



Brompton Hall School

Special Educations Needs and Disability (SEND) Policy



1	Summary	Special Educations Needs and Disability (SEND) Policy	
2	Responsible person	Debra Law (Assistant Headteacher)	
3	Accountable SLT member	Pat Dubas (Executive Headteacher)	
4	Applies to	<input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
5	Who has overseen development of this policy	Pat Dubas (Executive Headteacher)	
6	Who has been consulted and recommended policy for approval	All relevant Stakeholders	
7	Approved by and date		
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1. Aims and Objective

1.1 The aim of this policy is to develop and provide a world class education for all our pupils with SEN and disability alike. We aim to raise the aspirations of and expectations for all pupils with SEN. Brompton Hall School, while providing a provision to support the needs of the pupils with SEMH and associated SEND needs, it also provides a strong focus on educational outcomes for the pupils. Pupils will receive specific support and provision as set out in their Educational Health and Care Plan.

1.2 Our aims are:

- 1.2.1. To promote an atmosphere and ethos that encourages pupils' spiritual, moral, social, physical and cultural development and British Values. Prepare all pupils for the opportunities, responsibilities and experiences of life.
- 1.2.2. To provide opportunities for pupils to access the local community and facilities
- 1.2.3. To encourage the pupils to be responsible and caring members of the wider community
- 1.2.4. To promote self-esteem by recognising and celebrating the achievement of individual pupils
- 1.2.5. To promote the ability to respect other people's points of view regardless of race, gender, religion, sexuality or ability
- 1.2.6. To promote, where appropriate, the inclusion of pupils within and outside school, ensuring that such inclusion is in accord with parental wishes and is of benefit to the pupil
- 1.2.7. To promote and encourage the involvement of parents and carers in all aspects of school life by welcoming them into school and helping them add to the positive and friendly aspect of the school.
- 1.2.8. To provide the community with opportunities to value our pupils as individuals and recognise their contribution to society



1.2.9. To work with a multidisciplinary team to meet the individual needs of each pupil, in accordance with their individual needs.

1.3 Our objectives are:

- 1.3.1. To provide relevant support for all our pupils and opportunities to learn and achieve.
- 1.3.2 To identify and respond to the changing needs of pupils ensuring they are able to further develop their potential as individuals.
- 1.3.3. To encourage and support pupils to enjoy the social interaction of coming to school and be able to effectively manage peer-to-peer relationships
- 1.3.4. To enable pupils to be able to understand their emotions and feelings and develop skills to effectively manage these
- 1.3.5. To work within the guidance provided in the SEND Code of Practice 2014
- 1.3.6. To operate a “whole pupil, whole school” approach to the management and provision of support for special educational needs
- 1.3.7. To provide support and advice for all our staff working with children with special educational needs, ensuring they are kept up to date with all relevant information on the needs of pupils and have regular opportunities to discuss pupils’ needs and provide professional development opportunities to expand their SEND pedagogy.
- 1.3.8. To provide a structure within which information on pupils can be collected, provided and processed systematically and within which decisions are promptly acted upon.
- 1.3.9. To provide support and advice for parents and families of children with special educational needs.

2. Definition of Special Educational Needs

- 2.1. Brompton Hall School recognises that all pupils in attendance at our school have a special education need and an EHCP, which is specific to that child and requires individual tailored support and provision.
- 2.2. Brompton Hall School recognises that every teacher (and member of the support team) is a teacher of every pupil.
- 2.3. Whilst it is recognised that young people with SEND are not a readily defined and discrete group, for the purposes of this policy Brompton Hall School adopts the legal definition provided by the 1996 Education Act: ‘A child has special educational needs if he or she has a learning difficulty which calls for special educational provision to be made for him or her’.
- 2.4. The SEN Code of Practice (2014) says a child has a learning difficulty if he or she:
 - has a significantly greater difficulty in learning than most 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 in mainstream schools or mainstream post-16 institutions.
- 2.5. Special Educational Provision means: 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 by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers.

