



Beths Grammar School

Special Educational Needs and Disability (SEND) Policy

SENDCO: Mr Stuart Ward

SEND Governor: Mrs Cathy Palmer

1) Aims of this SEND policy

1.1 The aims of our Special Educational Needs and Disability (SEND) policy, and practice, in this school are to work within the statutory guidance provided in the SEND Code of Practice: 0 to 25 years (Department for Education & Department of Health, 2015):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To ensure that children and young people with SEND engage in the activities of the school with students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement [Secondary national curriculum \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/441212/secondary-national-curriculum-inclusion-statement.pdf) (page 8)
- To use our best endeavours to secure special educational provision for students for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum and inclusive provision, to better respond to the four areas of need as stipulated in the SEND Code of Practice:
 - Communication and interaction,
 - Cognition and learning,
 - Social, emotional and mental health,
 - Sensory/physical.
- To listen, respond to and work with parent/carers’ and students’ views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet student need, through well-targeted continuing professional development (CPD).
- To support students with medical conditions to achieve, where appropriate, full inclusion in all school activities, and through consultation with health and social care professionals, meet the medical needs of these students.
- To work in cooperative and productive partnership with the Local Authority and other outside agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.
- To ensure the school regularly reviews and evaluates the breadth and impact of the support given / offered or accessible. The school must co-operate with the local authority in reviewing the provision that is available locally (Chapter 3) and in developing the Local Offer (Chapter 4) of the SEND Code of Practice (2015). The school should also collaborate with other local education providers to explore how different needs can be met most effectively. The school must have due regard to general duties to promote disability equality and inclusion.

2) What is meant by Special Educational Needs (SEN) or a disability?

2.1 The definition for SEND from the SEND Code of Practice (2015) states:

SEND: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a **significantly greater difficulty in learning than the majority of others of the same age**. Special educational provision means **educational or training provision that is additional to, or different from**, that made generally for others of the same age in a mainstream setting in England.

Disability: Some children and young people who have SEN may have a disability under the Equality Act 2010 – that is ‘...**a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Disability

- 2.2 We will continue to take positive steps so that we can ensure to the best of our ability that when we work with both parents/carers and students, their views, aspirations and hopes are taken into account in regard to any disability.
- 2.3 The duty is “to take such steps as it is reasonable to have to take to avoid the substantial disadvantage to a disabled person caused by a provision, criterion or practise applied by or on behalf of a school, or by the absence of an auxiliary aid or service”. (Reasonable Adjustments for Disabled Students: Guidance for Schools in England; Equality and Human Rights Commission, 2015)
- 2.4 This duty covers the way the school operates on a daily basis, including its decisions and actions. The duty in relation to auxiliary aids and services generally means anything that constitutes additional support or assistance for a disabled student, such as a piece of equipment or support from a member of staff.
- 2.5 There will be some instances in which a disabled student is provided with support from another agency. In these cases, it would not be reasonable to expect the school to duplicate this support.

Medical Needs

- 2.6 Section 100 of the Children and Families Act 2014 places a duty on governing bodies of maintained schools, proprietors of academies and management committees of Pupil Referral Units (PRUs) to make arrangements for supporting students at their school with medical conditions.
- 2.7 The key points are that students at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical education.
- 2.8 We will therefore ensure that arrangements are in place to support students at school with medical conditions so that such children can access and enjoy the same opportunities at school as any other child as far as possible.

- 2.9 We will take into account that many of the medical conditions that require support at school will affect quality of life and may be life-threatening. Some will be more obvious than others. We will therefore ensure that the focus is on the needs of each individual child and how their medical condition impacts on their school life.
- 2.10 School leaders will consult health and social care professionals, students and parents/carers to ensure that the needs of children with medical conditions are effectively supported and the correct procedures followed when notification is received that a student has a medical condition.
- 2.11 This procedure can be found within the statutory guidance: ‘Supporting pupils at school with medical conditions’; [Supporting pupils at school with medical conditions](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/442117/supporting-pupils-at-school-with-medical-conditions.pdf) ([publishing.service.gov.uk](https://www.publishing.service.gov.uk)) (DfE,-2015).
- 2.12 The agreed arrangements after consultation should show an understanding of how medical conditions impact on a child’s ability to learn, as well as increase their confidence and promote self-care. We will aim to ensure that appropriate staff are properly trained to provide the support that students need.

