



# BABINGTON

HOUSE SCHOOL

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY**  
**(Including Learning Support and Accessibility)**  
INCLUDING PROVISION FOR PUPILS WITH EHC PLANS  
**WHOLE SCHOOL – INCLUDING EYFS**

**SPECIAL EDUCATIONAL NEEDS & DISABILITY ACT 2001 (SENDA): ACCESSIBILITY PLAN 1**  
**September 2022 - August 2025**

## Babington House School

Date of Policy	Review Date	Reviewed By	Approved By
September 2024	September 2025	Jane Hawkins	Full governing Body

Safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development at Babington House School.  
All systems, processes and policies operate with the best interests of the child at their heart.

<b>RELATED POLICIES/DOCUMENTS</b>
SAFEGUARDING CHILDREN POLICY
SAFEGUARDING – APPENDIX 5 - CODE OF CONDUCT
CURRICULUM STATEMENT
SCHEMES OF WORK/PLANNING
INDUCTION OF NEW STAFF
INDUCTION OF NEWLY QUALIFIED TEACHERS / EARLY CAREERS TEACHERS

DISCIPLINE AND BEHAVIOUR POLICY
ANTI-BULLYING POLICY
ADMISSIONS AND ATTENDANCE POLICY - WHOLE SCHOOL
ADMISSIONS AND ATTENDANCE POLICY – NURSERY
EDUCATIONAL VISITS POLICY
EXAM POLICY
ASSESSMENT POLICY
ENGLISH AS AN ADDITIONAL LANGUAGE POLICY
HOMEWORK POLICY
HEALTH AND SAFETY POLICY
MARKING AND RECORDING POLICY
SPELLING POLICY
TEACHING AND LEARNING POLICY
INFORMATION AND COMMUNICATION TECHNOLOGY AND GUIDELINES FOR USE OF INTERACTIVE WHITEBOARDS AND WIRELESS SYSTEMS
CYBERBULLYING AND E-SAFETY
EQUAL OPPORTUNITIES POLICY
LOST CHILD POLICY
MEDICAL CARE POLICY
FIRST AID POLICY
MINIBUS POLICY
MEDICINES POLICY
PASTORAL CARE POLICIES
TRAINING AND DEVELOPMENT POLICY
WHISTLE BLOWING POLICY

**IF YOU ARE CONCERNED ABOUT THE WELFARE OR SAFETY OF A PUPIL WITH SPECIAL EDUCATIONAL NEEDS OR DISABILITIES PLEASE REFER IMMEDIATELY TO THE SAFEGUARDING POLICY FOR SAFEGUARDING/CHILD PROTECTION PROCEDURES**

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This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014, SEND Code 2015) and is written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2018
- SEND Code of Practice 0 – 25, September 2014 (Updated 2020)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2015 (Updated 2015)
- The National Curriculum in England framework for key stages 1-4 Sept 2014
- Safeguarding Children Policy
- Accessibility Plan
- Teachers Standards 2021

Babington House School has regard to:

- Keeping Children Safe In Education, September 2023
- Working Together to Safeguard Children, September 2018
- Prevent Duty Guidance: For England and Wales (July 2015)
- Children and Families Act 2014 Part 3
- ISI Regulatory Requirements – Part 3 Welfare, Health and Safety of pupils
- The Special Educational Needs and Disability Regulations 2014

This policy was created by the SENDCO in liaison with the SLT, SEN Governor, all staff and parents of pupils with SEND. This policy has been updated by the SENDCO and the DSL

## SECTION 2 – KEY INFORMATION

SENDCo	Jane Hawkins 020 8467 5537 <a href="mailto:jhawkins@babingtonhouse.com">jhawkins@babingtonhouse.com</a>
Inclusion Manager	Stacey McIntosh 020 8467 5537 <a href="mailto:smcintosh@babingtonhouse.com">smcintosh@babingtonhouse.com</a>
SEND Assessment Manager	Sarah Prifti
SEN Governor	Jack Magill

Babington House is a thriving, happy and caring community. We strive for academic rigour in all areas and encourage our pupils to become confident and independent learners. At Babington House School, staff are committed to acting in the best interests of our pupils. Our learning environment caters for the needs of individuals and ensures that they develop new skills, broaden their knowledge and achieve their potential. New pupils admitted to the school take part in an assessment process to determine their academic ability.

Every teacher at Babington House School is a teacher of every child or young person, including those with SEND.

The definition for SEN and for disability from the SEND Code of Practice (2014) states:

**Special Educational Needs:**

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 SEN 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 as well as health issues, including mental health or learning disabilities.

During the admission process, pupils with an Education Health Care Plan, will be assessed through the school selection process. Please see Section 4 of this policy or the Admissions Policy for details of this process. To offer a place to a pupil who has an EHCP the school must be able to ensure that the age, aptitude and needs of each pupil are able to be properly provided for by the curriculum plans and schemes of work and that it is compatible with the efficient learning of other pupils. The school will make reasonable adjustments to meet the needs of potential pupils with an EHCP. The school does not need to obtain consent from the DfE to accept a pupil with an EHC plan.

