



# SPECIAL EDUCATIONAL NEEDS and

## DISABILITY

(SEND)

## POLICY

This policy should be read in conjunction with other relevant school policies, in particular

Disability Access,  
Disability Discrimination / Equality Policy,  
Equal Opportunities Policy,  
Teaching, Learning Policy,  
Assessment Recording and Reporting,  
Admissions Policy.  
Individual Curriculum Policies and Schemes of Work

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## Special Educational Needs and Disability Policy

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## Special Educational Needs and Disability Policy (SEND)

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### 1. Introduction.

- 1.1 This policy is in keeping with the school's aims, its teaching and learning policies, and its policy on equality of opportunity. The school is committed to a policy of inclusion: one in which the teaching, learning, achievements, attitudes and well-being of all students matter – including those identified as having special educational needs or a disability. The culture, practice, management and deployment of the school's resources are designed to ensure all students' needs are met.
- 1.2 The Governing Body believes that all students, regardless of ability and behaviour, are valued equally at Brooklands School. SEND students are not viewed as a separate entity but are part of the whole school approach, and different students' needs are recognised and met through varied and flexible provision throughout the curriculum.

### 2. Objectives & Guiding Principles of the SEND Policy.

- 2.1 The objectives and guiding principles of the SEND Policy are -
- to ensure that all students, whether or not they have SEND, have access to a broad, balanced and relevant curriculum, which is differentiated to meet their individual needs;
  - to ensure early identification, assessment and provision for any student who may have special educational needs;
  - to help every student realise his or her full potential and optimise their self-esteem.
  - to ensure that key skills are identified in subject areas and that students have access to acquiring these skills. (See Appendix 2.);
  - to enable all staff to play a part in identifying SEND students and to take responsibility for recognising and addressing their individual needs;

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- to encourage the whole school community to demonstrate a positive attitude towards SEND;
  - to encourage an effective partnership with parents in developing and implementing a joint learning approach at home and at school;
  - to encourage and support students to participate in all decision-making processes that occur in their education i.e. their views are sought and taken into account;
  - to reflect and include all references to SEND in current statutory legislation;
  - to follow the Code of SEND Practice (2014) which recommends a graduated approach whereby appropriate actions (Wave 1 / Wave2 / Wave3) are matched to the individual student's needs;
  - to work with parents and pupils to co-produce targets and support individual needs

2.2 In the production of this policy the following documents have also been referenced -

- The Education Regulations 1999.
- Inclusive Schooling DfES 2001.
- SEND and Disability Act 2001.
- Equality Act 2010 (formally the Disability Discrimination Act 1995).
- SEND Code of Practice 2014

### 3. Definition of Special Educational Needs.

3.1 The Code of Practice 2014 states the following as a definition of Special Educational Needs:

*“A child or young person has special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for him/her”.*

*A child of compulsory school age or young person has learning difficulty or disability if he or she -*

*or*

- b) has a disability, which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*
- c) For children aged 2 or more, 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., maintained nursery schools, mainstream-16 institutions or by relevant early years providers. For children under two years of age, special educational provision means educational provision of any kind.*

**See Section 312, Education Act 1996**

**3.2 Special Educational Provision means:**

- (a) for children of two or over, educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools maintained by the LEA, other than special schools, in the area (including Academies)*
- (b) for children under two, educational provision of any kind.*

**See Section 312, Education Act 1996**

**3.3 A child is regarded as disabled if**

*'he is blind, deaf or dumb or suffers from a mental disorder of any kind or is substantially and permanently handicapped by illness, injury or congenital deformity or such other disability as may be prescribed.'*

**Section 17 (11), Children Act 1989**

*'he / she has a physical or mental impairment that is substantial and long-term and affects their ability to carry out day-to-day activities.'*

**Section 1(1), Disability Discrimination Act 1995**

3.4 The Code does not assume that there are hard and fast categories of SEND but recognises 4 broad areas:

1. Cognition & Learning (General Learning & Specific Learning difficulties).
2. Social, Emotional and Mental Health difficulties
3. Communication & Interaction (Language & Autistic Spectrum Disorder).
4. Sensory and / or Physical Needs

#### 4. Roles and Responsibilities.

4.1 **The Governing Body** has an important statutory duties towards pupils with special educational needs.

