Bledington Primary School

Special Educational Needs and Disabilities (SEND) Policy 2026-2027

Date of Policy	*Date of ratification by Governing Body*	**Signed:** **COHEADTEACHERS** **Ms J Kewley Mme A Ziebeck**  **COCHAIRS OF GOVERNORS** *K Dainty A Hammerstein*
O8.08.26	***07.10.26***	

Safeguarding Statement

At Bledington Primary School, we respect and value all children and are committed to providing a caring, inclusive, friendly and safe environment in which every pupil can learn and thrive.

We believe that all pupils have the right to participate fully in school life in a safe and supportive environment and to be protected from harm. Safeguarding and promoting the welfare of children is everyone's responsibility. All staff, governors, volunteers and visitors share a responsibility to safeguard and promote the welfare of every child.

The school recognises its duty to protect children from physical, emotional and psychological harm, neglect, exploitation, bullying, discrimination and abuse and complies with current safeguarding legislation and statutory guidance, including *Keeping Children Safe in Education (KCSIE)* – current version.

Related Policies and Documents

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying and Hate Incident Policy
- Equality Information and Objectives
- Accessibility Plan
- Attendance Policy
- Medical Conditions Policy
- Intimate Care Policy
- Confidentiality Policy
- Data Protection Policy
- EYFS Policy
- Care and Control Policy
- Keeping Children Safe in Education (current edition)
- Allergy & Anaphylaxis Policy

Contact Information

Co-Headteachers
Jill Kewley and Amanda Ziebeck

SENCO
Jill Kewley

SEND Governor
Kieri Dainty

Designated Safeguarding Leads (DSLs)
Jill Kewley and Amanda Ziebeck

Deputy DSLs
Mandy Logue, Sam Bell & Rebecca Thomas

School Ethos

Bledington Primary School's ethos is encapsulated within our motto:

"Enjoy, Engage, Challenge"

We are committed to providing an inclusive education in which every child is valued and supported to achieve their full potential academically, socially, emotionally and personally.

We believe that:

- Every child can succeed.
- Diversity is a strength and should be celebrated.
- Pupils with SEND are entitled to high aspirations and ambitious outcomes.
- Inclusion is the responsibility of the whole school community.
- Barriers to learning should be identified and removed wherever possible.
- Children and families should be active partners in decision-making.

We are committed to enabling all pupils, regardless of their additional needs, disabilities, background or circumstances, to participate fully in school life and access a broad, balanced and ambitious curriculum.

Legislative Framework

This policy has been developed in accordance with:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0-25 Years
- SEND Regulations 2014
- Equality Act 2010
- Data Protection Act 2018
- UK General Data Protection Regulation (UK GDPR)
- Keeping Children Safe in Education (current edition)
- Supporting Pupils with Medical Conditions Statutory Guidance

The school has regard for the statutory principles contained within the Children and Families Act 2014 and the SEND Code of Practice.

Definition of SEND

A child or young person has Special Educational Needs and Disabilities (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- Have significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability that prevents or hinders them from making use of educational facilities generally provided for children of the same age in mainstream schools.

Principles and Aims

The school aims to:

- Identify SEND as early as possible.
- Ensure every teacher is responsible for every pupil, including those with SEND.
- Provide high-quality teaching that is differentiated and inclusive.
- Remove barriers to learning and participation.
- Promote positive outcomes and independence.
- Involve parents and carers fully in decision-making.
- Listen to and involve children and young people in decisions affecting them.
- Work collaboratively with education, health and care professionals.
- Support effective transition between phases of education.
- Ensure compliance with statutory duties under SEND and equality legislation.

Best Endeavours Duty

In accordance with Section 66 of the Children and Families Act 2014, Bledington Primary School will use its **best endeavours** to secure the special educational provision required by pupils with SEND.

Teachers remain responsible and accountable for the progress and development of all pupils in their class, including where support is provided by teaching assistants, specialist staff or external professionals.

Identifying SEND

Early identification is essential to ensuring positive outcomes.

The school identifies pupils who may have SEND through:

- Ongoing teacher assessment.
- Progress monitoring.

- Standardised assessment data.
- Professional observations.
- Information from previous settings.
- Parent or carer concerns.
- Pupil voice.
- Health and professional reports.

Slow progress or low attainment alone does not necessarily indicate SEND. Similarly, good attainment does not necessarily mean that SEND is absent.

The school recognises that needs can emerge at any stage of a child's education and remains responsive to changing circumstances.

Broad Areas of Need

The SEND Code of Practice identifies four broad areas of need.

1. Communication and Interaction

This includes pupils with:

- Speech, Language and Communication Needs (SLCN)
- Autism

Autistic pupils may experience differences in:

- Social communication
- Social interaction
- Sensory processing
- Flexibility of thinking

Every autistic pupil is unique and provision will be personalised accordingly.

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2. Cognition and Learning

This includes:

- Moderate Learning Difficulties (MLD)
- Severe Learning Difficulties (SLD)
- Profound and Multiple Learning Difficulties (PMLD)
- Specific Learning Difficulties (SpLD)

Examples include:

- Dyslexia
- Dyscalculia
- Dyspraxia

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3. Social, Emotional and Mental Health (SEMH)

Pupils may experience:

- Anxiety
- Depression
- Emotional dysregulation
- Attachment difficulties
- ADHD
- ADD
- Mental health difficulties affecting learning

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4. Sensory and/or Physical Needs

This includes:

- Hearing impairment
- Vision impairment
- Multi-sensory impairment
- Physical disabilities
- Medical needs affecting access to learning

Factors That May Impact Learning but Are Not SEND

The following may affect attainment or progress but do not automatically constitute SEND:

- Disability alone
- Attendance difficulties
- Health and welfare concerns
- English as an Additional Language (EAL)

- Socio-economic disadvantage
- Pupil Premium eligibility
- Being a looked-after or previously looked-after child
- Being a child with a social worker
- Service family circumstances

Any SEND determination will always be based on a thorough assessment of individual need.