### SECTION 3 – AIMS AND OBJECTIVES

#### **AIMS**

The aims of our Special Educational Needs and Disability (SENDA) policy and practice in Babington House School are to work within the guidance provided in the SEND Code of Practice (2014):

- To make reasonable adjustments for those with a SEND by taking action to increase access to the curriculum and the environment for all.
- To raise the aspirations of and expectations for all pupils, by ensuring that children and young people with SEND engage in the activities of the school alongside pupils who do not have SEND.

- To reduce barriers to progress and improve life outcomes, by embedding the principles in the National Curriculum Inclusion Statement:  
<https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavors 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 and inclusive provision, to better respond to the four broad areas of need:
  1. Communication and interaction,
  2. Cognition and learning,
  3. Social, emotional and mental health difficulties,
  4. Sensory and/or physical needs.
- To listen, respond to and work with parent/carers’ and pupils’ views in order to evidence high levels of confidence and partnership.
- To ensure staff training and support is available to meet pupil need, through well-targeted continuing professional development.
- To support pupils (on roll or place offered) 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.

## SECTION 4 – IDENTIFICATION AND SCHOOL ADMISSION OF SEND

### **ADMISSION OF PUPILS WITH SPECIAL EDUCATIONAL NEEDS** (Please also see Admissions Policies)

Placement at Babington House School is made according to the needs of each pupil alongside the needs of existing pupils. These will vary according to any given cohort.

Students with Special Educational Needs and Disabilities should have equal opportunity to join Babington House if they satisfy the school’s selection procedures. All children with SEN but without an Education, Health and Care Plan (EHCP) are welcome to apply for a place at our school, in line with our Admissions Policies.

Where a child has special educational needs or disabilities, we will identify if our school is suitable for the child’s age, ability, aptitude and special educational needs. This will be identified through our normal selective admission assessments in alignment with any professional reports e.g. Educational Psychologist. Recommendations from professionals involved will be fully considered before a place is offered.

For children with an Education Health Care Plan (EHCP), parents have the right to request a particular school, however, the local authority do not have a legal duty to meet a parents' preference for an Independent School.

If Babington House School and a local authority consider the parents' preference and name us in the EHCP, considerations will be made regarding if:

- it would be suitable for the age, ability, aptitude or SEN of the child or young person
- the attendance of the child or young person's compatibility with the efficient education of others, or the efficient use of resources.

### **IDENTIFICATION OF SPECIAL EDUCATIONAL NEEDS**

Provision for children with Special Educational Needs is a matter for the whole school including the governing body, the Headmaster, the Heads of Senior and Preparatory, the SENDCO and all other members of staff. Class Teachers and Teaching Assistants particularly have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

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 because of a concern being raised, indicates a gap(s) in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates significant lack of expected levels of progress despite Quality First teaching and evidence of Class Teacher support.

### **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 discuss these initially with your child's teacher. This may then result in a referral to the school's SENDCO.

Parents may also contact the SENDCO, and subsequently the Deputy Head of Preparatory, the Heads of Senior/Preparatory or the Headmaster directly if they feel this is more appropriate.

All parents will be listened to. Their views and aspirations for their child will be central to the assessment and provision provided by the school.

## **SECTION 5 – LEARNING SUPPORT**

### **HOW WILL THE SCHOOL SUPPORT A CHILD WITH SEND?**

All pupils at Babington House School 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 that is in line with the Teaching and Learning policy, including tracking, pupil progress meetings, teacher observation and monitoring of pupils' targets.

Pupils' attainments are tracked using the school tracking systems and are then discussed in Progress Meetings that are undertaken between the Class Teacher and Learning Support Team when reviewing Provision Maps and Support Plans or within specifically arranged meetings for individual pupils/parents. If appropriate, the pupil will be involved in this process.

Additional action to increase the rate of progress will be then 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. Teachers will identify targets and actions and will share these with parents and pupils (where appropriate).

### **Graduated Approach**

Where it is decided during ongoing monitoring and discussions 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 is sought in order to improve attainment.

Action relating to SEND Support will follow an **Assess, Plan, Do and Review model**:

**Assess:** Data on the pupils held by the school will be collated by the Class Teacher in order to make an accurate assessment of the pupils' needs. Parents will be invited to a discussion to support the identification of action to improve outcomes.

**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 Teacher or Learning Support Team, with advice from the SENDCO as necessary.

**Do:** The Class Teacher remains responsible for all children, including those identified with SEND. Quality First Teaching is the main form of support for all children and young people. Additional support or interventions may be needed and will be put in place to identify a clear set of expected outcomes, which will include challenging and relevant academic and developmental targets. Parents and the pupils will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded by the Class Teacher and a date made for reviewing attainment.

**Review:** Progress towards these outcomes will be tracked and reviewed twice yearly and shared with the parents and the pupil (where appropriate).



