

Bickley Park School

SEND Policy

Introduction

As a school we welcome all boys who can make the most of the opportunities that we offer and can flourish in the caring environment of Bickley Park School. The School values every pupil as an individual, irrespective of their background, any special educational need, learning difficulty or disability.

In order to be offered a place at Bickley Park School, a boy must have performed satisfactorily and been successful in the School's entrance assessments and interview procedures. The school recognises that a small number of children may have particular learning and assessment requirements that could create barriers to learning. We will take all reasonable steps to support pupils with learning difficulties and disabilities, both during the admissions process and throughout a boy's time at the School, within the limits of the resources available to us through the Learning Support framework. (see the School's Disability Policy and Access Plan, and Special Educational Needs and Disability Act Three-Year Plan).

We advise prospective parents to inform us of any special arrangements that may be required for their child during our entrance examinations and/or interviews so that appropriate provision can be made. A copy of an educational psychologist report or specialist assessment report must be provided to support a request for special arrangements.

Parents of boys joining the School who wish to meet the SENCo may make arrangements to do so and are asked to inform the school of any history of learning support for their son, to discuss any learning difficulties or disabilities that may have been identified or suspected and to supply any relevant reports.

This policy describes the procedures and systems established in order to provide an inclusive education for pupils at Bickley Park School with special educational needs.

Special Needs Defined

In accordance with the Special Educational Needs and Disability Code of Practice, 0 – 25 years (2015) (SEND Code of Practice 2015) 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 him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

Four areas of need can be identified:

- Cognition and learning needs, including specific learning difficulties such as dyslexia and developmental coordination disorder;
- Behavioural, emotional and social development needs;
- Communication and Interaction needs, including autistic spectrum disorder;

- Sensory and/or physical needs, including visual or hearing impairment.

At Bickley Park School, pupils identified as having a requirement for learning support can fall into three categories:

- 1) Those who have specific or general difficulties in one or more areas of the curriculum. This includes pupils who have been diagnosed with dyslexia, developmental coordination disorder, autistic spectrum disorder and attention deficit disorder/attention deficit hyperactivity disorder.
- 2) Those with visual, auditory or physical impairments which affect their capacity to learn.
- 3) Pupils suffering emotional or psychological difficulties, or presenting with specific behaviour problems. These pupils are supported through the pastoral system.

Nevertheless, the specific needs identified in the categories above may also be associated with (and may indeed generate) emotional and behavioural problems.

Aims of the Learning Support Department

- To ensure early identification of pupils with any form of special educational need or disability (SEND).
- To support the individual needs of all pupils at Bickley Park School who have been identified as requiring additional help.
- To ensure that all members of staff are aware of the needs of every pupil in their care, recognising that all teachers are responsible and accountable for meeting the needs of all the pupils in their class.
- To ensure that there is support for teachers to meet the learning requirements of these pupils and that appropriate resources and training are provided. Teaching and supporting children with SEND is a whole school responsibility requiring a whole school response.
- To involve pupils in the planning and management of their learning support programme.
- To communicate fully with parents at all times, recognising the importance of working in partnership.
- To enhance the self-esteem of pupils with SEND, to develop their engagement in and enjoyment of their studies and to enable them to achieve their full potential.
- To ensure that no pupil is discriminated against in any area of school life on the basis of his learning difficulties or disabilities.
- To take into account the pace, the equipment and the concentration needed for these children to maximise their learning.
- To differentiate for these needs and use assessment techniques which reflect the individual needs of boys with SEND.
- In accordance with the Bickley Park School Anti-Bullying Policy, to be aware that pupils with SEND may sometimes be a target for bullying.

Learning Support Provision at Bickley Park School

Staffing

The School has a Learning Support team, headed by a Special Educational Needs Coordinator (SENCo) in both the Prep and Pre-Prep departments. Pupils are initially supported both by their teachers in class and on an individual or small group basis by a Teaching Assistant where appropriate. The Learning Support team at Prep are assisted by a SEN specialist who provides 1:1 support lessons. These sessions are rotated around the pupils' timetables and other curricular commitments in order to effect the minimum of disruption. Learning Support lessons at Bickley Park School take place in a dedicated room.

Identification and Assessment

The SEND Code of Practice 2015 and Equality Act 2010 give statutory guidance on identifying SEND in schools. The system for assessing learning support requirements at Bickley Park School has been developed both in accordance with the statutory guidance and in response to the particular context of the School. This policy was created in consultation with the staff and SLT.

The School does its best to identify all cases of special educational need, but cannot guarantee to do so.

- In KS1, the teacher assesses ability in reading, phonics, writing and maths. In the Prep department, during the Autumn Term, all Year 3 boys are tested by their English teacher to screen for reading, spelling, writing and maths difficulties. The results are analysed by the Year 3 teachers together with the SENCo to detect indicators of any specific learning difficulty. The Assistant Head and the Pre-Prep SENCo analyse the results.
- Reading tests are used in Year 1 to 8 in conjunction with reasoning scores.
- With regard to new pupils enrolling at the school, boys joining Bickley Park in any other year groups are tested by the SENCo to determine their strengths and weaknesses on admission. The Assistant Head - Academic and SENCo analyse the results and plan support for boys identified as having specific barriers to learning.
- After every attainment session, the senior academic staff reviews the results of all pupils and after the summer examinations the SLT and the SENCo review the results of all pupils. A plan of action is implemented for boys raising concern.

Referral of pupils to the SENCo

All members of staff share responsibility for the identification of specific barriers to learning in the pupils in their care. Initial support is available for boys either in the form of small group or one-to-one assistance. At Pre-Prep, boys are supported by their teacher and a Teaching Assistant. At Prep, Subject Teachers should refer pupils who are continuing to raise concern to relevant Heads of Subject and the SENCo.

