



Special Educational Needs and Disability Policy

Our Vision

To enable each child to fulfil their potential academically, creatively, emotionally, physically and spiritually in a safe, happy and supportive environment.

Our aims

We are committed to providing an appropriate and high quality education for all our pupils whom we believe are all entitled to a broad and balanced curriculum which is accessible to them. All children, whatever their race, sex, religion, social or economic background or special circumstances will receive similar access to educational opportunities. All children are equally valued in school. We aim to eliminate prejudice and discrimination and to develop an environment where all children flourish and feel safe.

This policy complies with the statutory requirement laid out in the SEND Code of Practice 025 (January 2015) 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 (January 2015)
- Schools SEN Information Report Regulations (2014) – ‘Local Offer’
- Statutory Guidance on Supporting pupils at school with medical conditions (April 2014)
- The National Curriculum in England Key Stage 1 and 2 framework document September 2014
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

In keeping with the school ethos of partnership working and in line with the spirit of the current reforms, this policy was co-produced by the SENDCo and the school’s SEND Governor in liaison with the Senior Leadership Team, staff and parents of pupils with SEND. This policy is available on the school website and can be viewed as a paper copy in school. The school uses the weekly newsletter to signpost information, such as policies, to the school community.

Objectives

- To identify and provide for pupils who have special educational needs and additional needs
- To work within the guidance provided in the SEND Code of Practice 2015
- To operate a ‘whole pupil, whole school’ approach to the management and provision of support for special educational needs
- To provide a Special Educational Needs and Disability Co-ordinator (SENDCo) who will work with the SEND Inclusion Policy
- To provide support and advice for all staff working with special educational needs pupils

Who is responsible for SEND at our school?

At Balshaw Lane School, the Special Educational Needs Co-ordinator (SENDCo) is Mrs Wildig, contactable through the school (01257 278722). Mrs Wildig is a qualified teacher with extensive experience both in inclusion and as a SENDCo. Mrs Hodgson is the SEND champion on the leadership team and liaises with Mrs Wildig on current issues. Our SEND governor is Mrs Ford.

Identifying Special Educational Needs

The SEND Code of Practice, 2015, details four broad areas of need and support:

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

At Balshaw Lane Community Primary School, the purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. We strive to consider the needs of the whole child and recognise that an individual's needs may stretch over more than one category and may change over time. Well-evidenced interventions and adaptations are used to help overcome barriers to learning and participation with awareness of the need for family-centred support as outlined in the recent legislation. School will decide to put in Special Educational Provision when the teacher and SENDCO 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 high quality and accurate formative assessment, using effective tools and early assessment materials.

Definition of Special Educational Needs and Disability (SEND)

A child has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age.
- Has 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. SEND Code of Practice (2015, p 15/16)

Definition of disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial'.

(SEN Code of Practice (2015, p16): Special educational need for which provision is made at the school)

Admissions Procedure

No pupil will be refused admission to school on the basis of his or her special educational need. In line with the SEND and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision. (Please see school's Admissions Policy).

Special Educational needs for which provision is made for at the school

At Balshaw Lane, we endeavour to make provision for every kind of frequently occurring special educational need without an Education, Health and Care Plan (EHCP), for instance dyslexia, speech and language needs, Autism and Social, emotional and mental health difficulties (SEMH). Difficulties and needs could impact pupils' learning and/or behaviour. There are other kinds of special educational need which do not occur as frequently and with which the school is less familiar, but we can access training and advice so that these kinds of needs can be met. Decisions on the admission of pupils with an Education, Health and Care plan are made by the Local Authority. The admission arrangements for pupils without an Education, Health and Care Plan do not discriminate against or disadvantage disabled children or those with special educational needs.

Policy for identification and assessment of pupils with SEND

At Balshaw Lane we monitor the progress of all pupils continuously and track their progress three times a year to review their academic progress. We also use a range of assessments with all the pupils at various points such as Maths No Problem assessments throughout school, end of year tests and phonic assessments throughout EYFS and KS1.

Where progress is not sufficient, even if a special educational need has not been identified, we put in place additional support to enable the pupil to narrow the gap. Examples of additional support are spelling programmes such as IDL, or using intervention programmes e.g. Plus 1, Power of 2 and cued spelling and precision teach methods. Any child receiving intervention will go on the School Monitoring Register and Class Action Plans so we can ensure we are monitoring the support we have provided.

