BRIMSHAM GREEN SCHOOL POLICY / PROCEDURE DOCUMENT			
DATE ORIGINATED	May 2012	TITLE: Special Educational Needs and Disability (SEND) Policy	
LAST REVIEW	September 2026		
NEXT REVIEW	September 2027		
OWNER	J Hewitt		

Special Educational Needs and Disability (SEND) Policy

This Policy has been reviewed and approved by the Full Governing Body	
Signature (Chair of Governors)	Shaun Bailey ……
Date of review and approval	……05.10.26……

1.0 Introduction

This policy reflects existing national legislation and guidance, including the Special Educational Needs and Disability Code of Practice: 0 to 25 years (January 2015) and the Equality Act 2010.

Contextual information about the school

We are an inclusive school, equally ambitious for **all** our learners. We are proud to celebrate our differences and recognise students' individual successes. The Supportive Education Department has responsibility for our Resource Base, which provides exceptional support for students with physical disabilities and complex health needs, enabling access to a broad and stimulating curriculum, and a harmonious learning environment.

2.0 Objectives

Our Whole School Vision and Aims apply to ALL students, those with and without additional / special educational needs and disabilities (SEND).

Our Whole School Vision

Brimsham Green School nurtures the limitless potential of all learners, inspiring students and staff to excel.

Our Whole School Aims

- Be an inclusive community school.
- Be a happy, safe and resilient learning community.
- Develop aspirational, confident students who contribute readily to their community.
- Develop enquiring, independent learners who are highly motivated to achieve their full potential.
- Promote the acquisition of personal, social and academic skills.
- Promote self-discipline, reflection, tolerance, respect and understanding of others.
- Collaborate and work in close partnership with parents and members of our community.

Our Core Purpose: 'Inspiring all to excel'.

In addition, we have specific objectives related to meeting the needs of students with additional / special educational needs (AEN/SEND):

The specific objectives of this policy are designed to ensure that we work within the guidance provided in the SEND Code of Practice, 2015.

- To identify and provide for students who have special educational and additional needs, so that students make expected or better progress.
- To operate a "whole student, whole school approach" to the management and provision of support for special educational needs.

- To provide a well-qualified and experienced Special Educational Needs Coordinator (SENDCo) who will work with the SEND Policy.
- To provide support and guidance for all staff working with students with special educational needs and disability.

Brimsham Green School Resource Base for students with Physical Difficulties and Complex Health Needs

Brimsham Green School is additionally resourced by South Gloucestershire Council to meet the needs of secondary school aged children with physical difficulties and complex health needs. Students may be admitted to the Resource Base if they have an Education Health & Care Plan (EHCP), where their physical disability or complex health needs require a level of support which might not easily be accommodated within a mainstream school and where the following criteria are met:

- The student's primary area of need relates to their physical difficulties and/or health condition.
- The student requires the additional support of the specialist skills of Resource Base staff in the planning and delivery of a suitably differentiated mainstream curriculum.
- In some cases, the student may require additional paramedical support delivered on site by Health Service staff.
- The student will be able to achieve supported inclusion with mainstream peers for the majority of the week by the time of their first Annual Review, and working towards 80% inclusion by the time of the second Annual Review. Despite this target, the school's provision is designed principally for students who are able to access the majority of mainstream learning opportunities with appropriate support.
- Some students may also have learning difficulties, but these would be within a range that can be met within a mainstream school, and would be associated with the student's physical disability or health condition.

Some students may be using alternative or augmented methods of communication, perhaps signing or the use of a communication aid, because of communication difficulties arising from their physical difficulties.

Central to agreeing a Resource Base place for a student, is the consideration of whether we can meet their needs as set out in their EHCP through our reasonably adjusted and differentiated mainstream curriculum; if a students' needs cannot be met through them accessing 80% of our timetabled provision then we will be unable to meet their needs overall.

Further details relating to our Resource Base can be accessed via our school website.

3.0 Identifying Special Educational Needs

A child or young 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.

In accordance with the SEND Code of Practice 2015, the following indicators may suggest the need for further assessment but will not alone determine whether a student has SEND:

- Any student who is receiving long term intervention e.g. GCSE support group or social skills input.
- Any student with an identified need e.g. a student with ASD, or dyslexia AND require something additional.
- Any student who is significantly (*we interpret this as meaning 'working towards' in English and maths over two consecutive assessment points*) below their peers at a number of assessment points and following internal testing e.g. WRAT5, SALT screener indicates a learning need.