If progress rates are still judged to be inadequate despite the delivery of high-quality interventions, parents will be invited to a meeting to discuss how to gain advice from external agencies regarding strategies to best meet the specific needs of their pupil. This will only be undertaken after parental permission has been obtained and may include referral to:

- Specialists in other schools, e.g. teaching schools, special schools.
- Bromley Panel (including; Early Years Speech and Language Therapists, Educational Psychologists, Portage, Phoenix Pre-School)
- NHS Health professionals, including Audiology, Speech and Language Therapists, Pediatricians, GPs, Child and Adolescent Mental Health Service (CAMHS).
- Private Practitioners e.g. Physiotherapist, Occupational Therapist, Educational Psychologist, Speech and Language Therapist, Clinical psychologist, behavioral specialist.
- Children’s Social Care, including the Disabled Children’s Service.

In addition, the school may involve external agencies, as appropriate, including health and social services and community and voluntary organizations for advice on meeting the needs of pupils with SEND and in further supporting their families.

For a 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.

There are 3 stages known as ‘waves’ that outline the provision that we provide. Pupils who are identified on the Special Educational Needs Register are allocated the following codes:

Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, ensure clear objectives are shared with the children and returned to at the end of the lesson; carefully and clearly explained new vocabulary; use of a range of interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress in school to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs or may be on an individual basis.	Wave 3 is targeted provision for a minority of children in school where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

who need extra help with their learning or behaviour.		
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### **The Learning Support Team**

The Learning Support Team is a flexible group of staff who work with pupils on either a 1:1 or small group level. The LST currently consists of staff with different expertise, including:

- Speech and Language Support
- Dyslexia/Literacy Support
- Social and Emotional Literacy Support
- Cognition and learning Support

Depending upon the SEND needs of the school, Babington House will use CPD to develop skills and knowledge within the team.

### **Supporting Pupils with an EHCP**

Pupils who have funding allocated to them from the LA may receive support from a number of external agencies and also staff within the LST. The support is allocated based upon their specific needs and the skills of the staff supporting them. E.g. Assistant with responsibility for SALT will support the pupils daily SALT requirements. During Annual Reviews, funding is matched to provision.

EHC plans must be reviewed annually and, if the school is named in the EHC plan, the provision specified in the EHC plan must be made (including the full National Curriculum, if this is specified). It is the responsibility of the LA, not the school, to review the EHC plan but it is good practice of the school to prompt the LA if necessary to ensure that the review takes place, and the school must be cooperative with the LA in the review process.

### **HOW WILL PARENTS BE HELPED TO SUPPORT THEIR CHILD'S LEARNING?**

The Class Teacher or SENDCO may suggest additional ways of supporting their child's learning or accessing local support groups. Provision Maps or Support Frameworks will provide parents with suggestions of how to support their child's learning.

Parents may be signposted to specialist services or voluntary organizations as a support mechanism including using the Local Offer.

Parents will be given advice from within the Learning Support Department, which may then be reviewed with them to identify if the strategies have been supportive in the home environment.

### **PUPILS WITH MEDICAL NEEDS**

**(Statutory duty under the Children and Families Act)**

**See also Medical Needs policy and Administration of Medicines (both EYFS and Whole School)**

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and physical

education. The key contact for medical needs is the school nurse who will write a Medical Care Plan with parents, staff and any medical professionals who can attend, where appropriate, the pupils will be involved.

Staff who volunteer to administer and supervise medications will complete formal training to be verified as being competent.

For some pupils it will be necessary to train further school staff in how to support the pupil throughout the school day, that is, support other than medication.

It is the parent's responsibility to keep the school informed about any changes to the pupil's condition or medication.

All medicine administration procedures adhere to the Department for Education (DfE) guidelines included within 'Supporting Pupils at School with Medical Conditions' (DfE, 2014) and identified in the school **Medicine Administration policies**.

#### **WHAT TRAINING DO STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND UNDERTAKE?**

The school provides Continual Professional Development (CPD) for all staff and seeks specialist advice and training to meet the individual needs of pupils as appropriate.

All Early Years staff and playground assistants attend Pediatric First Aid Training and Epi-pen Training. The remaining school staff have attended an online First Aid Training course (including Epi-pen training).

The Governor with responsibility for SEND meets with the SENDCO/ Inclusion Manager termly and will attend updated SEND training as required.

#### **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.

Babington House 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.

Discussions with parents, and where appropriate, the pupil, may take place to discuss strategies and support mechanisms to ensure that the pupil, with SEND, is able to access the activity safely.

#### **SECTION 6 – TRANSITION**

##### **Transition into our school**

Several strategies are in place to enable effective transition. These include:

1. Prior to entry, admissions procedures are used to gather information relating to a child's needs e.g. 'Spend the Day', interview with the headmaster. If pupils are transferring from another school, 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 necessary.
2. EYFS Parents 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.
3. The SENDCO or a member of the Learning Support Team contacts the parents of all new pupils who are known to have SEND, to allow concerns to be raised and solutions to any perceived challenges to be discussed prior to entry.

#### **Transition within the school** (classes, Key Stages, Phases, setting)

1. During the Summer Term, in the Preparatory Department, two staff meetings are allocated to transition of information between teachers. SEND information is given and received.
2. During the Summer Term, the Year Six teacher meets with the Head of Seniors and Year 7 form tutors to pass information, targets, and levels to the Senior Department.
3. The Learning Support Team disseminated SEN registers to all Teachers.
4. When appropriate, the SENDCO or members of the Learning Support Team will attend Preparatory or Senior staff meetings to impart information regarding updates about any SEND.
5. Pupils with EHCPs will receive a Year 5 transition review in September to identify the parents' choice of Senior School education.

