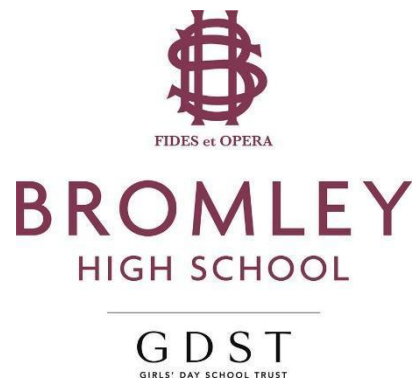


Date: September 2025  
Review date: September 2026  
Responsibility: SENDCO



# SEND POLICY

*This policy applies to all pupils throughout the Senior and Junior school (including those in EYFS).*

### **Statement of values**

Enabling all pupils to participate in the full range of school life and activities, and to succeed to their individual potential, forms the underlying principle upon which our provision of support for learning is based and is a core part of Bromley High School and the GDST's values.

Our school is committed to creating a positive learning environment which promotes a belief in what may be possible and a view of ability that is flexible, not fixed. This whole-school ethos reflects the value we place on diversity and respect accorded to all individuals. Support for a variety of needs is a collective whole-school responsibility – all teachers are teachers of pupils with individual needs.

This policy operates within a wider national and local policy framework, which includes:

- The Education Act 1996
- The Equality Act 2010
- The Children and Families Act 2014, SEND Regulations 2014 and SEND Code of Practice 2015
- GDST Inclusion Policy
- GDST Equal Opportunities (Education) Policy
- GDST Accessibility Policy
- GDST and Bromley High School's Admissions Policies
- GDST Exclusion Policy
- Bromley High School Safeguarding and Child Protection Policy
- Bromley High School Behaviour for Learning Policy
- Bromley High School Anti-Bullying Policy

This policy and the school's SEND provision are informed by the SEN and Disability Code of Practice 2015. Where required (i.e. in the case of pupils with EHC Plans), the school will have due regard to the Code.

The policy will be reviewed every year by the SENDCOs and Head, informed by consultation with other staff, parents and pupils.

### **Aims and objectives**

The aims of this policy are that:

- The school will accept and value each individual and their differences, and will ensure it is accessible and no pupil will be discriminated against
- Children and young people with SEND will engage in school activities alongside pupils who do not have SEND
- All pupils will have their needs identified in order to support progression and good mental health and wellbeing
- Every pupil will have access to a broad and balanced education
- Every pupil will participate in lessons fully and effectively
- Every pupil will experience success in their learning and achieve to the highest standard possible
- The school will promote positive outcomes in the wider areas of personal and social development

These aims will be achieved through the following objectives:

- Expecting all staff to promote equality, mutual respect and appreciation of diversity and difference through the curriculum, the PSHE programme, other school activities and their relationships with pupils, parents, other staff and members of the wider community; and to actively challenge barriers to inclusion such as discrimination, stereotyping, and indifference
- Ensuring that early identification, assessment, graduated provision and continuous monitoring is available for all pupils causing concern
- Ensuring all pupils with SEND are able to access the curriculum by providing differentiated teaching and learning opportunities, extra support or additional resources where appropriate in order to overcome barriers to learning
- Ensuring suitable pastoral care and support is available for all pupils so that they may develop in all areas and build a strong sense of self-esteem
- Ensuring support and regular professional development opportunities are available to enable staff to fulfil their responsibilities
- Involving pupils actively in the decision making process regarding their education
- Working in partnership with parents/carers so that they can take an active role in their child's education
- Working with outside agencies to meet the needs of individual pupils

## **Implementation**

### **I. Roles and Responsibilities**

#### **The role of the Head**

The Head takes overall responsibility for the school's policies and procedures in relation to areas of SEND, ensuring that these accord with the principles and aims of the Trust's Inclusion Policy, and that all staff are aware of their responsibilities in this area.

In GDST schools the School Governing Board is not the proprietor of the school and, as such, has no executive authority or legal responsibility for its performance. The SEND Champion on the SGB has no formal responsibility, but has been established to champion SEND issues and concerns on the SGB, and provide constructive input and an external perspective to the strategic development of SEND at the school.