- 2.6. Brompton Hall School recognises that there is a continuum of special educational needs which should be reflected in a continuum of provision and that good practice in special needs goes to the very core of excellent learning and teaching.
- 2.7. We recognise that pupils may have special educational needs in some areas of their learning and be identified as gifted and talented in others. Appendix 1 and 2 provide further details of the classification and types of SEND.

3. Scope of the Policy

- 3.1. This policy applies to pupils in attendance of Brompton Hall School. The policy applies equally to all pupils and their families whatever their gender, ethnic origin, home language, religion, disability, or social circumstances.
- 3.2. This policy also has implications for all our partners in the SEND process, e.g. partner Academies, governing bodies, parents/carers and statutory voluntary agencies.

4. Responsibilities

4.1 The Governing Body:

Venn Academy Trust board will ensure the Governing Body will use its best endeavours to ensure high quality education and support for all. The Governing Body are responsible for monitoring the progress of pupils and the effectiveness of this policy

4.2 Special Educational Needs Teachers:

Brompton Hall School recognises that all staff work with young people with SEND and that all teachers are teachers of those with special needs. All teachers are responsible for:

- Planning for and delivering provision for pupils with SEND.
- Maintaining and overseeing records of all pupils with SEND.
- Liaising with parents/carers of young people with SEND.
- Contributing to in-service training and professional development of staff.
- Liaising with external agencies and other SEND support services, health and social services and voluntary bodies.
- Managing a range of resources, human and material, including individual and group education plans linked to pupils with special educational needs.
- Providing support and advice to colleagues.
- Monitoring and evaluating the special needs provision and providing relevant reporting information on the progress of pupils with SEND

4.3 SEND Leadership



The Executive Headteacher has accountability for the overall leadership and management of all aspects of the work and provision for pupils with special educational needs. He or she will keep the Governing Body fully informed. The Assistant Headteacher, with responsibility for SEND, will be responsible for ensuring all systems, processes, support and assessments are in place and that these support all pupils with SEND, and enable all staff to have the relevant information they need to support the pupils,

4.4 Assessment:

Brompton Hall School recognises that assessment is an integral part of teaching and learning. It provides a framework for setting clear learning objectives and monitoring pupil progress and achievement. All teachers will set personalised targets for individual pupils however the individual's SEN will remain in consideration such as rate of pupil progress and a significant emphasis on personal and social development and progression. Accurate formative assessment and longitudinal analysis of pupil progress and achievement year on year provides a basis for the identification of aspirational End of Key Stage targets.

4.5 Annual Review/EHCP Meeting:

All pupils attending Brompton Hall School will have either an annual review/EHCP meeting, where possible pupils themselves will also attend these meetings. Through these meetings EHCPs will be reviewed and updated where relevant. At the annual review the EHCP is considered together with progress against individual targets. Parents and other relevant professionals involved with the pupil are invited to attend the review, which is conducted in accordance with the guidance set out in the SEN Code of Practice 2014. Longer-term goals will be discussed and agreed at the annual review for the coming year.

4.6 Curriculum:

The school curriculum is designed to meet the unique individual needs of each pupil while working within the remit of an overall curriculum framework. Each pupil is taught according to his or her age, ability and special educational needs. All pupils receive a broad and balanced curriculum, which includes the National Curriculum (in Key Stages 2, 3 and 4). Attainment for pupils in Key Stages 4, is where possible, accredited through appropriate national accreditation. In addition to this, through the school day, supported by the extended day and residential provision there is also a focus on:

- basic skills of literacy and numeracy;
- independent living skills and citizenship;
- leisure and recreation;
- vocational preparation.
- and where appropriate the opportunity to experience work experience, and work related learning opportunities, determined through an assessment of individual need and ability.



5. Philosophy

5.1 The key values and beliefs that underpin this SEND policy are:

- Value and respect for all.
- Equal opportunity for all.
- Recognition of individual differences with special regard for pupils with special educational needs and the need to adapt provision and practices to reflect the differing needs
- The development of skills for life through the provision of appropriate learning opportunities.
- A constant search for improvement in the quality of service.
- Commitment to the statutory requirements of legislation, including partnership between pupils, parents/carers and professionals.

