

# Blackfen School for Girls



## SEND Policy

Headteacher: Ms C Senior  
Chair of Governors: Mr W Stone

	Date	Name	Signature
Policy Date	November 2025		
Review Date	November 2026		
Review Period	Annually		
Lead Person	Headteacher	Carrie Senior	
Prepared by	Headteacher	Carrie Senior	
Verified by	Headteacher	Carrie Senior	
Approved by	Chair of Governors	William Stone	

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**SENDCO:** Mr Padial-Romero; Mrs Freeman

**SEND Manager:** Mrs S Mackay

**SLT SEND advocate:** Carrie Senior, Headteacher

**Special Interest Governor for SEND:** Mrs Janine Wooster

This SEND Policy should be read alongside the school SEND Information Report/School-Based Local Offer and the Bexley Local Offer.

**The SENDCO(s)** work under the leadership of the Headteacher and the Governing Body. The SEND manager has day-to-day responsibility for the administration of SEND and the co-ordination of provision made to support individual students with SEND, including those who have EHC plans.

Jessica Tempest is the designated teacher for children who are looked after (CLA). Carrie Senior, Headteacher, Ruth Makepeace, Deputy Headteacher and Clare Glen, Student Welfare manager are the Designated Safeguarding Leads. (DSLs).

A child or young person has special educational needs (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child or young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

Special educational provision means educational provision which is additional to, or otherwise different from, the educational provision made generally for children of their age in schools.

A child or young person has a disability under the Equality Act (2010) that is 'a physical or mental impairment which has a long-term (a year or more) 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 can cover long-term health conditions such as asthma, diabetes, epilepsy. Cancer, HIV/AIDS and Multiple Sclerosis are deemed disabilities. Where a disabled child or young person requires special educational provision, they will also be covered by the SEND definition.

The Equality Act 2010 sets out the legal obligations that schools, local authorities, and others have towards disabled children and young people. The Equality Act requires that 'reasonable adjustments' to avoid substantial disadvantage must be taken.

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## The Aims of our Policy for Special Educational Needs and Disability

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At Blackfen School for Girls:

- We value all children equally.
- We welcome children with special educational needs and /or disability as part of our community.
- We seek to ensure that all children have an equal opportunity to engage in the curriculum.
- We are committed to improving outcomes through high aspirations and expectations for children and young people with SEND.
- We recognise that some children need additional support to ensure access to the whole curriculum whilst in mainstream classes and that reasonable adjustments must be made to ensure access to all aspects of school life.
- We ensure that the needs of children and young people are identified and assessed and that appropriate support strategies are provided. If additional specialist advice and support is required, the appropriate external agencies are contacted.
- We recognise the importance of early identification and assessment of children with special educational needs. In particular, parents/carers know their children best and it is important that we listen and understand when parents or carers express concerns about their child's development. Additionally, we will listen to and address any concerns raised by children and young people themselves.
- We recognise the vital role of parents/carers in the identification, assessment and response to their children's special educational needs. We will work in true partnership with parents/carers, valuing their views and contributions and keeping them fully involved in their child's education.
- We believe in the involvement of the child and the importance of taking their views into account. We will make every effort to involve the child in decision-making about their special educational needs provision.
- We are committed to effective collaboration between all agencies working with a child and a multi-disciplinary approach to meeting children's special educational needs. We will actively support the establishment and maintenance of close links with all agencies working with the child.
- Every teacher is a teacher of every child or young person including those with SEND. Every teacher will develop knowledge of inclusive practice and removing barriers to learning.
- Blackfen School commits to supporting all our children to prepare for adulthood, including independent living and employment

## Legislation and Guidance

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This policy has a basis in the Code of Practice and the following legislation:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Public Sector Equality Duty
- The Governance Handbook
- The School Admissions Code

This policy also complies with our funding agreement and articles of association.

