BROCKSWOOD PRIMARY
& NURSERY SCHOOL
LEARNING TOGETHER - ACHIEVING TOGETHER

SEND Policy

Date: September 2025

Review Date: September 2026

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

Contents

1. Aims and objectives 2
2. Vision and values 3
3. Legislation and guidance 3
4. Inclusion and equal opportunities 3
5. Roles and responsibilities 5
6. SEN information report 8
7. Admission and accessibility arrangements 8
8. Our approach to Special Educational Needs and/or Disabilities 8
9. Our approach to SEN support 11
10. Review 12
11. Expertise and training of staff 13
12. Links with external professional agencies, schools or organisations 13
13. Complaints about SEND provision 14
14. Monitoring and evaluation arrangements 14
15. Links with other policies and documents 14

1. Aims and objectives

This policy demonstrates how Brockswood School makes provision for pupils with Special Educational Needs and/or Disabilities. It has been written in line with the school's ethos and current legislative requirements, guidance and responsibilities.

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Ensure pupils who have SEND acquire the knowledge and cultural capital they need to succeed in life.
    - Ensure that the provision evidences how well pupils with SEND are being prepared for the next stage of education and their lives.
    - Prove pupils with SEND achieve in line with their peers.
    - Ensure the curriculum is adapted, designed and developed to be ambitious and meet the needs of pupils with SEND, developing the knowledge, skills and abilities to apply what they know and work with increasing independence and fluency.
    - Implement adjustments for pupils with SEMH (Social Emotional Mental and Health) needs across the school, resulting in demonstrable improvement in behaviour.
    - Implement adjustments for pupils with ACEs resulting in demonstrable improvement in executive functioning
    - Provide evidence of how pupils with SEND have accessed Local Authority provision for the child's specific need
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

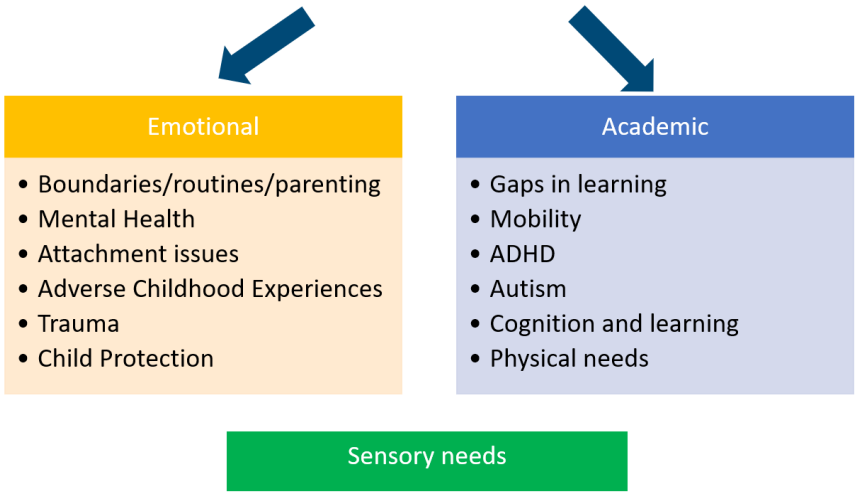
Based on The Key model SEN Policy; downloaded Sept 2024

- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

We want every child to be the best they can be, academically, emotionally, socially and physically. Our aim is to ensure that every child feels happy and safe, both at home and at school.

At our school, we strive to provide a high-quality education which has equal academic ambition for all pupils whilst avoiding narrowing or reducing the child's access to the National Curriculum. Additionally, we believe that it is vital to overcome barriers to learning depending on the needs of the individual:



3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice, 2015 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 Governance Handbook (2020), which sets out governors' responsibilities for pupils with SEND. (This document was withdrawn by the DfE and the new guidance will be considered in the next review of this policy)
- The School Admissions Code (2021), 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
- Statutory Guidance in Supporting Pupils at School with Medical Conditions (2017), which provides Statutory guidance for governing bodies of maintained schools and proprietors of academies in England
- Ofsted Inspection Framework (2018), which lays out their expectations in the School inspection handbook (2014)
- Schools SEN Information Report Regulations as laid out in the DfE guidance on What maintained schools must or should publish online

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment, which offers a broad, balanced and challenging curriculum to all pupils, no matter their needs and abilities. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

The Head Teacher oversees the School's Policy for inclusion and is responsible for ensuring that it is implemented effectively throughout the school. The school curriculum is regularly reviewed by the Senior Leadership Team (SLT) to ensure that it promotes the inclusion of all pupils. Where appropriate, the school will seek advice from external support services about how to remove barriers and promote inclusion for individual pupils. Where a behavioural incident warrants exclusion, the Head Teacher will consider the incident in line with the school's Behaviour Policy, Hertfordshire for Learning's policy and guidelines from DfE.