Governing bodies should -

- along with the Headteacher, decide the school's general policy and approach to meeting students' special educational needs for those with and without statements;
- ensure that the necessary provision i.e. appropriate staffing and funding arrangements are in place for any student who has special educational needs;
- ensure that, where the 'responsible person' – the Headteacher or the appropriate Governor – has been informed by the LEA that a student has special educational needs, those needs are made known to all who are likely to teach them;
- ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have special educational needs;
- when it is necessary or desirable consult the LEA and the Governing Bodies of other schools, in the interests of co-ordinated special educational provision in the area as a whole;

- ensure that a student with special educational needs joins in the activities of the school together with students who do not have special educational needs, so far as is reasonably practical and compatible with the student receiving the special educational provision their learning needs call for and the efficient education of the student with whom they are educated and the efficient use of resources
- report to parents on the implementation of the school's policy for students with special educational needs

**See Section 317, Education Act 1996**

- have regard to this Code of Practice when carrying out its duties toward all students with special educational needs

**See Section 313, Education Act 1996**

- ensure that parents are notified of a decision by the school that SEND provision is being made for their child.

**See Section 317A, Education Act 1996**

- **Be** fully involved in developing and monitoring the school's SEND policy;
- Keep themselves up-to-date and knowledgeable about the school's SEND provision, including how funding, equipment and personnel resources are deployed (especially any SEND governors).
- Ensure SEND provision is an integral part of the school development plan
- Ensure the quality of SEND provision is continually monitored and evaluated.

#### 4.2 **The** Headteacher has responsibility for -

- The day-to-day management of all aspects of the school's work, including the provision for students with SEND. i.e. that appropriate staffing and funding arrangements are in place;
- work closely with the school's SEND coordinator;

- Keeping the Governing Body fully informed off the schools SEND provision and effectiveness.

#### 4.3 The Director of Student Support (SENDCO) has responsibility for -

- Overseeing the day-to-day operation of the school's SEND policy.
- Coordinating provision including provision mapping for students with special educational needs.
- Liaising with and advising fellow teachers.
- Managing learning support assistants.
- Overseeing the records of all students with special educational needs.
- Liaising with parents of students with special educational needs.
- Contributing to the in-service training of staff.
- Liaising with external agencies including the LEA's support and educational psychology services, health and social services, and voluntary bodies.
- Preparing a report to be given to parents in the annual report from the Governing Body of the school..

#### 4.4 Form teachers have responsibility for -

- Ensuring they know which students in their form groups and in their teaching groups are on the schools SEND register
- Working with the schools Director of Student Support (SENDCO) to assist in the setting of targets that the students in their form groups or teaching groups who are classified as SEND has been set.
- Along with the school's Director of Student Support to record and monitor provisions using provision mapping and the progress SEND students make against school performance targets.
- Work with the school's Director of Student Support to support SEND students in all aspects of their learning and social development by ensuring adequate classroom provision

#### 4.5 Learning Support Assistants have responsibility for -

- Working with the school's Director of Student Support and other teaching and support staff to support SEND students in all aspects of their learning.
- Maintaining an up to date knowledge of the targets set for each SEND students who they support and assist the Director of Student support and other teaching monitor the progress SEND students make against their targets.

### 5. Special Facilities and Building Adaptations.

- 5.1 The school building has wheelchair access and there are toilet facilities for disabled students and staff. There is a lift in each of the two teaching blocks allowing wheelchair access to the upper floor. Doors have been widened into all classrooms to allow wheelchair access and high visibility door furniture is provided for the partially sighted.
- 5.2 The school has produced an accessibility plan which has been implemented. This plan is continually being revised is constantly with the aim to further improve access to all facilities and the curriculum.

### 6. Admission Arrangements.

- 6.1 Please refer to the current Admissions Policy which is available from the school on request.

### 7. Number of Students with SEND.

- 7.1 The number of students classed as having Special Educational Needs is constantly changing the most up to date figure is available from the School Office or the Schools Director of Student Support.

## 8. SEND Specialism.

8.1 Brooklands does not have a specialist SEND unit nor do we specialise in any particular area of SEND.

## 9. School Responsibilities.

9.1 **Curriculum Entitlement** - All students, including those with SEND, will have access to a broad and balanced curriculum, which will include the National Curriculum. The Governing Body of the school is ultimately responsible for ensuring that all students receive the curriculum to which they are entitled. For further clarification refer to the relevant National Curriculum documents.

