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Bledington Primary School

Special Educational Needs and Disabilities Policy

Date of latest Ratification by Board of Governors: 09.07.25	Updated 01.07.25	Signed: COHEADTEACHERS: Jill Kewley & Amanda Ziebeck 
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Safeguarding Statement

At Bledington Primary School we respect and value all children and are committed to providing a caring, friendly and safe environment for all our pupils so they can learn, in a relaxed and secure atmosphere. We believe every pupil should be able to participate in all school activities in an enjoyable and safe environment and be protected from harm. This is the responsibility of every adult employed by, or invited to deliver services at Bledington Primary School. We recognise our responsibility to safeguard all who access school and promote the welfare of all our pupils by protecting them from physical, sexual and emotional abuse, neglect and bullying.

Other policies and documents that should be read in conjunction with this SEND Policy are:

Safeguarding Policy, Behaviour Policy, Confidentiality Policy, EYFS policy, Pupils with Medical Conditions Policy, Equal Opportunities Policy, Anti-bullying & Hate incident Policy and Procedures, Attendance Policy, Intimate care Policy, Care & Control policy and Keeping Children Safe in Education Document
All our policies are available at <http://www.bledington.gloucs.sch.uk/policies/>

CoHeadteachers: Ms Jill Kewley & Mme Ziebeck head@bledington.gloucs.sch.uk

SENDCO: Ms Jill Kewley head@bledington.gloucs.sch.uk

SEND Governor: Mrs Kieri Dainty: kdainty@bledington.gloucs.sch.uk

Designated Safeguarding Lead (DSL): Ms J Kewley; Mme Ziebeck

Deputy DSL: Mrs M Logue, Mrs Sam Bell

School ethos

Our school ethos is underpinned by our motto, "Enjoy, Engage, Challenge" and our set of values which provide a basis to foster a love of learning in all of our children and staff. The caring, nurturing atmosphere within the school is key to ensuring that all of our pupils have the best possible opportunities to grow socially, emotionally, physically and academically within a happy, safe environment. Partnership with our parents is important to us, as is a close relationship with our local community.

Our School Values run on a two-year programme;

Year A *Responsibility, Love, Reliability, Courage, Wisdom, Teamwork*

Year B *Respect, Hope, Honesty, Friendship, Perseverance, Understanding*

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Principles of this Policy

The objective of implementing this policy is to ensure that every teacher, supported by the senior leadership team, the governing body and support staff, is a teacher of every child including those with Special Educational Needs or a Disability. In our whole school approach we will:

- Create an environment and high-quality provision that meets the special educational needs of each child;
- Ensure that the special educational needs of children are identified, assessed and provided for;
- Focus on inclusive practice and removing barriers to learning;
- Work collaboratively with all agencies (education, health and social care) involved with the child;
- Enable all children to have full access to all elements of the school curriculum;
- Ensure that parents and carers participate as fully as possible in decision-making and supporting their child's education;
- Ensure that our children's views, wishes and feelings and those of their families are taken into consideration;
- Have high expectations and aspirations for children and young people with SEND;
- Ensure that our children reach their full potential and successfully prepare them for adulthood, living confident, fulfilling lives.

Definition of Special Educational Needs and Disability (SEND)

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 him or her.

A child at school age has a learning difficulty or disability if he or she:

- has 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 (*p.16 Code of Practice 2014*)

Identifying SEND

The benefits of early identification are widely recognised, wherein need is identified and then effective provision made at the earliest point. This improves long-term outcomes for the child.

Pupils' current skills and levels of attainment are assessed on entry, building on information from previous teachers, settings and key stages where appropriate. Attainment and progress are monitored regularly and vigorously. All pupils have access to a broad and balanced curriculum. We set high expectations for every pupil, whatever their prior attainment. We use appropriate assessment to set targets which are deliberately ambitious. Potential areas of difficulty are identified and addressed at the outset. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. Our school provides a focus on outcomes for our children; this does not always equate to hours of provision or support.

