



SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY

This Policy, which applies to the whole school including the Early Years Foundation Stage (EYFS), is publicly available on the School website and upon request a copy, (which can be made available in large print or other accessible format if required), may be obtained from the School Office.

Legal Status:

- Complies with The Education (Independent School Standards) (England) (Amendment) Regulations currently in force.
- Part 3 of the Children and Families Act 2014 and associated regulations including the Special Educational Needs and Disability Regulations 2014, relevant to the Code of Practice and relating to children and young people with special educational needs (SEN) and disabilities.
- Prepared with regard to the Equality Act 2010, the Public Sector Equality Duty 2011, Race Relations Act 1976, Race Relations Amendment Act 2000, Sex Discrimination Act 1986, Children's Act 1989 and 2004 and Special Educational Needs and Disability Act 2001
- Special Educational Needs and Disability Code of Practice: 0 to 25 years: statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities.

Applies to:

- Whole School including the Early Years Foundation Stage (EYFS) along with all activities provided by the school, including those outside of the normal school hours;

Related documents:

- Inclusion Policy
- Curriculum Policy
- Assessment Policy
- Able Gifted and Talented
- English as an Additional Language Policy

Availability

This policy is made available to parents, staff and pupils in the following ways: via the School website, and on request a copy may be obtained from the School Office.

Monitoring and Review:

- This policy will be subject to continuous monitoring, refinement and audit by the Headteacher.
- The Proprietor undertakes an annual review of this policy and of the efficiency with which the related duties have been discharged, by no later than one year from the date shown below, or earlier if changes in legislation, regulatory requirements or best practice guidelines so require.

Last reviewed: January 2025

Next review: January 2026

1. The ILE framework

We are committed to providing all our pupils with a broad and balanced curriculum. We take an individualised approach to the education of our children, promoting the learning of each individual whatever their needs or abilities. Many of our children receive additional or enhanced support within our Individual Learning Education (ILE) framework. Our ILE framework caters for all our children and not simply those who are deemed to have Special Educational Needs or Specific Learning Difficulties. Our SEN policy and procedures, therefore, form part of our overarching ILE strategy.



1.1 Principles:

Broomfield House is an inclusive school, determined to meet the needs of all our pupils. Through our SEN policy, we aim to:

- identify pupils with Special Educational Needs (SEN) at the earliest opportunity and offer appropriate provision;
- offer pupils with SEN full access to a broad and balanced curriculum in order to fulfil their potential ;
- maintain a whole school approach in which all staff support pupils with SEN;
- differentiate and plan lessons accordingly to address potential areas of difficulty and to remove barriers to pupil achievement;
- maintain a clear approach to identifying and responding to SEN;
- set high expectations for every child in accord with the National Curriculum Inclusion Statement whatever their prior attainment;
- use appropriate assessment to set targets for pupils which are deliberately ambitious and
- ensure that the identification of SEN will be built into the overall approach to monitoring the progress and development of all pupils;
- analyse possible SEND interventions using a 4 step graduated response (see 5.2 below)

2. Interpretation of SEN and disability

As part of its commitments under articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities, the UK Government is committed to inclusive education of disabled children and young people and the progressive removal of barriers to learning and participation in mainstream education. The Children and Families Act 2014 secures the general presumption in law of mainstream education in relation to decisions about where children and young people with SEN will be educated and the Equality Act 2010 provides protection from discrimination for disabled people. Independent schools are required to follow the *Special Educational Needs and Disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities (DfE and Department for Health: 2015)*.

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. Pupils who might require additional support at Broomfield House School include:

- pupils with specific learning differences e.g. dyslexia, dyscalculia and dyspraxia;
- pupils with social, emotional, or mental health needs
- the gifted and talented;
- pupils with hearing and/or visual impairment and
- pupils with specific physical and medical conditions

Our school regularly reviews and evaluates the quality and breadth of the support we can offer or can access for children with SEN or disabilities. We also consider our duties, as they apply to us as an independent school, under The Equality Act 2010. We give careful consideration in advance to what disabled children and young people we can accommodate in our independent school. Our Senior Leadership Team has specific oversight of our school's arrangements for SEN and disability. We do this through our annual review process of this policy.