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## Key roles for co-ordinating the provision of education for children and young people with Special Educational Needs and Disability

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### The key role of the Governing Body:

The Governing Body, in cooperation with the Headteacher, will determine the school's general policy and approach to provision for children with SEND, establish the appropriate staffing and funding arrangements and maintain a general oversight of the school's work. The Governing Body, with the support of the SEND link governor, will:

- Ensure that the necessary provision is made for any student who has SEND
- Ensure that the SEND Information Report is published on the school website
- Ensure that teachers in the school are aware of the importance of identifying, and providing for, those students who have SEND
- Consult the Local Authority and the governing bodies of other schools, when it seems to be necessary or desirable, in the interests of coordinated special educational provision in the area as a whole, known as the Local Offer
- Ensure that a student with SEND joins in the activities of the school together with students who do not have SEND, so far as is compatible with the child receiving the special educational provision their learning needs call for
- Ensure the efficient education of the students with whom SEND students are educated and the efficient use of resources for all students
- Have regard to the Code of Practice when carrying out its duties toward all students with SEND
- Ensure that parents/carers are notified of a decision by the school that SEND provision is being made for, or withdrawn from, the child
- Ensure that the whole governing body are fully informed about SEND issues, so that they can play a major part in school self-review
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Work with the Headteacher and the SENCOs to determine the strategic development of the SEND policy and provision in the school

### The Key role of the Headteacher:

- The Headteacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The Headteacher will keep the Governing Body fully informed and also work closely with the school's SEND Coordinators
- The Headteacher will work with the governing body and the SENCOs to determine the strategic development of policy and provision in the school
- Promoting an ethos of inclusivity in policy and practice

### The key responsibilities of the SENDCOs include:

- overseeing the day –to-day operation of the school's SEND policy
- co-ordinating provision for children with SEND, including those with Education and Health Care (EHC) plans
- advising staff on the provision of SEND support and classroom strategies
- advising on the deployment of the school's delegated budget and other resources to meet students' needs effectively
- liaising and working closely with parents/carers of students with SEND
- liaising and working closely with student support officers of students with SEND
- liaising and working closely with the school's literacy coordinator to ensure that pupils with low reading ages are appropriately assessed and supported

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- liaising with other schools, educational psychologists, speech and language therapists, health and social care professionals and independent or voluntary bodies
- initiating transition support at KS2-3; KS3-4 and KS4-5 for students with SEND
- being a key point of contact with external agencies for SEND referrals, including the local authority and its support services
- liaising with potential next providers of education to ensure a student and their parents/carers are informed about options and a smooth transition is planned
- working with Leadership Team and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
- ensuring the accurate upkeep of SEND records for all students with SEND
- providing professional guidance and training opportunities to colleagues

The key responsibilities of class teachers include:

- planning and providing high quality teaching that is adapted to meet pupils' needs through a graduated approach
- the progress and development of every pupil in their class
- working closely with teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- work with the SENCO to review pupils' progress and development and decide on any changes to provision
- Ensure they follow the SEND policy and SEN information report
- Communicate regularly with parents

The key responsibilities of parents are:

- to raise concerns with the school regarding any concern about academic or personal development or progress that may indicate a special educational need
- to attend meetings as invited and to ensure the prompt return of paperwork in relation to SEN (for example, for testing). Parents of children on the SEND register will be invited to meetings annually to review the provision that is in place for their child
- to share views in decisions made about the pupil and their provision

The key responsibilities of students (as far as they are able, and with appropriate specialist support) are:

- to explain what their strengths and difficulties are
- to attend review meetings
- to give feedback on how helpful interventions are
- to share their views about learning and progress

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## Identifying Special Educational Needs

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### Transitions between KS2 and KS3

Bexley Local Authority has a well-established transition programme which includes primary SENDCOs completing a RAG form for all Year 6 students; an information day when secondary school SENDCOs can speak with the primary SENDCOs to learn about those students identified at Red or Amber levels of needs in advance of the July transition day for all Year 6 students. The SEND manager will liaise with SENDCOs from feeder schools prior to admission. Visits to the feeder school will be arranged and the SENDCOs will meet new students and key members of staff to gather information to support a smooth transition to secondary school. Wherever possible the SENDCO will attend Year 6 EHCP Annual Reviews for students with a confirmed place for secondary school at Blackfen. The SEN department run an additional transition morning for Year 6 students with EHCPs and those identified as the most vulnerable. The SENDCO will relay information and specific classroom strategies to staff at the start of each new term. For EHCP students, this will be in the form of draft Individual Pupil Profiles.

