

Brookways School

SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY

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1. Aims and Objectives

We will ensure that a child or young person with SEN will have their needs met through a rigorous program of identification, assessment, planning and support.

To achieve this:

- The views of the pupil will be sought and taken into account.
- Parents and carers will be fully included as they have a vital role to play in supporting their child's education.
- Pupils with SEN will be offered full access to a broad, balanced, and relevant education, including an appropriate curriculum.
- The school will manage its resources to ensure all pupils' needs are met.
- All pupil's SEN or additional needs will be identified at the earliest time.
- Provision and progress for all SEN pupils will be monitored and reviewed regularly.
- The school will involve outside agencies when appropriate.
- The school will provide a caring, respectful, and nurturing environment in which everybody feels safe and able to learn.
- Education, Health & Care Plans (EHCP's) will be reviewed regularly in line with regulations.
- Appropriate training will be provided for those involved in the implementation of the policy.
- The school will maintain a provision map to monitor needs and implementation.

2. Vision and values

Our mission is to develop confident and capable young people by meeting their educational, health and social care needs in a structured, nurturing school environment.

We work in partnership with young people, their families and carers and other stakeholders to achieve outcomes which make a difference.

At Brookways School, we believe that all our pupils, regardless of gender, ethnicity, ability, disability, or sexuality are entitled to a high-quality education that will maximise their life chances.

3. Legislation and guidance

This 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 pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (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 pupils 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
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment, sexual orientation and background. We pay particular attention to the provision for and the achievement of all groups of learners including:

- All genders
- Minority ethnic and faith groups
- Learners who need support to learn English as an additional language (EAL)
- Learners with special educational needs (SEN)
- Learners who are disabled or have long term illness.
- Those who are gifted and talented.
- Those who are looked after by the local authority.
- Any learners who are at risk of disaffection and exclusion

To ensure that all pupils with special educational needs and disabilities (SEND) reach their full potential we ensure they have equal access to our curriculum, resources and learning spaces. At Brookways School we:

- Set high expectations for all pupils by setting ambitious targets, allowing pupils to create work that will make reaching a high standard possible. We provide targets that are appropriate and do not include perceived limitations on what pupils can achieve.
- Remove barriers to allow pupils to achieve those expectations through accessible resources, differentiation, and reasonable adjustment. We also provide equal opportunities to access a full curriculum through creative delivery of learning experiences including in person educational visits and online events.

Teaching teams include in their planning and assessment the following;

- Different resources to cater for a range of ability levels and needs.
- Targeted intervention support for pupils
- The use of key vocabulary and language so that it's accessible but also challenging (where appropriate)
- Plans for a learning environment that meets all pupils needs.
- Pupil centred planning

5. Definitions

A pupil 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 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.

Pupils 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 pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

The school provides for pupils whose special educational needs fall broadly into one or more of the following

areas:

Area of need	
Communication and interaction	<p>Pupils 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>Pupils who are on the autism spectrum often have needs that fall in this category.</p>
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers. 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>

6. Roles and responsibilities

The SENCO

The SENCO at our school is [Tracy Wootton, alongside Kelly Bubb, EHCP Coordinator].

They will:

- Inform any parents that their child may have additional undiagnosed SEN and then liaise with them about the pupil's needs and any provision made
- Work with the Headteacher to determine the strategic development of the SEND provision in the school

- Have day-to-day responsibility for the operation of this SEND provision and the co-ordination of specific provision 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 pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' 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 pupil 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 pupil's SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Headteacher and proprietors 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 pupils with SEND up to date and accurate
- With the Headteacher, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the Headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the Headteacher and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

The Proprietor/Governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the Headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

The Headteacher will:

- Do all they can to make sure that every pupil with SEND gets the support they need
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Determine the approach to using resources to support the progress of pupils with SEND
- Make sure that all pupils from year 8 until year 13 are provided with independent careers advice
- Work with the SENCO and governors to determine the strategic development of the SEND policy and

provision within the school

- Work with the SENCO and governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- 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
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENCO, advise the LA when a pupil needs an additional EHCP assessment, or when an EHC plan needs an early review
- With the SENCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- With the SENCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

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
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
 - ✓ Set clear outcomes and review progress towards them
 - ✓ Discuss the activities and support that will help achieve the set outcomes
 - ✓ Identify the responsibilities of the parent, the pupil and the school
 - ✓ Listen to the parents' concerns and agree their aspirations for the pupil

Parents and carers:

Parents and 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:

- Invited to termly meetings 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
- Given an annual report on the pupil's progress

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

The pupil:

Pupils 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 pupil:

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

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

7. SEN information report

The school publishes a SEN information report on its website, which sets out how this policy is implemented in the school. The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

The following are some of the types of strategies and support which the school uses to support and enable pupils as part of the schools SEND provision offer. The school's full SEND provision map can be found in Appendix A.