We will use the above three statements to further investigate if a student would benefit from being added to our SEND register.

At Brimsham Green school we consider the needs of the whole student, not just their special educational needs. The school aims to support students within the four broad categories of need as outlined in the Code:

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and or physical needs

However, it is recognised that in practice, students often have needs that cut across all these areas and their needs might change over time.

4.0 A graduated approach to SEND support

Teachers are responsible and accountable for the academic progress and social and personal development of the students in their class, including where students access support from Teaching Assistants. We believe that high quality teaching, personalised for individual students, is the first step in responding to students who have or *may* have SEND. Additional intervention and support cannot compensate for a lack of high quality teaching (SEND Code of Practice, 2015).

Students are identified as having SEND if they do not make adequate academic, social and emotional progress despite having received high quality teaching and reasonable

adjustments/intervention within the classroom. Brimsham Green School has a robust quality assurance schedule to ensure that high quality teaching is in place for all students. Coaching and support is available to improve teachers' understanding of strategies to identify and support vulnerable students and to expand their knowledge of the most frequently encountered SEND.

All students with SEND are allocated a key worker (known as a keyworker or a SEND progress monitor). The Keyworker's role is to monitor their students' progress and have an understanding of their needs. They will make contact with the parent/guardian three times a year after assessment points. It will be an opportunity to discuss progress in general and review the student's pupil portrait. Any change in need can be discussed with parents and guardians and updated pupil portraits will then be re-shared with classroom teachers. The main purpose of the pupil portraits is to set out students' needs and strategies to support them in class. This will not replace parental contact with tutors, heads of house and individual subject teachers.

All teachers are responsible for the regular monitoring and support of their students. Teachers are provided with information on attendance and conduct, enabling them to respond to needs. The teacher in conjunction with the SENDCo and the Deputy SENDCos considers all the information gathered from within the school about their students' progress, alongside national data and expectations of progress.

Further diagnostic testing including Reading Age, Spelling Age, Accuracy and Comprehension, is completed to identify individual skills and abilities of students working below age-related national expectations. From Year 9, students are tested, if necessary, to diagnose whether exam access arrangements are necessary. In addition, parents/guardians may contact us to raise their concerns, as can students. The school follows the Assess, Plan, Do, Review model as recommended in the Code of Practice and both parents/guardians and students are central to this process.

Brimsham Green works closely with a range of services across education, health and welfare that are able to provide specialist assessments for higher levels of need. Staff have regular opportunities for internal and external training to improve their knowledge and skills in supporting students with a SEND.

Managing students' needs on the SEND register.

Students who have Education, Health & Care Plans (EHCP) are coded as 'E' in SIMS. Students who do *not* have an EHCP but who still have special educational needs are known as 'SEND support' and are added to the SEND register, coded 'K' in SIMS. When a student is admitted

to Brimsham Green, information regarding their prior learning, attainment and additional needs will be passed on by their previous school and/or Local Authority. Within school, students are regularly assessed and monitored by teachers and any member of staff, parent/carer, or the student themselves, may flag concerns.

A student is added to the SEND register if they meet the criteria within Section 3 of this policy.

The register is reviewed, student by student, twice a year (in October and May) and in addition on an ad hoc basis in response to concerns held by members of staff/parent or carer/the student themselves and both the student and the parent/guardian are included in any proposed changes. It is the responsibility of the SENDCo to ensure the register is kept up to date.

5.0 Criteria for exiting the SEND register

As part of the review process described above, students without an EHCP may also exit the SEND register, and their progress will continue to be monitored as part of the school's assessment procedures and ongoing data collection. Students with an EHCP have their changing needs reviewed through the Annual Review process, in consultation with parent/carer and the Local Authority.