#### **Transition to another school or college, preparation for adulthood and independent living:**

1. For pupils transferring to local schools, the SENDCOs of both schools will meet to discuss their needs with SEN to ensure a smooth transition where possible.
2. The records of pupils who leave the school mid-year will be transferred following the start date of that pupil at their new school.
3. If a Year 5 transition review for pupils with an EHCP demonstrates that a pupil will move to another school, the school will invite the next school to the Review for pupils to ensure a smooth transition.
4. If a pupil with SEND leaves Babington House School, appropriate strategies will be implemented depending upon age of pupil and SEND e.g. Visual transition book provided, visit with pupil to their new school, arrange for SENDCO or new teacher to visit pupil in Babington House School.

### **SECTION 7 – FUNDING**

Babington House School does not receive funding from the Local Authority based on the number of SEND pupils attending. Any additional Learning Support that is given to pupils (except for pupils with an EHCP) is funded within the school's budget. The SENDCO, Learning Support Department and Teachers identify which pupils require additional support.

For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authority's SEN Funding allocation through an EHC Assessment and subsequent Plan. The needs of pupils who currently have an ECH plan must be reviewed annually.

This funding is then used to provide the equipment and facilities to support pupils with special educational needs and/or disabilities.

Where the Local Authority has provided funding for EHCPs or Pupil Resource Agreements, the SENDCO will discuss this funding with the LA. If a child requires an EHCP or PRA, parents and the LA does not include the first £6000, parents will be invited to a meeting with the SENDCO who will discuss the funding implications.

In some circumstances, funding meetings will be held with parents, member(s) of the SLT and SENDCO to discuss alternative funding options for pupils without EHCPs who require significant levels of support.

### **SECTION 8 - EXAMINATIONS – ACCESS ARRANGEMENTS AND SPECIAL CONSIDERATION**

- Access arrangements for Preps
- Access arrangements for Seniors, GCSEs and A levels
- Access arrangements for Entrance Examinations

**Access arrangements for exam concessions – please see access arrangements policy in Exams office policy documentation.**

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

The SEN Assessment Manager, alongside the SENDCO will ensure that all internal testing has been completed and submitted to JCQ.

The SEN Assessment Manager will attend the School's Access Arrangement Training annually to ensure that the most effective testing materials are being used and that all requirements are adhered to.

Parents will be notified initially if their children are going to be tested for access arrangements and again following notification of the outcome from JCQ.

For Bexley Selection Tests, Bexley Local Authority requires that the pupil's SEN has 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: <http://www.bexley.gov.uk>

### **SECTION 9 - CONTACT AND SUPPORT**

**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 the following:

- Your child's Class Teacher,
- The SENDCO,
- The Head of Preparatory or Head of Seniors
- The headmaster,

If you feel that your concern has not been suitably addressed, please contact the School Governor with responsibility for SEN.

**Support services for parents and carers of pupils with SEN include:**

Special Educational Needs and Disability Information Advice and Support Service (SENDIASS - formerly Parent Partnership Service)

Provide independent support and advice to parents and carers of children with special educational needs and disabilities.

Tel: 020 8921 2549

Independent Supporters

Provide impartial advice and support for families going through an EHC needs assessment and the process of developing an EHC plan.

Tel: 020 8269 0674

For parents and carers who are unhappy with the Local Authority or school responses to their child's SEND, they may seek support with disagreement resolution and mediation from the school's SEN Officer or an independent person. If the mediation is unsuccessful, parents and carers can also appeal to a Special Educational Needs and Disability Tribunal (SENDIST). Further information and contact details can be found via the following link:

**Additional information and references:**

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 also included in the appendices of the SEND Code of Practice, p267-275)**

CPD	Continual Professional Development
EHCP	Education, Health Care Plan
LA	Local Authority
LAC	Looked After Children
PPS	Parent Partnership Service (now known as SENIASS)
SEN	Special Educational Needs
SENDCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and/or Disability
SLT	Senior Leadership Team

## SECTION 10 - ACCESSIBILITY AND INCLUSION PLAN Sept 2022 – August 2025

Accessibility at Babington House School is reviewed annually (or as required) to ensure inclusion for all stakeholders. This plan is in place to ensure that Babington House School has made anti-discrimination considerations and meets the requirements of Schedule 10 of the Equality Act 2010.

This plan not only refers to those with Physical disabilities but also includes other health issues, including mental health or learning disabilities.