Disabled children and young people

Some children and young people who have SEND may have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer. Children and young people with such conditions do not necessarily have SEND, but there is a significant overlap between disabled children and young people and those with SEND. Where a disabled child or young person requires special educational provision they will also be covered by the SEND definition.

The role of the SENDCO

Our SENDCO has an important role to play with the Senior Leadership Team and governing body, in determining the strategic development of SEND policy and provision in the school.

The key responsibilities of the SENDCO include:

- overseeing the day-to-day operation of the school's SEND policy;
- co-ordinating provision for children with SEND and advising on the graduated approach for SEND support;
- advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- liaising with parents/carers of pupils with SEND and their class teacher;

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- liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies;
- being a key point of contact with external agencies, especially the local authority and its support services;
- liaising with potential next providers of education to ensure a pupil and their parents/carers are informed about options and a smooth transition is planned;
- working with the School 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 that the school keeps the records of all pupils with SEND up to date.

These roles are overseen by the Ms J Kewley.

How are we going to do it?

Identifying and providing for pupils who have special educational needs and/or additional needs

For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop. We are alert to emerging difficulties and will respond early. We listen, value and understand when parents/carers express concerns about their child's development. We also listen to and address any concerns raised by children themselves.

Where there are concerns, we assess to determine whether there are any causal factors such as undiagnosed learning difficulties, difficulties with communication or mental health issues. If it is thought housing, family or other domestic circumstances may be contributing to the presenting concern a multi-agency approach may be appropriate. In all cases, early identification and intervention can significantly reduce the use of more complex intervention at a later stage.

We are alert to other events that can lead to learning difficulties or wider mental health difficulties, such as bullying or bereavement. Such events will not always lead to children having SEND but can have an impact on well-being and sometimes this can be severe. We ensure we make appropriate provision for a child's short-term needs in order to prevent problems escalating.

Slow progress and low attainment do not necessarily mean that a child has SEND and does not automatically lead to a pupil being recorded as having SEND. However, they may be an indicator of a range of learning difficulties or disabilities. Equally, it is not assumed that attainment in line with chronological age means that there is no learning difficulty or disability. We recognise that some learning difficulties and disabilities occur across the range of cognitive ability and, left unaddressed, may lead to frustration, which may manifest itself as disaffection or emotional or behavioural difficulties.

Identifying and assessing SEND for children whose first language is not English (EAL) requires particular care. Difficulties related solely to limitations in English as an additional language are not SEND.

When reviewing and managing special educational provision the **broad areas of need** and support outlined below are taken into account and we review how well-equipped we are to provide support across these areas. These four broad areas give an overview of the range of needs. The purpose of identification is to work out what action we need to take, not to fit a pupil into a category. Children often have needs that cut across all these areas and their needs may change over time. The support provided to an individual is based on a full understanding of their particular strengths and needs and seeks to address them all using well-evidenced interventions targeted at their areas of difficulty and where necessary specialist equipment.

Broad Areas of Need

Communication and interaction: Children with speech, language and communication needs (SLCN) have difficulty in communicating with others. 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. The profile of every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.

Children with on the autistic spectrum, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction, awareness and understanding. They may also

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experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and learning: Support for learning difficulties may be required when children learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs. These include 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 aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties: Children may experience a wide range of social and emotional difficulties which 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, depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children may have a formal diagnosis such as attention deficit disorder (ADD), attention deficit hyperactivity disorder (ADHD) or attachment disorder (AD).

