



Blackburn The Redeemer Church of England Primary School, Blackburn

SEND Policy

SENCO - Gillian Ross (Awarded National SENCO Award 2013)

SLT Advocate – Mark Power

MISSION STATEMENT:

As part of God's diverse family, we will live out our Redeemer values, nurturing all to become the best they can be.

Together we will help each child learn that through – believing, loving, caring and sharing, everyone will grow in the light of Christ.

Our core values

“Wisdom, Hope, Friendship, Compassion, Forgiveness, Thankfulness, rooted firmly in Agape, Love. “

Compliance

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

- Equality Act 2010: advice for schools DfE (February 2013)
- SEND Code of Practice 0 – 25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting Pupils at School with Medical Conditions (April 2014)
- The National Curriculum in England, Key Stages 1 & 2 (September 2013)
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012
- Keeping Children Safe in Education 2023

This policy was created by the school's SENCO in consultation with the school's SEN Governor and Head Teacher reflecting the SEND Code of Practice 0 –25 (2014) guidance.

Mission Statement

As a school we work together to develop to the full the academic, spiritual, moral, aesthetic and physical potential of each pupil, so that this may prepare them to meet the challenge of their future with the hope, confidence and love of humanity that is fundamental to our Christian tradition.

Through each pupil's experiences of worship, the curriculum and relationships within the school we seek to develop a knowledge of themselves which in turn will lead them to respect and understand others. We actively promote our school rule which is “To respect and show courtesy and kindness to all people at all times”.

We aim to establish and maintain a purposeful, happy school in a pleasant, well ordered

environment where the buildings and surroundings are respected and valued. We both participate in and initiate activities aimed at widening the children's appreciation of the local community. We welcome opportunities to develop and strengthen the links between home, parish, community and school.

Aims

At The Redeemer we value all children equally. We are committed to meeting the special educational needs of pupils and ensuring they make progress. In line with our mission statement we aim to educate all children to their full potential within our Christian family.

Our children will have access to a broad, balanced relevant curriculum which includes the Early Years Foundation Stage, National Curriculum and RE. All children will have the opportunity to participate in the full life of the school. We promote hard work and a feeling of self-worth with all our pupils.

Objectives

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

- ✱ Ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice 2014 (EHCP's)
- ✱ Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- ✱ Ensure the views of children and their families are taken into account and that we have developed good working relationships with parents, carers and the community
- ✱ Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- ✱ Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- ✱ Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- ✱ Ensure that a Special Educational Needs Co-ordinator (SENCO) is provided to support the SEND policy
- ✱ Ensure that the school liaises with partners in education, health and social care to provide effective support when meeting the needs of pupils.

We accept the definition of SEN as outlined in the Education Act 1996 and Children and Families Act 2014 where the term SEN refers to those children who experience difficulty in learning in comparison with their peers. The 2014 Code of Practice says that:

A person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means 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 him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

SEND provision is identified as that which goes **beyond** the differentiated approaches and learning arrangements **normally** provided as part of high quality personalised teaching

At The Redeemer we are also concerned with the emotional, behavioural and physical aspects of our children's education. The primary responsibility for the education of the SEN children rests with the class teacher. The SEND Code of Practice 2014 says that:

Every teacher is responsible and accountable for all pupils in their class wherever or with whoever the pupils are working with.

co-ordinated by the SENCO (Special Educational Needs Coordinator) and the Headteacher.

We accept the definition of a disability as outlined in the Equality Act 2010:

You are disabled if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

Roles and Responsibilities

The Governing Body has identified governors to have oversight of SEN provision in the school and to ensure that the full governing body is kept informed of how the school is meeting statutory requirements. At The Redeemer this role is undertaken by Charlotte Carter and Amy Teague who meet regularly with the Head and the SENCO. The roles of governing body are set out in the Code of Practice.

The SENCO (Gillian Ross) is responsible for managing the school's SEND work and will keep the Governing body informed about the SEND provision made by the school. The SENCO will identify areas for development in SEND and contribute to the school's development plan. The SENCO and Headteacher will co-ordinate provision of children with SEND support, IPRAs, statements and EHC plans.

All teachers expect to have children with SEND in their classes. Teaching and non teaching staff will be involved in the formulation of the SEND policy. All children benefit from "Quality First Teaching": this means the teachers are responsible for assessing, planning and teaching all children at the level which allows them to make progress with their learning. In addition we implement some focused interventions to target particular skills. Differentiating the curriculum for pupils with SEND and will monitor their progress. Staff within the school will work closely with parents and children to ensure that they take into account the child's own views and aspirations and the parents' experience of and hopes for, their child. Parents are invited to be involved during the planning and reviewing of SEND provision for their child.

