



Broomfield School - Special Educational Needs and Disabilities (SEND) Policy, updated October 2019

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1. Introduction

Broomfield School is a caring school which aims to promote mutual respect and understanding and an effective education for all its pupils. Broomfield School believes that all children and young people should be equally valued and therefore will do all it can to promote equality of opportunity and help develop a learning environment where all children and young people can flourish and feel safe.

All young people should have access to a broad, balanced and relevant curriculum, with teaching and learning strategies that maximise achievement and prevent failure by removing barriers to learning and providing access to a wide range of learning opportunities.

This policy refers to children and young people with special educational needs and disabilities (SEND). It includes an outline of the ways in which Broomfield School works with such pupils. The guiding principle which informs this policy is that of ensuring that pupils with SEND are given equal opportunity with their peers to fulfil their academic, social and personal potential and are helped to feel worthy and important members of the wider community.

Definition of Special Educational Needs

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

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

- has a significantly greater difficulty in learning than the majority of others of the same age
- OR**
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

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, maintained nursery schools, mainstream post-16 institutions or relevant early years providers.



2. Disabled Pupils

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’.

There is a significant overlap between disabled young people and those with special educational needs. Where a young person requires special educational provision over and above the adjustments, aids and services required by the Equality Act 2010 they will be additionally covered by the SEN definition.

Scope of Policy

This policy applies to pupils with special educational needs (SEN), their parents and all staff.

This policy should be read in conjunction with the following:

- Access Policy ,
- Equality Policy,
- Admissions Policy,
- Medical Needs Policy,
- Anti-bully Policy.

Key Requirements/ Legal Duties

This policy responds to the requirements and recommendations of:

- The Children and Families Act 2014,
- Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015,
- The Special Educational Needs and Disability Regulations 2014,
- The Equality Act 2010,
- The Special Educational Needs (Personal Budgets and Direct Payments) Regulations, Section 49,
- The Order setting out transitional arrangements, Section 137.

Core Principles

Broomfield School fully endorses the SEND Code of Practice (2015) core principles:

All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives and
- make a successful transition into adulthood, whether into employment, further or higher education or training.

Special Educational Needs and Disability Code of Practice: 0 to 25 years 2015

Broomfield School is fully committed to the inclusion of pupils with special educational needs and disabilities (SEND) providing that the School is compatible for the child’s age, ability and aptitude and that their attendance is not incompatible with the efficient education of other pupils in the School and is an efficient use of the Local Authority’s resources.



In keeping with the school's Equality Policy, we affirm that:

- all learners are of equal value;
- we recognise, respect and value difference and understand that diversity is strength;
- we foster positive attitudes and relationships;
- we foster a shared sense of cohesion and belonging;
- we have the highest expectations of all our pupils;
- we work to raise standards for all pupils, but especially for the most vulnerable;
- we observe good equalities practice for our staff.

We will ensure that every pupil with special educational needs:

- is fully included in Broomfield School life regardless of their particular special educational needs;
- is a successful learner;
- is supported to learn at a pace appropriate to their abilities and development;
- has their strengths and capabilities recognised and valued and any additional needs supported, whether these are social, behavioural, physical, medical, emotional or academic;
- is supported to access a curriculum appropriate to their needs;
- is supported in preparation for and access to appropriate Post-16 action planning and provision at relevant future settings

The school building is not fully accessible for people with disabilities or limited mobility. This is due to the old age of the building. Any "reasonable adjustments" will however be fully supported by the school to ensure the inclusion of disabled pupils.

See also our Accessibility Plan which covers the following areas:

- physical access to the school,
- curriculum,
- medical needs.

3. Objectives of the Policy

- To identify and provide for pupils who have special educational needs.
- To work within the guidance provided in the SEND Code of Practice 2015.
- To operate a 'whole pupil, whole school' approach to the management and provision of support for special educational needs.
- To ensure access to the curriculum for all pupils.
- To provide support and advice for all staff working with pupils who have special educational needs.
- To develop partnership and high levels of engagement with parents.



4. Identifying and Assessing Students with SEN

The SEND Code of Practice 2015 recognises that children's needs and requirements fall into four broad areas:

- communication and interaction,
- cognition and learning,
- social, emotional and mental health difficulties,
- sensory and/or physical needs.

In line with the SEND Code of Practice we accept that pupils often have needs that cut across all these areas and that their needs may change over time.

We acknowledge that while considering the needs of the whole child, some areas which are not SEN may impact on progress and attainment:

- disability (the Code of Practice outlines the “reasonable adjustment “ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN),
- attendance and punctuality,
- health and welfare,
- English as an additional language,
- being a Looked After Child,
- being in receipt of Student Premium Grant.

