



St George's Bickley CE Primary School

Policy: Special Educational Needs and Disability (SEND)

St George's Primary School is a Church of England school that promotes the spiritual, moral, cultural and physical development of each child.

Our School Aim: to help all children reach their full potential and develop an enthusiasm for lifelong learning within a caring and Christian environment, preparing them to be valuable members of society.

...Learning today for a better tomorrow

Policy Title:	Special Educational Needs and Disability (SEND) Policy
LT Responsibility:	Head of School
Review Body:	Executive Head Teacher
Date:	September 2018
Review:	September 2019

We recognise that our pupils bring with them a wide variety of behaviours influenced by life experiences outside school. We aim to respond to each case professionally, objectively and compassionately. We are sensitive when working with children and families with specific needs and experiences and we continuously seek ways to promote successful partnerships. The basis of differentiation will vary dependant on the needs of each case but we will take into account the views of parents and families, colleagues and external agencies together with any Statement of Special Educational Need or Education, Health and Care Plan. We will also ensure compliance with the trust's Equality Policy taking into account pupils with protected characteristics and making reasonable adjustments for pupils with a disability within the meaning of the Equality Act 2010. Both the school and trust respects the Public Sector Equality Duty (PSED) that requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities. By following the trust's Equality Policy, the school seeks to eliminate unlawful discrimination, harassment and victimisation and other conduct prohibited by such legislation.

*This policy should be read in conjunction with the Trust's Equality Policy.
<https://www.aquinastrust.org/>*

LEGAL FRAMEWORK

The policy complies with the Special Educational Needs (SEN) and Disability Code of Practice and Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Articles 7 and 24 of the United Nations Convention of the Rights of Persons with Disabilities
- Children Act 1989.
- Children Act 2004.

- Children and Families Act 2014.
- Data Protection Act 1998.
- Education Act 2002.
- Equality Act 2010: advice for schools DfE May 2014.
- Human Rights Act 1998.
- Keeping Children Safe in Education Guidance from the DFE September 2016
- Public Sector Equality Duty.
- Safeguarding Vulnerable Groups Act 2006.
- School Admissions Code.
- Schools SEN Information Report Regulations (2014).
- SEND Code of Practice 0 – 25 (Jan 2015).
- Statutory Guidance on Supporting students at school with medical conditions (April 2014).
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64).
- The National Curriculum in England framework document (September 2013).
- Teachers Standards 2012.

POLICIES RELATING TO SEND

This policy is one of a series in the Aquinas Church of England Trust's (the Trust) integrated Inclusion portfolio and should be read alongside both central Trust and individual academy policies. These include:

The Trust's policies on:

- Allegation of abuse against staff
- Complaints
- Data Protection
- Document Management and Retention
- Equality
- Grievance and Disciplinary
- Health and Safety
- Induction
- Lone worker
- Positive Handling
- Safeguarding
- Safer Recruitment
- Whistleblowing

Academies' individual policies on:

- Accessibility Plan
- Administration of Medicines and Children with Medical Conditions
- Admission Arrangements
- Anti-bullying
- Attendance
- Appropriate physical contact including restraint
- Behaviour
- Child Looked After
- Child Protection
- Complaints
- Curriculum

- First Aid
- Health and safety procedures
- Missing children
- Personal and intimate care
- Photography of children and young people

The policies are supported by the Trust's Employee handbook and the operational procedures outlined for each individual academy. This includes the academy procedures for dealing with disclosures and concerns about a child or young person including the recording and sharing of information.

Under the Children and Families Act 2014 the Academy must:

