



# Brompton Hall School

## Special Educations Needs and Disability (SEND) Policy



1	Summary	Special Educations Needs and Disability (SEND) Policy	
2	Responsible person	Vikki Eggleton (Director of SEND and Inclusion)	
3	Accountable SLT member	Josh Dudding (Principal)	
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	Vikki Eggleton (Director of SEND and Inclusion)	
6	Who has been consulted and recommended policy for approval	All relevant Stakeholders	
7	Approved by and date		
8	Version number	2.0	
9	Available on	Trust website	<input type="checkbox"/> Y <input type="checkbox"/> N
		Academy website	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
		SharePoint	<input checked="" type="checkbox"/> Y <input type="checkbox"/> N
10	Related documents (if applicable)		
11	Disseminated to	<input checked="" type="checkbox"/> Trustees/governors <input checked="" type="checkbox"/> All staff <input type="checkbox"/> Support staff <input type="checkbox"/> Teaching staff	
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### 1. Aims and Objective

1.1 The aim of this Special Educational Needs and Disabilities (SEND) policy is to ensure that all pupils at Brompton Hall School receive the support they need to thrive and achieve their full potential. This policy outlines our commitment to providing an inclusive education that meets the diverse needs of all pupils.

Our aims are to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND.
- Set out how our school will:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Help pupils with SEND make a successful transition into adulthood
  - 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
- 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

At Brompton Hall School, our vision is to create a nurturing, inclusive environment where every pupil is empowered to reach their full potential. We strive to celebrate individuality, promote diversity, and foster a love of learning, ensuring that all pupils feel valued, respected, and capable of achieving their personal and academic goals.

### 3. Legislation and Guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) 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, which sets out governors responsibilities for pupils with SEND
- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

This policy also complies with our funding agreement and articles of association.

#### **4. Inclusion and equal opportunities**

At Brompton Hall, we are committed to fostering an inclusive environment where every pupil, regardless of their background or individual needs, has equal access to a high-quality education. We believe that diversity enriches our school community and enhances the learning experience for all.

**Inclusion:** We recognise that each pupil is unique, with their own strengths, challenges, and potential. Our approach to inclusion ensures that all pupils feel valued, respected, and supported in their learning journey. We strive to remove barriers to participation and learning, providing tailored support and resources that meet the diverse needs of our pupils with Special Educational Needs and Disabilities (SEND). By promoting an inclusive culture, we encourage all pupils to engage fully in school life and to develop their confidence and self-esteem.

**Equal Opportunities:** We are dedicated to promoting equal opportunities for all pupils, ensuring that everyone has the right to thrive academically, socially, and emotionally. Our policies and practises are designed to eliminate discrimination, harassment, and victimisation based on any protected characteristic, including disability, race, gender, sexual orientation, and religion. We take proactive measures to identify and address any inequalities that may exist within our school community. We believe that every pupil deserves the opportunity to achieve their full potential, and we are committed to providing a safe, supportive, and stimulating environment where they can learn and grow. Our staff are trained to recognise and respond to the individual needs of our pupils, and we work closely with families and external agencies to ensure that all pupils receive the appropriate support and resources necessary for their success.

#### **5. Definitions**

##### **5.1 Special educational needs**

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

##### **5.2 Disability**

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.

##### **5.3 The 4 areas of need**

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, 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. (See Appendix 1)



## 6. Roles and Responsibilities

### 6.1 The IEB:

The SEND Link governor is Hannah Craven. The SEND link governor will:

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

### 6.2 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

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- Completing ILP documents each half term for pupils in their class.
- The progress and development of every pupil in their class
- Working closely with any Achievement Support Assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SEN Leaders to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents' concerns and agree their aspirations for the pupil

### 6.3 SEND Leaders

- Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school
- 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 within their EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND support and adaptive teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively



- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the Principal and school governors 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 Principal, 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 Principal, 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 Principal 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

#### **6.4 The Principal will:**

- Work with the SEN Leaders and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SEN Leaders and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- 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 SEN Leaders has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SEN Leaders, 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 SEN Leaders, 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 SEN Leaders 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

#### **6.5 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:

- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil
- The school will consider the views of the parent or carer in any decisions made about the pupil.



