



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

Date of Policy	Review Date	Reviewed By	Approved By
September 2025	September 2026	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.

RELATED POLICIES/DOCUMENTS
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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SECTION 1 - COMPLIANCE

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, 2024
- Working Together to Safeguard Children, 2023
- Prevent Duty Guidance: For England and Wales (2023)
- 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 jhawkins@babingtonhouse.com
SEND Assessment Manager	Jane Hawkins
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 (SEND) 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 Policy)

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 usual selective admission assessments in alignment with any professional reports e.g. Educational Psychologist. Recommendations from any professionals involved will be taken into consideration 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 and named school 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:

- the school would be suitable for the child, the age, ability, aptitude or need
- the child or young person's attendance allows for efficient education, or the efficient use of resources.
- whether the school has the resources to meet the child or young person's individual needs

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 team.

Parents may also contact the SENDCO team, 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 referrals 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 4 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 4
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 who need extra help with their learning or behaviour.	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.	Wave 4 is recognised when an EHCP has been issued by the Local Authority. This will be an Education and Health Care Plan that meets the needs of the individual child.

Commented [RS1]: do we need to add in wave 4?

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, and 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 EpiPen 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. through the taster day and interview with the headmaster. If pupils are transferring from another school and a child has known SEND, the SENDCO team will contact the previous school/ setting or other professionals, as necessary, and any diagnostic reports will be requested. Following this a meeting will be set up with parents to discuss and reduce any concerns.
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.

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 EHC 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, members 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 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.

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
SENDSCO	Special Educational Needs and Disabilities Coordinator
SEND	Special Educational Needs and/or Disability
SLT	Senior Leadership Team