- use best endeavours in exercising their functions to ensure that the necessary special education provision is made for any student who has SEN;
- ensure that parents or young person are notified by the Academy when special educational provision is being made for their child, because it is considered that he or she has SEN;
- make sure that all staff that are likely to teach the pupil are aware of the pupil's SEN;
- make sure that the teachers at the Academy are aware of the importance of identifying pupils who have SEN and of providing appropriate teaching;
- ensure that there is a qualified teacher designated as special educational needs coordinator (SENCo) for the Academy. A newly appointed SENCo must be a qualified teacher and, where they have not previously been the SENCo at that or any other relevant school for a total period of more than twelve months, they must achieve a National Award in Special Educational Needs Co-ordination within three years of appointment;
- consult the Local Authority and the governing bodies of other schools when it seems necessary to co-ordinate special educational teaching in the area;
- ensure that pupils with SEN join in the everyday activities of the Academy together with children without SEN, as far as is compatible with them receiving the necessary special educational provision; the provision of efficient education for all other pupils; and the efficient use of resources;
- take account of the 'SEN Code of Practice' when carrying out their duties towards all pupils with SEN;
- where an LA or the First-tier Tribunal names a school as the school the child will attend on an Education and Health Care Plan, admit the child to the Academy. Before naming the Academy on an Education, Health and Care Plan, the LA must consult the Academy.
- cooperate with the LA in developing the local offer;
- produce and publish online its SEN Information Report in accordance with section 69 of the Children and Families Act 2014; and
- have arrangements in place to support children with medical conditions (section 100 Children and Families Act 2014).

In addition, the Academy must ensure that there is no discrimination, harassment and victimisation of pupils with SEN or disabilities and reasonable adjustment are made in favour of pupils with disability in order to avoid any disadvantage to such pupils due to their disability

OBJECTIVES

All staff at the Academy are committed to meeting the special educational needs and disabilities (SEND) requirements of all pupils. We aim to:

- Meet the needs of all pupils, including pupils with SEND so that they realise their full potential as we value all pupils equally.
- Identify, assess, record and regularly review the progress of pupils with SEND thereby ensuring their needs are met.
- Meet these needs as far as possible within the normal classroom environment to avoid negative perceptions with all pupils receiving a broad and balanced curriculum.
- Ensure that all pupils make the best possible progress and grow in confidence and self-esteem in an environment which fulfils the variety of talents of each pupil in a caring, supportive and disciplined manner.
- Ensure effective communication with parents so that they are informed of their child's needs and pupils are empowered to express their views and are involved in the decisions which affect their education where appropriate.
- Ensure that SEND pupils have equal curricular opportunities within the bounds of the Disability Discrimination Act. Adjustments may be necessary in the interests of individual pupils.
- Recognise that in meeting the needs of SEND pupils it is essential to have successful partnerships between pupils, parents, teachers and external agencies who are all essential contributors, and information on progress is shared regularly.
- Ensure that there is equality of opportunity for all pupils with SEN and disabilities and that they are able to access the provision at the Academy and are not at a disadvantage due to their SEN or disability.
- Ensure that the necessary reasonable adjustments are made to ensure that pupils with disabilities are not disadvantaged owing to their disability

The Academy hopes to achieve the objectives by:

- Implementing the SEND Code of Practice;
- Operating a "whole pupil, whole school" approach to the management (including SEND being a regular item on the senior leadership team agenda) and provision of support for SEN and ensuring that all teachers recognise that a consideration of SEND permeates the whole curriculum and all aspects of teaching and learning;
- Providing support, advice and training for all staff working with pupils who have special educational needs and ensuring that specific SEND training is provided in the Academy training programme;
- Ensuring that pupils with social, emotional and behavioural difficulties are recognised as having SEN and have the same staged approach as other pupils who have learning difficulties and disabilities;
- Ensuring the identification of SEND pupils, appropriate designation on the SEN register (including pupils who are also in the care of a local authority and regular assessment and review of their progress in accordance with the procedures at the Academy.
- Ensuring that disability pupils are assessed and the appropriate reasonable adjustment put in place.
- Ensuring that pupils with SEND taking examinations are provided with the necessary support;
- Ensuring that the parents of SEN pupils have the opportunity to discuss progress during each academic year and are kept fully informed of pupils' SEN and their placement on the SEN Register;
- Monitoring the SEN provision at the Academy and the involvement of pupils with SEN in the wider life of the Academy;
- Taking all steps to ensure that pupils who require education, health and care plans (EHC Plans) are assessed by the local authority, the EHC plans are prepared and reviewed annually;
- Maintaining links with other mainstream schools and special schools, including arrangements when pupils change or leave the school.

KEY ROLES AND RESPONSIBILITIES

The Academy values every child as a learner and will aim to offer an education appropriate to each individual pupils' needs to ensure they reach their potential and beyond, regardless of their starting point. Provision for pupils with SEND is a matter for the academy as a whole. The Head of School, the SENCo and all other members of staff have important responsibilities for the provision and delivery of this provision.