2.1 Equality Act 2010

Our school has a duty under the Equality Act 2010 towards individual disabled children and young people. We will make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them from being put at a substantial disadvantage. We give prior thought to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Our school has a duty to prevent discrimination, to promote equality of opportunity and to foster good relations.

3. Aims and Objectives

Broomfield House School's Special Educational Needs and Disabilities policy provides a framework for the provision of teaching and support for pupils with learning difficulties. The framework refers to entitlement, access and partnership.

The aims of this policy are:

- to create an environment that meets the special educational needs of each pupil;
- to ensure that the special educational needs of pupils are identified, assessed, provided for and reviewed;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for pupil's special educational needs;
- to enable all pupils to have full access to all elements of the school curriculum;
- to ensure that parents are able to play their part in supporting their pupil's education;

In order to meet these aims, our objectives are:

- to identify pupils with learning needs as early as possible;
- to assess the pupil to identify specific areas of difficulty;
- to include within pupils' records information relating to their individual needs, interventions and outcomes;
- to assist staff in modifying the curriculum to meet the pupil's needs within the classroom and
- to provide training programmes for staff when required;
- to ensure that no pupil with learning needs or disability is discriminated against on the basis of his/her disability;
- to work in partnership with parents and guardians in providing appropriate support and advice.

4. Admission Arrangements

The assessment procedure for pupils seeking to join the School in KS2, and sometimes in KS1, will involve a computerised baseline assessment to assess the child's current level of learning in order that we can provide an appropriate educational programme. In addition to this we will invite them into school to spend a day with their peers where possible. Parents will also have a generalised discussion with either the Headteacher or a member of staff. If a pupil has already been identified as having learning needs, relevant reports should be brought to the family interview. If necessary the SENCO or a member of the ILE team will meet the pupil and talk to parents. Pupils are admitted to the school at the discretion of the Headteacher. Pupils with additional needs will be admitted if the school can offer appropriate support. However, every effort will be made to accommodate a pupil with Learning Needs.

5. SEN provision within the ILE framework

Identification of Pupils with Special Educational Needs and Disabilities will be built into the overall approach to monitoring the progress and development of all pupils. This approach is Broomfield House School's ILE framework. The SENCO is additionally the head of the ILE team. The ILE team is comprised of a number of teaching and assisting staff, who deliver extra support in a variety of ways including one-to-one, small group and in-class support.

5.1 Special Educational Needs Co-ordinator (SENCO)

The Headteacher has appointed a Co-ordinator for special educational needs known as a Special Education Needs Co-ordinator (SENCO). Our SENCO is the Deputy Head.



The key responsibilities of the SENCO include:

- overseeing the day-to-day operation of the school's SEN policy
- co-ordinating provision for children with SEN
- liaising with and advising staff on the graduated approach to providing SEN support
- liaising with parents of pupils with SEN
- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
- being a key point of contact with external agencies, especially the local authority and its support services
- working with the Headteacher and school governors to ensure that the school continues to meet its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring that the school keeps the records of all pupils with SEN up to date
- overseeing the records for all pupils with special educational needs;
- supporting staff in developing strategies to meet effectively the learning needs of all pupils at Broomfield House School.

5.2 The Graduated Approach to responding to Special needs

In practical situations of our school inclusive of the Early Years Foundation Stage we do what is necessary to enable children and young people to develop, learn, participate and achieve the best possible outcomes. Our school recognises emerging difficulties arising with young people and responds promptly. We understand parents know their children best and we respond when parents express concerns about their child's development. We listen to and address any concerns raised by children themselves.

The model of action and intervention in our school, inclusive of the EYFS, has a graduated approach to help children who have Special Educational Needs. Our approach recognises that there is a continuum of special educational needs and that, where necessary, increasing specialist expertise should be brought to bear on the difficulties that a child or young person may be experiencing. We are following the principle of the current guidance (SEN code of practice 2015) by using this graduated approach (which replaces School Action and School Action Plus) to identify and support our children with Special Educational Needs.

