



Policy Title: Special Educational Needs and Disability (SEND)	Reviewed: September 2025
School Section: Brontë House	Reviewer: Caroline Bolton
Audience: Staff	Monitor: Helen Simpson
	Revision: 1.3

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

Brontë 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. Types of Special Education Need and Disability (SEND)

For purposes of auditing and record keeping, SEND can be divided into four main types.

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 Autism Spectrum Disorder.

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.

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.

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.



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2. Identification of Pupils with SEND

All staff are to be aware of the importance of identifying and providing for pupils with SEND.

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 follows the graduated approach of assess, plan, do and review in line with the SEND Code of Practice.

Assess – This involves clearly analysing the pupil's needs using a variety of approaches.

- Children's needs will be identified through class teacher observations and discussions with the SENCo.
- The class teacher's assessment and experience of working with the child will also help in identifying children's individual needs. These assessments are EYFS profiles (where appropriate) and results from a variety of tests including PIRA, PUMA, GAPS and SWST.
- 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.
- 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.
- Advice from external agencies will also be considered where appropriate.
- All assessments are shared with parents at every stage of the process.

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.

- For children who require additional learning support outside the classroom because of the assessment process, an Individual Graduated Approach Plan (I-GAP) will be drawn up.
- The I-GAP is coproduced with the SENCo, the class teacher, the child and parents. Samiie Hargreaves, Nursery Manager is responsible for I-GAPs in EYFS.
- The I-GAP should include a one-page 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.
- The completed I-GAPs 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.
- 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.

Do – Resources will be made available to pupils with SEND, and support will be provided in and outside the classroom as necessary. Appropriate teaching and learning strategies and resources will be necessary for differentiating tasks to make the curriculum more suitable for these pupils.



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- 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.
- In Key Stage 1 extra support will be given by teaching assistants within the classroom setting and by the SENCo for Grammar, Spelling and Punctuation. (GaPS). In 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 Grammar, Spelling and Punctuation. (GaPS).
- In the EYFS, key workers identify pupils for whom they have concerns and liaise with the Nursery Manager and SENCo to derive a program of support. If necessary, outside agencies are involved. Individual Graduated Approach Plans are put in place where necessary.
- The support provided by the SENCo includes support sessions for small groups of children requiring support in grammar, punctuation and spelling and SHINE targeted interventions in comprehension.
- Additional support in maths using SHINE targeted interventions, is provided to small groups of children by trained teaching assistants.

Review - The effectiveness of the support and interventions and their impact on the pupil's progress should be evaluated regularly through I-GAP reviews, consultations with parents, pupils and staff, assessment data, observations and professional feedback.

3. Roles and Responsibilities

SENCo: Mrs C Bolton

Responsible for:

- Overseeing the day-to-day operation of the SEND register.
- Coordinating provision across the school.
- Liaising with staff, parents and external agencies.
- Ensuring high-quality staff training and development.
- Tracking progress and reviewing interventions
- Supporting transition arrangements.
- Ensuring compliance with SEND legislation.

Headteacher: Mrs Sarah Chatterton

Responsible for:

- Ensuring the school meets its statutory responsibilities.
- Overseeing staffing, training and resources.
- Supporting a culture of inclusion.

Teachers

Responsible for:

- The learning, progress and wellbeing of all pupils in their class.
- Delivering high-quality, differentiated teaching.
- Identifying emerging needs and share concerns promptly.
- Implementing and review provision plans.
- Working closely with the SENCo, support staff and families.



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Teaching Assistants

Responsible for:

- Delivering targeted interventions
- Supporting pupils in class
- Contributing to reviews and progress monitoring

Governing Body/Proprietor

Responsible for:

- Ensures the school fulfils its duties under the Equality Act and SEND Code of Practice.
- Monitors the effectiveness of SEND provision.

4. SEND Provision

Ashdown and Brontë House School provides special educational provision that is additional to or otherwise different from, the educational provision made generally for pupils of the same age.

The school will encourage the development of a partnership with parents and agencies when implementing this policy.

All pupils will have, as far as possible, full access to the curriculum, including the National Curriculum, no matter what their special needs are.

All pupils will be provided with an education relevant to their needs and abilities.

The school aims to raise standards by identifying ways in which pupils with any kind of special need can realise their full potential.

All school staff will work with children with SEND, to ensure a whole school approach is undertaken. 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.

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.

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.

In the Early Years Samiie Hargreaves Nursery Manager will oversee the children with Special Educational Needs. She works in conjunction with the SENCo Mrs C Bolton to provide any specific support.



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5. Access to the School for Pupils with SEND

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.

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.

6. Educational Health and Care Plans (EHCPs)

If a child's needs are significant, long term, and not met by SEND Support alone, the school may work with parents to request an **Education, Health & Care Needs Assessment**.

The school will:

- Gather evidence from assessments, interventions and external reports
- Assist with documentation
- Contribute to annual reviews
- Support the implementation of provision and outcomes in an EHCP

7. Staffing Policies and Partnerships with Outside Agencies

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.

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.

Information, records of intervention and I-GAPs of individual pupils with SEND will be forwarded to new schools if pupils change schools with consent from parents.

The Head and Deputy Heads are available to liaise with the Special Educational Needs Co-ordinator as appropriate.

8. Equal Opportunities

All pupils at Brontë 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. The school ensures compliance with the Equality Act 2010, including reasonable adjustments for disabled pupils.



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9. Health and Safety

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.

10. Current Staff Responsibilities

Head: Sarah Chatterton

Deputy Head (Academic): Helen Simpson

Deputy Head (Pastoral): Fiona Pearson

Nursery Manager: Samiie Hargreaves

Special Educational Needs Co-ordinator: Caroline Bolton

11. Staff Training

Brontë House School is committed to ongoing staff development.

Training may include:

- Autism and social communication.
- Dyslexia and literacy needs.
- Speech and language development.
- ADHD and executive functioning.
- Behaviour and emotional regulation.
- Sensory processing.
- Medical needs and first aid.
- Early identification in EYFS.

12. Review and Monitoring

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) staff meetings.
- (b) the monitoring of teachers' planning.
- (c) meetings with individual Curriculum Co-coordinators 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.

The Headteacher reports on the monitoring of progress at each regular meeting of the Governing Body.

13. Complaints Procedure

Parents with concerns about SEND provision should:

1. Speak to the class teacher.
2. Contact the SENCo.
3. Contact the Headteacher.
4. Follow the school's Complaints Policy if unresolved.

14. Links with Other Policies



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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.

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.

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.

Keeping Children Safe in Education (KCSIE)

Date: November 2026