For further details on how we achieve this, refer to our SEND Information Report & Equality information & objectives (SEND) document for Definitions, which is available on the school website: SEND, Equality & Medical Conditions

4.1 Special educational needs

Extracted from section 20 of the Children and Families Act 2014:

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or young person has a learning difficulty or disability if they:

a) Have a significantly greater difficulty in learning than the majority of others of the same age; or

b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions

A child under statutory school age has special educational needs if they fall within the definition at a) or b) above or would do so if special educational provision was not made for them.

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.

4.2 Disability

According to the Equality Act 2010, 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.

4.3 The four areas of need

The needs of pupils with SEND are grouped into four broad areas. Pupils can have needs that cut across more than one area (as stated in the SEND Code of Practice, 2015), and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all the different aspects of speech, language or social communication at different times of their lives. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

AREA OF NEED	
Cognition and learning	Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including Moderate learning difficulties (MLD) or Severe Learning Difficulties (SLD) – where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication – through to Profound and Multiple Learning Difficulties (PMLD) – where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Social, emotional and mental health	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. Some children may have suffered adverse childhood experiences, which present as other conditions and/or result in SEMH needs. The Department for Education publishes guidance on managing pupils' Mental Health and Behaviour in Schools (2018).
Sensory and/or physical	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with physical disability (PD), vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support. Children and young people with a multi-sensory impairment (MSI) may have a combination of physical, vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (2014, Page 10). Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

5. Roles and responsibilities

Provision for children with special educational needs is a priority matter for the school as a whole. It is each teacher's responsibility to provide for pupils with SEND in his/her class and to be aware that these needs may be present in different learning situations. All staff are responsible for helping to meet an individual's special educational needs and for following the school's procedures for identifying, assessing and making provision to meet those needs.

5.1 The SEN Coordinator (SENCO) and SEN Administrator

A staff member will hold the National Award for SEN Co-ordination and will liaise with the SLT.

The SENCO at our school is **Mrs Voigt**, with assistance from **Mrs Hugo**.

They will:

- Work with the headteacher to determine the strategic development of the SEND policy and provision in the school
- Be aware of the provision in the Local Offer and work with professionals and/or agencies providing a support role to families to ensure that pupils with SEND receive appropriate support and high-quality teaching.

- 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 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

5.2 The SENCO and SEND Teacher include:

At Brockswood, we have appointed a SEND Teacher to advise and assist with the SEND provision.

- Have day-to-day responsibility for the operation of this SEND policy 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
- Assist staff to identify pupils with SEND.
- Provide the curriculum for Tier 2 and 3 (for details, refer to 8. Our approach to SEND support)
- Conduct assessments and observations of pupils with specific learning problems.
- Co-ordinating provision for children with SEN.
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Liaise with SLT, teachers, other schools and professionals.
- Be a key point of contact with external agencies, particularly the local authority and its support services.
- Liaise with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and Governing Body to ensure that the school meets its responsibilities under the Equality Act (2010) regarding reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate

5.3 The governing board

The governing board is responsible for making sure the following duties are conducted, though the duties can be delegated to a committee or an individual:

- Monitoring the policy and provision for pupils with SEND
- Maintain a general overview
- Appoint a representative governor (the SEND governor), who takes particular interest in this aspect of the school.
- Be aware of their role and responsibilities regarding the SEN Code of Practice (2015).
- SEND provision is an integral part of the school improvement/development plan.
- Be informed about SEND issues so that they can play an integral role in the self- evaluation process.
- Regularly monitor the quality of SEND provision.
- Be involved in the development and monitoring of this policy.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

5.4 The SEND link governor

Brockswood School has a Governor with the specific role of overseeing SEND.

The SEND governor will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision and inclusivity of the school.
- Meet regularly with the SENCO to monitor and discuss the school's arrangements for SEN provision.
- Help to raise awareness of SEND issues at governing body meetings.
- Participate in the review the school's policy on provision for pupils with SEN.
- Ensure that the school website publishes the school's SEN Information report in accordance with the new Code of Practice (2015).
- Oversee the school's provision for pupils with SEN and ensures that all governors are aware of SEN.