9.2 **Allocation of Funding to and between Students with SEND** - Funding for work with students with SEND will always equal or exceed that which the school receives from the Educational Funding Agency (EFA). The school's 'Student Support' budget will be used to access resources, support personnel and where necessary adapt the school environment in order to allow all students (including those with physical or sensory impairments) to access the curriculum and fulfill their development potential.

9.3 At some point in their school career, a number of students may experience difficulties in accessing certain areas of the curriculum, but may not necessarily require additional support. We refer to this as 'Early Intervention'. These students will not normally receive extra funding, as the class teacher within their normal classroom environment will support their educational provision through differentiation.

9.4 Students classified as stage 1 and stage 2 will receive help funded in proportion to their level of need. i.e. those on stage 2 would receive a greater proportion of SEND funding than those on stage 1. Students Educational Health and Care Plans (EHCP's) will receive funding equal to that provided by Central Bedfordshire Council to meet their needs and will be used to fund the provision outlined in the EHCP.

9.5 **SEND Training for Staff** - Whole staff training in SEND will be identified and met through INSET (In-service training) provision. This may be provided in-house, to a group of schools who have identified a common need or through an external provider. SEND training sessions will be organised as required to meet the current needs of staff and will be led by the Director of Learning Support, another member of staff or by an appropriate outside agency. LSAs will be invited to attend relevant inset sessions and external courses. The Director of Learning Support, will attend the cluster SEND meeting/training sessions, which are usually held termly.

9.6 **Inclusion of Students within and beyond the School** - Wherever possible, all students with SEND will join in all the activities of the school with students who do not have special educational needs, although there may be occasions where this may be inappropriate. This inclusion policy covers all areas of the curriculum, acts of worship, school visits including residential trips, sporting activities, social activities, meal times and recreation times.

## 10. Curriculum

10.1 **Awareness of Standards of Achievement of Individual Students** - Brooklands staff monitor the standard of achievement of individual students through -

- teacher observation and regular marking of work;
- assessment records of reading, writing spelling, mathematics and science;
- SATs in Year 6;
- QCA tests in Years 5, 7 and 8;
- end of year teacher assessments linked to National Curriculum levels.

10.2 **Access to Modification and Disapplication from the National Curriculum.** - The programmes of study for each key stage for each subject in the National Curriculum will be taught to all, or at least the great majority of, students in the key stage, in line with the specific National Curriculum Subject Document. Appropriate

provision will be made for students who need to use -

- means of communication other than speech, including computers technological aids, signing, symbols or lip-reading;
- non-sighted methods of reading, such as Braille, or non-visual or non-aural ways of acquiring information;
- technological aids in practical and written work;
- aids or adapted equipment to allow access to practical activities within and beyond school.

10.3 In the exceptional case of such a curriculum being inappropriate for a student with special educational needs, the Headteacher may give a special direction for either modifying or not applying the National Curriculum for the student for a period of up to six months, in accordance with section 19 of the 1988 Education Reform Act. The only other time a disapplication or modification will occur will be when this is amended by and registered on a student's Statement of Educational Needs or Educational Health and Care Plan

10.4 **Teaching Arrangements for Students with SEND.** - For the most part, students with SEND will be taught in the classroom alongside their peers. Where necessary, for stage 1 and above, students will sometimes have the in-class support of an LSA. Teaching techniques and strategies within each class, including differentiated resources and learning tasks, will accommodate those of differing abilities, including those with special needs, wherever appropriate and necessary. This will enable individual learning needs to be met and all students to maximise their potential in all areas of the curriculum.

10.5 Students who are struggling with acquiring basic reading, spelling, mathematical, language or gross/fine motor skills or social skills may, on occasions, be withdrawn to be given individual or group tuition by the Director of Student Support, specialist SEND HLTA or LSA. Students in any year group who are identified as being '*at risk*' will be supported through a variety of intervention and "Catch up" programmes.

soon as possible.

10.7 The teaching arrangements for those students with an EHC will be determined by their statement of special educational needs or Educational Health and Care Plan.

