Balderstone St. Leonard's Church of England Primary School SEND Policy

Our school is a part of a strong and vibrant Christian community with a clear mission to inspire in our children a love of God, a love of each other and a love of learning.
We are a school family where everyone flourishes.

September 2026

Introduction

We at Balderstone St Leonard's Church of England Primary school are committed to meeting the special educational needs of pupils and ensuring that they achieve the best possible education. We hope all children feel loved and love learning.

We believe that every teacher is a teacher of every child and young person, including those with SEND and that good practice for children with Special Educational Needs and Disabilities is good practice for all.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (September 2014) 3.65 and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE (Feb 2013)
- SEND Code of Practice 0 – 25 (September 2014)
- Schools SEN Information Report Regulations (2014)
- Part 3 of the Children and Families Act (2014)
- Statutory Framework for the EYFS (2017)
- Statutory Guidance on Supporting pupils at school with medical conditions (Aug 2017)
- The National Curriculum in England Key stage 1 and 2 framework document (Sept 2013)
- Safeguarding Policy
- Accessibility Policy
- Teachers Standards (2012)
- Keeping Children Safe in Education (2026)

We are aware that the current legislation is being reviewed by the government. Key changes are currently under consultation and parliamentary consideration.

This policy has been created by the school's SENDCO, Mrs Nicola Draycott and is to be used initially for consultation purposes with governors, staff and parents & carers of pupils with special educational needs and disability.

SENCO: Mrs Nicola Draycott SEND Governor: Mrs Louise Dixon

Policy Aims

We value all the children in our school equally and we recognise the entitlement of each child to receive the best possible education.

Within a caring and mutually supportive environment we aim to:

- Build upon the strengths and achievements of the child.
- Create an environment in which all individuals are valued, have respect for one another and grow in self- esteem.
- Give equal access to all aspects of school life through academic, social and practical experiences. This will allow all children to experience success regardless of SEN, disability or any other factor that may affect their attainment. This is in so far as it is reasonably practical and compatible with the child receiving their special educational provision and the effective education of their fellow pupils.
- Ensure that effective channels of communication are sustained so that all persons including parents and carers are aware of the pupil's progress and Special Educational Provision (SEP) made for them.
- Assess children regularly so that those with SEN are identified as early as possible.
- Enable pupils with special educational needs to make the greatest progress possible.
- Work towards developing expertise in using inclusive teaching and learning strategies.

Objectives

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will:

- Identify and provide for pupils who have special educational needs and additional needs.
- Work with the guidance provided in the SEND Code of Practice, 2014
- To operate a "graduated approach" to the management and provision of support for special educational needs
- Provide support and advice for all staff working with special educational needs pupils
- Provide a special educational needs Co-ordinator (SENDCO)

Broad Areas of Need

These four broad areas give an overview of the range of needs that may be planned for.

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical impairment. (SPN)

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We identify the needs of pupils by considering the needs of the whole child, which will include not just the special educational needs of the child or young person.

There are occasions when progress and attainment are affected by factors other than special educational needs. For example:

Having a disability
Attendance and punctuality
Health and welfare
Using English as an Additional Language (EAL)
Being in receipt of Pupil Premium Grant
Being a Looked After Child. Where this is the case, appropriate provision will be made, but this does not automatically necessitate the child receiving Special Educational Provision (SEP).

Values

Through sharing the life-giving message of Jesus Christ, we are committed to delivering exciting and engaging learning opportunities to enable our children to develop a love of learning and achieve their best. We aim to provide an environment for learning where all are loved and valued, by themselves and each other and where all can live out our Christian values, at school, at home and in the community. We aim to help all recognise and appreciate their unique gifts and those of others so that they may let their light shine! We acknowledge that some children will need more support to achieve these aims and we are committed to making our best endeavours to meet the special educational needs and tailor the educational environment to allow this to take place. Our school will endeavour to ensure that all teachers are able to identify and provide for those pupils who have special educational needs and are committed to providing a whole school approach to special educational needs and disability. This policy is written with regard to the Special Educational Needs and Disability Code of Practice (2014) by the school SENDCO, in consultation with the school's SENDCO Governor and Head Teacher. We believe that every teacher is a teacher of every child, including those with SEND.

