

Safeguarding Statement

Langley Park School for Girls is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Equality & Diversity Statement

Langley Park School for Girls is committed to valuing and celebrating diversity and promoting equality of opportunity for all its staff and students. We are working to create a learning and working environment which is free from prejudice, discrimination, intimidation and all forms of harassment including bullying. Respect for rights is at the heart of our planning, policies, practice and ethos and we expect all members of our school community to model this in their behaviour and relationships.

LANGLEY PARK SCHOOL FOR GIRLS SPECIAL EDUCATIONAL NEEDS POLICY

Approval Body:	Full Governing Body
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Designated Person (as appropriate):	Assistant Headteacher (SENDCo)
Committee with Remit (as appropriate):	Full Governing Body
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Version History

Version	Approval Date	Summary of Changes
1.0	July 2015	New policy to comply with latest guidance and legislation
2.0	April 2018	Review and update to include exams access guidance
3.0	September 2019	Review and update to reflect updates in practice
4.0	November 2023	Review and update to reflect updates in practice and changes in staffing
5.0	November 2024	Review and update to reflect updates in practice, changes in staffing and changes to the department organisation
6.0	November 2025	Review and update to reflect updates in practice, changes in staffing and changes to the department organisation

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Section 1: Introduction & Compliance

Langley Park School for Girls (LPGS) is an inclusive school committed to empowering all students to realise their potential. We are committed to meeting the needs of all students including those with special educational needs. We share with all Bromley schools the expectation that all students, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and to feel that they are valued members of the wider school community.

LPGS offers a range of provision to support children with communication and interaction, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support deployed will be tailored to individual needs following thorough assessment by internal or external agencies. It is designed to enable students to work towards becoming independent and resilient learners and should not be seen in isolation.

The policy complies with Section 69 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
- Equality Act 2010: advice for schools DfE Feb 2013
- Section 6 of the SEND Code of Practice 0 – 25 (June 2014)
- Regulations 51/ Schedule 1 of the Special Educational Needs and Disabilities Regulations 2014
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

The SEND policy has been developed to ensure that the school meets not only the requirements of the most recent legislation but also reflects the spirit of inclusion. LPGS believes that it is the duty of all staff to work to

ensure that students with SEND are supported holistically both inside and out of the classroom.

The SEND Policy works alongside existing related policies/plans which can be found on the school and trust website. These include:

- Admissions Policy
- Anti-Bullying Policy
- Behaviour Policy
- Child Protection & Safeguarding Policy
- School Vision and Values
- Equality Policy
- Health & Safety Policy
- Home School Partnership Agreement
- SEND Information Report
- Exams Access Policy

This policy has been created by the school's SENDCo in liaison with the SEND Governor (Sir Robin Bosher) and the Senior Leadership Team.

Section 2: Aims & Objectives

Aims

All staff at Langley Park School for Girls are committed to meeting the Special Educational Needs of all students in line with the Code of Practice 2014. We outline the following aims:

- To meet the needs of all SEND students including students with special educational needs and disabilities so that they realise their full potential.
- To raise the expectations and aspirations so that they can make the best possible progress in school.
- To meet the needs as far as possible within the day-to-day classroom environment to help instil positive perceptions on the part of students.
- To ensure that students with SEND feel that they are valued members of the wider school community with positive prospects when they leave.
- To ensure that all students receive a broad and balanced curriculum. In meeting the special needs of students, we recognise that students, parents and teachers are all essential contributors, and information on progress is shared regularly.

Objectives

We hope to achieve our aims by:

1. Identifying and providing for students who have special educational needs, disabilities and additional needs
2. Working within the guidance provided in the SEND Code of Practice 2014 under the "graduated approach"
3. Operating a "whole student, whole school" approach to the management and provision of support for special educational needs through high quality teaching
4. Continually tracking progress of students to identify any additional needs early on.
5. Providing support, advice and training for all staff working with pupils who have special educational needs
6. Working closely with parents and carers to ensure open communication and a home school approach for the student.

Section 3: Identifying Special Educational Needs

We recognise the importance of early identification and aim to identify a student's special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, building on information from their previous setting.

The purpose of identification is to ensure the school is making appropriate provision where needed, not to fit a student 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 young person.

The school also recognises that other factors may influence a student'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 Disability Equality legislation can enable a child to make normal progress
- Attendance
- Health and welfare
- English as an additional language (EAL)
- Being in receipt of Pupil Premium grant/Catch Up Grant
- Being a child looked after (CLA)
- Being a child of service personnel

It is important to remember that concerns regarding a young person's *behaviour* may not be related to SEND, but to an underlying need that should be identified and responded to appropriately.

Promoting social, emotional and mental wellbeing:

Children need to feel valued, confident and secure to make maximum progress in their learning. LPGS is committed to promoting the social, emotional and mental well-being of our students through a range of activities.

The school has strong pastoral support systems which involves all teaching and non-teaching staff and in particular, Form Tutors and Heads of Year who offer daily support. In addition, students have access to the following interventions, where appropriate.

