



Policy Title: <b>Special Educational Needs and Disability (SEND)</b>	Reviewed: <b>September 2022</b>
School Section: <b>Brontë House</b>	Reviewer: <b>Susan Bell</b>
Audience: <b>Staff</b>	Monitor: <b>Helen Simpson</b>
	Revision: <b>1.1</b>

## Brontë House School – Special Educational Needs and Disability (SEND) Policy

The school (which includes the EYFS) recognises that all pupils are entitled to an education relevant to their needs and abilities. The school aims to develop a whole school response to Special Educational Needs and Disability (SEND) provision, and to provide a caring humane environment where children can gain self-esteem and confidence. The Policy incorporates requirements from the Special Educational Needs and Disability Code of Practice issued by the Department for Education in January 2015.

### Definition of Special Educational Needs and Disabilities

Bronte House School adopts the definition of Special Educational Needs given in section 20 of the Children and Families Act 2014, namely that:

“children have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them. Pupils have a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of children of the same age;
- (b) have a disability which prevents or hinders them from making use of facilities of a kind generally provided for children of the same age in mainstream schools; OR
- (c) are under compulsory school age and are likely to fall within the definition above when of compulsory school age (or would so do if special educational provision was not made for them).”

Similarly, the school uses the definition of disability (as stated in the Equality Act 2010) given in the SEN Code of Practice 2015: “...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

### **1. SEND Provision**

In Ashdown and Bronte House School, special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in mainstream schools in England.

- 1.1 The school will encourage the development of a partnership with parents and agencies when implementing this policy.
- 1.2 All pupils will have, as far as possible, full access to the curriculum, including the National Curriculum, no matter what their special needs are.
- 1.3 All pupils will be provided with an education relevant to their needs and abilities.
- 1.4 The school aims to raise standards by identifying ways in which pupils with any kind of special need can realise their full potential.
- 1.5 All school staff will work with children with SEND, to ensure a whole school approach is undertaken.



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- 1.6 In the case of a child with an EHC Plan (Education, Health and Care Plan) being placed in the school by a Local Authority, the school will take responsibility for the day-to-day provision set out in the EHC plan.
- 1.7 The school will also ensure it makes adequate provision for children whose parents are being given assistance by the Local Authority to make the school suitable for their child.
- 1.8 The school will check that the Local Authority is fulfilling its responsibility for annually reviewing the EHC plans and will cooperate with the LA in the review process.
- 1.9 In the Early Years Hannah Foster Head of Early Years will oversee the children with Special Educational Needs. She works in conjunction with the SENCO Miss S Bell and SEN Lead Practitioner Mrs C Bolton to provide any specific support.
- 1.10 Miss S Bell is the named SENCO for Key Stages One and Two and Mrs C Bolton is the SEN Lead Practitioner.

## 2. Identification of Pupils with SEND

- 2.1 All staff are to be aware of the importance of identifying and providing for pupils with SEND
- 2.2 The aim of formally identifying a pupil with SEND is to help the school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four-part process: assess, plan, do and review.
- 2.3 **Assess** – This involves clearly analysing the pupil’s needs using a variety of approaches.
- 2.3.1 There will be an audit of all pupils in Key Stages One and Two at the start of each academic year by the class teacher, from which an up-to-date Record of Learning Difficulties will be produced for each class. The class teacher will maintain its accuracy throughout the year. The Record of Learning Difficulties will identify those children who have particular weaknesses or difficulties academically or physically. The SENCO will ensure that the Record of Learning Difficulties are updated by the class teacher.
- 2.3.2 The audit will include information from a variety of sources including the class teacher’s assessment and experience of working with the child. EYFS profiles (where appropriate) and results from a variety of tests including PIRA, PUMA, GAPS and SWST.
- 2.3.3 Children in the EYFS are all assessed against the Early Learning Goals. These results and Pira Tests results are discussed with Year 1 teachers as part of the transition process.
- 2.3.4 Where deemed necessary, children will be assessed using the Special Needs Assessment Profile (SNAP) which enables an early identification of possible dyslexia and other learning difficulties.
- 2.3.5 Advice from external agencies will also be considered where appropriate.
- 2.3.6 The parents of the child will be kept informed at all stages of the process.
- 2.4 **Plan** – Planning will involve consultation between the teacher, Special Educational Needs Coordinator (SENCO) and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review.
- 2.4.1 For children who require additional learning support outside the classroom as a result of the assessment process, an Individual Graduated Approach Plan (I-GAP) will be drawn up.
- 2.4.2 The I-GAP is completed by the SENCO and the class teacher in conjunction with the child and parents. Hannah Foster Head of Early Years is responsible for I-GAPs in EYFS.



