

Bromley Heath Infant School

Special Educational Needs and Disability **and Inclusion Policy (SEND)**

Special Educational Needs and Disability

Co-ordinator (SENDCo): Lucy Fletcher

Special Educational Needs and Disability Governor

(SEND Governor): Jason Pearce

Signed (chair):	Name: Sarah Cook	Date: December '25
Signed (Head):	Name: Abigail Perry-Hodge	Date: December '25
Author:	Lucy Fletcher	Date: December'25
Ratified by: Full Governing Body Committee		Next Review: Dec 2026
Amendments made to avoid repetition in the introduction		November'24

Equality Impact Assessment (EIA) Part 1: EIA Screening

Policies, Procedures or Practices:	Child Protection Policy	DATE:	3.12.25
EIA CARRIED OUT BY:	A Perry-Hodge	EIA APPROVED BY:	Curriculum Committee

Groups that may be affected:

Are there concerns that the policy could have a different impact on any of the following groups? (please tick the relevant boxes)	Existing or potential adverse impact	Existing or potential for a positive impact
Age (young people, the elderly; issues surrounding protection and welfare, recruitment, training, pay, promotion)		X
Disability (physical and mental disability, learning difficulties; issues surrounding access to buildings, curriculum and communication)		X
Gender reassignment		X
Marriage and civil partnership		X
Pregnancy and maternity		X
Race		X
Religion and belief (practices of worship, religious or cultural observance, including non-belief)		X
Gender identity		X
Sexual orientation		X

Any adverse impacts are explored in a Full Impact Assessment.

Introduction

Bromley Heath Infants School is committed to providing a nurturing, secure and stimulating environment that is accessible and inclusive to all; where children are motivated to learn, are valued as individuals and enriched by an experience that enables them to thrive in tomorrow's world. Every teacher at BHIS is a teacher of children with SEND. We ensure that all children, including those identified as having a special educational need or disability, have a common entitlement to an accessible, broad and balanced academic and social curriculum and are fully included in all aspects of school life.

Aim

All children in school are accepted equally, encouraged, respected and valued regardless of their ability and/or behaviour. Our aim is to provide children with the best possible outcomes in preparation for life-long learning. We endeavour to raise the aspirations and expectations of all pupils, including those with SEND by working collaboratively with parents / carers and listening to the voice of the pupil.

We recognise that inclusion is an on-going process that celebrates diversity, recognises individuality and involves the early identification and minimising of barriers to learning for all of our pupils.

In line with the Code of Practice Chapter 6, we identify pupils as having SEND "where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age..." (Code of Practice 2015 Chapter 6: 6.15)

Objectives

- To identify at the earliest opportunity those children with special educational needs.
- To provide, monitor and review personalised provision as appropriate and set realistic and challenging targets.
- To work within the guidance and legislation provided in the SEND Code of Practice, 0 – 25, 2014.

- To ensure that every aspect of a child's development is taken into consideration and provided for within a whole school, inclusive ethos.
- To include the views of the child when planning appropriate support.
- To heighten awareness that every teacher is a teacher of every child, including those with SEND.
- To employ an appropriately qualified/ experienced SENDCo to ensure that all of the points in this policy are upheld.
- To provide support, advice and facilitate training for all staff working with pupils with SEND.
- To develop and maintain partnership and high levels of engagement with parents and effectively liaise with outside agencies.

Identifying Special Educational Needs

Children's needs may be categorised into four broad areas, these include;

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical

These four categories broadly identify the aspects of SEND needs for pupils at our school, however we will also identify the needs of pupils by considering the whole child, which will include not just the special educational needs of the child or young person.

Other barriers to learning, which are not (or not solely) SEND are may include;

- Disability
- Medical needs
- Attendance / Punctuality
- Gifted and Talented

- Underachievement
- English as an additional language (EAL)
- Being in receipt of Pupil Premium
- Being a looked after / adopted child
- Having a parent in the services
- Having a parent in prison
- Unexplained behaviour difficulties
- Experiencing ACEs – Adverse Childhood Experiences
- Being a child in need (section 17) or on a child protection plan (section 47)
- Other safeguarding concerns

Although these do not constitute SEND themselves, the school will have systems and procedures in place to support these children where appropriate. Our aim to be an inclusive school permeates every area of our provision as we strive to have high expectations and aspirations for all learners.