N.B. Poor behaviour is not a special educational need in itself. In keeping with the SEND Code of Practice, poor behaviour is viewed as a response to an underlying unmet need which the school, in partnership with parents will endeavour to identify.

Broomfield School has a clear approach to identifying and responding to SEN. All teachers at Broomfield are responsible for identifying pupils with SEN and, in collaboration with the Special Education Needs Co-ordinator (SENCO), will ensure that those students requiring different or additional support are identified.

- On entry to Broomfield every pupil's attainment is initially assessed in order to ensure continuity of learning and to measure a baseline entry level. This may flag up pupils who require additional class based interventions and/or further assessment. Assessments include: CAT (Cognitive Ability Testing); Key Stage 2 results analysis; Progress Test Series in English and Maths and the standardised New Group Reading Test.
- The SENCO will also have detailed transition exchanges, including face to face meetings with feeder primary schools and Health/Social Care professionals as appropriate. Information gained is used to shape the pupils' curriculum and pastoral provision in the first few months. This ensures that students have opportunities to demonstrate knowledge and understanding.



Assessing Students with SEN

Broomfield School regularly gathers information about every pupil's progress, alongside national data and expectations of progress. Academic data is updated three or four times per year and shared with pupils and parents. Progress is the crucial factor in determining the need for additional support.

Less than expected progress might:

- be significantly slower than that of their peers starting from the same baseline;
- fail to match or better the pupil's previous rate of progress;
- fail to close the attainment gap between the child and their peers;
- widen the attainment gap.

Pupils may also be identified via pastoral and academic tracking meetings where attendance and behaviour data are considered.

Additional Support to Pupils with SEN Following Assessment

Where teachers decide that a pupil is making less than expected progress despite high quality, differentiated teaching, they will consult parents and carry out further class based assessments. A period of additional class based interventions will then follow.

If, despite class teacher intervention the pupil continues to make less than expected progress, the SENCO is consulted.

- The SENCO is then responsible for investigating the pupil to determine if the pupil is likely to have special educational needs, noting areas that are barriers to learning which may require support.
- The identification and assessment of SEN includes an early discussion with the pupil and their parents. These early discussions with parents enable staff to develop a good understanding of the pupil's areas of strength and difficulty, the parents' concerns, the agreed outcomes sought for the pupil and the next steps.
- We expect pupil and parents to participate as fully as possible in the assessment, planning and reviewing process.
- With parental agreement, Broomfield will liaise with outside professionals if they are already involved with the pupil.
- For higher levels of need, the SENCO will draw on more specialised assessments from external agencies and professionals.

5. The Graduated Approach to Meeting Special Educational Needs

High Quality Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. High quality teaching, differentiated for individual students, is the first step in responding to pupils who have or may have SEN. High quality teaching of all pupils, including those with special educational needs, is a whole-school responsibility. We understand that additional intervention and support cannot compensate for a lack of good quality teaching.



Interventions at Broomfield School include the following.

- All Broomfield pupils have access to a broad and balanced curriculum, with targets that are aspirational.
- Broomfield School sets pupils by ability in most subjects - performing arts is an exception to this - to ensure that less able students are taught in smaller classes with increased adult support. This allows the curriculum to be personalised according to their needs.
- The school regularly reviews the quality of teaching for all pupils, including those at risk of underachievement. In addition, the SENCO carries out regular learning walks to ensure that high quality teaching for SEN pupils is in place across the curriculum.
- Teachers are able to access detailed advice on all pupils with SEN via their own individual SEN Pupil Passport, this is attached to SIMS.
- There is advice and training delivered by external agencies, the SENCO or other specialist SEN staff for colleagues at all levels. The aim of this advice and training is to improve teachers' understanding of the SEN most frequently encountered.
- The SENCO is beginning training towards the National Award for Special Educational Needs Co-ordinators.

Increased Level of Provision and Support

However, in spite of high quality, differentiated teaching, it may become evident that some pupils need increased levels of provision and support.

