



**BICKLEY PARK  
SCHOOL**

# Special Educational Needs and Disabilities Policy

<b>Policy Review &amp; Update Process</b>			
Member(s) of SLT responsible for update	SENco		
Sub-Committee responsible for review	Education		
ISBA template policy?	No		
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## **Section A: Introduction**

Bickley Park School is committed to the equal treatment of all pupils including those with special educational needs and disabilities (SEND). This policy works towards eliminating disadvantages for pupils with SEND by:

- Using best endeavours to ensure that all pupils (including those with medical conditions) receive high quality teaching and, where appropriate, targeted support, so they can access educational provision.
- Recognising that some pupils with SEND need to be treated differently to be treated fairly.
- Not treating disabled pupils less favourably than their peers.
- Making reasonable adjustments so that children and young people with SEND are not put at a substantial disadvantage in matters of admission and education.
- Ensuring that pupils with SEND engage as fully as practicable in educational activities and wider school life alongside pupils who do not have SEND.
- Ensuring that parents are actively involved in developing and reviewing the special educational provision that is made for their child.

In drawing up this policy, the School has had regard to the following guidance and advice (in so far as they apply to the School):

- Special Educational Needs and Disability Code of Practice: 0 to 25 years (2015)
- Equality Act (2010)
- Children and Families Act (2014)

This policy should be read in conjunction with the School's Admissions Policy, Equal Opportunities Policy, Accessibility Plan, Teaching & Learning Policy and EYFS SEND Information Report.

## **Section B: Definitions**

### **1. DEFINITION OF SPECIAL EDUCATIONAL NEEDS**

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. In accordance with the Children and Families Act (2014), a child of compulsory school age or a young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of children their age (Appendix 2 outlines the broad areas of need).
- Have a disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.
- Are under five years old and would be likely to have such difficulties if special educational provision were not made for them.

The School's support for those pupils whose first language is not English is set out in the School's English as an Additional Language (EAL) Policy. Pupils will 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.

### 2. DEFINITION OF DISABILITY

A child or young person is disabled if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities (as defined by the Equality Act, 2010). Not all pupils who have SEN are disabled. Not all disabled pupils have SEN.

## Section C: Responsibilities

### 1. BOARD OF GOVERNORS

The governing body is responsible for overseeing school policy and provision for pupils with SEND, including overseeing the progress of pupils with SEND and monitoring the SEND budget. The School's SEND Governor plays a vital role in supporting the school to achieve good outcomes for all pupils with SEND. The SEND Governor meets termly with the SENDCo about SEND policy and practice, and is kept abreast of local and national developments in the field. The SEND Governor is kept informed of the progress that SEND pupils are making and has access to training related to SEND Governance.

### 2. SCHOOL STAFF

The Head is responsible for overseeing all aspects of the School's SEND provision and keeping the governing body fully informed of the implementation of the School's policy in practice. The SEND Coordinator (SENDCo) is Mrs M Davies, who oversees SEND provision in the Pre-Prep and Prep Departments. The SENDCo's responsibilities include:

- Advising on the strategic development of the SEND policy and provision in the School which is determined by the Head and governing body.
- Having overall day-to-day responsibility for the implementation of the SEND policy.
- Providing training, advice and guidance on quality first teaching strategies across year groups and across the curriculum, which teaching staff can access easily and routinely.
- Coordinating Pupil Profiles, which teaching staff can access easily and routinely.
- Coordinating targeted provision for children with SEND, including those who have EHC Plans and Provision Plans.
- Supporting all staff to understand their responsibilities to children with SEND and the School's approach to identifying and meeting SEND.
- Carrying out screening, observations and assessments of pupils with SEND (or suspected SEND) to identify needs, implement support and monitor progress.
- Ensuring that all staff are given any necessary information, advice and training relating to pupils' learning support needs and/or disabilities (if known) so that teaching practices are appropriate.
- Ensuring that school leaders and heads of department are kept informed of the School's SEND needs through a termly 'SEND Summary Sheet' so that they can differentiate their curriculums and deploy resources according to the needs of the pupils.
- Liaising and meeting regularly with parents to support their child's SEND.

- Liaising with external professionals and agencies, as appropriate (e.g. psychologists, health and social care providers, speech & language therapists and occupational therapists).
- Monitoring the effectiveness of interventions in relation to pupil progress.
- Ensuring that the School keeps records of all pupils with SEND up to date.
- Coordinating the deployment of learning support staff to improve pupil progress.
- Managing the SEND budget and resources for SEND provision.
- Analysing school data to develop appropriate strategies and interventions.
- Disseminating updates relating to local and national developments in the field of SEND.

