SEND Policy

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Related Policies:	• Teaching, Learning and Assessment • Safeguarding/Child Protection policy • Local Offer • SEND Information Report 2025, which sets out how this

	policy is implemented in the school. It is published on the school website. • Accessibility Plan • Behaviour Policy • Equality information and objectives • Attendance Policy • Supporting students at school with medical needs • Administering Medicine Policy • GDPR Policy • Complaints Policy

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AIMS

Our SEND policy and information report aims to:

- Ensure that our school fully implements national legislation and guidance regarding students with SEND
- Set out how our school will support and make provision for students with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND
- Cater for and fulfil the needs of students throughout the ability range who experience learning difficulty in any form regardless of; disability, race, religion or belief, gender, sexual orientation, gender re-assignment, pregnancy or maternity.
- Identify, assess and monitor the progress of students with additional educational needs.
- Have knowledge and awareness of the overall development of each student; intellectual, physical, social, emotional and behavioural.
- Ensure access to appropriate learning experiences in a broad range of curriculum areas with differing means and strategies.
- Be student-centred in our approach to learning and to take an holistic approach to education that places equal emphasis on emotional and behavioural progress as well as academic progress.
- Realise potential, maximise strengths and resilience
- Provide support and encouragement in a caring atmosphere.
- Transition and integrate students back into a wider world of education who:
    - Are able to express themselves with confidence in the spoken and written word,
    - Have the mathematical skills necessary for everyday life,
    - Are able to access the curriculum
    - Are better adjusted, more socially competent and better able to make a positive contribution to society.
- Help students with SEND make a successful transition into adulthood
- Communicate with students with SEND and their parent/carers and involve them in discussions and decisions about support and provision for the student

1. Vision and Values

Brent River College is a specialist facility for pupils in Key stage 1, 2, 3 and4 students experiencing social, emotional and associated behavioural difficulties. All students are provided with individual education plans as a result. Students attending are permanently excluded; however, the Primary Unit also accommodates students on short-term placement programme due to their complex, underlying and unmet needs around social, emotional and behavioural issues.

Our curriculum provides a broad and balanced programme, aimed at meeting the needs of all students, whatever the issue they struggle with or their abilities. Our behaviour management programmes are therefore integral to the work of the classrooms and our social activities. Quality teaching and high quality learning for all is the centre of everything we do.

BRC is committed to reducing and removing all barriers to learning so that our students are able to flourish and gain the skills and qualifications to become lifelong learners. Inclusion is therefore at the very heart of our special educational provision. We are aware of our responsibilities with regard to SEND Code of Practice 0 - 25 (January 2015) and the Equality Act 2010.

We achieve the best outcomes for students with SEN and disabilities by:

- Induction process
- Baseline assessment on arrival
- Individualised educational support plans which are reviewed half termly
- Termly Target Setting
- Differentiated teaching and learning strategies
- Literacy and Numeracy sessions at Primary,KS3 and KS4
- Reading
- Whole school tutorial system
- Individual student progress reviews – completed termly
- Functional English and Maths courses at GCSE
- ECDL – ICT qualification at GCSE
- Vocational courses at GCSE
- In school interventions programme
- Multi-agency approach for complex needs

2. LEGISLATION AND GUIDANCE

This policy and information report is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice (June 2014) 3.65 and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for students with SEN and disabilities
- The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report
- **Equality Act 2010** – subsequent updates and DfE advice for schools, February 2013
- GDPR (May 2018)
- Safeguarding Policy
- Schools SEND Information Report Regulations (2016)
- SEND Code of Practice 0 - 25 (January 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/398815/SEND_Code_of_Practice_January_2015.pdf
- Statutory Guidance on Supporting students at school with medical conditions (Dec 2015)
- New Ofsted Framework April 2024
- 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 Governance Handbook which sets out governors' responsibilities for students with SEND

4. DEFINITIONS

A child or young person has SEND if they have a learning difficulty or disability, which calls for special educational provision to be put in place 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 or health condition 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 others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching.

Children may be identified as having long term and significant SEND if they are not making adequate progress despite good quality, differentiated teaching and all relevant and purposeful interventions and strategies being in place.

The needs of students with SEND are grouped into four broad areas. Students can have needs that cut across more than one area and their needs may change over time.

Communication and Interaction (C and I)

Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. They have difficulty saying what they want to, understanding what is being said to them, have trouble expressing themselves or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with Autism Spectrum Condition (ASC), including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning (C and L)

Support for learning difficulties may be required when children learn at a slower pace than their peers, even with the right level of differentiation. Learning difficulties cover a wide range of needs, including:

- Specific learning difficulties which impact one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia
- Moderate learning difficulties (MLD),
- Severe learning difficulties (SLD), where support may be needed in all areas of the curriculum and with mobility and communication; and

- Multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as physical disability or sensory impairment;
- Severe learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties (SEMH)

Any concerns relating to a child or young person's behaviour should be described as an underlying response to a need and the category of behavioural, emotional and social difficulties (BESD) is no longer a type of SEND.

