

Special educational needs and disabilities (SEND) policy

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1. Aims and objectives

Highfield and Brookham School is a non-selective school that warmly welcomes all students who are eager to embrace the opportunities available and thrive in its nurturing environment, whether they attend as day pupils or boarders. The directors and staff are dedicated to inclusivity, striving to give every child the best possible start in life. Recognising the importance of treating each child as an individual, the school welcomes pupils with physical disabilities and Special Educational Needs (SEN), as long as their learning requirements align with the academic curriculum and the Learning Support Department can provide the necessary assistance and support.

The aims of SEND provision at Highfield and Brookham are:

- › To ensure our school fully implements national legislation and guidance regarding pupils with SEND
 - › To create an environment that meets the special educational needs of each child in order that they can achieve their learning potential and engage in activities alongside pupils who do not have SEND;
 - › To request, monitor and respond to parents', carers' and pupils' views in order to establish high levels of confidence and partnership, and to make clear the expectations of all partners in the process;
 - › To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development;
 - › To offer support for pupils with medical conditions and full inclusion in all school activities by ensuring consultation with health and social care professionals;
 - › To identify the roles and responsibilities of all staff in providing for children's special educational needs;
 - › To make reasonable adjustments to enable all children to have full access to all elements of the school curriculum;
 - › To work in cooperation and productive partnerships with the Local Education Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
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- › Help pupils with SEND fulfil their aspirations and achieve their best
 - › Help pupils with SEND become confident individuals living fulfilling lives
 - › Help pupils with SEND make a successful transition into their future school
 - › Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
 - › Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
 - › Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
 - › Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Highfield and Brookham, we are dedicated to providing all pupils with access to a broad and balanced curriculum. Our commitment is to ensure that every student has the opportunity to thrive and reach their

full potential. We strive to create an inclusive environment where the educational provision is tailored to meet the diverse needs and abilities of all our pupils.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- › [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- › [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- › The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- › The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- › The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

4. Inclusion and equal opportunities

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 the 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.

5. Definitions

5.1 Special educational needs

The definition for SEND from the SEND Code of Practice (2015) states that a child or young person has special educational needs if he or she:

- › Has a significantly greater learning difficulty or disability than other children of the same age and requires educational provision to be made for him or her which is additional to or different from the provision being made through the differentiated curriculum for other children of the same age.
- › Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England. This includes health and social care.

5.2 Disability

According to the Equality Act 2010, children and young people 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.

5.3 The 4 areas of need

The Code of Practice 2015 identify four areas of need as being:

- › Communication and Interaction
- › Cognition and Learning
- › Social, Emotional and Mental Health
- › Sensory and/or physical Needs

AREA OF NEED	
Communication and Interaction	<p>Description: Challenges with communication, including difficulty understanding and using language, or challenges with social interaction.</p> <p>Examples: Autism Spectrum Disorder (ASD), Speech and Language Disorders.</p>
Cognition and Learning	<p>Description: Difficulties with learning, memory, problem-solving, and understanding information.</p> <p>Examples: Dyslexia, Dyscalculia, Moderate Learning Difficulties (MLD).</p>
Social, Emotional and Mental Health	<p>Description: Issues related to emotional well-being, behaviour, or social interaction that impact learning and development.</p> <p>Examples: Anxiety, Depression, Attention Deficit Hyperactivity Disorder (ADHD).</p>
Sensory and/or Physical Needs	<p>Description: Physical or sensory impairments that affect a child's ability to access the curriculum or interact with their environment.</p> <p>Examples: Visual Impairment (VI), Hearing Impairment (HI), Cerebral Palsy.</p>

6. Roles and responsibilities

6.1 The SENDCO

The SENDCO at our school is Leigh Fisher from November 2025, Leigh is supported by Claire McKenzie and Annalise Marshall.

They 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 CLT 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 SEND, 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 SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support and adaptive 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 SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner
- › Work with the headteacher 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 SEND, 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 SEND information report and any updates to this policy
- › With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The Head and Head of Pre-prep

Alongside the SENDCO, the Head and Head of the Pre-Prep are responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- › Do all it can to make sure that every pupil with SEND gets the support they need
- › Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- › Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- › Inform parents when the school is making special educational provision for their child
- › Make sure that the school has arrangements in place to support any pupils with medical conditions
- › Provide access to a broad and balanced curriculum

- › Have a clear approach to identifying and responding to SEND
- › Provide an annual report for parents on their child's progress
- › Record accurately and keep up to date the provision made for pupils with SEND
- › Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- › Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- › Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- › Determine their approach to using their resources to support the progress of pupils with SEND

6.3 The SENDCO link with Directors

The SENDCO:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- › Work with the headteacher and CLT to determine the strategic development of the SEND policy and provision in the school

6.4 The head

The head will:

- › Work with the SENDCO to determine the strategic development of the SEND policy and provision within the school
- › Work with the SENDCO and directors 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
- › Make sure that the SENDCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the SENDCO, monitor to identify any staff who have specific training needs regarding SEND, 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 SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each 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 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

6.6 Parents or carers

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

Parents or 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 SEND 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 consider the views of the parent or carer in any decisions made about the pupil.

6.7 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, where appropriate, 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, where appropriate, will be considered in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs

Once a child or young person starts attending our school, we may carry out other assessments. All assessments are carried out with parental permission. For example, if a child is not learning as well as we expect we may undertake additional assessments. In such circumstances Highfield and Brookham always ensures that parents or carers are closely involved in the process. Any pupil may have changes to their provision in school in the short term or long term. If we think they need extra help in particular areas, we will always discuss this with families.

