



## **Special Educational Needs and Disabilities (SEND) Policy**

### **1. Vision and Commitment**

At our school, we believe every child is unique and deserves the opportunity to thrive. Our Learning Support Department is built on a foundation of inclusion, compassion, and partnership with families. We are committed to nurturing every learner's academic, social, and emotional development, ensuring each pupil has the confidence and support to succeed both in prep school and beyond.

Our approach is collaborative, flexible, and focused on identifying barriers to progress early so that we can tailor support to each child's individual strengths and needs.

### **2. Aims of the Policy**

- Ensure early identification of pupils with SEND
- Deliver inclusive, adaptive, high-quality teaching for all
- Provide targeted and specialist interventions using the Waves Model
- Promote strong partnerships with families
- Equip staff with the training, knowledge, and tools to support a diverse range of needs
- Maintain a consistent, whole-school approach to SEND provision and progress monitoring

### **3. Definition of SEND**

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision beyond the differentiated curriculum. This may be due to:

- Communication and interaction needs
- Cognition and learning needs
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Our practice follows the statutory guidance of the SEND Code of Practice (2015) and the Equality Act (2010).

### **4. The Waves Model of Provision**

We adopt a graduated approach through the Waves Model, designed to ensure that support is proportionate, effective, and accessible to all:

#### **Wave 1: Universal – High Quality Teaching**

- Inclusive, high-quality teaching adapted to individual needs
- Clear objectives, pre-teaching vocabulary, visual/auditory/kinaesthetic methods
- Visual timetables, writing scaffolds, assistive technology

- Whole-school training supports this inclusive practice

#### Wave 2: Targeted Support

- Short-term, small-group interventions for pupils needing extra help
- Literacy/numeracy boosters, working memory support, social-emotional programmes
- 1:1 Learning Support Lessons, delivered by trained staff with regular progress monitoring via IEPs

#### Wave 3: Specialist Support

- Individual or intensive small group support for complex needs
- External agency referrals (EPs, SaLT, CAMHS), emotional wellbeing sessions
- Exam concessions and EHCP applications where appropriate

### **5. Area-Specific Support Strategies**

#### Cognition & Learning

Wave 1	Wave 2	Wave 3
Adaptive planning	Literacy & numeracy programmes	1:1 or small group support
In-class TA support	Booster sessions	IEPs
Visual aids, pre-teaching vocab	Supplementary lessons	EP, OT, SaLT assessments
Writing scaffolds, checklists	Advice from Learning Support	Emotional support
Daily spelling & phonics		Exam access arrangements
Alternative recording methods		EHCP assessments

#### Communication & Interaction

Wave 1	Wave 2	Wave 3
Simplified language	TA support for language	1:1 or group therapy
Visual cues & symbols	ICT tools for communication	Speech & Language assessments
Structured routines	Peer mentoring	Exam access
Pre-teaching vocabulary	Supplementary sessions	EHCP applications

#### Social, Emotional and Mental Health

Wave 1	Wave 2	Wave 3
Behaviour policy	Behavioural TA support	1:1 emotional support
Positive regulation plans	Peer mentoring	CAMHS referrals
Circle time, PSHE	ICT tools for emotion regulation	Professional assessments
Reward systems	Supplementary support	EHCP applications

#### Sensory & Physical Needs

Wave 1	Wave 2	Wave 3
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Flexible seating	Fine motor practice	Individualised practical support
Adapted resources	Keyboard training	OT / Physio programmes
Assistive tech		Exam access arrangements
Staff awareness		

## **6. Identification of Need**

Identification begins with:

- Classroom observation and ongoing assessment
- Parental concerns
- Teacher concerns discussed with the Learning Support Team
- Short diagnostic screening or assessments
- Liaison with external professionals if needed

Early intervention is essential. The class teacher remains central in the identification and support process.

