



Special Educational Needs and Disability Policy

Date	Review Date	Headmistress	Proprietor
March 2024	March 2027	Mrs Eilish Sleator	Mr Brian Berkery

Special Educational Needs Coordinator

Miss Victoria Wigmore
Deputy Headmistress

Introduction

Broadhurst School welcomes all children and believes in providing an inclusive setting. We believe in treating all pupils as individuals and so catering to their individual needs. We want to ensure that all children are given equal access to the curriculum and we endeavour to help children develop their personalities, skills and abilities, both intellectually and socially. We believe in providing an inclusive setting and providing every possible opportunity to develop the full potential of all children. All children are valued and their self-esteem promoted. We work in close partnership with parents/carers who play an active and valued role in their child's education. Our aim is that all children with individual needs participate in activities appropriate to their abilities and they are supported to reach their potential academically, physically and socially.

Our Special Educational Needs Coordinator (SENDCo.) is an integral part of our School. The emphasis is on identifying and supporting children who require additional support, some of whom may be identified as having Special Educational Needs and/or Disabilities (SEND). We are committed to meeting the needs of all our pupils. This is a shared responsibility and there is good liaison between all staff, parents and outside agencies. Based on each pupil's specific requirements, the SENDCo. will liaise with parents as to the level of support that is required.

This policy is informed by the current SEND Code of Practice: 0 to 25 (2015), the Equality Act (2010) and the Children and Families Act (2014). We consider the guidance in the current Code of Practice reflects good practice and we therefore make use of and observe this guidance where appropriate. The policy of the School is to continually assess the guidance available from all sources and particularly from government departments.

Definition

Special educational provision is defined as educational or training provision that is additional to, or different from, that made generally for others of the same age.

The SEN and Disability Code of Practice (2015) states that a child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty or disability if he or she has a significantly greater difficulty in learning than the majority of others of the same age, or 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. For children aged two 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.

We recognise that a range of learning support needs exist in this school. For some pupils the difficulties might be mild and short term but for others they may be long term and more complex. We implement provision for pupils whose difficulties may fall into one or more of the four areas of need identified in the Code of Practice (2015).



A child who has needs aside from those of his peers, and that could impair academic or social progress may possibly be because of one or more of the following:

- speech and language disorders
- a physical disability
- a sensory processing disorder
- Dyslexia, Dyspraxia, Dyscalculia, ADD, ADHD etc
- emotional/behavioural problems
- a mental disability
- health problems
- English as an additional language
- Gifted academically or talented creatively

Objectives

The School's objectives in relation to pupils requiring learning support are to:

- apply a whole school policy to meeting pupils' individual needs
- ensure that children who require learning support are identified as early as possible and the appropriate provision made for them
- initiate assessments when it is considered appropriate either internally or by an outside agency
- maintain Broadhurst School's SEND register and ensure that all school staff are aware of each pupil's needs so that these may be met in all school settings
- liaise with children, parents, staff and outside agencies (when appropriate) in order to make the best possible provision for children with additional needs
- ensure that the pupil's records include information relating to his/her individual needs and that the interventions have been put in place
- conduct regular reviews and monitor and evaluate pupil progress
- make the best use of the available resources (both human and material) in school
- develop confidence, self esteem and understanding in basic skills by differentiating our activities so that they are achievable by all children and that all children experience success
- inform parents at all times of any decisions concerning their child's education and to form working partnerships

Admissions

There is no discrimination on the grounds of race, creed or gender. Children will be accepted if there are spaces in the appropriate year group and the meeting with parents prior to entry indicates that Broadhurst School can meet their individual needs. However, the school recognises that it must be prepared to make reasonable adjustments to accommodate the needs of any prospective pupil under the Equality Act.

Some children will enter the school with known SpLD/SEND. When children are admitted to the School, permission is obtained from parents to seek reports and advice from any professionals involved in the identification and treatment of any SpLD/SEND or any difficulties or conditions which may lead to SpLD/SEND. If a pupil has a statement/ Education and Healthcare Plan (EHC Plan), we have regard to the SEND Code of Practice for provision in planning a graduated approach which is reviewed appropriately, seeking external help from specialists as required, in discussion with parents.

The Special Educational Needs Coordinator (SENDCo)

The SENDCo is available to see parents at certain times. Appointments can be made through the school office. The role includes the following duties:

- day to day operation of the Special Needs Policy
- reviewing the policy
- providing advice to staff
- supporting and liaising with staff about the completion of Education, Health and Care Plans (EHCP)
- working alongside staff to assist them in identifying, assessing and planning for children's needs and ensuring that children make progress
- recommending, overseeing and maintaining specific resources for individual needs

- monitoring, evaluating and reporting on the provision for children with individual needs to the Headmistress
- co-ordinating with the Senior Management Team the range of support available to children with individual needs
- in conjunction with the class teacher liaising with parents of children with individual needs
- liaising with outside agencies to ensure children have access to specialist testing where required
- in collaboration with the Headmistress ensuring records are kept and passed to the child's next school and if necessary liaising with SENCo's at receiving schools
- attending training and regular cluster meetings to share approaches and ideas
- the SENDCo will liaise with external professionals in drawing up an EHCP and planning suitable strategies
- the SENDCo will organise meetings with external professionals, parents, carers and the key worker to monitor progress
- offering support for gifted and talented provision in order to enhance progress even further

Resources

The school has a variety of resources, which are regularly reviewed and updated to ensure their suitability for children with individual needs. When purchasing new equipment, we consider the needs of all children, including those with a disability or individual needs. We will explore ways of making specialist equipment available if needed, but occasionally have to ask parents to provide a specific piece of equipment for their child.