Academy Details

Academy SENCo:

Michelle Fahey

National Award for SEN Co-ordination

(Clause 64, Children and Families Bill 2014)

St George's CE Bickley Primary School, Tynley Road, Bromley

Academy DSL:

Ellen Peyton

Academy Designated Teacher for children looked after: **Michelle Fahey**

Academy staff responsible for managing school's responsibility for meeting the medical needs of pupils:

Michelle Fahey

The SENCO is responsible for meeting the requirements of the Code of Practice, to lead the Learning Access staff in the day to day operation of the SEN Policy, including the deployment of TAs, specialist staff, and staff from outside agencies. This is in line with the Code of Practice, 2001, paragraphs 6.32 – 6.40.

The SENCO is responsible for the testing of students for access arrangements for special considerations during examinations. The assessor will meet all DfE training and qualification requirements, in line with DfE guidelines.

The SENCo Assistant is responsible for keeping an accurate record of all students with SEN, their place on the SEN register, and for specific interventions for children with ASD.

Teachers are responsible for providing appropriate, well planned support to students with SEN and those who have an Education, Health and Care Plan.

Subject Leaders are responsible for appropriate teaching and learning in their subject areas in conjunction with class teachers to ensure that the progress of SEN students is in-line with other students and the expectations of the school.

All teaching staff have a responsibility to ensure they take account of students' specific learning needs when planning lessons to ensure that access is equally available for all students. They will ensure that the suggestions provided in the Helpful Hints Guide and Education Support Plans to help differentiate tasks within their lessons are used. Where difficulties persist the SENCo should be approached for further advice. It is important to show what provision and differentiation has taken place.

1. Head of School

- The Head of School is the Responsible Person as described in the Code of Practice, but may choose to delegate aspects of work.

- The Head of School will be responsible for appointing the SENCo who must achieve a national award in special educational needs co-ordination within 3 years of appointment. It is suggested that the SENCo is a member of the academy's leadership team. Where this is not possible, the academy may jointly designate a member of the leadership together with the SENCo.
- The Head of School will be responsible for ensuring that the SENCo has complied with the requirements of the SEND Code of Conduct.
- The Head of School will ensure that the academy prepares an annual SEN information Report as required by section 69 of the Children's and Families Act 2014.
- The Head of School will be responsible for appointing the designated safeguarding lead (DSL) who, in turn, will be responsible for the safeguarding of SEND pupils and will liaise with the SENCo where appropriate.
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- The Head of School will be responsible for appointing the designated teacher (Michelle Fahey) who, in turn, will be responsible for the looked after children at the academy.
- The academy has SEND procedures in place that are in accordance with current legislation and statutory guidance issued by the Department for Education (DFE), the SEND Code of Practice, the Equality Act 2010 and such other statutory or guidance documentation which from time to time the DFE shall stipulate.
- The academy has a SEND policy which follows the format of appendix A and an academy accessibility plan.
- The academy regularly reviews its SEND procedures and accessibility plan in liaison with the Trust's safeguarding representatives.
- All policies and procedures within the SEND suite and the Trust's equality policy are implemented and followed by all staff.
- Regular training and updates are provided for all staff including timely induction for new staff.
- The academy ensures staff have received the appropriate safeguarding training to include safe handling and the recruitment of staff follows safer recruitment requirements.
- The academy has procedures for dealing with allegations of abuse against staff and volunteers that comply with guidance from the government and local authority and locally agreed inter-agency procedures. These include procedures in place to make a referral to the Disclosure and Barring Service if a person in regulated activity has been dismissed or removed due to safeguarding concerns. Reference should be made to the Trust's Allegations of Abuse Against Staff Policy. The Chief Executive Officer shall be responsible for liaising with the LA and /or partner agencies in the event of allegations of abuse being made against the Head of School.
- All staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the academy's whistleblowing procedures.
- Learners' safety and welfare is addressed through the curriculum.
- The SEND policies and procedures are made available to parents and other stakeholders on request.

2. The SENCo

The SENCo is responsible for:

- Determining the strategic development of the SEND policy and provision at the academy.

