



BETHS GRAMMAR SCHOOL

SPECIAL EDUCATIONAL NEEDS (SEND) AND DISABILITIES INFORMATION REPORT

1. The kinds of SEND provided for at Beths Grammar School

1.1 Provision for children with Special Educational Needs and Disabilities (SEND) is a matter for the whole school. We aim to be fully inclusive and consider all current legislation in its support of students with SEND.

1.2 The range of needs facilitated take into account all of the four areas of need as defined in the SEND Code of Practice – Cognition and Learning, Communication and Interaction, Social Emotional and Mental Health, and Sensory and Physical.

Some examples are:

Dyslexia, Dyspraxia, Autistic Spectrum Disorder (formally commonly known as Asperger's Syndrome), Attention Deficit Hyperactivity Disorder (ADHD), Speech Language and Communication, Social and emotional aspects of learning, and students with sensory needs.

1.3 The school have demonstrated their commitment to creating an Inclusive environment by securing the SENDIA (Special Educational Needs and Disabilities Inclusion Award) in June 2025. This involved reviewing feedback from staff, students, parents/carers and other stakeholders, actioning the recommendations made and reviewing the outcomes, as well as demonstrating through extensive evidence how the school are meeting the needs of students with SEND and creating an Inclusive environment.

Provision for students with SEN and Disabilities at Beths Grammar School

2. Evaluating the effectiveness of the provision made for children and young people with SEN

2.1 We are constantly reviewing, evaluating, and altering the support we put in place for the students we support. In order to facilitate progress, the child must be at the centre of the model we adopt.

2.2 Therefore we continually assess the support being offered and its impact via the Learning Support Assistant (LSA) working relationship. This can then be fed back rapidly to the class teacher or to the Individual Educational Needs (IEN) Department where strategies can be put in place or investigations initiated.

2.3 Other opportunities for evaluation that we take include:

- Review of student targets, and their own views of their needs
- EHCP annual reviews
- Examination analysis
- Parents evenings
- Early identification by members of staff
- The schools own internal and external reviews

- Communication with the IEN Department by parents/carers.
- Line management meetings between the SENDCO and Senior Leadership Team (SLT)
- Link governor discussions.
- Work with external agencies

3. Arrangements for assessing and reviewing children and young people's progress towards outcomes

3.1 Advice and actions for staff (including in-class quality first teaching strategies) are recorded in the SEND Register (this is a record of the SEND status and need). Our SENDCO and/or Head of Year/Key Stage make appointments with parents/carers to discuss the involvement of outside agencies if there are concerns about progress.

3.2 The subject teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year 7 up to Year 13. Children who are not making expected progress are picked up through progress meetings with the Head of Year and Head of Key Stage and /or SENDCO.

3.3 Occasionally a child may need more expert support from an outside agency such as the Educational Psychologist, paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

3.4 We communicate regularly with parents/carers. Parents/carers are welcome at any time to make an appointment to meet with either the form/subject tutor, Head of Year or SENDCO and discuss how their child is getting on. We can offer advice and practical ways that can help students at home. Parents/Carers can complete and return a comment after every report to start any discussion if necessary.

3.5 The targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled), with the expectation that the child will achieve the target by the time it is reviewed. If targets are not met they will be broken down into smaller steps or changed to be more manageable and achievable. We invite all parents/carers to Parents Evenings so that direct dialogue can take place. This enables progress and targets for improvement to be discussed. Progress and examination outcomes for students with SEND are monitored and analysed.

3.6 How SEND students are engaged in our inclusive curriculum provision beyond the classroom is also tracked.

4. The approach to teaching children and young people with SEND

4.1 We work on the principle that every teacher is a teacher of every child including those with SEND. Therefore, teaching staff are expected to:

- Devise strategies and identifying appropriate differentiated methods to enable all students to access the curriculum through a Quality First Teaching (QFT) approach.
- Recognise that central to the work of every teacher is the cycle of assessing, planning, teaching, and reviewing that takes account of the wide range of abilities, aptitudes and interests of the students in their classes. This is known as the graduated approach and is part of the SEND Code of Practise.
- Ensure targets are considered in lessons for all SEND students

- Monitor progress of students with SEND
- Be fully aware of the school's procedures for SEND
- Raise individual concerns to appropriate parties and support with the early identification of need process.

5. How adaptations are made to the curriculum and the learning environment of children and young people with SEND

5.1 We seek to include students fully in the curriculum. When a child has been identified with individual educational needs their work will be differentiated by the class teacher to enable them to access the full curriculum more easily.

5.2 LSAs may be allocated to work with students within the classroom or to work with the child in a 1:1 scenario to target more specific needs.

5.3 If appropriate, specialist equipment is given to the student e.g. coloured paper or coloured overlays for reading, use of word processor, visual enhancements.

