



OLD BEXLEY CE PRIMARY SCHOOL

Love God ♦ Love Each Other ♦ Love Learning

*Happy Children and Limitless Learning in an Anglican Christian School
A place where everyone can flourish*

Reviewed	Agreed by Staff	Agreed by Governors	Review date
September 2026	September 2026	September 2026	September 2027

At Old Bexley CE Primary School, we aim to provide the best possible education for each child within the context of a caring Christian community.

Our school values are the Fruit of the Spirit – Love, Joy, Peace, Patience, Goodness, Kindness, Faithfulness, Gentleness and Self-Control (Galatians 5: 22-23) These values promote inclusion, respect and empathy whilst our broad and balanced curriculum inspires aspirational, lifelong learners. They underpin all aspects of school life, including behaviour and relationships within the school.

Special Educational Needs and Disability (SEND) Policy

SEND Staff Team:

Melanie Hill, Assistant Head Teacher, SEND

Sharon Paddock, SEND Specialist Teacher

Frances Howard, Lead SEND Teaching Assistant

Reverend Julie Bowen, SEND Governor

1) Aims of this SEND policy

The aims of our special educational need and disability (SEND) policy and practice in this school are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with SEND by taking action to enable learning and 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 pupils who do not have SEND.
- To reduce barriers to progress by embedding the principles in the [New National Curriculum Inclusion Statements](#)
- To endeavour to secure special educational provision for pupils for whom this is required, that is “additional to and different from” that provided within the differentiated curriculum, Quality First Teaching and inclusive provision, and to better respond to the four broad categories of need as set out in the SEND Code of Practice:
 - Communication and interaction,
 - Cognition and learning,
 - Social, emotional and mental health (SEMH),
 - Sensory and/or physical.

- To listen, respond to and work with parent/carers' and pupils' views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff training and support to meet pupil need, through well- targeted continuing professional development.
- To support pupils with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet the medical needs of pupils.
- 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.

2) What is meant by special educational needs or a disability (SEND)?

The definition for SEND from the SEND Code of Practice (2014) 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 SEND 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.

3) Admissions of pupils with special educational needs and disabilities

See also school admissions policy.

- 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 pupils where possible.
- For children with an EHCP, parents 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.
- Before making the decision to name our school in a child's EHCP, the local authority will consult with the school by sending a copy of the EHCP paperwork and then consider their comments before a final decision on placement is made. In addition, the local authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).
- Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs may be better met in a more Specialist

Provision.

- Parents are pointed to the Local Authority's 'Local Offer' by professionals involved with their children, details of which can be found on the [Old Bexley website](#).

4) Identification of SEND

Provision for children with Special Educational needs is a matter for the whole school. The governing body, the school's Head Teacher, the Assistant Head Teacher for SEND (SENCo) and all other members of staff, particularly class teachers and teaching assistants, have important day-to-day responsibilities. All teachers are teachers of children with special educational needs. Class teachers are responsible for the progress and learning of their pupils.

We know when pupils need help if:

- Concerns are raised by pupils, parents/carers, external agencies, teachers, or the pupil's previous school, regarding a pupil'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 Quality First teaching and evidence of class teacher support.
- Using the [Bexley Guidance for SEND Support](#) to Assess, Plan Do and Review:

The [SEND Code of Practice](#) says that schools should use a four-part cycle (Assess, Plan, Do and Review) to support the pupil with special educational needs (SEND). The SEND team and teaching staff identify support or interventions to support the pupil's progress, put this support in place where possible, and regularly check how well it is working, so that they can change the amount or kind of support if they need to. All staff will use the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.

The school can ask Specialist Support Services, such as Educational Psychology or Speech and Language Therapy, to provide further advice and support if necessary. Old Bexley currently buys in a Highly Specialist SaLT, to work with the pupils within the Autism Provision and other children in the school who have a speech and language care plan. The SaLT also provides regular training for support staff. We aim to involve further specialists if the pupil fails to make little progress or continues to work at substantially lower levels than expected. (SEND Code of Practice, sections 6.72 and 6.73).

