South Farnham Educational Trust

The Continual Pursuit of Excellence

Special Educational Needs and Disabilities (SEND) Policy

Brighton Hill Community School

Making success inevitable

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1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
    - Support and make provision for pupils with special educational needs and disabilities
    - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
    - Help pupils with SEND fulfil their aspirations and achieve their best
    - Help pupils with SEND become confident individuals living fulfilling lives
    - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
    - Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
    - Make sure the SEND policy is understood and implemented consistently by all staff

2. Vision and values

At Brighton Hill Community School, we are designing our curriculum so that it helps to develop and grow our students into the happy, safe and empowered people that we know they are capable of becoming. Our vision is to provide them with breadth and balance in their curriculum experiences and to ensure that every student's needs are met so that they are prepared for the challenges they may face in life and are empowered to change their lives for the better.

We are focused on creating an inclusive environment, where provision is tailored to the needs and abilities of pupils, no matter how varied.

3. Legislation and guidance

This is based on the statutory Special Educational Needs and Disability (SEND) Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND
- The Special Educational Needs and Disability Regulations 2014, which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The Equality Act 2010 (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- 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'/trustees' responsibilities for pupils with SEND

- The School Admissions Code, which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

This policy also complies with our funding agreement and articles of association.

4. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

5. Definitions

5.1 Special educational needs and disability

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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.

5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	Pupils 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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils 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 pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or disorders. Pupils 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 pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENDCOs

The SENDCOs at our school are:

Ms Helen Heath (Key Stage 4 Lead) hheath@bhcs.sfet.org.uk

Mrs Rachael Longshaw (Key Stage 3 Lead) rlongshaw@bhcs.sfet.org.uk

They will:

- Inform any parents that their child may have SEND and then liaise with them about the pupil's needs and any provision made.
- Work with the headteacher and SEND governors 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 pupils with SEND, including those who have EHC plans.
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEND receive appropriate support and high-quality teaching.
- Advise on the graduated approach to providing SEND support and differentiated teaching methods appropriate for individual pupils.
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively.
- Be a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to make sure that the pupil and their parents are informed about options and that a smooth transition is planned.

- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEND and the provision for them are sent to the appropriate authority, school or institution in a timely manner.
- Work with the headteacher and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Make sure the school keeps its records of all pupils with SEND up to date and accurate.
- With the headteacher, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- With the headteacher, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.
- With the headteacher and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching.

6.2 The governing board

The governing board is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- **1. Ensure proper policies are in place**
    - Review and approve the SEND policy annually
    - Approve the SEN information report (which must be published on your website)
    - Check these documents align with the SEND Code of Practice
- **2. Ask challenging questions**
    - How are SEND pupils progressing compared to their peers?
    - What training have staff received to support SEND pupils?
    - How effectively does the school identify and support pupils with SEND?
    - What is the impact of any additional SEND funding?
    - How does the school work with parents of SEND pupils?
- **3.Monitor outcomes**
    - Review data on SEND pupil progress and attainment
    - Understand which groups of SEND pupils are performing well and which need additional support
    - Evaluate the effectiveness of interventions
- **4.Consider appointing a SEND link governor/trustee**
    - This person can develop specialist knowledge and provide more focused oversight

- They can meet regularly with the SENCO and report back to the full board

5.Ensure compliance

- Check that the school meets its statutory duties under the Children and Families Act 2014
- Verify that the SEN information report is published and kept up to date

6.3 The SEND link governors

The SEND link governors is Steve Milligan

The SEND governors will:

- Help to raise awareness of SEND issues at governing board meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this
- Work with the headteacher and SENDCOs to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENDCOs and SEND link governors to determine the strategic development of the SEND policy and provision within the school
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Have overall responsibility for, and awareness of, the provision for pupils with SEND, and their progress
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- Make sure that the SENDCOs has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENDCOs, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the SENDCOs, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- With the SENDCOs and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison, with national data, and use these to reflect on and reinforce the quality of teaching

6.5 SEND Practitioner

- To complement the professional work of the SENDCOs and HLTA's / SEND support staff by taking responsibility for agreed specialist support and interventions for students with SEND in years 7- 11 and additionally identified students who are not secondary ready.
- Identify, deliver, develop and monitor implementation of Interventions for SEND students, including Passports and student outcomes.
- Liaise with SENDCOs to support the analysis and monitoring of SEND data to assess student needs and support the SENDCOs in identifying pupils who are in danger of / are underachieving.
- Liaise with SENDCos to analyse interventions.
- Oversee learning activities for pupils, classes and teachers to support progress of pupils with SEND in the class setting. ·
- Actively engage in educational research to support and develop SEND interventions and the work of the SENDCOs, HLTAs / Hive support staff.