In our school, the graduated approach is led and coordinated by the SENCO. Where we identify a child as having SEN in our school, we take action to remove barriers to learning and put effective special educational provision in place. The support provided takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what support the pupil requires to make good progress and secure good outcomes. This 4 part cycle is known as 'Assess, plan, do, review' and this is largely done through the ILE process of termly class reviews.

These class reviews place children within one of 4 categories for possible SEND action within our ILE scheme. This is called the wave. These are:

1 – no intervention

2 - inadequate or weak progress requiring further intervention. This may be in small group work within the class or in a group of similar children outside the classroom;

3 – involvement of outside agencies including speech and language therapists, educational psychologists and other professionals;

4 – working towards or gaining an EHCP.

How we analyse the children through Assess, Plan, Do and Review is as follows:



Assess

In identifying a child as needing SEN support the class or subject teacher, working with the school SENCO, will carry out a clear analysis of the pupil's needs. This will draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our school's core approach to pupil progress, attainment, and behaviour. It will also draw on other subject teachers' assessments where relevant, the individual's development in comparison to their peers and national data, the views and experience of parents, the pupil's own views and, if relevant, advice from external support services. Our school will take seriously any concerns raised by a parent. These will be recorded and compared to the school's own assessment and information on how the pupil is developing. This assessment will be reviewed regularly. This will help ensure that our support and intervention are tailored to need, barriers to learning are identified and overcome, and that a clear picture of the interventions put in place and their effect is developed. For some types of SEN, the way in which a pupil responds to an intervention can be the most reliable method of developing a more accurate picture of need.

Plan

When our school has decided to provide a pupil with SEN support, we will then formally notify parents, although parents will often have already been involved in forming the assessment of needs as outlined above. The teacher and the SENCO will agree in consultation with the parent the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, and this will be regularly reviewed. All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will also be recorded within our ILE documentation. The support and intervention provided will be selected to meet the outcomes identified for the pupil, based on reliable evidence of effectiveness, and will be provided by staff with sufficient skills and knowledge. Parents will be fully aware of the planned support and interventions and, where appropriate, home strategies will be included to reinforce or contribute to progress.

Do

The class or subject teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class or subject teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The school SENCO will support the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed. The impact and quality of the support and interventions will be evaluated, along with the views of the parents. This will feed back into the analysis of the pupil's needs. The class or subject teacher, working with the SENCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil.

5.3 Indicators

In addition to the range of assessment procedures outlined above, at Broomfield House School, we use specific numerical data and computerised screeners as an indication of whether a child might require extra support. These include a dyslexia screener and our yearly national test scores for years 2-6. For Year 1 we use specific criteria as outlined below. For Early Years we track children's development against the age descriptors in the EYFS as described below. All of these are checked at the half termly Academic and Pastoral meetings.



Year 1 and below – a significant discrepancy in their oral ability and the speed with which they pick up reading and listening; number & letter reversal; difficulty in copying correctly from the board and following instructions about setting out work; problems with maths; any family history with dyslexia.

NFER Scores below which intervention happens:

	Maths	English
Year 2-6	NFER score of 105 or less	NFER score of 105 or less.

**Early Years Achievement
Pre-Kindergarten Year**

	1 st term	2nd Term	3 rd Term
Autumn Birthday	36-48 secure	48-60 emerging	48-60 developing
Spring Birthday	36-48 developing	36-48 secure	48-60 emerging
Summer Birthday	36-48 emerging	36-48 developing	36-48 secure
Kindergarten			
Autumn Birthday	48-60 Secure	60-71 secure/developing	ELG expected
Spring Birthday	48-60 developing	60-71 developing/secure	ELG expected
Summer Birthday	48-60 emerging	48-60 developing/secure	60-71 emerging/developing ELG expected

5.4 Children with Statements of Special Educational Needs

Where a child joining Broomfield House School has either a *Statement of Special Educational Needs* or an *Education, Health and Care Plan* (EHCP), we will always consult with parents and, where appropriate, the Local Authority to ensure that the required curriculum is provided for as set out in the Statement, including the full National Curriculum if this is specified. It is our understanding that any statement of special educational need will be converted by the local authority to an EHCP within three academic years. We will also co-operate with the Local Authority to ensure that relevant reviews, including the annual review, are carried out as required by regulation and best practice. The school will make reasonable adjustments to meet the needs of children with an EHCP. Any additional services that are needed to meet the requirements of the EHCP or additional services such as dyslexic tuition will be subject to charge. This charge will be made directly to the parents, or the Local Authority if they are responsible for the fees and Broomfield House School is named in the Education, Health and Care (EHC) Plan. We therefore will comply with the 'local offer', with the agreement of the parents, which has been made to the parents in respect to meeting the special educational needs of their child.

