

# Brookland Federation

*'Brookland Junior School'*

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## Special Educational Needs & Disabilities (SEND) Policy



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<b>Written by:</b> HCC – adopted by school	
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## Legislation and Guidance

This policy refers to Part 3 of the Children and Families Act 2014, the Equality Act 2010 and the Special Educational Needs and Disability Regulations 2014. Full consideration has been given to the Code of Practice SEND 0-25 years (January 2015).

## Aims and Objectives

All children share a common entitlement to a broad and balanced curriculum, which meets their social and learning needs. We recognise that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching styles and differentiation. (RRS Article 23 & 28)

Our guiding principle is one of inclusion. We want to identify and break down possible barriers to learning in order that all children can achieve their best and become confident individuals living fulfilling lives. (RRS Article 29)

We are committed to making sure all pupils have the chance to thrive and supporting them to meet their full potential. We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

Our special educational needs and disabilities (SEND) policy aims to:

1. To implement the requirements of the SEND Code of Practice 2014 in accordance with LA guidelines.
2. To work in partnership with pupils and parents to enable pupils to achieve their short and long term goals.
3. To ensure that all staff are aware of the systems and procedures in place within the school in order that all children have the opportunity to make progress.

4. To ensure the most effective use of school staff, (teaching and non-teaching) and resources for pupils with special educational needs.
5. To use whole school assessment procedures to facilitate the early identification and assessment of pupils with special educational needs.
6. To ensure the ongoing use of consistent record keeping, assessment, planning, monitoring and reviewing procedures.
7. To ensure effective working arrangements with external agencies.
8. To promote continuity of SEND provision through effective transition between schools.
9. To enable staff, Head Teacher and Governors to evaluate the effectiveness of SEND provision within the school.

## **Definitions**

### **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.

### **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.

## **Equality and Inclusion**

Many children and young people who have SEN may have a disability under the Equality Act 2010- that is "... 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".

At our school, we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils a chance to thrive and fulfil their aspirations. We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## **Broad Areas of Need**

There are four broad areas of SEN, although in practice, individual children often have needs that cut across all these areas and their needs may change over time. At Brookland Junior School, we identify the needs of pupils by considering the needs of the whole child.

### **Communication and Interaction**

Children 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. Children with Autistic Spectrum Disorder (ASD) are likely to have particular difficulties with social interaction.

### **Cognition and Learning**

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. A wide range of needs are grouped in this area, including:

- Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties
- Severe learning difficulties
- Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment

### **Social, Emotional and Mental Health Difficulties**

These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:

- Mental health difficulties such as anxiety, depression or an eating disorder
- Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- Suffered adverse childhood experiences

These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

### **Sensory and/or Physical Needs**

Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.

Pupils may have:

- A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment
- A physical impairment

These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

## **Supporting Pupils with Medical Conditions**

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.

The school works closely with the School Nursing Service and where a medical condition requires special arrangements or adjustments in school, a planning meeting will be arranged. Pupils' needs

and the school's care arrangements will be recorded on a Health Care Plan. The School Nursing Service provides training for school staff as required.

Where pupils have a medical condition which requires medication to be administered in school, this can be arranged with the SENDCo and is usually carried out by one of our qualified first aiders.

### Roles and Responsibilities

The **Special Educational Needs & Disabilities Coordinator (SENDCo)** at our school is: Miss C Clark

She will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher 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 those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated 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 SEN and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- Work with the headteacher 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 headteacher, 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 headteacher, 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 headteacher 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

The **Class Teacher** is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach

- The progress and development of every pupil in their class
- Working closely with any teaching assistants and/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 SENDCo 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

**Teaching Assistants and Learning Support Assistants** are responsible for:

- Working under the direction of the class teacher, to support pupils to make progress and achieve independence. This may be done through:
  - In class support
  - Small Group interventions
  - 1:1 work

The **Head Teacher** will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO 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
- Have an overview of the needs of the current cohort of pupils on the SEND register
- With the SENDCO, 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 SENDCO, 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 SENDCO 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
- Make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

The **SEND Governor** is responsible for:

The SEND Governor at our school is: Miss C Curry

She will:

- Make sure that the school has an up to date SEND Policy.
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

- Make sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Help to raise awareness of SEND issues at governing board meetings
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

## **Parents and Carers**

Parents and carers should inform the school if they have any concerns about their child's progress or development.

Parents and 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:

- Invited to termly meetings to review the provision that is in place for their child
- 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
- Given an annual report on the pupil's progress

The school will take into account the views of the parent or carer in any decisions made about the pupil.

