# SEND Policy

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Written by SENDCo & SEND Manager:

Nicola Makinson & Danielle Goulding

**Blackpool Gateway Academy is part of Fylde Coast Academy Trust**

***"Learning today for a brighter tomorrow"***

# Special Educational Needs and Disability (SEND) Policy

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| Person responsible for the policy: | SENDCO -Nicola Makinson (NASENCO award) SEND Manager- Danielle Goulding<br>Blackpool Gateway Academy<br>Seymour Road<br>Blackpool<br>FY1 6JH<br>01253 402936<br>admin@gateway.fcat.org.uk |
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## Introduction

Blackpool Gateway Academy is an inclusive primary school with an age 3+ nursery setting, situated in Blackpool. Blackpool Gateway Academy is part of the Fylde Coast Academy Trust (FCAT). As an inclusive academy, we are committed to ensuring every child has access to an education which meets their needs and prepares them for adulthood. Blackpool Gateway Academy is committed to working with all of our pupils, families and a range of external partners to ensure all aspects of academy life are accessible and appropriately adapted to meet a wide range of individual needs.

## Our SEND Intent Statement

**All FCAT academies strive to provide an inclusive and welcoming education for all learners, enabling pupils with SEND to be 'the best they can be,' now and in the future.**

Blackpool Gateway Academy aims to achieve this intent by embedding the following principles:

- Children come first.
- Positive relationships underpin all our work.
- High expectations for all – understanding that everyone given the correct support can achieve. (FCAT Improvement Model)

At Blackpool Gateway Academy, we aim to achieve this intent by ensuring all our children are 'learning today for a brighter tomorrow' displaying our school and trust core values of resilience, excellence and integrity.

## Definition of SEND

The definition of SEND used across Blackpool Gateway Academy is taken from the SEND Code of Practice which states a child or young person 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 or a young person 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, or has a disability which prevents or hinders him or her* from making use of facilities of a kind generally provided for others of the same age in mainstream schools." (SEND Code of Practice, January 2015 updated 2020). Introduction section xii & xiv Pages 15 & 16)*him/her/they/them.

## Categories of SEND

SEND is recognised as four broad areas of need:

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

At Blackpool Gateway Academy we recognise pupils may have multiple needs. A pupil's primary area of need is the need which is creating the main barrier to learning.

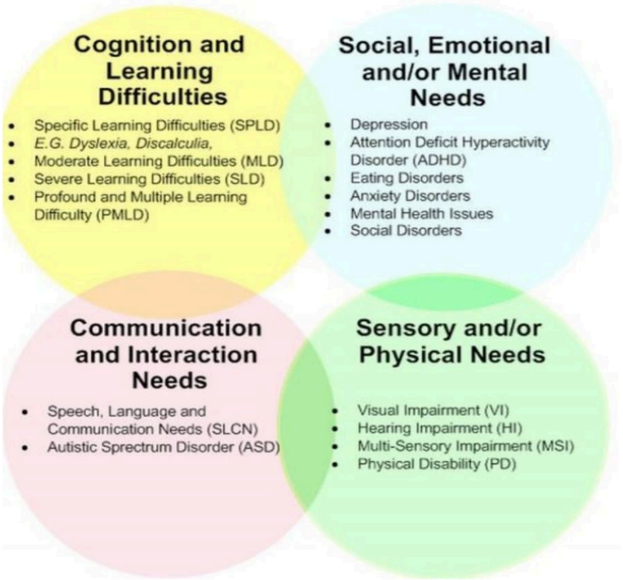


Figure 1: Categories of need

Many pupils identified with SEND needs are well placed in our inclusive mainstream provision. As an inclusive academy we strive to meet pupils' needs through **high quality adaptive teaching and an embedded Trauma Informed Approach.**

## Creating Enabling Learning Environments

Blackpool Gateway Academy aims to provide pupils with learning environments which are:

- Trauma Informed, with an atmosphere of encouragement and respect of individual needs.
- Welcoming for pupils with diverse needs and where reasonable adjustments are made so the building, curriculum and resources are accessible for all.
- Well-resourced with appropriately adapted resources, including ICT.
- High quality, structured and tidy learning spaces appropriate to the age and developmental needs of the pupils.
- Predictable routines supported by the use of visual timetables.
- Low on sensory load/stimulation due to hessian backing and black borders consistently used throughout the school.