Children starting Year 7 with an EHCP and those who are at SEND Support are placed on the SEND Register and parents / carers on transition and staff in school informed. All students in year 7 are assessed for Reading and Spelling ages. Small group interventions are in place for those with levels significantly below their chronological age, including Hackney Literacy, a bespoke year 7 programme.

These early collaborative partnerships enable staff at Blackfen to gather a holistic view of the child, plan personalised interventions, recommend appropriate peer groupings and ultimately develop productive relationships with the children and their families during transition.

### Transitions into school at any other time

Where students with identified SEND enter the school either as a Casual Admission or as a student on a Managed Move or Off-Site Direction, key information will be shared with SENDCO and SEND Manager. Where the pupil has an EHCP, an Individual Pupil Profile will be created at the earliest opportunity. Outline information on need will be provided to teaching staff at the earliest opportunity.

### When there has been no prior SEND need identified

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All students on entry (at whatever age) will be assessed using nationally standardised computer-based testing programmes, such as the Access Reading Test. This is used as an initial screener for literacy-based needs. Where students attain a standardised score that is significantly below the national average (SAS of 80 or below), they will be referred to the SENCO for further screening and parents consulted.

Teachers are responsible and accountable for the progress and development of the students in their class, including where students access support from teaching assistants or specialist staff. Staff may identify students for whom their progress is a concern and their feedback or concerns may trigger a referral to the SENCOs.

High quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers have access to the Bexley Quality First Teaching SEND Toolkit. Additional intervention and support cannot compensate for a lack of good quality teaching. Staff appraisal and faculty reviews enable scrutiny of the quality of teaching for all students, including those at risk of underachievement.

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Subject teachers, supported by Faculty Leaders and the Leadership Team make regular assessments of progress for all students. These assist in identifying students making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

The first response to students making less than expected progress will be high quality teaching targeted at the student's areas of weakness. Where progress continues to be less than expected, the subject teacher, working with the SENDCOs, student and their parents/carers will use a graduated approach to gather evidence whilst putting into place interventions designed to secure better progress.

In deciding whether to make special educational provision, the teacher and SENDCO will consider information gathered about the student's current levels of attainment, alongside national data and expected levels of progress. Additionally, early discussions with students and their parents/carers will enable a good understanding of the student's areas of strength and difficulty. This will allow agreement of outcomes to improve progress in learning and help determine the support that is required. Consideration will be given here, to whether support is additional to provision made generally to children of their age.

For higher levels of need, the school will take guidance and advice by making a referral to the Early Intervention Team (EITs) to draw on more specialised assessments and guidance from external agencies and professionals such as the Educational Psychology Service, Child and Adolescent Mental Health Service (CAMHS) and School Health and therapists (including speech and language therapists, occupational therapists and physiotherapists as necessary).

Whatever support is provided, there will be a date for reviewing progress with the student, parent/carer, teacher and SENDCO. The purpose of this early action is to help the student achieve the identified outcomes and remove any barriers to learning. If it is decided that the student does have SEND, arrangements for appropriate special educational support will be made through the school's approach to SEND support.

The SEND Code of Practice (2015) describes four broad categories of need:

**Communication and Interaction:** Children and young people with speech, language and communication needs (SLCN). This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and may also experience difficulties with language, communication and imagination which may impact how they relate to others.

**Cognition and Learning:** Learning difficulties cover a wide range of needs, including Moderate Learning Difficulties (MLD), Severe Learning Difficulties (SLD) where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD) where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment. Specific Learning Difficulties (SpLD) affect one or more specific areas of learning such as dyslexia, dyscalculia and dyspraxia.

