

The Federation of Boldmere Schools

The Federation of Boldmere Schools empowers all children to embrace learning: achieve their personal best: and build their emotional, social and physical wellbeing.

Special Educational Needs and Disabilities Policy (SEND) – December 2023

Intent:

At the Federation of Boldmere Schools, we have approximately 16.9% of children on the SEND Register, which is currently below the national average of 17.3%. This includes our children in Boldmere Inclusion Base. We want all children to achieve all of which they are capable, regardless of SEND classification.

We personalise our curriculum and constantly reflect and adapt our practice to the needs of the individual child. We use the 'Birmingham Assessment Toolkit' modified assessment system giving smaller steps of progress to help us support children in closing gaps. We are reflective and are always seeking to improve our practice. We want every child with SEND to achieve academically but also to be equipped with skills to enable them to go out into the wider community and deal with the next stage of their transition. Social skills, linked to PSHE, are an important part of our SEND provision. We promote inclusion throughout the schools and we want children with SEND to have a love for learning and to be enthused and excited by the learning that they experience at our schools.

Implementation:

The details of the implementation of our SEND provision are all contained within our SEND policy in which we describe how we support children and how we meet all statutory requirements relating to SEND. Every child identified as having SEND is a unique individual with specific needs. Unlike in subject implementation statements, we do not feel it is appropriate to write a generic implementation statement for this area of our work.

Impact:

The impact of our SEND and inclusion policy is that children are given every opportunity to close the gaps in their learning and achieve their own personal best. Children leave our schools well equipped for the next stages of their transition after building their emotional, social and physical wellbeing. We aim to ensure that our children will have a love of learning, alongside a holistic approach to their development, which will stay with them for life.

Boldmere Inclusion Base (BIB)

The children who attend the BIB have an Education, Health and Care Plan (EHC Plan) with Autism Spectrum Condition (ASC) as their primary need. This diagnosis may impact on a number of areas including; communication and interaction, social, emotional and mental health and sensory/physical needs. Thus resulting in possible cognition and learning difficulties.

We want the children in the BIB to:

- Achieve progress from their unique starting points.
- Have equality of access to a positive, enjoyable and successfully adapted curriculum, which is appropriately matched to learning needs.
- Develop communication and social skills to enable them to form enjoyable and effective relationships with their peers and adults.
- Build emotional resilience and self-awareness to develop strategies to manage communication, change and their own emotions.
- Build their understanding of the community and the world around them.
- Promote their own self-worth and confidence and be active members of their school and community.

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An Overview of SEND Changes

Definition of special educational needs and/or disabilities taken from section 20 of the Children and Families Act 2014.

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others of the same age; or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

The government reformed the way in which provision and support is made for children and young people with special educational needs and/or disabilities in England. The new SEND Code of Practice came into force in September 2014.

More details about the reforms and the SEND Code of Practice can be found on the Department for Education's website:

<https://www.gov.uk/education/support-for-special-educational-needs-and-disability-send>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Birmingham that have an Education, Health and Care Plan (for those children with the most complex needs) and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors. You can view the SEND Local Offer using the following link:

<https://www.localofferbirmingham.co.uk/>

Compliance

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

- Equality Act 2010: advice for schools DfE (Updated November 2023)
- SEND Code of Practice 0 – 25 (2014) (Updated April 2020)
- Schools SEND Information Report Regulations (2014) (Updated April 2023)
- Statutory Guidance on Supporting pupils at school with medical conditions (Updated Aug 2017)
- The National Curriculum in England Key Stage 1 and 2 framework document.
- Safeguarding Policy
- Accessibility Plan
- Keeping Children Safe in Education (September 2023)
- Teachers Standards, last updated December 2021.

This policy was created by the SEND teams from The Federation of Boldmere Schools, in liaison with the SLTs, the Governing Body, staff and parents/carers of pupils with SEND in the spirit of current reform.

Aims and objectives

Aim:

We aim to provide every child with access to an inclusive, broad, balanced, ambitious and well-rounded education ensuring that their needs are being met at all times using the resources at our disposal.

Objectives:

- **To work within the guidance provided in the SEND Code of Practice, 2014.**
- **To raise the aspirations and expectations of pupils with SEND**, with a focus on each individual child's outcomes in order for them to achieve their own personal best whilst becoming independent learners.
- **To develop a whole pupil, whole school approach** to the management and provision for SEND.
- **For staff members to identify the needs of pupils with SEND as early as possible.** This is most effectively done by gathering information from parents/carers, education, health and care services and early years settings prior to the child's entry into the school.
- **To monitor the progress of all pupils** to aid the identification of pupils with SEND. Continuous monitoring of those pupils with SEND by their teachers helps to ensure that they are able to reach their full potential, through the effective approach of Quality First/Adaptive Teaching.
- **To make appropriate provision to overcome all barriers to learning** and ensure pupils with SEND have full access to the National Curriculum. This is co-ordinated by the Executive Head Teacher, Head of Schools, Assistant Head Teachers, SENDCO and SLTs. Provision is carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for during their lessons each day. Teachers are supported to deepen their knowledge and understanding of the different areas of need experienced by children with SEND.
- **To work with parents/carers** to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on progress.
- **To work with and in support of outside agencies to raise the profile of SEND and** when the pupils' needs cannot be met by the school alone. Some of these services include Pupil and School Support (PSS), Educational Psychology Service (EPS) Service, Speech and Language Therapy and Forward Thinking Birmingham.
- **To create a school environment where pupils can contribute and develop their own love of learning.** This means encouraging relationships with adults in school so pupils feel safe to

voice opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through schools at age appropriate levels for example, by wider opportunities such as school council, house captains, residential visits, school plays and sports teams. A variety of extra-curricular activities both at lunchtimes, after school and during our thriving before and after school club enable children to contribute to their own learning and continue to build upon essential life-skills to prepare them appropriately for the next stages of their educational journey.

Responsibility for the coordination of SEND provision

The people responsible for overseeing the provision for children with SEND are Carl Glasgow, Executive Head Teacher, Sam Kenny, Head of Infant and Nursery School, and Matt Sadler, Head of Junior School.

The people co-ordinating the day to day provision of education for pupils with SEND are Becky Jones, SENDCO for the Infant and Nursery and Junior School, and Kerry Preece, Manager for Boldmere Inclusion Base (BIB)

We strongly believe that ***'all teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response.'*** DfES, 2001

Arrangements for coordinating SEND provision

The SENDCO will hold details of all SEND records for individual pupils.

All staff can access:

- The Boldmere Federation SEND Policy;
- A copy of the full SEND List;
- Guidance on identification of SEND in the Code of Practice;
- Information on individual pupils' special educational needs, including pupil one page profiles, targets set and copies of the provision map;
- Practical advice, teaching strategies, and information about types of special educational needs and/or disabilities;
- Information available through Birmingham's SEND Local Offer.

In this way, every staff member will have complete and up-to-date information about all pupils with special educational needs and their requirements, which will enable them to provide for the individual needs of all pupils.

This policy is made accessible to all staff and parents/carers in order to aid the effective coordination of the school's SEND provision.

Admission arrangements

Please refer to the information contained in the relevant school prospectus.

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes children with any level of SEND; those with Education, Health and Care Plans, those with SEN Support Provision Plans, and those without.

Specialist SEND provision

We are committed to whole school inclusion. In our school we support children with a range of special educational needs. We will seek specialist SEND provision and training from SEND services, where necessary.

Facilities for pupils with SEND

The school complies with all relevant accessibility requirements; please see the school accessibility plan for more details.

Allocation of resources for pupils with SEND

The Executive Head Teacher, Heads of School, Assistant Head Teachers, SLT and SENDCO meet regularly to agree the allocation of funds and resources, ensuring that the needs of pupils are carefully considered at all times.

Identification of pupils needs

Four Broad areas of need

The Code of Practice (2014) describes four broad categories of need which give an overview of the range of needs that should be planned for.

- **Communication and Interaction**

This category incorporates children with speech, language and communication needs (SLCN) and children with ASD, including Asperger's Syndrome and Autism.

- **Cognition and learning**

This category includes moderate learning difficulties (MLD), severe learning difficulties (SLD), through to profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD) that affect one or more specific aspects of learning also fall in this category.

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

Children may experience behaviours that reflect underlying mental health difficulties such as anxiety or depression. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

- **Sensory and/or physical needs**

Children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

The Code of Practice highlights that it is important to consider what is not SEND, but may impact on progress and attainment:

- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child / Post Looked After Child
- Being a child of Serviceman/woman

The Code of Practice also highlights that persistent disruptive or withdrawn behaviours do not necessarily mean that a child or young person has SEN.

Identification

See definition of Special Educational Needs on page 3.

A graduated approach to SEND Support

Quality First/Adaptive Teaching for all of our pupils incorporates:

1. Highly focused lesson design with clear objectives;
 2. High demands of pupil involvement and engagement with their learning;
 3. High levels of interaction for all pupils;
 4. Appropriate use of teacher questioning, modelling and explaining;
 5. An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups;
 6. An expectation that pupils will accept responsibility for their own learning and work independently;
 7. Regular use of encouragement and authentic praise to engage and motivate pupils.
- Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.

