Welcome to Broomgrove Schools



SEND Policy

January 2026 – January 2027

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Special Educational Needs and Disabilities Policy (SEND policy) January 2025

This is a joint statutory policy for Broomgrove Infant and Junior Schools, written in consultation with staff and governors. This policy is reviewed annually and ratified by the governing bodies of both schools.

Our approach

We recognise that some children will, at some stage in their school life, require a more personalised approach to enable them to make progress, enjoy success and achieve. To support children with specific needs we use a person centred, collaborative, graduated approach. We use an 'Assess, Plan, Do, Review' cycle to ensure we give high quality and appropriate support. Our aim is for parents/ carers, children and school staff working together to enable all children to reach their potential. Reasonable adjustments will be made so that children with special educational needs and disabilities can take part in every aspect of school life. Any adaptations to the curriculum are based on a child's individual needs with the goal of including them socially and academically. Any support and interventions put in place aim to overcome barriers to learning. To support this process, we use the 'Ordinarily Available' and 'Ordinary Available: Targeted Support provided by Essex County Council to ensure that appropriate strategies are used at every stage.

Both schools work closely together to achieve the best possible outcomes for all children. We also value our relationship with other local schools and work together with them to further enhance our provision, through Tendring Families First and cluster events.

In meeting children's needs we are also required to work within the following Acts and statutory guidance:

- The SEN Code of Practice and the Children and Families Act 2015,
- The SEN and Disability Act (amended 2001)
- The Equality Act (2010)
- Keeping Children Safe in Education

The implementation of the SEN Code of Practice 2015 will be through this School Offer.

Finding out about our schools

Parents and carers are welcome to visit our schools.
The Special Educational Needs and Disabilities Co-ordinator at the Infant school is Mrs Zowie Stacey. Her contact details are as follows:
By phone: 01206 822141
By email: zowiestacey@broomgrove-inf.essex.sch.uk

The Special Educational Needs and Disabilities Co-ordinator at the Junior school is Miss Vikki Bonner. Her contact details are as follows:
By phone: 01206 833893
By email: vbonner@broomgrove-jun.essex.sch.uk

Admissions

Our joint Admission Policy, which can be found on both school websites, does not make any distinction between children with special educational needs and disabilities and children without special educational needs and disabilities. With support from the local authority and parents/carers, we aim to ensure that children are fully included into the life of our schools. We will take required steps to prevent disabled children being treated less favourably than children who are not disabled and will ensure facilities are provided to enable disabled children to access the school environment where possible.

The Local Offer

The Local Authority has information on what is provided or is available in this area for schools and children with special educational needs and disabilities. This is called 'The Local Offer' and can be accessed by going to http://www.essexlocaloffer.org.uk/

. Examples of support services which can be accessed include:

- Families in Focus
- Living Well Essex
- Emotional Wellbeing and Mental Health
- SENDIASS
- National Children's Bureau

Partnerships

We aim to work collaboratively with parent/carers, school staff, our children and outside agencies, in the following ways:

- Children who have identified needs will have termly One Plan meetings at which we will work on jointly agreed targets and review progress together.
- We access support from other professionals when this is appropriate e.g. the School Nurse, Paediatric Continence Nurse, Family Support Worker, Community Paediatrics, Occupational Therapy, Physiotherapy, the Speech and Language Service, Child and Adolescent Mental Health Service (CAMHS), Educational Psychologist, Inclusion Partner, and Specialist Teachers for physical neurological impairment, hearing impairment and visual impairment.
- Some resources and agencies are provided by the Local Authority (LA), some from Tendring Families First (a group of schools, to which both Broomgrove Schools belong, that all contribute money to jointly commission services) and some by the school.

We can also support parents/ carers in accessing help from other services e.g. SEND Operations, Family Solutions, and other Health and Voluntary Organisations.

How does the school identify, assess and make provision for children and young people with SEND?

We aim to identify children with special educational needs as early as possible. This will be done using a range of assessments, observations and gathering information from teachers, parents, staff and other relevant professionals.