## Trauma Informed Approach

Within FCAT, a Trauma-Informed Approach means that all staff recognise how life experiences, particularly those involving significant stress or adversity, can affect a pupil's ability to learn and feel safe. Rather than focusing solely on a pupil's behaviour, we seek to understand the underlying causes, prioritising the building of stable, respectful relationships to create a sense of physical and emotional security for every learner.

## Ensuring Effective SEND Provision

To enable Blackpool Gateway Academy to provide high quality provision for pupils with SEND the following eight areas of practice are embedded across our academy:

1) **Effective Leadership of SEND**, ensuring clear direction and accountability for SEND provision.
2) **Early and accurate assessment and identification of need**, with systems and processes which enable our SENDCO and SEND Manager to work closely with teachers, TAs and parents/ carers to support the early identification of pupils with SEND. Early identification is the process where concerns about an individual are noted and acted upon as soon as they become apparent**;** this could be prior to a child entering nursery provision to a need arising in Year 6.
3) **High quality adaptive teaching and learning and a Trauma Informed Approach** for all pupils including those with SEND.
4) **A graduated and holistic approach to SEND provision** which is responsive to the needs, development and wellbeing of the pupils.
5) **Effective monitoring, tracking and evaluation** of pupil progress and attainment of learners with SEND.
6) **The efficient use of resources** to support pupils' needs including staff access to SEND CPD (continuing professional development).
7) **SEND improvement processes** to support the identification of success and address areas which require development.
8) **Systems which ensure our academy meets its statutory responsibilities** for pupils with SEND.

## Working in Partnership

Staff at Blackpool Gateway Academy are committed to working in partnership with integrity and an outward mindset with the following stakeholders:

- **Pupils** with SEND - listening to and responding to pupil voice.
- **Parent/carers** of pupils with SEND - working in partnership to support their child.
- **External agencies** -supporting pupils, their families and staff. At Blackpool Gateway Academy we work in partnership with educational specialists and external agencies, including health, children's social care and the Blackpool Local Authority SEND team.
- **Colleagues** across our academy and trust - working together to develop shared staff expertise and support.

## Roles and Responsibilities

All leaders at Blackpool Gateway Academy are leaders of SEND and therefore have a responsibility to include developing SEND provision and meeting the needs of pupils with SEND as part of their leadership roles.

To ensure clear direction and accountability for SEND provision at Blackpool Gateway Academy the SLT, SENDCO (Nicola Makinson) and SEND Manager (Danielle Goulding) are responsible for ensuring staff work with pupils and their families to support identification of SEND needs and support staff to provide pupils with the support they require, at a level appropriate to their needs. Therefore, each academy appoints a SENDCO with appropriate leadership responsibility, who enables pupils with identified SEND needs to receive support at a level appropriate to their needs.

Across FCAT we concur with the SEND code of Practice which identifies all teachers as responsible for meeting the needs and the progress of all pupils in their class including those with SEND. All teachers at Blackpool Gateway Academy are responsible for meeting the needs and the progress of all pupils in their class, including those with SEND.

In this policy the term 'teachers' encompasses all support staff who work alongside teachers to support and teach our pupils.

## Interventions

Interventions are used across Blackpool Gateway Academy to support pupils to progress and secure positive outcomes. An intervention is defined as: "Any action or series of actions which are taken specifically to meet the particular identified needs of a pupil." (5 supporting Documents for Early Identification of Children's Needs, 2021, asset.nasen.org.uk) These include micro interventions used to support pupils as part of FCAT's inclusive universal + provision.

## Graduated Approach to supporting pupils with SEND.

At Blackpool Gateway Academy we follow the Assess-Plan-Do Review cycle to monitor the impact of interventions, helping our staff to develop a growing understanding of pupils' needs and effective ways to support pupils with SEND.

**Figure 2: Assess, Plan, Do, Review Cycle (APDR)**

The Assess, Plan, Do, Review cycle is part of Blackpool Gateway Academy's graduated SEND provision. Parents/ Carers and pupils will be supported to be involved at all stages of the graduated approach.