We may also offer support for children through ELSA sessions led by Mrs Boyden and or support from Mrs Fairclough our family support worker- children working with Mrs Boyden and Mrs Fairclough are not automatically placed on the SEND register. Records are kept and regular meetings take place with Mrs Boyden (ELSA), Mrs Fairclough (Family Support Worker) and Mrs Wildig (SENDCO) to make sure that records are up to date and the right person/ people are working with the child.

Some pupils may continue to make below age-expected progress, despite high-quality teaching targeted at their areas of difficulties. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty.

The purpose of this more detailed assessment is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

Assessments include:

- The Neurodiversity SPLD checklist
- Sensory profile/checklist
- WELCOMM
- PIVATS
- WRAT

- Pearson Dyslexia Screening/ now use pre screener Ellen Howard
- Speech and language screener- Hayley Webster - Speech and language therapist
- PM benchmark for Reading Levels
- Sandwell Maths

We may also need to consult with Educational Psychologists and specialist teachers such as Amira Helme, Ellen Howard and Hayley Webster (SALT) to carry out assessments.

These assessments will be shared with parents, put into a SEND support plan/ ILP and reviewed regularly, and refined / revised if necessary. At this point we will have identified that the pupil has a special educational need because the school is making special educational provision for the pupil which is **additional and different to** what is normally available. If the pupil is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it), we will continue to identify the pupil as having a special educational need. If the pupil is able to maintain good progress without the additional and different resources, he or she will not be identified with special educational needs.

In order for a child to be placed on the SEND register the child needs to fulfil both parts of the test in law 1) there is an identified need (with or without diagnosis) that 2) requires long-term additional and different provision to others.

When any change in identification of SEND is changed, parents will be notified. We will ensure that all teachers and support staff who work with the pupil are aware of the support to be provided and the teaching approaches to be used through the Individual Learning Plan (ILP). ILPs will set the children SMART (specific, measurable, attainable, realistic and timely) targets to work on both in and out of school. These will set out children's specific needs and strategies to remove these barriers for effective learning. Our ILP's are part of our graduated approach.

For some children with SEMH needs, we may also write an Emotional First Aid Plan: this will be co-written and shared with the team of adults who work with these children and outline a de-escalation plan when children are dysregulated so that consistent strategies are applied.

Making provision for pupils with special educational needs whether or not they have EHC Plans

At Balshaw Lane, we make provision for children if they have needs which we assess as at SEND School Support level, even if they not assessed as warranting an Education Health Care Plan. These needs may be met in a variety of ways including:

- Adapted and/or tailored strategies
- Particular resources
- Smaller groups or some 1:1 working
- Social and emotional support

How the school evaluates the effectiveness of its provision for pupils

Each review of the SEND support plan as detailed in the provision map, will be informed by the views of the pupil, parents and class teachers and the assessment information from teachers which will show whether adequate progress is being made.

The SEND Code of Practice (2015, 6.17) describes inadequate progress thus:

- 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 rate of progress
- widens the attainment gap.

For pupils with an Education, Health and Care Plan, there will be an annual review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. An evaluation of the effectiveness of annual reviews will be reported to the governing body via the SEN governor.

Arrangements for assessing and reviewing the progress of pupils with special educational needs

Every pupil in the school has their progress tracked through the year. In addition to this, pupils with special educational needs may have more frequent assessments. If these assessments do not show adequate progress is being made, the SEN support plan will be reviewed and adjusted.

Approach to teaching pupils with special educational needs Refer to the Teaching and Learning Policy.

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. We regularly and carefully review the quality of our teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEN most frequently encountered SEN Code of Practice (2015, 6.37)

Adapting the curriculum and learning environment for pupils with special educational needs

At Balshaw Lane, we follow advice on how to adapt the curriculum and the learning environment for pupils with special educational needs. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Additional support for learning that is available to pupils with special educational needs

As part of our budget we receive 'notional SEND funding'. This funding is used to ensure that the quality of teaching is at least good in the school and that there are sufficient resources to deploy additional and different teaching for pupils requiring SEND support. The amount of support required for each pupil to make good progress will be different in each case and a full list of the interventions we offer is on detailed on our provision map. In very few cases a very high level of resource is required. The funding arrangements require schools to provide up to £6000 per year of resource for pupils with high needs, and above that amount the Local Authority should provide top up to the school via EHC plan funding.