The school recognises if a child has a learning difficulty or disability which calls for additional provision, that this provision should be assessed using the definition in the SEND Code of Practice 2015, which is as follows:

- They have a significantly greater difficulty in learning than the majority of others of the same age,
- 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.

There are four categories of special educational needs and children can have needs that cut across more than one category or needs that change over time:

Cognition and Learning	Children with learning difficulties usually learn at a slower pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties Profound and multiple learning difficulties, which is where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Communication and Interaction	Children with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication. Children who are on the autism spectrum often have needs that fall in this category.
Sensory and Physical	Children with these needs have a disability that hinders them from accessing the educational facilities generally provided. Children may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment

	These children may need ongoing additional support and equipment to access all the opportunities available to their peers.
Social, Emotional and Mental Health.	These needs may reflect a wide range of underlying difficulties or disorders. Children may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the child becoming withdrawn or isolated.

A diagnosis of a need or condition does not necessarily mean that a child has a special educational need, nor that they require additional provision; however, staff will be informed that a need has been identified which could be through the use of a One Page Profile. This details things people need to know about your child, what is important to for them and best ways to support and communicate with your child.

Children with English as an Additional Language or who progress slowly or have low attainment, may not necessarily have a special educational need. Children who have a disability do not necessarily have a special educational need.

Assessment and provision – our Graduated Approach

1. **High Quality Teaching**
   The majority of children's needs will be met in the classroom setting by the class teacher through delivering high quality lessons with 'scaffolding' and 'adaptation'. Scaffolding is a temporary structure teachers can put in place to support children's learning when they need it. This might involve breaking down learning into sections or providing guidance and examples to help children complete tasks. Adaptation is any adjustment to the environment or in materials for learning which enable a child to access and participate in learning.

2. **Targeted Academic Support.**
   For some children, who operate broadly within the expected range of abilities for their age but their progress occurs at a slower rate than that of other children, will be identified through teacher monitoring. At this point the class teacher, with support for the SENCo, will use the Ordinarily Available: Targeted Support to identify further strategies, note starting levels to assess impact and progress. Differentiated work may be provided; this involves tailoring teaching to a specific child's needs and the way in which they learn.

3. **SEND Support – One Planning**
   If progress with learning and development indicates the child is working:
   - at a very slow rate and additional support is needed to achieve
   - at a level significantly below age-related expectations

- not achieving expected outcomes and there is evidence of an increasing gap between them and their peers
- or if there is clear immediate need, for example in learning, physical social, emotional, mental health or communication, then 'additional to' or 'different from' interventions and strategies will be put in place. In order to do this, assessments and observations will be carried out by the SENCo, class teacher or LSAs. Previous assessments and evidence will also be looked at and a decision to provide a One Plan would be made.

If a child meets the criteria for SEND support:

- the parent/carer will be invited to a One Plan meeting with the class teacher and SENCo,
- the child will also be involved in the process of target setting, recognising strengths and areas for development,
- a One Plan will be drawn up. Those present at the meeting will decide on desired outcomes for the child. The parent/carer and child will be actively involved in saying what outcomes they want to work towards and how everyone, including them, will all work together to achieve them. It will also list any other professionals to be involved,
- the 'One Plan' will be reviewed each term until the child no longer needs the support. Provision will also be recorded on the School Provision Map,
- school training needs will also be identified and planned for, linked to the needs of children in the school and those about to start,
- the school offers a range of additional interventions to support children's learning and development, focused group work in or out of class, with the class teacher, LSA or SENCo, specific programmes, one to one support or therapeutic support. Other professionals may be involved where appropriate.
- The SENCo from the Junior School is invited and attends One Plan meetings in the summer term to support the children's smooth transition in KS2.

4. High Needs Support

In some cases, the progress of some children may cause concern, despite:

- effective use and analysis of support strategies taken from the Ordinarily Available: Targeted Support,
- the school assessing, planning, implementing, and reviewing recommendations from other agencies,
- staff providing an effective working environment, with access to support materials and guidance on self -help strategies, detailed monitoring of a One Plan.
- each school making appropriate provision within its budget.

