SEND policy and information report

Bligh Primary School

Approved by:	Wendy Collins	**Date:** 1st September 2025
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1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

At Bligh Primary School we ensure that provision for SEND children goes beyond the differentiated approaches and learning arrangements that are normally provided as part of quality first teaching. This may take the form of additional support or involvement of specialist staff or support services.

Our school has a Special Educational Disability Needs Coordinator (SENDCO), who alongside the Senior Leadership Team, is responsible for the management of provision for identified pupils with SEND. The SENDCO supports teachers and other staff to enable them to provide appropriate assessment and focused provision for children in their class with SEND.

All of our teachers are teachers of SEND pupils and as such, we strive to provide high quality first teaching which takes account of the individual needs of pupils.

The curriculum at Bligh is designed to provide a broad and balanced education that meets the needs of all children. It provides opportunities for children to develop as independent, confident and successful learners, with high aspirations, who know how to make a positive contribution to their community and the wider society. The curriculum ensures that academic success, creativity and problem solving, reliability, responsibility and resilience, as well as physical development, well-being and mental health are key elements that support the development of the whole child and promote a positive attitude to learning.

Bligh inclusion team comprises of:

- Inclusion Manager/SENDCO
- SENDCO Assistant
- Child Therapist
- Safeguarding Manager
- Learning Mentor
- Speech and Language TA

- ELSA

We work closely together and alongside outside agencies, parents, staff, children and the Maritime Trust SEND team to realise the best possible outcomes for our children.

Medway Council's Local Offer can be accessed here:

https://www.medway.gov.uk/localoffer

It provides information about services and support available within Medway.

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The Role of SENDCO is held by Wendy Collins, who is a member of the Senior Leadership Team.

Name: Wendy Collins

Contact: 01634 336220

SEND Assistant and Healthcare Lead

Name: Gemma Coulter

Contact: 01634 336220

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 Co-ordinators (SENCOs) and the SEN information report

This policy also complies with our funding agreement and articles of association.

3. Definitions

A pupil has SEND 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 difficulty or disability may relate to:

- Communication and interaction
- Cognition and learning
- Behavioural emotional and social development
- Sensory or physical conditions.

All types of special educational need are provided for as long as the education of pupils with

SEND is not incompatible with the efficient education of other learners in the school community.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Wendy Collins w.collins@bligh-maritme.org 01634 336220

They will:

- Work with the Headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have EHC plans
- Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEND 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 SEND up to date

4.2 The SEN governor

The SEN Governor will:

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

4.3 The Headteacher

The Headteacher will:

- Work with the SENDCO and SEN governor to determine the strategic development of the SEND 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 SENDCO to review each pupil's progress and development and decide on any changes to provision
- Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

Information for identification and assessment is gathered from a range of sources including:

- Formal and informal observations
- Concerns from teachers
- Concerns from parents
- Ongoing assessment of skills and attainment
- Open dialogue between SENDCO and teachers
- Discussions with parents
- Regular learning walks and observations across the school day including playtimes and lunchtimes.
- Information sharing (with parental consent) between outside agencies
- Pupil progress meetings
- Usually a triangulation of these is used to accurately identify pupils with SEND and assess their needs.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty

- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions will be added to the pupil's record. We will formally notify parents when it is decided that a pupil will receive SEND support.

Parents are involved in discussions and planning for their children in the following ways:

- Parents are invited to termly teacher and parent meetings,
- Parental consent and parent views are always sought for any referrals.
- Parents are invited into school to meet with members of the inclusion team or have telephone consultations if preferred.
- For children with SEND parents are encouraged to sign and contribute to the school-based plans, of any assess plan do review cycle.
- Parental views are sought and incorporated into annual reviews for pupils with EHC Plans.
- Parents of children undergoing statutory assessment for an EHC Plan are encouraged to work in partnership with school to develop a holistic profile.

At Bligh we like to maintain regular contact with parents about the things that happen in

School. We do this in a variety of ways including;

- School Newsletters
- School website
- Communication books
- Parent workshops
- Open afternoons/days/weeks
- Assemblies and special events
- Parents evenings

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach, including quality first teaching and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment and behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

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. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to.

New entrants:

For children with SEND we encourage the family to visit with their child to assist with the acclimatisation of the new surroundings.

Transition meetings are routinely held for pupils with complex needs.

For children joining the school, moving between phases or moving onto secondary school:

- If transition between year groups is potentially going to be difficult, an age appropriate Social story or information sheet is written.
- Transition times to meet new teachers and spend time in new classrooms are arranged for the whole school. Where additional time is required for individuals these are provided.
- In addition to transition meetings between teachers, individual school-based plans are written and updated regularly to support the transition process by ensuring receiving teachers have a holistic picture of children with additional needs.
- When children are preparing to leave us for a new school, typically to go to secondary education, we arrange additional visits.
- Some of the secondary schools run a programme specifically tailored to aid transition for the more vulnerable pupils which we encourage children and parents to attend.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- We plan transition activities carefully for pupils with ASD including closely liaising and jointly working with ASD outreach.
- Our SENDCO/Safeguarding manager liaises with secondary schools to pass on notes, files and information.
- Transition annual reviews are held at the end of year 5 for those pupils who have EHC plans to which a member of the Medway SEND team is invited.

5.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching is our first step in responding to pupils who have SEND. This will be adapted for individual pupils.

