

# Blakedown CE Primary School

## SEND Policy and Information Report

### 2024-2025



**Date reviewed:** November 2024

**Date of next review:** November 2025

**Responsible member of staff:** Aimee Nash

**Signature:** *F.Griffith* (Chair of Governors)

**Signature:** *N Bedford Bond* (Headteacher)

# Vision and Values

At Blakedown, the roots of our vision are from Psalm 139:14

*'I will praise you because I am fearfully and wonderfully made'*

derived from the fact that we are all unique and made in God's image with individual talents and dreams.

At Blakedown we want our children:

- to be happy in and out of school, to have a deep-rooted sense of **JOY** in their lives and to be content and comfortable with who they are;
  - to recognise their individuality and to use their talents and abilities in **SERVICE** of others;
- to be equipped with a love of learning and the skills and resilience to flourish in the face of life's challenges to **ACHIEVE** and be the best version of themselves.

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### 1. Aims

Our SEND policy aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disability (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEN
- Support children with SEND in accordance to Blakedown's Ethos Statement:

*The family that is Blakedown ensures that all members of the school community feel safe, valued and cared for.*

*We appreciate and value the uniqueness of each individual and nurture these personal and individual gifts.*

*Our special Christian identity is demonstrated in the values we share and in the relationships that all members of the school community have with one another.*

*We are inclusive and welcome others regardless of differences; all individuals are respected, supported and nurtured.*

*We give to others the tolerance, understanding and forgiveness that we would want for ourselves.*

### 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCo's) and the SEN information report

### **3. Definitions**

A pupil has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

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. The broad areas of need include:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Sensory and/or physical needs

### **4. Roles and responsibilities**

#### **4.1 The SENCO**

The SENCo is Mrs Aimee Nash

She will:

- Work with the headteacher (Mrs Beckford-Bond) and SEN governor (Mrs Griffith) to determine the strategic development of the SEN policy and provision in the school
- Have day-to-day responsibility for the operation of this SEN policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEN receive appropriate support and high quality teaching
- Advise on the graduated approach to providing SEN support
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority and its support services
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned

- Work with the headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Ensure the school keeps the records of all pupils with SEN up to date

#### **4.2 The SEN Governor**

The SEN Governor (Mrs Griffith) will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCo to determine the strategic development of the SEN policy and provision in the school

#### **4.3 The headteacher**

The headteacher will:

- Work with the SENCo and SEN governor to determine the strategic development of the SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

#### **4.4 Class teachers**

Each class teacher is responsible for:

- The progress and development of every pupil in their class
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- Working with the SENCo to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

### **5. Monitoring arrangements**

This policy be reviewed by SENCo Mrs Nash **every year**. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

## **6. Links with other policies and documents**

This policy links our:

- Accessibility plan
- Behaviour policy
- Equality information report
- Equality policy
- Inclusion policy
- Complaints Procedure Policy



**Blakedown CE Primary School**  
**Special Education Needs and Disability (SEND)**  
**Information Report**

**How does the school know if children need extra help?**

At Blakedown CE Primary School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential. Identification may include some of the following:

- Children identified through Pupil Progress Meeting with the Class teacher
- A child performing below age expected levels
- Meeting the Special Educational Needs Coordinator (SENCo) with parental concerns
- Concerns raised by teacher or teaching assistant
- Liaison with other agencies e.g. speech and language

**How do I raise concerns if I need to?**

- In the first instance contact your child's class teacher and if you feel that you would like to speak to a senior member of staff, you can arrange an appointment with the SENCo (Aimee Nash) or Headteacher (Helen Beckford-Bond). Appointments can be arranged in person, by phone or by e-mail (via the school office).

**How will the School support my child?**

- Each child on the SEND register will have an Individual Provision Map (IPM), which states what provision we will provide for your child. The IPM is made in collaboration with the class teacher, parents and the child. The class teacher will plan and deliver Quality First Teaching (QFT) which will provide each child full access to the curriculum through adaptive teaching as required.
- Support Staff will be working with your child either individually or as part of a group. The content of this support will be stated in the Individual Provision Map.
- School will follow The Graduated Response in order to support pupils.