Admissions

Pupils with SEND will be admitted to The Redeemer CE Primary School in line with the school's admissions' policy. The school is aware of the statutory requirements of the SEND Disability Act 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 SEND at early years action or early years action plus.

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 plan a relevant differentiated curriculum.

Access for Disabled / Facilities

The school has provided some access for disabled pupils and parents and does have two accessible toilets. The needs of the pupil will be taken into account when considering timetabling arrangements in order to ensure full access to the curriculum is available. Future improvements to the school buildings and facilities are detailed in the School Development Plan and Accessibility Plan.

Resource Allocation

The Governors will ensure that the needs of the pupils are met by employing a SENCO to coordinate provision. The SENCO and Headteacher will allocate resources, adult support and finances to pupils depending on their identified areas of need. Ongoing updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has a statement/IPRA/EHC we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The Governors will ensure that support staff are employed to support a range of pupils and also specifically those with IPRA and Statement funding. They also oversee expenditure on outside agencies and actively encourage the use of specialist teachers from the SEND Support Service.

Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases.

The Governors will ensure that money's are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEN issues and undertake training.

Children may be at any point on the 'graduated response' – that is, the usual differentiated curriculum, *these children are identified as requiring SEN support*.

A 'Graduated Response'

At The Redeemer we follow a 'Graduated Approach' to identifying and meeting Special Educational Needs.

The needs of all individuals and groups will be met by:

- Setting suitable learning challenges within a broad and balanced curriculum, for all children.
- Responding to pupils' diverse learning needs.
- Overcoming potential barriers to learning and assessment for individuals and groups of pupils.

The school will use the graduated response as laid out in the SEND Code of Practice 0 – 25 (2014) as follows:

Using teacher's assessments and discussions with parents, the SENCO and class teachers will meet termly to discuss the provision needs of the pupils in their class. Consideration will be given to the academic achievement of each pupil, the progress made and the mental and emotional needs demonstrated by each pupil including the behaviour exhibited in school and reported behaviours from home.

Where these meetings identify children making less than expected progress for their age and individual circumstances, *“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”.*

(SEND Code of Practice 0 – 25, 2014, p95)

Wave One:

The effective inclusion of all children in a high - quality literacy hour and daily mathematics lessons ('quality first teaching').

Wave Two:

Small group intervention, (phonics/guided reading/inference groups, keep-up sessions) for pupils who would benefit from additional support to “keep-up” with their peers as a result of the intervention – that is, who do not have special educational needs related specifically to learning difficulties in literacy or mathematics.

Wave Two interventions are not primarily SEND interventions. Where intervention programmes are delivered without modification within the designated year group, there is no requirement that the children involved should be placed on *SEN support*.

Wave Three:

Specific targeted intervention for pupils identified as requiring SEN support, pupils who do not make adequate progress having had intervention/adjustments and quality first teaching

Pupils at Wave Three may have particular needs related specifically to mathematics or literacy, or needs associated with other barriers to their learning. Provision at Wave Three is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles, and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves One or Two.

Children receiving Wave Three support will always be placed on *SEN support* if an external agency is involved in the assessment, plan, do and review process.

Identification, Assessment, Record-Keeping and Reviews

The SENCO and class teacher will consider **Targeted Support** regardless of whether they are deemed to have SEND.

Where a pupil is identified as having a Special Educational Need or Disability, their needs will be categorised as per the SEND Code of Practice 0 – 25 (2014) into the following four headings:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

These will be used to identify the appropriate action to be taken by the school, rather than to label the child. The needs of the whole child will be used to determine additional provision. We recognise that some pupils' progress and attainment is affected by factors other than a Special Educational Need.

For example:

- their attendance and punctuality
- their health and welfare
- having English as an Additional Language (EAL)
- being in receipt of the Pupil Premium Grant
- being a Looked After Child (LAC)
- being a child of a serviceman/woman

SEN Support

The school use the ASSESS – PLAN – DO – REVIEW model outlined in the SEND Code of Practice 0 – 25 (2014).

Where it is determined that a pupil does have SEND, parents will be formally advised of this and the decision will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

- Assess
- Plan
- Do
- Review

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and those carried out by the SENCO. These assessments could include a diagnostic test such as the PIVATs profile, BPVS, DLS, Yarc (York Assessment of Reading for Comprehension) reading Test, Ravens cognitive abilities test, Sandwell Numeracy Test, GI Dyslexia screening test and a range of specific language assessments etc. The parents', pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing. This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the

interventions being used are developing and evolving as required. Where external support staff are already involved their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher and SENCO to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home, likewise child involvement will be sought where appropriate.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

All forms of intervention begin with an entry assessment and will then be assessed at appropriate regular intervals thus enabling the SENCO to measure the impact of interventions on the progress of children undertaking the intervention.