6.6 Higher Level Teaching Assistants (HLTA)

- To support pupils with SEND in the classroom and faculty allocated to access learning and make expected progress.
- To complement and support the professional work of the Teacher to support task and learning activities.
- Working unsupervised, assisting the teacher to create an appropriate learning environment
- Work with the teacher in lesson planning, adjusting plans as appropriate
- Evaluate pupil's responses to activities through planned observation
- Use specialist skills to support pupils, fostering independence
- Assist with Individual Education Plans (IEPs) for those students in receipt of an intervention
- At whole class level, contribute to and implement curriculum programmes
- Establish constructive relationships with agencies
- Provide training to staff as appropriate in area of strength/ expertise
- Frequent contact with pupils to support learning and meet wider needs
- Contact other colleagues, teachers, headteacher, members of the governing body.
- Liaise with external agencies to invest and support specialist area as well as build CPD knowledge

6.7 Specialist Learning Support (SLS):

Each SLS is responsible for:

- Supporting pupils with SEND in the classroom and faculty allocated to access learning and make expected progress.
- To complement and support the professional work of the Teacher to support task and learning activities.
- To support the progress of pupils with SEND within the faculty and providing best practice resources and sharing ideas.

- To liaise with teacher within the allocated faculty with regards to curriculum and be prepared to support tasks and activities. This could include some pre-learning, responsive support in the classroom and additional interventions.
- To support students with SEND in readiness and during formal assessments.
- Actively support and manage behaviour in conjunction with the teacher.
- Carry **specialist responsibility** and support/**mentor** other staff in developing skills and knowledge.
- Carry **specialist responsibility** and support/**mentor** pupils with their engagement, attendance and progress in school.
- Regularly liaise, monitor, meet and communicate with pupils in their care under the banner of their **specialist field**.
- Liaise with external agencies to invest and support specialist area as well as build CPD knowledge.
- Take ownership for liaising and disseminating key CPD and strategies to support pupils and teaching staff.
- Take ownership for implementation of specific SEND strategies and monitor impact and review. (with support from Send Practitioner)
- The role includes dealing with individual pupils and/or groups with complex and demanding learning needs.

6.8 Faculty Learning Support (FLS):

Each FLS is responsible for:

- Supporting pupils with SEND in the classroom and faculty allocated to access learning and make expected progress.
- To complement and support the professional work of the Teacher to support task and learning activities.
- To support the progress of pupils with SEND within the faculty and providing best practice resources and sharing ideas.
- To liaise with teacher within the allocated faculty with regards to curriculum and be prepared to support tasks and activities. This could include some pre-learning, responsive support in the classroom and additional interventions.
- To support students with SEND in readiness and during formal assessments.
- Actively support and manage behaviour in conjunction with the teacher.

6.9 Heads of Faculty/ Heads of Year:

Heads of Faculty will:

- Be aware of the school's procedures for identifying, assessing and making provision for pupils with SEND to ensure progress is in line with minimum expected progress (KS3) and Progress Bands (KS4).
- Will ensure appropriate curriculum provision and delivery is clearly stated within SoL/Tutor Programmes, enabling and supporting pupil progress.
- Will provide subject specific information/evidence for EHC Plans according to the schools SEND policy.

- Have a responsibility to inform and share procedures with subject/pastoral colleagues, including the dissemination and collation of SEND communicated updates which are kept in a central location on the school's internal network.

