



JOIN THE LEARNING ADVENTURE

Special Educational Needs and Disability Policy  
(SEND)

SENCO: Chloe Maynard,  
SEN Governor: Gemma Tombs

Signed (chair):	Name:	Date:
Signed (Head):	Name:	Date:
Reviewed by: Chloe Maynard	Date of Review: 23.1.24	Notes of revisions:
Ratified by: Full Governing Body on		Next Review: January 2025

## Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices	SEND policy	Date	
EIA CARRIED OUT BY:		EIA APPROVED BY:	

### Groups that may be affected:

Are there any concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for positive impact
Age (young people, the elderly: issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication).		X
Gender Reassignment (transsexual)		X
Marriage and civil partnership		
Pregnancy and maternity		
Racial Groups (consider: language, culture, ethnicity including gypsy/traveller groups and asylum seekers)		X
Religion or belief (practices of worship, religious or cultural observance, including non-belief)		
Gender (male, female)		X
Sexual orientation (gay, lesbian, bisexual; actual or perceived)		X

Any adverse impacts are explored in a Full Impact Assessment.

## **Introduction**

At Bromley Heath Junior School, we pride ourselves on treating every child as an individual. We aim to provide an inclusive broad and balanced curriculum for all children; responding to children's diverse learning needs and overcoming potential barriers to learning.

We strongly believe that every teacher is a teacher of every child including those with SEND.

This policy has been developed in consultation with all stakeholders: staff, governors, parents and pupils and reflects the changes to the SEND Code of Practice 0-25 guidance 2015 and is available alongside our school information report (Local Offer) on our website. [www.bhjs.org.uk](http://www.bhjs.org.uk)

In line with the Code of Practice Chapter 6 (Appendix 4), we identify pupils as having SEND if they do not make adequate progress once they have received appropriate interventions, reasonable adjustments and good quality personalised teaching (Quality First Teaching).

*"...A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age..."*

(Code of Practice 2015 Chapter 6: 6.15)

The Governing Body and teaching staff endeavour to ensure that the necessary provision is made for any pupil who has special educational needs and that those needs will be made known to all who support them, including parents and carers.

## **Aims**

All children in our school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND, by working collaboratively with parents and carers and listening to the voice of the pupil.

We believe that:

- All children should be valued equally
- All pupils can learn and make progress
- All teachers are teachers of children with Special Educational Needs and disabilities (SEND)

## **Objectives**

To identify, at the earliest opportunity, children with special educational needs and/or additional needs.

To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.

To work within the guidance provided in the SEND Code of Practice 2015.

To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.

To include the views of the child when planning appropriate support.

To actively engage and support children through every teacher being a teacher of every child, including those with SEND.

An appropriately qualified and/or experienced SENCO will be provided by the school to ensure that all of the points in this policy are upheld.

To provide support, advice and facilitate training for all staff working with pupils with SEND.

To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

### **Identifying Special Educational Needs**

Children's needs may be categorised into four broad areas; these include:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school however we also recognise other barriers to learning which may not solely be SEND and may include:

- Disability
- Medical needs
- Attendance and/or punctuality
- Gifted and Talented
- Underachievement
- Health and Welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after / adopted child
- Being a child of a serviceman/ woman
- Being a child who has a family member in prison
- Unexplained behaviour difficulties

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate.

### **A Graduated Approach to SEND support: Assess**

A clear understanding of a child's needs is critical in planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching. Information that teachers may draw upon include;

- Teachers' observations, assessments and experience of a pupil
- SENCO Observations
- Pupil progress, attainment and behaviour
- The individual's development in comparison to their peers
- The views and experience of parents
- Pupil's own views (including a 'Pupil Passport')
- Advice and observation from external support services such as the Educational Psychologist, School Health Nurse etc.

We recognise that assessment is an ongoing process which incorporates a holistic view of the child, acknowledging their strengths, as well as their differences.

### **A Graduated Approach to SEND support: Plan**

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place (Quality First Teaching).

Teachers adapt their teaching and provision to overcome the barriers of learning, whilst allowing equal access to the whole class curriculum. Appropriate adaptations may involve modifying or repetition of learning objectives; access to resources, and support and scaffolds to learning in order to ensure full accessibility to the curriculum where possible. Teachers are guided by the BHJS Toolkit, which lists appropriate recommendations for support and will also seek the support of the SENCO when required.

We believe that parents and pupils are an integral part of the planning process and both are therefore invited to contribute their thoughts and ideas during regular meetings throughout the year. A 'Pupil Passport' aids this process alongside a 'Support Plan' which in collaboration with parents and pupils will identify clear targets and outcomes for the child to support their need. Advice will be sought and followed from various outside agencies as required following concerns raised.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account of the statutory requirements included in their EHCP.