- low arousal spaces
- sensory rooms
- self-regulation zones
- movement breaks and sensory diets
- communication program
- curriculum adaptations
- curriculum Intervention plans
- social stories/scripts
- social skills program
- emotional regulation program
- life skills teaching
- community activities
- Speech and language clinicians
- Educational Psychologists
- Occupational Therapists

Where a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

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 management information system, Arbor, and will be made accessible to staff in a individual education plan.

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 pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

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

8. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Links with external professional agencies

The school recognises that it will not be able to meet all the needs of every pupil without support from external agencies and professionals. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services

10. Admission and accessibility arrangements

Please see the school's Admissions policy and Accessibility plan, available on the website.

11. Complaints about SEND provision

Any complaints from parents/carers of pupils with special educational needs concerning the provision made at the school should be made through the school's complaint procedures as set out on the school's website and in the prospectus.

13. Monitoring and evaluation arrangements

The effectiveness and appropriateness of the policy will be continuously monitored by the Headteacher in

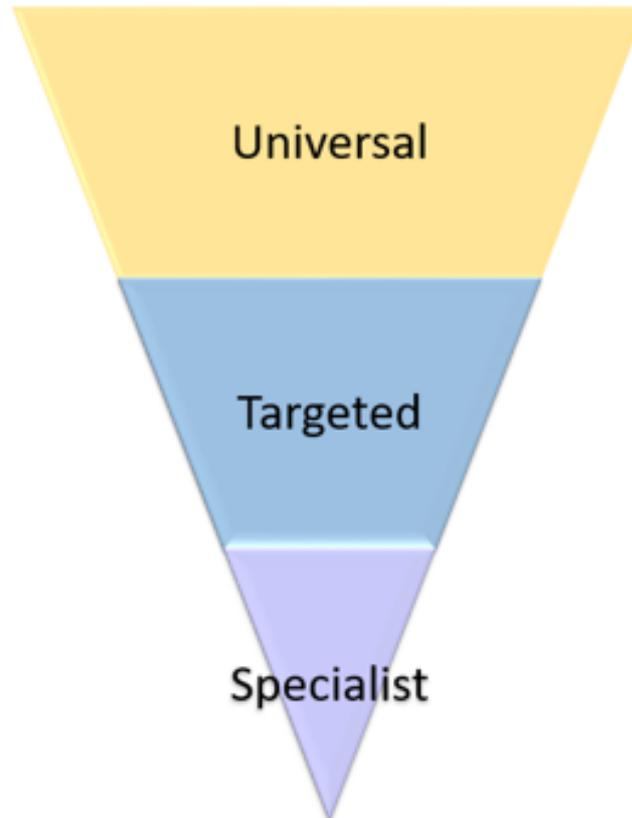
conjunction with the Special Educational Needs Coordinator (SENCO and EHCP Coordinator) or the nominated representative in conjunction with the teaching staff using the criteria listed elsewhere. The use of resources, identification, program planning, effectiveness and quality of individual planning, pupil progress, pupil participation, parents as partners, statutory reviews, referrals for statutory assessment, the identification of training needs and the use made of support services will be monitored and evaluated regularly.

In addition, the school will annually undertake a self-evaluation of the policy to both update the policy and to plan further improvements and development.

14. Links with other policies and documents

This policy links to the following documents:

- SEND Information Report
- Accessibility Plan
- Management of Behaviour, Rewards and Sanctions Policy
- Equality Policy
- Administration of Medication Policy
- First Aid Policy
- Attendance Policy
- Admissions Policy
- Safeguarding and Child Protection Policy
- Information Sharing with Parents and Carers Policy
- Complaints Policy

APPENDIX A**Therapy Team Service Development 24/25****Tiered model of therapy provision Brookways school**

Universal Provision: Zones of Regulation, Daily Mile, Handwriting Program (Lower School), Touch Typing, Self-referrals (Yr 10&11), Multidisciplinary team meetings, Parenting Training, Staff Training, Care Plan and Annual Review documentation.

Targeted Provision: Fine Motor Skills group (shoelaces, buttons, zips, cutlery) Gross Motor Skills Group (Boxing, Yoga, Gym) Functional Life Skills Group (Community Skills, Workforce of Tomorrow) Handwriting, Sensory psychoeducation, Fun with Food, Celebrating Neurodiversity.

Specialist Provision: EHCP provision, Assessment and reports, MDT Referrals 1:1 block of support, Community Referrals, Liaison with external agencies.