To achieve this they:

- Reduce barriers to learning through high quality inclusive teaching practices.
- Ensure that the learning environment reflects the needs of their pupils.
- Are pro-active in seeking advice or sharing concerns with the SENDCO in a timely fashion for children with identified or unidentified needs.
- Plan appropriate work / activities for their pupils ensuring that targets are reflected within classroom learning.
- Celebrate achievement and have high aspirations and expectations for all.
- Ensure that supports are available for all children and encourage metacognition for all children to be able to independently select supports which help support their learning.
- Encourage and promote independence and learning for life through promoting and supporting the development of functional, life and metacognitive skills
- Differentiate the curriculum to take account of different learning styles, interests, abilities and accessibility.

- Ensure that all children can be included in tasks / activities
- Monitor individuals progress
- Identify those children who require additional or different support in order to make progress
- Set and review targets and discuss these with parents and pupils.
- Identify and pursue training opportunities to enhance their practice for children with SEND.

All Teachers are familiar with the relevant equal opportunities legislation covering the protected characteristics: race, gender, disability, sexual orientation, religion or belief and age.

Support Staff

- Through high quality teaching, support the teachers in enabling all children to have access to the teacher
- Be proactive in seeking support and advice.
- Support the teachers in enabling children with send to have access to an appropriate curriculum and resources
- Encourage and promote independence through promoting and supporting the development of functional, life and metacognitive skills.
- Liaise with the class teacher
- Help to prepare resources and adapt materials
- Lead interventions to close the gap for children experiencing difficulty
- Identify and pursue training opportunities to enhance their practice for children with SEND.
- Promote the inclusion of all children in all aspects of life at school.

INTERVENTION:

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum. It can take the form of:

- Using different learning materials in the classroom
- Making reasonable adjustments within the physical environment
- Making reasonable adjustments to routines
- Support staff in the classroom
- A more focused level of support in a small group withdrawn from the class
- Focused work to be completed at home

FREQUENCY & TIMING OF INTERVENTION

Teacher's timetable support or sessions to ensure minimum disruption to children's access to a broad and balanced curriculum. Interventions are always time limited and measured for impact. Teachers, Teaching Assistants or external professionals deliver the intervention so that they can adapt provision according to need. This is monitored by the SENDCO and by Class Teachers. Targets of intervention are always shared with class teachers, parents and pupils. Intervention targets should not be delivered in isolation but threaded through daily classroom practice and across contexts wherever possible for optimal impact and to support transference of skills learnt.

ORGANISATION OF SUPPORT

Our inclusive approach to provision means that the majority of pupils have their needs met by high quality inclusive teaching and effective differentiation within the planning and delivery of the curriculum.

Lessons are structured to provide a range of visual, audio and kinesthetic activities. Our curriculum is designed to support the development of metacognitive, life and functional skills to develop protective factors

and independence. The school adopts a flexible approach to support provision in order that a child's individual learning needs are met. The support provided usually falls into one of the following categories:

- Direct or indirect support in the classroom
- Focused withdrawal support from the classroom

We encourage emphasis being placed on learning within the normal peer groups. Although the needs of the pupils are considered individually they may not necessarily be supported individually. The physical layout of the school enables us to make provision for small groups of children as well as personal learning areas. This allows us to provide greater differentiation with more quality support.

Bespoke pastoral and learning support is enhanced by our Learning Mentor throughout the day and at playtimes to help develop self-confidence and self-belief.

5.7 Expertise and training of staff

All staff receive training related to SEND and SEND issues.

Planning for staff training takes into account:

- The needs of the children in the school
- Staff SEND questionnaire outcomes
- TA training Audits
- The School Development Plan Priorities.

Training is delivered in a variety of ways including:

- Termly Professional Development Meetings
- INSET days
- Staff Meeting SEND updates
- Drop in advice sessions
- External training by specialist providers
- Specialist support in school
- Accredited SEND training programmes for individuals
- Medical training for specific conditions or disabilities.

All staff at Bligh are encouraged to be lifelong learners.

Our support staff have had relevant training directly linked to the individual children who they are supporting.

5.8 Evaluating the effectiveness of SEN provision

Termly pupil progress meetings with staff

- Lesson observations
- Trust level SEND audits yearly
- SLT meetings
- Observation both formal and informal
- Book scrutiny
- Appraisal cycle
- Review of interventions (termly)

- Data Analysis on in-house data and official data produced by the government at a local and national level
- Monitoring intervention and its impact regularly.

5.9 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

Children with SEND take part in the full life of the school and all social times are shared.

- We are a values-led school, and everything we do stems from the shared values chosen by the whole school community.
- Our Accessibility Policy (see Website) describes how we facilitate access for pupils with disabilities.
- Our Relationships and Behaviour, Safeguarding and Inclusion policies make it clear that we are a proactive school.
- All pupils take part in school trips and special events. Activities and school trips are a very important part of every child's learning experience at Bligh. Risk assessments are carried out and procedures are put in place to enable all children to participate. If a child has 1:1 support he/she will accompany them on the trip. However, if there is no 1:1 allocated to the child and it is deemed that an intensive level of 1:1 support is required a parent or carer may be asked to accompany their child during the activity.
- Social skills groups run across the school to support students with social communication and emotional/behavioural needs. These include Lego Therapy, Forest School, Lunchtime Club, etc.
- Using known risk factors, we identify children to participate in nurture projects termly to develop protective factors to support their mental strength and wellbeing.
- Learning Mentors work closely with class teachers to develop and deploy strategies appropriate to the social and emotional needs of individuals or the whole class.
- Our Playground Monitors system enables children to develop the skills to support each other and reflects our inclusive values.
- Members of the SLT and the Learning Mentors are on duty during lunchtime and available to support children.
- School Pupil Parliament is fully inclusive and representative of all children at Bligh

5.10 Complaints about SEND provision Complaints about SEND provision in our school should be made to the SENDCO or Head of school in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services