



**Bricklehurst
Manor**
SCHOOL

BRICKLEHURST MANOR SCHOOL

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) POLICY

Policy Status

Item	Detail
Policy Name	Special Educational Needs and Disabilities (SEND) Policy
School	Bricklehurst Manor School
Owner	Headteacher
Responsible Lead	SENCO
Approval	Proprietor/Governing Body
Review Frequency	Annual
Next Review Date	September 2027

Be Safe • Belong • Be You



1. POLICY STATEMENT

Bricklehurst Manor School is an independent specialist school for pupils with Education, Health and Care Plans (EHCPs), primarily relating to Social, Emotional and Mental Health (SEMH) needs.

Our work is underpinned by our vision:

Be Safe. Belong. Be You.

We are committed to creating a school community in which every pupil feels physically and emotionally safe, experiences a strong sense of belonging, and is supported to develop their identity, talents and aspirations.

We recognise that many of our pupils have experienced barriers to learning, including disrupted educational experiences, emotional dysregulation, trauma, anxiety, attachment difficulties and social communication needs. Through high-quality teaching, strong relationships and personalised support, we seek to remove barriers to learning and enable every pupil to thrive academically, socially and emotionally.

Bricklehurst Manor School is committed to ensuring equality of opportunity, promoting inclusion and meeting the individual needs of every pupil.

2. AIMS

The school aims to:

- Provide an ambitious, broad and balanced curriculum for all pupils.
- Ensure every pupil receives appropriate support to achieve their potential.
- Identify and respond effectively to individual needs.
- Promote positive outcomes academically, socially and emotionally.
- Foster independence, resilience and self-confidence.
- Ensure pupils are prepared for adulthood and future success.
- Work collaboratively with parents, carers and external professionals.
- Meet all statutory duties relating to SEND and disability legislation.

Be Safe • Belong • Be You



3. OUR VISION IN PRACTICE

Be Safe

We will:

- Provide a physically and emotionally safe learning environment.
- Promote positive mental health and wellbeing.
- Support pupils to develop emotional regulation and resilience.
- Recognise behaviour as communication and respond therapeutically.
- Ensure safeguarding is embedded in all aspects of school life.

Belong

We will:

- Create an inclusive community where everyone feels valued.
- Build positive relationships between pupils, staff and families.
- Ensure all pupils participate fully in school life.
- Celebrate diversity and individual differences.
- Promote positive attendance and engagement.

Be You

We will:

- Recognise and nurture each pupil's strengths and interests.
- Maintain ambitious expectations for all learners.
- Personalise provision to meet individual needs.
- Support pupils to develop confidence, independence and self-advocacy.
- Prepare pupils for successful transition to adulthood.

4. LEGISLATIVE FRAMEWORK

This policy has been developed with regard to:

- Children and Families Act 2014

- SEND Code of Practice (2015)
- Equality Act 2010
- Education Act 1996
- Education Act 2002
- Mental Capacity Act 2005
- Working Together to Safeguard Children
- Keeping Children Safe in Education
- Independent School Standards Regulations

This policy should be read alongside the school's:

- Safeguarding and Child Protection Policy
- Behaviour and Relationships Policy
- Accessibility Plan
- Admissions Policy
- Equality, Diversity and Inclusion Policy
- Attendance Policy
- Complaints Policy

5. DEFINITION OF SEND

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 has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age.

Special educational provision is educational provision that is additional to, or different from, that made generally for children of the same age.



6. THE BRICKLEHURST CONTEXT

Bricklehurst Manor School caters for pupils aged 7-16 who have Education, Health and Care Plans.

Whilst all pupils have individual profiles, many pupils may present with:

- Social, Emotional and Mental Health (SEMH) needs.
- Autism Spectrum Condition (ASC).
- Anxiety and emotional wellbeing needs.
- Attachment and relational difficulties.
- Developmental trauma.
- Social communication difficulties.
- Difficulties with emotional regulation.
- Interrupted or disrupted educational experiences.
- School avoidance or low engagement with education.

The school adopts a relational, trauma-informed and needs-led approach to supporting pupils.

7. ROLES AND RESPONSIBILITIES

Proprietor/Governing Body

The Proprietor/Governing Body will:

- Ensure compliance with statutory responsibilities.
- Monitor the effectiveness of SEND provision.
- Ensure adequate resources are available.
- Support strategic development of SEND provision.

Headteacher

The Headteacher will:

- Provide strategic leadership for SEND.
- Ensure the effective implementation of this policy.
- Monitor pupil outcomes.

- Promote an inclusive culture.
- Ensure staff receive appropriate training.

SENCO

The SENCO will:

- Coordinate SEND provision across the school.
- Monitor the effectiveness of support programmes.
- Oversee annual reviews and EHCP processes.
- Advise and support colleagues.
- Liaise with parents, carers and external agencies.
- Monitor pupil progress and outcomes.

Teachers

All teachers are teachers of pupils with SEND.

Teachers are responsible for:

- Delivering high-quality teaching.
- Understanding individual pupil needs.
- Implementing agreed support strategies.
- Monitoring progress and wellbeing.
- Working collaboratively with families and professionals.

Support Staff

Support staff will:

- Deliver interventions and support programmes.
- Contribute to monitoring and assessment.
- Promote pupil independence.
- Support emotional wellbeing and engagement.

8. IDENTIFICATION AND ASSESSMENT OF NEED

All pupils admitted to Bricklehurst Manor School have an EHCP.