*'Every teacher is a teacher of SEN' (The Code of Practice, 2015).* As such, all teachers have overall responsibility for meeting the needs and monitoring progress of all pupils whom they are responsible for (irrespective of any specialist qualifications or expertise), including those with SEND. All staff are expected to understand this policy so that the School can identify, assess and make provision to meet those needs in line with the Graduated Approach (See Appendix 3).

### **Section D: Identifying and supporting pupils with SEND**

The School's curriculum, planning and schemes of work take proper account of the needs of all pupils, including those with SEND. The School regularly reviews pupil progress to help monitor whether children are making expected progress in relation to their starting points. Slow progress and low attainment do not necessarily mean that a child has SEND (and should not automatically lead to a pupil being recorded as having SEND). However, where the School reasonably considers that a pupil may have a learning difficulty, for example where there are early indications that a pupil is not making expected progress despite receiving high quality teaching, the School will do all that is reasonable to report and consult with parents and the pupil (as appropriate) to help determine the action required, including whether any additional support is needed, such as in-class support. This approach is in line with the SEND Code of Practice (2015), which states that teachers are required to remove barriers to learning and put effective special educational provision in place through SEND support. This SEND support takes the form of a four-part cycle known as The Graduated Approach: Assess - Plan - Do - Review (See Appendix 3). Through this cycle, actions are reviewed and refined as understanding of a pupil's needs and the support required to help them learn and develop increases.

- **Assess:** The School will carry out an analysis of the child's needs to measure baselines and support with early identification of need, e.g. Cognitive Ability Tests, basic checklists, internal screening tests and assessments, outcome of examinations and progress reports. If not already done so the School may, in consultation with parents, engage external agencies and professionals to help assess the child's needs and advise on any support needed.
- **Plan:** Where it is decided to provide SEND support, the SENDCo will agree in consultation with teachers, parents and the pupil the adjustments, interventions, support and any teaching strategies that are to be implemented. The potential benefits of out-of-class interventions are carefully considered in relation to any whole-class teaching that the pupil may miss during this time. Targeted support is recorded on the School's provision map and on pupils' individual provision plans, if they have one.
- **Do:** The School will reasonably provide the training, space and resources required to implement the agreed support. Teachers will work closely with the SENDCo to assess and

monitor the targeted plan of support and the impact of support and interventions in place for the pupil.

- **Review:** The effectiveness of any support and its impact on the pupil's progress will be reviewed as agreed between the school and parents. Teachers, working with the SENDCo, will revise the impact and quality of the support and interventions in light of the pupil's progress and development, and will decide on any changes to the support in consultation with parents and the pupil (as appropriate).

Parents should always be involved in developing provision to support their child, and in evaluating the outcome of this provision. Parents are formally informed and consulted through the termly review of individual provision plans (where applicable) and Parents' Consultation Evenings. Due weight will also be given to a pupil's views about their strengths, difficulties and support strategies (according to their age, maturity and capability). The school does its best to identify all cases of SEND but cannot guarantee to do so.

The School may recommend that parents obtain a formal assessment of their child (such as by an educational psychologist), the cost of which will be borne by the parents. Where parents wish to request a formal assessment from outside of school, they should advise in advance and should ensure the School is given copies of all advice and reports received. If there are significant emerging concerns, or identified SEND, the School will take action to put reasonable special educational provision in place considering any advice from external specialists.

The School recognises that some pupils with a SEN may also have a disability. The School will do all that is reasonable in order to meet the needs of pupils with disabilities for which, with reasonable adjustments, the School can adequately cater. Teaching staff receive regular training on identifying potential dyslexia indicators and creating dyslexia-friendly classrooms. Information, resources and advice on dyslexia and other specific learning difficulties are easily accessible to all teaching staff via the School's Learning Support online SharePoint.