3) Admissions of students with Special Educational Needs and Disabilities

- 3.1 Children and young people with SEND have different needs, but the general presumption is that all children with SEND but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with the school admissions policy. We aim to support and include all students where possible.
- 3.2 For children with an EHCP, parents/carers have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHC plan unless:
- it would be unsuitable for the age, ability, aptitude or SEND of the child or young person, or
 - the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.
- 3.3 Before making the decision to name our school in a child’s EHCP, the local authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made
- 3.4 The local authority must also seek the agreement of the school where the draft EHCP sets out any provision to be delivered on their premises that has been secured through a direct payment (personal budget).
- 3.5 Parents/Carers of a child with an EHCP also have the right to seek a place at a special school if it they consider that their child’s needs may be better met in specialist provision.
- 3.6 The school will publish information on the website about the implementation of the Governing Body’s policy for students with SEND. The information published will be updated annually and any changes to the information occurring during the year will be updated as soon as possible.
- 3.7 Provision for children with Special Educational Needs and Disabilities is a matter for the whole school. We aim to be fully inclusive and take into account all current legislation in its support of students with SEN and disabilities.

3.8 Some examples of the range of needs facilitated includes are:

Dyslexia, Dyspraxia, Autistic Spectrum Disorder (formally commonly known as Asperger's Syndrome), Attention Deficit Hyperactivity Disorder (ADHD), Speech Language, ~~and~~ Communication and Interaction, Social and emotional aspects of learning, and students with sensory and physical needs.

4) Identification of SEND

4.1 Provision for children with SEND is a matter for the whole school. The Governing Body, the Headteacher, SENDCO and all other members of staff, particularly class teachers and learning support assistants, have important day-to-day responsibilities.

4.2 All teachers are teachers of every child including those with SEND. All teachers are expected to assess, plan, review and teach all students at the level which allows them to make appropriate progress.

4.3 We know when students need help if:

- concerns are raised by students, parents/carers, external agencies, teachers, or the student's previous school, regarding a student's level of progress or inclusion.
- screening or intervention monitoring such as that completed on entry or as a result of a concern being raised, indicates gap in knowledge and/or skills.
- whole school tracking of attainment outcomes indicates lack of expected levels of progress despite evidence of class teacher support.
- identified through use of the Bexley's QFT and SEND Toolkit.

4.4 We are constantly reviewing, evaluating and altering the support we put in place for the students we support. In order to facilitate progress the child must be at the centre of the model we adopt.

4.5 Therefore we continually assess the support being offered and its impact via the Learning Support Assistant (LSA) working relationship. This can then be fed back rapidly to the class teacher or to the SEND Department where strategies can be discussed, planned and put in place or investigations initiated to explore any teaching and learning adjustments to be made.

4.6 Other opportunities for evaluation that we take include:

- Review of student targets and their own view of their needs
- EHCP annual reviews
- Examination analysis
- Parents evenings
- Early identification by members of staff
- The schools own internal and external reviews
- Direct communication with the SEND Department by parents/carers
- Line management meetings between SENDCO and Senior Leadership Team (SLT)
- Link governor discussions.
- Work with external agencies

5) Roles and responsibilities

SEND Governor

- 5.1 The Governing Body challenges the school and its members to secure necessary provision for any student identified as having Special Educational Needs.
- 5.2 The Governing Body has agreed that students with SEND will be admitted to Bets in line with the school's agreed admissions policy and in conjunction with existing provision agreements made with the local authority.