Children and young people may experience a wide range of social and emotional difficulties that are noticeable in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder (AD).
The Department for Education (DfE) has published Guidance for parents on managing pupils' mental health and behaviour difficulties in schools. There is a link to this document on the website – check the link is on the website

Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability, which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time.
Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.
Some children and young people with a physical disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

Difficulties, which may not be related to SEND

Some children in our school may be underachieving, which may have been caused by a poor early experience of learning, but will not necessarily have a special educational need. It is our responsibility to spot this quickly and ensure that appropriate interventions are in place to help these children 'catch up'.

Difficulties related solely to difficulties in English as an additional language are not SEND. We assess all aspects of a child's performance in different areas of learning and development to establish whether lack of progress is due to their poor understanding of English or if it arises from SEND or a disability.

The following concerns may impact on a child's progress and attainment but are not in themselves indicators of SEND:

- Attendance and Punctuality
- Health and Welfare
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of Serviceman/woman

Disability

The definition of disability under the Equality Act 2010 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'.

This definition provides a relatively low threshold and includes more children than may be expected; 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and those with SEND. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

Pre-admission initial meetings take place to identify individual needs. Health care plans are in place when required. ESPs (Educational Support Plans Plan), 1PP's (One Page Profiles) and Case Studies are in place for all pupils. Adaptations are made, where necessary to ensure that our facilities are safe and welcoming to all students with SEND, such as lighting, noise, adapted chairs and equipment.

All SEND students are encouraged to participate in educational visits, work placements and enrichment activities. Any potential barriers because of disability or impairment are addressed, removed and reasonable adjustments are made.

5. ROLES AND RESPONSIBILITIES

5.1 The SENDCO (working with Heads of Centre)

will:

- Work with the head teacher and SEND management committee member 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 students with SEND, including those who have EHC plans
- Quality assure EHCP referrals and Educational Support Plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that students with SEND, including those with health needs who cannot attend school, receive appropriate support and high quality teaching
- Lead and develop staff training
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual students
- Be a point of contact for external agencies, especially the local authority and its support services, and support Heads of Centre in working with them to ensure that appropriate provision is provided.
- Advise on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- Ensure the school keeps its records of all students with SEND up to date and accurate
- Prepare and review information for inclusion in the school's SEND Information Report and any updates for this policy
- Ensure that when a student moves to a different school or institution, all relevant information about a student's SEND and provision for them are sent to the appropriate authority

5.2 The SEND Management Committee Member

The SEND Management Committee Member will:

- Help to raise awareness of SEND issues at Management Committee meetings
- Monitor the quality and effectiveness of SEND and disability provision within the school and update the Management Committee on this
- Work with the head teacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

5.3 The Head teacher

The head teacher will:

- Work with the SENDCO and SEND management committee member to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability

5.4 Class teachers

Each class teacher is responsible for:

- The progress and development of every student in their class
- Planning and implementing strategies that ensure differentiation, challenge and independence for each student and groups of students (if appropriate) with reference to the SEND Handbook, to ensure that there are no barriers to every student achieving
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENDCO and to review identified student's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy referring to the SEND Handbook of procedures and practice

5.5 Parents or Carers

Parents or carers of a student with SEND will always be given the opportunity to provide

Information and express their views about the student's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to meetings to review the provision that is in place for their child
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the student
- Given reports on the student's progress

5.6 The Student

Students will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the student:

- Explaining what their strengths and difficulties are
- Contributing to setting ESP targets or outcomes
- Attend review meetings
- Giving feedback on the effectiveness of interventions

5.7 BRC Multi-Agency Partners: brief role descriptions

This team is constantly changing according to specific needs of student cohorts.

The SENDCo and Heads of Centre work closely with our Multi-Agency partners:

Social Worker

- Support families to promote the safety and well-being of their children and young people
- Respond to children and families in need of support and help
- Affect positive change and promote good outcomes for children and young people

Educational Psychologists and Speech and Language Therapists

- Help clarify and identify young people's needs
- Work with others to create conditions for change
- Work with schools to help staff understand young people better
- Offer advice and training to school staff to further support student needs

Youth Workers

- Engage with young people and families through positive activities, in and outside school, during and after school, including school holidays
- Deliver exciting, fun, multi-media & creative arts projects
- Consultation and participation skills development programmes

Connexions Workers

- Support young people and families to prepare for leaving school
- Provide long-term support and follow-up after the age of 16

Child Therapist

- Support children and young people to express, make sense of and manage their feelings and emotions through art, music and drama
- Stimulate and facilitate creativity, imagination and curiosity to support educational engagement and well being
- Help children and young people to understand links between thinking, feeling and behaviour
- Include parents/carers in the process to increase their understanding of their child and support parenting.