### Increasing Access at Babington House School – Practice and Planning

This plan demonstrates how we plan to:

- Increase the extent to which disabled pupils (including those with special educational needs) can participate in the school's curriculum;
- Improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled;
- Improve the physical environment of the school in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

## Curriculum Delivery

**To Increase the extent to which disabled pupils (including those with SEN) can participate in Babington House School's Curriculum.**

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
Ensuring that teachers, learning support staff and classroom assistants have the necessary training to teach disabled and SEN pupils and are aware of the extra efforts expended by some pupils, for example using lip reading	<p>SENDCO signposts regular training and webinars based on the current cohort of pupils.</p> <p>Inset/personalised training includes regular SEND training that staff can opt in/out depending upon knowledge/phase group. Staff are encouraged to identify their own training requirements and can attend CPD on an individual basis to develop/extend their knowledge and skills in particular areas.</p> <p>Learning Support Assistants deliver specific training to teachers/teaching assistants in the areas of:</p> <ul style="list-style-type: none"> <li>• Dyslexia</li> <li>• Numeracy/literacy interventions</li> <li>• ASD</li> <li>• Speed Learning</li> </ul> <p>Project X</p>	<p>Ongoing help/advice/training with problems staff may be experiencing with individual pupils. INSET to target the needs of pupils as they arise, e.g. medical/first aid/mental health/SEND issues arising from new/existing pupils.</p> <p>Learning Support Assistants to deliver specific training to teachers/teaching assistants in the areas of:</p> <ul style="list-style-type: none"> <li>• Speech and Language</li> <li>• Fine/Gross motor support</li> <li>• Mental Health</li> </ul>	<p>Ongoing</p> <p>(within academic year or immediately if a new need arises e.g. new diagnosis)</p>	SENDCO	SLT	SLT



Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
<p>Ensuring that classrooms are optimally organised for pupils with SEND</p>	<p>No more than 20 in any class. This allows for individualised seating arrangements to be considered and effected. For example, pupil with Irlen's Syndrome requiring natural light, can sit near to window. Medical Care plans are written on admission to the school where required, these are updated on an annual basis (or termly if necessary). SENDCO to liaise directly with outside agencies/ professionals and to implement recommendations to enable pupils to access the curriculum e.g. writing slope, move and sit cushion, use of finger splints, background colour of SMART board.</p> <p>Specific roles for pupils in place for group work to challenge and develop skills specific to the child's needs.</p>	<p>Ongoing – Staff to implement seating plans and follow any advice given by the SENDCO or Learning Support Team. Teachers/TAs to monitor the effectiveness of the provision and feedback to the SENDCO. Develop independent learning further by teaching pupils skills to access resources with greater independence and reducing reliance on adult input.</p>	<p>Adjust organisation following recommendations</p> <p>Provision for pupils to be reviewed bi-annually</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT</p>

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Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
<p>Ensuring that lessons provide opportunities for all students to achieve</p>	<p>Staff produce schemes of work and lesson plans that outline planned differentiation for pupils with SEND and EAL.</p> <p>SENDCO and Learning Support Assistants observe pupils with SEND and feedback to parents and teachers where appropriate.</p> <p>Regular monitoring of planning and Performance Management cycle focuses on the effectiveness of differentiation of planning and implementation. Targets within appraisals link directly into training and dissemination of training to the team/staff.</p> <p>Dissemination of key information to staff to ensure that teachers are aware of the needs of their pupils and how best to support them, including well-being and mental health.</p> <p>Provision Mapping – updating schedule and sharing with parents. Include within staff meetings on a twice yearly basis in addition to 1:1 meetings where</p>	<p>Further development of staff peer-mentoring and lesson observations to focus on SEND and differentiation.</p> <p>To extend the use of technology within classrooms to become ‘normal working practice’ for specific pupils e.g. use of a reading pen or laptop.</p> <p>Develop a new criteria-based referral system for staff members when identifying pupils with SEND and subsequent support needed.</p>	<p>Updated annually</p> <p>Regular observations throughout year.</p> <p>January 2022 onwards</p>	<p>SENDCO SLT</p>	<p>SLT</p>	<p>SLT</p>

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
	<p>appropriate between staff, learning support team and parents.</p> <p>Advice from the school counsellor given to teachers as to how to best support pupils suffering from mental health difficulties.</p> <p>Advice from health professionals e.g. the Maudsley hospital given to teachers as to how best support pupils suffering from eating disorders/ self harm etc.</p> <p>Use of Provision Maps (Preps) and Support Frameworks (Seniors)</p> <p>Learning Support Team timetabled to support individual or groups of children within the classroom or withdrawn from specific lessons.</p> <p>Tracking progress data of pupils with SEND.</p> <p>Curriculum departmental and phase team meetings.</p>	<p>Implement annual Speech and Language screening for Reception aged children within their first term of school. (Speech Link Programme)</p> <p>Trial - Further improve information sharing by creating live documents on 'sharepoint' enabling Teachers, TAs and Learning Support Staff to communicate and provide updates of pupil progress within planned interventions.</p>	November 2021 onwards			

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
<p>Ensure that teachers incorporate a range of teaching styles and activities to provide challenge for pupils with SEND</p>	<p>Teachers/Learning Support Staff/TAs informally identify preferred learning styles of pupils with SEND and differentiate provision and teaching as appropriate.</p> <p>E.g. Visual, Auditory, Kinaesthetic, independent, group, whole class.</p> <p>Teachers use recommendations from professionals to ensure that teaching styles are individually tailored to specific pupils.</p> <p>In-house training to extend knowledge of learning styles through Dyslexia and ASD awareness.</p>	<p>SEND Department to support teachers and teaching assistants to encourage pupils to participate in a range of learning styles, including through provision maps and support plans.</p> <p>Learning Support Team to upload professional report recommendations to sharepoint e.g. Educational Psychologist, Speech and Language Therapist.</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT</p>