Roles and Responsibilities

Governing Body

The Governing Body will:

- Ensure statutory SEND duties are fulfilled.
- Monitor provision and outcomes.
- Appoint a governor with oversight of SEND.
- Ensure sufficient resources are available.
- Promote inclusive practice throughout the school.

SENCO

The SENCO is responsible for:

- Leading day-to-day SEND provision.
- Maintaining the SEND Register.
- Advising and supporting staff.
- Coordinating assessments and provision.
- Liaising with parents and external agencies.
- Supporting transitions.
- Monitoring outcomes for pupils with SEND.
- Ensuring records remain accurate and up to date.
- Supporting compliance with Equality Act duties.

The SENCO will maintain appropriate professional development and fulfil statutory qualification requirements associated with the role.

Class Teachers

Class teachers are responsible for:

- High-quality inclusive teaching.
- Ongoing assessment.
- Planning and evaluating SEND provision.
- Working with parents and pupils.
- Implementing agreed strategies and interventions.
- Monitoring progress.

Graduated Approach

The school follows the SEND Code of Practice graduated approach:

Assess

The class teacher and SENCO gather information from:

- Assessments
- Observations
- Parent views
- Pupil views
- Professional advice
- Progress data

Plan

Expected outcomes are agreed alongside:

- Provision
- Interventions
- Adjustments
- Review dates

These are recorded within school SEND support documentation.

Do

Teachers implement agreed approaches with support from teaching assistants and specialist professionals where necessary.

Review

Progress is reviewed regularly with:

- Parents/carers
- Pupils
- Staff
- Specialists where appropriate

Provision is amended in response to outcomes achieved.

This cycle remains central to SEND support.

Partnership with Parents and Pupils

The school recognises parents as key partners in their child's education.

Parents will:

- Be involved in decision-making.
- Receive regular updates.
- Attend review meetings.
- Participate in setting outcomes.

The school will have regard to the views, wishes and feelings of children and young people and support them to participate fully in decisions affecting them, in accordance with the Children and Families Act 2014.

Specialist Support

The school may seek support from:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists

- Physiotherapists
- Advisory teaching services
- Hearing and Vision Support Services
- Children and Young People's Mental Health Services, including CAMHS
- Social care professionals
- Local Authority SEND services

Parents will be involved in decisions about specialist involvement wherever possible.

Education, Health and Care Needs Assessments

Where a pupil continues to experience significant difficulties despite targeted support, the school or parents may request an Education, Health and Care (EHC) Needs Assessment.

The school will work collaboratively with the Local Authority, parents and professionals throughout the process.

Transition Arrangements

The school recognises the importance of successful transitions.

Support may include:

- Additional visits
- Transition meetings
- Information sharing
- Personalised transition plans
- Multi-agency planning

Particular attention is given to pupils transferring to secondary education.

Supporting Pupils with Medical Conditions

The school will ensure pupils with medical conditions receive appropriate support to access education fully.

Where a pupil also has SEND, the school will coordinate support through the SEND framework and, where relevant, an Education, Health and Care Plan.

Training and Professional Development

The school is committed to continuous professional development.

Training may include:

- SEND legislation and guidance
- Autism
- Speech, language and communication
- SEMH needs
- Dyslexia and specific learning difficulties
- Safeguarding
- Medical conditions

Staff receive SEND information through induction, ongoing training and regular professional discussions.

Accessibility

Equality Act Duties

The school complies with duties under the Equality Act 2010 and makes reasonable adjustments to ensure disabled pupils are not placed at a substantial disadvantage.

The school maintains an Accessibility Plan which sets out how it will:

- Increase access to the curriculum.
- Improve the physical environment.
- Improve access to information.

Where required, Personal Emergency Evacuation Plans (PEEPs) will be implemented and reviewed regularly.

Information Management and GDPR

The school processes personal information in accordance with:

- Data Protection Act 2018
- UK GDPR
- School Data Protection Policy

SEND records are held securely and accessed only by authorised personnel.

Information shared electronically is transmitted using approved secure communication systems.

Information is retained and disposed of in accordance with statutory requirements and school procedures.

Compliments and Complaints

The school values feedback regarding SEND provision.

Concerns should initially be raised with:

1. Class Teacher
2. SENCO
3. Co-Headteacher

Where concerns remain unresolved, parents may follow the school's formal complaints procedure.

Parents may also seek advice from Gloucestershire SENDIASS and access mediation or SEND Tribunal processes where appropriate.

Monitoring and Review

The Governing Body, Co-Headteachers and SENCO will monitor the implementation and effectiveness of this policy through:

- Pupil outcomes
- Provision reviews
- SEND Register monitoring
- Parent feedback

- Pupil voice
- Governor scrutiny

This policy will be reviewed annually or sooner should legislation, statutory guidance or local circumstances require.

Policy History

Original Policy January 2016	
Reviewed annually. Current Version	August 2026