5.5 Timetabling



The amount and type of support offered to a pupil is dependent on need. Broomfield House School believes that pupils will not be withdrawn from lessons unless it is necessary to do so. Broomfield House School believes that pupils with additional needs should spend as much time as possible in the classroom with the most effective teachers and that removal from class should be avoided wherever possible and that most additional needs can be met in class with/by quality first teaching. We believe that all subjects are important to the pupil's development and that every pupil is entitled to a broad and balanced curriculum. Therefore, timetabled lessons should not be sacrificed for support unless entirely necessary. When a pupil needs to be withdrawn for learning support, every effort is made to ensure that a pupil does not miss core curriculum subjects. Their individual strengths are also taken into account in addition to the advice of staff members and parental requests. Some pupils are withdrawn from a second language in order to ensure extra support is given for English and maths as appropriate. Some support lessons are also delivered at the same time as the timetabled subject following the same lesson objectives but in a smaller group with a smaller range of abilities.

5.6 Methods of SEN provision

At Broomfield House School, different types of provision are employed to support children who have been identified as having Special Educational Needs. These types of provision are tailored both to the child's needs and the subject area.

Methods include:

- Class action in which children are not withdrawn from the lesson but provided with extra support within the lessons to access the curriculum and meet achievement targets
- Small group support in which a few children of similar attainment and ability are given extra tuition and practice in specific areas. These booster groups may substitute the whole class lesson, or may occur at an additional time during the school day
- One-to-one support in which some children are withdrawn to receive additional tuition and practice in specific areas

5.7 SEN staff

Various members of staff provide SEN support in the way detailed above. These members of staff all form part of the SEND team which is in itself part of the ILE team. These include the SENCO and the ILE teacher in addition to teaching assistants of all the year groups and several other specialist teachers.

5.8 Examples of SEN provision

- A booster group focusing on gross motor skill development run by our specialist PE teacher
- One to one literacy and maths support
- In-class group support
- Booster groups, including maths, spelling and handwriting practice

6. Emotional and Behavioural Difficulties

Broomfield House School caters for pupils with mild emotional and behavioural difficulties. We acknowledge that the profile for every child with these types of difficulties is different and unique. Our provision for these children takes this into account and is holistically tailored to the needs of the individual. We recognise that issues such as these could be due to a range of different factors which encompass:

- Social and environmental issues such as family breakdown or bereavement
- Speech, language and communication needs (SLCN)
- Emotional, health and social difficulties such as some traits of ADHD and ASD

6.1 Social and environmental issues



Our school will always be alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEN but it can have an impact on well-being and sometimes this can be severe. Our school will ensure that we make appropriate provision for a child's short-term needs in order to prevent problems escalating. Where there are long-lasting difficulties our school shall consider whether the child might have SEN. Whilst slow progress and low attainment do not necessarily mean that a child has SEN and will not automatically lead to a pupil being recorded as having SEN, they may be an indicator of a range of learning difficulties or disabilities.

6.2 Speech, language and communication issues

We recognise individual children or young people often have needs that cut across all these areas and their needs may change over time. For instance speech, language and communication needs can also be a feature of a number of other areas of SEN, and children and young people with an Autistic Spectrum Disorder (ASD) may have needs across all areas, including particular sensory requirements. A detailed assessment of need will ensure that the full range of an individual's needs is identified, not simply the primary need. The support provided to an individual will always be based on a full understanding of their particular strengths and needs and seek to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment or software.