## 11. Identification, Assessment and Intervention.

11.1 Brooklands School models its approach on the guidelines given in the SEND Code of Practice (2014).

## 12. Stage 1

12.1 When a class teacher identifies that a student has SEND - the class teacher devises interventions additional to or different from those provided as part of the school's usual differentiated curriculum. While the class teacher remains responsible for working with the student on a daily basis, the class teacher should work with the school's Director of Student Support or Assistant SENDCo to devise a provision map and SEND Profile to meet the needs of the student. This will be monitored and assessed termly to ensure the student make good progress.

12.2 The Director of Student Support can take the lead in -

- planning future interventions for the student in discussion with colleagues;
- monitoring and reviewing the action.

## 13. Stage 2.

13.1 When the Director of Student Support and class teacher, in consultation with parents, ask and receive help from external agencies a student is classified as stage 2. The class teachers and the Director of Student Support may be provided with advice and / or support from outside specialists. There will be additional or different strategies to those at stage 1 and a provision map and SEND Profile will be in place.

13.2 The Director of Student Support will take the lead in -

- any further assessment of the student;
- planning future interventions for the student in discussion with colleagues and parents;
- monitoring and reviewing the actions taken.

13.3 Where a student is unable to access the National Curriculum after considerable internal and external help and time then, in consultation with the parents, the Headteacher / Director of Student Support will request a statutory assessment of the student's needs.

#### 14. [School Request for Statutory Assessment \(COP Sect 5:62\)](#)

14.1 For a few students, the help given by schools through stage 2 may not be sufficient to enable them to make adequate progress. It will then be necessary for the school, in consultation with the parents and any external agencies already involved, to consider whether to ask the LEA to initiate a statutory assessment. A SEND support document will be completed by the school to apply for an Education, Health and Care Plan. Where a request for a statutory assessment is made to an LEA, the student will have demonstrated significant cause for concern and the school will provide written evidence to the LEA detailing -

- the school's action through stage 1 and stage 2 ;
- the student's health including the student's medical history where relevant;
- National Curriculum level attainments in literacy and mathematics;
- educational and other assessments, for example from an advisory specialist;
- SEND Profiles and/or SEND plan for the student
- support teacher or an educational psychologist report
- views of the parents and of the student
- involvement of other professionals;

- any involvement by the social services or educational welfare

14.2 When the LEA receives a request for a statutory assessment, it must decide within six weeks whether to carry out such an assessment. Parents, or those with Parental Responsibility, can themselves request a Statutory Assessment by applying directly to the Assessment Team at the Local Authority.

## 15. Partnership with Parents

15.1 The aim is to develop a partnership where professionals and parents work together in the best interests of the student. Brooklands School recognises that positive attitudes, sharing of information, procedures and awareness of needs are all-important. The views and wishes of the student are also sought and taken into consideration.

15.2 Parents are fully involved in the school-based response for their student, and we will ensure that they understand the purpose of any intervention and any subsequent program of action. Parents are informed when a teacher considers that a student's needs are significant enough for the student to be placed on the SEND register. At this point a SEND Profile is developed. Regular meetings are held with parents, teachers, Director of Student Support and the child, as appropriate, to review the student's progress and the program of learning.

15.3 During the procedure of applying for a statutory assessment (which may lead to a EHCP), the parents will be given as much help, advice and support as possible. They will be asked to complete the relevant section on the request for statutory assessment form.

15.4 We formally report student's progress to parents once a year through the annual written report and report

end of key stage SATs results in writing at the appropriate time. There is a formal parent's evening each year for each year group and an informal evening is also held near the start of the school year.

15.5 In addition, Brooklands operates an open door policy. Parents are welcome to talk to teachers whenever they have a concern about their child (at a mutually convenient time). Whenever a parent mentions a specific concern, it is always investigated and results reported back/discussed with parents.

## 16. Relationships with Outside Agencies

16.1 **Involvement with Educational Support Services.** The school 'buys in' to the services of Central Bedfordshire's Support Services and asks for the advice of specialist advisory teachers as and when necessary. The Headteacher and /or the school Attendance Officer regularly meets with the Educational Welfare Officer to discuss any matters of concern. The Educational Psychologist comes into school when requested. Where necessary, the school will refer a student to an external specialist after consultation with parents.

16.2 **Links with Medical, Social and Voluntary Organisations.** The school has regular contact with health professionals, such as the school nurse, doctor, speech & language therapists, physiotherapists and occupational therapists. We may also contact specialist medical services, social services or voluntary organisations and may carry out specialist programmes recommended by them. We will provide them with any relevant information requested, with the parents' permission.