## Identification of Special Educational Needs (SEN)

The early and accurate identification of SEN is a collaborative process involving education staff, parents and carers, pupils and multi-agency professionals. Across all FCAT academies, we ensure needs are identified promptly through:

- **Transition Information:** Reviewing records and data from previous settings.
- **Continuous Monitoring:** This involves a clear analysis of the pupil's needs, drawing on teacher observations and assessments, the pupil's previous progress and their development compared to peers.
- **Parent/Carer Insight:** We recognise that parents and carers hold unique knowledge of their child's development. We encourage open communication and support parents/carers in sharing concerns via the Class Teacher, Form Tutor or Academy SENDCO.
- **Pupil Voice:** Listening and responding to pupils is an essential part of knowing, identifying and providing appropriate support.

When a potential need is identified, FCAT academies follow the Graduated Approach to supporting pupils with SEND (see figure 2 p 4) identifying appropriate SEND Provision. This process is overseen by the SENDCO, who monitors progress and coordinates a holistic assessment to ensure the accurate identification of need.

### Specialist Assessment and Profiling

Where appropriate, the SENDCO will implement screening and profiling tools to ensure the accurate identification of SEN. These assessments may be conducted by:

- The SENDCO or internal SEND team.
- Specialist teachers.
- Multi-agency professionals, such as Speech and Language Therapists and Educational Psychologists.

Screening resources include the use of checklists, profiling tools, diagnostic screening, norm-referenced assessments and ipsative assessment tools.

## Graduated SEND Provision

### 1. Universal Provision

The first stage of provision for all of our pupils at Blackpool Gateway Academy including those with SEND is high quality adaptive teaching and a Trauma Informed Approach to meeting need. If pupils' needs are being met, universal provision continues.

### 2. Universal + Provision

If pupils' needs are identified as not progressing as expected, universal + provision will be implemented. The purpose of this provision is to provide a) effective monitoring and b) micro interventions.

This provision ensures effective inclusive practices and reasonable adjustments are applied across our inclusive classrooms. When successful, pupils receiving Universal Plus support thrive, make progress and have their needs met effectively. Successful micro interventions will be recorded as part of the individual academies monitoring and transition information.

For pupils whose needs are not met through this provision, the process ensures pupils are accurately identified so they can receive appropriate targeted support in a timely manner.

### 3. Targeted SEND Support

If pupils' needs are assessed as not being fully met and pupils are identified as requiring provision which is "Different from or additional to that normally available to pupils of the same age," they will receive targeted SEND support. (SEND Code of Practice, section 6 para 6.15 Page 94).

At Blackpool Gateway Academy we have two levels of targeted support- Integrated Support Plan level and SEND Support Plan level. A child at Integrated Support Plan level has one overall target and a selection of strategies to help them achieve this as detailed in their Integrated Support Plan. This is shared with parents termly.

These pupils will be on the SEN register, coded K. These pupils will have a SEND Support Plan. The SEND Support Plan will detail the targeted, timed interventions the pupil will receive.

Targeted SEND support plans will be reviewed at least termly with families, pupils and staff as part of the assess, plan, do, review cycle. If pupils' outcomes are met and no further outcomes are necessary the pupil will return to Universal+ Provision.

If outcomes are not met, pupils will continue to receive targeted SEND support. If needed, as part of Blackpool Gateway Academy's graduated SEND provision, additional external agency support will be sought to help develop the interventions being provided and ensure there are no unmet SEND needs.

## 4. Specialist SEND support - Education Health and Care Plan (EHCP)

For identified pupils it may be appropriate to progress to an EHC needs assessment to support more complex needs. The SENDCO will coordinate the necessary specialist support and prepare the documentation for the external assessment panel.

The assessment panel is an external body of professionals who will decide based upon all of the evidence whether it is appropriate for an EHCP to be issued or for a pupil to remain on a SEND Support Plan.

A pupil's EHCP will include detailed information about the pupil's needs, the arrangements to support the pupil, identified provision and agreed outcomes for the end of the pupil's current key stage.

Pupils with an EHCP will be on the SEN register, coded E. These pupils will have a Specialist Support Plan. The Specialist Support Plan will detail the targeted, timed interventions detailed in the pupil's EHCP Section F.

