



# Baines' Endowed

Church of England Primary Academy

A member of **CDARI**

## **<sup>1</sup>Baines' Endowed Church of England Primary Academy SEND Information Report**

At Baines' Endowed Church of England Primary Academy, we aim to develop self-belief and self-confidence in all our pupils and staff, through our mission that:

“With God, nothing is impossible” Luke 1:37

To support our pupils, staff, parents and governors in their quest to achieve the ‘impossible’, we will teach, guide and nurture our community in the following twelve values:

Generosity  
Forgiveness  
Thankfulness  
Justice

Compassion  
Friendship  
Trust  
Service

Courage  
Respect  
Perseverance  
Truthfulness

At Baines' Endowed, we believe that by valuing all God's children and teaching them to learn, develop and grow in the Gospel values, we will allow them the opportunity to believe that, with the help and love of God the Father, God the Son and God the Holy Spirit, they can achieve what they aim to achieve.

Welcome to our SEN information report, which is part of the Blackpool Local Offer for learners with Special Educational Needs and disabilities (SEND). All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the governing body's policy for pupils with SEN. This information must be updated annually.

This document outlines the following areas to help you understand how Baines' Endowed Primary School: A Church of England Academy caters for children with SEN:

- The kinds of Special Educational Needs that are catered for
- SEN Policies and SENDCo details
- Arrangements for consulting parents of children with SEN
- Arrangements for involving children with SEN and involving them in their education
- Arrangements for assessing and reviewing the progress of children with SEN and opportunities to work with parents as part of this assessment and review
- Arrangements for supporting children moving between phases of education and preparations for adulthood
- Approaches to teaching children with SEN
- How adaptations are made to the curriculum and learning environment for children with SEN
- Expertise and training of staff within the school, including how to secure specialist expertise
- Evaluating the effectiveness of provision for children with SEN
- How children with SEN can engage in available activities with other children who do not have SEN

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<sup>1</sup> Review November 26



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- Support for improving emotional and social development for children with SEN, and how to prevent bullying
- How other bodies are involved, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children's SEN and supporting their families

At Baines' Endowed Primary Academy, we are committed to working together with all the members of the school community. This offer has been produced with pupils, parents, carers, governors and members of staff. We welcome your feedback and future involvement in the review of our offer, so please contact us.

If you have specific questions about the Blackpool Local Offer, please look at the Frequently Asked Questions by clicking on the link below. Alternatively, if you would like to discuss your child and their SEN needs, please contact the class teacher or SENDCo at 01253 762532 or email [beadmin@cidari.co.uk](mailto:beadmin@cidari.co.uk)

At Baines' Endowed, we believe in participation for all. We want all adults and children to participate in learning, and we celebrate all members of our community. We want to create an inclusive culture in our school and aim to be responsive to the diversity of children's backgrounds, needs, experiences, skills, and knowledge.

We value quality first teaching for all learners and actively monitor teaching and learning in the school. For more information on our approach, please see our teaching and learning policy, which can be obtained from the school office or on our website.

We aim to create a learning environment flexible enough to meet the needs of all members of our school community. We monitor the progress of all learners, and staff continuously assess to ensure that progress is being made. Our whole school system for monitoring progress includes regular pupil progress meetings as well as formative and summative assessments.

## **How we identify SEN**

At different times in their school career, a child may have special educational needs. The code of practice defines SEN as:

"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age has a learning difficulty or disability if they:

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

If a learner is identified as having SEN, we will provide provision that is additional to, or different from, the normal differentiated curriculum, enabling the barrier to learning to be overcome or removed.



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Learning and progress can become slower in school for some pupils for lots of reasons. They may have been absent from school, they may have English as an additional language, or they may have troubles and worries from their lives outside of school, amongst many other possible barriers. At Baines', we are committed to ensuring that all learners have access to learning opportunities, and we will intervene if there is a risk of particular children not learning or making progress. This does not mean that all vulnerable learners have SEN. For a lot of children, needs can be met in the classroom through adaptive teaching; it is only when a child needs above this that they will be identified as having SEN.

## **SEN record 2024 - 2025**

Our SEN records show that at the start of the 2025 academic year, 66 (13.5%) of children in our provision are identified as having SEN; across Nursery and school. 55 ( 11% of children) are identified as having SEN support and 11 (2.2%) of children have an Education, Health and Care Plan. We currently have 490 children on roll across School and Nursery. (The national figure for children with SEN support in school is 14.1% for children identified as SEN support, with 3.3-3.5.5% having an EHCP. Department for Education January 25)

## **Assessing SEN at Baines' Endowed**

Class teachers, support staff, parents/carers and the learners themselves will be the first to notice a difficulty with learning. At Baines' Endowed, we ensure that the assessment of educational needs directly involves the learner, the parents/carers and the staff within the school. The Special Educational Needs and Disabilities Co-ordinator (SENDCo) will support the identification of barriers to learning. We have a range of assessment tools available within the school and can also access different materials/expertise from other cluster schools and external agencies.

For some learners, we may want to seek advice from specialist people/teams. On occasions when we seek advice and expertise from other sources, such as Educational Psychologists and Speech Therapists, we will discuss this with the learner and the parents/carers on an individual basis.

At Baines' Endowed, we have staff who deliver intervention within school hours. Currently, these interventions include:

- I can early talk boost, and I can talk boost – A speech and language programme focusing on listening, attention and confident speaking
- Speech Therapy – Speech and language support from Communicate SLT or NHS SALT
- Fine and Gross Motor Skills Development– Supporting the development of fine and gross motor skills
- Sensory support – supporting a sensory diet and those with the need for sensory breaks
- Nurture group – supporting social and emotional difficulties
- Maths, Reading and Literacy intervention programmes
- Phonics intervention
- Social and emotional support with programmes including Time to Talk, Talkabout, Visual Timetables, Language for Behaviour and Emotions and Social Stories



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- Bereavement support
- Project X reading scheme
- IDL – a computer program focusing on spelling and sentence structure
- Disability sports programme - Panathalon Events

These programmes currently meet the needs of our current cohort; however, the school will endeavour to meet the needs of every child that joins us, regardless of needs or disability, and has in the past supported children with a range of physical and sensory disabilities.