6.3 SEN leading to emotional difficulties

Our school will not assume that attainment in line with chronological age means that there is no learning difficulty or disability. Some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

7. EAL

Identifying and assessing SEN for children or young people whose first language is not English requires particular care. Our school will look carefully at all aspects of a child or young person's performance in different areas of learning and development or subjects to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. However difficulties related solely to limitations in English as an additional language are not classed as SEN. For more detail (see Broomfield House School EAL policy).

8. Involving Specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, we will consider to begin involving specialists, including those secured by our school itself or from outside agencies. Our school may involve specialists at any point to advise them on early identification of SEN and effective support and interventions. We will always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEN support delivered by appropriately trained staff. The pupil's parents will always be involved and consulted in any decision to involve specialists. The involvement of specialists and what was discussed or agreed will be recorded and shared with the parents and teaching staff supporting the child in the same way as other SEN support. Where our assessments have indicated that support from specialist services is required, it is important that children and young people receive it as quickly as possible. Examples of specialists used by the school include outside educational psychologists, visiting occupational therapists and speech therapists.

9. Data and Record Keeping

Our school has developed its own approach to record keeping in line with the requirements of the Data Protection Act 2018. Our school records details of additional or different provision made under SEN support. This forms part of regular discussions with parents about the child's progress, expected outcomes from the support and planned



next steps. We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Local authorities that are considering or are carrying out an assessment of the pupil's needs, will wish to review such information, as will secondary schools. We use our information system to monitor the progress and development of all pupils within our ILE framework. Details of SEN, outcomes, teaching strategies and the involvement of specialists will be recorded as part of this overall ILE approach.

Broomfield House School SEN documentation consists of the following:

- ILE/SEND Register

This spreadsheet details the needs of every child in the school. It shows which children within the ILE framework are classified as needing extra support and what the particular needs are. Not all these children are deemed to have Specific Learning Difficulties. Children who are considered to be on the threshold for needing additional support or no longer in need of support are recorded as 'monitored' (M). These children are monitored for two consecutive terms as part of the Class Review. If they are considered no longer in need of monitoring after this time then they are no longer recorded as 'monitored' on the register.

- Class Review documents

Each term the deputy Head, Head of ILE and Head of Teaching and learning complete a Class Review meeting with each class teacher. The progress, needs and achievements of each child in the class is discussed and recorded in this document. The information includes details of the support children are receiving, recent assessment scores, mindset and English, maths and general progress.

- The SEN timetable:

This shows which teachers are allocated to give support and to whom at any given time.

- The Broomfield Individual Education Plan (IEP):

These are created for each child who is deemed to have Specific Learning Difficulties and/or who receive support outside the standard class timetable. The Broomfield IEP includes:

1. A statement of the child's strengths and needs
2. Short-term targets for the child
3. Teaching strategies for achieving these targets
4. When and who will provide these strategies
5. A review of the targets and provision

- Record of activities:

All school professionals involved in supplying special needs feed information into the ILE team.

SEN documentation is reviewed on a termly basis by the SENCO and ILE team, unless progress and reports suggest an alternative approach is needed.

- Observations:

In addition, where it is deemed necessary, a child may be observed in the course of their normal class or playground activities, either by a member of the SEN team or an external agent such as an educational psychologist. Records are kept of these observations, and of all consultations with parents, staff and other professionals. These inform planning in order to meet the needs of individual children. Information gathered may be shared with other professionals with parental permission. The records we keep are available to the child's parents on request.

- Professional Assessments:



Copies of assessments that individual children have undergone with external professionals are also retained in order to support planning of provision of individual children.

- Screening Results:

Records of computerised dyslexia screening are retained within the SEN documentation.

10. Gifted and Talented Pupils

Occasionally a pupil will stand out from their peers as having exceptional abilities. If the need is considered very different from their peer group, the pupil has special needs. We consider these children to be gifted and talented and we provide enhanced learning within the ILE framework. These children, and the provision they receive, is recorded within the Gifted and Talented documentation.

11. Inclusion and SEND in the Early Years Foundation Stage (EYFS)

At Broomfield House School EYFS we believe that all our children matter. All the children in our EYFS stage are entitled to an education that enables them to:

- achieve the best possible educational and other outcomes, and
- become confident young children with a growing ability to communicate their own views and who are ready to make the transition into compulsory education.