### **Section E: Recording the progress of pupils with SEND**

The School will record the progress of and any support for pupils with significant learning difficulties or disabilities or where they have an Education, Health and Care Plan (EHCP). This will be recorded by way of an individual Pupil Provision Plan. This is drawn up in consultation with the pupil's teachers, the SENDCo, the pupil and their parents and kept on the School's information system. Where appropriate, external agencies are encouraged to contribute to Pupil Provision Plans through assessments, reviews and recommendations. The Pupil Provision Plan contains key information such as:

- Main area of need (and additional areas of need, if appropriate).
- Entry data – the pupil's strengths and barriers to learning (informed by external reports, where appropriate).
- Short- and long-term outcomes sought for the pupil.
- Quality First Teaching strategies in place to support the pupil's progress.
- The additional or different provision of support in place, such as small group or 1:1 interventions.
- Involvement of any specialists or professionals.

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- Pupil views (Prep pupils).
- Preparation for adulthood (where appropriate).
- Strategies to support progress at home.
- Exam access arrangements (where appropriate).
- Date the Provision Plan was created and date for review.

Pupil Provision Plans are reviewed and updated termly to ensure that pupils' targets remain ambitious and realistic. Mid-reviews take place between formal reviews to allow for refinement of targets in response to changing needs or circumstances.

The School will measure the overall progress of pupils with SEND termly to review the rate and amount of progress they have made in relation to their starting point and previous progress. Teachers take time to understand pupils' strengths and areas for development, and they recognise that success will look different for individual pupils. The impact of additional interventions and support strategies is evaluated through discussions, data analysis, book scrutiny and learning walks to identify their effectiveness and determine future actions. The School monitors progress of all pupils in the Early Years Foundation Stage (EYFS). The SENDCo is the designated teacher responsible for coordinating SEND provision in the EYFS (See EYFS SEND Information Report). The School uses a variety of indicators in addition to internal assessments to demonstrate the holistic small-step progress of pupils with SEND, including:

- Work samples
- Pupil voice
- Parent feedback
- Teacher and support staff observations
- Reports from online intervention programmes (e.g. Wordshark and Dynamo Maths)
- Feedback from external professionals (e.g. Speech and Language Therapists)
- Behaviour records
- Attendance records
- Participation in wider school life

Termly Pupil Progress Reviews take place to review the progress of all pupils, refine support strategies for pupils with SEND and determine actions for pupils who may be at risk of underachieving. Class teachers, the SENDCo and Heads of Department attend Pupil Progress Reviews. The progress of pupils, including those with SEND, is internally moderated through work scrutiny meetings.

### **Section F: The School's SEND provision**

The School's SEND provision currently includes: in-class differentiation, learning support (in and out of class), specialist dyslexia teaching and support from the SENDCo. Some pupils may not require an individual provision plan but benefit from quality first teaching strategies and short-term interventions to promote their progress. Where this is the case, specific information and advice is recorded on a Pupil Profile and can be accessed easily and routinely by teaching staff.

## **SPECIAL EDUCATIONAL NEEDS AND DISABILITIES POLICY**

### **1. ADMISSIONS**

The School welcomes all children who can make the most of the opportunities offered and can flourish in its caring environment. The School's Admissions Policy aims to eliminate from the admissions process, as far as possible, any substantial disadvantages which may be encountered by applicants with disabilities.

The School endeavours to ensure that it is able to fully support the needs of all prospective pupils. Parents of children with SEND are advised to discuss their child's requirements with the School before the School considers the application for a place and before they sit the School's entrance assessment so that adequate provision can be made for them on the day. Parents must provide a copy of a medical report or other external specialist report (e.g. educational psychologist) to support a request, for example, for large print material, extra time, use of laptops or other special arrangements. Before an offer of a place is made, the School will assess whether it is able to adequately cater for and meet any SEND through discussion and meetings with parents, consideration of any professional reports and references from previous schools and assessment of the pupil at a taster day as appropriate.

An offer of a place may not be made if the School determines, following consultation with parents, that they are unable to meet and provide for a child's needs. The School will always consider its obligations under the Equality Act (2010).

The School's Admissions Policy can be found on the website. It applies equally to all prospective pupils and details how the School supports those applicants with SEN and/or a disability.

### **2. WITHDRAWAL**

Where, after all reasonable adjustments have been made or considered, the School feels that it is unable to meet a pupil's needs, the School may consult with parents regarding finding an alternative placement for their child. Parents will be supported to find a more appropriate setting that can support their child to thrive and reach their full potential.

### **3. PUPILS WITH EDUCATION, HEALTH AND CARE PLANS (EHCP)**

The needs of most pupils with SEND will be met effectively through the School's SEND support. However, where the child or young person has not made expected progress despite the SEND support in place, parents and the School have the right to ask the Local Authority to make an assessment with a view to drawing up an EHC Plan for their child. Parents are asked to consult with the School before exercising this right. The School will always consult with parents before exercising this right.