<p>Ensuring that all pupils are encouraged to undertake a broad and balanced curriculum.</p>	<p>All pupils are expected to participate in music, drama and physical activities.</p> <p>Specialist teachers for PE, Music and Language teach pupils from Nursery to Year 13.</p> <p>The pupils are encouraged to partake in a wide range of extra-curricular activities.</p> <p>Extra-curricular activities are on offer before, during lunchtimes and after school and are available to all pupils.</p> <p>Residential journeys (from year 3 upwards) and school trips are planned for carefully to ensure access is inclusive for all pupils. Modifications and adaptations are made as appropriate.</p> <p>Swimming (for Year 2 – Year 8) ensures access for all pupils with SEND (providing extra staff if necessary).</p> <p>Provide a wide range of opportunities for involvement in physical activities, both on and off site.</p>	<p>Extra Curricular Clubs coordinator to disseminate information provided by Learning Support team to external coaches regarding SEND or accessibility matters. Coaches will be asked to read specific information regarding pupils with an SEN profile to enable them to adapt their teaching styles to meet the child’s needs.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT</p>
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<p>Ensuring that staff are aware that some pupils may require access arrangements and exam boards are informed</p>	<p>AEN register is updated three times yearly and can be accessed from the share point.          Provision for access arrangements are included within AEN register</p> <p>SEN Assessment Manager distributes access arrangements at the beginning of the academic year and provides updates mid-term following assessments or for pupils who are new to the school.</p> <p>Prep and Senior School data tracking in place.</p> <p>SEN Assessment Manager attends Access Arrangement updates on an annual basis alongside the Examinations Officer (or as required).</p> <p>When teachers request for children to be assessed, they are asked to provide evidence to support the application of Form 8 to JCQ</p> <p>Examination officer liaises with SENDCO and SEN Assessment Manager to ensure that the required paperwork is</p>	<p>Review existing procedures and ensure that staff are kept up to date.</p> <p>Continued links with Educational Psychologists and other outside agencies to apply for extra time, use of laptops etc for GCSE and A Level exams.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT</p>
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	submitted to JCQ within the specified timescales.					
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Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
	SENDCO ensures that testing for access arrangements take place by the SEN Assessment Manager and Form 8s are stored securely in the Examinations Filing Cabinet in accordance with exam regulations.					
Ensuring that staff provide alternative ways of giving access to experience for all pupils	SENDCO assists and supports teachers / assistants to devise ways of making the whole curriculum accessible, making reasonable adjustments to learning opportunities e.g. chemical names written in large print on cards to help a pupil with sight impairment in Science. Practical	Continue to examine appropriateness of the provision to ensure that all students can experience a full range of curriculum activities.	Ongoing	SENDCO	SLT	SLT
	assistance in Maths and Science to support physical disabilities, use of visual widget cards or PECs to support S&L, vocabulary cards with pictorial representation sent home as appropriate to support pupils with dyslexia or speech and language.					
Ensuring that we provide access to technology appropriate for	Consideration given to ICT provision throughout the whole school. Microsoft surfaces, Chromebooks and Laptops available for teachers to book	To continue to consider and identify new technologies that may assist a pupil in	Ongoing	SENDCO	SLT	SLT

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
students with disabilities	for a whole class, groups or individual pupils.	<p>accessing learning opportunities further.</p> <p>To embed the use of assisting technologies for specific pupils to</p>				

	<p>Ensuring that teachers are aware that a pupil should have access to a device where it is their normal way of working.</p> <p>Ipads used when appropriate in 1:1 or small group learning support lessons.</p> <p>Teachers encouraged to teach in a 'dyslexic friendly way' e.g. SMART boards displaying a buff coloured background if required.</p> <p>Reading pens purchased for dyslexic pupils and those that require a reader as their normal way of working. Laptops and computers available within Learning Support Rooms to run SEN IT programmes and for pupils to use for long writing tasks.</p>	<p>become part of their normal way of working e.g. using a reading pen.</p> <p>In the case of a pupil with SEN having their own technology in school to assist learning, develop additional safeguarding systems e.g. implementing firewall policies with the IT contractor to ensure pupils own devices meet the safety standards of the school.</p>				
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Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
Attaining full potential in GCSE core subjects	<p>On occasion, pupils with SEND may be offered the option of attending additional literacy or numeracy lessons, studying fewer GCSEs to enable them to reach their target GCSE grades.</p> <p>A personalised timetable may be designed to provide reinforcement in key subjects.</p> <p>Additional GCSE Maths and Literacy lessons provided by Senior school teachers or Learning Support Staff during Independent Study periods for specific pupils.</p>	<p>Review existing procedures and monitor pupil progress on a regular basis. Continue to provide support for pupils with a revised timetable.</p>	<p>Ongoing</p> <p>Ongoing</p>	SENDCO	SLT	SLT
Ensuring that school visits, including overseas trips	Where a school educational visit or residential trip is being planned the teacher in charge identifies any pupils with SEND who will be attending the	Continue to develop customised approaches to	Ongoing	Trip Organiser	Learning Support Department	Trip Organiser