## **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 taken into account in making decisions that affect them, whenever possible.

## **School's Approach to Identification**

The school will seek to identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- 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.
- Widens the attainment gap.

It can include progress in areas other than attainment, such as wider development or social needs.

Limited progress and attainment may not always be identified as SEND:

- There are many behaviours and or presenting needs that do not necessarily mean that a child or young person has SEND. Where there are concerns, there should be a graduated approach following initial discussions with parents and the SENDCo.
- If other circumstances such as housing, domestic circumstances or bullying may be contributing to disruptive behaviour or learning delay, a multi-agency approach may be appropriate. Such events will not always lead to children having SEND but it can have an impact on a child's well-being and progress and will be supported by the SENDCo. (RRS Article 19)
- Slow progress and low attainment should not automatically lead to a pupil being recorded as having SEN. However, they may be an indicator of a range of learning difficulties or disabilities and should be tracked carefully.

A child must not be regarded as having a learning difficulty solely because the home language is not English.

### **[A Graduated Approach to SEND Support \(Wave of Support\)](#)**

#### **Wave One- Universal Provision (High Quality Teaching)**

As part of high quality teaching, all teachers constantly assess every child's attainment and progress. If a child is making less than expected progress, then the teacher will adapt their teaching to target the areas of weakness- this may include modifying teaching, use of resources or in class support. The majority of pupil's needs will be met through high quality teaching.

Where progress continues to be less than expected, the class teacher will do the following:

- Talk to the child about what they are finding difficult and discuss ways to help them.
- Talk to the parents/carers about their child's areas of strength and difficulty, concerns, the agreed outcomes sought for the child and the next steps.
- Talk to the SENDCo for further advice.
- Make further assessments.

All this information forms part of an initial assessment and will help to:

- Identify the child's strengths and weaknesses.
- Decide what the child and parents want to achieve.
- Decide what strategies will help the child.

The class teacher will record this information on the school's Assess, Plan, Do, Review form and discuss with the SENDCo. If it is decided that the child may have SEN then targeted provision will begin.

#### **Wave Two- Targeted Provision (School-based SEN Provision)**

Pupils receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

#### **Wave Three- Specialist Provision (Education, health and care (EHC) plan)**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget and from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **The Graduated Approach**

### **Assess**

The initial assessments will be reviewed regularly. This will help ensure that support and intervention are matched to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place, and their effect, is developed. For some types of SEND, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

### **Plan**

The teacher, SENDCo, child and parents will discuss the adjustments, interventions and support to be put in place- as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their strengths, needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded by the class teacher on the child's individual support plan.

### **Do**

The identified strategies will be put in place. The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

### **Review**

The effectiveness of the support and interventions and their impact on the child's progress will be reviewed termly. This review should include the views of the pupil and, if appropriate, they will attend. Parents and other professionals involved with the child will also be invited. The meeting will be recorded on the child's individual support plan. This contributes to more detailed assessment of their needs and the cycle starts again.

This four-part cycle through which earlier decisions and actions are revisited, refined and revised, gives a growing understanding of the child's needs and of what supports him/her in making good progress and securing good outcomes. As the cycle continues, interventions will typically be more intensive, individualised and sustained. We may also draw on more specialist expertise to help achieve the best outcomes. The SENDCo will make these referrals with the agreement of parents/carers and liaise with external agencies.

If this cycle of assessment and support does not lead to expected outcomes for the child and they continue to have significant difficulties, then the parents/carers and the school may decide to request an Education, Health and Care Plan.

**For more information on our approach to identification of need, please see Appendix 1 'Early Identification Flowchart'.**

## **Consulting and Involving Pupils and Parents**

Brookland Junior School will put the pupil and their parents/carers at the heart of all decisions made about special educational provision. We are committed to working in partnership with parents to support pupils with special educational needs and disabilities. We recognise that parents hold key information, knowledge and experience to contribute to the shared view of the child's needs and the best ways of supporting them.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record and given to their parents.

Parents and carers will be fully informed if their child is on the list for SEND Support and of any additional support in place for their son or daughter. The SENDCo will be available to meet with parents regarding supporting individual students through key transition points throughout the school calendar. We will also ensure that parents are actively encouraged to meet at regular intervals with the school team. Parents' comments are sought prior to the Annual Review of students with Education Health Care (EHC) Plans. Their views are taken into account at the annual meeting in order to review progress to EHCP outcomes and to plan for their child's future.

