

Special Educational Needs & Disability (SEND) Policy



Status:	Statutory
Approved by Head teacher	A. Wade
Governors approval date	October 2025
Responsible Governors	Full Governing Body
Approved by (Governor)	C. Sheffmann
Review date:	October 2026

Special Educational Needs & Disability (SEND) Policy

In line with 'SEND code of practice: 0 to 25 years' statutory guidance gov.uk 2014
and The Children & Families Act 2014

Part 1:**Information about the school's Special Educational Provision**

Broadfield Specialist School is a Secondary School for SEND. We have extensive provision for students with Special Educational Needs and Disability (SEND) aged 11-19 years. Broadfield Specialist School meets the needs of students with Generic Learning Difficulties (GLD). This policy is committed to the aims of the school.

All students at Broadfield Specialist School must have an Education Health Care Plan (EHCP). They will have requested a place via the EHCP Annual Review process, and the Local Authority (Lancashire County Council) will consider all requests submitted and make a final decision on placement. If the Local Authority decide Broadfield Specialist School is able to meet the students needs, they will specify this as the 'Name of School/College' in Section I: Education Placement of the EHCP.

All students have access to the National Curriculum framework. We are committed to meeting the needs of all students through detailed 'provision mapping' which identifies and assesses the:

- Additional and different needs of individual students
- Specialist approaches, interventions, resources, equipment or provision required to meet these needs

Broadfield Specialist School consists of a main school for Key Stage 3 students (aged 11-14) and Key Stage 4 students (aged 14-16), in addition to a Post-16 / College department for Key Stage 5 students (aged 16-19). All Key Stages are housed within a single building with shared access to specialist facilities for Science, Computing, Art, Food Technology, Design Technology, Music, Earth Education, Drama, Dance and Sports. There are extensive external school grounds. The school building is split over three levels, but has full accessibility to all students, with two floors having direct access to external grounds and a single lift access internally to all three floors. Broadfield Specialist School is committed to working with all Educational, Health and Social Care services for joint outcomes within the EHCP.

This SEND Policy and our LOCAL OFFER are available on our website.

Part 2:**Identification, Assessment and Provision**

Within Broadfield Specialist School we have a Senior Leadership Team (SLT) who share responsibility for SEND. It is the role of the SLT to meet the following objectives:

- Develop a long term Strategic Plan and annual School Improvement Plans to ensure high standards of SEND provision within school
- Assess all documentation to audit needs and facilitate within current provision, or adapt with reasonable adjustments, where possible
- Facilitate provision maps and an individual Learning Journey for all students
- Review and request relevant updates to EHCPs for all students within school
- Monitor & Evaluation provision to ensure this meets current needs i.e. Personalised Learning programmes, and the use of specialist approaches, resources and/or equipment
- Create detailed provision maps which identify SEND of students in school and also any need which is 'additional & different' by way of resources, specialisms, equipment, individual support, including those with life limiting conditions and young people who may need medical care /Health Plans
- Have oversight of all Annual Review documentation in all key stages
- Action any requirements and liaise with any Specialist Interventions from EP, Specialist teachers for HI, VI, Counsellor, School nurse, ELCAS, CSC, etc. for all students
- Develop any documentation or other resources to facilitate effective student participation and student voice
- Ensure that working documentation / ILPs / Curriculum Assessments are monitored and evaluated to ensure a high quality provision and individual progress
- Audit and track students requiring specialist equipment, support, advice, or interventions through: Learning Journey, Annual Review, Annual Curriculum Report to parents, CPOMS, or other assessments, such as BSquared, Thrive, SCERTS profiles, Sensory profiles, or Boxall profiles
- Ensure that class teachers (the named person) carry out initial baseline assessment in order to facilitate access at the appropriate level, sharing any educational, health or social care needs as necessary
- Ensure that accessibility of our school is carefully considered whenever a request is made for a place within the school and any reasonable adjustments are made if possible

- Ensure that the environment is suitable for individual learning needs through regular environmental audits

Part 3:

Partnership within and beyond the school

An annual programme of training and professional development is facilitated on current initiatives within SEND practice either in house /within school, through LCC training courses, or other external providers.

SEND policy and provision is monitored within Broadfield Specialist School by a designated SEND Governor who has opportunities to feedback termly to the whole Governing Body.