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
<p>and work experience, are accessible to all pupils, irrespective of their attainment or impairment.</p>	<p>visit/trip. Once identified, the teacher in charge will:</p> <ul style="list-style-type: none"> <li>• Make any reasonable adjustments to the planned activities to ensure that the pupil(s) can access them.</li> <li>• Contact any providers or venues and discuss the needs of specific pupils to ensure appropriate access.</li> <li>• Consider the need for additional adults to accompany pupils and ensure that this is budgeted for.</li> <li>• Where appropriate, ensure that a medical care plan has been updated with medical guidance to ensure that the pupil's medical needs are fully met.</li> <li>• Ensure that First Aid trained members of staff will be attending the trip to administer any medications.</li> <li>• Meet and discuss with parents the pupils' additional needs (e.g. for overnight stays).</li> <li>• Ensure that risk assessments incorporate the needs of the pupils attending.</li> </ul>	<p>encourage pupils to participate.</p> <p>To further support pupils who have difficulties with changes to normal routines, staff arranging trips to take photographs on pre-visits or gather photos from the internet of what pupils can expect to see. Staff also to provide pupils with an outline of the activities and order to reduce any potential anxiety.</p>				

Issue Raised	Current Practice	Future Development	Time Line	Person Responsible	Monitoring	Addressed
	<ul style="list-style-type: none"> <li>• Ensure that any transport organised can cater for the needs of the pupils.</li> <li>• Take part in a pre-visit to identify any environmental or physical barriers that may prevent a pupil from fully accessing the trip and find solutions.</li> </ul> <p>Parents encouraged to attend pre journey planning meetings to facilitate pupil participation on residential trips.</p>					

**School delivery of materials in alternative forms**

<b>Issue Raised</b>	Current Practice	Future Development	Timeline	Person Responsible	Monitoring	Addressed

<p><b>To improve the provision to disabled pupils of information which is already in writing for pupils who are not disabled.</b></p> <p>Ensuring that the delivery of the curriculum will be reasonably tailored to meet the needs of the pupils with SEND.</p>	<p>When planning and delivering the curriculum, teachers will use advice given to them by professionals, the SENDCO or learning support department to adjust how they deliver their lessons:</p> <p>Examples may include:</p> <ul style="list-style-type: none"> <li>• Avoiding copying/dictation from the board by printing notes in advance for</li> <li>• pupils to read and highlight.</li> <li>• Simplifying language and questions when considering the needs of a pupil with a language disorder.</li> <li>• Printing resources in a large font for pupils with a sight impairment or visual stress.</li> </ul> <p>Providing teachers with a Provision Map or Support Framework with clear suggestions of how to tailor the curriculum/resources.</p>	<p>SENDCO to continue to meet on a regular basis with teachers with analyse support plans to identify if alternative provisions are best supporting pupils and to identify where changes need to be made.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT</p>
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	<p>Review needs of materials when AEN list is updated.</p> <p>Discussion at staff, departmental and individual meetings as necessary.</p> <p>Liaise with LA re: equipment/services available when necessary.</p>					
<p>Ensuring that staff have ICT facilities to create alternative resources.</p>	<p>All staff have access to computers or alternative devices within the learning support rooms.</p> <p>Preparatory Staff have visual timetables displayed in their classrooms.</p> <p>Widget software accessible to all staff to enable pupils and staff to make resources.</p> <p>Shared printers across the school, one member of staff responsible for ensuring that they are accessible and contain ink.</p>	<p>To address any new IT needs based on the needs of pupils and staff e.g. braille machine.</p>	<p>Ongoing</p>	<p>Bursar</p> <p>SENDCO</p>	<p>SLT</p> <p>SENDCO</p>	<p>SLT</p> <p>SLT</p>

	Additional photocopier in place.					
Ensuring that a pupil's normal way of working is being evidenced and consistently applied.	<p>The school ensures that any pupils who have additional needs are consistently provided with adapted provision. Some examples of provision includes:</p> <ul style="list-style-type: none"> <li>• Working on a laptop</li> <li>• Reading aloud</li> <li>• Using a pen reader</li> <li>• Asking staff to read them unknown words.</li> <li>• Asking staff to read text.</li> <li>• Ensuring that a member of staff is supporting during physical activity.</li> </ul> <p>Pupil's provision maps /support frameworks provide personalised provision.</p>			SENDCO	SENDCO	SLT

**Physical Access and Environment to meet the needs of all pupils and staff**

To improve the physical environment of Babington House School in order to increase the extent to which disabled pupils are able to take advantage of education and associated services offered by the school.

