents.

- Accessibility Policy
- Behaviour Policy
- Safeguarding and Child Protection Policy
- Complaints Policy
- PSHE / RSE Policy
- Curriculum Policy