5.5 The headteacher

The headteacher will:

- Manage all aspects of the school's work involving the provision for pupils with SEND
- Work with the SEN Co-ordinator (SENCO) to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO to make sure the school meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements
- Keep the Governing Body informed about SEND.
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENCO has enough time to perform their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs 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, 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

5.6 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated
- Including pupils with SEND in the classroom
- Providing an appropriately differentiated curriculum for children on Tier 1 provision (for details, refer to Three_Tiers)
- They can draw on the SENCo for advice on assessment and strategies to support inclusion
- Conduct the curriculum provided by the SEND Teacher for Tier 2 (for details, refer to Three_Tiers)
- 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

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

- Working with the SENCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they are aware of and follow this SEND policy and the SEN information report
- Giving feedback to parents of pupils with SEND.

5.7 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:

- 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 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 feedback on the pupil's progress at Parent-Teacher consultations and/or additional feedback when necessary

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

5.8 The pupil

Where possible, 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
- Giving feedback on the effectiveness of interventions

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

6. SEN information report

The School Information Report can be accessed on the school website: SEND, Equality & Medical Conditions. This document provides details of Brockswood Primary & Nursery School's Quality SEND Offer and provides an outline of what services and support are available to parents and carers to help their child succeed. It contains links to policies and documents (found on our website) which give further details as to our approach to supporting children with SEND.

7. Admission and accessibility arrangements

7.1 Admission arrangements

No child will be refused admission to Brockswood School on the basis of his or her special educational need and/or disability. In line with the Equalities Act 2010, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. Our Admissions policy is available on the school website: Admissions.

7.2 Accessibility arrangements

The school complies with all relevant accessibility requirements. For more details, please refer to The Accessibility Plan, which can be accessed on the school website: SEND, Equality & Medical Conditions.

8. Our approach to Special Educational Needs and/or Disabilities

Brockswood Primary & Nursery School has a SEN Specialist Teacher (a Trauma Informed Practitioner), Teachers and Teaching Assistants, who have experience of working with pupils with specific learning difficulties (SpLD), moderate learning difficulties, (MLD), on the autistic spectrum and with speech and language impairment (SLI). Our staff have received appropriate training.

The school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

The school has access to a range of services (as laid out in the SEND Information Report). When required, the school uses private services to ensure children with identified needs receive timely provision (this is covered by the school's own budget).

It is the responsibility of the Senior Leadership Team, SENCO and governors to agree how the allocation of resources, including Teaching Assistants, are used. For pupils with more complex needs, the school may bid for Local High Needs Funding (LHNF) from the Local Authority to provide resources additional to those normally available in school – this is time limited funding.

8.1 Identifying pupils with SEND and assessing their needs

All those involved with the pupil, including parents, teachers and other agencies are responsible for identifying students with Special Educational Needs and Disabilities and, in collaboration with the Special Educational Needs Coordinator, will seek to ensure that those pupils requiring different or additional support are identified as early as possible. Refer to our SEND Information Report for further details on how we identify SEND.

We assess each pupil's current skills and levels of attainment when they join Brockswood Primary & Nursery School. During this process, we identify needs (and understand what reasonable adjustments the school may need to make) using a methodical and collaborative approach involving: parents, teachers, in-house Specialist Teachers/Advisors and third-party providers when required. Where a pupil's first language is not English, the school will seek to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.

A pupil is identified as having SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Where it is determined that a pupil does have SEN, parents will be formally advised of this and the child will be added to the SEN register.

The SENCO holds details of all SEN Support records such as the SEN Register, provision maps, reports from external agencies and records of meetings with parents and copies are kept in individual class SEN files. The SEN register and provision maps are updated termly.

We focus all our efforts in a way that enable us to keep the focus on providing the best support to SEND children and their families, thereby maximising the outcomes for these pupils. Our aim is to refine both our practice within the school as well as our referral process – ensuring the best quality support for each individual child in our care. Whilst our approach will be tailor made to each individual (dependent on their particular needs), we believe consistency is the key to success.

In addition to this consistent, high-quality provision, we prioritise a comprehensive transition for new settings to ensure that the new settings have the information they need to ensure the child's needs are met and clearly understood.