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- 2.4.3 The I-GAP should include a pupil profile which is agreed with the child and parents, a maximum of three targets for each term, relevant interventions including duration and members of staff responsible and regular reviews with parents.
- 2.4.4 The completed I-GAPs and Class Profiles are kept in a central location on the school's computer system in the shared area/learning support. The children and parents should be aware of the targets that have been set and these should be reviewed regularly.
- 2.4.5 A school register is maintained of all children identified with special educational needs and details are also kept on ISAMS, the school computer system. The SENCO ensures that the I-GAPs are regularly updated along with the SEN register.
- 2.5 **Do** – Resources will be made available to pupils with SEND, and support will be provided in the classroom and the Learning Support Unit as necessary. Appropriate teaching and learning strategies and resources will be necessary for differentiating tasks to make the curriculum more suitable for these pupils.
- 2.5.1 Pupils with SEND will be fully integrated within the school.  
Arrangements will include a variety of settings aimed at meeting their needs, and these may include some one-to-one work and small group work, as appropriate.
- 2.5.2 In Key Stage 1 extra support will be given by teaching assistants within the classroom setting. At Key Stage 2, extra support will be given in the form of withdrawal groups by the teaching assistants for mathematics and by the SENCO for English.
- 2.5.3 In the EYFS, key workers identify pupils for whom they have concerns and liaise with the Head of Early Years or Nursery Manager to derive a program of support. If necessary, outside agencies are involved. Individual Graduated Approach Plans are put in place where necessary.
- 2.5.4 The support provided by the SENCO includes:  
support sessions for the dyslexic pupils and SHINE targeted interventions in reading comprehension, grammar, punctuation and spelling to small groups of children requiring support in English.
- 2.5.5 Additional support in maths using SHINE targeted interventions, is provided to small groups of children by trained teaching assistants.
- 2.6 **Review** - The effectiveness of the support and interventions and their impact on the pupil's progress should be evaluated regularly through regular reviews and consultations with parents, pupils and staff.

### **3 Types of Special Education Need and Disability (SEND)**

- 3.1 For purposes of auditing and record keeping, SEND can be divided into four main types.
- 3.2 **Communication and Interaction** – This includes children with speech, language and communication needs who may have difficulty saying what they want to, understanding what is being said to them or do not understand or use social rules of communication. It would also include children with Asperger's Syndrome and Autism.
- 3.3 **Cognitive and Learning** – This includes children who learn at a slower pace than their peers even with appropriate differentiation and includes specific learning difficulties such as dyslexia, dyscalculia and dyspraxia.



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- 3.4 **Social, emotional and mental health difficulties** – This includes children who may be withdrawn or isolated, disruptive or disturbing, hyperactive or lack concentration and includes disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.
- 3.5 **Sensory and/or physical needs** – This includes children who have a disability which prevents or hinders them from making use of the educational facilities generally provided. It includes children with visual impairment, hearing impairment or a multi-sensory impairment.

#### **4 Access to the School for Pupils with SEND**

- 4.1 The school is built on two levels with only staircase access. It must be recognised that the School is a listed building and extensive modifications to the fabric of the building are not permitted. Access may not be suitable for pupils with certain physical difficulties, and this must therefore be taken into account when considering the admission of new pupils with physical disabilities.
- 4.2 Parents and prospective parents of disabled children can obtain copies of the school's Accessibility Plan from the school. This shows the ways in which we plan to make our building progressively more accessible to disabled pupils, parents and visitors.

#### **5. Staffing Policies and Partnerships with Outside Agencies**

- 5.1 INSET will be provided on the learning needs of pupils with special educational needs and disabilities as and when necessary, as identified in the School Development Plan.
- 5.2 Outside agencies will be used to provide assessment of needs, support and facilities, as decided at planning visits, or in consultation with support agencies.  
Parents will be informed and consulted at all stages.
- 5.3 Information, records of intervention and I-GAPs of individual pupils with SEND will be forwarded to new schools if pupils change schools.
- 5.4 The Head and Deputy Heads are available to liaise with the Special Educational Needs Co-ordinator as appropriate.

#### **6. Equal Opportunities**

- 6.1 All pupils at Bronte House School have an equal right to develop and achieve their potential. Equality of opportunity underpins the school curriculum and the work of the school.
- 6.2 The Science Policy embraces equality of opportunity for all, with particular regard to the protected characteristics as outlined in the Equality Act 2010. Further information on this can be found in our Equal Opportunities Policy.

#### **7. Health and Safety**

- 7.1 Health and Safety must always be considered when carrying out any activities. If there is a conflict between a policy, procedure, or scheme of work and a Health and Safety consideration, the latter will always take precedence. See Health and Safety Policy.



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## **8. Current Staff Responsibilities**

**Head:** Sarah Chatterton

**Deputy Head (Academic):** Helen Simpson

**Deputy Head (Pastoral):** Fiona Pearson

**Head of EYFS:** Hannah Foster

**Special Educational Needs Co-ordinator:** Susan Bell

**SEN Lead Practitioner:** Caroline Bolton

## **9. Links with Other Policies**

- 9.1 There are policies for all individual subject areas which give further detail on the implementation of the Special Educational Needs and Disability Policy within those subjects.
- 9.2 The school policy on Special Educational Needs and Disability embraces policies and procedures for assessment, Equal Opportunities, Health and Safety, the SENDA plan, homework, performance management, More Able Pupils, Educational Visits, Sex & Relationships, PSHEE and Staff Code of Conduct.

## **10. Review and Monitoring**

- 10.1 The Head and Deputy Head(Academic) monitor the overall effectiveness of the Special Educational Needs and Disability Policy, the individual subject policies and the schemes of work in use in the school through:
  - (a) regular staff meetings;
  - (b) the monitoring of teachers' planning;
  - (c) meetings with individual Curriculum Co-ordinators and the Special Educational Needs Co-ordinator;
  - (b) the direct observation of class teaching;
  - (c) the examination of pupil workbooks;
  - (d) the analysis of test results and assessments;
- 10.2 The Head reports on the monitoring of progress at each regular meeting of the Governing Body.

**Date: September 2022**