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FIDES et OPERA

Bromley High School

**SEND
POLICY**

This policy applies to all pupils throughout the Senior and Junior school (including those in EYFS).

This policy sets out the procedures for ensuring that pupils identified as having special educational needs (SEN) and/or a disability have their needs addressed in order to access a broad and balanced curriculum, reach their potential and participate in the wider life of the school. Bromley High School's Policy on Special Educational Needs and Disabilities has regard to the Special Educational Needs and Disability Act (2001), SEN and Disability Code of Practice (2014), the Equality Act (2010), the Children and Families Act (2014) and the GDST Inclusion Policy.

The policy applies to:

- Any pupil hindered in accessing the full curriculum and fulfilling her potential without recognition of her needs and some form of provision;
- Any pupil with a disability which prevents or hinders her from making use of educational facilities of a kind generally provided for children of the same age.

Aims and Objectives

- To define the school's objectives regarding SEN and disability and how these will be met;
- To define the role of the SENDCO and the overall management of SEN and disability provision in the school;
- To monitor the progress of all pupils, identify pupils with special educational needs and disabilities (SEND) and provide support for their needs as early as possible;
- To ensure there is equality of opportunity and inclusive provision for all children with special needs to ensure they are integrated as fully as possible into the life of the school and offered full access to a broad, balanced and relevant education, including an appropriate curriculum;
- To ensure all children feel a valued part of the school and are treated positively by all members of the school community;
- To offer all our children, including those children identified as having SEND, full access to a broad and balanced curriculum through differentiated planning by teachers, the Special Educational Needs Co-ordinator (SENDCO) and supporting staff as appropriate. This includes an appropriate curriculum for the EYFS and the National Curriculum;
- To provide specific input, matched to individual needs, in addition to or different from the differentiated class room provision, for those children recorded as having SEND and in need of internal support or support from external agencies;
- To be sympathetic to and take into account each child and parents' views and needs;
- To notify parents of SEND issues, communicate and consult with parents to keep them fully informed of plans to meet their child's additional needs and the progress made by the child.

Identification and Assessment of SEND

Bromley High School recognises the importance of early identification, assessment and provision for any child who may have an additional need. The school has a system for regularly observing and recording the progress of all children, which is then used to identify children who are not making satisfactory progress and who may have additional needs.

In the Junior School and EYFS these include;

- Teacher observations in the course of teaching and weekly classroom assessments on literacy and numeracy skills [unit tests].
- Baseline assessment results PIPS.
- EYFS profiles, INCAS, ePIPS, CAT 3B and Rising Stars Unit tests. Formal assessment and tracking.
- Entrance assessment to the school.
- Concerns raised directly with SENDCO.
- Dyslexia portfolio test
- Independent work produced by the pupil.
- Observations of behavioural, emotional and social development.
- Information from parents.
- Information from a recognised professional

Bromley High Senior School uses the above systems in addition to the following to identify any form of additional need:

- Specific group screening tests in years 7 & 9 such as Lucid Exact and Access Reading tests. These enable us to identify particular problems early.
- Further individual tests if there are concerns highlighted by the screening process, teachers or parents. These include the Dyslexia Portfolio tests and the Dash handwriting speed tests. From year 9 tests recommended by the JCQ for application for special access arrangements in public examinations can be sat at school also eg WIAT-II-T, TOMAL2, AWMA, CTOPP2, TOWRE, WRIT, WRAT 4, Symbol Digit Modalities test.
- Formal tracking from school internal examinations and interim reports which highlights disparities between expected and actual results and between ability and achievement.
- Baseline assessment results (MidYS, Yellis, Alis)

Special needs identified may include;

- Specific Learning Difficulties e.g. Dyslexia, Dyspraxia, Dyscalculia
- Social, Emotional and Mental Health Difficulties
- Physical Disabilities
- Sensory Impairments
- Speech, language and communication Difficulties
- A disability requiring additional support
- Medical conditions

Provision

The school makes provision for support through

- high quality teaching and learning informed by documentation from the SENDCOs (the Provision Map in the junior school and the Pupil Profile booklet in the senior school);
- differentiation to include suitable strategies identified in SEND register
- target setting, tracking and monitoring in addition to regular academic reviews;
- a safe and stimulating learning environment;
- integration into the full range of school life and activities, making reasonable adjustments where possible.

More specialist provision is available when necessary through, for example:

- Targeted allocation of Teaching Assistants (in the junior school) , support groups, drop in clinics and specialist teaching;
- provision for pupils with EHC plans as required (see below);
- facilities, fixtures and fittings, resources and equipment that improve access for disabled pupils or those with SEN.

Currently, there is no charge for SEN support or regular year group screening. Occasionally, the SENDCOs may recommend that a girl has an external Educational Psychologist's report and this is at the expense of the parents. In Year 9, full testing of any girl for access arrangement in public examinations will be undertaken by the SENDCO. There is no charge for this.

Nature and Level of Intervention

Any pupil identified as having SEND will be placed on the SEND Register.

In addition to this there will be pupils with Additional Learning Needs (ALN) who will be supported by staff, assisted by the SENDCO's. There is also a 'watch list' (SA) of pupils who do not receive additional provision but who are monitored closely by the staff and SENDCOs.