6. Statement of Principles and Values

6.1 The principles and values:

The principles and values within the Brompton Hall School's policy are underpinned by the need to:

- Promote high standards of education for pupils with SEND which have appropriately adapted to enable them to achieve the high standards and expectations
- Encourage young people with SEND to participate fully in the Brompton Hall School community and take part in decisions about their education.
- Work with other statutory and voluntary bodies to provide support for pupils with SEND.

6.2 For pupils with special educational needs

For pupils with special educational needs, the key principles underpinning this vision and through which the above aims are to be met are:

- Early intervention.
- Promoting inclusive education.
- Partnership with parents and carers.
- Promoting high expectations supported by the strategies to achieve these
- Equality of opportunity.
- Sharing responsibility.
- Continuum of high quality provision.
- High quality trained staff.
- Procedures, which are clear and effective.
- Monitoring, review and evaluation.
- Partnership with the pupils.



6.3 Early Intervention:

Brompton Hall School recognises that the early identification of a child's Special Educational Needs, together with appropriate multi-disciplinary intervention, should reduce the need for more intensive support later in the child's life. In working towards this principle Brompton Hall School will ensure that:

- All relevant staff will work closely with primary and secondary colleagues on transition.
- Every consideration will be given to the views of parents/carers and the pupils in the assessment and decision making process
- Procedures for other agency referrals will be actively used and reviewed regularly.

6.4 Promoting Inclusive Education:

Brompton Hall School recognises that inclusion is a process requiring collaborative input from parents/carers, partner schools and academies, support services, other agencies and the broader community.

6.5 Partnership with Parents/Carers:

The best results are achieved where Brompton Hall School and its parents/carers work together. In working towards this principle Brompton Hall School will:

- Assist parents/carers in their understanding of Special Educational Needs procedures, and Brompton Hall School provision, other support available for their child and additional sources of help and information, for example, voluntary organisations and social services support.
- Provide opportunities for mediation and discussion where necessary.
- Ensure that assessment and review processes seek and take account of the parents/carers and child's views wherever possible.
- Provide clear written descriptions of the support services available for the pupils with special educational needs within Brompton Hall School and the local area.
- Provide information in a variety of formats about the range of voluntary and statutory agencies which may be able to assist parents/carers of pupils with special educational needs.
- Value families as the prime educators of their children.
- Recognise that families have valuable knowledge of their child, which service providers should encourage them to share.
- Encourage families to be actively involved in relevant training/planning appropriate to their child's needs.
- Promote mutual respect as the basis for communication between Brompton Hall School and families. This should include sensitivity to family's needs, desires and understanding.



- Develop and promote open, honest and effective means of communication about the needs of pupils who have SEND.
- Deliver information in an appropriate and accessible form.

6.6 Promoting High Expectations:

Brompton Hall School will set high standards for pupils with special educational needs with an expectation that they will achieve their full potential. In working towards this principle, Brompton Hall School will ensure that:

- Every student experiencing Special Educational Needs will have the barriers to achieving their potential identified and removed as much as possible, through the provision of highly effective support, communication and strategies.
- The use of assessments and the value added data will provide effective measures of the performance of pupils with special educational needs.
- All young people should be supported in developing their self-esteem and recognising their self-worth. Through this it is anticipated that pupils will contribute to the setting, assessment and review of personal goals.

6.7 Equality of Opportunity:

Pupils with SEND are entitled to equality of opportunity in all aspects of educational provision and access to a broad and balanced curriculum, including the National Curriculum. In working towards this principle Brompton Hall School will ensure that:

- All pupils are valued equally.
- All pupils will be expected to make progress regardless of gender, disability, race, faith and culture.
- All pupils have access to a relevant, broad and balanced curriculum including the National Curriculum. The main aim of additional and specialist resources and learning is to enable the pupils to access this curriculum.
- Additional resources will be allocated to those pupils with the greatest need. This will be achieved through adherence to the Code of Practice and to the staged approach to identification and assessment of special educational need.