If the Local Authority refuses to make an assessment, parents have a right of appeal to tribunal. The School does not have this right of appeal. Where a prospective pupil has an EHCP, the School will consult with the parents and the Local Authority (where appropriate) to ensure that the provision specified in the EHCP can be delivered by the School. Any additional services that are needed to meet the requirements of the EHCP may need to be charged, either directly to the parent or to the Local Authority if the Local Authority is responsible for the fees and the School is named in the EHCP. In all other circumstances charges may be made directly to parents, subject to the School's obligations



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under the Equality Act (2010). The School co-operates with the Local Authority to ensure that relevant annual reviews of EHCPs are carried out as required.

### **4. ACCESSIBILITY PLAN**

A copy of the School's Accessibility Plan is on the school website and can be requested from the school office. This sets out the School's plan to increase the extent to which pupils with disabilities can participate in the School's curriculum; improve the physical environment of the School for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits, facilities or services provided or offered by the School; and improve the delivery to disabled pupils of information which is readily accessible to pupils who are not disabled.

### **5. BULLYING AND BEHAVIOURAL ISSUES**

All pupils are taught that any form of discrimination, bullying and harassment is prohibited and will not be tolerated. Pupils are taught through the curriculum and PSHE the importance of respecting each other and behaving towards each other with kindness, courtesy and consideration. The School's behaviour and anti-bullying policies make clear the seriousness of bullying, victimisation and harassment and that appropriate sanctions will be applied to any pupil who displays inappropriate behaviour.

The School recognises that pupils with disabilities or those with SEN may be particularly vulnerable to being bullied. The School's Anti-Bullying Policy makes it clear that bullying behaviour of any kind is not acceptable and will be taken very seriously.

The School also recognises that bullying (or other matters, such as bereavement) can impact learning and/or mental health and wellbeing. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEND but where there are concerns, an assessment may be undertaken to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues.

The School recognises that children with SEND can face additional safeguarding challenges and additional barriers can therefore exist when recognising abuse and neglect in this group of children. These can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- The potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs.
- Communication barriers leading to difficulties communicating feelings and experiences with others.

The School's Child Protection and Safeguarding Policy will be followed if there are any safeguarding concerns relating to a pupil.

### **6. ENTITLEMENT TO ADDITIONAL TIME AND/OR SUPPORT IN ASSESSMENTS**

The School's Assessment Policy outlines the assessments which take place throughout the academic year. The School takes steps to ensure that internal assessments are accessible to all pupils, by providing them with reasonable support that reflects their normal way of working in class. This may

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include extra time, access to a computer & keyboard, supervised rest breaks, a reader and/or a prompter. Pupils, parents and external professionals (where appropriate) are consulted when determining access arrangements for individual pupils.

Pupils who have been diagnosed as having a learning difficulty may be entitled to access arrangements in external assessments, such as additional time and/or use of a computer to complete tests and assessments. Pupils who are granted access arrangements for external assessments must have these recommended by an educational psychologist or qualified specialist assessor. The school must be in possession of a report for the specific recommendations to be granted. Such pupils will be given these allowances in all internal examinations. Parents should speak with the SENDCo and the Deputy Head (Academic) with regard to any application for additional support in external assessments.

### **7. CONCERNS**

The School will listen to any concerns expressed by parents about their child's development and any concerns raised by pupils themselves. Parents must notify their child's teacher in the first instance if their child's progress or behaviour gives cause for concern so that a collaborative approach can be taken to resolve the concern.

**Recommended review period: Annual**

**Review by: SENDCo**

**Date reviewed: May 2024**

## Appendix 1: Links to local services and support agencies

The following links may help parents when accessing advice and support:

**Bromley Local Offer:** <https://bromley.mylifeportal.co.uk/localoffer/>

**Lead Early Years SEND Support Team:**

Susan Gainsford

020 8315 4754

Susan.gainsford@bromley.gov.uk

**Bromley Wellbeing Service:**

020 3770 8848

**Speech and language therapy service:**

Phoenix House

<http://www.bromleyhealthcare.org.uk/find-a-service/speech-and-language-therapy-forchildren>

**Kathryn Murrell (Private Speech & Language Therapist):**

ASLTIP (Association of Speech & Language Therapists in Independent Practice)