5.4 If necessary and appropriate, equipment and facilities are secured to enable the child to continue accessing the school in an inclusive way. If a parent/carer feels this may be necessary, they should contact the school to discuss the needs and their potential for implementation.

5.5 All staff have access to the SEND Department staff for advice in regard to the areas of SEND support that they carry out.

5.6 If necessary, and after informed evidential discussion with all involved parties, and finally with the Headteacher's agreement, the school can adapt the subject curriculum to enable the student to achieve progress overall more effectively and in the best interests of the child. This will be done on a case-by-case basis so that the student's SEND needs are taken into account, as all children are individuals.

Premises accessibility

5.7 Most of the school is wheelchair accessible, and ramps are in place for entrance/exits where applicable. However, some classrooms on the top floor of the original building are not accessible to wheelchairs. The Science and MFL building has three floors (with a lift going to the second only). The Millennium Building is single storey making it accessible for disabled children and adults.

5.8 There are two disabled parking bays and numerous visitors' bays near the main entrance.

- There are double doors strategically placed around the building to allow wheelchair access
- Auditory/Visual enhancements are in place in some of the school
- As a school we are happy to discuss individual access requirements.

5.9 Our accessibility plan has been prepared by the Governing Body under Paragraph 3 of Schedule 10 to the Equality Act 2010. It can be found within the policies section of the school website

[Our Policies and Finances - Beths Grammar School](#)

Access arrangements for exam concessions

5.10 Where there is a history of evidence from teaching staff that the candidate has persistent and significant difficulties, support that these difficulties substantially impact upon their teaching and learning, and the students have concessions as their normal way of working, assessment, and application for access arrangements for public examinations are made by the school.

The school must clearly demonstrate the need for extra time and the arrangements must not be suddenly granted to the candidate at the time of his/her examinations.

6. Additional support for learning available to students with SEND

6.1 Depending on the level of need selected SEND students may receive additional support from Learning Support Assistants (LSAs). Their roles and responsibilities are:

- Support students with SEND and the wider school population.
- Plan and deliver individualised programmes or direction where appropriate.
- Monitor progress against EHCP targets using record sheets.
- Contribute to the review progress, either in person or with a written report.
- Work 1:1 or in small groups with students with EHCPs or other identified needs.
- Support students on Educational Visits, as required.
- Jointly plan with teachers, where appropriate.
- Keep detailed and accurate records of support and interventions.
- Attend meetings and training as required.

7. How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND

7.1 As an inclusive school, we are committed to providing equal opportunities for all children/young people. We encourage every student to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class, students are encouraged to contribute to lessons daily
- Through the wider school enrichment activities and extracurricular provision beyond the classroom
- There are school council meetings where issues or viewpoints are discussed
- We have student questionnaires to gather ideas and opinions about teaching and learning and wider school matters

7.2 Activities and school trips are a very important part of every child's learning experience at Beths Grammar School. Risk assessments are carried out and procedures are put in place to enable all children to participate where possible/appropriate.

7.3 If a child has an LSA he/she or an alternative member of staff who has been informed of that student's needs will accompany the student on the trip. However, if there is no LSA and it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.

8. Support for improving emotional and social development

8.1 We offer a wide variety of pastoral support for children who are encountering emotional difficulties. We have a caring understanding team who look after our children and parents/carers. We

have a part-time school counsellor, an assigned external behaviour specialist via London Borough of Bexley and qualified first aid staff.

8.2 Additionally our Personal, Social, Health and Citizenship Education (PSHCE) programme educates students to respect diversity of all kinds.

8.3 The form tutor is the first person to contact with concerns about your child's overall wellbeing. If further support is needed the Head of Year will liaise with the Key Stage Manager and SENDCO who will give advice and support and put a plan of action into place.

SEND children with medical needs

8.4 If a child has a medical need, then they are registered in a medical alert booklet, compiled by the appropriate informed staff in consultation with parents/carers and the designated school nurse. This is shared with all staff who are involved with the child.

8.5 We have fully trained first aiders in all Key Stages and many staff members have a basic knowledge of first aid.

8.6 If a child has a medical condition that requires medication and/or individualised adaptation, a meeting will be held with parents/carers, SENDCO, designated staff members to discuss our Health and Safety Policy and procedures and therefore what might reasonably be required from all parties involved.

Our Supporting Students with Medical Conditions Policy is available on our website:

[Our Policies and Finances - Beths Grammar School](#)

Behaviour

8.7 We have a very positive approach to all types of behaviour with a clear rewards and sanctions policy that is followed by all staff and students.