16.3 **Links with Special/Mainstream Schools.** Whenever any student transfers to another school, including special schools, Brooklands will fill in a transfer form and pass on all relevant information. In addition, for SEND students, there will also be dialogue between the class teacher and/or SENDCO and /or Head Teacher

and a senior member of the other school's staff. When local secondary schools send a teacher into Brooklands to discuss the transfer of a Year 8 student who has SEND, then the Director of Student Support may also speak to them in addition to the class teacher.

## 17. Monitoring, Evaluation and Review of the Policy.

17.1 The Special Educational Needs Policy will be monitored by the Director of Student Support, the Headteacher and Deputy Headteacher. Staff also have a responsibility to advise the Director of Student Support and / or the SLT of the need for any change or modification to the policy in line with the schools commitment to continuous improvement. It is the responsibility of the Headteacher to ensure that any changes that are made are communicated to all relevant staff and Governors.

17.2 This policy will be reviewed and where necessary be revised biannually or in response to legislative change by the Director of Student Support and by the Standards Committee of the Governing Body and then presented at the next available meeting of the full Governing Body for adoption.

Appendix 1.

## NOTE

Due to confidential nature of the information contained on the school's SEND Register a list of students currently on the register are not available in this policy. An up to date copy of the SEND register is available to authorised staff from the schools Director of Student Support

Appendix 2.

## Key Skills

### 1. Introduction

1.1 Children learn, practise, develop and refine a range of skills in our school. Some of these skills are specific to certain subjects; others are universal key skills and support learning in all subjects. These key skills underpin learning throughout the school. We aim to equip children with these key skills so that they can be as successful as possible in the future.

1.2 There are six key skills set out in the National Curriculum. These are -

- **Communication** This includes listening, speaking, reading and writing.
- **Application of number** This includes mental calculation skills, and learning how to apply these skills to solving number problems.
- **Information technology** This involves using new technology to find, analyse, interpret and present information. It also involves the skills necessary to use technology appropriately and successfully.
- **Working with others** This involves the ability to work well with others as a team member or team leader. When students are offered the opportunity to work with others, they learn to consider the views of others and to develop the social skills of co-operation and mutual understanding.
- **Improving own learning and performance** This involves students in evaluating their own performance, and understanding what they need to do next in order to improve.
- **Problem-solving** This skill involves learning how to apply common techniques to solve problems in a variety of contexts and situations in any aspect of life.

1.3 These skills form the basis of success in all aspects of school life and are vital to life-long learning.

### 2 Organisation and Method

2.1 We teach key skills through all curriculum subjects, and we also develop them within the pastoral curriculum. Key skills form a cornerstone of curriculum planning throughout the school. For example, we give the students many opportunities to develop the application of number key skill in their geographical

studies, and when we teach physical education we stress the importance of working with others.

- 2.2 The class teacher pays special attention to each student's progress in the key skill of working with others. We give each student plenty of opportunities to work as part of a group, and to take responsibility for the work of a group. We actively teach children how they can contribute to the work of a group, and what being a successful member of a team involves.
- 2.3 Our school believes that it is very important for students to reflect on what they have learned – what has been done well and what could have been done better. We believe that this is an important part of developing successful strategies for future learning. Teachers regularly ask the students to reflect on their learning at the end of a session or topic. They talk to each student about the student's work and so help them to become aware of their strengths and weaknesses. Each term we set targets for the students, so that they are clear about what they need to do to make further progress. These targets often focus on progress in aspects of these key skills.

### 3 Assessment and Recording

- 3.1 Particular note is made by teachers with respect to specific examples of student's progress in any respect of key skills. For example, where a student demonstrates very good progress in working with others on production of the school play, or when playing as a regular member of the many school teams. The class teacher comments on each student's progress in the termly Tracking Report and in the annual school report to parents.

### 4 Monitoring and review

- 4.1 The Headteacher monitors the way in which key skills are integrated into curriculum planning, as part of the regular monitoring of teachers' planning.
- 4.2 The class and subject teacher evaluates a student's progress in key skills. This forms part of the regular assessment of each student's progress and of the school's target-setting process.
- 4.3 The Governing Body's curriculum committee is responsible for monitoring this key skills policy as part of the school curriculum policy review process.