For more information how the provision and how it is monitored, refer to the Approach to SEN support section below.

8.2 Consulting and involving pupils and parents

The school will put the pupil at the heart of all decisions made about special educational provision. We also believe that a close working relationship with parents is vital to ensure:

- Parental views are valued and considered.
- Early and accurate identification and assessment of SEN leading to appropriate intervention, provision and outcomes.
- Continuing social and academic progress of children with SEND to enable personal success.
- Personal and academic targets are set and met effectively.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil (where possible) and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We consider any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are
- Everyone is clear on the provision being provided to the child
- Parent and pupil voice is undertaken regularly.

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

Brockswood seeks to establish a love of learning through a purposeful and engaging approach. In most lessons, all pupils are involved in monitoring and reviewing their progress using next steps. Additionally, pupil voice is undertaken regularly.

We offer regular meetings with parents to share the progress of children with SEN.

Parents may receive formal and informal communication about their child as and when necessary, through phone calls, letters, meetings, parent consultation meetings and annual reports. The SENCO provides support to teaching staff throughout the school in their communication and meeting with parents upon request. In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority Parent Partnership or Extended Schools services if specific advice, guidance and support is required. If an assessment or referral indicates that a pupil has additional learning needs, the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies (where appropriate) regarding their child and are kept up to date and consulted on any points of action drawn up with regards to the provision for their child.

8.3 Referral for an Education, Health and Care Plan (EHCP)

If a child has lifelong or significant difficulties, they may undergo a Statutory Assessment process so the Local Authority (LA) can determine whether it needs to make provision for the child in accordance with an EHCP. This assessment is usually requested by the school but can be initiated by a parent. The purpose of an EHCP is to make special educational provision to meet the special educational needs of the child or young person, to secure the best possible outcomes for them across education, health and social care, and, as they get older, prepare them for adulthood.

For further information about EHCP's, please see the SEND Code of Practice Chapter 9 or speak to the school's SENCO.

8.4 Supporting Pupils with Medical Conditions

Pupils with medical conditions are supported in school. Individual healthcare plans specify the type and level of support required to meet the medical needs of such pupils. Some pupils with medical conditions may also have Special Educational Needs (SEN) and may have a Statement, or EHCP which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice is followed. The school has regard to statutory guidance in Supporting pupils at school with medical conditions. Some children with medical conditions may be disabled and, where this is the case, the school will comply with its duties under the Equality Act.

Please refer to Brockswood's Supporting Pupils with Medical Conditions Policy, which can be accessed on the school website: SEND, Equality & Medical Conditions.

8.5 Supporting Pupils with Transitioning

Transition planning is in place for all children, including those with SEND, who will be moving year group or key stage. Pupils with EHCPs have next phase destinations and transition arrangements discussed at plan review meetings. Accompanied and additional visits to other providers may be arranged as appropriate. For more details on transitions, please refer to our SEND Information Report.