Head of Individual Educational Needs (IEN) - SENDCO

- 5.3 The SENDCO is responsible for ensuring the smooth operation, implementation and review of the school's SEND policy. He/she works closely with all school staff (whether teaching or support) to ensure all students are receiving appropriate provision and support. He/she meets regularly with the SLT line manager, Head of Years and Key Stage managers as required to discuss progress of students with SEND, and advises and facilitates, where appropriate, identified training needs.
- 5.4 The SENDCO will attend local and national SENDCO training where required and must be a qualified teacher working at the school. They must achieve a National Award in Special Educational Needs Coordination within three years of appointment. This must be a post graduate award by a recognised higher education provider.
- 5.5 The SENDCO has day-to-day responsibility for the operation of SEND policy and co-ordination of specific provision made to support individual students with SEND, including those who have EHCPs and Support plans.
- 5.6 The SENDCO provides professional guidance to colleagues and will work closely with staff, parents/carers and other agencies. The SENDCO should be aware of the provision in the Local Offer [Bexley Local Offer - Information and services for children and young people aged 0-25, with special educational needs and disabilities \(SEND\) | Bexley Local Offer](#) and works with professionals providing a support role to families to ensure that students with SEND receive appropriate support and high quality first teaching.
- 5.7 The SENDCO provides a termly report to the Governors' Students Committee to keep them updated on developments within the SEND area of provision.
- 5.8 The key responsibilities of the SENDCO may include:
 - Overseeing the day-to-day operation of the school's SEND policy.
 - Co-ordinating provision for children with SEND.
 - Liaising with the relevant Designated Teacher where a looked after student has SEND.
 - Advising on the graduated approach to providing SEND support.
 - Advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively.
 - Liaising with parents/carers of students with SEND.
 - Liaising with other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies.
 - Being a key point of contact with external agencies, especially the local authority and its support services.
 - Liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned.
 - Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements.

- Ensuring that the school keeps the records of all students with SEND up to date.

Teachers

5.9 Teaching staff will:

- Devise strategies and identify appropriate differentiated methods to enable all students to access the curriculum.
- Recognise that central to the work of every teacher is the cycle of assess, plan, do and review that takes account of the wide range of abilities, aptitudes and interests of the students in their classes.
- Ensure EHCP targets are considered in lessons.
- Monitor progress of students with SEND.
- Be fully aware of the school's procedures for SEND.
- Raise individual concerns to all involved and appropriate parties.

Teaching Assistants

5.10 Learning Support Assistants are line managed by the SENDCO. Their roles and responsibilities are to:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes or direction where appropriate.
- Monitor progress against EHCP targets using record sheets and the graduated approach.
- Contribute to the review progress, either in person or with a written report.
- Work 1:1 or in small groups with students with EHCPs or other identified needs.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings and training as required.

6) What should a parent/carer do if they think their child may have Special Educational Needs?

6.1 If parents/carers have concerns relating to their child's learning then please initially discuss these with your child's Head of Year/Form Tutor. This may then result in a referral to the school's SENDCO whose contact details are available via a phone call to the school's reception staff, or, via e-mail to admin@beths.bexley.sch.uk.

6.2 All parents/carers will be listened to and their views will be taken into consideration in the assessment of their child before deciding the provision to be provided by the school.

6.3 We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions in that regard. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with subject teachers and form tutor. If your child has an Education, Health and Care Plan (EHCP) you and your child will be able to share your views at the Annual Review or earlier if required.

6.4 We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons.

- There are school council meetings where issues or viewpoints are discussed.
- We have student questionnaires to gather ideas and opinions about teaching and learning and wider school matters.
- Following every school report academic SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets are discussed to enable child to evaluate their learning.
- Students with SEND and parents/carers are given an open line of communication with the SEND department. Students are warmly welcomed to attend the base during their 'free' time to talk to staff or to meet other students and friends.
- For children with an EHCP, their views will be sought before review meetings and they are fully involved in the review process and target setting.

7) How will the school support a child with SEND?

