



The Edith Borthwick School SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

Lead Governor	Natasha Powell
Date approved by Governing Body	3rd November 2025
Next review date	Autumn term 2026

1. **Legislation and guidance**

This policy is based on the statutory requirements laid out in the Special Educational Needs and Disability (SEND) Code of Practice (2014) and has been written with reference to the following guidance and document:

- Part 3 of the Children and Families Act 2014,
- Equality Act 2010: advice for schools DfE 2013
- The Special Educational Needs and Disability Regulations 2014,
- Safeguarding policy

2. **Our aims**

Our SEND policy and information report aims to set out how our school supports and caters for all our learners with SEN.

We feel it is essential that all our learners have the right to an education which enables them to reach and go beyond their full potential. We aim to meet our learners educational, physical, social and emotional and care needs in a supportive environment. We aim to meet every child's needs through a personalised and individualised approach.

Our vision is 'enabling everyone to reach and go beyond their potential'.

Our values are:

RESPECT – we are polite, we understand difference, and we are happy to celebrate when others do well.

ENCOURAGE – we help each other and want all members of the school community to do their best and be kind to each other.

ACHIEVE – we work hard to meet our goals and feel proud of our achievements. We show resilience when we face challenges.

CARE – we help each other and look after each other. We keep everyone safe, and physically and mentally healthy.

HAVE FUN – we make sure that we enjoy our learning and our friendships.

3. **Definitions of special educational needs**

A pupil is considered to have a learning difficulty or disability which calls for 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 the majority of 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

4. **Roles and responsibilities**

The responsibility of ensuring our learners receive the most suitable SEN provision is the responsibility of the whole school. The Governing Body, Headteacher, Senior Leadership Group, class teachers, support staff, and therapists all have an important part to play in the identification, assessment, delivery and review of learning.

The named SENCO is Maggie Loveday however, as an SEN school the delivery and planning of provision and reviewing of an EHCP's lies with the class teacher. All paperwork is overseen, monitored and reviewed by SLG.

4.1 Headteacher

The Headteacher has overall responsibility for the provision and progress of learners.

Head teacher/SENCO/Senior leadership group will:

- Provide guidance to colleagues and work with staff, parents, and other agencies to ensure that learners receive appropriate support and high-quality education
- Advise on the deployment of the school's budget and other resources to meet learners needs effectively
- Be a point of contact for external agencies, especially the local authority and its support services to make sure that appropriate provision is provided
- Work with governors to determine the strategic development of the provision in school and ensure that the school meets its responsibilities under the Equality Act 2020 regarding reasonable adjustments.
- Liaise with providers of education and post school providers to ensure learners and their parents are informed about options, and a smooth transition is planned
- Advise on the approach to providing SEN support and differentiated teaching methods and opportunities for individual learners

4.2 Governors

It is the duty of the governors to:

- Ensure the school follows its responsibilities to meet the needs of children with SEND following the requirements of the SEND code of practice 2014
- Monitor the quality and effectiveness of provision within the school

4.3 Teachers

It is the responsibility of the class teacher to:

- Support every learner in the class to make progress
- Monitor and report on learner progress
- Initially assess learners' needs on entering the school to ensure that they start their curriculum at an appropriate level
- Co-ordinate provision and implement therapy programs to support the needs of every learner in the class
- Plan and deliver a personalised curriculum that builds on learners' knowledge and supports learners to make progress towards their targets
- Highlight the need for specialist equipment or provision to relevant professionals
- Communicate with parents
- Regularly review and update information on learners, identifying their strengths and needs
- Work closely with teaching assistants to develop their knowledge and skills and ensure consistency in approach
- Integrate the universal offer into daily practice

- Provide high quality teaching for all learners

5. SEND at the Edith Borthwick School

The Edith Borthwick School is for learners aged 3-19 with severe and complex learning needs, including autism. Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder and speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional, and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

All our learners are diagnosed as having Special Educational Needs and Disabilities (SEND) and have an Educational Health Care Plan (EHCP) which is used to identify their needs. Areas of SEN identified in the EHC plans relate to four areas outlined within the new Code of practice (2014)

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental health
- Physical and Sensory

The school works collaboratively with other key professionals to meet the learning outcomes set within the EHCP for each learner. Learners have access to high ratios of staff support and a wealth of SEN expertise.