A Graduated Approach to SEN Support

The school is committed to early identification in order to meet the needs of children with SEND. Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. These observations may be supported by formal assessments such as Baseline Assessment, SATs or the use of PIVATS. Teachers will then consult the SENDCO to consider what else might be done – the child's learning characteristics; the learning environment, the task and the teaching style should always be considered. Progress for children will be achieved by focussing on quality first teaching including; classroom organisation, teaching materials, teaching style and differentiation. If subsequent intervention does not lead to adequate progress, then the teacher will indicate an initial cause for concern and will consult the SENDCO to review the strategies that have been used. This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision (SEP) and the child would be registered as receiving SEND Support. We seek to identify pupils 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
- fails to make progress with wider development or social and emotional needs
- fails to make progress in self-help, social and personal skills

The school will use the graduated approach as advised in the Code of Practice 0-25 Years – 'Assess, Plan, Do, Review'. This process is initiated, facilitated and overseen by the SENDCO, whilst the class teacher is responsible for carrying out the process of assessing, planning, doing and reviewing. Where external

agencies are involved, the SENDCO will be responsible for liaising with those agencies. The SENDCO will also provide advice and guidance throughout the process and may carry out some additional assessment. The SENCO will update all records of provision and impact of that provision. The teacher will maintain the SEN Pupil Provision Overview and keep them updated.

ASSESS - The teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This will include formative assessment, using effective tools and early assessment materials. From this, we identify the child's current attainment, achievements and learning profile. This may involve taking advice from the SENDCO, external specialists and may include the use of diagnostic and other assessments to determine the exact areas of need and strategies recommended. Where external specialists are involved directly with the pupil, parental consent will be sought first. Information may also be gathered using person-centred tools to discover what is important to the pupil and how best we can support them.

PLAN – Pupils and parents will be involved in the planning process as much as possible. Person-centred tools may be employed to facilitate this. Parents and pupils will take away a copy of the plans for the term, which will include the expected outcomes, actions and strategies and provision to be used.

DO- The strategies and interventions agreed in the plan will be implemented and progress monitored using the school's usual assessment systems, plus specific tracking of progress through any interventions. Progress may be measured through assessment scores and/or through qualitative observations.

REVIEW- The progress of the pupil will be reviewed at the end of the specified period of intervention. This review will form the basis of further assessment and planning. Meetings with pupils and parents happen at least termly.

The school's Information Report can be found on the school website.

This indicates the type of provision the school currently offers to pupils with SEN and disability. It is reviewed annually. The level and type of provision decided on for individual pupils is that which is required to meet the planned outcomes. The SENCO records the cost of provision made through provision mapping.

Statutory Assessment of SEND

If the school is unable to meet with all of the agreed provision from its existing resources, finance and staffing expertise; and the outcomes for the child are not improving despite SEND Support, then the school may request a statutory assessment from the Local Authority, which may lead to an Education, Health and Care Plan (EHCP).

The school will provide the evidence about the child's progress over time, documentation in relation to the child's SEN Support and any action taken to deal with their needs, including any resources or special arrangements in place. This information may include:

- the child's individual plans
- records of reviews with pupils and parents, and their outcomes
- Common Assessment Framework (if applicable)
- medical information where relevant
- National Curriculum attainment, and wider learning profile
- educational and other assessments, e.g. Educational Psychologist
- views of the parent and the child
- involvement of outside agencies

If the Local Authority (LA) agrees to a Statutory Assessment, it must assess the education, health and care needs of that child. The LA must request advice and information on the child and the provision that must be put in place to meet those needs from:

- parents/ carers and/ or child
- the school
- an educational psychologist
- health
- social care
- anyone else that parents/ carers request
- a specialist teacher for the visually impaired or hearing impaired, if appropriate

From this information, it must then be decided whether or not to issue an Education, Health and Care Plan (EHCP).