- Further levels of support will be provided following internal assessments in the first instance.
- This will be monitored and reviewed by the SENCO and the year group Achievement Director.
- All teachers and support staff who work with the pupil are made aware of their needs, the support provided and any teaching strategies or approaches that are required.
- Class teachers remain responsible for working with the pupil on a daily basis. Where the interventions involve group or one-to-one teaching away from the subject teacher, they should still retain responsibility for the student. Teachers are expected to 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.
- A clear date for reviewing progress is agreed, with clear actions set out for the parent, pupil and teaching staff.
- Where it is decided that a student has a special educational need (SEN), this decision is recorded in the school's records (SIMS) and the parents are informed.
- The SENCO should support subject teachers in the further assessment of the pupil's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support. SEN support and interventions are clearly tracked and monitored using an Assess → Plan → Do → Review approach.
- Where additional support is required, students receive regular access to a broad range of evidence based intervention programmes designed to develop their particular area



of need. These intervention programmes may be group based or 1:1 and cover all areas of need defined by the SEN Code of Practice 2015.

- Further advice and specialised assessments would then be sought from external agencies and professionals. To receive such specialist advice and assessment, the SENCO, with consultation with parents will complete the Enfield Early Help form to request the most appropriate external agency.

Review of Provision

The effectiveness of the support and interventions and their impact on the pupil's progress are reviewed in line with the agreed date, as part of the normal cycle of discussions with parents of all pupils. The views of the pupil and their parents are integral to this process.

- The SENCO working with class teachers, may revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and student.
- A record of the outcomes, action and support agreed through the discussion will be kept and shared with appropriate school staff. If progress is made and expected outcomes are successfully met, this may result in the removal from the SEN profile.
- If a pupil continues to make less than expected progress, despite support and intervention, Broomfield may involve specialists, both in-house and from outside agencies.
- The school will provide an annual report for parents on their child's progress, as part of the normal reporting process.

For those pupils with the highest level of need it may be appropriate for the SENCO to request an Education, Health and Care (EHC) assessment. Pupils and their parents are strongly encouraged and supported to be active participants in this process. We have an expectation that parents and the young person are fully included in the EHC assessment process from the start, are fully aware of their opportunities to offer views and information, and are consulted about the content of the plan.

As part of the EHC Assessment Broomfield school may request additional top-up funding from the Local Authority, if it is felt that the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.



6. Managing Pupils Needs on the SEN Register

All SEN pupils will have an individual “My SEN Pupil Passport”. This is developed and updated annually (or more frequently if needed) in conjunction with the SENCO and the child. This is a single page document that details the SEN of the individual pupil, outlines the specific barriers to learning and provides strategies to help the class teacher overcome these barriers. In line with the SEN Code of Practice 2015 the core expectation is that the class teacher is responsible for the individual progress that every pupil makes, the class teacher is responsible for recording progress and intervention data. Appropriate guidance is given by the SENCO.

Internal/external interventions are logged within the Pupil Passport and shared with appropriate staff members. This is updated regularly by the SENCO, all interventions are tracked and monitored by impact on individual Student progress.

Broomfield school provision map details all interventions offered by Broomfield School. See Appendix 1.

Criteria for Exiting the SEN Register/ Record

When children have completed an intervention or series of interventions, exit assessment will take place and the effectiveness of the intervention considered. At this point, if the pupil has made accelerated progress and they are considered ‘on track’ against end of year expectations, and are in line with academic national expectations then they may exit the SEN register.

Pupils may move to our internal monitoring register - the Additional Educational Needs Register - which allows for effective monitoring of pupils with a lower level of need that may require short-term intervention. This register raises the profile of these pupils, allowing for intervention to remove short-term barriers to learning and narrow the achievement gap between themselves and their peers. Following successful interventions and progress made against targets, pupils will be removed from the AEN register.

7. Supporting Students and Families

Enfield Local Authority has a duty under Regulation 53, Part 4 of the Children and Families Act 2014 to publish a ‘Local Offer’. This is a publication giving information about services and support for families in Enfield with children/young people aged 0 – 25 years with special educational needs and/or a disability.

Parents can access the Enfield Local Offer here: www.enfield.gov.uk/SEND

Schools have a duty to publish their own SEN information Report (in accordance with Regulation 51, Part 3, section 69(3) (a) of the Children and Families Act 2014 and our Report can be found here: <https://www.broomfield.enfield.sch.uk/send>

Broomfield school works in partnership with parents. This will enable pupils with SEND to achieve good outcomes. The school recognises that parents have a unique overview of their



child's needs and how best to support them, and that this gives them a key role in the partnership.

We have high aspirations for all our pupils, including those with SEND. In keeping with the principles of pupil-centred planning, pupils with SEND are integral to the decision-making processes affecting them. We recognise that young people are entitled to the same quality and level of information, advice and support as their parents/carers. Pupils' views, opinions, wishes and feelings are always considered. We aim to provide as much information and support as necessary to help pupils achieve the best possible outcomes, preparing them effectively for adulthood. This is especially important in preparation for Post-16 Transition Arrangements, as some rights to participate in decision making about Education and Health Care (EHC) plans transfer from the parent to the young person.