7.1 Support will be provided in the following ways:

- The school aims to provide high quality first teaching that is differentiated to meet the diverse needs of all learners.
- Students with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.
- The quality of classroom teaching provided to students with SEND is monitored in line with the Teaching and Learning Policy.
- Students' attainments are tracked using the whole school internal tracking system and are then discussed in progress meetings that are undertaken between the class teacher, Heads of Department/Heads of Year, members of the Senior Leadership Team, the IEN SEND department and, if appropriate, the student themselves.
- Additional action to increase the rate of progress will be then identified and recorded. That will include a review of the impact of the differentiated teaching being provided to the child, and if required, provision to the teacher of additional strategies or interventions to further support the success of the student.
- Where it is decided during this early discussion that special educational provision is required to support increased progress rates, parents/carers will be informed that the school considers their child may require SEND support and their partnership sought in order to improve attainments. This is known as the 'graduated approach'.
- Action relating to SEND support will follow an **assess, plan, do and review model**:
 - a. **Assess:** Data on the student held by the school will be collated in order to make an accurate assessment of the student's needs. Parents/Carers will always be invited to this early discussion to support the identification of action to improve outcomes
 - b. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents/carers and the student will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the subject teacher with advice from the Head of IEN.
 - c. **Do:** The subject teacher remains responsible for all children, including those identified with SEND and Quality First Teaching that is differentiated is the main form of support for all children and young people. Additional support or interventions (SEND support) will be recorded on a plan that will identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets (this may include for young people, targets around preparing for adulthood) that take into account parents'/carers' aspirations for

their child. Parents/Carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.

- d. **Review:** Progress towards these outcomes will be tracked and reviewed and shared with the parents/carers and the student.
 - e. Where a student has a Statement/EHCP, a review of that plan will take place as a minimum every twelve months.
- If progress rates are still judged to be inadequate despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to:
 - a. Specialists in other schools e.g. teaching schools, special schools.
 - b. Local Authority support services, including Early Intervention Team (EIT), Advisory Teaching Services, Behaviour Support Teachers, Education Welfare Officers, Educational Psychologists
 - c. Speech and Language or other health professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS)
 - d. Social Care, including the Disabled Children's Service.
 - In addition, the school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.
 - For a very small percentage of students, whose needs are significant and complex and the SEND support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care plan (EHCP) being provided.

- 7.2 Advice and actions for staff are recorded on the SEND Department SEND Register (this is a record of the SEND status and need). Our SENDCO and/or Head of Year/Key Stage make appointments with parents/carers to discuss the involvement of outside agencies if there are concerns about progress.
- 7.3 The subject teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 up to Year 13. Children who are not making expected progress are picked up through progress meetings with the Head of Year and Head of Key Stage and /or SENDCO.
- 7.4 Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.
- 7.5 We communicate regularly with parents/carers. Parents/carers are welcome at any time to make an appointment to meet with either the form/subject tutor, Head of Year or SENDCO and discuss how their child is getting on. We can offer advice and practical ways that can help students at home. Parents/Carers are able to complete and return a comment slip after every report to start any discussion if necessary.
- 7.6 The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. If targets are not met they will be broken down into smaller steps or changed to be more manageable and

achievable. We invite all parents/carers to Parents Evenings so that direct dialogue can take place. This enables progress and targets for improvement to be discussed. Examination outcomes for students with SEND are analysed.

7.7 Specialist expertise is obtained from a variety of agencies including:

- Specialists in other schools e.g. teaching schools, special schools.
- Local Authority support services, including:
 - Early Intervention Team (EIT)
 - Advisory teaching services (including Autism Outreach Team)
 - Behaviour support teachers
 - Education Welfare Officers
 - Educational Psychologists
 - Speech and Language or other health professionals, including the school nurse
 - The Child and Adolescent Mental Health Services (CAMHS), Social Care, including the Disabled Children's Service
 - Occupational Therapy
 - Behavioural Support Services
 - Hearing Impairment Services
- Paediatrics.

8) How will parents/carers be helped to support their child's learning?

8.1 The school website and Bexley Local Offer website provide 'sign posts' for additional support.

- The class/subject teacher or SEND dept. may also suggest additional ways of supporting your child's learning or accessing local support groups.
- The school will, as appropriate, offer advice and support via suitable methods of discussion to listen to and advise parents/carers so that they feel informed, to be then equipped to offer support whilst the child is at school.
- The school will inform parents/carers when they are making SEND provision for a child.
- The school will provide an annual report for parents/carers on their child's progress.

8.2 Activities and school trips are a very important part of every child's learning experience at Beths Grammar School. Risk assessments are carried out and procedures are put in place to enable all children to participate where possible/appropriate.