8.8 If a child has social, emotional and/or behavioural difficulties specialist support may be provided either internally by consultation and agreement with appropriate members of staff and parents or referred to outside agencies. This external support person works with the student, teacher and parents/carers to identify the specific issues, put relevant support in place and set targets.

8.9 As a result of the support we give, external exclusions are extremely rare.

8.10 After any behaviour incident we expect students to reflect on their behaviour. This helps to identify why the incident happened and what the child needs to do differently next time to change and improve their behaviour.

Attendance

8.11 Attendance of every child is monitored daily by the Attendance Officer. Lateness and absence are recorded and reported to appropriate members of staff for deliberation and examination of circumstances, if attendance is low enough to be a cause of concern when compared against progress.

Where a child is struggling with attendance and punctuality we meet with parents/carers to offer advice and strategies to get their children into school on time.

8.12 In the event that a child's poor attendance continues, we refer them to an Educational Welfare Officer.

9. The Special Educational Needs Co-ordinator (SENDCO) is Ms K Blewett, along with the Deputy SENDCO Ms A Amin. To contact them please email admin@beths.bexley.sch.uk for their attention.

10. The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured.

10.1 All staff receive training related to SEND. Our LSA's have had relevant training directly linked to the broad range of children they support. They keep a running record of intervention so that support can be adjusted after analysis if necessary. Specialist expertise is obtained from a variety of agencies, for example:

- Specialists in other schools e.g. teaching schools, special schools.
- Local Authority support services, including:
 - Early Intervention Team (EIT)
 - Advisory teaching services (including Autism Advisory Service)
 - Education Welfare Officers
 - Educational Psychologists
 - Speech and Language or other health professionals, including the school nurse
 - The Child and Adolescent Mental Health Services (CAMHS), Social Care, including the Disabled Children's Service
 - Occupational Therapy
 - SEMH Support Services
 - Hearing Impairment Services
 - Visual Impairment Services
 - New Horizons Federation offering Outreach support and advice, short term and long-term alternative respite placements
- Community Paediatrics.

11. How equipment and facilities to support students with SEN will be secured

11.1 The school has a SEND budget and allocates funding to secure equipment and facilities as required and agreed to make reasonable adjustments for students with SEND as necessary.

12. Arrangements for consulting parents of children with SEND and involving them in their child's education

12.1 We believe it is very important for parents/carers to be involved in all areas of their child's learning and we actively encourage discussions in that regard. We believe, where appropriate, that it is essential to understand your child's views on any difficulties they may experience with their learning. You will be able to share your views and discuss your child's progress at regular meetings with subject teachers and form tutor. If your child has an Education, Health and Care Plan (EHCP) or an SEND Support Plan you and your child will be able to share your views at the annual review or earlier if necessary

12.2 Parents and carers can get involved in the school more generally by joining the Parents Association. They aim to raise funds to enhance the facilities for current and future students. At the same time, it enables parents to socialise through the school events that it organises throughout the year such as quiz nights and comedy evenings.

If interested, please contact the chair of the PA via email: beths.parents.association@gmail.com

12.3 The school calendar indicates the numerous events that are open to parents e.g. music concerts, drama productions, sports day and art exhibition. Parental attendance is always encouraged by the school and appreciated by the teachers and students who participate.

13. Arrangements for consulting young people with SEND and involving them in their education

13.1 We encourage every child to contribute and to express their thoughts and ideas which we value, respect and celebrate. We do this in different ways throughout the school year:

- In class daily children are encouraged to contribute to lessons.
- There are school council meetings where issues or viewpoints are discussed.
- We have student questionnaires to gather ideas and opinions about teaching and learning and wider school matters.
- Following every school report academic SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets are discussed to enable child to evaluate their learning.
- Students with SEND and parents/carers are given an open line of communication with our SENDCO. Students are warmly welcomed to attend the IEN (SEND) department base during their 'free' time to talk to staff or to meet other students and friends.
- For children with an EHCP or SEND Support Plan, their views will be sought before review meetings and they are fully involved in the review process and target setting.

14. Arrangements for handling complaints from parents of children with SEND about the provision made at the school

14.1 We always seek to resolve issues swiftly and sensitively. If there are concerns parents / carers should contact the class teacher or Head of Year in the first instance. If the complaint is not resolved, then you should contact the SENDCO or the Headteacher. Finally, if the complaint is still not resolved you should use the School Complaints Procedure which can be found on the school website:

[Our Policies and Finances - Beths Grammar School](#)

15. How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

15.1 When appropriate we seek advice and support from external agencies regarding strategies to best meet the specific needs of a student. This will only be undertaken after parent/carer permission has been obtained and may include referral to the agencies listed in Section 10 (above).

15.2 In addition, the school involves external agencies as appropriate including health and social services, and community/voluntary organisations for advice on meeting the needs of students with SEND and in further supporting their families.

