

# Brentwood Ursuline Convent High School



## Special Educational Needs and Disabilities Policy

Authorised by Resolution of the Governing Body of the Brentwood Ursuline Convent High School on: 6<sup>th</sup> May 2026  
Signature: .....  
Effective date of the policy: 6<sup>th</sup> May 2026  
Review date of policy: March 2027 or earlier as and when required

**This policy is written in the light of the school mission statement.**

## **Key people relating to this policy:**

Head Teacher: **Dr Richard Wilkin**

SENCo: **Miss Theresa Orritt**

School Governor with SEND responsibility: **Mr Trevor Kemp**

All teaching and support staff

### **1. Policy Statement**

Brentwood Ursuline Convent High School is committed to providing an inclusive learning environment where all students are supported to achieve their full potential. The school recognises that some pupils require additional provision in order to access learning and make progress.

This policy outlines how the school identifies, supports and monitors students with Special Educational Needs and Disabilities (SEND).

The school promotes high quality **adaptive teaching (Quality First Teaching)** and ensures that appropriate provision is made for pupils whose learning difficulties or disabilities require support that is additional to or different from that normally available.

### **2. Legislative Framework**

This policy is written in accordance with:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Keeping Children Safe in Education (latest edition)
- Working Together to Safeguard Children (2023)
- SEND and Alternative Provision Improvement Plan (DfE 2023)

### **3. Definition of SEND**

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

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of facilities 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 pupils.

Under the Equality Act 2010 a person is considered disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

#### **4. Categories of Need**

The SEND Code of Practice identifies four broad areas of need:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health (SEMH)
- Sensory and/or Physical Needs

These categories help schools ensure that appropriate support is provided, but individual pupils may have needs that span more than one category.

#### **5. Principles of SEND Provision**

The school aims to:

- ensure that all pupils have access to a broad, balanced and inclusive curriculum
- identify SEND as early as possible
- ensure pupils with SEND achieve the best possible educational and social outcomes
- involve pupils and parents/carers in decision-making
- work collaboratively with external agencies when appropriate
- ensure staff receive appropriate training to support SEND provision.

#### **6. Safeguarding**

The school recognises that children with SEND can be more vulnerable to safeguarding concerns.

All staff follow the procedures outlined in the school's Safeguarding and Child Protection Policy and *Keeping Children Safe in Education*. Staff remain vigilant and take appropriate action if they have concerns about the welfare of a pupil with SEND.

#### **7. Roles and Responsibilities**

##### **Governing Body**

The Governing Body is responsible for:

- ensuring the school complies with SEND legislation
- monitoring SEND provision within the school

- ensuring appropriate resources are allocated
- publishing the SEND Information Report on the school website.

### **Headteacher**

The Headteacher is responsible for:

- ensuring the SEND policy is implemented effectively
- line managing the SENCo
- ensuring staff receive appropriate training
- responding to parental concerns where required.

### **Special Educational Needs Coordinator (SENCo)**

The SENCo is responsible for:

- overseeing SEND provision in the school
- maintaining the SEND register
- liaising with parents/carers
- coordinating support and interventions
- working with external agencies
- supporting staff with SEND strategies
- monitoring progress of pupils with SEND.

### **Teachers**

All teachers are teachers of pupils with SEND and are responsible for:

- providing high quality adaptive teaching
- identifying pupils who may require additional support
- implementing strategies identified in support plans
- monitoring pupil progress
- communicating with parents and the SENCo.

## **8. Identifying SEND**

Students may be identified as having SEND through:

- liaison with previous schools
- baseline assessments and screening
- teacher observations
- parental concerns
- pupil voice
- external agency reports.

Where a pupil is identified as having SEND, they will be placed on the school SEND register and appropriate support will be implemented.

## 9. Graduated Approach

The school follows the **Assess – Plan – Do – Review** cycle recommended in the SEND Code of Practice.

### Assess

Information is gathered through assessment data, teacher observations and external advice where appropriate.

### Plan

Targets and strategies are agreed with teachers, parents and the pupil.

### Do

Support strategies and interventions are implemented.

### Review

Progress is reviewed regularly and support adjusted where necessary.

Class teachers remain responsible for the progress of pupils with SEND even where support is delivered by teaching assistants or specialist staff.

## 10. SEND Support

Where a pupil is identified as requiring SEND support they will receive provision that may include:

- differentiated classroom strategies
- targeted interventions
- support from teaching assistants
- specialist advice from external agencies.

The school uses **Student Passports** to share information about pupils' needs and effective strategies with teaching staff.

## 11. Education, Health and Care Plans (EHCPs)

Some pupils may require an Education, Health and Care Plan (EHCP).

The school works closely with the Local Authority to support pupils with EHCPs and participates in the statutory annual review process.

Parents and pupils are fully involved in the review process.

## 12. Working with Parents and Carers

The school values strong partnerships with parents and carers.

Parents are involved through:

- review meetings
- EHCP annual reviews
- parent evenings
- direct communication with the SENCo.

The school also signposts families to the Local Authority SEND Local Offer.

### **13. External Agencies**

Where appropriate the school works with external professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- CAMHS
- Local Authority SEND services.

### **14. Monitoring and Evaluation**

SEND provision is monitored through:

- pupil progress data
- review meetings
- pupil voice
- parental feedback
- staff feedback
- evaluation of interventions.

The impact of SEND provision is reviewed regularly by the SENCo and senior leadership team.

### **15. Accessibility and Inclusion**

The school complies with the Equality Act 2010 and makes reasonable adjustments to ensure that disabled pupils are not placed at a substantial disadvantage.

This policy should be read alongside the school Accessibility Plan.

### **16. Complaints**

Any concerns regarding SEND provision should first be discussed with the SENCo.

If concerns remain unresolved, parents may follow the procedures outlined in the school Complaints Policy.

## **17. Policy Review**

This policy will be reviewed every three years or earlier if legislation or guidance changes.