Sensory and/or physical needs: Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many 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 or rehabilitation support. Children with an MSI have a combination of vision and hearing difficulties. Children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

Bullying and SEND

Please visit the website to view our schools Anti -Bullying and Hate-crime policy and our Behaviour Policy

<http://www.bledington.gloucs.sch.uk/policies/>

What is **NOT SEND** but may impact on progress and attainment;

- Disability (the Code of Practice outlines the “reasonable adjustment“ duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Grant
- Being a Looked After Child
- Being a child of a Serviceman/woman
- Behaviour (this is an underlying response to one of the four broad areas of need)

SEND support in our school

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For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers. A child under compulsory school age has special educational needs if he or she is likely to fall within the definition above when they reach compulsory school age or would do so if special educational provision was not made for them (Section 20 Children and Families Act 2014). (p.16 COP).

All children are entitled to an education that enables them to make progress so that they achieve their best, become confident individuals living fulfilling lives, and make a successful transition into adulthood, whether into employment, further or higher education or training.

Our school:

- does its best to ensure that the necessary provision is made for any pupil who has special educational needs - this means doing everything it can to meet children and young people's SEN - determining the policy and establishing the appropriate staffing and funding arrangements;
- makes sure all reasonable adjustments are made to ensure that a pupil with special educational needs joins in the activities of the school together with pupils who do not have SEND;
- designates a teacher (in this case, the Headteacher) to be responsible for co-ordinating SEND provision: the SEND co-ordinator (SENDCO);
- ensures parents/carers and the pupil are informed and involved when the school is making special educational provision for their children;
- makes provision for the admission of disabled children.

Mrs Kieri Dainty from our Governing body has specific oversight of the school's arrangements for SEN and disability. The Governors, Headteachers/SENDCO regularly review how SEND expertise and resources are used to build the quality of whole-school provision as part of our approach to school improvement.

School leaders and teaching staff, including the SENDCO, identify any patterns in the identification of SEND, both within the school and in comparison with National data, and use these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

SEND Support

Our teachers are responsible and accountable for the progress and development of all the pupils in their class, including where pupils access support from teaching assistants or specialist staff. In deciding whether to make special educational provision, the teacher and SENDCO consider all of the information gathered about the pupil's progress from within the school and review this alongside national data and expectations of progress.

This information gathering includes an early discussion with the pupil and their parents/carers. These early discussions are structured in such a way that all involved develop a good understanding of the pupil's areas of strength and difficulty, the parents'/carers concerns, the agreed outcomes sought for the child and the next steps. This helps determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is required.

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A date for reviewing progress is agreed and the parent/carer, pupil and teaching staff are clear about how they will help the pupil reach the expected outcomes. The overriding purpose of this early action is to help the pupil achieve the identified outcomes and remove any barriers to learning. Where it is decided that a pupil does have SEND, the decision is recorded in the school records and the pupil's parents are formally informed that SEND Support is being provided. Our arrangements for supporting children who are Looked After by the Local Authority (LA) and have SEND follow this policy and the LA's policy for Children In Care.

SEND support will take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and what supports the pupil best in making good progress and securing good outcomes. This is known as the **graduated approach "Assess, Plan, Do, Review"**. It draws on more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of children and young people.

Assess: In identifying a child as needing SEN support the class teacher, working with the SENDCO, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's/teaching assistants' assessment and experience of the pupil, their previous progress and attainment, as well as information from the school's core approach to pupil progress, attainment, and behaviour. It should also draw on other teachers' assessments where relevant, the individual's development in comparison to their peers and National data, the views and experience of parents/carers, the pupil's own views and, if relevant, advice from external support services. We will take seriously any concerns raised by a parent/carer. These should be recorded and compared to our school's own assessment and information on how the pupil is developing.

In some cases, outside professionals from Health or Social Services may already be involved with the child. These professionals should liaise with the school to help inform these assessments. Where professionals are not already working with school staff, the SENDCO should contact them with parental consent. If parents do not consent to a referral to other professionals, this could be considered a safeguarding matter and must be recorded on the referral form.

Plan: Where it is decided to provide a pupil with SEND support, the parents/carers **will** be formally notified, although parents/carers will have already been involved in forming the assessment of needs. The teacher and the SENDCO will agree in consultation with the parent/carer and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This will be recorded on a My Plan target and evaluation document.