This link provides you with a video about The Graduated Response in mainstream settings-<https://youtu.be/abZ49B75ljg>

### **How will I as a parent be involved?**

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- Parents/carers will be involved at all stages of the education planning process. An appointment will be made by the class teacher to meet all parents/carers whose children are being recorded as having additional needs. The SENCo will attend this meeting if the school or the parent thinks this is appropriate.
- The SENCo will meet all parents at the beginning of every year to discuss their child and answer any questions or worries they may have going into a new academic year.
- At termly review meetings with parents the school will try to always make sure that the child's strengths as well as areas for development are discussed. The school may also make suggestions as to how parents can help at home. These will be specific and achievable and that all parents go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Individual Provision Maps may include targets to work towards at home, and parents are always invited to contribute their views to the review process. All Individual Provision Maps and reviews will be copied and sent to parents after meetings.
- Parent Evenings provide regular opportunities to discuss concerns and progress. Parents are also able to make other appointments on request to the class teacher.

### **What support will there be for my child's overall wellbeing?**

- We are an inclusive school that holds a child's emotional and spiritual development as a priority.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class.
- Any additional staff working with vulnerable children requiring support during the day will work under direction of the SENCo or Headteacher.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- If a child has significant behaviour difficulties relevant support will be put in place and targets set with a view to identifying and addressing the behavior issue.
- The school has an attendance policy and this can be viewed on the School Website in the Key Information section. Attendance is recorded for every child and when a child is absent a phone call is made to follow up the absence.



### **How will my child be able to contribute their views?**

- Children who have Individual Provision Maps discuss their progress and targets during half termly meetings with their class teacher.
- If your child has an Education Health and Care Plan (EHCP), their views will be sought before any review meetings. Children will also be invited to attend the meeting to share their views.
- Children are part of committees at Blakedown CE Primary School, where their views are discussed and shared with others.
- Children are asked to reflect on their learning and use Growth Mindset to share how they feel they are working and progressing.

### **How accessible is the school environment? (Also see Accessibility Plan)**

- Accessible toilet facilities are available

### **How will the curriculum be adapted to meet the needs of my child?**

- In order to make progress a child may only require adaptations of the plans for the whole class. The adaptations may involve modifying learning objectives, teaching styles and access strategies, to create a more personalised curriculum. Under these circumstances, a child's needs will be provided for within the whole class planning frameworks and individual target setting.
- Children with SEND will have access to appropriate resources in order to help them to make progress e.g. Clicker 8 to record their ideas.

### **How will we know if this has had impact?**

- The Graduated Response is the term used to describe this process of assessing, planning, doing and reviewing that progress is being made. If progress isn't being made then the help and support will be gradually increased, the school or setting should involve relevant external agencies at this point, for example an Educational Psychologist or Specialist Teacher. Some pupils have more long term and complex needs and they will need several assess, plan, do, review cycles to make progress and may ultimately need an education, health and care needs assessment.

This link provides you with a video about understanding the assess, plan, do and review cycle- <https://youtu.be/hWA07q9INUo>

- Ensuring that the child is making progress academically against national/age expected levels and that the gap is narrowing between them and their peers.
- During Pupil Progress meetings with the headteacher, the class teacher and headteacher will assess progress.
- By reviewing termly their targets with the class teacher.
- Through verbal feedback from the child, the parent and teacher to build a wider picture.

### **What opportunities are there for me to discuss my child's progress?**

- Termly opportunity to discuss their Individual Provision Map with the class teacher and/or SENCo. These are in addition to the two formal parents' evenings.
- An Annual Report to Parents.
- You are welcome to make an appointment to meet with either the class teacher or SENCo at any time throughout the year to discuss how your child is getting on.

### **How does the school know how well my child is doing?**

- As a school we track and analyse the children's progress in learning against the year group curriculum they are working within.
- The class teacher continually assesses each child on a daily basis.
- Pupil Progress Meetings are held each half term between the class teacher and the Head teacher. In this meeting children are identified who are not making expected progress and possible actions are discussed.

