



# Brookmead School

Bringing learning to life and life to learning

## Brookmead School Special Educational Needs and Disability Policy

This policy has been drafted for review by the Teaching and Learning Committee in consultation with the school's SENDCo and in liaison with the SLT. At Brookmead School our SENDCo is Kim Brooks who is also a member of the Senior Leadership Team.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0 – 25 (July 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 (updated September 2024)
  - Schools SEN Information Report Regulations (2014)  
(<https://www.legislation.gov.uk/ukxi/2014/1530/part/3/crossheading/sen-information-report/made> )
  - Statutory Guidance & Brookmead School First Aid Policy (Updated April 2026)
  - The National Curriculum in England Key Stage 1 and 2 framework document September 2013
  - The Brookmead School Safeguarding Policy (Updated 2026)
  - The Brookmead School Accessibility Plan
  - The Teachers Standards updated December 2021

Changes to the SEN Code of Practice from April 2020

- Added link to guidance on 'Changes to the law on education, health and care needs assessments and plans due to coronavirus'.
- Removed version of SEND code that was valid until 31 March 2015. Clarified when 2001 SEND code is still applicable.
- Published the revised 'SEN and disability code of practice 0 to 25 years' which comes into effect on 1 April 2015.
- Added a link to the SENCOs mandatory qualification guidance. 12 September 2024.

The purpose of this policy is to:

- identify, at the earliest possible opportunity, barriers to learning and participation for vulnerable pupils and pupils with SEND and to target their needs effectively;
- ensure that every child experiences success in their learning and achieves to the highest possible standard ;
- enable all children to participate in lessons fully and effectively;
- value and encourage the contribution of all children to the life of the school;
- work in effective partnership with parents;
- work with the Governing Body to enable them to fulfil their statutory monitoring role with regard to the Policy Statement for SEND;
- work closely with external support agencies, where appropriate, to support the need of individual pupils;
- ensure that all staff have access to training and advice to support high quality teaching and learning for all pupils.

## What do we mean by Special Educational Needs?

*A person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others 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.*

SEN Code of Practice: 0 to 25 Years – Introduction xiii and xiv (updated September 2024)

At Brookmead we have high expectations of all our children and seek to support them effectively so that they succeed in their learning and achievement. We are committed to providing a curriculum and learning experience that brings our vision to life and enables **all** our pupils to:

- be proud of their achievements;
- enquire, explore and discover;
- be excited by their learning;
- find what they're good at
- ask questions;
- rise to a challenge;
- be curious;
- wonder and be amazed;
- think for themselves;
- want to be part of the team;
- be happy;
- be confident;
- care about others;
- be themselves

## Identifying children who require Special Educational Needs

**Support** There are four broad categories of Special Educational Needs:

### Communication and interaction

Children with speech, language and communication needs may have difficulty in the following ways:

- saying what they think or feel
- understand what others are saying
- not understanding or using non-verbal social cues of communication

Children with Autism Spectrum Condition may have difficulty with:

- social interaction
- language
- communication
- sensitivity to different environments

### Cognition and learning

This incorporates the needs of children who are learning at a slower pace than their peers, even with appropriate scaffolding, and include:

- moderate learning difficulties (MLD)
- severe learning difficulties (SLD) – likely to need support in all areas of the curriculum with associated difficulties with mobility and communication
- profound and multiple learning difficulties (PMLD) – severe and complex learning difficulties as well as physical or sensory impairment

### Social, emotional and mental health

Children may demonstrate a wide range of social and emotional difficulties in the following ways:

- children may be withdrawn or isolated;
- display challenging, disruptive or disturbing behaviour;
- experience anxiety or depression, self-harming or substance misuse;
- display physical symptoms or behaviours (e.g. eating disorders) that are not medically explained;
- display attention deficit (ADD), attention deficit hyperactivity (ADHD) or attachment issues...

## **Physical and sensory**

This applies to children who require special educational provision because they have a disability. These difficulties can be age related and may change over time:

- Vision impairment (VI);
- Hearing impairment (HI);
- Multi-sensory impairment (MSI) - could be vision and hearing;
- Sensory processing disorder (SPD);
- Physical disability (PD) - additional ongoing support and equipment access.

These four broad areas give an overview of the range of needs that are planned for by the school.

At Brookmead School we are focused on supporting the needs of the whole child; this means that pupils' social and emotional wellbeing is considered alongside any identified special educational need a child may have.