## **What we do to support learners with SEN at Baines' Endowed**

Every teacher is required to adapt the National Curriculum to ensure access to learning for all children in their class. The "Teacher Standards 2012" details the expectations of all teachers, and we at Baines' are proud of the professional development of our staff.

Our staff will use various strategies to adapt access to the curriculum, which include:

- Adaptive teaching
- Visual timetables
- Visuals from Widgeit
- Writing Frames
- Technology to help with recording
- Positive behaviour reward systems
- Small Group intervention work
- Additional adult support
- Differentiated planning
- Specialist resources as required and recommended by other professional bodies

Each learner identified as having SEN is entitled to support that is additional to or different from the normal differentiated curriculum. The type of support depends on the individual's learning needs and is intended to enable access to learning and overcome barriers to learning. This support is identified on Provision map which describes the interventions and actions that we undertake at Baines' Endowed across the year groups. We modify the provisions regularly as the needs of the learners often change.

At Baines', attend the SENDCo Cluster meetings so that we can learn from each other and demonstrate what we can offer learners with SEN. We are also able to promote consistent practice across all the schools in our cluster, ensuring equality of opportunity. Our provision is shared with the Governors, who ensure that we monitor the impact of learning these interventions across the school.

## **Funding for SEN**

Baines' Endowed receives funding directly into the school from the Local Authority to support the needs of learners with SEN. The amount of funding we received for 24/25 is **£228,728.00**. The school employs a Full-time SENDCo who works across Nursery and School, Speech and Language Therapy (Communicate) for half a day every fortnight, a



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learning Mentor for 25 hours per week, and Special Support Assistants (SSA) who work with children with an EHCP. The school purchases additional Educational Psychology assessments, IDL Numeracy and Maths and additional resources are purchased to make reasonable adjustments for the children to access the curriculum, such as Widgit.

### **How do we find out if support is effective?**

Monitoring progress is an integral part of teaching and leadership within Baines'. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEN. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step in order to make this effective. Before any additional provision is selected to help a child, the SENDCo, teacher, parent/carer and learner agree on what they expect to be different following the intervention. A baseline may also be recorded, which can be used to compare the impact of provision to monitor and support progress.

Children, parents/carers, and staff will be directly involved in reviewing progress, which takes place at a formal meeting once a term. During this, the progress that has been made so far will be discussed, as well as the next steps and any issues/concerns. If a learner has an EHCP (Education, Health and Care Plan), the same termly review conversations take place, but the EHCP will also be formally reviewed annually during the pupil's Annual Review.

The SENDCo collates the impact of interventions, enabling us to ensure that we are only using interventions that work. Progress data of all learners is collated by the whole school and monitored by teachers, senior leaders and governors as part of the Pupil Progress meetings, which take place each term.

### **Other Opportunities for Learning**

All learners should have the same opportunity to access extra-curricular activities. At Baines' we offer a range of additional clubs and activities. A list of these can be obtained via the school office or can be found on the school website. We are committed to making reasonable adjustments to ensure participation for all, so please contact the school if you wish to discuss specific requirements.

All staff at Baines' are aware of the Equality Act 2010. This legislation places specific duties on schools, settings and providers, including the duty not to discriminate, harass or victimise any child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

'A person has a disability for the purposes of this act if (s)he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities.'

Section 1 (1) Disability Discrimination Act 1995

This definition of disability in the Equality Act includes children with long-term health conditions such as asthma, diabetes, epilepsy and cancer. Children with such conditions do not necessarily have SEN, but there is a significant overlap between disabled children and



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those with SEN. Children may therefore be covered by both SEN and the disability legislation.

At Baines' we are aware that "Young people with SEN were more likely than other young people to report all types of bullying at all ages, and were particularly likely to report having been forced to hand over their money or possessions. These results indicate that young people with SEN are a group particularly vulnerable to bullying (possibly because they are perceived as being different from other young people). Unlike the experiences of bullying among other young people, the risk of being bullied does not appear to decline as these young people grow older." (Characteristics of bullying victims in schools, D of E 2010) Due to this, we are vigilant in investigating any perceived incidents of bullying and will intervene at the earliest opportunity to ensure that SEN children, amongst others, feel safe and happy in school.

### Preparing for the next step

Transition is a part of life for all learners. This can be a transition to a new class in school, having a new teacher, or moving to another school. Staff at Baines' are committed to working in partnership with children, families and other providers to ensure positive transitions occur.

Planning for transitions is part of our provisions for learners with SEN. Moving classes will be discussed at the summer term review meeting, and if necessary, extra support will be put in place for this transition. Transition to secondary school will be discussed in the Autumn term of year 6 to ensure time for planning and preparation.

### Have your say

At Baines', we develop provisions for all learners in order to aid progression and attainment, leading to achievement for all. This SEN report declares our annual offer to learners with SEN, but to be effective, it needs the views of all parents/carers, learners, governors and staff. Please get in contact if you would like to comment on any part of our information report, which contributes to the Blackpool Local Offer. This is a working document and will be updated at least annually.

If you are a parent of a child with SEND and are unsure about admissions arrangements for pupils with either SEN needs or disabilities, please feel free to call us on 01253 762532, where the Head Teacher, Deputy Head or the SENDCo will be happy to talk with you.