Disability

According to the Equality Act (2010), a person is disabled if they have a physical or mental impairment that has a 'substantial' and 'long term' negative affect on their ability to carry out normal daily activities. The school has duties in relation to disabled children and young people under the Equality Act 2010. They must not discriminate and they must make reasonable adjustments for disabled children and young people. The school also has a duty to promote equality of opportunity (see Equality and Diversity Policy).

The definition of disability in the Equality Act includes children with long term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Children and young people may therefore be covered by both SEND and disability legislation.

A Graduated Approach to SEND support

Where SEND has been identified, we will act to remove pupil's barriers to their learning and to put effective provision in place. SEND Support takes the form of a four-part cycle of Assess, Plan, Do, Review, which is also known as a graduated approach.



Assess

A clear understanding of a child's needs is a critical precondition in planning effective strategies, creating appropriate provision and influencing the adjustments to teaching that will lead to at least good progress and improved outcomes.

Assessment of need starts with a whole school approach that can quickly identify where a child is not making adequate progress despite high quality teaching.

Information that teachers may draw upon include;

Teachers' observations, assessments and experience of a pupil.

Pupil progress, attainment and behaviour.

The individual's development in comparison to their peers.

The views and experience of parents.

Pupils own views.

Advice from external support services.

We recognise that assessment is an ongoing process which incorporates a holistic view of the child, acknowledging their strengths, as well as their differences.

Plan

Once the need for SEND support has been identified the code is quite clear that the first step in responding to a pupil's identified need is to ensure that high quality teaching, differentiated for individual pupils, is in place.

Teachers will adapt their teaching and provision to overcome the barriers of learning. Appropriate differentiation may involve modifying learning objectives, teaching styles and strategies to support scaffolded learning to ensure full accessibility to the curriculum. Teachers will seek the support of the SENDCo when required.

We believe that parents and pupils are an integral part of the planning process and they are invited to contribute their thoughts and ideas during regular meetings throughout the year. For pupils, this might be out of the meeting.

Advice will be sought and followed from various outside agencies as required; with parental permission where appropriate.

In addition to the above, the process of planning for a child with an Education Health Care Plan (EHCP) will take account their statutory requirements.

Do

The teacher is at the centre of day to day responsibility for working with all pupils including those with identified SEND. It is imperative that the teacher works closely with all adults involved with 1:1 provision, or any teaching away from the class, as the teacher is ultimately responsible for assessing the impact of targeted interventions.

Review

As mentioned, teachers are continually reviewing the progress of all pupils on a daily basis through marking, feedback, observations and regular meetings with support staff. This happens for all pupils throughout the year both formally and informally. In addition to this, for pupils with recognised SEND the progress of meeting planned outcomes is assessed and reviewed regularly, at least three times a year.

Teachers consider the following when discussing the progress of pupils identified with SEND:

- Have the pupils met their expected targets?
- Are the pupils on track to meet their end of year/ key stage target?
- Is there an improvement in the previous rate of progress?
- Is the gap narrowing (attainment and progress) between pupils with SEND and all pupils?

Working in partnership with parents/ carers and children

We value the importance of the parent's/ carer's views, as well as the views of our pupil's themselves and aim to incorporate these within our graduated approach. To facilitate this, three meetings annually will be organised for parents, carers and children to contribute to the graduated approach to ensure that the needs of the child are truly reflected in the provision being provided by the school.

Managing pupil's needs on the SEND register

Under the SEND Code of Practice 0-25, there are two ways in which a child with SEND might have their needs categorised; **SEND Support** or with an **Education Health Care Plan (EHCP)**. The main difference between the two categories are that those with an EHCP have their statutory rights protected by law whereas those categorised as SEND support will be met through in-house arrangements according to personalised, specific needs.

A SEND register will be kept and updated at least three times a year, following data analysis and pupil progress meetings.

Using the graduated approach teachers will try to provide for the emerging needs of each child using the skills and expertise both within the classroom and across the school. However, on occasions, following the review and assessment process, school staff may seek additional support and specialist services. If this happens, parents and carers are fully involved in the process by contributing and consenting to the referral.

Parents and carers will be consulted by teachers when it is felt necessary to place a child on the SEND register. At this point, parents will be fully included in the planning process.

