



## SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) & INCLUSION POLICY

Responsibility of ( <i>see policy tracking sheet</i> ):	Local Governing Body
Approved by:	Local Governing Body
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## **1. Introduction**

Saracens Broadfields (SBF) believes that all pupils are entitled to an education that enables them to achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood. This policy outlines the framework the school will use in meeting its duties, obligations and principal equality values in providing an appropriate high-quality education for pupils with Special Educational Needs and Disabilities (SEND). Through successful implementation of this policy, the school aims to eliminate discrimination and promote equal opportunities.

The school will work with the Local Authority (LA), or equivalent, in ensuring that the following principles underpin this policy:

- The involvement of pupils and their parents/carers in decision-making
- The early identification of pupils' needs and early intervention to support them
- A focus on inclusive practice and removing barriers to learning
- Collaboration between education, health and social care services to provide support
- High-quality provision to meet the needs of pupils with SEND
- Greater choice and control for pupils and their parents/carers over their support
- Successful preparation for adulthood, including independent living and employment.

Under the Equality Act 2010, a disability is a physical or mental impairment which has a long-term and substantial adverse effect on a person's ability to carry out normal day-to-day activities. For the purposes of this policy, a pupil is defined as having SEND if they have:

1. A significantly greater difficulty in learning than most others of the same age
2. A disability or health condition that prevents or hinders them from making use of educational facilities used by peers of the same age in mainstream settings
3. Special educational provision that is additional to or different from that made generally for other children or young people of the same age by mainstream settings.

## **●.1 Objectives and Guiding Principles of the SEND and Inclusion Policy**

- Value all pupils and staff equally
- Offer pupils with special educational needs the same experiences as their peers and ensure all pupils make adequate progress in reaching their personal potential
- Provide an inclusive education, whereby all pupils' needs are identified, and appropriate action is taken to ensure maximum access to the curriculum for all pupils, recognising the social background of each pupil
- Identify and assess early individual learning needs through assessment procedures and discussion with colleagues and the Special Educational Needs and Disabilities Co-ordinator (Inclusion Manager)
- Encourage and support all staff to take responsibility for meeting the learning needs of all pupils in their care
- Encourage all parents/carers to recognise that they have a joint responsibility with the school to meet their child's special educational needs
- Adapt or personalise work in pace, style, challenge and content according to the pupil's age, gender, experience and identified learning need
- Work with the pupil to create a pupil profile which sets out strategies which have been agreed together to support the pupil
- Work in partnership with parents/carers and pupils, keeping parents/carers fully informed of progress
- Discuss with pupils, and agree with them, targets for their learning
- Prepare and provide Provision Maps (extra strategies to improve pupils' learning) for pupils who require special educational provision and with an Education Health and Care (EHC) Plan under the Code of Practice, and review these as necessary
- Use a consistent approach to SEND throughout the school in accordance with this policy
- Provide appropriate provision for pupils with SEND
- Develop the skills of staff in SEND issues and initiatives
- Ensure the Single Equality Scheme and guidance are implemented effectively across the school
- Recognise that inclusion in education is one aspect of inclusion in our society.

## **●.2 Definition of Special Educational Needs and Disabilities**

Definitions of special educational needs and disabilities (SEND) taken from section 20 of the Children and Families Act 2014.

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 child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government has reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. New legislation (The Children and Families Act 2014) enacted on the 13th March 2014 came into force on the 1<sup>st</sup> September 2014. A new SEND Code of Practice also accompanies this legislation.

More details about the SEND Code of Practice can be found on the Department for Education's website:

[https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND\\_Code\\_of\\_Practice\\_January\\_2015.pdf](https://assets.publishing.service.gov.uk/media/5a7dcb85ed915d2ac884d995/SEND_Code_of_Practice_January_2015.pdf)

One significant change arising from the reforms is that those children with the most complex needs, are supported through an Education, Health and Care (EHC) Plan. These plans are being supported by an Education, Health and Care Plan Pathway. You can find further information on the London Borough of Barnet's SEND Local Offer website:

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Barnet that have an EHC Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors.

### **Definition of Inclusion**

Inclusion is an ongoing process that celebrates diversity and involves the identification and minimising of barriers to learning and participation that may be experienced by any pupils, irrespective of age, ability, gender, ethnicity, language, disability and social background, and the maximising of resources to reduce these barriers.

### **Working with Parents**

The knowledge, views and first-hand experience parents have regarding their children is valued for the contribution it makes to their child's education. Parents are seen as partners in the educational process. All parents are welcome and strongly encouraged to keep in regular contact with the school regarding their child's progress. A range of parent support systems, internal and external are in place.

