



BRIGHTON AND HOVE CLINIC SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

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Brighton and Hove Clinic School is committed to promoting equality in all its activities.
We aim to provide an environment free from discrimination and unfair treatment.

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1. Our Values and Vision for SEND Provision

Brighton and Hove Clinic School SEND Policy aims to:

- Set out how Brighton and Hove Clinic School will support and make provision for students with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for students with SEND

“All children and young people are entitled to an education, one that is appropriate to their needs and promotes high standards and the fulfilment of potential.” (SEND Code of Practice 2014).

At Brighton and Hove Clinic School, we pride ourselves on promoting an inclusive education for all students, in which every individual is welcomed and valued, regardless of their age, gender, ethnicity, difficulty of learning, severity of mental health, disability, attainment level, cultural background and experiences.

We strive to foster a safe, warm, and caring environment, where all students can learn, make progress, and develop their full potential.

We work alongside the hospital to ensure that both a student’s health and educational needs are met in a collaborative and supportive way.

The school’s ethos is centred on personalisation, and therefore our curriculum, whilst broad and balanced, is also relevant and highly differentiated, in order to meet the complex needs of each student, and to give them the opportunity to demonstrate progress.

We firmly believe that everyone has the ability to succeed and therefore actively strive to help students remove some of their current barriers to learning, realise their aspirations and reach their full potential.

We work closely with all partners involved in a student’s care and treatment programme in a safe yet stimulating environment and value this co-ordinated approach to our provision.

We ensure that the views, wishes and feelings of the student and parents/carers are central to decision making about their support and what they want to achieve.

We recognise inclusion as a dynamic process, requiring critical and regular evaluation, following an Assess, Plan, Do, Review cycle.

Our staff share responsibility in providing a curriculum where every student can achieve and are specialists, both in their individual curriculum subjects and in tailoring lessons to meet the needs of all students, regardless of ability or need, addressing potential areas of difficulty and removing barriers to achievement.

2. Legislation and Guidance

This policy has been written with reference to the following legislation:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Children and Families Act 2014
- The Special Educational Needs and Disability (Amendment) Regulations 2024
- The Special Educational Needs and Disability Regulations 2014

This policy has due regard to statutory and non-statutory guidance, including, but not limited to, the following:

- The Special Educational Needs and Disability Code of Practice 2015
- DfE (2023) Working Together to Safeguard Children 2023
- DfE (2025) Keeping children safe in education 2025

The policy details how Brighton and Hove Clinic School will endeavour to ensure that the necessary provision is made for any student who has a SEND. This provision will take into account their school needs, mental health presentation, medication, EHC (Education, Health, and Care) plans where produced, and treatment plans.

3. Definition of SEND

The following definition is taken from the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

‘A child of compulsory school age or a student has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions’

4. Roles and Responsibilities

The Headteacher will:

- Work with the Deputy Headteacher to determine the strategic development of the SEND policy and provision in the school
- Have overall responsibility for the provision and progress of students with SEND and/or a disability

The Deputy Headteacher will:

- Work with the Headteacher to determine the strategic development of the SEND policy and provision in the school
- Ensure that the school carries out its statutory responsibilities regarding all students with SEND including the Code of Practice for Special Educational Needs 2015 and the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Put provision in place to ensure progress of all students with SEND
- Support all staff in understanding the needs of students with SEND and work with staff, parents, and other agencies to develop effective ways of bridging barriers to learning through assessment of needs, monitoring of teaching and student achievement and target setting through Individual Education Plans (IEPs)
- Advise and support staff on the graduated approach to providing SEND support.
- Regularly monitor progress towards targets for students with SEND.
- Be the point of contact for external agencies, especially local authorities and their support services
- Liaise with home-schools and potential next providers of education to ensure students and their parents are informed about options, and a smooth transition is planned
- Ensure the school keeps the records of all students with SEND up to date
- Advise on and contribute to the professional development of staff, including whole school INSET provision
- Provide regular information to the Headteacher and Management Committee on the evaluation of SEND provision.
- Co-ordinate Annual Reviews and reviews of Individual Education Plans
- Support home-schools who apply for EHCP applications on behalf of the student. This will be in the form of providing information we may have that home school do not owing to their admission to hospital

Teachers are responsible for:

- The progress and development of every student in their class, including those with SEND
- Identifying and raising concerns about students who may require additional support, in line with the school's graduated approach
- Adapting teaching to respond to the strengths and needs of all students, providing inclusive, high-quality learning experiences
- Working with the Deputy Headteacher to review each student's progress and decide on any necessary adjustments to provision
- Collaborating with teaching assistants to plan support and evaluate the impact of interventions within the classroom
- Contributing to the development and review of SEND Support Plans or Education, Health, and Care Plans (EHCPs), as appropriate
- Communicating effectively with parents and carers about provision, support, and progress
- Creating a positive, inclusive classroom environment that promotes participation, independence, and well-being
- Taking part in ongoing professional development and training related to SEND and inclusive practice
- Implementing and upholding the principles of this SEND Policy in their daily practice

Support staff are responsible for:

- Supporting the learning and progress of students with SEND under the direction of the class teacher
- Helping to implement planned strategies and interventions, and contributing to their review by sharing observations and insights
- Promoting the independence, participation, and inclusion of students with SEND in all aspects of school life
- Building positive, respectful relationships with students, and supporting their emotional, social, and academic development
- Working collaboratively with teachers to ensure support is aligned with classroom learning and adapted to individual needs
- Attending relevant training to develop knowledge and understanding of SEND and inclusive practice
- Contributing to the school's graduated approach by observing and reporting on students' responses to support and identifying any emerging needs
- Upholding the aims and expectations of this SEND Policy in their day-to-day practice

5. Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0-25 Years (2014) identifies 4 broad areas of need:

- Communication and Interaction
This category includes students with speech and language needs (SLCN) and autistic spectrum Conditions (ASC).
- Cognition and Learning
This category includes students with moderate learning difficulties (MLD), severe learning difficulties (SLD) specific learning difficulties (SpLD) and profound and multiple learning difficulties (PMLD).
- Social, Emotional and Mental Health Difficulties
This category includes students with attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD), attachment disorder and behaviours that reflect underlying mental health difficulties.
- Sensory and Physical Impairment
This category includes students with vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical difficulty (PD).

It is acknowledged that some students may have complex needs and therefore have needs in more than one of the areas outlined above.

6. Principles of the SEND Policy

The following principles reflect those outlined in the Special Educational Needs and Disability Code of Practice: 0-25 Years (2014):

1. Early identification of a pupil's needs and early intervention to support them
2. Participation of pupils in decision making
3. Participation of parents/ carers in decision making
4. A focus on inclusive practice and removing barriers to learning
5. High quality provision to meet the needs of children and young people with SEND
6. Collaboration between education, health, and social care services to provide support
7. Successful preparation for adulthood, including independent living and employment

7. Identifying students with SEND and assessing their needs

At Brighton and Hove Clinic School, we recognise the importance of early and accurate identification of special educational needs and disabilities. We use a variety of methods to identify students who may require additional support. Identification can occur at different stages, including during transition into the school and throughout a student's time with us.

Students with SEND may be identified through:

- Information received prior to admission, including reports or referrals from the Local Authority, hospital teams, parents/carers, and previous education settings
- Transfer and prior attainment data, such as KS2 results, teacher assessments, or individual education plans from previous schools
- Baseline assessments on entry to the school, which may include standardised testing, reading/spelling ages, or cognitive ability screening, where appropriate
- Ongoing teacher assessment and monitoring, as part of a continuous cycle of planning, teaching, and reviewing progress
- Staff referrals, where teachers or support staff raise concerns based on classroom observation, student progress, or behaviour
- Targeted or diagnostic assessments when more detailed information is needed
- Observation of students' learning, behaviour, and social/emotional needs, both in and outside the classroom
- Student voice, where students themselves share experiences of difficulty or barriers to learning

All identification is carried out in line with the principles of the graduated approach (assess–plan–do–review), and in collaboration with parents/carers wherever possible. Identification does not automatically lead to a SEND label but may result in early intervention, further monitoring, or formal identification where appropriate.

Students with SEND are identified on the SEND Support List which is available to all staff.

Students with SEND may be identified as either requiring SEND support (K) or an Education, Health and Care (EHC) Plan (E).

K - a student with SEND requiring intervention that is additional to, or different from, those provided through the school's usual differentiated curriculum offer and strategies. This may include advice or support from outside specialists, so that alternative interventions, additional or different strategies can be put in place.

E – a student with an EHC Plan. This identifies a student with a lifelong and significant difficulty, requiring a Statutory Assessment by a student's Local Authority. An assessment can be requested by the school or parent. If an EHC Plan is issued, it will state a student's strengths and areas of need. It will also specify desired outcomes for the student, along with the steps and resources required to ensure that those outcomes are achieved within the given time frame.

8. Consulting and involving students and parents

Students

It is essential for all students to be fully involved in their education; feeling listened to and in control of their learning experiences. It is the responsibility of all members of staff to interact individually with students with SEND in their classes, engaging in conversation about their learning and how best to support them to achieve agreed targets.