- For more detailed information on the process of identifying SEND please see the flowchart "SEND support pathway at Old Bexley."

5) What should a parent do if they think their child may have special educational needs?

- If parents have concerns relating to their child's learning then please initially discuss these with your child's teacher. This may then result in a referral to the SENCo whose name is Melanie Hill and who can be contacted through the school.
- All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

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

- All pupils will be provided with high quality teaching that is differentiated to meet the diverse needs of all learners.
- Pupils 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 pupils with SEND is monitored through a number of processes in line with the Teaching and Learning Policy and the London Borough of Bexley's Quality First Teaching and Special Educational Needs Support Toolkit.
- Pupils' attainments are tracked using the whole school tracking system and are then discussed in half termly progress meetings that are undertaken between the class/subject teacher and a member of the SEND or Leadership team, and if appropriate, the pupil themselves. Occasionally 'P' Levels are used to measure the progress of a pupil whose developmental level for their age falls below that of the mainstream system. The 'P' levels are adopted nationally in many boroughs and this is in line with Bexley Local Authority's current system.
- Additional action to increase the rate of progress will then be 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 pupil.
- Where it is decided during this early discussion that special educational provision is required to support increased rates of progress, parents 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**:
 1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will be invited to this early discussion to support the identification of action to improve outcomes.
 2. **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 and the pupil will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
 3. **Do:** The class 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 that take into account parents' aspirations for their child. Parents and the pupil 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.
 4. **Review:** Progress towards these outcomes will be tracked and reviewed termly and shared with the parents and the pupil.

- 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 as to how best to meet the specific needs of a pupil. This can only be undertaken after parental permission has been obtained and may include referral to:
 1. Specialists in other schools e.g. teaching schools, special schools.
 2. Local Authority support services, including Early Intervention Team (EIT), Advisory teaching services, Behaviour Support teachers, Education Welfare Officers, Educational Psychologists
 3. Speech and Language or other health Professionals, including school nurse, Child and Adolescent Mental Health Services (CAMHS), Occupational Therapy, ADHD Clinic doctors.
 4. 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 pupils with SEND and in further supporting their families.
- For a very small percentage of pupils, 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 (EHC) plan being provided.

7) How will parents be helped to support their child's learning?

- Please look at the school website and Bexley Local Offer website.
- The class/subject teacher or SENCo may also suggest additional ways of supporting your child's learning or accessing local support groups.
- The school organises some parent workshops during the year. These are advertised in the school newsletter and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning.

8) Pupils with medical needs (Statutory duty under the Children and Families Act)

See also Medical Needs Policy.

The key contact for medical needs is either Tina Bevan, school medical TA or Melanie Hill SENCo.

- Pupils with medical needs which affect daily access or require the administration of medical support will be recorded in a Health Care Alert Booklet. 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, and if appropriate, the pupil themselves.
- Staff who volunteer to administer and supervise medications for specific medical conditions will complete formal training and be verified by the school/community nurse as being competent.
- For some pupils it will be necessary to train further school staff in how to support the pupil across the school day, that is, support other than medication.
- It is the parents' responsibility to keep the school informed about any changes to the pupil's condition or medication.

- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines included within supporting pupils at school with medical conditions (DfE) 2014 and identified in the school Medicine Administration Policy

9) 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.
- There are several training opportunities throughout the year such as growth mindset, speech and language programmes, social skills and employing interventions
- A termly meeting is held with the Early Intervention Team and other advisory services to seek additional support and advice.

10) 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.

11) How accessible is the school environment?

Adaptations have been made to the school site in line with legal responsibility.

Our Accessibility Plan (statutory requirement) describes the actions the school has taken to increase access to the environment, the curriculum and to printed information which is available via the school website. During any future refurbishment or rebuild, accessibility will continue to be reviewed.