Educational Welfare Officer

- Ensure fairness around exclusions and to advocate for parents/careers
- Support young people to access education regularly and on time
- Assist the school in helping them find ways to achieve good attendance levels

Children Schools & Families Safer Schools Officer

- To be the visible and familiar contact within the school as well as the main point of contact between school, parents/carers and police

- Provide initial response and facilitate crime enquiries and initial investigation of appropriate crime reports relating to school and/or students
- Provide advice and information regarding crime to students, staff and governors

School Nurse

- To help support children and young people with their health needs so that they can access education and achieve their best outcomes.
- Care planning for children with chronic and complex health needs
- Training of school staff for children's medical conditions and emergency treatment in the school setting (for example, care of diabetes, epilepsy and anaphylaxis).
- Provide health advice and information to young people, families and school (for example, advice on contraception, sexual health, stopping smoking, immunizations, health checks and other health services, healthy eating, emotional wellbeing and supporting the curriculum.

6. Identifying Students with SEND and assessing their needs

6.1 Initial assessments

All students in school are assessed when they start at the school. This will build on information from previous settings, where appropriate. At Brent River College, students' baseline assessment is carried out using the NGRT testing tool, the Cognitive Abilities Test (CATS) to measure their cognitive ability and the PASS test to measure attitudes to school and learning. The SENDCo and/or Head of Centre may observe students where concerns have been raised and parent/carers are informed.

Specialist assessments

Specialists, such as the Educational Psychologist and Speech and Language Therapist work closely with the school and conduct further structured observations or assessments with parental consent.

6.2 Whole School Approach

Teaching students with SEND is a whole-school responsibility and SEND support arises through the graduated approach. The core of the teachers' work involves a continuous cycle of assessing, planning, delivering high quality teaching with high aspirations, and reviewing, taking into account the differences in students' abilities, talents, and interests.

Teachers will identify through the regular cycle of assessment any students whose progress:

- Is significantly slower than that of their peers
- 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 student is making slow progress, they will target the area of weakness with differentiated, high quality teaching. If progress does not improve, the SENDCo will use the round robin to gather more information from a range of subjects and discuss reasons for the lack of progress. This discussion will also involve identifying different strategies to implement. If progress continues not to improve, an external specialist may be considered, in consultation with parent/carers.

Slow progress and low attainment do not automatically mean a student has SEN. We therefore also consider other causes of impact on behaviour or performance, for example, bullying or bereavement. We also take particular care in identifying and assessing SEN for students whose first language is not English.

The Educational Support Plan (ESP)
This plan details the strengths and needs for each student.
Each student has specific targets as well as strategies for the teaching staff, parents and student. For students with EHC plans, the targets used in ESPs are in accordance with those detailed in their plans. The ESPs are reviewed termly with parent/carers and the student.

All staff members attend weekly school training to ensure that their practice is continuously being developed so that they are up to date with the best ways of supporting students with SEND. Staff daily briefings are also used for this purpose.

6.3 Parents/carers and staff working together

The school recognises that parents/carers have a unique overview of the child's needs and how best to support them. We make a strong commitment to work in partnership with parents, spending time listening to parents' concerns, needs and post 16 aspirations. We invite parents/carers to discuss the child's progress with their tutor or Head of Centre. We will also ask parents/carers to fill out questionnaires about the progress the child has made and to recognise positive changes. Parents/carers receive daily telephone calls home with positive feedback and important information that needs to be shared.

6.4 Students with an Education and Health Care Plan

Students who need more support than is available through the school based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the student, the provision that will be put in place, and the outcomes sought.
We invite professionals and parents/carers to their child's Annual Review meetings. In the review we all work together to discuss what outcomes have been achieved, how well their needs have been met and set goals to further support the students and their families. All students have had their Statements converted to Education and Health Care Plans (EHCPs).

6.5 Support from other professionals

BRC recognises the important contribution that other specialists make in assisting to support student learning and well-being. Working together for the benefit of our students we may ask colleagues from support services to provide more specialist interventions (see section 5.7). The specialist may be asked to provide further assessments and advice, and possibly work directly with the students.

7. Evaluating the Effectiveness of SEN provision

We evaluate the effectiveness of provision for students with SEN by:

- Tracking students' progress, including the use of provision maps
- Carrying out the review of the ESP at regular intervals (as part of the review stage of the graduated approach)
- Using student surveys
- Monitoring by the SENDCo and Heads of Centre
- Holding annual reviews for students with EHC plans
- Receiving feedback from students and their parent/carers

8. Training

Training will regularly be provided to teaching and support staff. The Head teacher and SENDCo will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

9. Monitoring Arrangements

This policy and information report will be reviewed by the SENDCO **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the Management Committee.

10. Brent Local Offer

BRC's SEND Information Report, i.e. what we offer as a school, is published on our school website http://www.brentrivercollege.london/

BRC works closely with Brent Local Authority to review the provision that is available locally and also in the development of the Local Offer. We collaborate with other local education providers to explore how different needs can be met most effectively.

BRC considers the SEND Policy document to be of great importance and in conjunction with the governing body undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform BRC's Improvement Plan.

Our SEND Policy promotes BRC's vision of excellence and inclusion.

Please contact us if you require any further information.