

BROCKWOOD PARK SCHOOL

Special Educational Needs and Disabilities (SEND) POLICY

Last Review Date	21 Aug 2026
Policy endorsed by	The Trustees & The School Management Committee
Policy is maintained by	Special Educational Needs Coordinator (SENCO)
Next review date	August 2027
Review body	SENCO & School Management Committee

Table of contents

1. Aims and objectives	2
2. Vision and values	2
3. Legislation and guidance	3
4. Definitions	4
4.1 Special educational needs	4
4.2 Disability	4
4.3 The 4 areas of need	4
5 Roles and responsibilities	5
5.1 SENCO	5
5.2 The role of the Trustees	6
5.3 The role of the Co-Chairs	6
5.4 Class Teachers	7
5.5 Parents or carers	7
5.6 The Student	8
6. Our Approach to SEND Support	8
6.1 Identification and Assessment	8
6.2 Support for SEN Students	9
6.3 Resources and Support for Additional Educational Needs	10
7. Evaluating the effectiveness of SEN Provision	11
8. Admissions Policy	11
9. Accessibility Arrangements	11
10. Concerns and Complaints about the SEND Provision	12
11. Monitoring the Policy and its effectiveness	12
12. Links with Other Policies	12

1. Aims and objectives

This policy sets out how Brockwood supports students with special educational needs and disabilities, and how the whole of school life is arranged so that a student's SEND need not stand between them and any part of it.

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;
- 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;
- 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.

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 SEND through the lens of learning differences, not difficulties. Supporting a student's unique learning style through personalised intervention.

The school is committed to developing a neuro-inclusive learning environment in which differences in learning, communication, attention, sensory processing and social interaction are understood and supported. 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, where possible, by one-to-one support or working in small groups and supervision by the student's Adviser and teachers;
- All students are given personal time and individual support to reflect on their learning and are 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 identified 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

Brockwood is an independent school, and the framework written for a maintained school or academy does not transfer across without adjustment, so this section sets out what the law requires of us directly and what we choose to follow because it describes good practice.

The Education (Independent School Standards) Regulations 2014 require the curriculum to take account of the needs of all students, including any student with an EHC plan, and require teaching to show a good understanding of each student's needs and to be free of discrimination contrary to Part 6 of the Equality Act 2010. This is the standard against which the school is inspected.

The Equality Act 2010, Part 6 and Schedule 13, requires the school not to discriminate against a student because of disability and to make reasonable adjustments where a disabled student would otherwise be at a substantial disadvantage. This duty applies to Brockwood directly and shapes the whole of this policy.

Section 77 of the Children and Families Act 2014 requires the school to have regard to the statutory Special Educational Needs and Disability Code of Practice, and we do so. Where a student holds an Education, Health and Care (EHC) plan, we cooperate with the local authority on assessment, annual review and the provision the plan requires, in line with Part 3 of the Act and the Special Educational Needs and Disability Regulations 2014. Beyond that, the wider apparatus built around the Code of Practice for maintained schools and academies, such as the duty to use best endeavours and to appoint a SENCO holding a particular qualification, does not bind Brockwood as a matter of law. We nonetheless adopt its spirit, because it describes good practice, and this policy explains where we go beyond what the law strictly requires of us.

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;
- 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.

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.

SEN and disability are related but distinct concepts. A student may have SEN without being disabled for the purposes of the Equality Act 2010, and a disabled student may not have SEN. The school will consider its duties under both the SEND framework and the Equality Act 2010 where relevant.

The school will consider and implement reasonable adjustments where a disabled student would otherwise be placed at a substantial disadvantage.

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	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.

	Students who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Learning at a slower pace than peers, including specific learning difficulties such as dyslexia, dyscalculia and dyspraxia, moderate or severe learning difficulties, and profound and multiple learning difficulties.
Social, emotional and mental health	A range of social, emotional and mental health factors may contribute to a student experiencing difficulties that affect learning, relationships, attendance, participation or wellbeing. The school will consider the individual student's educational needs and barriers to learning rather than relying on a diagnosis alone.
Sensory and/or physical	A sensory impairment (vision, hearing or multi-sensory) or a physical impairment that hinders access to the facilities generally provided, and that may call for ongoing support or equipment.

5 Roles and responsibilities

5.1 SENCO

The SEN team at Brockwood Park School is Emma Birt with support from Kate Power.

The SEN team 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 students 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 student 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;
- The SENCO will work with the Designated Safeguarding Lead where SEND and safeguarding concerns overlap, ensuring that safeguarding concerns are managed under the school's safeguarding procedures.

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. The Trustees will seek assurance that the school is meeting its applicable duties in relation to SEND, disability discrimination, reasonable adjustments, accessibility, safeguarding and the implementation of provision specified in EHC plans.