## **7. Curriculum Access and Adaptation**

Adaptations include:

- Alternative formats (e.g. overlays, large print, dyslexia-friendly fonts)
- Differentiated outcomes
- Use of ICT and multi-sensory tools
- Adjusted pacing or curriculum modification for individual pupils
- Access to quiet learning spaces where needed

## **8. Staff Training and Development**

All staff members receive 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.

We achieve this through:

- Ongoing INSET and CPD covering High Quality Teaching, adaptive teaching, neurodiversity and behaviour
- Specialist training in autism, ADHD, dyslexia, SEMH, SaLT, OT support
- Regular staff briefings and support from the Learning Support Team
- Access to external training and advisory services

Additionally, teaching staff are encouraged to request further SEND training and support whenever needed, fostering a culture of continuous learning and improvement.

## **9. Partnership with Families**

Parents are key partners in their child's educational journey. Our communication includes:

- Parent meetings and reviews
- Informal updates and email contact

- Joint decision-making for support plans
- Guidance on supporting learning at home

## **10. Transitions**

We support smooth transitions:

- Into Early Years or from other schools with introductory meetings and observation
- Between year groups through handover of pupil profiles
- From Year 8 with SEN-focused transition planning and secondary school liaison

## **11. Education, Health and Care (EHC) plan:**

Parents and the School have the right under section 36(1) of the Children and Families Act 2014 to ask the local authority to make an assessment with a view to drawing up an EHC plan. The School will always consult with parents before exercising this right. If the local authority refuses to make an assessment, the parents (but not the School) have a right of appeal to the First-tier Tribunal (Health Education and Social Care).

Where a prospective pupil has an EHC plan we will consult the parents and, where appropriate, the local authority to ensure that the provision specified in the EHC plan can be delivered by the School.

School conducts an Annual Review of an EHCP by gathering advice from all parties involved, holding a meeting to discuss progress and outcomes and then submitting a report with recommendations to the Local Authority, who then makes the final decision on any changes to the plan. The process is statutory, occurring every 12 months, and is a collaborative partnership with the child and parents, ensuring their views and feelings are central to the review.

Any additional services that are needed to meet the requirements of the EHC plan will need to be charged to the local authority if the authority is responsible for the fees and our school is named in the EHC plan. In all other circumstances the School will agree the charging arrangements with the parent(s) with regard to the provisions of the Equality Act 2010, where applicable.

## **12. Monitoring, Evaluation and Review**

The effectiveness of SEND support is reviewed regularly by:

- Tracking pupil progress
- Reviewing IEPs and provision
- Gathering pupil and parent feedback
- Updating staff training and resources

The SEND Policy is reviewed annually by the Learning Support Team and school leadership.

### **13. Links and Liaison with External Agencies**

We work closely with external agencies to provide specialist advice, assessments, and interventions. These include:

- Educational Psychologists (EPs)
- Speech and Language Therapists (SaLT)
- Occupational Therapists (OTs) and Physiotherapists
- Child and Adolescent Mental Health Services (CAMHS)
- Specialist teachers (e.g., ASD, ADHD, VI, HI)
- Local Authority SEND services
- Social services, paediatricians and other healthcare professionals
- Early Year Advisory Service
- School Counsellor
- Independent Listener
- Play Therapist
- ELSA (Emotional Literacy Support Assistants)

External involvement is always undertaken in consultation 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.

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.).

### **14. Admission and Accessibility Arrangements**

Admission arrangements:

- Please see our Admissions Policy: Highfield and Brookham Admissions Policy

Accessibility arrangements

- Please see our Accessibility Arrangements Procedure here: Accessibility Plan and Disability Equality Scheme

### **14. 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 (Head of Learning Support). 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 265 and 266 of the SEN Code of Practice.

### **15. Policy Development and Review**

This policy has been developed in consultation with:

- Senior Leadership Team and Learning Support staff
- Parents and carers
- External specialists

It is reviewed annually to reflect changes in guidance, practice, and school needs. The review process involves feedback from staff, pupils, and families.

### **16. Contact Information**

For any SEND-related enquiries, please contact:

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**Reviewed August 2025: LF & SC**

**Next review date: August 2026**