- The day to day operation of the academy's SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those with EHC Plans.
- Ensuring the assessment of pupils and their SEND needs, putting in place the appropriate support plan and reviewing it.
- Providing professional guidance to colleagues (including training for staff) and working closely with staff, parents and other agencies and where appropriate managing teaching assistants.
- Advising on the Local SEN Offer and working with professional in order to support families and to ensure pupils with SEN receive appropriate support and high quality teaching.
- Liaising with the Designated Teacher where a looked after pupil has SEN.
- Advising on the graduated approach to providing SEN support.
- Advising on the deployment of the SEN budget academy's SEN budget and other resources to meet pupils' needs effectively.
- Liaising with parents of pupils with SEN.
- Liaising with early years providers, 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 pupil and their parents are informed about the options and a smooth transition is planned.
- Working with the Head of School to ensure that the academy and the Trust meets its responsibilities under the Equality Act 2010 in relation to reasonable adjustments and access arrangements.
- Maintaining the SEN register and ensuring that the academy keeps the records of all pupils with SEND up to date together with monitoring their progress by reference to data analysis and national benchmarking.

The SENCo may have an assistant to support her with these responsibilities.

3. Teachers

Subject Leaders are responsible for appropriate teaching and learning in their subject areas and in conjunction with teachers must ensure that the progress of SEND students is in-line with other students and the expectations of the Trust and the academy. The progress of pupils with SEND should be assessed and monitored against the targets set by the Academy and against the EHC plans where appropriate.

All teachers have a responsibility to ensure they take account of pupils' specific learning needs when planning lessons to ensure that access is equally available for all students. They will ensure that they are appraised of SEND pupils' education support plans to help differentiate tasks within their lessons thereby better supporting SEND pupils. Where difficulties persist with the SEND pupils accessing the curriculum or achieving expected progress the SENCo should be approached for further advice. It is important to show what provision and differentiation has taken place.

Teachers will also liaise with parents/ carers, external agencies, teaching assistants and other support staff where necessary and will keep the SENCo advised.

Teachers will promote equality at all times and takes all reasonable steps to ensure that pupils with SEN or disabilities are not harassed or victimized. Reasonable adjustments will be made in favour of pupils with disabilities to ensure that can access the curriculum

SPECIAL EDUCATIONAL NEEDS

The Academy recognises the importance of identifying the needs of all children at the point of entry and, following parental consultation, putting in place the necessary package of support to ensure that pupils identified with special education needs achieve their full potential.

Identification of SEN

The Academy recognises the importance of early identification and aim to identify children's special needs as early as possible. The skills and levels of attainment of all pupils are assessed on entry, building on information from their previous setting. The purpose of identification is to work out what action the Academy needs to take, not to fit a pupil into a category. As part of this process the needs of the whole child will be considered, not just the special educational needs of the child/young person.

The Academy uses a system of base-line screening with all new children in the reception class. Children are regularly assessed and progress is monitored in line with Early Years' Profile Assessments. Progress continues to be monitored throughout Year 1. The information gathered is further updated by the Year 1 National Phonics Screening, Year 2 teacher assessments and by further teacher assessments in the Years 3 to 5. Such assessments are invaluable in highlighting needs and informing planning.

The Academy also recognises that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability, where reasonable adjustment under the equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Student Premium grant
- Being a looked after child
- Being a child of Service personnel

A rigorous system of progress monitoring across the Academy which takes place on a half termly basis. This identifies pupils who are not making expected progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily, because they have a special educational need but should be seen as a form of communication that needs to be addressed through the provision of the following support:

- Anger management/ Conflict resolution
- Multi agency approach
- Pastoral team
- Social and communication

Please see the Academy's SEN Information Report for further details.

Providing SEN Support – A Graduated Response

Class / subject teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching, differentiated for individual pupils, is the first step in meeting the needs of any pupil who has or may have special educational needs.