**Sensory and/or Physical needs:** Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Children and young people with Vision Impairment (VI), Hearing impairment (HI), Multi-Sensory Impairment (MSI) will require specialist support and/or equipment to access their learning or rehabilitation support. Some children and young people with a Physical Disability (PD) require additional on-going support and equipment to access all the opportunities available to their peers.

**Social, Emotional and Mental Health difficulties:** A wide range of social and emotional difficulties can manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Where a student is identified as having SEND, action will be taken to remove barriers to learning and put effective special educational provision in place. The SEND support will take the form of a four-part cycle (the graduated approach), through which earlier decisions and actions are re-visited, refined and revised with a growing understanding of the student's needs and of what supports the student in making good progress and securing good outcomes.

The graduated approach consists of the following actions:

- 1) **Assess:** The subject teacher, working alongside the SENDCO, should carry out an analysis of the student needs, including:
  - teacher's assessment and experience of the student
  - previous progress and attainment
  - individual development in comparison to peers and national data
  - the views and experiences of parents
  - the student's own views
  - advice from external support services or professionals from social and health services if already involved
- 2) **Plan:** When providing a student with SEND support, the parents/carers will be formally notified. The teacher and SENDCO will agree, in consultation with the parents/carers and student, the adjustments, interventions and support to be put into place, as well as the expected impact on

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progress, development or behaviour, with date for review. All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. Plans will seek parental involvement to reinforce or contribute to progress at home.

- 3) **Do:** The subject teacher will remain responsible for working with the child. Where interventions involve group or one-to-one teaching away from the main subject teacher, they will still retain responsibility for the student. They should work closely with any teaching assistants or specialist support staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The SENDCO will support the subject teacher in further assessment of the child's strengths and weaknesses and advise on the effective implementation of support.
  - 4) **Review:** The effectiveness of the support and interventions and their impact on student progress will be reviewed in line with the agreed date. The impact and quality of the support and interventions will be evaluated along with the views of the student and their parents/carers. The subject teacher, working with the SENDCO, student and parents/carers, will revise the support in light of the student's progress and development or removal from the SEND register. Where a student has an EHC plan, the review process will occur during the annual review meeting with the SENDCO.
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## Blackfen's Provision for children with special educational needs

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- Students receiving SEN provision will be placed on the school's SEND register. These pupils have needs that can be met through the school through the graduated approach. Where the pupils' needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible. The provision for these pupils is funded through the school's notional SEND budget. On the census, these pupils are marked with the code K.
- Additional support is available to provide one-to-one or small group tuition for children and young people with an Education Health Care Plan.
- Children with speech and language needs as identified in their EHCP will receive speech and language therapy supervised by a fully qualified speech and language therapist or directly from speech and language practitioners from the relevant Local Authority.
- Children with an Education, Health Care Plan will receive in-class support from a Teaching Assistant, if this support is detailed in their EHCP.
- Children with EAL, who also have special educational needs, may receive some in-class TA support. This may be from the specialist EAL Teaching Assistant, who will also work with small groups of EAL pupils with similar levels of proficiency in English.
- Students with SEND may have a more personalised curriculum to match their individual needs which may include some teaching in smaller classes (such as the Hackney Literacy programme for year 7 and year 8 English), social skills intervention, word and text level or dyslexia support, or social communication programmes.
- Students with SEND at transition points between Key Stages 3, 4 and 5 will be a particular focus for individual and enhanced independent careers advice and guidance.
- Adapted provision for Sex and Relationships Education will be made for students placed in the Resource Provision or with diagnosed significant communication needs.
- Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child or young person, the child or young person has not made expected progress, the School, Health Care Services, Social Care and the parents/carers or young person (over the age of 16) should consider requesting an Education, Health and Care (EHC) needs assessment. To inform its decision, the local authority will expect to see an evaluated School Based Support Plan that has been in place and requires specific funding.

Blackfen School will support parents who wish to make a request for a needs assessment, either through the school or via the parental request route.