### **How will my child be included in activities outside the classroom?**

- All children are included in all essential learning experiences. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It may be appropriate for a parent/carer to accompany a child on an experience, depending upon the individual child's needs e.g. on trips.
- The school will ensure that the hidden curriculum and extracurricular activities are barrier free and do not exclude any pupils.

### **How will the school prepare and support my child when joining the school or transferring to high school?**

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENCo after this meeting. Where necessary the SENCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEN issue the SENCo will request further information if necessary.
- SENCo and Year 6 teacher will meet staff from High School's to aid transition for those children with SEND. Other provision prior to or during transition will be discussed during these meetings.

### **What specialist services and expertise are available or accessed by the school?**

- Our SENCo has the national SENCo accreditation.
- As a school we work closely with  
The Learning Support Team  
The Health Services - GP, School Nurse, OT, Pediatricians, CAMHS, Speech and Language and physiotherapists

Children's Services - Early Help Hub, social works, family support workers  
Educational Psychologists and specialist advisory teachers

### **How are looked after children with SEND supported?**

- Ensuring systems are in place to ensure that the individual needs of the child are identified.
- Being aware of what approaches make the most difference.
- Ensuring social and emotional needs are addressed so learning can take place.
- Ensuring that the pupils have the aspiration, experience, confidence and interpersonal skills to widen career opportunities.

### **How will my child be safeguarded?**

- SEN children are safeguarded in line with statutory guidance, Keeping children safe in education September 2024.
- For any safeguarding concerns contact- Mrs Beckford-Bond (Safeguarding Lead) or Mrs Nash and Miss Low (Deputy Safeguarding Leads)

### **What training has the staff supporting children with SEND had?**

- We try to ensure we have a variety of skills amongst our staff, in order for us to support our children appropriately.
- Support Staff training includes: ASD, Dyslexia, Precision teaching, scaffolding support
- Staff training is planned to support the ongoing needs of the pupils they are working with, and to support staff to identify any additional needs and how they can be supported within the classroom.

### **How does the school manage the administration of medicines?**

- Medication should only be taken to school when essential. It is helpful if, where possible, medication can be prescribed in dose frequencies which enable it to be taken outside school hours. Parents should ask the prescribing doctor or dentist about this. However, the school recognises that sometimes children do need to take medicines in school time e.g. if prescribed to take 4 times a day. If this is the case, there has to be prior written agreement, on the request form (available at the school office), from parents for any medication to be given to a child. This written agreement must also include the dosage.
- Some children require a health care plan to identify the level of support that is needed at school. The plans may identify specific training needed by staff. Staff should not give medication without appropriate training. These health care plans are available for all staff to see in the staff room, in the office, in the kitchen (where necessary) and in the classroom. They state where medication is stored and when it is to be taken. Parent/carers emergency details are on the plan along with a photo of the child.

- There is no legal duty which requires school staff to administer medicine; this is a voluntary role. Staff who provide support for pupils with medical needs or who volunteer to administer medicine will require access to relevant information and training.

### **Who can I contact for information?**

- Please speak to the class teacher first and foremost
- The SENCo (Mrs. Nash) will provide further information, advice and support
- Headteacher (Mrs. Beckford-Bond )
- SEND Governor (Mrs. Griffith)
- Regular communication between school and home will ensure that concerns are promptly acted on. Where this has not happened, however, parents/carers are able to make a complaint by contacting the Headteacher or, if this fails to resolve the issues, the governing body. Our complaints procedures, available from the school office, sets out the steps in making a complaint in more detail
- You may wish to visit our website which includes Worcestershire County Council's Local Offer, outlining services available for children and young people who have SEND. It also includes our SEND Policy (please see links)

### **SEND Local Offer**

<https://www.worcestershire.gov.uk/council-services/schools-education-and-learning/send-local-offer/send-graduated-response>

### **School Website**

<https://www.blakedowncofeprimary.co.uk/page/?title=Special+Educational+Needs+and+Disability+%28SEND%29&pid=319>