#### **The role of the SENDCos**

The SENDCos at Bromley High School are Mrs Ruth Sherlock (Senior School) and Mrs Sarah Stewart (Junior School)

The SENDCo is responsible for the day to day implementation of the SEND policy, and managing provision. This will encompass:

- Overseeing identification, referral and assessment of additional needs;
- Developing and coordinating support systems;
- Managing other staff in the learning support team
- Managing the budget and other resources;
- Maintaining records and ensuring relevant information is communicated to other staff, particularly at transition points;
- Tracking and monitoring pupil progress;

- Advising and supporting non specialist staff, and contributing to INSET;
- Working with the Examinations Officer to ensure appropriate access arrangements are in place for external assessment;
- Working with parents;
- Liaising with external agencies;
- Monitoring and evaluating the impact of policy and provision;
- Keeping up to date with relevant legislation, research and current good practice, and revising policies and procedures as necessary;
- Working closely with the Head and SLT to advise on policy development and relevant aspects of whole school planning.

### **The role of the SEND department**

In the Junior School, the department consists of the SENDCo and the Neurodiversity Lead. The school employs teaching assistants who can work closely with SEND students.

In the Senior school the SENDCo works closely with subject teachers to provide support for SEND pupils.

### **The role of Heads of Department/Subject Coordinators**

Subject leaders are expected to oversee and monitor SEND provision within their particular remit. This will involve:

- Ensuring schemes of work include adjustments for SEND and are free from discrimination or bias
- Ensuring opportunities are open equally to pupils with and without SEND
- Using QTL procedures (classroom observation, work scrutiny etc.) to ensure effective adaptations are in place and to review and improve practice
- Keeping up to date with new approaches/resources which may be particularly appropriate for pupils with SEND in their subject area
- Ensuring inclusion is a regular item on department/subject meeting agendas
- Maintaining and updating the departmental accessibility plan

### **The role of other teaching and support staff**

All teaching and support staff are expected to provide for diverse pupils' needs, maximising their access to the whole educational offer, and enabling them to succeed. This will involve:

- Being involved in the development of the school's policies relevant to inclusion and fully aware of the procedures for identifying, assessing and making provision for pupils with SEND
- Being aware of which pupils in the school have SEND
- Having a clear understanding of the physical, social and intellectual development of children at different stages and the needs of all pupils, including those with SEND, and being able to personalise their approach in order to overcome barriers to learning and engage and support them
- As practitioners responsible and accountable for the progress and development of the pupils in their class, planning and delivering an individualised programme and adapting their teaching and resources to take account of the different learning styles, abilities and preferences of individuals, adopting an increasingly personalised approach to support where required in response to successive cycles of planning and review
- Assessing and monitoring the progress of pupils with SEND and recording and reporting relevant information
- Developing constructive relationships with parents
- Liaising with the SENDCo about support and progress

## Communication and coordination

Schools systems have been established to ensure effective communication and sharing of information. The various means of dissemination of information are listed below:

Junior school	Senior school
Pastoral logs on CPOMS	Pastoral logs on CPOMS
Morning briefings and staff meetings	Morning briefings
Pupil Passports	Staff briefings
SEND Support Handbook	Transition meetings
Transition meetings	Parent meetings
Parent meetings	Email updates
Email updates	Assessment report summaries
Assessment report summaries	Information on SIMs
Pupil progress review meetings	Provision map
Weekly TA meetings	Cloud based information sharing
Provision map	Pupil Passports

## 2. Admissions

### Equal Opportunities

The GDST is committed to equal opportunities in education and will not unlawfully discriminate against, or treat less favourably, any pupil at, or applicant to, its schools on the grounds of race, disability, sexual orientation, religion or belief (or lack thereof), gender reassignment, sexual orientation, or pregnancy or maternity ('protected characteristics'). The Trust will also not discriminate against, or treat less favourably, any pupil at, or applicant to, its schools because they are perceived to have one of the protected characteristics or are associated with someone who has a protected characteristic.

### Admissions Policy

The school's admissions policy can be found [here](#).

### Admissions Arrangements

Bromley High School is an academically selective school, and admission is dependent upon reaching the required academic standard. Prospective pupils with SEND will be admitted on the same basis, unless the school cannot reasonably make the adjustments required to cater for their needs.

Parents of children with SEND applying for a place at the school are invited to discuss the child's needs with the SENDCo at an early stage, and the school may also contact the child's current school to gain further information. Each pupil is looked at as an individual case to see whether the school

can effectively meet their needs. Every effort is made to accommodate a pupil's needs where possible, including in arrangements for entrance tests.

In accordance with the Equality Act 2010, the school will make reasonable adjustments (without charge) to its provision to ensure that pupils with disabilities are not put at a substantial disadvantage to their peers. The nature of these adjustments will be determined in consultation with the child and parents.