It may be appropriate for the school to make an application to the SEND Operations Team (SENDOps) for an Education Health Care Plan (EHCP). If this is the case, the school will need to ensure that the child's needs meet the criteria set down in Criteria for EHC needs assessment, which can be access here: SEND - Special Educational Needs, SEN Support and EHC Needs Assessments (essex.gov.uk) If the application is successful, the school will be required to carry out an annual review for the EHCP.

Information on SEND provision made at Broomgrove Schools

Both schools have experience in supporting children with a wide range of special educational needs and disabilities. Provision and adjustments are made according to need.

Through our partnership with other local schools, we are able to provide additional provision and training in areas such as:

- Speech and Language Therapy
- Parent Support
- Visits from an Educational Psychologist
- Therapeutic services e.g. Counselling, Art Therapy. Play Therapy and Theraplay
- Outreach support for Autism and Social, Emotional and Mental Health Needs

Expertise of staff and specialist expertise

All teaching and support staff are responsible for all children in their care, including those with special educational needs and disabilities. They are responsible for ensuring the needs of each child are met (education, health and social) and ongoing staff training and development is planned to meet this requirement.

Where a child has a specific need, relevant training and support will be accessed through:

- Inclusion Partners and Educational Psychologists
- Health and Medical Agencies e.g. The Paediatric Team, Paediatric Nursing Team, local GP, Speech and Language Therapy
- Essex Child and Family Wellbeing Service
- Child and Adolescent Mental Health Service (CAMHS)
- Charities and voluntary organisations for example, Autism Anglia, The Maze
- All Learning Support Assistants (LSAs) receive training and support in the interventions they deliver

Additional support is timetabled as is deemed appropriate, to meet the needs of each individual child.

Adjustments to the type of support/ level and/or the curriculum will be made where necessary. Any adjustments will be recorded, monitored and evaluated in consultation with children and their parents/ carers. This consultation may involve other professionals or agencies.

Our arrangements for consulting with children with special education needs and disabilities

- Children will take part in discussions about their progress, welfare and achievements with the support of teachers, learning support assistants (LSAs), parents and other supporting agencies,
- Children will help to set targets and review progress in their one plan meeting or during an annual review meeting,
- We aim to include children with special educational needs and disabilities in all areas of school life and listen to their views,
- We will make reasonable adjustments whenever possible to the curriculum, resources, and school buildings in order to include them.

- We want all our children, to feel confident and to have high expectations so that they can achieve well.

Evaluating the effectiveness of the provision made for children with special education needs and disabilities

The progress of all children, including those with SEND, is monitored and assessed regularly by class teachers and senior leaders. Provision is reviewed at least every term when progress meetings are held, involving the class teacher, the SENCo, LSA's and the relevant Headteacher. Provision maps of the support given to children and groups are examined and the success of interventions are tracked. Adjustments to provision, interventions, support and the involvement of outside agencies will be made. Progress, provision and support for children are also tracked at One Plan review meetings.

Progress and attainment is tracked against the National Curriculum expectation. In some cases, whereby a child is not working within National Curriculum expectations, class teachers, supported by the SENCo, may use an alternative assessment framework such as the Autism Education Trust Framework.

One Planning reviews are held each term and are run by the SENCo and/or class teacher. Reviews involve the child and their parents/ carers and entail everyone at the meeting taking an active part in creating joint desired outcomes which are worked on over the next term.

At the Infant School, class teachers review progress towards One Plan outcomes at a mid-way point between One Plan meetings. Monitoring takes place through, for example, Little Wandle unit assessments, Salford Reading tests, phonic screens, interventions, One Plan tracking grids and class teacher and LSA observations.