### **The Jigsaw RP (Resource Provision) – Speech and Language specialism**

Blackfen Resource Provision specialism is for students who have a wide range of special educational needs in the context of their Speech, Language and Communication Needs. They will usually be learning at 3 years below their chronological age. All learners can access the national curriculum, even though the teaching may need to be highly differentiated for the individual learner. Class sizes are extremely small and intended to support individuals with significant and/or complex needs, with EHCPs. Students may be taught according to age, or, alternatively, will be grouped according to stage in learning. Some classes may therefore be mixed in age of learners. In individual cases students may follow an alternative Entry Level pathway for English and maths, this would be discussed with parents/carers in the Annual Review. Students who attend our Resource Provision will undertake the range of subjects as described in the national curriculum and almost all will complete at least some GCSE qualifications at the end of year 11.

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## Admissions Process to the Jigsaw Resource Provision (RP)

Children and young people attending a specialist resource provision will have an Education, Health and Care (EHC) Plan issued to support their assessed special educational needs and the placement has been agreed as required and secured by the Local Authority via the SEN Panel Process. For further information, please see the Bexley Local Offer.

## The Phoenix Provision-Academic Support provision

'Phoenix' is a curriculum provision. It is a bespoke learning environment that supports the tailored adjustments made to an individual student's curriculum offer, usually in Key Stage 4. On rare occasions, a student in Key Stage 3 might access the 'Phoenix' provision on a temporary basis during a managed transition into mainstream lessons following long term absence or due to a medical need.

The purpose of 'Phoenix' support is to secure the academic achievement of students who cannot take on the school's formal curriculum offer for reasons that are not necessarily SEND-oriented but beyond their control: for example, unexpected or significant medical needs, psychiatric intervention, a safeguarding or family crisis. The school recognises that its usual adaptation of teaching and learning in lessons will not be sufficient to support the best academic outcomes for these students in their circumstances; therefore, they are offered scheduled and agreed time to work in 'Phoenix'. It is also the case that selected Key Stage 4 students from the Resource Provision may also work in 'Phoenix' for some of their lessons.

The 'Phoenix' classroom is a smaller learning environment compared to other teaching rooms. Students receive academic support from specialist staff whose aim is to assure that every learning journey enables the next stage of education or training to be accessed, commensurate with students' academic targets. 'Phoenix' staff are trained to deliver adapted teaching resources and to offer bespoke guidance to individual students. They cultivate a low-threat, high-expectation learning climate, in which students experience the same clear routines for classroom behaviour and high expectations of academic achievement, as demonstrated in all of the other lessons in school.

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## Supporting students and families

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An Information report about provisions offered for children and young people with SEND can be found on the school's website <http://www.blackfen.bexley.co.uk>

Students and their parents/carers can find additional guidance and support through Bexley's local offer: <http://www.bexleylocaloffer.uk>

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## Accessibility and support for students with medical conditions

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Blackfen School for Girls recognises that students at school with medical conditions should be appropriately supported to ensure they have full access to education, including after school clubs, cultural activities, school trips and physical education. Children and young people with medical conditions will have individual support strategies which will be shared with all staff.

Some children with medical conditions may be disabled and where this is the case, the school will comply with its duties under the Equality Act (2010). Blackfen School for Girls is accessible for disabled students and has qualified first-aiders across the school. Where possible we make laptops available for children with communication difficulties, specific learning difficulties or temporary disabilities. Children and young people with temporary disabilities may, in discussion with the SSO or a member of SLT, access a support room provision in OASIS.

Some students with medical conditions may have an EHC plan which brings together education, health and social care needs. Statutory practice will be followed as outlined in the SEND Code of Practice (2015).

Children and young people with SEND are regarded as full members of our school community and provision is inclusive. Children and young people have full access to the environment, resources, staff and activities.

### Reading age testing and follow up testing

All students are assessed in reading on entry to the school (regardless of point of entry, including sixth form). The Access Reading Test (or an equivalent) is administered. Should a student attain a standardised score of 80 or less, parents are informed and follow up testing administered by an experienced member of the SEND team. These tests, currently the Lucid range of assessments, investigates word recognition, spelling, reading comprehension, typing and writing speed in preparation for application for exam access arrangements. This enables the SENCO to identify appropriate classroom adjustments for support, or identify whether further specialist assessment is required.