Parents should be encouraged to speak to Form Teachers or Subject Teachers in the first instance. In every case, the SENCo is responsible for assessing and deciding whether or not the child would benefit from additional support. The SENCo liaises with Subject Teachers, Heads of Subject, Form Teachers and members of the Senior

Leadership Team as appropriate. If a child requires support that is additional to and different from other children in the class, a Pupil Provision Plan is drawn up by the SENCo in consultation with teachers, parents and the pupil. A review period is agreed and if necessary new targets are set.

Review of pupils receiving Learning Support

After the initial parent consultation, parents are kept informed of their son's progress through the review process and Parents' Evenings with Subject or Form Teachers. The SENCo is kept informed of progress through regular discussion with Form and Subject Teachers. In the instance of pupils receiving 1:1 lessons, the SEND specialist delivering this support will also provide a progress review of all pupils each term. If it is felt that a boy's needs are unable to be met fully by the school, and that therefore the school cannot serve that pupil's best interests, parents will be supported to find a more appropriate setting.

Educational psychologist (EP) and specialist assessment reports

Following assessment by the SENCo and in consultation with parents, an educational psychologist or other specialist assessment may be advised for a boy whose learning support requirements are judged to be significant. Once an assessment or EP report is obtained, a Pupil Provision Plan will be drawn up by the SENCo and held centrally on SIMS for the guidance of all staff. The same will also happen for boys who arrive at Bickley Park School with an existing EP or specialist assessment report. The SENCo is able to advise parents about the choice of an educational psychologist or specialist assessor. The reports are always commissioned externally and the cost is borne by parents.

Access arrangements for tests and examinations

Pupils who are granted access arrangements, including extra time and the use of a laptop, must have these recommended by an educational psychologist or qualified specialist assessor. The School must be in possession of a report in order for the specific recommendations to be granted. Such pupils will be given these allowances in all examinations. The SENCo liaises with the Assistant Head - Academic to ensure that all necessary arrangements are in place. A list of pupils receiving an extra time allowance and/or using a laptop in examinations/lessons is available in the SEND folder on the C:Drive and is regularly reviewed and updated by the SENCo.

Use of laptops and other specialist equipment in lessons

The School is able, depending on need, to arrange for pupils to use laptops in classes. Other adjustments, including the use of any specialist equipment, will also be considered in consultation with parents. Pupils using laptop computers are advised to attend a touch typing course and to aim to reach the recommended standard of at least 35 words per minute. A touch typing club is available in school on a weekly basis.

Pupil Provision Plans

For boys with specialist external reports who receive regular SEND support from the SEN team, a Pupil Provision Plan will be drawn up in consultation with parents, pupils and Subject or Form Teachers. The provision plans and recommended quality first teaching strategies are accessible on both SIMS and the C:Drive in the SEND folder and available to all staff to read and use to plan and inform their teaching.

Education, Health and Care Plans (EHC plans)

The School will respond to the needs of any pupils with an EHC plan and will implement recommendations in consultation with the Local Authority (LA).

Learning Support Register and Monitoring Register

The SENCo will keep registers of pupils requiring additional support which are regularly updated. Children requiring targeted support, which is additional to and different from other pupils, will have a personal Provision Plan and parents will be consulted. Pupils achieving their potential after intervention will be removed from the registers. The registers are available to all staff on the C:Drive in the SEND folder.

Staff training

All members of staff, including teaching and support staff, are given training on working with pupils with learning difficulties and disabilities. Training may include INSET sessions for staff given by a visiting specialist. The SENCo makes new teachers aware of the SEND Policy and the referral process and raises the needs of SEND pupils at staff meetings as appropriate.

The SLT reviews this policy annually and considers any amendments in light of the review findings, taking such amendments and arising issues for discussion to full Staff Meetings.

Point of contact

SEND Governor – Angela Drew
Wellbeing Lead – Pre-Prep Jonathan Poole
Prep Sara Marriott

Pre-Prep

- Form Teacher
- Assistant Head Academic
- SENCo

Prep

- Form/Subject Teacher
- Head of Subject
- Assistant Head Academic
- SENCo

Should parents wish to access information regarding the provision made for Special Educational Needs or this policy, the Parent Handbook contains details of our arrangements for learning support.

Author	SENCO	
Date Approved	September 2017	Chairman: MH
Date Approved	September 2017	Headmaster: PW
Date for Next Review	September 2019	

This is a whole school policy, including the EYFS Department and should be viewed in conjunction with the EYFS SEND Information Report.

The school follows the Graduated Response approach to SEND as outlined in the 2015 Code of Practice.

Appendix

Links for Local Services & Support Agencies:

The following links may help parents access advice and support:

<https://bromley.mylifeportal.co.uk/localoffer/>

Lead, Pre-School Specialist Support and Disability Services
Annabel Dixon
020 8315 4734

Bromley Wellbeing Service
020 3770 8848

Speech and language
Phoenix House
<http://www.bromleyhealthcare.org.uk/find-a-service/speech-and-language-therapy-for-children>

Kathryn Murrell
ASLTIP (Association of Speech & Language Therapists in Independent Practice)
<http://www.helpwithtalking.com/directory/member/541>

Hearing
Giovanna Rosado
Lead for Deaf and Hearing Services
01689 889850
Gina.rosado@bromley.gov.uk

Dyslexia
DITTAS Ltd
Sarah Beard
www.dyslexiaservices.net
01689 862610

Educational assessment
Elizabeth Kilbey
Clinical psychologist
07941 020746

Noelyn Davies
Dyslexia & Literacy Specialist
Assessments & Teaching
noelyndavies@gmail.com
07739 566125

Mencap Independent Supporters' Service
020 8466 0790