### **A Graduated Approach to SEND support: Do**

The teacher is at the centre of the day to day responsibility for working with all pupils, including those with identified SEND. It is imperative that the teacher works closely with all

adults involved with children with 1:1 provision, or any interventions outside of the classroom, and has the responsibility to ensure that the pupil's needs are planned for. The teacher is ultimately responsible for assessing the impact of targeted interventions.

### **A Graduated Approach to SEND support: Review**

Teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, pupils with recognised SEND will have review meetings involving parents and pupils where their planned outcomes will be reviewed at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

Have the pupils met their expected targets?

Are the pupils on track to meet their end of year/ key stage target?

Is there an improvement in the previous rate of progress?

Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

### **The role of Parents/ Carers and Children in the graduated approach**

At Bromley Heath Junior School, we recognise the strong emphasis within the Code of Practice (Ch6: 6.4) on improving the parent/carer voice and that of the SEND child. To facilitate this, three meetings a year will be organised for parents, carers and children to contribute to the graduated approach (assess, plan, do and review process) to ensure that the needs of the whole child are truly reflected in the provision being provided by the school.

### **Managing pupil's needs on the SEND register**

There are two ways in which a child with SEND might have their needs categorised: SEND Support or an Education Health Care Plan (EHCP). The main difference between these two categories is that those with an 'EHCP' have their needs outlined and protected in law by the local authority, whereas those children categorised as receiving 'SEND support' will be met through in house arrangements according to personalised, specific needs.

An SEND register will be kept and updated at least three times a year, following data analysis and Pupil Progress Meetings (PPMs).

Using the 'Assess, Plan, Do, Review' process, provision will be made for the emerging needs of each child on the register; using the skills and expertise of the Class Teacher, Teaching Assistants, SENCO and across the whole school. However, following the review and assessment process, the school may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the teachers, parents, the child and appropriate professionals. For more information, please see our School Information Report located on the school website.

**If it is felt that we are unable to fully meet the needs of a child, within the current context, we will:**

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs
- Carefully track and monitor support progress and attainment
- Liaise with other settings to develop support for a child
- Request a statutory assessment in order to put in place an EHCP
- Work closely as an alliance to maximise expertise and resources
- Involve pupils, parents and carers throughout this process, at all stages

The school is responsible for providing adequate resources through the budget assigned to SEND and this is monitored closely by the School's Business Manager and Head Teacher.

The funding for pupils who are eligible, through their EHCP is also tracked and monitored and reviewed annually, through the Annual Review process and then the SEND case panel within the Local Authority (South Gloucestershire). The panel will then identify if the EHCP will require any adjustment.

There are clear guidelines for the EHCP process through South Gloucestershire's Local Offer found on their website.

### **Training and Resources**

The training needs for all school staff may be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENCO attends regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.
- Staff Appraisals and teaching observations
- SEND Action Plan

Resources are purchased as and when they are required.

### **Roles and Responsibilities**

The SEND Governor will offer support and challenge to the school SENCO. They will meet at least three times a year to discuss strategic changes and developments using the SEND

action plan as a guide. The SEND governor, together with the SENCO, will then report back to the Full Governing Body regularly.

The SENCO will coordinate provision for SEND pupils across the school; liaise with external agencies and the SEND governor. The SENCO will update their practice and disseminate information to all of the staff within the school.

All Teaching assistants have a line manager (SENCO) within Bromley Heath Junior School and undergo a process of Performance Management annually. Their role is to ensure that, under the guidance of the class teacher, they are providing rich and varied learning opportunities and environments for the children in their care and that they are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant may be allocated to an individual child. Wherever possible, teaching assistants are invited to attend and contribute to a child's Annual Review process.

### **Storing and Managing Information**

All documentation linked to children on the SEND register is securely stored with access only to the school SENCO, members of SLT and Class Teachers. Documents are handed to the new school during the transition of pupils and copies are held on file for the period of time advised. Any documentation no longer required is passed to confidential waste and disposed of.

### **Dealing with complaints**

Positive home school relationships are essential in supporting a child's needs. Concerns and complaints can usually be dealt with between parents, carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools Complaints Policy and Local Authority processes.

### **Reviewing the policy**

The SEND policy will be reviewed on an annual basis by the Senior Leadership Team (SLT) alongside the Governing Body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff.

This policy is in conjunction with the school's Equal Opportunities (gender, age, race, sexual orientation, religion and belief and disability), Child Protection and SEND Code of Practice (2015) and the school's Disability Equality Plans.

The SEND policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) 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 (January 2015, updated April 2020)
- Schools SEND Information Report Regulations (2015)
- Statutory Guidance on supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan



- Teachers Standards 2012

The school also refers to South Gloucestershire Guidance on Pastoral Support Programmes and South Gloucestershire's Local Offer.

**Date to be reviewed:**            **January 2025**

**Signed:**