We give our children every opportunity to achieve their potential by taking account of our children's range of life experiences when planning for their learning. In the EYFS we set realistic and challenging expectations that meet the needs of our children so that most achieve the Early Learning Goals by the end of the foundation stage. Some children progress beyond this point. For these children we differentiate within the classroom in order to stretch them, where necessary planning more advanced activities which build upon and advance the work that the rest of the class is completing.

At Broomfield House School we are aware that some children may not progress at the expected rate as outlined in the document '*Statutory Framework for the Early Years Foundation Stage - Setting the standards for learning, development and care for children from birth to five*' (Department for Education, Effective September 2021) and '*Early years outcomes - A non-statutory guide for practitioners and inspectors to help inform understanding of child development through the early years*' (Department for Education, September 2013). As a provider of early years education, we are required to have regard to the '*Special educational needs and disability code of practice: 0 to 25 years: Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities 2014.*' (DfE and Department of Health: 2015)

As set out in the EYFS framework we take steps to ensure that children with medical conditions get the support required to meet their needs.

We identify those children who do not meet these developmental milestones through a range of methods, including:

- Information from parents
- Information/records from Playgroups/Nurseries/Pre-Schools
- Information from outside agencies
- On-going teacher observations
- Foundation Stage Profile
- Termly school reports

Those children who may need additional help to meet the Early Learning Goals are largely supported in the EYFS through in-class strategies which are implemented by the class teacher. These may include:



- Planning opportunities that build upon and extend children's knowledge, experience and interests, and develop their self-esteem and confidence;
- Using a wide range of teaching strategies based on children's learning needs;
- Providing extra time/1:1 activities with the class teacher or teaching assistant which focus on key areas for development.
- Providing a wide range of opportunities to motivate and support children and to help them to learn effectively;
- Providing a safe and supportive learning environment in which the contribution of all children is valued;
- Using resources and activities which meet as many of the seven areas of learning as possible: this allows children with different learning styles to engage to their fullest potential;
- Planning challenging activities for children whose ability and understanding are in advance of their language and communication skills;
- Monitoring children's progress and taking action to provide support as necessary. This involves speech therapy for some of our children.

11.1 SEN Record Keeping within EYFS

EYFS Practitioners will maintain a record of children under their care as required under the EYFS framework. Such records about their children will be available to parents and they shall include how our school supports children with SEN and disabilities. Where, despite our early years foundation stage having taken relevant and purposeful action to identify, assess and meet the special educational needs of the child, the child has not made expected progress, our school will consider requesting an Education, Health and Care needs assessment.

11.2 The role of the SENCO in Early Years provision

Our school SENCO has whole school responsibilities inclusive of the early years foundation stage (EYFS) and the role involves:

- ensuring all practitioners in our school understand their responsibilities to children with SEN and our school's approach to identifying and meeting SEN
- advising and supporting colleagues
- ensuring parents are closely involved throughout and that their insights inform action taken by our school, and
- liaising with professionals or agencies beyond the school in partnership with the EYFS team leader

12. Partnership with parents

Broomfield House School works closely with parents in the support of those pupils with special educational needs. We encourage an active partnership through an on-going dialogue with parents. We have regular home-school dialogue and where necessary, home-school communications via books or emails. Teachers have meetings to share the progress of special needs pupils with their parents. We inform the parents of any intervention, and we share the process of decision-making by providing clear information relating to the education of pupils with special educational needs. Where a pupil is receiving SEN support, we will talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and our school.

These discussions can build confidence in the actions being taken by the school, but they can also strengthen the impact of SEN support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, they can provide essential information on the impact of SEN support outside school and any changes in the pupil's needs. These discussions will be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher, supported by the school SENCO or ILE team. It will provide an opportunity for the parent to share their concerns and, together with the teacher, agree their aspirations for the pupil.



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A record of the outcomes, action and support agreed through the discussion will be kept and shared with all the appropriate school staff. This record will be given to the pupil's parents. The school's management information system will be updated as appropriate.