6.0 Supporting Students and Families

Students and parents/guardians might find the following information helpful:

- The South Glos local offer
- An explanation of the South Glos SEND local offer
- SEND and You
- South Glos parents and carers

The following information and policy documents are available on the school website and can be accessed **here**:

- Support for students with SEND
- SEND annual report
- Universal Offer
- Disability Equality Policy & Disability Accessibility Plan

Admission arrangements

The admission arrangements for students with SEND are the same as for all other students applying for South Gloucestershire secondary schools, namely parents complete a South

Gloucestershire admission form. If a child has an EHCP this should be indicated on the appropriate place on the form.

Admission for students with EHCPs, including those requiring a Resource Base, will be through the Local Authority Special Needs Panel. Discussions about secondary school placement are a key focus of the Year 5 Annual Review meeting.

7.0 Supporting students at school with medical conditions

Students with medical conditions should be properly supported to have full access to education, including physical education and school trips. Some students with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some may also have Special Educational Needs and may have an EHCP, which brings together health and social care needs, as well as their special educational provision, and the SEND Code of Practice (2015) is followed.

Further details on supporting students in school with medical conditions are available in the support for children with medical needs on the school website.

8.0 Monitoring and Evaluation of SEND

A nominated governor (Shaun Bailey) for Special Educational Needs links the Supportive Education Department with the governing body. The implementation of this policy is the work of the Supportive Education Department and Resource Base and is subject to regular scrutiny by the Full Governing Body and the Diminishing Differences committee. The school has rigorous systems in place to review the work of each department at the beginning and end of each year. The progress of all students is monitored closely throughout the year and it is the responsibility of the SENDCo to report to the Deputy Headteacher and Headteacher on the progress of students with Special Educational Needs. The SEND Governor, Shaun Bailey, formally reports to the Full Governing Body three times a year through Link Governor reports.

9.0 Training and Resources

It is the duty of the governing body to allocate and monitor funding for special needs. There is core funding for students at SEND support and additional funding for some students with EHCPs, dependant on their needs. As Brimsham Green is an inclusive school, resources are deployed by the Supportive Education Department to ensure full access to an appropriate curriculum for students with special educational needs.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all students, all staff are encouraged to take part in SEND training annually as part of their continued professional development. The school's SENDCo regularly attends the Local Authority SEND Cluster SENDCo meetings to keep up-to-date with local and national updates on Special Educational Needs and Disability, and has achieved the National SENDCo Award. The Headteacher is on the LA's High Needs Working Group, and co-chairs the Board of the locality SEND Cluster.

10.0 Roles and Responsibilities

- The role of the Governing Body:
  - The governing body must do its best to ensure that the school makes the necessary provision for every student with SEND. The governing body thereby assists in the development and monitoring of the school's SEND policy and strategy. **Our SEND Link Governor is Shaun Bailey.**
- The role of the Headteacher:
  - To ensure the SENDCo has sufficient time and resources to carry out these functions
- The role of the Deputy Headteacher:
  - To line manage the SENDCo.
  - To deputise in the absence of the SENDCo.
- The role of the SENDCo, **Mr G Russell**:
  - To ensure that the needs of students with an EHCP are planned for and met
  - To determine if the needs of students with an EHCP can be met, and working with external agencies (including the local Authority and Educational Psychologists) to prepare their provision
  - To monitor the progress or students at SEN E.
  - To Line Manage the Resource Base Manager and Deputy SENDCos.
  - To work closely with members of the Pastoral Team.

  Mr Russell's contact details are: send@brimsham.com or appointments can be made by contacting the school Reception, on 01454 868888
- The role of the Resource Base Manager, **Mrs E Pickup-Keller**:
  - To be responsible for ensuring students' physical needs are met in the Resource Base.
  - To take responsibility for the organisation, development and deployment of a large team of Teaching Assistants.
  - To complement the professional work of teaching staff by taking responsibility for designated learning activities with students under an agreed system of supervision in addition to supporting teacher-led activities.
- The role of the Deputy SENDCos (Mrs B Aviss and Mrs S Evans):

- To monitor and evaluate the progress (attendance, behaviour and attainment) of students at SEN Support.
- To design and lead the interventions for students with SEND.
- To lead the process for our SEND progress monitors.
- To liaise with members of the Pastoral Team concerning the attendance and behaviour of students at SEN Support through their leadership of the weekly inclusion meetings.
- To bring to the attention of the SENDCo any student where their provision is reaching the notional spend of £6,000.
- To assist the SENDCo to support and provide training for teaching staff (specifically ECTs) to support students at SEN Support to succeed in the classroom.
- To monitor and evaluate our provision of carefully selected small group and one-to-one interventions (EEF recommendation 4).