- Peer support programmes
- 1:1 mentoring - external and internal
- Extra-curricular clubs
- Social skills groups
- Workshops to address self-esteem, anger management, assertiveness and organisation with key staff
- Supervision at social times
- Access to the SEND Hub as a haven
- Allocation of a keyworker
- PSHCE programmes
- Liaising with parents/carers
- Communication with and referral to outside agencies (with parental consent)

Section 4: A Graduated Approach to SEND Support

Subject teachers are responsible and accountable for the progress and development of all the students in their classes including setting appropriate targets for learning. 'Special educational provision' means educational provision which is *additional to*, or otherwise *different from*, the educational provision made generally for children of their age in school.

High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions/adaptations and high-quality teaching through our quality assured universal offer.

Staff training and lesson observations/lesson drop-ins ensure that teaching is of the highest standard and that there is a good understanding of the needs of children with SEND. The SEND department advises teaching staff of relevant information regarding individual students and provides resources and general guidance as required. General advice from outside specialists may also be sought.

When there is concern around a student's progress and learning, the SENDCo, with evidence gained from Head of Year, Tutor, Subject and Support Staff, will consider all the information from within the school about the student's progress, alongside national data and expectations of progress and in consultation with parent/carer/s (and assessments made by outside specialists) before deciding on special educational provision.

The Bromley Banded Funding Guide is used to aid identification of need within the four categories identified by the Code of Practice 2014:

- Cognition and Learning
- Communication and interaction
- Social emotional and Mental Health
- Sensory and Physical Needs

This guide can also be used to identify appropriate strategies to meet individual need. The steps followed are:

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

Plan: Interventions based on the outcome of assessment are planned

Do: Support may take the form of advice to staff, additional in-class provision or an intervention group to address a particular need as appropriate.

Review: The effectiveness of the intervention will be monitored regularly by Subject and Support Staff. Individual student targets will be reviewed as part of the school's cycle of progress monitoring in Subject areas.

If, despite support, children 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 children on the Special Educational Needs and Disabilities (SEND) register at a "targeted" level. Parents/carers will always be informed if their child is placed on the SEND register.

Support from outside agencies may be sought at this stage, if appropriate. In some cases, where a young person has a significant level of need, an application for additional 'top up' funding may be made. Parents/ carers and the young person will be consulted throughout this process.

Additional Top-Up Funding

Whilst the needs of the majority of pupils will be met from within the school's own resources (delegated notional funding), 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 school needs to 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.

An Educational Psychologist (EP) report at the school's initial expense is necessary for an additional funding application to be considered by Panel. Where additional funding is agreed, a Pupil Resource Agreement (PRA) will be put in place. Thresholds for funding are related to need and can be found in the Banded Funding Guide. Parents and the young person will be consulted throughout this process.

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. Parents and the young person will be consulted throughout this process.

Managing Pupils on the SEND Register

Where longer term support is required, or a student has a diagnosis of need from an outside professional, parents and carers will be formally informed that the student has been placed on the SEND register. The SENDCo, in consultation with Subject and Support Staff, student and parent/carer/s will draw up a one page SEND Pupil Passport and the student will be allocated a Keyworker.

All specialist interventions are planned and monitored by the SEND Team and may be delivered by Support Staff who have had appropriate training. Records of interventions are kept through whole school provision maps and our school's MIS - Bromcom. The effectiveness of interventions is regularly monitored. Individual student targets

are assessed as part of the school's cycle of progress monitoring.

Section 5: Criteria for Exiting the SEND Register

Where a student doesn't have a diagnosis, the SENDCo with evidence gained from HoY, Tutor, Subject and Support Staff will consider all the information from within the school about the student's progress, alongside national data and expectations of progress and in consultation with parents and carers (and assessments made by outside specialists) before deciding on whether a student no longer requires special educational provision and will exit the SEND Register.

Students will be removed from the SEND register if they do not have a diagnosis and are demonstrating progress that is in line with their peers. Parents are consulted/notified as appropriate throughout the process.

The student's history of need will continue to be recorded by the school's MIS system and the SENDCo will keep their SEND file in the SEND Hub until the student leaves LPGS and thereafter it will be archived.

Section 6: Supporting Students and Families

General Support

All parents and carers of students with a special educational need are allocated a keyworker, who is their first point of contact for any concerns around the needs of their child. Keyworkers are also available for consultations and meetings at parents evening.

Parents and carers of Students on the SEND register will also be invited to termly parent forums. These will be held by the SEND team and will be planned ahead of time based on current needs, issues and updates and are guided by parent/ carer feedback.

Transition

Children and young people with SEND can become particularly anxious about 'moving on' so we seek to support successful transition in the following ways:

When moving on to another school we will:

- Liaise with the new school to share information about special arrangements and support that has been made to help the student achieve their learning goals
- Ensure that all records are passed on as soon as possible
- Arrange visits where appropriate

When moving classes/tutor groups in school we will:

- Liaise with teachers and Head of Year involved. All subject teachers and Learning Support staff affected will be informed of the move
- Arrange opportunities to visit the new class/teacher if necessary

In Year 6 – Year 7 transition of students with high needs/statement of SEND:

- The SENDCo and/or members of the SEND team will attend the Primary/Secondary Transition review meeting to discuss specific needs of the student and the nature and level of support which has had the most impact
- In some cases, additional multi-agency meetings may be required to create a more detailed 'transition' plan for students. This may include additional visits to LPGS or participating in our 'Moving On' project

In addition, the SENDCo and/or members of the SEND team will attend the Bromley Schools Year 6 - Year 7 Transition meeting to discuss Bromley students with SEND and collect relevant paperwork from the feeder schools.

