Bullers Wood School for Boys

SEND Policy

Policy updated by:	Effective from:	Date to be reviewed:	To be reviewed by:
SENDCo	December 2025	December 2026	SENDCo

SEND Policy contents:

Section

1. Statement of Principle
2. Aims
3. Identifying Special Educational Needs
4. SEN support
5. Monitoring of SEND provision
6. Access Arrangements
7. Working with families (admissions)
8. Training
9. Roles and responsibilities of Staff
10. Storing and Managing information
11. Dealing with Complaints
12. Links to other policies

Purpose of the policy

In light of the current SEND reforms this policy was created by the school's SENCo Mrs Basilico, with the Deputy Headteacher Mr Walker and the Headteacher, Mr Gary Streatfield, in liaison with staff and parents of pupils with SEND.

Bullers Wood School for Boys Special Educational Needs and Disability policy works within the guidelines and inclusion policies of the Code of Practice (last update April 2020), the Local Education Authority and other policies current within the school.

The purpose of the SEND policy is to outline how we make sure that our school is inclusive and how we secure special education provision for pupils for whom this is required.

Section 1 – Statement of Principle

1.1 Definition of SEND

Students have special educational needs if they have a difficulty which calls for an educational provision to be made for them which is additional to or otherwise different from that ordinarily provided. Students have a learning difficulty if they have:

- A significantly greater difficulty in learning than the majority of children of the same age
- A disability which either prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority

They would also be of compulsory school age and fall within the definitions above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

1.2 The fundamental principles of BWSfB SEND policy:

Students with SEND are accepted at Bullers Wood School for Boys on equal terms with any other child, provided that they meet the admissions criteria (see Admission Policy), and that their needs can be met with reasonable adjustments.

At BWSfB we believe the following to be fundamental principles:

- All teachers are teachers of students with special educational needs and disabilities (SEND) and follow the principles of adaptive teaching.
- The SEN Code of Practice makes it clear that meeting the needs of students with SEND is a matter for the school as a whole.
- All students should have access to a broad and balanced curriculum which is appropriate to the individual's needs and ability.
- Students with SEND should make progress at least in line with expectations.

- They are taught in an environment where they receive equal respect and in which their individuality is valued.
- All students have learning differences rather than learning difficulties and it is our policy to identify and assess these differences and ensure that learning is supported and adapted

1.2 Compliances

This policy includes the processes identified to respond to students with SEND. It is written with reference to inclusive education under:

- Part 3 of the Children and Families Act 2014.
- Articles 7 and 24 of the United Nations Convention on the Rights of Persons with Disabilities
- Equality Act 2010: advice for schools DfE (May 2014)
- SEND Code of Practice 0 – 25 (January 2015)
- School Admissions Code of Practice (December 2014)
- The Special Educational Needs and Disability Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (December 2015)
- The National Curriculum in England framework document (December 2014)
- Teachers' Standards (June 2013)
- The Children and Families Act (2014)
- Keeping Children Safe in Education' (2023) which is the statutory guidance for Schools and Colleges.
- Inicio Educational Trust Safeguarding Policy
- BWSfB Accessibility Plan

Section 2 - Aims

2.1 The aims of our SEND policy and practices are:

- To make reasonable adjustments for those with a disability by increasing and adapting access to the curriculum and the environment and to print information for all when needed.
- To ensure that students with SEN engage in the activities of the school alongside students who do not have SEN.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion statement https://www.gov.uk/government/publications/national-curriculum-in-england-framework-for-key-stages-1-to-4
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health, Sensory/Physical
- To request, monitor and respond to carers and students' views to evidence high levels of confidence and partnership.

- To ensure a high level of staff expertise to meet student needs, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all activities by ensuring consultation with health and social care professionals to meet the medical needs of students.
- To work in a 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.

Section 3 - Identifying Special Education Needs

3.1 We recognise the importance of early identification and aim to identify students' special needs as early as possible. The skills and levels of attainment of all students are assessed on entry; evidence from their previous setting is also taken into account.

The purpose of identification is to plan what action the school needs to take. As part of this process, the needs of the whole child are considered, not just their special educational needs. We also recognise that other factors may influence a child's progress and attainment, but do not necessarily mean that the child has a special educational need. These might be:

- Disability, where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Previously Looked After Child
- Being a Child of Service Personnel

A system of progress monitoring across the school takes place on a termly basis. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills. Sometimes children are presented with challenging behaviour. This is not necessarily because they have a special educational need, but a full screening needs to be organised to understand whether the behaviour masks SEND needs. Parents and Teachers who express a SEND concern can complete the referral form which is located on the website.

Section 4 - SEN Support

4.1 Action relating to SEN support/interventions follow an Assess, Plan, Do and Review model:

Whole school provision planning takes place, with responsibility shared between teachers, the SENCo and the Leadership team.