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 students with SEND, and their progress;
- Meet termly with the SENCO to discuss implementation of SEN support;
- The Co-Chairs will ensure that the SENCO has sufficient time, authority, resources and access to senior leadership to carry out the role effectively;

- The Co-Chairs will receive appropriate information about the effectiveness of SEND provision, including student outcomes, parent/student feedback, reasonable adjustments and any significant SEND-related concerns or complaints.

5.4 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet student needs through a graduated approach; providing reasonable adjustments, appropriate adaptation of the curriculum and additional provision where required;
- The progress and development of every student 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 student's progress and development, and decide on any changes to provision;
- The class teacher holds the responsibility for the progress, participation and development of students with SEND, including where additional adults or specialist professionals provide support;
- Ensure that students with SEND are supported to develop independence, prepare for adulthood and participate fully in the academic, social and wider life of the school.

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 student on the SEND register will always be given the opportunity to provide information and express their views about the student'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 student's needs;
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student;
- Each term students will meet with the SENCO to review their progress. Where appropriate, parents/carers will receive a written summary of identified needs, agreed outcomes, provision and review arrangements. Where the school uses an Individual Education Plan (IEP), this will be shared with parents/carers and relevant staff;

- The school will take into account the views of the parent or carer in any decisions made about the student.

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 school will seek and take account of the student's views, wishes and feelings when decisions are made about SEND support. Appropriate support will be provided to enable the student to participate meaningfully in discussions and reviews.

6. Our Approach to SEND Support

6.1 Identification and Assessment

We aim to identify a student's additional needs, where these were not already known at admission, as early as possible.

Class teachers assess the progress of every student on an ongoing basis. Where a teacher notices an area of weakness they will first target it through teaching, and if progress does not improve they will raise the matter with the SENCO for an initial discussion about whether a special educational need may be the cause, consulting an external specialist with the parents where necessary. Slow progress and low attainment do not, on their own, mean a student is recorded as having SEN: staff will consider whether a short-term cause such as bullying or bereavement better explains what they are seeing, and will take particular care in assessing a student whose first language is not English, for whom slower progress in English may reflect language acquisition rather than a learning difficulty. A student does not need a medical diagnosis before the school considers whether they have SEN or puts appropriate support in place, and a student's own observations and experience of their learning are listened to throughout.

Where a student is joining the school and their previous setting has already identified SEN, or the student is known to external agencies, or holds an EHC plan, the school will seek to gather that information before the student starts, working with the family and, where relevant, the local authority, so that support can be in place from the beginning.

Assessment throughout considers the barriers created by the learning environment, the curriculum and school routines, as much as the student's own needs, and draws on the views of the class teacher, the Student Advisor, the SENCO, any external professionals involved, and the student and their parents themselves.

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 student's class teacher and the SENCO will carry out a clear analysis of the student's needs. The views of the student 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 student's needs. For many students, the most reliable way to identify needs is to observe the way they respond to an intervention.

Assessment will consider both the student's needs and the barriers created by the learning environment, curriculum or school routines.

2. Plan

In consultation with the parents and the student, 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 student will be made aware of the student's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. The school will record the agreed outcomes, adjustments, provision, responsibilities and review arrangements in an appropriate format. Where an IEP is used, it will be shared with relevant staff and parents/carers as appropriate. 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 student'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 students;
- The level of progress the student 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 student'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 adapt teaching, resources, tasks, communication, assessment and/or the learning environment where appropriate to meet identified 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 at least bi-weekly 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. These will be privately employed by the parents;
- If it is deemed that the child's learning needs are still not being met, external support will be sought from [Hampshire County Council \(HCC\)](#).

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
 - Emma Birt: a qualified barrister

7. Evaluating the effectiveness of SEN Provision

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

- Tracking students' 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 students with EHC plans;
- Getting feedback from the students' parents;
- Considering student independence, participation and access to the curriculum alongside academic progress.

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 a student's needs require accommodation beyond reasonable adjustments and the school feels 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.

Where a concern relates to an EHC needs assessment, an EHC plan, specified provision, an annual review or another matter for which statutory SEND rights of review, mediation or appeal apply, the school will signpost parents/carers to the appropriate local authority and statutory process. The school's complaints procedure does not replace those statutory rights.

11. Monitoring the Policy and its effectiveness

This policy will be reviewed by the SENCO and the School Management Committee every year. The review will consider how effectively the policy is implemented in practice and whether it results in improved access, participation, progress, independence and outcomes for students with SEND.

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.

The annual review will consider the effectiveness of SEND provision, student outcomes and participation, parent/student feedback, accessibility, reasonable adjustments, staff training, complaints and relevant changes in legislation and statutory guidance.

12. Links with Other Policies

This policy links with other policies and documents.

- Admissions Policy
- Accessibility Policy
- Equality and Diversity Policy
- Behaviour of Students Policy
- Safeguarding and Child Protection Policy
- Complaints Procedure for Parents
- PSHE and RSE Policy
- Curriculum Policy