### **Pupils with an EHC Plan**

The school can be named by the Local Authority (LA) in an EHC Plan with the school's agreement. Whether the school is named or not, a place will only be offered by the school once it is established that the school can support the provision specified on the EHC Plan. Access arrangements for admission assessments (such as extra time in admission exams) will be agreed and allocated in accordance with JCQ guidelines.

## **3. Identification and Assessment**

### **Definitions**

**Disability** is defined under the Equality Act 2010. A person has a disability if s/he "has a physical or mental impairment that has a substantial and long-term adverse effect on his or her ability to carry out normal day-to-day activities."

**Special Educational Needs** are defined in the Children and Families Act 2014:

20.1 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.

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

- (a) has a significantly greater difficulty in learning than the majority of others of the same age, or
- (b) 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 or mainstream post-16 institutions

Bromley High School is broadly selective, and will have a relatively small proportion of pupils who would be considered to have special educational needs as defined by the Act.

**Monitoring and Staff Awareness categories (MON and SA)** are used by the school for pupils who do not have SEN as defined by the act, but are nevertheless hindered in accessing the full curriculum and fulfilling their potential without tailored recognition of their needs and individual provision.

Pupils may have either a disability or SEN or both. Not every pupil with SEN will qualify as disabled under the statutory definition; this will depend on the severity or extent of her needs.

Children may have a disability/SEN either throughout or at any time during their school career, and may have SEN in one or in many areas of the curriculum.

Slow progress and low attainment do not necessarily mean that a child has SEN. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it should not be assumed that attainment in line with chronological age means that there is no learning difficulty or disability. Some

learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection, emotional or behavioural difficulties.

Children are not 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. These children however are likely to have additional needs of a different kind and may well receive learning support for their language development.

### **The Four Areas of Need**

The SEN Code of Practice outlines four broad areas of need to help with identification:

#### **Communication and interaction**

- 6.28 Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
- 6.29 Children and young people with ASC (autism spectrum condition) are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

#### **Cognition and learning**

- 6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- 6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

#### **Social, emotional and mental health difficulties**

- 6.32 Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harm, substance misuse, eating disorders or physical symptoms that are medically unexplained.

#### **Sensory and/or physical needs**

- 6.34 Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensor impairment (MSI) will require specialist support and/or equipment to access their learning, or habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties.

- 6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Needs may cut across some or all of these areas and may change over time. Any assessment should ensure that the full range of a pupil's needs is identified, not simply the primary need.

### Routes to identification

The school recognises the importance of early identification of any learning needs, and the risk of learning difficulties and the possible consequences such as loss of self-esteem and frustration in learning. Early identification is a whole school responsibility.

The school uses a number of approaches to identify SEND:

- Identification at admission: through communication with parents, any previous school, and use of the admission questionnaire
- Identification at transition: Close liaison with all primary schools – the Senior School SENDCo liaises directly with the feeder SENDCo to gather relevant information. The SS and JS SENDCos meet to transfer information and utilize the leadership of the Middle School in this process
- Identification through data tracking and screening:

Junior School	Senior School
PTM and PTE assessments	MidYIS in Y7
Rising Starts half termly whole school	Lucid Exact (Y7)
PASS (whole school)	Lucid Exact (Y9)
CATs (in Y3 and Y5)	YELLIS (Y10)
NGRT and NGMT	ALIS (Y12)
Dyslexia screening test	Progress reports from subject teachers
Independent work produced by pupil	Dyslexia portfolio test
Pupil Progress Reports (PPR)	Whole school academic tracking
CPOMS entries and reports	Independent work produced by pupil
	Internal exams results
	Diagnostic testing eg WIAT-III-T, TOMAL2, AWMA, CTOPP2, TOWRE, WRIT, WRAT 5, Symbol Digit Modalities test.
	CPOMS entries and reports

- Identification through staff concern: class and subject teachers make regular assessments of progress for their pupils. Where pupils make less than expected progress given their age and individual circumstances, the first response is to take a **graduated approach** to personalising learning in order to target areas of weakness. Where progress continues to be less than



expected the class or subject teacher will work with the SENDCo to assess the pupil. (see JS and SS identification flowchart below)

- Identification through pupil/parent concern: the school recognises that parents and the pupils themselves have a unique perspective on their learning. Class and subject teachers are expected to listen to and address any concerns raised by parents and pupils. The first response should be to adopt the graduated approach as detailed above, moving to involvement with the SENDCo if difficulties persist.
- Emotional, social and mental health difficulties are likely to be identified and addressed through the school's pastoral system – tutors, year group heads, school nurse and counsellor. All staff should be alert to changes in attitude and behaviour which may indicate such difficulties, and involve pastoral staff and the SENDCo as appropriate. Where difficulties are long-lasting or severe the school will consider whether the pupil might have SEND and require additional support.