Parents/carers will be fully aware of the planned support and interventions and, where appropriate, plans will seek parental involvement to reinforce or contribute to progress at home.

Do: The class teacher will remain responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they will still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist 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 teacher in further assessment

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of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review: The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with an agreed date.

The impact and quality of the support and interventions will be evaluated, along with the views of the pupil and their parents. This will feed back into the analysis of the pupil's needs. The class teacher, working with the SENDCO, will revise the support in light of the pupil's progress and development, deciding on any changes to the support and outcomes in consultation with the parent and pupil. Parents/carers will have clear information about the impact of the support and interventions provided, enabling them to be involved in planning next steps.

Where a pupil has an Education Health Care plan, the local authority will review that plan at least every twelve months. Our school will co-operate pro-actively with the Local Authority in the review process and, as part of the EHCP review.

Transition

SEND support includes planning and preparation for the transitions between phases of education. To support transition, the school shares information and plans arrangements for supporting children in moving between phases of education. We engage with local pre-schools and secondary schools to help plan for these transitions and also with Special Schools on occasion.

Involving specialists

Where a pupil continues to make less than expected progress, despite evidence-based support and interventions that are matched to the pupil's area of need, the school will consider involving specialists. We may involve specialists at any point to advise us on early identification of SEND and effective support and interventions. We always involve a specialist where a pupil continues to make little or no progress or where they continue to work at levels substantially below those expected of pupils of a similar age despite evidence-based SEND support delivered by appropriately trained staff. The pupil's parents are involved in any decision to involve specialists. The involvement of specialists and what is discussed or agreed is recorded and shared with the parents/carers and teaching staff supporting the child in the same way as other SEND support. Where assessment indicates that support from specialist services is required, we aim for the children to receive it as quickly as possible. Gloucestershire's Local Offer sets out clearly what support is available from different services and how it may be accessed. Our school works closely with the Local Authority to agree the range of local services and clear arrangements for making appropriate requests.

Such specialist services include, but are not limited to:

- Educational Psychologists;
- Children and Young People Services (CYPS in Gloucestershire, CAMHS in Oxfordshire);
- Specialist teachers or support services, including specialist teachers for children with hearing and vision impairment, including multi-sensory impairment, and for those with a physical disability;(ATS in Gloucestershire, SENSS in Oxfordshire) and/or our Parent Support Advisor
- Therapists (including speech and language therapists, play therapists, occupational therapists and physiotherapists).

The SENDCO and class teacher, together with the specialists, and the pupil's parents/carers will consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions in order to support the child's progress. They will agree the outcomes to be achieved through the support, including a date by which progress will be reviewed.

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Involving parents/carers and pupils in planning and reviewing progress

We provide a written report every year for parents/carers detailing their child's progress throughout the whole school. Where a pupil is receiving SEN Support, we talk to parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them and identify the responsibilities of the parent, the pupil and the school. This information is reflected on the My Plan, which is updated regularly.

We offer meetings to all parents/carers formally at least twice each year, through a mixture of Parents' Evenings and arranged My Plan meetings. The My Plan discussions are led by the class teacher, supported by the SENDCO, where appropriate. It provides an opportunity for the parents/carers to share their opinions and, together with the class teacher, agree their aspirations for the pupil. The views of the pupil are included in these discussions.

A record of the outcomes, action and support agreed through the discussion are kept and shared with all the appropriate school staff. A copy of this is given to the pupil's parents/carers. If it is agreed by the school, parents/carers and any agencies working with the pupil, that the pupil is now working in line with their peers and their learning can be met by high quality first teaching, suitably differentiated and personalised, then the pupil can be removed from SEND support records.

Requesting an Education, Health and Care needs assessment

SEND support is adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite the school having taken relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, the school or parents/carers should consider requesting an Education, Health and Care needs assessment. To inform its decision the local authority will request the evidence of the actions already taken by the school as part of SEND Support.