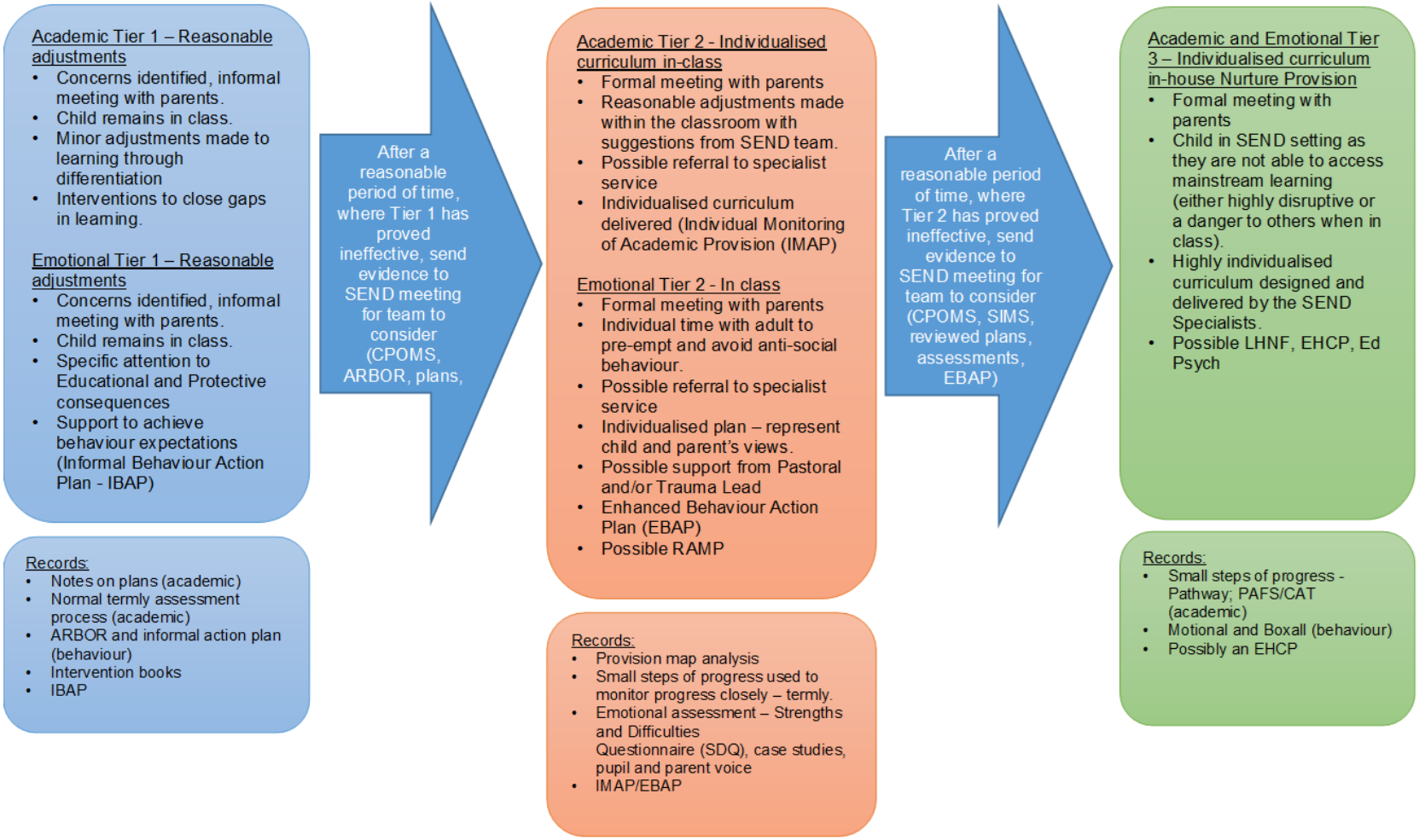
© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

9. Our approach to SEN support

The aim of formally identifying a student with SEND is to help the school ensure that effective provision is put in place and to remove barriers to learning. Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning and put effective special educational provision in place. Support will be delivered through a tiering system and monitored through successive rounds of a 4-part cycle known as the graduated approach (detailed below).

9.1 Three Tiers



© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

SRP – The Nest

The Specialist Resource Provision (SRP) is integrated within our school and is called The Nest. The SRP enables these children to be part of a thriving school community while receiving specialist support.

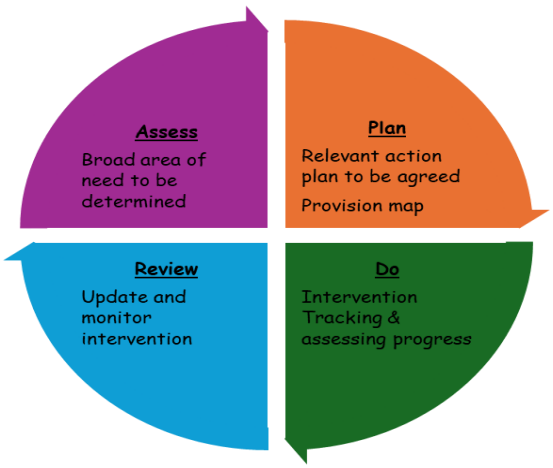
The designation of children to The Nest are those with complex needs. The SEN Team are trained to provide a safe space for the children's needs to be met, to reduce the stress of an environment, whilst they have access to an individualised curriculum.

Our focus within The Nest is on emotional regulation, ASD diagnosis, speech, language and communication needs. The SEN Team use bespoke provision based off the individual's profile in order to support them to develop their social and communication skills. Within The Nest, a Trauma Informed Practitioner will work alongside the children and SEN team to promote a therapeutic approach.

If you would like further information, please contact INCO.