6. Our approach to teaching learners with SEN

Learners follow one of five curriculum pathways, dependent on age and how they access learning:

- Starting out – Early Years and Key Stage 1
- Engage, Explore and Challenge – Key Stages 2, 3 and 4
- Moving On – Key Stage 5

Learner groupings are carefully considered to ensure that teaching can be effectively personalised to individual needs and that each learner is placed within an appropriate peer group. Groupings are typically based on similar levels of ability, cognitive development, and social needs. Class composition may vary each year depending on the number of learners within each pathway and year group. This flexible approach allows us to respond effectively to the changing needs of our cohort.

The level of staffing provided in each class is high and will depend on the need of the learners in each class, there is a minimum of 4 staff (1 Teacher and 3 Teaching Assistants).

Teachers are responsible and accountable for the progress and development of all the learners in their class.

High quality teaching is our first step in responding to learners who have SEN. This will be differentiated for individual learners.

To support individual needs, the school has developed a tiered support model: universal, targeted, and specialised. Each tier includes specific strategies and interventions that are integrated into daily routines. These strategies may include:

- TEACCH
- Visuals cues and supports, including visual timetables, now/next boards, transition cards
- Speech and Language strategies, including, colourful semantics, core vocabulary boards, cued articulation, and musical cues.
- Attention Autism
- Makaton
- Zones of Regulation
- Social stories and comic strip conversations
- Sensory integration strategies and sensory diets
- Augmentative and Alternative Communication (AAC), such as ProLoquo2Go, PODD and Eye Gaze.
- Backward chaining
- Direct instruction
- Focussed language groups
- Intensive interaction

7. Adaptations to the curriculum and learning environment

The following adaptations are made to ensure all learners' needs are met:

- A flexible, personalised and differentiated curriculum that builds on learner's knowledge.
- Tailored and adapted resources including staffing.
- Use of recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiated teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Inclusion of equipment to aid sensory integration, e.g. wobble cushions, peanut balls, weighted blankets and chewies.
- Providing access, as appropriate, to activities such as swimming, Karate, Essex outdoors (Danbury & Harlow), Cheeky Chimps Music, Dance with Charlotte, The Wilderness Foundation.

8. Additional support for learning

We work closely with key professionals and external agencies to provide support for our learners with SEN:

- Speech and Language therapists
- Occupational Therapists
- Social care
- Independent Advice and Careers Guidance (IAG)
- Physiotherapist
- Orthotics
- Wheelchair specialists

- Counselling
- Essex County council – school effectiveness partner, school inclusion partner, educational psychology services and SEND operations.
- Child and Adolescent Mental Health Service (CAMHS)
- Families In Focus Essex
- Essex Family Forum

9. Support for improving emotional and social development

We provide support for learners to improve their emotional and social development in the following ways:

- Learners with SEN are encouraged to be part of the school council and the Multi Schools Council (MSC)
- Whole school approach to emotional regulation, principally delivered through Zones of Regulation.
- Use of supporting tools such as social stories, comic strip conversations, and restorative practice.
- The school employs a pastoral support assistant.
- The school employs a counsellor; learners can be referred into this service.
- The school works closely with CAMHS and signposts support if required.
- Key staff are trained as Mental Health First Aiders and can support learners if/when required.
- The pastoral lead is a Mental Health champion and is trained in Drawing and talking therapy.
- The family worker team offer support to families to enhance structure and routine in the home.
- Teaching staff have been trained in attachment theory and adverse childhood experience (ACE)
- Parent/Carer Coffee Mornings held to build skills, resilience, and peer support
- A zero-tolerance approach to bullying.

10. Admissions

The Local Authority (LA) remains the admitting agent to the school, and this is undertaken on a learner-by-learner basis in consultation with the Headteacher. All learners need an EHC Plan to access the school.

Once a learner is offered a place a discussion will take place between parents/carers with a member of the senior leadership group. We will also look at liaising with other settings the learner may have attended to assist in gathering information and planning a smooth transition. Every learner's transition will be built at a speed which suits them and their needs.

11. Assessment, monitoring and Reviewing

All teachers and support staff who work with the learner will be made aware of their needs, the outcomes sought, the support to be provided, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the learner's progress.

Each learner's progress is reviewed regularly in line with our assessment procedures and follow a four-part cycle, assess, plan, do, review.

Class teams gather information on each learner's progress in line with their personal targets. This is created into a termly learning report, through Evidence for Learning, which are shared with parents termly.

Each half term learners' steps are reviewed and monitored by SLG. At the end of a term new steps are set for the following term. SLG moderate a selection to ensure targets are robust and achievable.

Information that is collected feeds into the annual review of the EHCP. Learners where appropriate, and other relevant professionals are invited to attend the annual review to discuss how we continue to make suitable provision for the learner. The review paperwork will then be submitted to the LA and the EHCP plan will be amend if needed in line with the Code of Practice (2014).