The Academy regularly and carefully reviews the quality of teaching for all pupils including those at risk of underachievement. This will include reviewing, and where necessary, improving, teachers' understanding of strategies to identify and support vulnerable learners and their knowledge of the SEN most frequently encountered. The following is undertaken:

- Appraisal and capability policy.
- SEN training throughout the year
- Regular meetings with between teachers and SENCo
- Termly data analysis of SEN learners
- Learning Walks
- TA meetings
- TA monitoring of provision
- Transition work

Before special educational provision is made, the SENCO and the relevant teacher will consider all the information from within the Academy about the Pupil's progress, alongside national data and expectations of progress and in consultation with parents. The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the SEN Code of Practice (cognition and learning, communication and interaction, social emotional and mental health and sensory difficulties) with additional guidance for autism and specific learning difficulties. This can also be used to identify appropriate strategies to meet need. The SENCo may offer advice about effective teaching and learning strategies and interventions that may help to narrow the gap or accelerate progress. General advice from outside specialists may be sought.

Assess: If the pupil continues to face difficulties a more detailed formative assessment, facilitated by the SENCo, may take place.

Plan: Interventions based on the outcome of assessment are planned.

Do: Delivered by appropriately trained staff. Support may take the form of additional in-class provision or an intervention group to address a particular need.

Review: The effectiveness of the intervention will be monitored regularly by the class teacher. Individual pupil targets will be reviewed as part of the Academy's cycle of progress monitoring.

If, despite support, pupils fail to make expected levels of progress or are unable to transfer their learning when the support is reduced, the decision may be made to place pupils on the SEN register, in formal consultation with parents.

Academy Provision

The Academy has in place Quality First Teaching with differentiated work where appropriate. In addition:

- Smaller groups for the vulnerable pupils;
- Advice from external therapists;
- Mentoring, counselling and therapeutic inputs;
- Family workers
- Detailed assessment and monitoring

Use of Teaching Assistants

An effective Teaching Assistant (TA) can have a significant impact on learning. The role of a TA is to complement the teacher and provide a personalised learning experience to all pupils, in addition those with special, or additional, educational needs. It is the responsibility of the teacher to make lesson plans available and it is the responsibility of the TA to deliver support to the identified pupil/s in line with these when instructed. Please refer to Appendix 2 for further information on the role of the Teaching Assistant.

Managing Students on the SEND Register

Where longer term support is required or children have a diagnosis of need from an outside professional, parents will be formally informed that the pupil has been placed on the SEN register. The SENCo, in consultation with the class/subject teacher, pupil and parents will draw up a support agreement.

All interventions are planned and monitored by the class teacher and delivered by staff who have had appropriate training. Records of interventions are kept throughout the whole school, class and individual provision maps. The effectiveness of interventions is regularly monitored on a termly basis, or more frequently for certain interventions. Individual pupil targets are assessed as part of the Academy's cycle of progress monitoring.

While the needs of the majority of pupils will be met from within the Academy's own resources, some children will have a higher level of need. Additional funding to support children is available from the LA High Needs Block. To receive additional funding, the Academy will provide a costed provision map demonstrating how advice and recommendations from external agencies have been implemented, the outcomes of support and indicating how additional funding will be used to support the pupil in achieving desired outcomes. Where additional funding is agreed, a Pupil Resource Agreement will be put in place by the Academy's Educational Psychologist or Specialist Teacher, in consultation with parents and pupil. Thresholds for funding are related to need and can be found in the Banded Funding Guide.

Where pupils require support from a range of agencies in addition to education, or require education in a specialist setting, an Education, Health and Care Plan will be considered by the Local Authority.

Criteria for Exiting the SEND Register

When a pupil has progressed and attained in line with age related expectations, they may exit the SEN register if no other identified Special Educational Needs have been highlighted.

If a pupil no longer meets the auditory requirements from the Local Authority and can be facilitated through Quality First Teaching they will be put on a monitoring program.

Further details of the provision at the Academy can be found at Appendix 1

SUPPORTING PUPILS AND FAMILIES

If a pupil is performing below the expected level for his/her age and the Academy's intervention programmes have not helped the pupil to make sufficient progress, then the Academy will liaise with parents and approach the Local Authority (LA) to ask for an EHC assessment.

The LA will decide as a result of the assessment whether an EHC plan is required. The plan is then drawn up in accordance with the facilities provided by the LA. (The LA has to produce a document called the 'Local Offer' which describes the support and facilities available.)

Parents see a draft of the proposed plan. They have the right to state, if they wish, at which school they wish their child to receive their education. LAs are obliged to provide a place at the nominated school unless there are very good reasons not to do so.