Students are encouraged to:

- have an understanding of the difficulties they experience in and outside the classroom
- celebrate their strengths and achievements
- become independent learners
- fully participate in the decision making processes by contributing to assessments and reviews
- develop ways of helping themselves by suggesting their own personal targets
- share ideas with staff and other students

Students participate, where appropriate, in the creation of IEPs (Individual Education Plans), which detail their needs, strategies of support and SMART (Specific, Measurable, Achievable, Realistic, Time-bound) targets.

Parents/ carers

It is essential for parents/ carers to be fully involved in their child's learning and to participate in decisions made about their child's education. We listen to parent's views and actively encourage discussions about educational needs and provisions. Wherever possible, views and wishes will be adhered to, so they can contribute to the provision network around them and continue to thrive as individuals and reach their full potential.

9. Our inclusive approach to teaching students with SEND

It is the responsibility of all members of staff to be aware of the barriers to learning which students with SEND experience, whilst holding the highest expectations of them, so that all students are able to make good progress and achieve their potential. All staff have been trained on effectively differentiating work and supporting students with SEND in the classroom. Meeting the needs of students with SEND is a whole school responsibility. We expect all teachers to be teachers of every student and to adjust their teaching to enable all of them to make progress. This may involve some adaptation of teaching methods and appropriate modification of resources.

The curriculum is designed and delivered creatively to meet the diverse needs of all students across key stages. There is a strong emphasis on identifying and supporting those who face challenges in accessing knowledge and understanding. By focusing on developing their skills and abilities, the curriculum empowers these students to grow academically while continuously challenging and expanding their capabilities. This approach ensures that every student is supported to achieve their full potential.

All students are included in all aspects of the community in which they are educated and live. They are encouraged to develop personal interests and join extra-curricular activities and clubs.

10. High quality provision to meet the needs of students with SEND

There are several systems in place to ensure that our students with SEND are supported to achieve.

All staff have been trained on effectively differentiating work and supporting students with SEND fully in the classroom.

Teachers are provided with detailed information about each student to inform their classroom planning. They can readily access this information and strategies provided by external agencies.

The Deputy Headteacher liaises closely with staff to ensure that students with SEND have good access to learning in lessons and Key Teachers regularly inform staff of any changes in a student's needs.

On-going training ensures that all staff are kept up-to-date and have the knowledge to support students fully in lessons. Lesson observations and book scrutiny allow teaching to be monitored, and support/strategies provided, as necessary. Students are mainly taught in small groups and therefore have personalised support.

Some students will be assessed as needing additional support to maintain progress. This may be a short- or longer-term intervention. All small group and 1:1 intervention follows an Assess, Plan, Do, Review cycle. This structure ensures that intervention is appropriate and focused on developing the needs of individual students.

All provisions within the school will be monitored to assess impact through:

- Sharing targets and achievements with students and their families
- Key teachers reviewing and gaining the opinions of our students
- Tracking progress via academic outcomes and monitoring
- Lesson observations by the Senior Leadership Team
- Other reporting procedures

Students who require Access Arrangements are tested and provided with arrangements that reflect their normal way of working. This ensures they are not put at a disadvantage and are provided with the correct support.

11. Supporting students with transition and preparing for adulthood

Students are supported at each point of transition, whether this be between key stages whilst they are educated at the school or with their home school.

We liaise closely with home / prior schools to ensure a smooth transition between settings. Baseline data and information is requested to ensure teaching is appropriately planned and reflective of a student's needs.

Where appropriate, a student will be taught life skill lessons to support them in their preparation for adulthood. As students with SEND move from school to other education establishments or employment, the SEND department will provide information and reports to ensure a successful transition.

12. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing students' individual progress
- Using student questionnaires
- One to one meetings with key teachers
- Monitoring by the Deputy Headteacher
- Holding annual reviews for students with EHC plans

13. Collaboration between education, health, and social care services to provide support

We work closely with all stakeholders to ensure the needs of a student are fully met. When necessary, advice will be sought from external advisors and professionals concerning appropriate next steps.

14. Complaints Procedure

Complaints about Brighton and Hove Clinic School's SEND provision should be made to the Headteacher. Refer to the Complaints Policy for further information.

15. Quality Assurance

The Management Committee (MC) will support Brighton and Hove Clinic School in the implementation of this policy and will include monitoring, evaluation, and review. The MC will review this policy at least once a year and assess its implementation and effectiveness. The policy will be promoted and implemented throughout the school. It will also be updated if any changes to the information are made during the year.