Progress towards the end of key stage outcomes identified in these pupils' EHCPs will be reviewed at least termly with families, pupils and staff and will include an Annual Review**.**

Annual reviews will always include parents/carers and pupils. External agencies supporting the pupil will be invited to attend the review or provide written advice and reports where attendance is not possible.

If a pupil's outcomes are met, and no further outcomes are necessary, an EHCP can cease at the annual review and the pupil will return to the appropriate level of Blackpool Gateway Academy's graduated SEND provision.

If a pupil is working towards outcomes in their EHCP, the plan will be maintained.

If needs cannot be met, as stated in the EHCP, the SENDCO will call an emergency Annual Review to seek further specialist advice including the consideration of specialist or alternative provision.

## Monitoring List

Academies will have a monitoring list of pupils who are receiving Universal + provision. The SENDCO will ensure these records are accurate, kept up to date and shared with staff who work or will be working with these pupils.

## SEN Register

Blackpool Gateway Academy has a SEN register. The register enables senior leaders, teachers and support staff to be aware of pupils' receiving targeted or specialist SEND provision.

Blackpool Gateway Academy also has a list of which pupils are receiving a sensory plan and individual behaviour plan pupils who are receiving Universal + provision including reasonable adjustments to meet their needs. The SENDCO will ensure these records are accurate and kept up to date.

## Curriculum Entitlement

All pupils with SEND at Blackpool Gateway Academy will access a broad and balanced curriculum appropriate to the pupil's age, development and SEND needs.

## Uniform

Blackpool Gateway Academy uniforms play an important role in promoting a sense of community and belonging. In accordance with the Equality Act 2010, FCAT is committed to making reasonable adjustments if a pupil's SEN needs or their disability is identified as a barrier to wearing a specific uniform item. Agreed adjustments will be determined on a case by case basis. Adjustments must be formally noted within the pupil's SEN Support Plan (K) or Specialist Support Plan (E).

# High-Quality Teaching (Quality First Teaching)

FCAT Academies recognise that high-quality teaching, adapted for individual pupils, is the first step in responding to pupils who have, or may have, SEND. In line with the EEF Guidance Report: Special Educational Needs in Mainstream Schools, our teachers prioritise the 'Five-a-Day' principle to ensure that all pupils can access the curriculum within the classroom:

- **Explicit Instruction:** Providing clear explanations, modelling and frequent checks for understanding.
- **Cognitive and Metacognitive Strategies:** Supporting pupils to plan, monitor and evaluate their own learning while managing cognitive load.
- **Scaffolding:** Providing temporary supports (such as writing frames or visual prompts) that are gradually removed as a pupil gains independence.
- **Flexible Grouping:** Allocating groups based on relative need for a specific task.
- **Using Technology**: Using technology to support and remove barriers to learning and recording.

As per NASEN guidance, we believe that "every teacher is a teacher of SEND." Our academies regularly review the quality of classroom teaching to ensure it is inclusive by design, acknowledging that additional intervention cannot compensate for a lack of high-quality, universal provision.

## Assessment

All pupils including pupils with SEND, will be assessed formatively to ensure barriers to learning can be broken down, gaps in learning can be quickly addressed and interventions adapted to meet need. This is the start of the Assess, Plan, Do, Review cycle.

The Assess, Plan, Do, Review cycle will be completed formally at least termly for all pupils on the SEN register.

Pupils will also be assessed using a range of summative assessments. Pupils' progress and attainment will be tracked and monitored to ensure there is a positive impact of SEND provision or to identify areas requiring development, these will be actioned.

## Ambitious End points

Assessment information will be used to enable staff at Blackpool Gateway Academy to understand each pupil's starting point. From these starting points ambitious end points will be identified for pupils with SEND.

## Transition

Blackpool Gateway Academy recognises times of transition are challenging for all pupils and particularly for pupils with SEND. Therefore, our SENDCO and SEND team will coordinate meetings and or discussions with pupils, parents, feeder providers and destination organisations to ensure effective and efficient communication and transfer of information. At Blackpool Gateway Academy we also recognise transition takes place every time a learner moves class or lesson. The SEND team at Blackpool Gateway Academy will coordinate the transfer of information as appropriate to ensure that no gaps to learning occur during these times.