Enabling pupils with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs

All clubs, trips and activities offered to pupils at Balshaw Lane are available to pupils with special educational needs either with or without an Education, Health and Care Plan. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Improving the emotional and social development of pupils with special educational needs

At Balshaw Lane we understand that an important role of the school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching for instance, with the use of Personal, Social and Health Education materials, Learning Powers development work or circle time and indirectly with every conversation adults have with pupils throughout the day.

We have a member of staff who has been trained in ELSA (Emotional Literacy Support Assistant). Her name is Joanne Boyden. Students who have been identified as having an emotional or social need will be supported by Mrs Boyden through a variety of interventions including the use of social and therapeutic story, The incredible five-point scale and the circle of friends, Time to talk, socially speaking and twinkle and shine friendship and self-esteem work. Mrs Boyden works with children on emotional recognition and regulation along with managing strong feelings, self-esteem, friendship support and well-being strategy. Mrs Boyden also supports children during periods of loss and bereavement.

We also have a family support worker (Mrs Fairclough) who works with children and families to provide emotional support and signposting to external services.

Pupils, in the early stages of emotional and social development because of their special educational needs, will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources beyond that required by pupils who do not need this support.

Some children may have Emotional First Aid Plans so that staff have clear strategies for behaviour de-escalation. These will be regularly reviewed and shared with parents.

How equipment and facilities to support children and young people with special educational needs will be secured

Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, or seek it by loan. For highly specialist communication equipment, the school will seek the advice of the Inclusion Team.

Safeguarding

The staff will be vigilant to the fact that children with SEND are more likely to be the subject of safeguarding concerns. Staff will monitor closely for any signs of abuse and ensure that pupil voice is heard. Staff will discuss any queries or concerns with the SENDCO and/or SLT. The SENDCO has received DSL training, as has the head and deputy.

Roles and responsibilities

Staff in school who work with pupils with Special Educational Needs and their Parents

All teachers in school teach pupils with special educational needs. We ensure that all staff in school are made aware of individual pupils' special educational needs and what provision is made. This is often through the use of ILPS or provision maps.

The following people have particular responsibilities:

The **Head Teacher** and **SENDCO** ensure that the school's provision for children with additional needs is met and children's progress evaluated on a regular basis. The SENDCO meets with the SEND Governor on a regular basis to discuss programmes of support and individual needs. The Headteacher is Designated Safeguarding Lead.

The **SENDCO** is responsible for initial SEND discussions with parents and informing them when their child is placed on the SEND register.

The **SEND Governor** monitors and evaluates provision and reports to the governing body.

Class teachers provide a planned curriculum that meets the needs of all the learners in their care. They monitor and evaluate all children's progress and set future targets for them. They provide opportunities for pupils to work on their ILP and other learning targets; ensure all pupils are included and are able to contribute in all activities; keep accurate records of pupils in relation to opportunities and outcomes of interventions and ensure all staff working with their class have a copy of their ILPs and are made aware of any barriers to learning and strategies to prevent them. They report to the SENDCO any child that may be causing concern and are responsible for reviewing and updating children's ILPs on a regular basis. Class teachers are responsible for informing parents about a child's progress and any amendments to the ILP.

Teaching assistants deliver programmes of work for pupils who require additional support; keep accurate and up to date recordings of those sessions and pupil progress to enable school to monitor progress and develop their understanding of SEND through staff training and continued professional development.

Welfare assistants and other ancillary staff are aware of children who may require more support and they are given strategies to support children at lunch time when necessary.

Supporting Parents and Families

The school works closely with parents in the support of those children with special educational needs. We encourage an active partnership through an ongoing dialogue with parents. We have regular meetings each term to share the progress of special needs children with their parents. We inform the parents of any outside intervention, and we share the process of decision-making by providing clear information relating to the education of children with special educational needs.