Where a pupil is identified as having SEN, parents will be formally notified and sent a copy of the report. Parents are then invited in to discuss support needed.

#### 4. Provision

Bromley High School works on the principle that differentiated high quality teaching is an expectation for all pupils, including those with SEND, and this will ensure that the majority will be engaged in their learning and achieve their potential. All our teachers are responsible for planning and delivering an individualised programme, personalising their teaching and providing constructive formative feedback to take account of the different learning styles, abilities and preferences of individual pupils.

The first level of support for pupils experiencing difficulties takes a **graduated approach** in the form of a four-part cycle in which the class or subject teacher **assesses** the pupil's needs drawing on a range of evidence, **plans** appropriate differentiation or interventions, **puts these into practice** and **reviews** the outcome.

The school provides regular staff training to ensure teachers and support staff have the knowledge and skills to work effectively with pupils with SEN. SEN is part of the school's induction and appraisal procedures, and the SENDCo is regularly available to provide advice. Information/guidance about types of special needs and practical advice on teaching strategies can be found in the SEND handbook, the SEND section of the staff drives and directly from the SENDCo.

Following 3 cycles of the graduated approach, if a pupil continues to fail to make the expected progress, the SENDCo will be involved to assess the pupil. The outcomes of this assessment will dictate the nature of further support. The SENDCo will determine a personalised programme for the individual pupil, which may involve:

- Further differentiation in the classroom, supported and directed by the SENDCo
- Individualised outcomes-focused target setting. In the SS the ILP details needs and strategies for each pupil identified. In the JS the individual provision maps detail targets, interventions and evaluations
- Access to specific resources – equipment, software programmes etc.
- Additional specialist teaching. (In the SS the SENDCo offers 1:1 or small group support outside the classroom. Some girls also receive 1:1 support from the subject teacher as required.)

In the JS the SENCO works with individuals and groups both in lessons and outside the curriculum. TAs deliver targeted interventions as directed and monitored by the SENDCo and the Neurodiversity Lead plans and delivers individual and small group target interventions and reports to SENDCo.)

- Pastoral support
- Referral to external specialists eg: CAMHS, Speech and Language therapists, paediatricians, Educational Psychologists, Occupational Therapy, Bromley Well-being, the Vision Team and the Hearing Impaired team. Referrals are made in collaboration with the parent(s) and teachers.

Provision will be made in consultation with the pupil and parents, and progress will be reviewed regularly in order to inform future support.

### **Public Examinations and Access Arrangements**

- Recommendations for exam access arrangements will be based on the current JCQ criteria and the SENDCo will liaise with parents, students and the exams officer as to appropriate arrangements.
- In the SS the SENDCo will complete a Form 8 Sections A & B and the specialist assessor (which may be the SENDCo) will complete Section C and, with the exams officer, the student will be entered using the JCQ online application system.
- If parents have commissioned a private specialist teacher or EP report, in line with JCQ guidance, this cannot be used for EAA applications or evidence. Only reports commissioned by the school are valid. Parents need to be aware that any external specialist assessor should have an established relationship with the school. We would advise parents to discuss any external assessment with the SENDCo prior to commencement.
- Teachers will supply the SENDCo with evidence of need so that a substantial and clear picture of this being a student's normal way of working can be built up.
- Students requiring the use of a laptop in public examinations must demonstrate that this is their normal method of producing work in lessons. They should be using a laptop as their normal way of working for at least a term before they can start using it in public examinations. (Please refer to the school policy on the use of laptops in examinations)
- Students in KS3 who may require access arrangements in future will be monitored and extra time awarded will be on a needs basis, subject by subject whilst in KS3

### **Provision for pupils with EHC Plans**

Provision for pupils with EHC Plans will be made with due regard to the SEN Code of Practice. The school will co-operate with the LA and parents to work towards the provision set out in the EHC Plan, and to review the plan as required.

### **Record keeping**

The SENDCo maintains registers of pupils identified as having SEN and those recorded as being monitored or requiring staff awareness. Pupils causing concern are logged on a separate list. These lists are regularly updated and available to staff on school network and in the relevant phase SEND handbook.