MONITORING AND EVALUATION OF SEN PROVISION

Regular and careful monitoring and evaluation of the quality of provision offered to all pupils is ensured by regular audits, sampling of parent, student and staff views. The Academy undergoes an active process of continual review and improvement of provision for all pupils. The Aquinas Advisory Council regularly monitors the quality of provision by evaluating data, monitoring processes and policies and by looking at the impact of school actions, challenging the SLT if necessary. The SENCO provides reports to the members of the AAC on a regular basis. The school undergoes an active process of continual review and improvement of provision for all pupils.

The Education Scrutiny Committee of the Trust has oversight of Trust's SEND provision. It receives reports from the Trust's SEND Coordinator and makes appropriate recommendations.

TRAINING AND RESOURCES

The training needs of staff, including support staff, are regularly reviewed, and planned for so that all staff are well equipped to meet the needs of the most common barriers to learning. Where pupils present with rarer difficulties, staff access training and support from specialist teachers or therapists. All staff are actively encouraged to take advantage of training and development opportunities.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENCO to explain the systems and structures in place in relation to the Academy's SEND provision and practice, and to discuss the needs of individual pupils.

The SENCO or SENCO assistant regularly attends the Local Authority's SENCO Forums in order to keep up to date with local and national updates in SEND. The SENCO also attends the Trust's SEND network to share good practice. The SENCO provides training on topics such as:

ASD

***Effective Provision Mapping
Targets
Speech and Language Provision
Dyslexia Friendly Classroom***

MANAGING INFORMATION

The Academy follows the Trust's policies on data protection and the management and retention of documents.

COMPLAINTS

All complaints regarding the Academy's SEND provision should be made in accordance with the Academy's complaints policy which is available on the Academy's website. All stage 1/ informal complaints of an SEND nature should be made to the SENCo.

REVIEWING THE POLICY

The policy is reviewed annually with the Trust and the Academy.

DATA PROTECTION

St George's CE Primary School [The Academy] processes personal data, some of which will be sensitive personal data, in accordance with the data protection principles embodied in the General Data Protection Regulations (GDPR) and the Data Protection Act 2018. The Academy complies with the requirements of the data protection legislation as detailed in the Trust Data Protection Policy.

All staff are aware of the principles of data protection and will not process personal data unless necessary. The Academy safeguards the personal data it collects through the operation of the Trust's data protection policy and processes and the IT policy. In addition, the Academy has taken steps to ensure that all its contracts that process data have the GDPR compliant provisions.

Appendix 1

Accessibility

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans. Schools are required to produce an Accessibility Plan. The Accessibility Plan represents the school's current approach to meeting the requirements of The SEN and Disability Act 2001 and The Equality Act 2010. Reference: Academy Accessibility Plan. The Academy uses the broad definition of 'disability' as a person who has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out day to day activities. This also includes any child whose condition is currently stabilised by medication or a physical support (except for those wearing glasses).

The Academy promotes accessibility for SEND pupils as follows:

How disabled pupils' ability to participate in the curriculum is increased –

The school Special Educational Needs Policy ensures that colleagues identify, assess and arrange suitable provision for pupils with disabilities and special educational needs. Working alongside the Local Authority and Educational Psychology Service, the Inclusion Manager manages the Statutory Assessment Process ensuring additional resources are available where appropriate.

The pastoral team provides additional support for pupils and supports teachers in implementing strategies for improving pupils' behaviour and access to learning. The school works closely with specialist services including:

- Early Support
- Complex Needs
- Occupational therapists and physiotherapists
- Speech & Language Therapy, Early Action for Children's Social Communication (SPEACS)
- Sensory Support Service
- Phoenix Children's Resource Centre for child with disabilities and additional needs.
- Educational Psychology Service
- Counselling

Improving access to the physical environment of the school

This element of the planning duty covers all areas of the physical environment such as external areas, buildings and fixtures and fittings. The aim is to continue to enhance the environment to meet the needs of all pupils and ensure that they have access to all aspects of education offered by the school.

Improving the delivery of information to disabled persons

Colleagues are aware of the services available through the local authority for converting written information into alternative formats.