If, following a review meeting it was felt that a child had made significant progress and no longer required to be on the SEND register, then in consultation with the parents, an agreement will be made to remove the child from the register.

There are other processes in school that may support a child with SEND and would be used as and when appropriate for specific circumstances.

The level of provision decided is based upon individual needs in consultation with the child, appropriate professionals, teachers and parents. For more information please see Frequently Asked Questions located on the school website.

As a school, if we identify that we are unable to fully meet the needs of a child we can:

- Request advice from the appropriate agencies and follow any recommendations that are made to meet individual needs.
- Carefully track and monitor support progress and attainment.
- Liaise with other settings to develop support for a child.
- Begin the process of requesting a statutory needs assessment for an EHCP.
- Work closely with our local Cluster alliance to maximise expertise and resources.
- Involve parents and carers throughout this process.

Education, Health Care Needs Assessment

If a child has lifelong or significant difficulties they may undergo an Education, Health, Care Needs Assessment which may be requested by the school, parent, health or social care.

The decision to make a referral for an Education, Health and Care plan will be taken at a progress review, with all stakeholders in agreement, and will combine the views and information of all of those involved, included the child.

The application for an Education, Health and Care Plan will combine information from a variety of sources including:

- The child themselves
- Parents
- Teachers
- SENDCo
- Specialist Teachers
- Educational Psychologists
- Social Care
- Health Professionals

For pupils eligible for funding through an EHCP this is also tracked and monitored through SLT and reviewed annually through the review process within the school and then the SEND case panel (South Gloucestershire). The panel will then identify if the EHCP requires any adjustments. There are clear guidelines for the EHCP needs assessment process, which can be found on the South Glos website.

[Applying for an education, health and care plan \(EHCP\) | South Gloucestershire \(southglos.gov.uk\)](https://www.southglos.gov.uk/education/early-years/early-years-education/early-years-education-ehcp/)

Training and Resources

Training needs for all school staff can be identified in the following ways:

- Audit of staff expertise and training needs.
- Recognising specific needs for individual pupils and how staff can be trained to support that child.
- The SENDCo attends regular training on updates in SEND issues/developments both nationally and locally.
- Elements of the school improvement/development plan to be addressed through training.

Resources are purchased as and when they are required. This is monitored by the SENDCo, School's Business Manager, Head Teacher and Governors.

Roles and Responsibilities

The SEND governor, Jason Pearce, will offer support and challenge to the school SENDCo. They will meet at least three times a year to discuss strategic changes and developments using the SEND action plan as a guide. The SEND governor will then report back to the Full Governing Body regularly.

The SENDCo will coordinate provision for SEND pupils across the school; liaise with external agencies and the SEND governor. The SENDCo will update their practice and disseminate information to all of the staff within the school.

All teaching assistants have a line manager within the school. Their role is to ensure that under the guidance of the class teacher they are providing rich and varied learning opportunities for the children in their care and are giving appropriate feedback on progress and future needs. In some cases, a teaching assistant will be allocated to an individual child. Teaching Assistants are invited to attend and contribute to a child's Annual Review process.

Storing and Managing Information

All documentation linked to children on the SEND register is securely stored with access only given to appropriate members of staff. Documents are handed over

securely to new settings during transition and copies are held electronically in school for a period of time. Any paper documentation no longer required is securely shredded.

Dealing with complaints

Positive home school relationships often mean that concerns and complaints can usually be dealt with between parent's / carers and school staff. However, when a more formal complaint is made this needs to be in accordance with our schools' complaints policy, which can be found on our website.

Reviewing the policy

The SEND policy will be annually reviewed by the senior leadership team alongside the governing body and ratified accordingly. Opportunities will be given to parents to respond to the policy and share their thoughts with a member of staff. This policy should be read in conjunction with the school's Equal Opportunities Policy.

This policy has been adopted by the staff and governors of Bromley Heath Infant School and will be reviewed annually. The SENDCo has responsibility for managing the school's response to provision for pupils with SEND. The current SENDCo is Ms Lucy Fletcher, who can be contacted through the school office, on school@bhinfants.org.uk

Summary

In our school the teaching and learning, outcomes, attitudes and well-being of every child is at the heart of everything we do. We endeavour to provide a safe, secure, stimulating and supportive atmosphere in which every child can feel valued and is able to reach their full potential.