Prior to admission, the school will consider:

- EHCP documentation.
- Professional reports.
- Educational history.
- Attendance information.
- Risk assessments.
- Family views.
- Local Authority consultations.

Following admission, ongoing assessment may include:

- Baseline assessments.
- Academic progress measures.
- Social and emotional assessments.
- Attendance data.
- Behaviour analysis.
- Therapeutic observations.
- Pupil voice.
- Parent and professional feedback.

Provision is reviewed regularly to ensure it remains responsive and effective.

9. CURRICULUM AND INCLUSION

The curriculum is designed to support pupils to:

Be Safe

By developing:

- Emotional literacy.
- Self-regulation skills.
- Personal safety awareness.
- Resilience and coping strategies.

Belong

By developing:

- Positive relationships.
- Communication skills.
- Social understanding.
- Community participation.

Be You

By developing:

- Confidence and self-esteem.
- Individual talents and interests.
- Independence.
- Aspirations for the future.

The curriculum includes:

- National Curriculum subjects.
- Personal Development.
- Therapeutic support.
- Careers education.
- Preparation for Adulthood.
- Outdoor learning.
- Enterprise opportunities.
- Enrichment activities.
- Community engagement.

Curriculum pathways are personalised to meet pupil need whilst maintaining high expectations and ambition.

10. QUALITY FIRST TEACHING

High-quality teaching is the foundation of SEND provision at Bricklehurst Manor School.

Be Safe • Belong • Be You



Teaching will be characterised by:

- Clear routines and expectations.
- Adaptive teaching strategies.
- Appropriate challenge and support.
- Trauma-informed practice.
- Positive relationships.
- Personalised learning approaches.
- Effective assessment and feedback.

Teaching approaches will be adapted to meet the needs of individual pupils whilst promoting independence and achievement.

11. SEND PROVISION

Support is delivered through a graduated approach:

Assess

Understanding needs, strengths and barriers to learning.

Plan

Identifying desired outcomes and appropriate provision.

Do

Implementing agreed support strategies and interventions.

Review

Evaluating effectiveness and next steps.

Provision may include:

- Individualised learning support.
- Small-group interventions.
- Therapeutic support.
- Emotional wellbeing programmes.



- Communication support.
 - Sensory regulation strategies.
 - Transition support.
 - Assistive resources and adaptations.
-

12. EDUCATION, HEALTH AND CARE PLANS

The school will:

- Deliver provision identified within EHCPs.
- Monitor progress towards agreed outcomes.
- Work collaboratively with families and professionals.
- Conduct annual reviews in accordance with statutory requirements.
- Ensure pupils are actively involved in decisions affecting them.

The school is committed to ensuring EHCPs remain meaningful, outcome-focused documents that support pupil success.

13. WORKING WITH PARENTS AND CARERS

We recognise that parents and carers play a vital role in supporting their child's development.

The school will:

- Maintain open and honest communication.
- Involve parents in decision-making.
- Seek parental views on progress and provision.
- Provide regular opportunities for discussion.
- Work collaboratively to support positive outcomes.

Parents and carers will be invited to contribute to reviews, planning meetings and annual reviews.

14. WELLBEING AND THERAPEUTIC SUPPORT

The school recognises that pupils must feel safe and connected before they can fully engage in learning.

Our wellbeing provision is centred on:

- Trusted relationships.
- Emotional regulation.
- Positive behaviour support.
- Pastoral care.
- Family engagement.
- Therapeutic thinking.
- Restorative practice.

We maintain high expectations while providing appropriate support and understanding.

15. PREPARATION FOR ADULTHOOD

Preparing pupils for adulthood is an integral part of our curriculum and provision.

Provision may include:

- Careers education.
- Enterprise opportunities.
- Work-related learning.
- Independent living skills.
- Community participation.
- Outdoor education experiences.
- Employability skills.
- Transition planning.

We aim to ensure every pupil leaves Bricklehurst Manor with the knowledge, skills and confidence needed for their next stage of education, training, employment or life.

16. SAFEGUARDING

Bricklehurst Manor School recognises that pupils with SEND may face additional safeguarding vulnerabilities.

The school will:

- Maintain a strong safeguarding culture.
- Ensure all staff receive appropriate training.
- Monitor concerns proactively.
- Work effectively with external agencies.
- Ensure pupils know how to seek help and support.

Safeguarding is everyone's responsibility.

17. ACCESSIBILITY AND EQUALITY

The school is committed to promoting equality of opportunity and eliminating discrimination.

Reasonable adjustments will be made, where appropriate, to enable pupils with disabilities to access:

- The curriculum.
- School facilities.
- Educational visits.
- Extra-curricular opportunities.
- School life more broadly.

Further detail can be found in the school's Accessibility Plan.

18. COMPLAINTS

Any concerns regarding SEND provision should initially be discussed with the SENCO or Headteacher.

Where concerns cannot be resolved informally, parents and carers should refer to the school's Complaints Policy.

19. MONITORING AND REVIEW

The effectiveness of this policy will be evaluated through:

- Pupil attainment and progress.
- Attendance data.
- Behaviour and wellbeing information.
- EHCP outcomes.
- Parent and pupil feedback.
- Quality assurance activities.
- Staff feedback.
- External review where appropriate.

This policy will be reviewed annually or sooner where legislative or operational changes require amendment.

Bricklehurst Manor School

Be Safe. Belong. Be You.

Creating a safe, inclusive and aspirational environment where every pupil can thrive, achieve and become the very best version of themselves.