Based on the school's observations and assessment data and following a discussion between the child, class teacher, SENDCO and parents/carers the child may be recorded as needing:

- differentiated curriculum support within the class and, in the senior school, subject clinics;
- differentiated expectations for outcomes
- additional support through mentoring with the SENDCO in consultation with the respective Senior Leadership Team.
- additional support through external agencies
- and/ or additional support through the provision of individual or small group work with staff or the SENDCO or in the case of a child with an EHC plan, the provision of a Learning Support Assistant (in the senior school in the case of a child with an EHC plan).

Internal Support

Informal teacher assessment or formal testing can reveal pupil difficulties. Pupils whose needs are not met through differentiated class room activities may need specific input. Pupils may have a Pupil Profile or be on the Provision Map which includes strategies that are additional to or different from those provided as part of the normal differentiated class curriculum to support the pupil's needs. It is the responsibility of the SENDCO to initiate the Provision Map and Pupil Profile and to disseminate information to teachers. All teaching staff take responsibility for the differentiated delivery of the curriculum under the guidance and support of the SENDCO.

External Support

A decision is taken with the teacher and SENDCO in consultation with parents at a meeting to review progress to request support from external services. This could be triggered because despite receiving additional support, insufficient progress with that difficulty has been made. External specialists may provide additional specialist assessment to measure a pupil's progress and offer advice on new and appropriate targets for the pupil's learning and accompanying strategies for teaching approaches and resources. The delivery of the new

interventions continues to be the responsibility of the class teacher in the Junior School and all staff who teach the pupil in the Senior School.

In the Junior school progress is reviewed with the class teacher, child and parents not less than twice a year and new targets will be set as appropriate. The Senior School's Pupil Profile is also reviewed regularly with the pupil and in consultation with the parents and updated accordingly. All pupils are encouraged to comment on their own performance against their targets.

Pupils with an EHC plan

In the matters of placement and providing for pupils with statements, the school will comply with the Children and Families Act (2014). All EHCs will be reviewed annually through co-operation with the LA.

All funding provided for support of a child in receipt of an EHC plan will be used by the school to promote the best interests of that child (within the context of the whole school).

NB: A pupil does not have to have an EHC or statement to be considered to have special educational needs.

Record Keeping

The Additional Needs Register of all students known to have any type of SEND need is held by the SENDCOs in their respective Learning Support Offices including reports from external agencies and Pupil Profiles. Copies are placed in the pupil's file held in the Junior and Senior School Offices. The register can also be viewed by Junior and Senior Teachers on the internal network. Copies are given to staff and updates are then communicated to staff electronically. A summary of SEND details is found on SIMS. All senior school staff are issued with hard copies of the Pupil Profiles plus access via SIMS to appropriate details of each girl's needs and key strategies to use to help her access the curriculum. All this information is kept confidential.

The SENDCOs in both sections of the school meet regularly to ensure continuity of practice and a seamless transition from Junior to Senior School.

Admissions

At admission each pupil is looked at as an individual case to see whether the school can effectively meet their needs. Every effort is made to accommodate the pupil's needs where possible. A child would only be refused entry if she was unable to attain the required academic standard or if adjustments judged necessary for her inclusion went beyond what the school could reasonably provide.

For children who are already identified as having additional needs we adapt our admissions process and induction procedures and make reasonable adjustments where possible. We communicate openly with parents and with feeder schools. Occasionally this involves liaison between our school Nurse and outside agencies as necessary.

Monitoring and Support

The Special Educational Needs and Disabilities Co-ordinators (SENDCOs), in collaboration with their respective senior management team, determine the development of the SEND policy and provision in the school.

The SENDCOs are responsible for the day-to-day operation of the policy and the co-ordination of the provision made for individual pupils with SEND, working closely with the child, staff, parents, carers and other agencies.

The SENDCOs also provide related professional guidance to colleagues to ensure high quality teaching for pupils with SEND. The SENDCOs will contribute to in service training of staff and the mentoring programme for new staff, NQTs and trainee teachers.

The SENDCOs with support of the head and colleagues will seek to develop effective ways of overcoming barriers to learning and sustaining effective teaching by

- the analysis and assessment of pupil needs,
- overseeing the records of pupils with SEND,
- monitoring teaching and learning and the standards of all pupil achievements.

Pupils are generally most effectively supported within the classroom through differentiation of the existing curriculum and materials.

Partnership with Outside Agencies

External agencies and outside specialists are used on both a diagnostic and supportive basis where necessary, including health and social services, education and welfare services. Where Specific Learning Difficulty/Dyslexia is suspected Junior School parents will be advised to have their daughters formally assessed by a specialist. In the Senior School appropriate testing will be arranged with the SENDCO.

Partnership with Parents

It is the policy of this school to engage actively with parents and involve them as much as is practical in the life and work of the school and the teaching and learning of their daughters.

- parents may request copies of the SEND policy and this fact is publicised on the school website
- parents of girls identified as having additional needs are informed and involved where special provision is arranged for their child;
- parents are encouraged to contribute as part of the assessment process;
- parents are encouraged to support arrangements that are made for their child;
- parents receive information and updates about progress, and are encouraged to participate in any review;
- we make all reasonable attempts to engage to reach parents.

Success criteria and demonstration of the effectiveness of the policy

The principles underlying the school's provision for pupils with SEND will form the basis for the evaluation process.

In addition, specific targets might be identified, against which success may be measured. Specific indicators might be used, such as progress in reading at the end of key stages, InCAS and test scores etc. Other feedback is verbal and adjustments to the expected outcomes are decided in conversation with the class teacher(s) and the parent when necessary.

Publication and Review

This policy is included in the school's welcome pack and is also made available to all staff. It is regarded as a working document and kept under constant review.