Various combinations of the following forms of provision are available to meet the child's needs:

- Literacy/Numeracy work for the children to complete in class
- Individual/group work with the Teaching Assistant
- Individual/group work with the Special Needs Teacher/SENCO and or Teaching Assistant
- Differentiation of work/outcome within the classroom

Managing Pupils Needs on the SEND Register

The SENCO will keep an up-to-date list of pupils who are deemed to have SEND including the category of need which best describes the pupils' needs. This will be reviewed termly following the meetings held with class teachers.

All pupils on the SEND register will also be categorised by the level of support received: either **SEN Support** or **EHCP** (Education Health and Care Plan).

Where a pupil has been identified as having complex SEND and requires significant additional provision the school may consider requesting assessment for an Education Health Care Plan (EHCP) to secure additional funding. Parents may make their own request for assessment for an EHCP.

Where the SENCO, class teacher and parents agree, pupils on the SEND register who make accelerated progress and close the attainment gap; and no longer require provision that is additional to and different from that of their peers, will be exited from the SEND register.

Statutory Assessment

Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required. The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

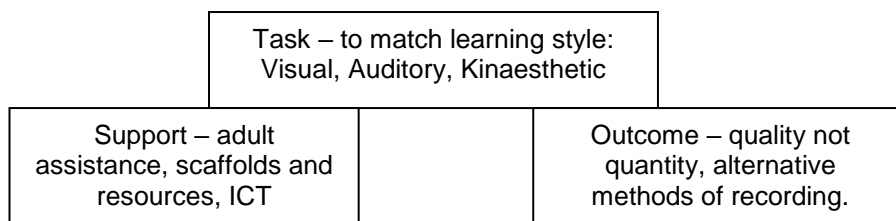
Access to the Curriculum

All children are individuals and have varying needs throughout their time at Blackburn the Redeemer Primary School. All staff recognise that every child has gifts, abilities and weaknesses, which need to be adequately addressed by their class teacher. We believe that “every teacher is a teacher of every child or young person including those with SEN” (Nasen, 2014) and, in line with the SEND Code of Practice 0 – 25 (2014) class teachers are responsible for the learning and progress of all children and ensure all pupils are treated equally. (refer to accessibility plan)

The class teacher ensures the children have access to a broad, balanced and relevant curriculum. They do this through careful curriculum planning and differentiation. All targets are to be shared with adults working with the child in the class and are working targets to be annotated and evidenced. Where appropriate, children may be withdrawn from aspects of the literacy/ numeracy lesson but may be asked to make up the time through carefully planned homework/ extension activities.

Forms of differentiation/teaching may be through:

- ✱ Content
- ✱ Interests
- ✱ Pace
- ✱ Sequence
- ✱ Structure



- * Teacher Time
- * Teaching Style
- * Grouping
- * Learning Style

Organisation – individual, paired,
group work

At The Redeemer we aim to ensure that children with SEND play a full role in all school activities as far as is appropriate e.g. music, homework, clubs, teams, swimming, school assemblies, concerts, visits, extra-curricular activities etc.

The school encourages pupils to support each other in work and play, to build on different strengths and talents and to encourage all children to reach their educational potential.

Monitoring and Evaluation of SEND

We at The Redeemer monitor our SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The Governor with a special interest in special educational needs will meet with the SENCO regularly. The SENCO reports at least annually to the Governors regarding the outcomes of provision for children with special educational needs. The Governors will oversee this process and will report annually to parents. When considering how successful our policy is, we will consider:

- * Movement of pupils on/off the SEND register.
- * The identification and assessment of SEND i.e. early identification – Target Tracker/ Baseline results.
- * Pupil success in the National Curriculum, SATs and achieving targets. Comparative data from annual standardised tests in KS2.
- * Resource allocation.
- * Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- * Effectiveness of documentation.
- * Complaints.
- * Assessment co-ordinator monitoring of progress through highlighted tracking of pupils with SEND and disabilities.
- * SENCO observations of whole class/ group/ individual teaching.
- * The school's self-evaluation policy.
- * Pupil and Parental views.
- * Adviser views – monitoring visits.
- * SEND officer / EPS service.
- * Targets are reviewed throughout the term

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 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 children may also have SEN and may have an IPRA, statement or EHCP which brings together health and social care needs, as well as the special educational provision and the SEND Code of Practice 0 – 25 (2014) is followed.