- Once a pupil has been identified as possibly having SEND they will be closely monitored by Support Staff / Class Teacher / Assistant Head Teacher / Head of School in order to gauge their level of learning and possible difficulties.
- The child's class teacher will take steps to provide adapted and ambitious learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- The SENDCO will be consulted, as needed, for support and advice and may wish to observe the pupil in class.
- Through identification and advice it can be determined which level of provision the child will need going forward.
- If a pupil has recently been removed from the SEND register they may also fall into this category as continued monitoring will be necessary.
- Parents/carers will be informed fully of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.
- The child is recorded by the school as being 'monitored' due to concern by parent/carer or teacher but this does not automatically place the child on the school's SEND register. Any concerns will be discussed with parents informally or during parents' evening.
- Pupil Progress Meetings/One Page Profile targets are used to monitor and assess the progress being made by the children. Parents' evenings are used to discuss progress and targets with parents/carers and to share information.

The SLT/SENDCO regularly reviews the quality of teaching and learning; outside agencies may assist with this.

Termly meetings are held to discuss the progress of children with SEND (and those at risk of underachievement) and the provision, alongside any additional intervention, that will be required.

Note: We recognise the importance of curriculum design and sequencing for all children, but particularly those for with SEND. 'An effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make useful connections that are not misapprehensions. This is what Ofsted understands by appropriate sequencing in the curriculum.' (Sean Harford, School inspection update, January 2019)

SEND Support

Where it is determined by the SENDCO / SLT / Class Teacher that a pupil does have a special educational need, parents/carers will be formally advised of this and the child will be added to the SEND list. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process (APDR):

- Assess

- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers. The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCO and parents/carers to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental and pupil involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and make links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses and advising of the implementation of effective support will be provided by the SLT/SENDCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents/carers. The class teacher will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with the SENDCO, parents/carers and the pupil.

Referral for an SEN Support Provision Plan.

The majority of children with special educational needs and disabilities can have their needs met in their local mainstream early years setting or school without the need for an Education, Health and Care plan using the support available through the local offer.

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.

Further information about SSPPs can found via the SEND Local Offer:

https://www.localofferbirmingham.co.uk/send_support_services_menu/send-support-provision-plan-sspp/

Referral for an Education, Health and Care Plan

If a child has severe, complex and lifelong difficulties they may undergo a Statutory Assessment process which can be requested by the school or parent/carer. This will occur where the complexity of need or a lack of clarity around the needs of the child is such that a multi-agency approach to assessment, provision and allocation of resources is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review with parents/carers, teachers and the SENDCO.

The school works closely with a number of external agencies that may provide information for an Education, Health and Care Plan, such as:

- Social Care
- Health care professionals
- Educational Psychology Service (EPS)
- Pupil and School Support (PSS)
- Communication and Autism Team (CAT)
- Speech and Language Therapy (SALT)

Information will be gathered relating to the current provision provided, action that has already been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people (that may be from education, health and social care) about whether or not the child is eligible for an EHC Plan. Parents/carers have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.localofferbirmingham.co.uk/education-health-and-care-plan/what-is-an-ehcp/>

Parents are also able to contact one of the Parent Link Advisors on 0121 303 8461 between 9am and 5pm Monday to Friday or email at Parentlinkservice@birmingham.gov.uk

In addition to this, there is the Birmingham Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) who offer impartial information, advice and support to families of young people with special educational needs or disabilities. They can be contacted on 0121 303 5004 (8:45am to 5pm, Monday to Friday), email sendiass@birmingham.gov.uk, or write to: SENDIASS, PO Box 16270, Birmingham, B2 2HN.

Education, Health and Care Plans [EHC Plan]

Following Statutory Assessment, an EHC Plan will be provided by Birmingham City Council if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents/carers will be involved in developing and producing the plan.

Parents/carers have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

Boldmere Inclusion Base (BIB)

Admission to Boldmere Inclusion Base is facilitated by SENAR. Each child will have an EHC Plan with a primary need of Autism Spectrum Condition (ASC).

The BIB curriculum is based upon the primary needs of the children and will evolve alongside the children and the expansion of the cohort. Learning will be differentiated and personalised, providing opportunities for incidental and over learning. Opportunities to develop social, emotional and behavioural skills will be weaved throughout the curriculum within a nurturing environment that allows children to feel safe and able to express themselves.

The BIB curriculum will support the children to access learning in the mainstream school and has two strands – intervention and integration. The final goal for each child is to be able to access part or all of the curriculum successfully within the mainstream school.

Intervention - We use a range of structured intervention programmes such as Language Link, Talkabout and Lego club. These interventions have been suggested by external agencies, such as the Educational Psychology Service, Communication and Autism Team and Speech and Language Therapists, as effective programmes which will to meet the specific needs of the BIB pupils.

Daily provision adaptations will include visual timetables, now and next boards, task boards, sensory and movement breaks, sensory toys, individual workstations, home school diaries, pre and post tutoring, cooperation games, unstructured time choices and independent life skills.