## **●.3 Learning Challenges**

Pupils may need support if they have:

- A cognitive disadvantage which affects their ability to learn at the same rate as the majority of their peers
- A specific learning difficulty which may or may not be linked to a cognitive disability
- A speech and language impairment affecting their ability to comprehend
- A behavioural impairment affecting their ability to concentrate and therefore to learn effectively
- A sensory impairment
- A physical disability
- An emotional disability which can affect their ability to learn
- A syndrome which limits the extent to which they can access the curriculum as easily as their peers
- An extended period of absence. This could occur for a variety of reasons
- Pupils who speak a different language at school to the one they speak at home, but in addition have a learning difficulty as well.

## **2. Admissions and Inclusions**

1. We ensure that pupils with a SEND are admitted on an equal basis with others in accordance with its admissions policy.
2. Where the local authority ("LA") proposes to name Saracens Broadfields in a statement of SEND or Education and Health Care plan, it gives the school written notice that it proposes to do so. Within 15 days of receipt of the LA's notice that it proposes to name Saracens Broadfields in a statement, we must consent to being named, except where admitting the child would be incompatible with the provision of efficient education for other children; and where no reasonable steps may be made to secure compatibility. In deciding whether a child's inclusion would be incompatible with the efficient education of other children, we have regard to the relevant guidance issued by the Secretary of State.
3. If we determine that admitting the child would be incompatible with the provision of efficient education, we will, within 15 days of receipt of the LA's notice, notify the LA in writing that we do not agree that Saracens Broadfields should be named in the pupil's EHCP. Such notice must set out all the facts and matters we rely upon in support of our contention that: (a) admitting the child would be incompatible with efficiently educating other children; and (b) we cannot take reasonable steps to secure this compatibility.
4. After service by Saracens Broadfields on the LA of any notice stating that it does not agree with the LA's proposal that the school be named, we seek to establish from the LA, as soon as is reasonably practicable, whether or not the LA agrees. If the LA notifies us that it does not agree with our response, and names Saracens Broadfields in the child's statement, we admit the child to the school on the date specified in the statement or on the date specified by the LA.
5. Where we consider that Saracens Broadfields should not have been named in a child's EHCP, we may ask the Secretary of State to determine that the LA has acted unreasonably in naming the Academy and to make an order directing the LA to reconsider.
6. The Secretary of State's determination shall, subject only to any right of appeal which any parent or guardian of the child may have to the First-tier Tribunal (Special Educational Needs and Disability), be final.

7. If a parent or guardian of a child in respect of whom a statement is maintained by the local authority appeals to the First-tier Tribunal (Special Educational Needs and Disability) either against the naming of Saracens Broadfields in the child's SEND statement or asking the Tribunal to name Saracens Broadfields, then the decision of the Tribunal on any such appeal shall be binding and shall, if different from that of the Secretary of State under paragraph 9 above, be substituted for the Secretary of State's decision.
8. Where Saracens Broadfields, the Secretary of State or the First-tier Tribunal (Special Educational Needs and Disability) have determined that it should be named, we shall admit the child to the school.

### **3. Roles and Responsibilities**

#### **Key individuals:**

- Principal (the responsible person under the Code of Practice)
- Senior Leadership Team (SLT)
- Inclusion Manager
- Provision Manager
- SEND Link Governor and Governing Body
- Class Teachers
- Learning Support Assistants
- Grow and Thrive Team
- Outside agencies.

The Inclusion Manager is responsible for:

- Overseeing the day to day operation of the school's SEND and Inclusion Policy
- Coordinating provision for pupils with special educational needs and disabilities
- Liaising with and advising colleagues
- Liaising with pastoral colleagues concerning issues of behaviour management
- Managing Learning Support Assistants and Grow and Thrive staff
- Overseeing the records of all pupils with special educational needs and disabilities, and monitoring their individual academic performance and progress over time
- Liaising with parents/carers of pupils with special educational needs and disabilities
- Hosting and contributing to the in-service training of staff and encouraging staff development
- Liaising with external agencies including the LA's support and psychology services, health, social services, and voluntary bodies
- Reporting progress or otherwise against set targets to Principal/Vice Principal (line manager)
- The annual account of income received and how it was spent, to be available for the LA, Secretary of State, or other appropriate bodies as requested.