See Supporting pupils with medical conditions on the website.

Complaints

The complaints procedure for SEND mirrors the school's other complaints procedures, which can be found in the prospectus.

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 concern continues then the SENCO and Headteacher should be brought into the discussion process. If concerns cannot be resolved at this level they should be put in writing to the SEND Governor. Advice for parents can be sought from the LA or from the Parent Partnership Service.

SEND Training

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

The SENCO and Headteacher will keep fully up to date about SEND issues through attendance at training and cluster meetings. In addition the SENCO will develop skills through attendance at specialist training meetings, discussions with outside specialists, reading, the Internet and subscription to professional bodies.

Teaching and non-teaching staff will be kept up to date informally by the Headteacher or SENCO as necessary. If a member of staff particularly wishes to pursue an area of SEND they will approach the SENCO. The SENCO and Headteacher will keep a record of all SEND training delivered and subsequent evaluations.

New staff to school will have an induction meeting with the SENCO to discuss the needs of the children throughout the school, school policy and practice and pupils with specific needs that the staff member may encounter.

External Agencies

The Redeemer CE Primary School works closely with other agencies to focus on the identification and provision for those children who have a special educational need. Liaison takes place with the following agencies:

- * Speech and Language Advisory Teacher
- * School's Psychological Service
- * Educational Welfare Officers
- * Speech Therapists
- * Occupational Therapists

- * Physiotherapists
- * SEND Support Service
- * School Nurse
- * Paediatricians
- * Inclusion Solutions

For those children who have a range of agencies working with them, a CAF (Common Assessment Framework) might be agreed. The CAF's main aim is to ensure all agencies work together according to an agreed plan of action. Thus, the actions and services provided across the agencies impact positively and achieve good outcomes for the child.

Early help

Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);

Keeping Children Safe in Education (2022)

The updated act states how children with SEND are more vulnerable to all types of abuse. The school aims to reduce children's risk and keep all children safe, including children with SEND. Children with special educational needs or disabilities (SEND) or certain medical or physical health conditions can face additional safeguarding challenges both online and offline. Governing bodies and proprietors should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation or bullying (including prejudice-based bullying)than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers
- cognitive understanding – being able to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so

Any reports of abuse involving children with SEND will therefore require close liaison with the designated safeguarding lead (or a deputy) and the SENCO or the named person with oversight for SEND in a college.

Schools and colleges should consider extra pastoral support and attention for these children, along with ensuring any appropriate support for communication is in place

Staff would follow the school safeguarding policy should any safeguarding concerns arise.

Children who require support with their emotional or mental health will have access to a specially trained teaching assistant, Emotional Literacy Support Assistant (ELSA). Our designated ELSA within school is Mrs Mayfield, who especially as we return to school in these

unprecedented times will be monitoring and supporting children as and when emotional needs arise. Class teachers will also support children who appear to be struggling with their mental health and refer them to the SENCO or designated Safeguarding leaders. This will aim to ultimately reduce the vulnerability of all children, including SEND pupils and ensure pastoral support is given where required.

Parent Partnership

Parents are viewed as partners in their child's education and are kept fully informed about this. They will be informed of any changes in their child's progress, behaviour or educational provision within the school. The school operates an open-school policy where parents are encouraged to request the opportunity for informal discussion or an organised meeting at a convenient time. They have the right to access the records relating to their own child and any school documentation they may feel appropriate.

The school will seek to engage the services of a translator if necessary or where requested by parents, to ensure partnership in developing strategies to help an individual student.

We hold Parents Evenings twice a year and periodically an informal report is sent out to parents to inform them of progress made and the next target steps forward. This report will also include information of 1:1 SEND baseline assessment results and how they compare to previous years. The parents of statemented children are invited to the Annual Review meeting. Parents can find information about how the Local Authority seek to support families via the school website or [via the Blackburn with Darwen Local Offer](#). Parents may also wish to read the school's SEN Information Report which is reviewed annually and is on the school website. This document will inform parents about the types of provision in place and the progress that children make in our school.

Links

We have close links with a number of Nursery's. An induction programme for the new Reception children coming to The Redeemer operates in order to establish a welcoming environment. Internal transition programmes are bespoke to the specific children in each key stage. All the secondary schools in the area have close links with us.

We also run Transition Meetings and participate in LA run programmes. Local High Schools hold taster days for Year 6 children and transition work starts during the Summer Term.

The Redeemer CE School works closely, when necessary with other agencies, such as Child Health Services, Social Services, Educational Welfare Services and voluntary organisations who work on behalf of children with special educational needs.