Integration - Integration timetables will be individual to each child. Each transition into the mainstream school will start with a point of interest for a child, such as Science, Art or PE. From there the child will develop and build relationships with mainstream peers and staff. Once understanding and communication have been established, the BIB pupil can progressively integrate into their mainstream class using and applying strategies and learning that have been developed one to one or in small groups within the BIB. Alongside the integration timetable, meetings take place between the BIB staff, mainstream staff, parents and child.

Access to the curriculum, information and associated services

Pupils with SEND will be given access to the ambitious curriculum through the specialist SEND provision provided by the school as is necessary, as far as possible taking into account the wishes of their parents/carers and the needs of the individual.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCO/school leaders will consult with the child's parents/carers.

Regular training and learning opportunities for staff on the subject of SEND and SEND teaching are provided. Staff members are kept up to date with teaching methods which will aid the progress of all pupils including those with SEND.

In class provision and support are deployed effectively to ensure the curriculum is adapted where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision.

We set appropriate individual targets that motivate pupils to do their best, and celebrate achievements at all levels.

Inclusion of pupils with SEND

The Heads of School and SENDCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The Federation schools have committed teams led by Becky Jones, in the Infant and Nursery School and the Junior School, and Kerry Preece in Boldmere Inclusion Base. They effectively collaborate, and commission the appropriate services from outside/external agencies, to meet the needs of all pupils with SEND.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. An effective curriculum ensures that pupils are taught concepts and skills in an order that enables them to make connections that are not misconceptions.

The school will seek advice, as required, for individual pupils from external support services.

Evaluating the success of provision

In order to make consistent continuous progress in relation to SEND provision the school encourages feedback from staff, parents/carers and pupils throughout the year. This is done in the form of an annual parent/carer and pupil questionnaire, discussion and through progress meetings with parents/carers.

Pupil progress will be monitored on a termly basis in line with the SEND Code of Practice.

SEND provision and interventions are recorded on a school provision map, which is updated when necessary by the class teacher and is monitored by the SENDCO. The interventions are monitored and evaluated regularly. This helps to identify whether provision is effective.

Complaints procedure

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Executive Head Teacher, Head of School or Assistant Head teachers who will be able to advise on formal procedures for complaint.

Bullying

Please see separate Boldmere Federation Anti Bullying Policy.

In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND and have funding available to support this professional development.

The SENDCO attends relevant SEND courses, Family SEND meetings and facilitates/signposts relevant SEND focused external training opportunities for all staff.

Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion.

Sharing knowledge and information with our support services is vital to the effective and successful SEND provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCO who will then inform the child's parents/carers.

Working in partnerships with parents / carers and pupils

The Boldmere Schools believe that a close working relationship with parents/carers is vital in order to ensure:

- Early and accurate identification and assessment of SEND leading to appropriate intervention and provision.
- Continuing social and academic progress of children with SEND.
- Personal and academic targets are set and met effectively.

Parents/carers can find further information by accessing Birmingham City Council's Local Offer:

<https://www.localofferbirmingham.co.uk/>

Boldmere School's SEND Information Report:

<https://www.boldmere.bham.sch.uk/send/policy-and-send-report>

In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs. The SENDCO may also signpost parents/carers of

pupils with SEND to the local authority Parent Partnership service where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs, the parents/carers, and possibly the pupil, will always be consulted with regards to future provision. Parents/carers may be invited to attend meetings with external agencies regarding their child, and will be kept up to date and consulted on any points of action drawn up in regards to the provision for their child. There is a nominated SEND Governor who is responsible for reporting to the Full Governing Body.

We provide additional support for transition when children with SEND move to the next year group, from Infant to Junior School and Junior to Secondary school dependent on the needs of the individual child.

Supporting Children with SEND with Key Stage 1 assessments

Within the current national end of Key Stage 1 assessments, the focus is on the on-going teacher assessment with the SATs papers being used to back-up this professional judgement. The arrangements necessary for the more formal KS2 process are not needed, as KS1 arrangements allow for flexibility, for example, a child completing a task in a different environment to ensure no distractions.

Supporting Children with SEND with Key Stage 2 Exams

A small number of pupils may need additional arrangements so they can access the key stage 2 tests. The Head of School will consider access arrangements before the tests are administered and parents/carers will be notified as necessary. Examples of such arrangements might be: an allocated reader; learning breaks; extra time or a scribe.

Access arrangements will be based primarily on normal classroom practice for pupils with particular needs. They will not provide an unfair advantage; the support given must not change the test questions and the answers must be the pupil's own.

Supporting Children with Medical Conditions

Pupils with medical conditions will be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may also have disabilities, and where this is the case the school will comply with its duties under the Equality Act 2010.

Some children may also have special educational needs (SEND) and may have an Education, Health and Care plan (EHCP) which brings together health and social care needs, as well as their special educational provision.

For further information please see Boldmere Federation Medical Policy.

This policy will be reviewed annually.