Equipment and facilities to support children with special education needs and disabilities:

Both schools make every effort to ensure all children have full access to the curriculum and, where possible, specific equipment and facilities are provided. These resources can be secured through:

- Inclusion partner team/Educational Psychologists
- The Specialist Teacher Team
- External advisors and professionals
- Tendring Families First

Both schools are mindful of the need to be accessible to children and adults. Broomgrove Infant School is on one level with an accessible toilet. There is a Sensory Room for children who need social and emotional support or a quiet space. Broomgrove Junior School is also on one level with an accessible toilet. There is a 'Pod' which is an alternative provision for children who require time and a space away from their main classroom. A HLTA manages the Pod, under direction from the SENCo, and ensures that all children are provided with a personalised curriculum with activities which promote their social, emotional and mental health. There is also a Sensory Room for children who need social and emotional support or a quiet space within the school day.

The Accessibility Plans for both schools can be found on each school's websites.

Enablement to engage in activities
Reasonable adjustments will be made to enable children with specific needs to take part in activities available for children who do not have a specific need. Each case would be looked at individually.

Support for improving emotional and social development
In both schools, children have the opportunity to share their views at the termly One Plan meetings and any concerns would be acted on promptly. Children with identified pastoral needs will have the opportunity to talk to a member of staff on a regular basis, take part in Nurture groups, have supported playtimes, groups supported by an ELSA (Emotional Learning Support Assistant), take part in Social Skills Groups or have support from counsellors, Child and Adolescent Mental Health Service (CAMHS) or LSAs, as appropriate. Broomgrove Schools encourage children to speak to a member of staff if they are concerned about bullying behaviour. Positive qualities of all children are valued.

School arrangements for signposting pupils transferring between stages of education.

Both schools will make contact with those playgroups, secondary schools and other primary settings that children move from or to. We will contact the SENCo in the previous and receiving settings and liaise with a range of agencies and professionals during transition periods. We will directly involve the child and parents/carers in these arrangements. This will usually involve visits/meetings, induction days, meetings with relevant staff (e.g. SENCo) and any necessary adjustments to the EHCP will be made. Information about a child's needs will be shared between schools and nurseries. Some children may need extra visits to get familiar with their new school. Visits are organised to receiving Secondary Schools as appropriate.

The role of each schools' Governing Board

The governing board of each school will:

- Help to raise awareness of SEN issues at Governing Board meetings.
- Monitor the quality and effectiveness of SEN and disability provision within the school.
- Work with the Headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school.

The policies of both governing boards with regards to SEND, safeguarding, equality and welfare make explicit the duty of each school to make referrals or seek advice/ support from the local authority and other outside bodies to meet the needs of children with special educational needs.

Arrangements for responding to complaints from parents of pupils with SEND concerning the provision made at the school.

We encourage parents to raise any questions or concerns with us at an early stage, in order that issues can be resolved quickly and informally. We will strive to achieve mutual understanding and agreement about all matters relating to an individual child.

If a parent feels that a significant concern has not been sufficiently resolved, they should address the matter in writing to/or meeting with the Headteacher of their child's school. Each school will then follow the Complaints Procedure where necessary. A copy of each school's Complaints Policy is available on their website.

Appendix (i) - Duties of SENCo

As well as being the SENCos, Miss Vikki Bonner and Mrs Zowie Stacey are responsible for the co-ordination of provision for all children in their respective schools who have special educational needs. They are also responsible for the day-to-day operation of this policy.

Their duties are to:

- Advise and support teachers with the scaffolding and adaptation of learning activities and class work.
- Support teachers with the writing and implementation of individual programmes of work and managing provision for children with specific needs.
- Update and oversee all records of children with special educational needs.
- Keep up to date with new legislation/developments and disseminate information to staff.
- Maintain and make available to staff a bank of learning support material.
- Liaise with fellow SENCos.
- Co-ordinate provision for children with special educational needs.
- Contribute to the in-service training of staff.
- Maintain the day-to-day operation of the school's SEND Policy.
- Work with the other school leaders on planning and implementing policies and procedures.
- With the headteacher, regularly evaluate the impact of the SEND support the school offers or can access
- Act as a mentor/coach for staff if requested.
- Liaise with external agencies.
- Arrange regular review meetings with parents and teachers.
- Lead information/inset sessions for LSAs.
- Help to raise awareness of SEN issues at Governing Board meetings.