### Assessment for dyslexia and dyscalculia

The school purchases access to a dyslexia and dyscalculia screener which can be applied by an experienced member of the Inclusion team. The screener programme can identify if a student is deemed 'at risk' of dyslexia or dyscalculia and areas of difficulty they may have.

Concerns / query regarding dyslexia or dyscalculia are raised by parents / teachers / SSO and shared with the SENDCo via the SEND referral system. The SENDCo gathers information from the teachers and parents and the student completes a dyslexia or dyscalculia screener assessment.

If there are indicators for dyslexia or dyscalculia, then the SEND Manager or SENCo will share suggested strategies with parents / carers and with the student's teachers. If there are no or very few indicators for dyslexia or dyscalculia, then we will discuss with the parent and student how the school can best support the needs of the young person.

Parents / carers may choose to have their child privately assessed and the school will discuss any report/recommendations with the parents. Students with a diagnosis of **visual stress** who are prescribed use of a coloured overlay, we can supply these in school. On the rare occasion that a diagnosis prescribes additionally the use of coloured paper this will be discussed with the parent / carer and we always make our best endeavours to meet this prescription.

### Screening for ADHD, Autism Spectrum Disorders and other neuro-developmental concerns

For specific neurological/neurodevelopmental concerns, the school must seek specialist support. Diagnosis can only formally be made after assessment by relevant NHS clinicians. In such cases, referrals will be made to community paediatrics, usually after consideration by EITs (Early Intervention Team) of the Local Authority.

### Access Arrangements and Assessments

**Exam Access Arrangements KS4/KS5** are formally applied for students in years 10 – 13. All students are formally tested for their reading age and follow up assessments carried out as required. Most of these students should already be on the SEN register and teachers must provide evidence to show need and usual ways of working. The school buys in a qualified assessor who will make an assessment for the exam boards; this process is supported by information from parents, student, teachers and the SENCo. The final decision about exam access arrangements is made by the JCQ (Joint Council for Qualifications) and a letter of the decision is sent home. The most usual of these arrangements include 25% extra time, scribe, reader, prompter, rest breaks, use of a laptop.

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**KS3 assessments** can become part of our evidence trail for JCQ (the Joint Council for Qualifications) that some students might work slower than others, this includes those with dyslexia, SLCN, ASD, ADHD. Subject teachers are asked to follow JCQ guidance and make the following adjustments as required - allow a supervised rest break, or act as a prompter, (or give access to a laptop if this is the normal way of working). Where applicable teachers will note on an assessment where a student has worked at a slower pace than a peer of similar ability and note that they may perform better if they qualify for additional time at KS4. This will help to establish what will be a NWW (normal way of working) at KS4. Where appropriate teachers can also consider a 5%-mark adjustment to acknowledge this. This information is part of our evidence towards a formal application in KS4 for access arrangements if appropriate.

**For students with an EHCP** – teachers and TAs follow the same practice as in lessons (NWW) - adapted papers / TA support / use of Oasis smaller room - rm 85 / additional lesson time to complete the assessment.

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Arrangements made relating to the treatment of concerns and complaints from parents/carers of children with special educational needs concerning the provision.

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In the first instance where parents or carers are concerned about the provision provided for their child, we hope that you will feel able to raise this with the SENCOs, Mr Padial-Romero or Mrs Freeman or with the Deputy Headteacher Mrs Makepeace. For children with an EHCP this may also be done as part of the annual review.

Parents / carers may also choose to raise their concerns with the Headteacher Ms Senior. We at the school will always work with all parties involved to resolve any areas of concern. Parents / carers are always welcome to attend meetings with a friend, family member for independent support.

If concerns cannot be resolved parents/carers should use the school's complaints procedure as set out in the Complaints Policy. Parents and carers may also find the following useful from Bexley LA:

<https://www.gov.uk/complain-about-school/sen-complaints>