### **4. Current Procedures for Graduated Response (Assess, Plan, Do and Review)**

#### **•.4 Identification**

See definition of **Special Educational Needs and Disabilities** at start of

policy. **A graduated approach: 'Every Teacher is a Teacher of SEND'.**

**Quality First Teaching: 'The baseline of learning for *all* pupils':**

1. Any pupil who is falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored
2. Once a pupil has been identified as possibly having SEND they will be closely monitored by staff in order to gauge their level of learning and possible difficulties
3. The Class Teacher will take steps to provide adapted and/or personalised learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied
4. The Inclusion Manager will be consulted as needed for support and advice and may wish to observe the pupil in class
5. Through the above actions it can be determined which level of provision the pupil will need
6. If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary
7. Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. Parents/carers are encouraged to share information and queries with the school
8. Involve the pupil in appraisal of own work
9. The pupil is monitored if concern is raised by parent/carer or teacher but this does not automatically place the pupil on the school's SEND register. Concerns are discussed with parents/carers. It is recorded by the school as an aid to further progression and for future reference
10. Pupil progress meetings and parent/carer evenings are used to monitor and assess the progress being made by all pupils. The frequency of these meetings is dependent on individual progress.

If this provision is not adequate then the class teacher, Year Head and Inclusion Manager will:

- reassess needs if appropriate through diagnostic assessment
- review the child's progress with the class teacher during a parent consultation
- place the child on one or two intervention programmes
- review progress twice a year at the pupil progress meeting
- make a referral as necessary

If this provision proves to be inadequate then the child may be identified as needing SEND Support. Children who are identified as requiring SEND Support will be identified on the SEND provision map. The range of SEND Support provided will depend on the needs of the child and will be in accordance with the Ordinarily Available document mentioned earlier. This may involve accessing the expertise of external professionals. We use SEND Support Plans (SSPs) as a planning document to describe outcomes reflecting priority needs and how progress is to be measured or reviewed.

Special Educational Needs may not persist throughout a child's educational career. Children that make effective progress with SEND Support may be removed from the SEND register but continue to be monitored through Pupil Progress meetings.

## ●.5 SEND Support

Where it is determined that a pupil does have SEND, parents/carers will be formally advised of this before inclusion of the individual on the school SEND register. The aim of formally identifying a pupil with SEND is to help a school ensure that effective provision is put in place and so remove barriers to learning.

The support provided consists of a four-part process indicated below:

- Assess
- Plan
- Do
- Review.

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of an individual grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

#### **•.5.1 Assess**

In identifying a child as needing SEND support the subject teacher, working with the Inclusion Manager should carry out a clear analysis of the pupil's needs. This should draw on subject assessments, teacher observations and details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The opinion and feelings of the individual and advice from external support services will also be considered. Any parent/carer concerns will be recorded and compared with the school's information and assessment data on how the pupil is progressing.

A pupil joining the school from a different setting with SEND has a starting point upon entry against which progress can be measured. This information is gained from the previous setting to the pupil entering the school. This makes use of national data and teacher assessments as well as specialist testing or assessments. Pupils with SEND have agreed targets to support them in making adequate progress which is tracked and monitored over time. Progress is monitored using the methods discussed above and supported by the following methods:

- PIRA (Literacy)
- PUMA (Maths)
- PERA (Phonics/ Early Comprehension)
- Sandwell (early Mathematics)
- Engagement Model; Prerequisite, Pre-Formal, Semi-Formal, Formal
- Pre-key Stage Assessments.

This analysis will require regular review to ensure that support, provision and intervention is matched to need; barriers to learning are clearly identified and being challenged and that the provision or interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need(s). Where they are not involved, they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

#### **•.5.2 Plan**

When it is decided to provide a pupil with SEND support, parents/carers will be informed in writing. Planning will involve consultation between the Class Teacher and



Inclusion Manager and parents/carers to agree the adjustments, provision, interventions and support that are required; the impact on progress, development and/or behaviour that is expected and a clear date for review. Parent/carer involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

#### ●.5.3 Do

The Class Teachers remain responsible for working with the pupil on a daily basis. They will retain responsibility even where the provision or interventions may involve group or 1:1 teaching away from the mainstream classes. They will work closely with Learning Support Assistants and relevant specialist staff to plan and assess the impact of support, provision and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the Inclusion Manager.

#### ●.5.4 Review

Reviewing pupil progress will be made at academic data collection points. The review process will evaluate the impact and quality of the support and interventions. The Inclusion Manager will revise the support, and in the light of pupil progress and development, will make any necessary amendments going forward in consultation with parents/carers and teachers.

### 5. Referral for an Education, Health and Care (EHC) Plan

If the progress on a SEND Support Plan is still unsatisfactory or the pupil has lifelong or significant difficulties, they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the pupil are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The SEN Code says:

*“A local authority should conduct Education and Health Care (EHC) needs assessments for children when it considers that the special educational provision required to meet the child's needs cannot reasonably be provided from within the resources normally available to their early education provider or school.”*

The decision to make a referral for an EHC Plan will be taken at a progress review involving parents/carers and the Inclusion Manager.