Resources are stored centrally as well as also kept in individual classrooms. They are available to be used and shared across any part of the school. Staff may request to borrow an item of equipment from any room or for additional resources to be purchased for an individual need.

Identifying SEND

Our method of assessing any individual needs of a child commences the day they first attend Broadhurst School. The child is allocated to a class teacher who then becomes responsible for the monitoring and recording of the progress of that child.

Where possible we try to meet every child's needs within the classroom by ensuring that our planning, teaching and approaches meet the needs of the majority of children in our school. With regard to the identification of all children's strengths and weaknesses:

- we observe the progress that all the children make and note any child who seems to be having difficulties in any area of learning. This includes children who are having difficulties in behaviour, concentration and/or emotional regulation
- we record progress and share it with parents regularly
- we differentiate teaching and learning and work with children individually
- if we feel that a child needs something additional to, or different from, our usual provision, we discuss this with parents and prepare an Individual Educational Plan (IEP) outlining clear targets for that child which are reviewed regularly
- we plan ways in which parents and carers can also support their child's progress at home
- this should be a continuing process and regular discussions between parents, teachers, SENDCo and Headmistress may follow

- we may request further support by liaising with outside agencies for children who continue to make little or no progress in specific areas

Process

We have due regard to the process for additional SEND support as identified in the SEND code of Practice as follows:

Assess

In identifying a child as needing SEN support, the early years practitioner, working with the setting SENCO and the child's parents, will have carried out an analysis of the child's needs. This initial assessment should be reviewed regularly to ensure that support is matched to need. Where there is little or no improvement in the child's progress, more specialist assessment may be called for from specialist teachers or from health, social services or other agencies beyond the setting. Where professionals are not already working with the setting, the SENCO should contact them, with the parents' agreement.

Plan

Where it is decided to provide SEN support, and having formally notified the parents, the practitioner and the SENCO should agree, in consultation with the parent, the outcomes they are seeking, the interventions and support to be put in place, the expected impact on progress, development or behaviour, and a clear date for review. Plans should take into account the views of the child. The support and intervention provided should be selected to meet the outcomes identified for the child, based on reliable evidence of effectiveness, and provided by practitioners with relevant skills and knowledge. Any related staff development needs should be identified and addressed. Parents should be involved in planning support and, where appropriate, in reinforcing the provision or contributing to progress at home.

Do

The early years practitioner, usually the child's key person, remains responsible for working with the child on a daily basis. With support from the SENCO, they should oversee the implementation of the interventions or programmes agreed as part of SEN support. The SENCO should support the practitioner in assessing the child's response to the action taken, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and its impact on the child's progress should be reviewed in line with the agreed date. The impact and quality of the support should be evaluated by the practitioner and the SENCO working with the child's parents and taking into account the child's views. They should agree any changes to the outcomes and support for the child in light of the child's progress and development. Parents should have clear information about the impact of the support provided and be involved in planning next steps.

In liaison with parents, we occasionally arrange for external specialist staff to come into school to offer support to individual children with specific needs. Such staff will go through the normal security clearance procedure and are funded by the parents.

If a pupil continues to demonstrate a significant cause for concern, a request for statutory assessment, which may lead to an EHCP, may be made to the appropriate local education authority and the school will support the parents through this process. In some rare cases the school may be unable to meet the needs of a child. The Headmistress will always be involved in such cases and advise parents on the options open to them.

Parental involvement and support is encouraged and welcomed as it is vital to the success of the education of all pupils. At all stages, the class teacher and SENDCo work closely with parents to listen to their views in order to build on pupils' previous experiences, knowledge, understanding and skills. The School can advise parents on suitable outside agencies to contact for information, assessment or therapy. Parents are then encouraged to share subsequent reports and recommendations with the School so that information can be disseminated to staff. This includes educational psychologists, optometrists, speech and language therapists, dyslexia organisations, OT therapists, attention deficit specialists and others. This information can be accessed by parents from the School's Office.

When children leave Broadhurst School, with parental permission, we welcome staff from receiving schools to come and discuss the needs of the children or visit schools to attend transition meetings, when possible.

Gifted and Talented Children

Definition

Gifted describes learners who have the ability to excel academically in one or more subjects such as English, Mathematics or Science.

Talented describes learners who have the ability to excel in practical skills such as Sport, Music, Drama, Leadership or an applied skill.

Process

The identification of gifted and talented pupils is a process in which all teaching staff have a part, but it is overseen and coordinated by the SENDCo.

There are three ways of meeting the needs of gifted and talented pupils:

1. Acceleration consists of enabling a pupil to access work which would typically be for older pupils. Children have access to work for older children as the class teacher differentiates work on a daily basis to allow pupils to work at their own level. Teachers will use a range of teaching and learning strategies that keep able children interested and provide them with an appropriate level of challenge.
2. Enrichment consists of broadening a pupil's education, providing the opportunity for these children to apply their knowledge and understanding in a broader sense. We shall

encourage problem-solving and investigative situations. Enrichment can consist of enabling a pupil to study aspects of a topic that there would not normally be time to investigate.

3. Extension occurs when pupils are encouraged to develop more sophisticated thinking and reasoning skills. This may involve additional resources and materials used to broaden gifted and talented pupil's appreciation of a topic. The class teacher may also liaise with parents and discuss opportunities to further develop particular abilities outside of school.

The gifted and talented cohort is monitored by the SENDCo and Headmistress through work sampling, classroom observation and discussion with staff and parents. Each pupil is monitored daily by his/her class teacher, who sets regular targets and monitors the achievement of those targets.

We believe that one of the most effective strategies for helping gifted and talented pupils to reach their full potential is ensuring that they develop as rounded persons, and so their progress in social and interpersonal skills is monitored as well as their progress within curriculum subject areas.

Headmistress:		Date:	
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