

Broomhill Primary School



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

Approved by:	Mr. Craig Priday Chair of Governors	Date: 17 th October 2025
Last reviewed on:	1 st September 2026	
Next review due by:	1 st September 2027	

This policy is available on the school website and is referenced in our staff handbook as well as being available electronically, it is also made available to all visitors.

Introduction

This policy has been written in line with the 2014 Children's and Families Act 2014, the Special Educational Needs and Disability (SEND) Code of Practice and the Equalities Act 2010. It sets out our vision for children and young people with SEND and expectations for how we work together to fully support these individuals.

Vision

Inclusion is at the forefront of everything we do at Broomhill Primary School. We truly believe that all children can reach their full potential with carefully constructed and tailored support. We aim high for all children and that includes children with SEND; we endeavour to make every child feel valued in our school family. We promote an inclusive culture, where respect for diversity is highly prioritised within our curriculum and other aspects of school life, to ensure that all learners are empowered to achieve.

Policy Aims

- Implementing key legislation such as the Children and Families Act (2014), SEND Code of Practice (2015), and the Equality Act (2010) effectively.
- Clarifying roles and responsibilities for all involved in learners with SEND.
- Promoting high-quality learning opportunities for all learners.
- Removing barriers to participation and fostering a sense of belonging for all.
- Prioritising the voice of the child/young person in practice.
- Collaborating with parents/carers, professionals, and Local Authorities.
- Supporting successful transitions for all children and young people through the phases of their education.

What is SEND?

Definitions of special educational needs (SEND) are taken from section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age

or

- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Children will have needs and requirements which may fall into at least one of the four areas, many children will have inter-related needs. The areas of need are:

- 1) Communication and interaction
- 2) Cognition and learning
- 3) Social, emotional and mental health difficulties
- 4) Sensory and/or physical

Identifying SEND

The benefits of early identification are widely recognised; identifying need at the earliest point and then making effective provision improves long-term outcomes for the child or young person. Broomhill Primary School takes a proactive approach in identifying and responding to SEND.

The skills and attainment levels of all learners are assessed by staff on entry, and decisions are made drawing on information from parent/carers, previous settings and the prior key stage.

Teachers and other practitioners, assess the progress of all students and identify those whose progress:

- 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 / young person and their peers
- Is raised as a concern by a parent / carer
- Is a concern for the child / young person

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEND.

SEND may be identified early for some pupils, while for others, difficulties emerge over time. Upon identification, barriers to learning are addressed and effective support is implemented.

- The first response is high quality teaching targeted at their areas of need.
- Where progress continues to be less than expected the teacher/practitioner alongside the SENDCo, may seek further assessment or screening to investigate needs further.
- While gathering evidence (including the views of the child / young person and their parents/ carers) extra support will be put in place where required to secure better progress, where required.
- Regular assessments and close monitoring ensure that support aligns with evolving needs, with data informing additional provision.

IDENTIFICATION OF SEND PROCESS AT BROOMHILL PRIMARY SCHOOL

1) Concern raised by member of staff, family member, or external professional.



2) Child added to monitoring list. Key actions decided such as interventions required etc.



3) Child reviewed on a termly basis. Progress, attainment, and attendance data will be explored further at this point. Ultimately, a decision will be made to add to SEND register or remove from monitoring list.



4) SEN pupil passport and support plan prepared and shared with child and parents.



5) Child commences the regular SEN support cycle and will be monitored carefully to see if external referrals are required.

Supporting Learners with SEND

Broomhill Primary School is committed to providing comprehensive support for learners with SEND, based on a graduated approach as outlined in the SEND Code of Practice (2015). This is guided by the Assess, Plan, Do, Review process, “a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the learner’s needs and of what supports the learner in making good progress and securing good outcomes”.

Quality First Teaching:

Our commitment to inclusive education begins with ordinarily available provision, which ensures that high-quality teaching is accessible to all learners. Through the Assess, Plan, Do, Review process, we identify areas where adaptations are needed to accommodate different needs. This approach not only benefits learners with SEND but enriches the educational experience for all students.

SEN Support:

For learners who require additional support beyond universal provision, our SEN Support system provides targeted interventions tailored to their specific needs. Collaborating with teachers, practitioners, and the Special Educational Needs Coordinator (SENDCo), we assess the individual requirements of each learner and implement appropriate strategies to facilitate their progress. This process is continually reviewed to ensure effectiveness and make necessary adjustments.

Specific Provision for More Complex Needs:

For some learners they may require more specialised support due to complex needs, including those with Education, Health and Care Plans (EHCPs). These learners will receive specific provisions tailored to their needs and that which is outlined in their EHCPs. This may include access to additional resources, specialist equipment, or personalised interventions designed to address their individual requirements effectively, including specialist or alternative provision.

Roles and responsibilities

Senior Leadership Team

- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Have high aspirations for all learners and provide a broad and balanced curriculum for SEND learners and support progression to the next phase of education.
- Prioritise early identification and intervention to meet the needs of all learners.
- Work collaboratively with parents / carers, wider professionals including the local authority ensuring the voice of the child or young person with SEND is central to practice.
- Ensure that an appropriately qualified member of staff is the designated SENDCO.
- Work with the SENDCO to determine the strategic development of the SEND policy and provision within the Academy.
- Ensure that the school has a published SEND Information Report on the website which sets out the details of how this policy is enacted within their local context. This will be reviewed and updated annually.

The SENCO

- The SENCo is Imogen Anderson.
- Work with the senior leadership team to determine the strategic development of the SEND policy and provision.
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual students with SEND, including those who have EHCPs.
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support through a process of assess-plan-do-review.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
- Be the point of contact for external agencies, especially the local authority and its support services.

- Liaise with potential next providers of education to ensure students and their parents are informed about options and a smooth transition is planned.
- Ensure that the Academy meets its responsibilities under the Equality Act 2010 regarding reasonable adjustments and access arrangements.
- Ensure the school keeps the records of all students with SEND up to date.

Teachers

- Each class teacher is responsible for the progress and development of every student in their class.
- High-quality teaching to meet the needs of all learners.
- Early identification of needs through a process of assess-plan-do-review.
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.
- Communicating with parents/carers regularly about the progress of their child and being the first point of contact if there are concerns.
- Working with the SENDCO to review each student's progress and development and decide on any changes to provision.
- Providing opportunities to extend and challenge so all learners can reach their potential.
- Ensuring they follow this SEND policy and the Information Report.