9.2 Graduated Approach

We believe that every Teacher is a teacher of SEN. At Brockswood, we take a Graduated Approach to managing SEND. We will still maintain the "assess, plan, do and review" process; however, this will be different depending on the Tier the child falls within.



Monitoring is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle requires regular reviews to ensure that support and intervention is matched to the child's need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required to ensure good progress and outcomes. Where relevant, advice from external support services will also be considered. The support provided consists of a four – part process:

Assess

Assessment involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, the pupil's views and the views and experience of parents. If external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the pupil, parents, teacher, SENCo and any outside agencies to agree the adjustments, interventions and support that are required, the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

In Tier 1 and 2, the class teacher remains responsible for working with the pupil on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with other staff to plan and assess the impact of support, interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and needs, problem solving and advising of the implementation of effective support will be provided by the SENCo. In Tier 3, an individualised curriculum will be devised and delivered within the in-house Nurture Provision.

10. Review

Reviews of a pupil's progress will be made regularly. The review process evaluates the impact and quality of the support and interventions. It takes account of the views of the pupil and their parents. The class teacher, in conjunction with the SENCo, will revise the support and outcomes based on the pupil's progress and development,

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

making any necessary amendments going forward, in consultation with parents and the pupil. Parents are provided with clear information about the impact of support to enable them to be involved in planning the next steps. Review meetings are held termly for all pupils on the SEND register.

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

10.1 Levels of support

School-based SEN provision

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach.

Access to a broad and balanced curriculum, information and associated services

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting where reasonable adjustments are able to be made and this provision represents the best wishes of all children involved. Pupils with SEN will be given access to the curriculum or an individualised curriculum through the Nurture Provision provided by the school as is necessary. The wishes of parents and the needs of the individual will be considered as far as possible.

Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible and consult with parents for other flexible arrangements to be made.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

Education, health and care (EHC) plan

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

Evaluating the effectiveness of SEN provision

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

- Tracking pupils' progress (academic and/or emotional), including by using provision maps
- Conducting the review stage of the graduated approach in every cycle of SEN support
- Monitoring by the SENCO & SEN Teacher
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- The SENCO updating governors termly of SEN progress and attainment.

11. Expertise and training of staff

We recognise the need to train all our staff on SEND issues and we have funding available to support this professional development. We aim to keep all school staff up to date with relevant training and developments in relation to the needs of pupils with SEND.

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.

The SENCo attends relevant SEN courses, Cluster SEN meetings and facilitates/signposts relevant SEN focused external training opportunities for all staff.

12. Links with external professional agencies, schools or organisations

The school recognises that it will not be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

Links with other schools

Brockswood works in partnership with the other schools in the local area. This enables the sharing of advice, training and development activities and expertise.

Links with other professionals, agencies and organisations

Our school has strong working relationships and links with external support services (including private services) in order to fully support our SEN pupils and aid inclusion.

The school invites and seeks advice and support from external agencies (including school funded private specialists) in the identification, assessment and provision of SEN. We believe sharing knowledge and information with our support services is key to the effective and successful SEN provision. Our SEND Information Report details how we support children with SEND and the specialist services/professionals from whom we seek advice or support.

The SENCO and the Pupil Family Support Worker are the designated persons responsible for liaising with external support services. Details thereof are listed in the SEND Information Report.

Representatives from voluntary organisations and other external agencies are invited to meetings throughout the year to discuss SEN provision and progress and keep staff up to date with legislation.

In cases where a child is under observation or a cause for concern, focused meetings will be arranged with the appropriate agency. Parents will normally be invited to and informed about any meetings held concerning their child unless there are over-riding safe-guarding issues.

13. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should raise their concerns following the complaints procedure as laid out in the school's Complaints Policy on the school website: Policies - Behaviour & Conduct.

14. Monitoring and evaluation arrangements

14.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND
- How early pupils are identified as having SEND
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents

14.2 Monitoring the policy

This policy will be reviewed every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

15. Links with other policies and documents

This policy links to the following:

- SEN Information Report
- Accessibility Plan
- Admission arrangements Policy
- Behaviour policy
- Complaints Policy
- Equality Information and Objectives
- Child protection policy

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024

- Supporting Children with Medical Conditions Policy
- Teaching and Learning Policy
- Hertfordshire SEND Local Offer

© The Key Support Services Ltd | For terms of use, visit thekeysupport.com/terms

Based on The Key model SEN Policy; downloaded Sept 2024