<http://www.helpwithtalking.com/directory/member/541>

**Giovanna Rosado (Hearing specialist):**

Lead for Deaf and Hearing Services

01689 889850

Gina.rosado@bromley.gov.uk

**DITTAS Dyslexia Services Ltd:**

Sarah Beard

[www.dyslexiaservices.net](http://www.dyslexiaservices.net)

01689 862610

**Mencap Independent Supporters' Service:**

020 8466 0790

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### **Joanna Moore (Private Paediatric Occupational Therapist):**

joanna@mooreoccupationaltherapy.com

01342-833713

### **Whole Child Therapy:**

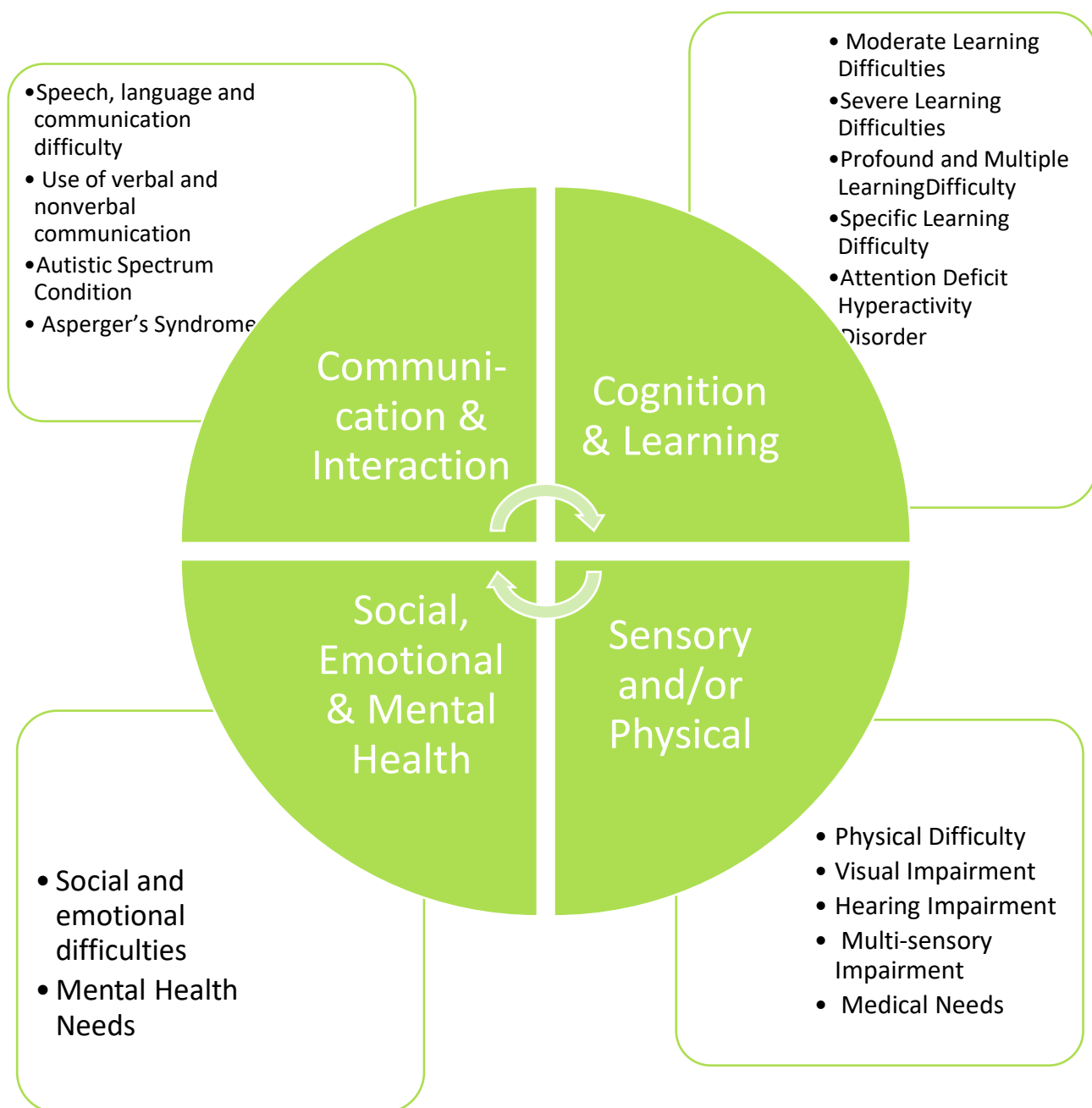
020 3441 6810

<https://wholechildtherapy.com>

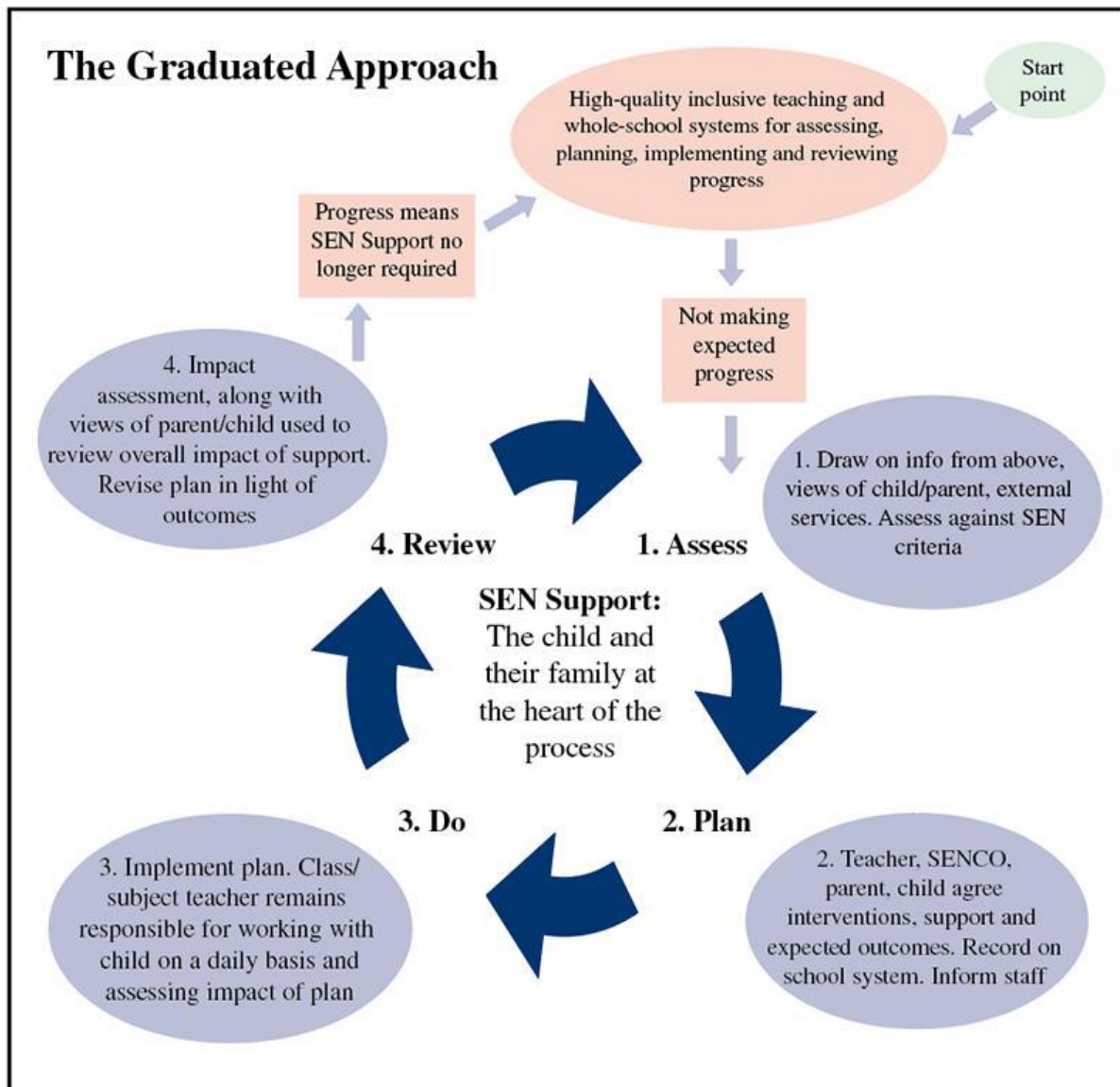
### **Developing positive behaviour at home and at school:**

[www.behaviourmatters.org.uk](http://www.behaviourmatters.org.uk)

## Appendix 2: Broad areas of need



## Appendix 3: The Graduated Approach



Source: <https://www.sec-ed.co.uk/best-practice/assess-plan-do-review-the-graduated-approach-to-sen/>