## **How do we identify pupils with special educational needs?**

Teachers are responsible for the learning and wellbeing of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Maximising engagement through high quality teaching and a rich curriculum experience which meets the needs of all individual pupils, is the first step in supporting pupils who have or may have SEN.

At Brookmead, the progress of every child is monitored. Teachers raise concerns with the SENDCo where the progress of an individual child:

- is significantly slower than that of their peers starting from the same baseline;
- fails to match or better the child's previous rate of progress;
- fails to close the attainment gap between the child and their peers.

Parents are encouraged to raise any concerns they may have regarding their child's learning directly with the school. Parents who may have concerns that their child has special educational needs should discuss this first with their child's class teacher who will discuss this further with the SENDCo.

We take all parental requests seriously and investigate them all. Concerns are best addressed through effective partnership working between home and school.

When the interventions required to overcome barriers to learning become significantly different to those of their peers, and/or a child is identified as not making progress in line with their peers, the school will highlight the child as having special educational needs (SEN) and seek to identify a cause. At this point advice from external professionals such as a community paediatrician or educational psychologist may be sought. Pupils are placed on the school's SEN register. The school may also advise parents to contact their GP if they think their child may be suffering from a specific condition or disability.

Once a child has been identified as having SEN, the class teacher will invite the parents to a meeting to:

- formally let them know that their child is being placed on the SEN register;
- discuss the child's strengths and capabilities alongside their needs for support (this will also be discussed with the child);
- agree a plan and provision and a date for review.

At the beginning of each academic year the following information is reviewed and updated by the previous and current class teacher. This is carried out in conjunction with parents and the

child and includes discussions about:

- the child's interests;
- what they enjoy about school;
- what they find challenging and what helps them to achieve.
- what parents can do to support their child at home;
- relevant family events or medical interventions which may affect the child's learning.

Each term interventions are reviewed and targets assessed. The class teacher will meet with the SENDCo to agree new challenging targets, together with the personalised provision that has been in place - this may be 1-1 support or group work. The progress of each intervention is tracked weekly and comments recorded regarding the progress made towards each target.

At Brookmead we believe that children learn best alongside their peers. Our aim is for all children as far as possible to be working independently in class, and for all children to be challenged appropriately so they can achieve.

Teachers plan to spend time working directly with children with SEN, individually or as part of a group. Children with SEN may also receive targeted support from a Teaching and Learning Support Assistant (TLSA).

When planning interventions and additional support arrangements for children, our focus is to ensure the effectiveness and impact of the provision, which is measured by outcomes and pupil achievement, not by the number of hours spent supporting a child. At Brookmead, support is targeted to enable children to develop the appropriate attitudes and behaviours for learning so that they can be successful at school without becoming dependent on the support of an adult.

This approach reflects the cycle of 'Assess, Plan, Do, Review' required in the SEN Code of Practice updated September 2024 and Special Educational Needs and Disabilities (SEND) and Alternative Provision (AP) Improvement Plan March 2023.

### **Moving to an EHCP (Education, Health and Care Plan)**

If children fail to make the progress expected of them, in spite of high quality, targeted support at SENs, we may apply for the child to be assessed for an EHC Plan. Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need additional support to learn effectively;
- The gap in achievement between the child and their peers is so wide that we think it likely that the child may at some point benefit from special school provision;
- Significant additional resource is required to support a child effectively.

Having a diagnosis (e.g. of ASD, ADHD or dyslexia) does not necessarily mean that a child needs an EHC Plan.

Following receipt of a request for an EHC Needs Assessment, the Local Authority will carefully consider all the information/evidence presented. Within 6 weeks from receiving the request a decision will be made whether or not an EHC Needs Assessment is required. Parents and the school are then informed of the decision in writing. Further information can be found here:

<https://familyinfo.buckinghamshire.gov.uk/send/education-and-send/education-health-and-care-plans/>

## **Adaptations to accommodate pupils with SEN**

Brookmead School has a site which is suitable for pupils with disabilities. The school is on one level with ramps where there are steps; there are two easy-access toilets. Other adaptations to the physical environment are made, as appropriate, to accommodate children with other sensory disabilities.

All our children access the full National Curriculum, and we recognise achievement and expertise in all curricular areas. As part of normal class scaffolding, curriculum content and ideas can be simplified and made more accessible by using visual, tactile and concrete resources. Children are also supported through pre-learning and preparation for new topics.