Supporting pupils at school with medical conditions

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school day and residential visits as well as physical education. 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. Some children may also have special educational needs (SEND) and may have a statement, or Education, Health and Care Plan (EHCP) which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed.

Training and resources

Most of the funding to support children with additional needs, including pupils with SEN and disabilities, is determined by the Local Authority's funding formula. This notional SEND budget is an amount of money delegated as part of the whole school budget to meet the needs of all pupils with SEND, at all but the most exceptional levels of need. It is not linked to individual pupils. We use these funds to meet the needs of pupils with SEND, as outlined in this policy. The Local Authority may need to provide additional top up funding in specific cases.

In order to maintain and develop the quality of teaching and provision to respond to the strengths and needs of all pupils, all staff are encouraged to undertake training and development. On taking up a new post, all teachers and support staff undertake induction. This includes a meeting with the SENDCO to explain the systems and structures in place around the school's SEND provision and practice and to discuss the needs of individual pupils. Staff are regularly informed via Staff notes

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about changes in the SEN register and updated frequently about individual pupils. SEN meetings are held officially three times per year to update My Plan/My Plan Plus targets, but teachers, teaching assistants and the SENDCO regularly discuss and evaluate needs and the progress of any interventions. All staff are encouraged to undertake e-learning courses via me-learning or through GCC. The school's SENDCO regularly attends cluster and network meetings in order to keep up to date with local and national developments in SEND.

Storing and Managing Information GDPR

Use of data and record keeping (*Data Protection Act 2018*)

The provision made for pupils with SEND is recorded accurately and kept up to date. This includes details of additional or different provision made under SEND support. All details are confidential and will only be shared with the relevant practitioners in our school; there may be occasions where we feel it would be beneficial for outside agencies to have access to the records but we will always seek permission from the child's parents/carers first. All information is stored in files in a locked cupboard. Any emails sent between professionals are through a secure service eg EGRESS SWITCH. Teachers laptops are encrypted.

We ensure that we have accurate information to evidence the SEN support that has been provided over the pupil's time in the school, as well as its impact. Our information systems monitor the progress and development of all pupils. As outlined in 'Involving parents and pupils in planning and reviewing progress', the school shares this information with parents/carers. We share tracking data showing the pupil's progress and My Plan outcomes that enables parents/carers to see the support that has been provided.

In addition, our class Provision Maps show all the provision that the school makes which is additional to and different from that which is offered through the school's curriculum. The use of our Provision Maps helps the SENDCO to maintain an overview of the programmes and interventions used with different groups of pupils. They also provide a basis for monitoring the levels of intervention, evaluating their impact on pupil progress and adapting interventions or meeting training needs where required. This ensures the most effective approaches are adopted widely across the school.

Accessibility

Statutory Responsibilities

The Disability Discrimination Act, as amended by the SEN and Disability Act 2001, placed a duty on all schools and Local Authorities to plan to increase over time the accessibility of schools for disabled pupils and to implement their plans.

Schools are required to produce Accessibility Plans for their individual school and LAs are under a duty to prepare accessibility strategies for the maintained schools in their area. We also have Personal Evacuation Plans for any member of our school who has accessibility needs; these can be seen on request by the parents/carers of that child. These are stored in the appropriate classrooms.

Compliments and Complaints

Complaints relating to the provision for pupils with SEND will be dealt with, in the first instance, by the Head Teacher. The SEND Governor and/or the Chair of Governors may be involved if necessary. In the case of an unresolved complaint the LA may be involved. Parents/carers will be informed of the complaints procedure and support will be given, if required, to help them through the process.

All compliments received will be shared with staff and the Governing Body.

Review

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The SEND Governor, the CoHeadteachers/SENDCO will liaise to ensure optimum use of resources, monitor the policy by the examination of children's progress and will review this policy is annually.

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