Admissions

The Academy adheres to the School Admissions Code when consulting and determining its admission arrangements giving priority to looked after and previously looked after children and does not discriminate against applicants with special needs or disabilities. For further details, please see the Academy's determined admission arrangements].

All applications for admission must be made in accordance with the LA's coordinated admission process. Where the Academy is the named school on a statement of educational need or an EHC Plan, the admission process is handled by the LA's SEN team and the application is made independent of the coordinated process. The Academy is able to provide educational and physical access as detailed in the Academy Accessibility Plan. Prior to admission, parents, carers and children are encouraged to voice any concerns about into school.

Access Arrangements for Examinations

Pupils who automatically qualify for additional time

A pupil is automatically entitled to additional time if they:

- have a statement of special educational needs or an Education Health and Care Plan (EHCP);
- use the Braille or modified large print (MLP) versions of the tests.

Pupils with an EHCP or statement of special educational may be entitled to up to 25% additional time. The allowances for specific examination should be ascertained by reference to the SENCo and where appropriate the exams officer.

Additional time

Additional time may also be appropriate for other pupils with educational needs and this should be ascertained with reference to the SENCo and where appropriate the exams officer.

Anti-Bullying

The Academy is committed to equal opportunities and the right to all pupils to learn and work in a safe happy Christian environment. The Academy will not tolerate bullying in any form. Further details are found in the Academy's anti-bullying policy.

Child Protection and Safeguarding

The Academy is committed to safeguarding and promoting the welfare of all pupils. Each pupil's welfare is of paramount importance and it is recognised that some pupils may be particularly vulnerable or at risk. The Academy recognises that pupils who suffer from any form of abuse or neglect may find it difficult to develop a sense of self-worth and to view the world in a positive way. The Academy recognises that some pupils who are experiencing difficulties may harm others physically or emotionally. The Academy will always take a considered and sensitive approach in such situations to ensure the support for all pupils. For further details of the please

see the Academy's Child Protection Policy. often involves close working between social services, the police, health agencies and education welfare.

Meeting Medical Needs and Long term medical needs

There is no legal or contractual duty on staff to administer medicine or supervise a pupil taking it. However, some staff at the Academy have specific duties to provide medical assistance as part of their role. In an emergency, swift action must be taken by any member of staff to assist any pupil. Teachers and staff members have a common law duty of care to act like any reasonably prudent parent. This duty also extends to staff leading activities taking place off-site such as trips or visits.

The administration of medicines is managed in accordance with the Academy's policy together with the first aid policy. These policies put into place effective management systems and arrangements to support pupils with medical needs and to provide clear guidance for staff members and parents/carers on the administration of medicines so that all children with a medical requirement can be cared for while in the Academy.

Children with medical needs have the same rights of admission to school as other children, and cannot generally be excluded from school for medical reasons. Occasionally, a pupil's presence on the school site may represent a serious risk to the health or safety of other pupils, or school staff, and the head teacher may send the pupil home that day after consultation with the parents. This is not exclusion and may only be done for medical reasons.

The Academy recognises that pupils with long term medical conditions should be properly supported so that they can have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act 2010.

Some pupils may also have special educational needs and may have a statement or EHC Plan which brings together health and social care needs as well as their special educational provision. In doing so, the Academy follows the SEND Code of Practice 0 – 25 (2014).

The Academy must have sufficient information about the medical condition of any pupil with long term medical needs. If a pupil's medical needs are inadequately supported this can have a significant impact on their academic attainment and possible lead to emotional or behavioural problems. Therefore, the Academy needs to know about medical needs BEFORE a pupil starts school. For pupils who attend hospital appointments on a regular basis, special arrangements may be necessary. The Academy may have to draw up a healthcare plan involving parents and healthcare professions.

Other agencies involved to support families / students

A wide variety of agencies are available to support children with SEN and if the child has an EHC plan, the agencies involved (health care and social care) are required by legislation to work jointly in forming and carrying out that plan. The Academy liaises closely with a wide range of other colleagues and works with them as they provide therapy within the Academy.

The Academy refers and liaises:

- regularly with the following services:
- The Educational Psychologist;
- The Educational Welfare Officer;
- The Speech and Language service;
- Occupational therapy service;
- Physiotherapy service;
- Visually and hearing impaired support service;

- Child and family psychiatry service;
- SCDSS, Social and Communication Difficulties Support Service;
- Social Care;
- Bromley Parent Voice.