8. Supporting Pupils at School with Medical Conditions

Broomfield school recognises that pupils at school with medical conditions should be properly supported to ensure that they have full access to education, including school trips and physical education. Some children 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 (SEN) and may have an Education, Health and Care Plan (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.

Please see the Broomfield policy on pupils with medical conditions for further information.

9. Monitoring and Evaluation of SEND

Scrutiny of our SEND policy and practice is monitored as part of our ongoing school improvement cycle. The views of all stakeholders, parents, young people and staff are sought. Annual questionnaires are undertaken in school by the Head Teacher. This is an active process that is regularly reviewed. Regular audits of the Inclusion Department provide appropriate tools and assessment for evaluation and improvements.

10. Training and Resources

The governing body will oversee the effective use of financial resources available. The schools business manager is responsible for effective distribution of funds. SEN has an annual allocated budget to spend on resources and these are kept centrally and can be accessed by all teaching and support staff.

Broomfield recognises the importance of regular staff training to ensure that staff keep up-to-date with SEND issues, as well as exploring new areas of knowledge in relation to special needs.

- Professional development needs are identified through the school's Appraisal system for teaching and support staff.



- In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development.
- Staff are encouraged to attend the CPD provided by Enfield local authority which offers SEN training for Teachers and support staff.
- External Agencies are invited into school on INSET days to deliver specialised SEN training to all teaching and curriculum support staff.
- The SENCO attends the LA SEN conferences and network meetings to keep up-to-date with local and national SEND initiatives.
- The SENCO may identify suitable training for support/teaching staff related to particular SEND issues or particular needs of students.
- The SENCO is beginning the NASENCO award.
- All teachers and support staff undertake induction on taking up a post and this includes a meeting with the SENCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils.
- Trainee teachers (PGCE students) and NQTs also follow a professional studies programme which includes SEND training in school and through the CPD provided by Enfield local authority
- The Inclusion team meet fortnightly to discuss SEN and inclusion related issues

11. Roles and Responsibilities

The SENCO plays a crucial role in the school's SEN provision.

Responsibilities include:

- overseeing the day-to-day operation of this policy,
- coordinating the provision for students with SEN,
- liaising with and giving advice to staff,
- advising on the graduated approach to providing SEN support,
- delivering high quality training to staff,
- ensuring that the School keeps the records of all students with SEN up to date,
- liaising with pupils with SEN and their parents/carers,
- liaising with the relevant Designated Teacher where a looked after student has SEN,
- liaising with external agencies,
- liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned organising access arrangements for public examinations,
- tracking SEN pupils' attainment and progress to ensure that the gap between SEN and non-SEN continues to reduce,
- advising on the deployment of the School's delegated budget and other resources to meet pupils' needs effectively,
- leading on the school's improvement planning for children with special educational needs and disabilities,



- working with the Head Teacher and Senior Leadership Team to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

Roles:

ROLE	Member of staff	Responsibility
SEN Governor	Sam Murray	To champion the issue of special educational needs within the work of the governing body and to have specific oversight of the school’s arrangements and provision for meeting special educational needs.
Head Teacher overseeing Inclusion	Mr Peter Travis	Line Manager of Assistant Head Teacher for Inclusion and SENCO
Assistant Head Teacher in charge safeguarding	Mrs Sandra Hormann	Enforcement of the school safeguarding policy.

12. Storing and Managing Information

SEN information is stored on the school’s management systems. (*SIMS & GO4SCHOOLS*) Hard copies of SEN pupil information is stored in a secured, locked cabinet within the SEN department. The storing and destroying of confidential information is in line with the school storage of information policy.

13. Reviewing the Policy

Broomfield school SEN policy will be reviewed annually. The next review will take place in autumn 2020.

14. Dealing with Complaints

Complaints can be made following the Broomfield School complaints procedure. If you wish to make a specific SEN complaint please contact the SENCO using the contact detail outlined above.

15. Bullying

At all times our aim is to safeguard the needs of pupils with SEN, promote their independence and build resilience in their learning. Day to day concerns should be addressed to the Achievement Director, the SENCO or the Head Teacher. Please refer to our Anti-bullying policy for further information.

16. Admission for pupils with SEND

Children who have a Statement of Special Educational Needs or and Education, Health and Care Plan that names the school will be allocated a place in accordance with the Education Act 1996 and the Special Educational Needs Code of Practice.

17. Appendices

Please refer to our SEN information report which can be found here: <https://www.broomfield.enfield.sch.uk/send>

End.