## 6.6 The pupil

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support.

This might involve the pupil:

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

The pupil's views will be considered in making decisions

## 7. SEND Information

### 7.1 Types of Special Educational Needs supported:

Our school currently provides additional and/or different provision for a range of needs, including:

- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Communication and interaction, for example, autistic spectrum condition, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, MLD
- Sensory and/or physical needs, for example sensory processing difficulties, epilepsy

### 7.2 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching supports all our pupils. The work will be adapted for individual pupils.

We will also provide the following interventions:

- In class TA targeted support
- Small group and 1:1 work
- Targeted support in their specific area of need
- Adapted support within lessons
- Specific identified interventions delivered by a trained member of staff
- Pastoral support including ELSA, supporting behaviour using blocks, Sensory Circuits, Fine and Gross Motor skills and Physical and Well-being sessions delivered by our Personal Development mentors Deliver Speech and Language interventions
- Ensure that pupils have access to interventions from external providers, if highlighted in the EHCP or recommended by other professionals
- Increased supervision for some pupils during unstructured time
- A clear behaviour policy implemented consistently by all staff

### 7.3 Additional support for learning

We have a dedicated team of Support Staff and a Personal Development Team to support the complex needs of our pupils. Teaching assistants will support pupils on a 1:1 basis and in small groups based on current need at the time and as directed by the class teacher. When we have concerns that a pupil will need additional or external support to meet their special educational needs then a request can be made to the Local Authority / service provider and/or other professional support services or voluntary organization which may include:

- Educational Psychologist
- Speech and Language Service,
- Specialist school nursing team
- CAMHS
- Wellbeing in mind

This list is not exhaustive. Advice may be sought from one or several service providers when considering the initiation of a statutory assessment. Throughout this process the local authority has a duty to request the opinions of parents the school and allied professionals.



#### **7.4 Expertise and training of staff**

Our SLT has a raft of experience working with children with all aspects of SEND. This includes the Executive Principal and Acting Principal.

We have a team of skilled staff who are trained to deliver SEND provision.

In the last two academic years, staff have been trained in the following (whether that be whole school training or specific members of staff):

- Safeguarding
- Visual supports and Structures
- Team Teach
- Adaptive Teaching
- Scripted Language
- Promoting Positive Behaviour
- Autistic Spectrum Disorder
- Attention Deficit Hyperactivity Disorder

We also have additional staff trained in specialist interventions and areas such as:

- Trauma informed practise
- WRAP
- Supporting behaviour using building blocks

#### **7.5 Securing equipment and facilities**

The type of support, equipment and facilities needed to support children with SEND is led by the child's individual need. EHCPs clearly lay out the type of support needed as a recommendation. They will also receive additional support linked to their needs. This support may take various forms:

- In class support from teaching assistants
- Small group support
- Specialist 1:1 support
- Support from external agencies
- Provision of specialist resources
- Children are given additional and differentiated support and interventions are put in place to support their learning and the impact of that provision measured.

#### **7.6 Complaints about SEND provision**

Complaints about SEND provision in our school should be made to the Acting Principal in the first instance. They will then be investigated using the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

#### **7.7 Contact details of support services for parents of pupils with SEN**

- All support services available across North Yorkshire are contained in the Local Offer. [SEND Local Offer | North Yorkshire Council](#)

#### **7.8 Contact details for raising concerns**

Josh Dudding  
Acting Principal  
Brompton Hall School  
Main Street  
Brompton-by-Sawdon





V E N N

Pioneer Inspire Achieve Collaborate Create

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Scarborough  
YO13 9DB  
01723 859121

## **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.