8.3 If a child has an LSA he/she or an alternative member of staff who has been informed of that student's needs will accompany the student on the trip. However, if there is no LSA and it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

8.4 We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team including a school counsellor who look after our children and parents/carers.

8.5 Additionally our Personal, Social, Health and Citizenship Education (PSHCE) programme educates students to respect diversity of all kinds.

- 8.6 The form tutor is the first person to contact with concerns about your child's overall wellbeing. If further support is needed the Head of Year will liaise with the Key Stage Manager and SENDCO who will give advice and support and put a plan of action into place.

9) Students with medical needs (Statutory duty under the Children and Families Act)

- 9.1 The initial contact for medical needs is via administration at admin@beths.bexley.sch.uk.

- Students with medical needs that affect daily access or require the administration of medical support will be recorded in the Medical Alert Handbook. This can be accessed by all staff from our school internal network. A copy is available on the shared area: **T:\Allstaff\Admin\Medical Information**. For students with more complex needs a detailed Health Care Plan will be compiled in partnership with the school nurse or designated member of staff and parents/carers and if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the school/community nurse as being competent.
- For some students it will be necessary to train further school staff in how to support the student across the school day, that is, support other than medication.
- It is the parents'/carers' responsibility to keep the school informed about any changes to the students' condition or medication.
- All medicine administration procedures adhere to the Department for Education (DfE) guidelines included within: 'Supporting Students at school with medical conditions', (DfE) 2015.

If a child has a medical need then they are registered in a medical alert, compiled by the appropriate informed staff in consultation with parents/carers and the designated school nurse. This is shared with all staff who are involved with the child.

- 9.2 We have fully trained first aiders in all Key Stages and many staff members have a basic knowledge of first aid.
- 9.3 If a child has a medical condition that requires medication and/or individualised adaptation, a meeting will be held with parents/carers, SENDCO, designated staff members and first aider to discuss our Health and Safety Policy and procedures and therefore what might reasonably be required from all parties involved.
- 9.4 Our Supporting Students with Medical Conditions Policy is available on our website: [download.asp \(beths.bexley.sch.uk\)](#)

10) What training do staff supporting children and young people with SEND undertake?

- The school provides Continual Professional Development to all staff and seeks specialist advice and training to meet individual needs of students as appropriate.
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.
- The Governor with specific responsibility for SEND has completed the SEND Governor training.

11) How will children with SEND be included in activities outside the classroom including school trips?

- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities where reasonably possible.
- The school ensures it has sufficient staff expertise or will seek external specialist advice to make reasonable adjustments for children with SEND to access school provided activities.

12) How accessible is the school environment?

- 12.1 Adaptations have been made to the school site in line with our Accessibility Plan.
- 12.2 Our Accessibility Plan (statutory requirement) describes the actions the school has taken to provide reasonable adjustments to the environment, the curriculum and to printed information. It is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed. The Accessibility Plan will continue to be reviewed every three years or as the need arises – whichever is sooner.

Behaviour

- 12.3 We have a very positive approach to all types of behaviour with a clear rewards and sanctions policy that is followed by all staff and students.
- 12.4 If a child has emotional and/or behavioural difficulties specialist support may be provided either internally by consultation and agreement with appropriate members of staff and parents or referred to outside agencies. This external support person works with the student, teacher and parents/carers to identify the specific issues, put relevant support in place and set targets.
- 12.5 As a result of the support we give, external exclusions are rare.
- 12.6 After any behaviour incident we expect students to reflect on their behaviour. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

- 12.7 Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported to appropriate members of staff for deliberation and examination of circumstances, if attendance is low enough to be a cause of concern when compared against progress. Where a child is struggling with attendance and punctuality we meet with parents/carers to offer advice and strategies to get their children into school on time.
- 12.8 In the event that a child's poor attendance continues, we refer them to an Educational Welfare Officer.

13) Transition into our school or within the school

- 13.1 A number of strategies are in place to enable effective transition. These include:
- Prior to entry, admissions procedures are used to gather information relating to a child's needs.