Further information can be found on the LA website www.lancashire.gov.uk/SEND
https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=M2WLSNbeP20

Annual Review of the EHC Plan

All EHC Plans must be reviewed at least annually. The SENCO initiates the process of inviting relevant people to the meeting. This will include pupils, parents and others close to the child who pupils and parents would like to attend. Relevant professionals from within school and outside agencies will also be invited, as will a representative from the LA. The review will be person (child)-centred, looking at:

- progress on actions towards agreed outcomes
- what we appreciate and admire about the child
- what is important to the child now
- what is important to the child in the future
- how best to support the child
- questions to answer/ issues we are struggling with
- action plan

Any amendments to the EHC Plan will be recorded. The SENCO will record the outcomes of this meeting and the Head Teacher will ensure that it is sent to the LA.

Criteria for exiting Special Educational Provision

A child may no longer require Special Educational Provision, where they:

- make progress significantly quicker than that of their peers
- close the attainment gap between them and their peers
- make significant progress with wider development or social and emotional needs, such that they no longer require provision that is additional to or different from their peers
- make progress in self-help, social and personal skills, such that they no longer require provision that is additional to or different from their peers.

This would be determined at the review stage and parents/carers would be informed accordingly.

Supporting pupils and families

Although we are a Lancashire school, an EHC application is made according to the local authority in which the child lives.

Lancashire Local Authority's Local Offer can be found at www.lancashire.gov.uk/SEND.

Blackburn with Darwen Council local offer can be found at

www.bwd-localoffer.org.uk/kb5/blackburn/directory/service.page?id=M2WLSNbeP20

The school is committed to working closely with parents. Parents meet regularly with school staff and SENDCO where any concerns and successes are shared. Parents are made aware of the Information, Advice and Support Services (IAS), formerly Parent Partnership Service, and supported to engage with external agencies.

Parents will be involved at every stage of their child's progress, through liaison with the class teacher and later the SENCO. Parents are encouraged to be involved with target setting for personalised plans through the discussions held on parents' evenings and/or during the review stage of our graduated response. Some home activities may be provided. Parents of children with EHC Plans will also be invited to a yearly review, along with relevant support service personnel connected to the child and the pupil themselves.

Safeguarding

At Balderstone St Leonard's we understand that the additional needs children and young people with SEND have could mean they are more vulnerable to abuse and/or less able to speak out if something isn't right.

Some children may be vulnerable because they:

- have additional communication needs
- they do not understand that what is happening to them is abuse
- need intimate care or are isolated from others
- are dependent on adults for care.

At Balderstone St. Leonard's we are vigilant to the signs of abuse for those with SEND and cue into non-verbal communication, changes in mood and signs of abuse. Any concerns will be reported to the DSL - Mrs Victoria Gow.

If a teacher is concerned about the welfare of a child they should consult the SENDCO and/or Designated Safeguarding Lead. Depending on the special educational needs of the children different agencies may be involved e.g. occupational therapist, speech and language therapist, physiotherapist, psychiatrist, the Traveller Service.

The School's Designated Safeguarding Lead (DSL) is Mrs Nicola Draycott. The Deputy DSL is Mrs Katy Heyworth. The Lead Governor for Safeguarding is Mrs Janet Leaver.

Admissions

Pupils with special educational needs will be admitted to Balderstone St Leonard's in line with the school's admissions policy. The school is aware of the statutory requirements of the Children and Families Act 2014 and will meet the Act's requirements. The school will use their induction meetings to work closely with parents to ascertain whether a child has been identified as having, or possibly having special educational needs. In the case of a pupil joining the school from another school, Balderstone St. Leonard's will seek to ascertain from parents whether the child has special educational needs and will access previous records as quickly as possible. If the school is alerted to the fact that a child may have a difficulty in learning they will make their best endeavours to collect all relevant information and put appropriate provision in place. The Admissions policy is available on the school website.

When a pupil transfers to another school, transfer documents, including full records of their special educational needs, will be sent to the receiving school. On transfer to secondary school the Year 6 teacher and/or SENDCO will meet with the SENDCO of the receiving school to discuss SEND records and the needs of the individual pupils.

Medical Needs

The school recognises that pupils at school with medical conditions should be properly supported so that they have full access to education, including school trips and 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 may also have special educational needs (SEN) and may have an Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND Code of Practice (2014) is followed. The school's policy on medical needs can be found on the school website at https://www.balderstoneschool.co.uk

Monitoring and evaluation of the Policy

This policy will be reviewed annually and updated in the light of new developments. Progress will be monitored and evaluated via the action plan. This will be shared with the SEND Governor.