Associated Roles:

- Designated safeguarding lead:
  - *Ms J Hewitt, DHT*
- Person responsible for Pupil Premium:
  - *Ms J Hewitt, DHT*
- Person Responsible for Looked After Children (LAC):
  - *Mr G Russell, SENDCo*
- Person responsible for Medical Needs:
  - *Ms J Hewitt, DHT*

11.0 Storing and Managing information

Information will be managed in accordance with the school's data protection policy, available on the school website.

12.0 Accessibility

It is school policy that whenever possible students should have access to the full curriculum and remain within the mainstream classroom. It is the responsibility of subject departments and teachers to ensure that the curriculum is differentiated to meet the needs of the students.

A team of teachers and Teaching Assistants is available to support students. However, in addition to in-class support there is a continuing need to support a number of students on a withdrawal basis to work on specific skills.

In addition, Brimsham Green's Resource Base is the designated South Gloucestershire provision for students with physical difficulties and complex health needs of secondary age. Brimsham Green endeavours to overcome barriers to learning and provide our students with a mainstream education that will allow them to fulfil their potential and excel. The school will make reasonable adjustments in accordance with the Equality Act 2010 to ensure disabled students are not placed at a substantial disadvantage compared with their peers.

The school's Disability Equality Policy & Disability Accessibility Plan provide further information on the school's accessibility strategies and plans. They are available on the school website.

13.0 Dealing with Complaints

Complaints will be managed in accordance with the complaints policy which is available on the school website.

14.0 Bullying and Safeguarding

Brimsham Green School actively takes steps to mitigate the risk of bullying to vulnerable learners by collecting student voice and using this information to safeguard the needs of students with SEND, including the appropriate use of social media, but also promote independence and build resilience in their learning.

The school's Anti- bullying policy and Child Protection and Safeguarding Policies are available on the school website.

We recognise that students with special educational needs (SEN) or disabilities or certain health conditions can face additional safeguarding challenges, and are 3 times more likely to be abused than their peers. Additional barriers can exist when recognising abuse and neglect in this group, including:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- Students being more prone to peer group isolation or bullying (including prejudice-based bullying) than other students;

- The potential for students with SEN, disabilities or certain health conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs;
- Communication barriers and difficulties in managing or reporting these challenges.

Physical contact, which occurs regularly with an individual child or young person, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to students with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the child's permission before initiating contact. Staff should listen, observe and take note of the child's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the child for the minimum time necessary.

15.0 Linked Policies

Various school policies have relevance to the information contained in this document and can be accessed through the school website: http://www.brimsham.com/Our-School/Policies/

16.0 Policy Review

This policy statement will be reviewed annually by the Full Governing Body.

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REVISION LOG	
Revision No.	**Brief description of change**
Rev 8 - June 2019	1.0 Update named SEND Governor
Rev 9 – September 2020	2.0 Updated wording of school aims to incorporate all values
Rev 10 – September 2021	1.0 and 8.0 Name of SEND Governor updated, and Resource Base Manager inserted 12.0 – 14.0 policies updated
Rev 11 – September 2022	Owner changed from KGA to JHE 4.0 Reference to keyworker added 10.0 Responsibilities update: AHT Support, Care and Guidance names as LM of SENDCo, and therefore the person to deputise in the absence of the SENDCo. 14.0 section renamed to bullying and safeguarding. Details regarding safeguarding added.
Rev 12 – September 2023	Section 10.0 – Mr S Thomas replaced by Ms J Hewitt (and role updated to DHT from AHT) Section 10.0 – Responsibility of SENDCo added Section 11.0 and 14.0 Policy links updated
Rev 13 – September 2024	Section 1.0 – Change of link Governor Section 3.0 – Update to the identification of need Section 6.0 – Update to support available for families Section 8.0 – Reference to Diminishing Differences committee added
Rev 14 – September 2025	Section 10.0 – SEND Leader Teacher role updated and Teacher of SEND role added
Rev 15 – September 2026	Section 10.0 – Change of link Governor Section 10.0 – Deputy SENDCo added and Teacher of SEND removed