- A planned introduction programme is delivered in the summer term to support transfer for students starting school in September. In July an Induction Day is held for the prospective Year Sevens. Each of these days may be personalised to meet individuals' needs if appropriate.
 - Parent/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
 - The SENDCO can meet with all new parents/carers of students who are known to have SEND (plus the Head of Year/form tutor if necessary) to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
 - When students transfer from another setting, the previous school records will be requested immediately and a meeting set up with parents/carers to identify and reduce any concerns. The school will contact the previous school/ setting or other professionals as needed.
 - Similarly, for prospective entry into Year 12, students and parents/carers have a series of meetings and an induction programme in June. These enable all parties to exchange information and discuss existing diagnosis and arrangements that could necessitate differentiation by the school and staff. Again parents/carers are invited to meet with SEND staff to allay any concerns they may have.
 - During transition from one key stage to another e.g. from Years 9 into 10 and from 11 into 12 students with individual needs or disabilities will receive a more comprehensive and personal discussion in regard to the subject options they potentially have within school and therefore what they could opt for. This can take place within an EHCP annual review, a 'Connexions' careers meeting or via a specific individual meeting with the school's Careers Team as required.
 - Key curriculum staff will always meet together after school options deadlines to discuss the choices asked for by all students but SEND students are paid particular attention to in order to ensure that all opinions are represented and future success is most probable.
 - Additionally the school calendar indicates the numerous events that are open to parents e.g. music concerts, drama productions, sports day and art exhibition. Parental attendance is always encouraged by the school and appreciated by the teachers and students who participate.
- 13.2 We seek to include students fully in the curriculum. When a child has been identified with SEND their work will be differentiated by the class teacher to enable them to access the curriculum more easily.
- 13.3 LSAs may be deployed to work with students within the classroom or to work with the child in a 1:1 scenario to target more specific needs.
- 13.4 If appropriate, specialist equipment is given to the student e.g. coloured paper or coloured overlays for reading, use of word processor, visual enhancements.
- 13.5 If necessary and appropriate, equipment and facilities are secured to enable the child to continue accessing the school in an inclusive way. If a parent/carer feels this may be necessary they should contact the school to discuss the needs and their potential for implementation.
- 13.6 All staff have access to the SEND Department staff for advice in regard to the areas of SEND support that they carry out.
- 13.7 If necessary, and after informed evidential discussion with all involved parties, and finally with the Headteacher's agreement, the school can adapt the subject curriculum to enable the student to achieve progress overall more effectively. This will be done on a case by case basis so that the student's SEND needs are taken into account, as all children are individuals.

Premises accessibility

- 13.8 Most of the school is wheelchair accessible, and ramps are in place for entrance/exits where applicable. However, some classrooms on the top floor of the original building are not accessible to wheelchairs. The Science and MFL building has three floors (with a lift going to the second only). The Millennium Building is single storey making it accessible for disabled children and adults.
- 13.9 There are two disabled parking bays and numerous visitors' bays near the main entrance.
- There are double doors strategically placed around the building to allow wheel chair access
 - Auditory/Visual enhancements are in place in some of the school
 - As a school we are happy to discuss individual access requirements.
- 13.10 Our accessibility plan has been prepared by the Governing Body under Paragraph 3 of Schedule 10 to the Equality Act 2010. It can be found within the policies section of the school website:

14) Transition to the next school and preparation for adulthood and independent living

- 14.1 The school adheres to Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff April 2014 <http://preview.tinyurl.com/mn5muuo>. This places a duty on schools to secure independent careers guidance for all Y8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.
- 14.2 Parents/Carers can access the website of the National Careers Service that offers information and professional advice about education, training and work to people of all ages. <https://nationalcareersservice.direct.gov.uk> or examine options identified in the local offer published by the local authority which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.
- 14.3 Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, will include a focus on preparing for adulthood, including employment, independent living and participation in society.
- 14.4 The transition programme in place for students provides a number of opportunities for students and parents/carers to meet staff at Beths. These opportunities may be further enhanced for students with SEND.
- 14.5 The annual review in Year 5 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice. In Years 9 and 11 transition reviews are held in preparation for Key Stage 4, further education and adulthood.
- 14.6 Parents/Carers are encouraged to consider options for the next phase of education and the school involves outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
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- 14.7 For students transferring from local schools, the SENDCOs of both schools meet to discuss the needs of students with SEND in order to ensure a smooth transition where possible.