6.10 Class teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- The progress and development of every pupil in their class
- Working closely with any SLS, FLS or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the SENDCOs to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Will provide subject specific information/evidence for EHC Plans according to the schools SEND policy.
- Will adapt lesson content and materials appropriately in light of individual needs, with reference to the school's Learning and Teaching Policy and philosophy around this:
    - ***To create a calm, inclusive and ambitious learning environment through high-quality and adaptive teaching in which every student is supported and equipped to make sustained progress, making success inevitable. (Teaching and Learning Policy BHCS Sep.2026)***.
- Will access and become familiar with the information provided on pupils with SEND via the SEND button (Schools SEND register) on the school's internal systems.
- Communicating with parents regularly to:
    - Set clear outcomes and review progress towards them
    - Discuss the activities and support that will help achieve the set outcomes
    - Identify the responsibilities of the parent, the pupil and the school
    - Listen to the parents' concerns and agree their aspirations for the pupil

6.11 Parents or carers

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- kept up to date with any interventions taking place via the Individual Education Plans (IEPS) which are shared at the start and end of an intervention.

- Asked to provide information about the impact of SEND support outside school and any changes in the pupil's needs.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.
- Given progress trackers twice over an academic year on pupil's progress.
- Informed of how the pupil is progressing through scheduled parents' evenings with class teachers.
- If a pupil has been allocated a key adult, parents/carers will be contacted half-termly with updates regarding provision and progress via email, phone or in person if required.

The school will take into account the views of the parent or carer in any decisions made about the pupil.

6.12 The pupil

Pupils 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 pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes for Individual Education Plans (IEPs) and Annual Reviews (EHC Plans)
- Attending review meetings
- Giving feedback on the effectiveness of interventions
- Contributing towards a pupil passport if allocated a key adult.

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

7. SEND information report

The school publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

8. Our approach to SEND support

8.1 Identifying pupils with SEND and assessing their needs.

Brighton Hill Community School is an inclusive mainstream comprehensive school and is committed to meeting the needs of all pupils.

We will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. We will also consider any evidence that the pupil may have a disability or additional need and if so, what reasonable adjustments or adaptations the school may need to make.

Class teachers will regularly assess the progress of all pupils and identify any whose progress:

- Is significantly slower than that of their peers starting from the same baseline.
- 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 pupil is making slow progress, they will target the pupil's area of weakness with high-quality teaching complimented with reasonable adjustments or adaptations. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

Where a pupil has an identified need or diagnosis, e.g. Dyslexia, ADHD or Autism, but is making expected progress through high-quality teaching and does not need any support that is additional to or different from their peers, they will be added to the schools monitoring register so that all staff are aware of any diagnosis. Any concerns regarding progress or attainment can be monitored closely and should it become evident that they require to be added to the SEND register, the pupil, parent/carers will be contacted and a plan put in place to ensure that they are supported appropriately.

When deciding whether the pupil needs special educational provision, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

8.2 Consulting and involving pupils and parents.

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty.
- We take into account any concerns the parents have.
- Everyone understands the agreed outcomes sought for the child.
- Everyone is clear on what the next steps are.

Notes of these early discussions will be added to the pupil's record and given to their parents. The school will also ask for the pupil's Head of Year to be involved in providing a holistic overview of how the pupil is progressing across the school.

We will formally notify parents/ carers if it is decided that a pupil will receive special educational provision.

8.3 The graduated approach to SEN support

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

1. **Assess**

The pupil's Head of Year and the SENCDOs will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

2. **Plan**

In consultation with the parents and the pupil, appropriate members of staff and the SENCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information systems, Online Progress Tool (OPT), SEND button and will be made accessible to staff via this platform or a student passport should they be allocated one.

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

3. **Do**

The pupil's subject(s) teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any SLS/FLS, or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching**.**

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

4. **Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.
- Observations of classroom support and interventions

- Measurable or observable gains from students, particularly in terms of set targets, screening tests and other assessments carried out where appropriate and examination results.

The teacher and the SENDCOs will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

School-based SEND provision

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

Education, Health and Care (EHC) plan

Pupils who need more support than is available through the school's 'school-based SEND provision' may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

Banding for EHC plans are as follows:

- Exceptional
- Enhanced B
- Enhanced A
- Targeted B
- Targeted A

On the census these pupils will be marked with the code E.

8.5 Evaluating the effectiveness of SEN provision.

We evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including by using provision maps and the schools Online Progress Tool (OPT)
- Carrying out the review stage of the graduated approach in every cycle of SEND support
- Using pupil questionnaires
- Monitoring by the SENDCOs
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents

9. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCOs 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.