12. Consulting and involving learners and parents/carers

All learners who come to the school have an EHCP. It is essential that our communication with parents is strong as research shows that a joined-up approach will result in the best possible outcomes for learners.

Parents/carers are kept informed through regular conversations, daily DOJO messages, learning reports generated by Evidence for Learning, parent mail, learning conferences, and the EHCP annual review meeting.

13. Supporting learners moving between classes and preparing for adulthood

We understand that transitions within the school to a new class or moving to another school, college or day provider can be a challenging time for learners and their parents/carers. We will make every effort to make transitions as smooth as possible for all parties with the following provisions and strategies:

- Meet the new class team at the start of the academic year
- Phased transition if needed
- A day for teachers and TA's within school to share transition information
- A familiar member of staff to move up with a child where appropriate
- Photo packs of new class/staff/learners
- Social stories
- Meetings with the Preparing for Adulthood Advisors
- Meeting with Social care to look at support needs of learners
- Visits and experiences to potential provisions, with a member of staff where appropriate
- Sharing information with new settings, with agreement from parents

14. Expertise and staff CPD

Our staff team has a wide range of expertise and experience.

School staff have access to a wide range of specialist advice, information, and resources within school. We offer regular in-house training to all our staff on a range of topics and look to source external trainers on relevant and specialist topics.

Our ongoing training includes: Communication, Safeguarding, Therapeutic thinking, Manual handling and medical training, as needed. Training needs are identified through performance management.

We use specialist staff to complete assessments and provide advice and programs in the following areas: speech and language, occupational therapy and physiotherapy. Staff receive training to deliver programs written by professionals to ensure that learners are getting the maximum input with these therapies.

15. Securing equipment and facilities

As a special school we are well equipped to meet most SEN. If a specific piece of equipment or support is directed within the EHCP we will use top up funding to acquire it.

Our active 'Friends of Edith Borthwick' (FOEB) association is supportive of the school when raising funding for specific equipment.

16. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for learners with SEN by:

- Reviewing learners' individual progress towards their goals each term through learner progress review meetings and learning conferences.
- Reviewing the impact of interventions on a regular basis
- Using pupil and parent questionnaires
- Holding annual reviews for pupils with EHC plans
- The school self-evaluation form (SEF)

- Recording progress against the School Improvement Plan (SIP)
- Day to day assessment and moderation using Evidence for Learning.

17. Enabling learners with SEN to engage in activities available to those who do not have SEN

Learners are encouraged to take part in sports day/school plays/special workshops, etc. No learner is ever excluded from taking part in these activities because of their SEN or disability.

18. Working with other agencies

We work closely with social care, the school nurse and medical professionals and a host of other visiting professionals, such as therapists and educational psychologists.

We are part of several school cluster groups including:

- Essex Special School Education Trust (ESSET)
- Braintree and the Villages Partnership (PLN)
- Professional Learning Network (PLN)
- Federation of Leaders in Special Education (FLSE)

19. Complaints about SEN provision

At The Edith Borthwick School we believe it is important to have positive relationships with all of our parents and carers. We work in partnership with parents/carers to achieve the best outcomes for learners and communicate openly and respectfully, especially when there are challenges or problems.

We appreciate that there may be occasions when families may be dissatisfied with the school. We hope these concerns can be dealt with quickly and informally, however on occasion the complaint policy may be required. Complaints about SEN provision in our school should be made to the Head teacher in the first instance. They will then be referred to the school's complaints policy.

The parents/carers of learners with disabilities have the right to make disability discrimination claims to the first tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19.1 Contact details of support services for parents of learners with SEN

The school has a Family Worker team who can offer support to families on a regular basis. They can support with home school communication, signposting to additional support opportunities and support integration of specific strategies into the home setting.

The Essex Local offer can also support families - <http://www.essexlocaloffer.org.uk/>.
FOEBS Facebook page also supports our families.

19.2 Contact details for raising concerns

Maggie Loveday, Headteacher can be accessed through the school website (<http://www.edithborthwick.essex.sch.uk>).

20. The local authority local offer

The link to the Essex Local Offer can be found at the website:

<http://www.essexlocaloffer.org.uk/>. It sets out provision and services from birth to 25 across education, health and social care.

21. Monitoring arrangements

This policy and information report will be reviewed annually (or sooner in the event of revised legislation or guidance).

It will be approved by the Governing Board.

22. Links with other policies and documents

This policy links to our policies on: Accessibility plan, Behaviour, Equality information and objectives, and Supporting learners with medical conditions.