6.8 Sharing Responsibility

6.8.1 Brompton Hall School recognises that parents/carers are their child's first educators. Meeting young people's special educational needs is a shared responsibility. Working towards this principle Brompton Hall School will share responsibility with a range of other partners and agencies.

6.8.2 Brompton Hall School believes that the interests of the pupils can best be served by viewing identified difficulties as a whole. Procedures will recognise the importance of sharing information and collaboratively devising support programmes for pupils with special educational needs. This is especially important at those periods of a child's educational life where transition from one phase of life or education is involved.



6.9 Continuum of High-Quality Provision.

In working towards this principle Brompton Hall School will:

- In accordance with the Code of Practice and Disability Discrimination Act ensure that a pupil's special educational needs will be met alongside his or her peers and within his or her own community, but that within this context the provision will be relevant to the individual pupil's needs.
- Ensure that a continuum of provision is available to meet a continuum of need.
- Keep under regular review Special Educational Provision to ensure there is consistency between policies within Brompton Hall School
- Work with the Special Educational Needs support services to improve the quality of provision.

6.10 High Quality Trained Staff

6.10.1 Pupils with SEND, and their families, have a right to be supported by high quality, skilled professionals. Brompton Hall School will support this principle through ensuring staff have access to a Professional Development Programme which directly addresses the development of expertise in special educational needs, and that staff are held accountable for delivering high quality SEND provision and support.

6.10.2 Monitoring Review and Evaluation

6.10.3 Brompton Hall School will conduct internal reviews at least annually to complement the on-going monitoring and evaluation of provision, outcomes and progress.

6.10.4 Parents/carers also have a role to play through their contribution to reviews/EHCP meetings of their child's learning.

6.10.5 In carrying out its responsibilities towards pupils with special educational needs Brompton Hall School will:

- Keep its arrangements and provision for SEND under review.
- Review the effective use of its resources.
- Review and evaluate arrangements for individual education planning and reviewing, including parental and Support Services involvement.
- Internally monitor all SEND arrangements and curricular provision. Such monitoring will take account of the Brompton Hall School's Development Plan and SEND Policy.

6.11 Monitoring and Evaluation:

The monitoring and evaluation of the effectiveness of provision towards meeting the additional needs of pupils who have special needs covers a range of important and interrelated areas. In particular:



- Allocation and effective use of resources.
- The views of parents/carers and pupils
- The provision for pupils with special needs within Brompton Hall School including annual review of EHCP's and individual learning plans.
- Individual pupil progress as measured against set targets.
- Use of delegated funds.

6.12 Partnership with Pupils

We believe that partnership with the pupils is essential in relation to SEND and they have the right to have their views incorporated into assessment and review, and to be involved in decision-making about their own SEND. Specifically:

- Pupils have the right to have their views, expectations and needs taken into account in all planning.
- All pupils have the right to learn together, develop relationships and prepare for life in an appropriate provision which meets their needs
- All pupils should be encouraged to develop a positive sense of self image and a pride in their own identity.
- All pupils should be encouraged to accept and value differences.

7. Admissions

Admissions to the school are through the consult process, with the consult being agreed by the relevant LA SEND team.

8. Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (June 2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (1/9/14)
- The National Curriculum in England
- Safeguarding Policy
- Teachers Standards 2012

APPENDIX 1

Broad areas of need – SEND Code of Practice 2014

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 of 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.

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), 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 difficulties

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. Schools and colleges should have clear processes to support children and young people, including how they will manage the effect of any disruptive behaviour so it does not adversely affect other pupils. The Department for Education publishes guidance on managing pupils' mental health and behaviour difficulties in schools

Sensory and/or physical needs

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 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 an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deaf/blind children 12 and young people is available through the Social Care for Deaf/blind Children and Adults guidance published by the Department of Health. 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.