It is the responsibility of parents to cover all costs relating to the assessment, consultation, report and therapy when a specialist service incurs an additional fee. Some services including ELSA, CAMHS or the Independent Listener service are free of charge.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- > Is significantly slower than that of their peers starting from the same baseline
- > Fails to match or better their previous rate of progress
- > Fails to close the attainment gap between them and their peers
- > Widens the attainment gap

This may include progress in areas other than attainment, for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- › Their previous setting has already identified that they have SEND
- › They are known to external agencies
- › They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil, where appropriate, 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.

We will formally notify parents if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. Assess

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. Plan

In consultation with the parents and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, Schoolbase and will be made accessible to staff in a school-based support plan.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. Do

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. 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.

The SENDCO will support the teacher in further assessing the pupil’s particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

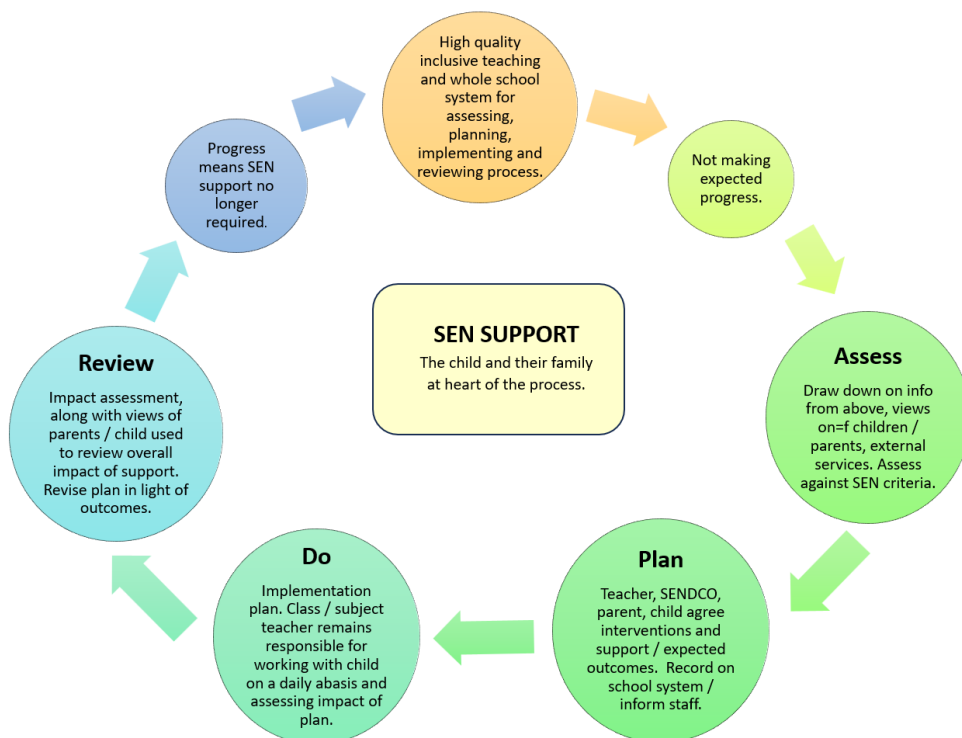
4. Review

The effectiveness of the support and interventions and their impact on the pupil’s progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil’s progress and development, and in consultation with the pupil, where appropriate, and their parents.



8.4 Levels of support

School-based SEN provision

Pupils receiving SEND 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.

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

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 potentially 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.

8.5 Evaluating the effectiveness of SEND provision

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

Marking of work to inform the next stages of learning;

- > Review of progress data
- > Assessments and testing;
- > Parents' evenings and school reports;
- > Tracking and reviews of individual targets;
- > Completion of the SEND Profiles of Need where required
- > Reviews by outside agencies;
- > Annual Reviews for children with Education Health and Care Plans. (EHCPs)
- > Getting feedback from the pupil and their parents

9. Expertise and training of staff

At Highfield and Brookham, all staff members receive specialised training in Special Educational Needs and Disabilities (SEND) to ensure they are equipped to meet the diverse needs of our pupils. The headteacher and SENDCO are responsible for identifying and assessing the training needs of both teaching and support staff, ensuring that these needs are seamlessly integrated into the school's continuous professional development plan. This proactive approach ensures that our staff remain up-to-date with the latest SEND strategies and practices. Additionally, teachers are encouraged to request further SEND training and support whenever needed, fostering a culture of continuous learning and improvement.

10. Links with external professional agencies

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

- Clinical psychologists
- Physical Disability Services
- Behaviour Support Services
- The Behavioural Optometrist
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- Early Year Advisory Service
- School Councillor
- Independent Listener
- Play Therapist
- ELSA (Emotional Literacy Support Assistants)

It is the responsibility of parents to cover all costs relating to the assessment, consultation, report and therapy when a specialist service incurs an additional fee. Some services including ELSA, CAMHS or the Independent Listener service are free of charge.

All Specialist Learning Support Teachers working in the Learning Support Department at Highfield and Brookham are fully trained specialist teachers qualified to work with pupils with a range of Specific Learning difficulties (e.g. dyslexia, dyspraxia, dyscalculia etc.).

11. Admission and accessibility arrangements

11.1 Admission arrangements-

Please see our Admissions Policy [Highfield and Brookham admissions policy](#)

11.2 Accessibility arrangements

Please see our accessibility arrangements procedure here [accessibility plan and disability equality scheme](#)

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher followed by the SENDCO. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the SENDCO in the first instance. They will be handled in line with the school's complaints procedure. [highfield-and-brookham-complaints-procedure-August-2024.docx](#)

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of 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

13.2 Monitoring the policy

This policy will be reviewed by SENDCO every year. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

Reviewed August 2024: SC/LF/GH

Next Review Date: August 2025