Transition to Sixth Form:

- Additional support is provided to help students who may be anxious about this transitional step.
- SEND staff work closely with the Sixth Form Leadership team to ensure students feel supported at this crucial time
- While we do not provide support in lessons, we have academic support workers who conduct emotional

wellbeing checks as well as supporting with learning

Working in partnership with local agencies

LPGS works with several external agencies to seek advice and support to ensure that the needs of all students are fully understood and met. These include:

- Bromley Local Authority- SEND Assessment and Placement Caseworkers
- Educational Psychology Service
- Sensory Support Service (Visual & Hearing)
- Speech and Language Therapy
- Occupational Health
- Physiotherapy
- CAMHS (Child & Adolescent Mental Health – NHS)
- Bromley Children's Project
- Bromley Wellbeing Service
- Education Welfare
- Information Advice and Support Service (IASS)
- Community Paediatric Services.

Section 7: Supporting Students at School with Medical Conditions

The school recognises that students at school with 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 students 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 and the SEND Code of Practice 0 – 25 (2014) is followed.

Section 8: Monitoring and Evaluation of SEND Provision

Regular and careful monitoring and evaluation of the quality of provision offered to all students is ensured by regular audits, sampling of parent/carers, student and staff views.

The school undergoes an active process of continual review and improvement of provision for all students supported by the Governing Body.

Role of Governors:

- Reports submitted to Governors' Meetings
- Close liaison with designated SEND Governor
- Sharing the work of the SEND team with the Governors

Section 9: Training and Resources

SEND is funded from the Notional SEND budget allocated to all schools, based on prior school attainment and free school meals. Funding is available from the LA high needs block where it can be demonstrated that a student requires a higher level of support.

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 students present with less common 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 SENDCo who explains the systems and structures in place, the school's SEND provision and practice and discussion of the needs of individual students.

The SENDCo regularly attends the Local Authority SENDCo Forums to keep up to date with local and national updates in SEND. The SENDCo also attends local cluster group meetings to share good practice.

Section 10: Roles and Responsibilities

The Special Educational Needs and Disabilities department is managed by Mr James Chinery, Assistant Headteacher and SENDCo.

James Chinery is the named SENDCo and is responsible for the day-to-day operation of the Special Needs Department. There is also a Deputy SENDCo in the department, Mrs Debra Sweeney.

The department also consists of the following staff based in the SEND Hub:

- Lead LSA
- SEND Administrator
- 12 Learning Support Assistants with a wide variety of specialisms
- 6th form specialist LSA (providing outside of classroom support)
- Specialist Teacher for SpLD
- EAL Co-ordinator
- EAL Support Worker
- Assistant Safeguarding Officer
- Sir Robin Boshier is the link Governor with responsibility for SEND.

Section 11: Storing and Managing Information

Historic individual files and general SEND information is stored in the SEND Office which is locked. Confidential information is now stored and shared digitally. This is password protected and saved in a restricted area on the school's online storage area.

Documents are stored for a minimum of 7 years after a student has left LPGS or in the case of students with SEND until their 25th birthday has been reached. All files are stored in locked offices or containment units. Parents do have the right to see their child's file. However, this would always be anonymised if it contained the name of any other person.

Section 12: Reviewing the Policy

The policy will be revised annually to update minor changes and fully in accordance with school procedures.

Section 13: Accessibility

The DDA 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, which can also be found on our website.

LPGS is comprised of differently aged buildings and where possible we endeavour to create access for students with varying disabilities to the best of our ability and circumstances.

Section 14: Dealing with complaints

The Complaints Policy can be found on the LPGS Website. A link to this can also be found on the SEND Information Report.

Section 15: Bullying

The Anti-Bullying Policy and Bullying Guidelines can be found on the LPGS website.

Section 16: Appendices

The SEND School Information Report and linked policies and documents can all be found on the LPGS [website](#).

Useful Contacts

- **Information, Advice and Support Service (IASS)**

[Bromley IASS — Bromley Information, Advice and Support Service \(IASS\)](#)

- **Bromley Parent Voice:**

[Bromley Parent Voice – Working in partnership to give parents and carers a voice](#)

- **Bromley Wellbeing Service:**

[Bromley Y Home Page](#)

- **Bromley Mencap:**

<https://www.bromleymencap.org.uk/>

- **Dyslexia Association of Bexley, Bromley, Greenwich & Lewisham:**

<http://dyslexiawise.co.uk/>

- **Bromley Local Offer**

Further information about support and services for students and their families can be found in the Bromley Local Offer Web link. [Special Educational Needs and Disability \(SEND\) Local Offer – London Borough of Bromley](#)