12) Transition into our school or within the school

A number of strategies are in place to enable effective transition. These include:

On entry:

- 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 pupils starting school in September and moving to a new year group. This often includes a photo transition book and for some pupils visits to their new class and opportunities to meet with their new teacher. If requested there is an opportunity for parents of vulnerable children to bring their children into school in September on the day before term begins to acclimatize them and meet the teacher and see their classroom.
- 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 Assistant Head Teacher/SENCo meet with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any

perceived challenges to be located prior to entry.

- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns. Where a child has known SEND, the school will contact the previous school/ setting or other professionals as needed.

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

Primary to secondary transition:

- The transition programme in place for pupils provides a number of opportunities for pupils and parents to meet staff in the new school. These opportunities may be further enhanced for pupils with SEND.
- There is a Secondary Transfer review early in the summer term of Yr 5 for pupils with an EHCP, to which the Local Authority are invited. This begins the process where parents are supported to make decisions regarding secondary school choice.
- Parents will be encouraged to consider options for the next phase of education and the school will involve outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition where possible.
- The records of pupils who leave the school mid-phase will be transferred within five school working days of the parents notifying their child has been enrolled at another school.
- The school will invite the next school to the Transition Annual Review for pupils with an Education, Health and Care Plan.

14) How are the school's resources allocated and matched to children's special educational needs?

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:

- A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit for Quality First Teaching.
- The Notional SEND budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND at SEND Support (K) level of the Code of Practice.
- The Pupil Premium funding provides additional funding for pupils who are claiming Free School Meals, who are in the care of the local authority or whose parents are in the Armed Services. These students may also have Special Educational Needs.
- For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEND Funding allocation through an EHC Assessment and subsequent Plan (formerly known as Statements of SEND).
- This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. This may include the support of an additional adult.
- Unless the provision of a Teaching Assistant is specified in an EHCP school will

allocate the additional support in accordance with the child's needs and available resources. Pupils may share Teaching Assistants and the person working with them may need to change. This may be due to an alteration in the child's needs or as a result of additional special needs within the school. In these circumstances, parents will be notified and an appropriate transition plan put into place to support the child.

- Teaching Assistants are allocated to pupils based on their experience and expertise and is at the discretion of the school. In the interest of both the child and adult, Teaching Assistants may not work with an individual for more than two years without a break.
- In the event of an emergency TA's may need to be withdrawn to assist with other children on a temporary basis.

The range of support offered is identified on the school website and Local Offer.

15) Access arrangements for exam concessions

Where there is a history of need, support and the pupil has concessions as their usual way of working, assessment and application for access arrangements for public examinations will be made by the school.

For Bexley Selection Tests, the Local Authority requires that the pupils with SEND have been identified at least a year before the application and that concessions or adaptations similar to those being requested is the pupil's normal way of working. Details about this application can be found on the [Bexley website](#).

16) Contacts for further information or concerns relating to SEND?

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 in the following order:

- Your child's class teacher,
- Head of Year,
- The Assistant Head Teacher for SEND/SENCo
- The Head Teacher or Deputy Head Teacher

If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEND. Her name is Reverend Julie Bowen and she can be contacted via the school office.

17) Support services for parents of pupils with SEND include:

- Parent Partnership Services (PPS) offer independent advice and support to parents and carers of all children and young people with SEND.
- The PPS will also provide information on how to access an Independent Supporter for those parents whose children are being assessed for an EHCP. Independent Supporters aim to provide guidance to parents regarding the EHCP process
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents 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 you feel that the school or council has discriminated against your disabled child.

Additional information and references:

Local Authority's Local Offer: 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.

The SEND Code of Practice (2014) 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 pupils at school with medical conditions

<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p267-275)

EHCP: Education, Health and Care Plan LA: Local Authority

SEN: Special Educational Needs

SEND: Special Educational Needs and/or Disability