Training and Resources

Governors will ensure that there is a suitably qualified SENDCO who has the time necessary to undertake the role. Time is identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. Teacher Assistant time is allocated to ensure pupils receive the individual support outlined in the individual plans and teachers are responsible for ensuring this takes place and is monitored.

The Governors ensure that time is allocated to allow for monitoring of provision and pupil progress. Training for teachers and teacher assistants is provided both within school and through other professional development activities. The school uses funding to provide external professional advice and support for individual pupils in line with their EHCPs and in relation to needs.

The governors will ensure that they are kept fully abreast of their statutory responsibilities by attending training and receiving regular updates from the Headteacher.

The SENDCO will keep abreast of current research and thinking on SEN matters.

The SENDCO will be supported to enhance their knowledge, skills and abilities through courses or from the support of other professionals.

The SENDCO will disseminate knowledge or skills gained through staff meetings, whole school INSET or consultation with individual members of staff. External agencies may be invited to take part in INSET.

SEND training is included within INSET days and staff meetings to reflect the needs of the school and individual staff members.

Funding is deployed in the budget to meet the cost of: Specific interventions, teaching assistant time and resources and is shown on the Individual Support Plans (ISPs) alongside the costings. Funding received for an Education Health Care Plan is allocated to ensure appropriate provision for the individual concerned.

Roles and Responsibilities

The Governing Body

The SEND Governor, Mrs Louise Dixon will support the Governors to fulfil their statutory obligations by ensuring:
• the Curriculum Committee receives a report at every curriculum meeting to update progress on SEN issues,
• the SEN policy is reviewed annually,
• the school website explains how the school implements the special educational needs statutory requirements reflecting what the school has in place and actually provides for pupils with special educational needs.

The Headteacher

The Headteacher is the school's 'responsible person' and manages the school's special educational needs work and meeting the medical needs of pupils. The Headteacher will keep the Governing Body informed about the special educational needs provision made by the school. The Headteacher will work closely with the Special Needs Governor and Staff to ensure the effective day-to-day operation of the school's special educational needs policy. The Headteacher and the SENCO will identify areas for development in special educational needs and contribute to the school's improvement plan.

Role of Class Teacher and Support Staff

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Both the teaching staff and the support assistants have an integrated role in curriculum planning and in supporting the child's learning. They are fully involved in the identification, adaptive teaching and assessment of pupils with SEN. They work together with the SENCO to formulate, monitor and review Pupil Provision Overviews and to maintain records that are easily accessible to all staff working with the child.

Storing and managing information

The confidential nature of SEND information is fully recognised by Balderstone St Leonard's Church of England Academy. Electronic files are stored on the school's network and CPOMS. Medical letters are scanned in and stored on CPOMS. Any printed information are stored confidentially and securely. The school's confidentiality/privacy policy can be found on the website: https://www.balderstoneschool.co.uk

Accessibility

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

Complaints

The complaint procedure for special educational needs mirrors the school's other complaints procedures. Should a parent or carer have a concern about the special provision made for their child they should in the first instance discuss this with the class teacher. If the matter is not resolved satisfactorily parents have recourse to the following:

- discuss the problem with the SENDCO/Headteacher
- more serious on-going concerns should be presented in writing to the SEND Governor, who will inform the Chair of the Governors

Parents are informed about Information Advice and Support Services (formerly Parent Partnership) The complaints policy can be found on the school website https://www.balderstoneschool.co.uk

Bullying

Bullying is taken very seriously at Balderstone St Leonard's. To view the school's policy on anti-bullying, see the anti-bullying policy on the school's website at https://www.balderstoneschool.co.uk. Statistically, children with SEND are more likely than their peers to experience bullying. Consequently, staff and governors at Balderstone St. Leonard's endeavour to generate a culture of support and care among pupils.

Policy review

Last review date: September 2026 **Next review date**: September 2027 or sooner in light of governmental changes.

Further information relating to SEND can be found on the school website and in our SEND Information Report.