Records are kept on all pupils on the SEN registers, and updated regularly. These will include:

- Details of any assessments
- Details of any observations from staff
- Notes on provision and updates to provision
- Information from monitoring procedures
- Communication with and reports from external agencies
- Notes on communications with parents
- Progress reports and tracking information (SS)

Relevant information is made available to staff via SIMS and on the school network and via CPOMS entries.

Confidential records are kept in a locked cabinet in a secure SEN office or in secure data files.

### **Provision for disabilities**

The school has an accessibility plan to improve over time its accessibility to existing and prospective pupils with disabilities. Where provision for specific disabilities is not already in place, the school will work with individual pupils and their parents to determine appropriate support.

### **Evaluating the success of provision**

The effectiveness of the school's provision is evaluated in individual cases via pupil tracking and monitoring. The success of SEND provision as a whole is monitored through:

- Regular review of the progress and achievement of the SEN cohort in comparison to the cohort as a whole
- Periodic consultation with pupil and parent focus groups
- The outcomes of external inspection

## **5. SEND, Pastoral Care and Safeguarding**

Pupils with SEND are statistically more vulnerable to child-on-child and other forms of abuse, both online and offline. School staff are alert to the additional challenges children with SEND may face, and the barriers that can exist when recognising abuse and neglect in this group of children.

These barriers may include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration
- Being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- The potential for children with SEND to be disproportionately impacted by behaviours such as bullying, without outwardly showing any signs,
- Communication barriers and difficulties in managing or reporting these challenges; and
- Cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

To address these additional challenges, such children may require extra pastoral support and attention, alongside any appropriate support for communication. Their additional vulnerabilities should also be particularly carefully considered in situations where the use of reasonable force may be needed. Any reports of abuse involving children with SEND will require close liaison with the DSL and SENCO.

Safeguarding children and young people with SEND requires understanding, foresight, reflection and communication. Staff are trained to recognise and respond to the pastoral needs of pupils with SEND, and school policies such as the Safeguarding, Behaviour and Anti-Bullying Policies take these into account. The SENCO liaises regularly with the DSL, Heads of Year and other staff with pastoral responsibilities.

## **6. Working with pupils and parents**

### **Pupils**

At Bromley High School, our ethos, organisation and culture supports pupil participation, and encourages pupils to take responsibility for their own learning. We promote student voice through the Student Council, adopt student-centred pedagogies such as assessment for learning, and encourage the use of pupil feedback in staff performance management.

We recognise that children with SEND have a unique knowledge of their own needs and circumstances. The school will seek their views and include them in the decision-making processes that affect their education – from identification to assessment, decisions on provision and reviewing progress and the success of interventions.

In the SS pupils contribute to their own ILP and use self-evaluation reviews to ensure greater involvement in their own progress. In the JS the SENDCo meets with the parents to discuss needs and strategies which are then shared with the pupil. Pupils also have input into evaluations of the support which are conducted at least termly.

### **Parents**

The relationship between the school and parents has a crucial bearing on the progress of pupils, particularly those with SEND. We actively seek to work with parents as partners and value their contribution. Teachers, SENDCOs, pastoral and other staff all have an important role in developing positive and constructive relationships with parents.

- The SEND Policy is available on request via the school's website and parents are welcome to comment on SEND provision at any time
- The school offers parents regular information evenings, including sessions which specifically address how to support their child academically and emotionally
- The school seeks to engage parents of pupils with SEND at an early stage – ideally prior to admission – in order to get a full picture of the pupil's needs and make suitable provision
- Parents of pupils identified as having SEN will be informed immediately

### **Complaints**

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. All complaints are taken seriously and are heard through the GDST's Complaints Procedure which can be accessed [here](#).

## **7. Links beyond the School**

Bromley High School is committed to work in partnership with external services to ensure the best outcomes for pupils with SEND. For pupils with an EHC Plan, we will co-operate with the Local Authority to work towards the provision specified on the plan, and to review the plan as required.

The school also works with a range of local therapists, specialists and voluntary organisations, including:

- Liz Pattinson (School Counsellor)
- Borough Speech and Language
- Borough paediatrician,
- Occupational therapy,
- Bromley Well-being,
- Educational psychologists,
- the Vision Team and
- the Hearing impaired team.

Services may also be accessed directly by parents. The Local Offer – information on services across education, health and social care available in the area and how to access them – can be found at [Local Offer directory disclaimer - SEND Local Offer services](#)

Bromley High School also has established links with other schools and institutions for the purpose of sharing good practice. This includes the GDST SEN network, the local Dyslexia Association, local SENDCo forum, other local SENDCos and specialist teachers.