Should parents wish to discuss a concern, they are welcome to make an appointment to do so with the class teacher. The class teacher will then liaise with the SENDCo as and when appropriate. If, after speaking to the class teacher, you feel it is still necessary to meet with the SENDCo, you can do so by emailing the SENDCo on [senco@brooklandjm.herts.sch.uk](mailto:senco@brooklandjm.herts.sch.uk)

Individual arrangements will be made for parents who experience literacy or communication difficulties or who speak English as an additional language.

Parents have access to the SEND policy and can find further help and information, including where to find independent support and advice, in the schools SEND information report, both of which can be found on the school's website.

Meetings with parents are logged on our CPOMS system, as well as on each child's running commentary log.

### **Criteria for Exiting the SEND Record.**

If a child is making progress and has reached broad national attainment, without further need of additional provision, then they may be removed from the SEND register. This must be done with the agreement of the pupil, parents/carers and professionals working with the child.

### **Monitoring and Evaluation of SEND**

The SEND Governor and the Head Teacher meet with the SENDCo to measure the effective implementation of the School's SEND policy. They ensure that:

- Accurate records of intervention are kept for all pupils with SEND.
- The monitoring of pupils' progress shows improvement in attainment.
- Parental and pupil satisfaction is evident through review meetings and parent questionnaires.
- Annual reviews are successfully completed on time.
- Pupils with SEND have well defined and realistic support plans which facilitate full participation in school life.
- All staff are following the procedures laid out in the policy.
- All staff feel confident in managing the needs of SEND pupils.

There is a governor appointed as SEND Governor who is responsible for monitoring SEND policy and provision.

The Head Teacher makes a termly report to the full governing body meeting. An annual report is made by the Governing body to parents.

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENDCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

### **Training and Expertise of Staff**

Training will regularly be provided to teaching and support staff. The school actively encourages in-service training and the professional development of staff both teaching and non-teaching, in order to ensure good practice. The SENDCO and Senior Leadership Team regularly observe and share feedback with class teachers and support staff in order to develop good practice. They continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

The SENDCO attends DSPL4 SEND clusters and support group meetings and also external training sessions where appropriate.

The school SENDCO and Local Authority (LA) advisory staff provide SEND inset for teaching and support staff where appropriate. This may be whole school based or working with individual teachers. Teachers are also encouraged to attend training with external agencies.

The SENDCO provides induction sessions for ECTs and new members of staff to familiarise them with the SEND procedures. At the beginning of each school year, the SENDCO reminds all staff of the SEND procedures and advise of any updates in SEND arrangements.

### **Working Together With Others (Including Health and Social Care and Outside Specialists)**

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses

- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Cheshunt Extended Services (CHEXs)
- Social services

## **Transition**

Brookland Junior School works closely with the Infant School to ensure a smooth transition for children coming into our school from the Infants.

Advance planning for pupils in year 6 is also essential to allow appropriate choices of school to be considered and transition support to be put in place. The SENDCo will liaise with SENDCos of the secondary schools to ensure that effective arrangements are in place to support pupils at the time of transfer.

SEND records for children transferring into the school at other times are requested from the previous school and, where possible, information is sought by the SENDCo by telephone or by a visit, if appropriate. SEND records of children transferring out of the school are passed on to the receiving school and direct contact made where appropriate.

## **Admission Arrangements for Pupils with Special Educational Needs**

Pupils are admitted to the school according to the LA admissions criteria, provided their needs can be met in a mainstream school.

Admissions of children with EHC plans are discussed with the LA Special Needs Team and a planning meeting is held prior to admission.

## **Complaints Process**

If a parent/carer wishes to make a complaint about the special educational provision made for their child, they should first raise their concerns informally by contacting the SENDCo via the school office or emailing directly. A meeting will then be held to discuss the nature of the complaint. This will be recorded in writing, as will agreed action. A review date should be set.

If a parent has a serious cause for complaint, which has not been resolved to their satisfaction through meeting with school staff, they should submit their complaint in writing to the school with the course of action they hope to achieve. This letter will be dealt with by the Governing Body and a response made to the parent/carer.

## **Monitoring and Evaluating the Policy**

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND.
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents.

This policy will be reviewed by Miss C Clark (SENDCo) every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

### **Links With Other Policies and Documents**

This policy links to the following documents, all of which can be found on our school website:

- SEN Information Report
- Hertfordshire's Local Offer
- Accessibility Policy and Plan
- Behaviour Policy
- Supporting Pupils With Medical Conditions Policy
- Attendance Policy
- Admissions Policy
- Safeguarding/Child Protection Policy
- Complaints Policy

## Appendices

### Appendix 1- Early Identification Flowchart



#### Brookland Junior School SEND Identification Flow Chart