See accessibility plan.

## **Access to extra-curricular activities**

All children at Brookmead are expected to participate in all school activities, including extracurricular clubs, school visits and residential trips. Where necessary additional support is available to meet the physical and learning needs of our children. Learning visits are an important part of our curriculum and we aim for all children to benefit from them. No child is excluded from a trip because of SEN, disability or medical needs.

## **Staff expertise**

All our teachers are trained to work with children with SEN. All staff have access to advice, information, resources and training to enable them to teach all children effectively. We offer training and self-help opportunities through access to in-house or LA courses, provision of books or guidance towards useful websites.

Our TLSA team has a wide range of expertise and experience from working with children with a wide range of needs.

We work effectively with a range of agencies for specialist advice and support, including Educational Psychologists, Cognition and Learning Team, Hearing Impairment Team, Sight Impairment Team and medical practitioners and CAMHS.

## **Children with social, emotional and mental health needs**

Behaviour is not classified as a special educational need. If a child shows consistent unwanted or disruptive behaviours, the class teacher will assess the child's needs, taking into account family circumstances and the child's known history of experiences. If the child's behaviour is felt to be a response to trauma or to home-based experiences (e.g. bereavement, parental separation) we will discuss this with the family and may call on the support of external agencies, for example, Family Resilience Service, CAMHS or Pupil Referral Services.

All children's behaviour is responded to consistently in line with our Positive Behaviour Policy; while reasonable adjustments are made to accommodate individual needs, the school expects all children to respond appropriately with the right level of support. The school has a zero-tolerance approach to bullying, especially towards children with SEN and disabilities. We will actively investigate all allegations and, if there is cause, work with both the bully and the victim to resolve concerns.

## Transition arrangements

### Transition into and within school

We understand how difficult it can be for children and parents as they move into a new class or a new school and do what we can, according to the individual needs of the child, to make transitions into Brookmead and between classes as smooth as possible.

This may include, for example:

- Additional meetings for the parents and child with the new teacher/time within the new setting
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.
- Enhanced transition arrangements are tailored to meet individual needs.

### Transition to secondary school

Transition reviews for Year 6 pupils are held, where possible, in the Summer Term of Year 5 or the Autumn term of Year 6.

The secondary school SENDCo is invited to the Year 6 Annual Reviews where possible and other review meetings as appropriate. Additional transition arrangements may be made at these reviews e.g. extra visits, travel training etc.

## The role of governors

It is the statutory duty of the governors to ensure that the school follows its responsibilities to meet the needs of children with SEND following the requirements of the Code of Practice (updated 2024).

The Governor with particular responsibility for SEND is the Chair of Governors, Gavin Sandmann. The SEND governor meets each term with the SENDCo. Issues relating to SEND are reviewed at Teaching and Learning Committee Meetings. The SENDCo reports at least annually to the Full Governing Body on the progress and achievement of SEN pupils and the effectiveness of provision within the school.

## Concerns and complaints

The school will endeavour to work in partnership with parents to ensure a collaborative approach to meeting pupils' needs.

Parents may wish to seek the support of the Buckinghamshire Special Educational Needs and Disability Information, Advice and Support (SEND IAS) Service. (Formerly Parent Partnership) <https://www.buckinghamshire.gov.uk/schools-libraries-and-parks/bucks-sendias-service/contact-sendias/> (Telephone: 01296 383754).

If parents wish to make a complaint this should be done through the school's complaints procedure. (A copy of the procedure can be downloaded from the school website: [https://www.brookmead.bucks.sch.uk/docs/policies/Compliments\\_and\\_Complaints\\_Policy\\_End\\_July\\_2023.pdf](https://www.brookmead.bucks.sch.uk/docs/policies/Compliments_and_Complaints_Policy_End_July_2023.pdf)) All complaints are taken seriously and are heard through the school's complaints policy and procedure.

## The Local Offer – Buckinghamshire County Council

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. Buckinghamshire's Local Offer is available from the website <https://familyinfo.buckinghamshire.gov.uk/send/>

## **Equal Opportunities**

The school is committed to providing equal opportunities for all, regardless of race, faith, gender, disability or lifestyle in all aspects of school life. See accessibility plan for how this relates to children who may have SEN.