10. Links with external professional agencies

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or pediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services
- The Early Help Hub
- Ethnic Minority Service
- YPI
- SENDIASS

11. Admission and accessibility arrangements

South Farnham Educational Trust is the admission authority for Brighton Hill Community School. The admission arrangements are determined by South Farnham Educational Trust, after statutory consultation. Special educational needs and disability will not be a reason for declining any student admission to the school except where the LA regards the school's resourcing unsuited to the needs of the student

11.1 Admission arrangements

The school will ensure it meets its duties set under the DfE's 'School Admissions Code' by:

- Considering applications from parents of children who have SEND but do not have an EHC plan.
- Not refusing admission for a child that has named the school in their EHC plan.
- Not refusing admission for a child who does not have an EHC plan.
- Not discriminating against or disadvantaging applicants with SEND.
- Ensuring policies relating to school uniform and trips do not discourage parents of pupils with SEND from applying for a place.
- Adopting fair practices and arrangements in accordance with the 'School Admissions Code' for the admission of children without an EHC plan.
- Any child with an Education, Health and Care Plan naming Brighton Hill Community School will be admitted. Where possible such children will be admitted within the PAN.
- When Brighton Hill Community School is oversubscribed, priority for admission will be given to children with EHC Plan

- Ensuring the school's oversubscription arrangements will not disadvantage children with SEND.
- Ensuring that tests for selection are accessible to children with SEND, with reasonable adjustments made where necessary.

11.2 Accessibility arrangements

Brighton Hill Community School is committed to taking all steps possible to avoid placing anyone at a substantial disadvantage and to providing an environment that enables full curriculum access, which values and includes all pupils, staff, parents/carers and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs.

Brighton Hill Community School is committed to taking positive action with regard to disability and to developing a culture of inclusion, support and awareness across the school.

- Pupils with SEND are integrated and included fully into the life of the school as a whole, including its social and cultural activities through reasonable adjustments or adaptations.
- Physical education lessons will be adapted wherever possible to allow pupils with disabilities to participate in lessons.
- Where areas of the curriculum present challenges for a pupil, these are dealt with on an individual basis.
- The class teacher, in discussion with the pupil and their parents/carers, will ensure that all adjustments possible, in line with common sense and practical application, will be made for any disability or impairment.
- Detailed pupil information on pupils with SEND are given to relevant staff in order to aid teaching.
- Specialist resources are available for pupils with visual impairments such as large print reading books.
- The school is committed to ensuring that all pupils, staff members, parents/carers visitors have equal access to areas and facilities within the school premises.
- The school has toilet facilities suitable for people with disabilities which are fitted with a handrail and an emergency pull cord.
- Where entrances to the school are not flat, a ramp is supplied for access.
- The corridor flooring and lighting is designed to support those who are visually impaired.
- Pupils who are unable to access lessons upstairs due to physical disability or impairment will be taught in classrooms on the ground floor.
- Adaptive resources, equipment and/ or furniture are sought through the Specialist Teacher Advisory Service (STAS) in order to accommodate physical disability or impairment.
- Teaching and support staff are provided training from Specialist Teacher Advisory Service (STAS) on how to use assistive technology, such as the Roger Pen or modifiers in their lessons.
- The school's accessibility plan is being developed and this sets out how the school will:
    - Increase the extent to which disabled pupils can participate in the curriculum.
    - Improve the physical environment to enable disabled pupils to take better advantage of the education, benefits, facilities and services you provide.
    - Improve the availability of accessible information to disabled pupils.

12. Complaints about SEND provision

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with SENDCOs or with the Headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the Headteacher in the first instance. They will be handled in line with the school's complaints policy, which is available to view on the schools website or by contacting the school office.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

13. Monitoring and evaluation arrangements

13.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term.
- How early pupils are identified as having SEND.
- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community.
- Comments and feedback from pupils and their parents
- The SENDCOs reviewing procedures in consultation with Heads of Faculty, Heads of Year, Subject Teachers and outside agencies.
- The Headteacher will liaise with the Governor with Responsibility for Special Education Needs and disabilities along with the Chair of Governors to consider any information regarding complaints about SEND provision or other input related to SEND.

13.2 Monitoring the policy

This policy will be reviewed by the Headteacher annually. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the full governing board.

14. Links with other policies and documents

This policy links to the following documents:

- SEN information report
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy

- Attendance policy
- Safeguarding / child protection policy
- Complaints policy