



## Bexley Grammar School

### Special Educational and Additional Needs Policy

Bexley Grammar School recognises that it is the teacher's responsibility to meet the needs of all children in their class through their classroom organisation, teaching materials, teaching style and differentiation. However, if the pupil does not make adequate progress even when teaching approaches are targeted at a pupil's identified area of weakness, then the pupil may be identified as having special or additional educational needs.

Some pupils find work difficult because their first language is not English. They do not have special educational needs unless they also have a learning difficulty. Their needs are explained in our EAL policy.

#### Guiding Principle

Our guiding principle is one of Inclusion. We want to identify and break down possible barriers to learning.

#### Objectives in making provision for pupils with SEND

- To value all the pupils in our school equally;
- To ensure that all pupils have equal access to a broad, balanced curriculum which is differentiated to meet individual needs and abilities;
- The aims of education for pupils with difficulties and disabilities are the same as those for all pupils;
- It is the responsibility of all teachers to meet the SEND needs of pupils. In this they can draw on the resources of the whole school;
- Every child is entitled to have his or her particular needs recognised and addressed;
- To offer high quality support to ensure that all needs are met;
- To maximise the opportunities for students with special educational needs and disabilities to join in with all the activities of the school;
- All pupils are entitled to experience success;
- Consideration of SEND crosses all curriculum areas and all aspects of teaching and learning;
- Good special educational and additional needs practice is good practice for all pupils;
- Any pupil may encounter difficulties in school at some stage;
- All special educational and additional provision is more effective if pupils and parents are fully

involved;

- To seek the views of the child and take them into account;

This policy will contribute to achieving these objectives by ensuring that provision for pupils with SEND is a matter for the whole school and is a part of the continuous cycle of assessment and review.

### **Roles and Responsibilities/Co-ordination of Provision**

Provision for pupils with special educational needs and disabilities is a matter for the school as a whole.

### **The School Staff**

All teachers are teachers of children with SEND and do their best to adapt the curriculum to meet their need.

### **The Special Educational Needs Co-ordinator**

- Co-ordinates provision for pupils with special educational needs and disabilities Liaises with and advises teachers;
- Manages HLTAs;
- Liaises with parents of pupils with special educational and additional needs;
- Liaises with the junior/secondary school SENCo, educational psychologists, school nurse, speech and language therapists and other health services;
- Appoints a qualified specialist assessor, who is registered under the SASC (SpLD Assessment Standards Committee), abides by the BDA Code of Ethics and Conduct and holds the BDA Specific Learning Difficulties (SpLD) Assessment Practising Certificate (APC). (Certificates and registration details are held on file and checked annually on the [SASC website](#).)
- Meets regularly with SENCOs in other schools which enables him/her to keep up to date with current initiatives locally and nationally and seeks out and shares best practice.
- Co-ordinates with the school's examination officer, ensuring that appropriate diagnostic tests and assessments take place and the correct documentation is disseminated to enable pupils to get the access arrangements they require in public examinations. This includes liaising with the IB co-ordinator and taking into account the documentation on the IBO on- line curriculum website.

### **Admissions and Inclusions**

Pupils with SEND are admitted to Bexley Grammar School on the same basis as any other child. The Governing Body uses the LEA admissions criteria.

### **Identification and Assessment of Pupils with Special Educational Needs and Disabilities**

All pupils are entitled to a balanced and broadly based curriculum. This policy ensures that teaching arrangements and strategies are fully inclusive. The majority of pupils will have their needs met through normal classroom arrangements and appropriate differentiation which may include short-term support.

The Governing Body will ensure that it makes appropriate provision for all pupils identified as having need of special educational provision.

### **Differentiation**

Differentiation means teaching a pupil in ways and at levels, which match their method of learning. Pupils make progress at different rates. Not all pupils learn in the same way and need to be taught in different ways. All pupils will receive help through differentiation but if the pupil does not make adequate progress, the school will do more to help i.e. individual work with Dyslexic students. All staff are responsible for identifying pupils with SEND. The SENCo will work with staff to ensure that those pupils who may need additional or different support are identified at an early stage. The progress made by all pupils is regularly monitored and reviewed. Pupils are only identified as being on 'additional SEND support', if additional or different action is being taken.

### **SEND Support**

Through 'additional SEND support' the pupil will get help that is either extra to and/or different from the help that the school usually gives pupils through differentiation. If there are concerns that the pupil is not making adequate progress, the class teacher will discuss these concerns with the SENCo. The SENCo will gather information from the pupil, parents, class teacher, Form Tutor, subject teachers, Director of Studies.

If the pupil does not make adequate progress receiving 'SEND support, the school may seek further advice and support from other specialists e.g. Educational Psychologist, Speech Therapist, Physiotherapist, Occupational Therapist and CAMHs. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions. Pupils may be discussed at the termly EIT meeting.

The range of support available may be more intensive, individualised and sustained. Advice from outside professionals will be sort after and these professionals will be invited to contribute to the monitoring and review of progress.

### **Education Health Care Plan (EHC)**

If a pupil demonstrates significant cause for concern, the school may request an EHC. This will provide statutory protection for children and young people. This will include integrating the many services and sectors that work to meet the child's needs. The integrated plan will enable services to work together, to meet the child's needs. Whilst the process is being carried out, the pupil will continue on SEND support.

A small number of pupils may already have EHC Plans. Their progress and the specific support outlined in their EHC Plan will be reviewed annually and a report provided for the Local Education Authority. When pupils are due to transfer to another phase planning for this will be started in the year prior to the year of transfer.

If a pupil makes sufficient progress the EHC Plan may be discontinued by the Education Authority.

### **Arrangements for Partnership with Parents**

The school will always tell parents when their child is receiving help for their SEND.

Partnership with parents plays a key role in enabling pupils and young people with SEND to achieve their potential. The school recognises that parents hold key information and have knowledge and experience to contribute to the shared view of a child's needs and the best ways of supporting them.

### **Pupil Participation**

Pupils and young people with SEND often have a unique knowledge of their own needs and circumstances and their own views about what sort of help they would like to help them make the most of their education. They will be encouraged to participate in all the decision-making processes including the setting of learning targets and discussions about choice of schools and transition processes.

### **Links with Other Agencies and Voluntary Organisations**

External support services play an important part in helping the school identify, assess and make provision for pupils with special education needs.

The school receives regular visits from the Educational Psychologist. *In addition the school may seek advice from specialist advisory teaching services for pupils with sensory impairment or physical difficulties.*

- *The Prospects Personal Adviser is invited to attend all EHC Plan Annual Reviews in Year 9 and 11 in order to contribute to the Transition Plan and then to the subsequent reviews of the Transition Plan.*

### **Success Criteria**

The success of the education offered to children with SEND will be judged against the aims set out above. The policy will be reviewed annually.