The application for an EHC Plan will combine information from a variety of sources including:

- Parents/Carers
- Teachers
- Inclusion Manager
- Social Care
- Health Professionals
- Advisory Teams
- Educational Psychologists.

Information will be gathered relating to the current provision and a summary of any action points taken; the preliminary outcomes of the targets set form the basis of the profile. A decision will be made by a group of people from education, health and social care about whether the pupil is eligible for an EHC Plan. This is a 20 week process from request to an EHC plan being issued. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.barnetlocaloffer.org.uk/pages/home/information-and-advice/education-health-and-care>

#### ●.6 Education, Health and Care (EHC) Plan

1. Following Statutory Assessment, an EHC Plan will be provided by the London Borough of Barnet, if it is decided that the needs of an individual are not being met by the support that is ordinarily available. Both staff in school and parents/carers will be involved in developing and producing the EHC Plan.
2. Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the EHC Plan if it differs from their preferred choice.
3. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The **Annual Personal Review** enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place.

For further information please contact the Inclusion Manager in school.

### 6. Access to the Curriculum, Information and Associated Services

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible, taking into account the wishes of parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the Inclusion Manager will consult with parents/carers for other flexible arrangements to be made.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided both in school and across the partnership of schools. Staff members are encouraged to attend voluntary twilight and Inset training to further develop skills and knowledge.

#### ●.7 Intervention

Depending on the evidence gathered, and the results of review discussions with parents/carers/pupils this might include:

- In class support
- Adapted learning materials
- Specialist equipment
- Key Workers for EHC Plan and vulnerable pupils
- Tuition in a small group with a specialist teacher
- Social skills support
- 1:1 intervention
- Reduced/ Adapted/ Personalised curriculum.

#### **.8 Ensuring Access to the Curriculum for Pupils with SEND The Inclusion Manager and Senior Leaders are responsible for:**

- Keeping staff fully informed of the special educational needs of any pupils including sharing progress reports, medical reports and teacher feedback
- Providing regular training and learning opportunities for staff in all departments on the subject of SEND and SEND teaching. Ensuring staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND
- SBF SEND Information Report
- In-class provision and support being deployed effectively to ensure that the curriculum is differentiated where necessary
- Individual or small group tuition being available where it is felt that pupils would benefit from this provision
- Setting appropriate individual targets that motivate pupils to do their best, and celebrating achievements at all levels
- Putting arrangements in place to support pupils with medical conditions.

#### **•.9 Inclusion of Pupils with SEND**

The school curriculum is regularly reviewed by the SLT to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom and offsite provision. The school will seek advice where appropriate around individual pupils, from external support services.

#### **•.10 Evaluating the Success of Provision**

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils during the academic year. Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice. The Learning Support Team offer an open-door approach where parents/carers can access the Inclusion Manager regularly. Further feedback from parents/carers can be given at any time through email contact available on the school website. Information is gathered from different sources such as pupil and parent/carer surveys/teacher and staff surveys/parents'/carers' evenings/ consultation evening/ report feedback forms.

### **8. Working in Partnership with Parents/Carers**

SBF believes that a close working relationship with parents/carers is vital in order to

ensure:

- Early and accurate identification and assessment of SEND leading to the correct intervention and provision
- Continuing social and academic progress of children with SEND to enable personal success
- Parent/carers views are considered and valued.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers and the pupil will always be consulted with regards to future provision. Parent/carers are invited to attend meetings with external agencies regarding their child and are kept up to date and consulted on any points of action drawn up in regard to the provision for their child. The school's SEND Link Governor may be contacted via email through the school in relation to SEND matters.

## **8. Staff Development and Funding**

We aim to provide opportunities for all staff to develop their ability to meet pupils' individual needs. The financial provision for SEND will be monitored by the Inclusion Manager, SLT

/Governors and will be reviewed in the School Improvement Plan and the school's annual budget.

Staff are kept fully informed about LA, national and regional training courses, seminars and networks which relate to inclusive educational practice. Staff attending any courses will disseminate and share their knowledge with other staff within the school. Staff are also encouraged to observe good inclusive practice within the school and in other schools.

## **9. Complaints Procedure**

We aim to prevent formal complaints arising by our policy of parent/carers involvement at all stages of action relating to a special need. Should there be a complaint about the school's SEND provision it is dealt with in accordance with the SMAT Complaints Policy and Procedure.

## **10. SEND and Inclusion Policy - Review**

The LGB will regularly review the provision for pupils identified with SEND and consider the effectiveness and impact of the work done by the school.

## **11. Related Policies and Documents**

The school Self Evaluation Form (SEF)

The School SEN Report

[The Local Offer](#) SENCO Zone

The SEN Code of Practice

Equality Duty and Objectives

The ASC Provision Handbook

Admissions Policy