Issue Raised	Current Practice	Future Development	Time line	Person Responsible	Monitoring	Addressed?
Ensuring that there is access for wheelchair users	<p>Access to ground floor of both the main building (via a ramp) and the Prep and Science block via a lift. Wheelchair access to the Nursery and Reception classrooms is available as is access to the Dining hall and the Leek-Bailey Auditorium.</p> <p>The tower extension is accessible using the existing lift.</p> <p>Two MUGAs can be accessed by a sloped entrance from the sloped path as you enter the school, on the right hand side.</p>	To ensure that planning for future buildings includes access for wheelchair users to the playgrounds, the art and design facilities where possible, through the main entrance and into the courtyard via the pedestrian gate.	2022 - 2025	SENDCO	SLT	SLT and Governing Board
Ensuring that there are well signposted	Classrooms are organised to provide consistency and in a methodical way. A	Continue to assess needs as building	Ongoing			

<p>pathways of travel around the school and parking provision</p>	<p>Map of the school is available to support new staff / pupils.</p> <p>New signposts have been erected to direct visitors to all parts of the school and they comply with the health and safety requirements for visually impaired.</p>	<p>programme develops.</p>				
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<p>Ensure adequate emergency and evacuation procedures for SEN pupils and those with disabilities.</p>	<p>All staff and students are aware of the evacuation procedures and a practice takes place each term.</p> <p>All classrooms have fire evacuation information displayed.</p> <p>A Personalised Emergency Evacuation Plan (PEEP) will be written for children and staff who have either a temporary or life- long disability.</p> <p>Regular fire-drills are practiced to ensure safety of all pupils including those with SENDA. that staff and pupils are evacuated safely and quickly.</p> <p>New sounding alarms have been installed for emergency evacuation and for 'lockdown' these have been demonstrated to staff and pupils. Drills are practised.</p>	<p>If within the financial constraints of the school, explore the possibility of installing a visual component for alarms, particularly outside.</p> <p>Identify areas in the school for step free access to the playgrounds for emergency evacuation.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>SLT</p>	<p>SLT and Governing Board</p>
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<p>To ensure that reasonable environmental adjustments for pupils with disabilities or SEN are made.</p>	<p>To reduce noise, (sensory over-stimulation for pupils with ASD or background noise for pupils with Hearing Impairment) most classrooms are carpeted – where appropriate.</p> <p>Provide staff with medical or SEN training where possible with outside agencies/professionals e.g. Teacher of the Deaf training staff members and providing recommendations for specific strategies/resources.</p> <p>To ensure pupils with physical difficulties/disabilities are able to be safe in the school, teachers will plan individual strategies e.g. pupil standing near the teacher when walking down stairs or using the lift with an adult. When considering if the school can meet the needs of a potential pupil who has SEND, the school will always identify any reasonable environmental adjustments that may need to be made.</p>	<p>To identify if recommendations made by medical or specialist professionals are reasonable.</p> <p>To budget for future environmental adjustments.</p>	<p>Ongoing</p>	<p>SENDCO</p>	<p>SENDCO</p>	<p>SLT</p>
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## Mental Health to support the needs of all pupils

To improve the Mental Health provision at Babington House School

To support the mental health needs of pupils with SEMH	<p>Individual support strategies are in place for particular pupils to provide support for:</p> <ul style="list-style-type: none"> <li>• Self-harm</li> <li>• Eating disorders</li> <li>• Anxiety</li> <li>• Depression</li> <li>• Suicidal Ideations</li> <li>• School Refusal</li> <li>• Separation Anxiety</li> <li>• Undiagnosed mental health issues</li> <li>• Panic Attacks</li> <li>• Gender identity related</li> <li>• Sexual identity related</li> <li>• Acute stress – e.g. examinations</li> <li>• Family breakdown or changes</li> <li>• Bereavement</li> <li>• Safeguarding related</li> </ul> <p>This can include referrals to and consultations and liaisons with outside agencies/services e.g. The Maudsley, CAMHS, MASH</p>	<p>To implement Emotional Literacy Support intervention for specific pupils.</p>	November 21	Wellbeing Lead and SENDCO	Wellbeing Lead and SENDCO	SLT
		<p>Continue to provide personalised support where needed for pupils.</p>	Ongoing			
		<p>To train Senior Mental Health Leads in the school</p>	Completed by end of academic year 2023			
		<p>To provide further training to staff in the areas of mental health.</p>	Ongoing			
		<p>To provide workshops or signpost courses for parents.</p>	Ongoing			

	<p>Team, counsellors, psychiatrists, psychologists or referral to the school counsellor.</p> <ul style="list-style-type: none"> <li>• Additional strategies include</li> <li>• lunch time drop-in sessions within the Learning Support Room for specific pupils.</li> <li>• School counsellor</li> <li>• Adjusted or reduced timetables</li> <li>• Individual mentoring.</li> <li>• ‘Safe’ places to attend as an alternative to lessons e.g. LS Room, HoS Office, HoP Office.</li> <li>• ELSA trained member of LST</li> <li>• Referrals to specialist agencies.</li> <li>• Close liaison with parents/families.</li> <li>• Allocated adults within the school setting where appropriate.</li> </ul>					
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	<ul style="list-style-type: none"><li>• Safety plans in place for those with suicidal ideations and self-harm</li><li>• Staff awareness and discussion with appropriate staffing.</li><li>• Implementation of strategies within lessons.</li><li>• Personalised strategies depending upon the needs of the individual.</li><li>• Very flexible/supportive approach from staff members.</li></ul>					
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