Other professionals / paraprofessionals who may support and work closely with our students to meet their needs include:

- Area SENDO (SEND Officer)
- Local Authority School Advisor
- Counsellor
- Specialist Teacher for Autism, VI or HI (visual impairment / hearing impairment)
- Ophthalmologist
- Audiologist
- Educational Psychologist
- Special Needs School Nursing Team
- Speech & Language Therapist
- Occupational Therapist
- Physiotherapist
- Community Doctor / Paediatrician
- Clinical Psychologists
- PLDT (Paediatric Learning Disability Team)
- ELCAS (East Lancashire Child & Adolescent Services)
- Transitions & Adult Services Team
- Independent CEIAG advisor (Careers Education Information and Guidance)
- CSA attendance team (Compulsory School Age)
- CPO (Community Police Officer)
- YOT (Youth Offending Team)
- CSC (Children's Social Care)
- Bi-lingual Assistant

Links with other schools, colleges and training providers:

- As part of our 'Reaching Out' School to School support service for SEND we regularly support students with SEND in mainstream schools within our local area

- We have also developed inclusion links with a number of local mainstream schools for our students to attend lessons alongside mainstream peers
- Students in Broadfield Specialist School have a mainstream opportunity, if their personalised learning needs identify that this is appropriate
- Students within key stage 4 and 5 have opportunities within local colleges or training providers, if appropriate to their needs
- Students in key stage 4 and 5 have work experience opportunities, or supported internships, if appropriate to their needs
- Some students, when appropriate, can begin 'managed moves' and return to mainstream schools

Partnerships with parents:

We have a full time Parental Liaison Co-ordinator who undertakes an annual School Improvement Plan and our Parents are encouraged to involve themselves with their child's education in a number of ways:

- Attendance at Annual Reviews
- Attendance at Student Achievement Days
- Attendance at training and information workshops for parents
- Invited to Parents Group meetings and social outings with Parent Liaison Officer
- Encouraged to liaise regularly with classteacher, SLT, Headteacher, Parental liaison
- Invited to join 'Friends of Broadfield'
- Invited to social events
- Working with Safeguarding officer to access family support
- Home School Agreement
- Home School diaries if appropriate

Partnership with students:

- All students contribute to their Annual Review by way of a differentiated student participation activity prior to their meeting
- All students are invited to attend (all / part of) their Annual Review
- All students have the opportunity to be nominated and voted on to the School's Council
- Students are all accepted with their SEND without discrimination
- Students are encouraged to attend links with mainstream schools or to return to mainstream, if appropriate
- Students have opportunities for participation in development of ILPs, Audits of Need, One Page Profiles, Communication Passports, Learning Journeys, Transition Plans, Behaviour Support Plans, and Progress Files, as and when appropriate
- School will support young people in determining 'mental capacity' for important decisions in their lives
- Students meet with Independent Careers advisors and are involved in destinations and 'next steps' planning

Evaluation of the success of this policy:

This policy is reviewed annually by the SLT and School Governors. The success of this policy will be measured against the objectives stated in part 2.

Complaints procedure:

In accordance with the 1988 Education Act, complaints about the curriculum or about support school provides for children with SEND and related matters may be made in the first instance to the Headteacher. Full details of the School Complaints Procedure are available on the school website. All concerns will be dealt with sensitively with the best interest of the students at the centre of our work.

How this policy has been developed:

<i>Amended by:</i>	<i>Date:</i>	<i>Approved by:</i>	<i>Date:</i>
A Banner HT	11.03.05	SMT	16.03.05
D Parks SEN Adviser + A Banner HT	28.06.05		
SMT	12.10.05	SMT	12.10.05
		Governors	08.11.05
Angela Banner HT	05.02.08	Staff	04.02.08
		Curric & Policy	21.04.08
Carly Crawshaw Teacher	25.01.11	SLT	09.02.11
		Staff	14.02.11
A Banner HT + A Wilson DHT	01.10.14	SLT	01.10.14
		Governors	02.02.15
Carly Crawshaw DHT	19.10.16		
Carly Crawshaw DHT	19.09.17	SLT	02.10.17
		Governors	13.12.17
Carly Crawshaw DHT	12.11.18	SLT	13.11.18
		Governors	14.11.18
Carly Crawshaw DHT	26.11.19	SLT	10.01.20
Carly Crawshaw DHT	14.10.22	Governors	20.02.23
Carly Crawshaw DHT	08.10.25	SLT	08.10.25
		Governors	17.10.25