15.3 For a very small percentage of students, 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 Plan (EHCP) being provided.

15.4 An Educational Psychologist is allocated to the school. He/she normally only works directly with children whose needs are felt to be quite considerable and have not responded well to the interventions previously put in place for them. This involvement is discussed at termly progress meetings with the SENDCO and Early Intervention Team.

15.5 In order to help understand the student's educational needs better, the psychologist will generally meet with the parents/carers and give feedback after the assessment has been completed. They will offer advice to the school and parent/carers on how to best support the child to move their learning forward.

16. Contact details of support services for the parents/carers of students with SEN

16.1 Contact details are as follows:

- The Children and Families Act 2014 (section 30) requires Local Authorities to publish a Local Offer website <https://www.bexleylocaloffer.uk/AboutUs>

It sets out in one place information about provision they expect to be available in Bexley across education, health and social care for children and young people who have special educational needs and disabilities (SEND), including those who do not have Education, Health and Care (EHC) plans.

17. Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood and independent living

17.1 The transition programme in place for students provides several opportunities for students and parents/carers to meet staff at Beths. These opportunities may be further enhanced for students with SEND.

17.2 The annual review in Year 5 for students with an EHCP begins the process where parents/carers are supported to make decisions regarding secondary school choice. In Years 9 and 11 transition reviews are held in preparation for Key Stage 4, further education and adulthood.

17.3 Parents/Carers are encouraged to consider options for the next phase of education and the school involves outside agencies, as appropriate, to ensure information provided is comprehensive but accessible.

17.4 For students transferring from local schools, the SENDCOs of both schools meet to discuss the needs of students with SEND in order to ensure a smooth transition where possible.

17.5 The records of students who leave the school mid-phase are transferred within five school working days of the parents/carers notifying their child has been enrolled at another school.

17.6 We invite the next school/college to the transition annual review for students with an EHCP and SEND Support Plan.

Beyond school age

17.7 We adhere to the guidance in *Careers guidance and inspiration in schools: Statutory guidance for governing bodies, school leaders and school staff* March 2015

([Careers guidance and access for education and training providers - GOV.UK](#)) This places a duty on schools to secure independent careers guidance for all Year 8-13 students. This guidance includes information on the range of education or training options, including apprenticeships and other vocational pathways.

17.8 The website of the National Careers Service offers information and professional advice about education, training and work to people of all ages: <https://nationalcareersservice.direct.gov.uk>, or options are identified in the local offer published by the local authority (<http://www.bexleylocaloffer.uk/>) which sets out details of SEND provision - including the full range of post-16 options – and support available to children and young people with SEN and disabilities to help them prepare for adulthood, including getting a job.

17.9 Where a student has an EHCP, all reviews of that Plan from Year 9 at the latest, and onwards, include a focus on preparing for adulthood, including employment, independent living and participation in society.

18. Local Authority's Local Offer

18.1 The local offer provides information on what services children, young people and their families can expect from a range of local agencies, including education, health and social care. Knowing what is out there gives you more choice and therefore more control over what support is right for your child: <http://www.bexleylocaloffer.uk/>

18.2 We tend to use Horizons provision, a registered Alternative Provision to support students with SEND with severe SEMH or for extremely poor self-regulated behaviour. However, this is extremely rare and on a very short-term basis, as we are keen to ensure that all our students follow the full Beth's curriculum in our school. Before any students are placed in an AP, there are various discussions and consultations about the setup, arrangements in place for the curriculum and expert support available. The AP is regularly visited by the SENDCo/ Deputy SENDCo to evaluate the impact of the curriculum and support in place re the welfare of our students, their attendance and progress.

18.3 To contact the Bexley SEN team: <http://www.bexleylocaloffer.uk/>

19. Additional information and References

19.1 Further information can be found at:

- **The SEND Code of Practice (2015):** 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 students at school with medical conditions (2017):**
<https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3>

- **The Special Educational Needs and Disability Regulations 2014:**

<http://www.legislation.gov.uk/uksi/2014/1530/contents/made>

Glossary (A glossary of terms is included in the appendices of the SEND Code of Practice, p278-286)

Some examples are:

CAMHS: Child and Adolescent Mental Health Service

DDA: Disability Discrimination Act

EAL: English as an Additional Language

EIT: Early Intervention Team

EHCP: Education, Health and Care Plan

LA: Local Authority

PP: Pupil Premium

PPS: Parent Partnership Services

SEND: Special Educational Needs and/or Disability

SENDCO: Special Educational Needs and Disability Coordinator (also written as SENDCO and SENDCO)

SEN Support: Support given to students with SEN from devolved funding

SLT: Senior Leadership Team

Reviewed: Autumn 2025

Next scheduled review date: Autumn 2026