- Parents are asked about their views in relation to their child's education and provision within the cycle of the policy to ensure we are fully aware of implications that could affect provision for pupils within school.
- We ask that parents understand their responsibilities to support school provision by supporting their child with homework, attending medical appointments and informing school where appropriate of the outcomes, attending reviews with school

staff and other professionals about their child and celebrating their child's successes and remaining positive.

- Information about our provision for Special Educational Needs can be found in our Local Offer on our website
- Details of Lancashire County Council Local offer can be found at: www.lancashire.gov.uk/localoffer
- Our SEND Information report is available on our website.

Family Support Worker

At Balshaw Lane we have a Family Support Worker: her name is Mrs Fairclough.

The Family Support Worker works alongside families to help achieve the best outcomes for their children, with pastoral support, practical advice and help to access outside agencies where appropriate.

Pupil Participation

In our school, we encourage children to take responsibility and to make decisions. This is part of the culture of our school and relates to children of all ages. The work in the Foundation Stage recognises the importance of children developing social as well as educational skills.

We ensure that all information is passed on to new class teachers through our own internal transfer system.

Pupils are supported in accessing external exams and assessments and have planned transition programmes when moving between key stages or schools.

Children are involved at an appropriate level in setting targets in their ILPs and in the termly ILP review meetings. Children are encouraged to share their views about their progress and about school as part of EHC reviews. We recognise success here as we do in any other aspect of school life.

Arrangements for consulting parents of children with special educational needs about, and involving them in, their education

All parents of pupils at Balshaw Lane are invited to discuss the progress of their children on three occasions a year and receive a written report once a year. In addition we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on the ILP which will be shared with parents three times per year. If, following this, normal provision improvements in progress are not seen, we will contact parents to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil will be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision.

Parents will be actively supported to contribute to assessment, planning and review. In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to contribute to and attend an annual review, which, wherever possible will also include

other agencies involved with the pupil. Information will be made accessible for parents. We also consult with our children with special educational needs about, and involving them in, their education. When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, the pupil will be consulted about and involved in the arrangements made for them as part of person centred planning (All About Me profile or ILP). Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Arrangements made by the governing body relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school

The normal arrangements for the treatment of complaints at Balshaw Lane are used for complaints about provision made for special educational needs. We encourage parents to discuss their concerns with the class teacher initially or Mrs Wildig (SENDCO) or Mrs Hodgson (Headteacher) to resolve the issue before making a formal complaint. If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other cases. There are some circumstances, usually for children who have a SEND EHC where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

How the governing body involves other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils

The governing body has engaged with the following bodies:

- Lancashire's SEND Specialist Teaching Service
- Educational psychologists
- link to Disabled Children's Service for support to families for some pupils with high needs
- ability to make requests for advice from Speech and Language Therapy Services / Occupational Therapy Services / Physiotherapy Services / School Nursing Service for pupil with requirement for direct therapy or advice
- membership of professional networks for the SENCO e.g. SENCO forum
- local educational psychologist cluster

Contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with clause 32

Lancashire SEND Partnership contact details are on the school website along with a wealth of organisations offering support and advice for families.

Arrangements for supporting pupils with special educational needs in transferring between phases of education.

At Balshaw Lane, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible. The Reception teacher meets with staff from local nurseries and meetings are organised with the teacher, SENDCO, nursery staff and parents for any children identified as having additional needs. The Year 6 class teacher and SENDCO meet with staff from the local secondary schools to inform them of specific needs prior to secondary transfer. We also contribute information to a pupil's onward destination by providing information to the next setting by forwarding data and pupil files.

Criteria for exiting the SEND Register

Children will stay on the SEND register for the amount of time that they are receiving extra, personalised support from school. This will be tracked by our provision mapping and children will be removed when it is deemed that they no longer need the level of additional support outlined. Parents will be informed by the class teacher if their child is to be removed from the register and the reasons explained.

SEND records

These are stored securely whilst a child is at our school and archived securely, according to retention guidance, when transition to high school is made or when a child is removed from the SEN register.

The school's local offer

This is available on the school website in the Parent's section > SEND. There is also a link on the school website to access Lancashire's local offer.

Signed *Anna Wildig*

January 2026

To be reviewed January 2027