- 14.8 The records of students who leave the school mid-phase are transferred within five school working days of the parents/carers notifying their child has been enrolled at another school.
- 14.9 We invite the next school/college to the Transition Annual Review for students with an Education, Health and Care Plan or Statement of SEND.

Beyond school age

- 14.10 We adhere to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff March 2015*

[Careers guidance and access for education and training providers - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/careers-guidance-and-access-for-education-and-training-providers)

This places a duty on schools, the Baker's Clause to secure independent careers guidance for all Year 8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

- 14.11 The website of the National Careers Service offers information and professional advice about education, training and work to people of all ages:
<https://nationalcareersservice.direct.gov.uk>, or options are identified in the local offer published by the local authority (<http://www.bexleylocaloffer.uk/>) which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEND to help them prepare for adulthood, including getting a job.

Local Authority's Local Offer

- 14.13 The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child: <http://www.bexleylocaloffer.uk/>

- 14.14 To contact the Bexley SEND team:

<mailto:localoffer@bexley.gov.uk>

15) Access arrangements for exam concessions

- 15.1 Where there is a history of need, support and the students have concessions as their normal way of working, assessment and application for access arrangements for public examinations will be made by the school. The SEND Department will collect evidence such as timed assessment to demonstrate the need for additional support. This will then be submitted to the examining bodies for approval. The awarding bodies will make the final decision over any concessions.
- 15.2 For Bexley Selection Tests, the Local Authority requires that the students SEND has been identified at least a year before the application and that concessions or adaptations similar to those being requested is the students normal way of working. Details about this application can be found on the Bexley website: https://www.bexley.gov.uk/sites/default/files/2021-04/Selection_test_leaflet_2021.pdf [The Bexley Selection Test 2022 information for parents leaflet](#)

16) Contacts for further information or concerns relating to SEND

- 16.1 If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:
- Your child's Head of Year.
 - SENDCO.
 - The Deputy Head in charge of the Key Stage.
 - The Headteacher.
- 16.2 If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEND. He/She can be contacted via the school reception staff or via the school's administration e-mail address: admin@beths.bexley.sch.uk.
- 16.3 When appropriate we seek advice and support from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to the agencies listed above.
- 16.4 In addition, the school involves external agencies as appropriate including health and social services, and community/voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.
- 16.5 For a very small percentage of students, whose needs are significant and complex and the SEND Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being provided.
- 16.6 An Educational Psychologist is allocated to the school. He/she normally only works directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is discussed at termly progress meetings with the SENDCO and Early Intervention Team.
- 16.7 In order to help understand the student's educational needs better, the psychologist will generally meet with the parents/carers and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

Additional contact details of support services for the parents/carers of students with SEND

- 16.8 Contact details are as follows:
- For parents/carers who are unhappy with the Local Authority or school responses to their child's SEN, parents/carers may seek mediation from the regional mediation services.
 - Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authority's decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here: [Disagreement Resolution, Mediation and SEND Tribunals Appeals | Bexley Local Offer](#)

17) Additional information and references:

- **The SEND Code of Practice (2015):** This Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations:
<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- **Supporting students at school with medical conditions (2017):**
[Supporting pupils with medical conditions at school - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/publications/supporting-pupils-with-medical-conditions-at-school)
- **The Special Educational Needs and Disability Regulations 2014:**
<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p278-286)

CAMHS: Child and Adolescent Mental Health Service

DDA: Disability Discrimination Act

EAL: English as an Additional Language

EIT: Early Intervention Team

EHCP: Education, Health and Care Plan

LA: Local Authority

PP: Pupil Premium

PPS: Parent Partnership Services

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

SENDCO: Special Educational Needs and Disability Coordinator (also written as SENCO and SENCo)

SEN Support: Support given to students with SEN from devolved funding

SLT: Senior Leadership Team

Approved Autumn 2022

To be reviewed in the Autumn Term 2025