The Academy will co-operate and liaise with other mainstream and special schools in whatever way appropriate and necessary, particularly at any transfer stage.

Partnership with Parents and Carer

Arrangements for including parents and carers of pupils with SEND follow the procedures outlined in this policy:

- Parents and carers are kept informed, both formally and informally and encouraged to discuss any concerns regarding their children. Initially this should be done through the relevant teacher followed, if necessary, by the SENCo. Interpreters can be arranged for those parents and carers who require it;
- Updated SEND plans/EHC plans to be sent to parents and carers at least once a year;
- The Academy's website will include the following information:
 - The SEND policy;
 - The SEND Information Report
 - Details of how to access the LA's local offer (<https://bromley.mylifeportal.co.uk/lbb-local-offer.aspx>)
 - Details of how to access Bromley parent voice (<http://www.bromleyparentvoice.org.uk/>)

Positive Handling and the Use of Reasonable Force

At the Academy, restraint should be an act of care and control, not punishment. The Academy does not advocate the physical restraint of pupils, the underlying principal in this policy is to maintain an ethos where it should not be necessary. Only in exceptional circumstances should physical intervention be used. The use of positive handling is only used when there is imminent threat, danger or when absolutely necessary. In such circumstances the Trust's Positive Handling Policy is followed.

Promoting social, emotional and mental well-being

Pupils need to feel valued, confident and secure to make maximum progress in their learning and reach their full potential. Therefore, the Academy is committed to promoting the social, emotional and mental well-being for pupils. This is achieved through a range of support systems which create safe and inclusive environments, teach social and emotional learning, and build capacity to self-promote mental health. These include:

Counselling

Listening Ear

Mental Health First Aiders

Mentoring

Sporting Activities

Most pupils with medical conditions can participate in extra-curricular sport or in the PE curriculum. For many pupils' physical activity can benefit their overall social, mental and physical health. Any restrictions on a pupil's ability to participate in Physical Education should be included in their health care plan or their SEND records.

Transition arrangements (between classes, key stages, schools, post-16)

- Information is shared between teachers prior to year or key stage transfer at the Academy.
- SEN records including details of EHC plans are transferred to new schools following agreed procedures and SENCo from the new school often attends a final review meeting.
- There are opportunities for all pupils to visit their prospective secondary school and representatives from local secondary schools are available for consultation before the time of transfer, and may visit pupils at primary phase;
- The pupil's SEND records or EHC plan will be reviewed shortly before transfer to a new school and amended if appropriate;

Trips and Visits

Where safety permits, pupils with medical needs will be encouraged to participate in school trips and visits. Staff members supervising excursions will be made aware of any medical needs and relevant emergency procedures.

Role of the Teaching Assistant

Relationship:

- A good TA will have a professional relationship with the students in line with the school's behaviour policy and the classroom teacher's expectations.

Time Keeping:

- A good TA will arrive at the classroom before, or with, the learners ready for the lesson.
- A good TA will be present and active in every lesson.

Fully Prepared:

- A good TA will help to calm the class and prepare them for their learning.
- A good TA will have the Educational Support Plans of each learner fully annotated and in mind for the lesson ahead.
- A good TA has the medium plans for all their lessons.
- A good TA comes prepared with the lesson objective in mind.
- A good TA arrives at the lesson with the TA pack and any other materials necessary for the lesson.
- A good TA makes sure that any power point is printed off by the teacher and ready to hand to specific learners.
- A good TA will have all materials to aid those with dyslexia and Moderate Learning Difficulties and allow them to access their curriculum.
- A good TA will take an afternoon a term to plan ahead and fill out all comment sheets on the TS and learners with Education, Health and Care Plans.
- A good TA will "work the room" and make sure that learning is taking place.
- A good TA will take small targeted groups either in the lesson or to another room for a more personalised learning experience still in line with the lesson objectives.

Maintaining Learning Areas:

- A good TA makes sure equipment trays are full.
- A good TA coordinates with the administrator for the renewal of supplies.
- A good TA will maintain displays in the room.
- A good TA provides a scaffold which can assist the student to progress to the next stage of their learning, and not a 'crutch' which only provides temporary access.