1. **Assess:** Data on the student held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the students' needs. Any student identified with a special educational need will be included on the SEN register. Parents are invited to discussions to support the identification of action to improve outcomes.

2. **Plan:** Teachers plan using information about students' prior attainment, using adaptive teaching strategies and differentiating to ensure progress for every student in the class. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by SENCo and/or external specialists. These are included in the individual plan. Some students may require specific literacy, language, and/or social/emotional interventions. These are delivered by suitably trained members of staff. In addition, if it is considered appropriate, students may be provided with specialized equipment or resources such as ICT and/or additional adult help.

3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include relevant academic and developmental targets that consider parents' aspirations for their child. In the plan the level of SEND is recorded, whether the student has an EHCP or receives SEND support without funding, being coded as K. Parents and the student will also be consulted on the action they can take to support attainment of the desired outcomes. All plans are shared with parents/carers and reviewed during parents' evening. Support could be in the form of in-class interventions and/or withdrawal interventions. Students receiving SEN support that is 'additional and different' from that provided within adaptive teaching are included on the SEN register. SEN support can take the form of teacher planning/intervention, additional in-class support, Access Arrangements, mentoring, or an intervention group to address a particular area of need. All SEN support interventions are time limited.

4. **Review:** Progress towards attainment outcomes is tracked and reviewed termly with the parents and the student. SEND achievements are monitored in relation to their peers but also in relation to other SEND students nationally. The effectiveness of SEN support/ intervention is monitored on a termly basis by the SENCo. When expected progress is made, gaps have closed and students are achieving in line with their ability, a decision is made as to whether they continue to be identified as having special educational needs and remain on the SEN register. If progress rates are still judged to be inadequate despite the delivery of high-quality targeted interventions, advice will always be sought from external agencies regarding strategies to best meet the specific needs of a student, they may include referral to:

    - Speech and Language Service
    - Educational Psychologist
    - SENDAT paediatricians
    - Hearing Impairment team
    - Visual Impairment team
    - CAHMS
    - Bromley Y

    These will only be undertaken after consultation with the parent.

Section 5 - Monitoring and Evaluation of SEND provision

This is an integral element of the 'Assess, Plan, Do and Review' Model. It forms an essential part of whole school monitoring, evaluation and review. This includes observations of teaching and learning, learning walks, book looks and sampling of parent, pupil and staff feedback.

Section 6 – Access Arrangements

Please refer to the Access Arrangements policy 25-26

Section 7 - Working with families (admissions)

Bullers Wood School for Boys has an open admissions policy, based on catchment. The school ensures that students with SEN are admitted on an equal basis with others in accordance with its Admissions Policy. 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 in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person
- 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 BWSfB in a child's EHCP, the local authority will send the SENCo a copy of the EHCP and we will then consider its comments and the provision indicated in Section F carefully, before a final decision on placement is made. In addition, the local authority must also seek the agreement of BWSfB where the draft EHCP sets out any provision to be delivered on BWSfB's 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 can be better met in specialist provision.

Section 8 - Training

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.

All teaching and support staff undertake induction training when taking up their post. This includes meeting with the SENDCo who explains the systems and structures in place around the school's SEND provision and practice, and to discuss the needs of individual students. Enhanced training is provided where students present rarer difficulties or challenges. Training and support are available from specialist teachers or therapists. The SENDCo regularly attends the Local Authority SENDCo Forums in order to keep up to date with local and national updates in SEND.

Section 9 - Roles and responsibilities of Staff

Provision for students with SEND is a matter for the school as a whole. Some responsibilities are more defined in accordance with the Code of Practice.

9.1 The Headteacher of Bullers Wood School for Boys has responsibility for the day-to-day management of all aspects of the school's work. They keep the Local Governing Board fully informed. At the same time, the Headteacher works closely with the members of staff responsible for SEND.

9.2 The Deputy Headteacher, Mr B. Walker, oversees the role of the SENDCo.

9.3 The SENDCo, Ms Basilico, has the responsibility for the day-to-day operation of the school's SEND Policy and for co-ordinating provision for students with SEND ensuring that information runs smoothly between the department and the rest of the school. The SENDCo manages the LSA and wider SEN team at Bullers Wood School for Boys.

9.4 Teachers, non-teaching staff and LSAs are fully aware of the schools' procedures for identifying, assessing and making provision for pupils with SEND.

9.5 The Local Governing Board, in co-operation with the Headteacher, determines the school's general policy and approach to provision for pupils with SEND, establishes the appropriate staffing and funding arrangements and maintains a general oversight of the school's work.

Contact details for parents:

Tel. Number: 02080160710
Email: send@bwsboys.org

Section 10 - Storing and Managing information

Documents are stored in line with school practice and with due regard for confidentiality.

Section 11 - Dealing with complaints

Please see the Inicio Educational Trust Complaints Procedure for more information.

Section 12 - Links with other policies and documents

School Uniform - Bullers Wood Boys
Behaviour Policy