## Staff Development

To develop staff awareness, knowledge and expertise in SEND, FCAT supports SENDCOs to facilitate appropriate training opportunities for all staff in their academy. FCAT encourages and supports ongoing training for all SENDCOs. SENDCO and/or the SEND Manager also attend the termly SENDCO Primary FCAT network meetings, receive support from the Director for SEND and have the opportunity to participate in a FCAT SEND review.

## The Local Offer

Blackpool Gateway Academy works in partnership with Blackpool Local Authority as an agency partner in the development, review and publication of the Blackpool Local Offer. The Blackpool Local Offer gives pupils with SEND and their families information about the support services that Blackpool Local Authority provides for pupils with SEND. This includes access to impartial advice from the SEND Information Advice and Support Service (SENDIASS).

The Local Offer can be accessed through this link:
https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx, there is also a link available on our school website.

Date reviewed: December 2025
Date to review policy: December 2026

# Appendix 1

**Specific Roles and Responsibilities in meeting the needs of pupils with SEND.** All staff have a responsibility to work towards meeting the needs of pupils with SEND. This includes the following specific SEND roles across FCAT and within each academy.

### The Local Authority

To support children, young people and their families, the 2014 Act requires all local authorities to publish a Local Offer. The Local Offer is a description of support and services which are available to children and young people who have SEND, and their families. It provides details of how services can be accessed. The Local Offer is required to bring together in one place, information about provision, including how this can be accessed from a wide range of statutory and non-statutory providers including voluntary organisations. Refer to the FCAT SEND Policy for links to both the Blackpool and Lancashire SEND Local Offers.

## Trust Level

### The Board of Trustees

In cooperation with the Chief Executive Officer (CEO) the Trustees agree the Trust's SEND policy and approach to provision for SEND pupils maintaining oversight of the Trust's work. In addition, the Trustees appoint a member of the Board of Trustees to take a particular interest in and closely monitor the Trust's work on behalf of pupils with SEND, reporting on the Trust's policy in relation to SEND.

### CEO and Executive team

The CEO is responsible and accountable across the organisation for implementing strategy, leading growth, and representing the Trust. The CEO of FCAT works directly with the Executive FCAT Team and Directors to ensure every pupil including those with SEND receives a high-quality education.

### Director for SEND

The Director for SEND is responsible for providing strategic direction for SEND across the Trust and is responsible for facilitating cooperation and knowledge sharing across the Trust to ensure pupils with SEND receive a high-quality education. This role includes carrying out solution focused SEND Reviews across the Trust.

### FCAT Governors

Each academy's Governing Body has appointed a Governor to champion the needs of pupils with SEND. The role of the FCAT Governor is a strategic role. A key part of this role is to monitor and professionally challenge SEND and inclusion provision whilst supporting the wellbeing of the SENDCO. FCAT SEND Governors attend termly network meetings to enable them to receive training and liaise with the SEND Trustee.

## Academy Level

### Headteacher

The Headteacher for each academy is responsible for the leadership and management of all aspects of their academy's work including provision for pupils with SEND. The Headteacher works closely with the academy's SENDCO to ensure pupils with SEND have their needs met. The Headteacher keeps the Governing Body fully informed about SEND provision and impact.

## SENDCO

The SENDCO in collaboration with the Headteacher and Governing Body determines the strategic development of the SEND policy and provision in their academy to ensure the wellbeing and progress of pupils with SEND. The SENDCO is responsible for the day to day development and operation of the SEND policy and coordination of the provision made for individual pupils with SEND. The SENDCO works closely with pupils, staff, parents /carers and other agencies.

The SENDCO provides professional guidance to colleagues with the aims of securing high quality adaptive teaching for pupils with SEND. The SENDCO collaborates with class teachers, so that learning for all pupils has equal priority and available resources are used to maximum effect.

Support for staff and pupils is achieved through the: analysis and assessment of pupils' needs, progress and achievement; monitoring and supporting the development of high quality adaptive teaching and the setting of targets for improvement. The SENDCO requests external professional involvement and advice, when appropriate, this may include advisory teachers, educational psychologists and speech and language therapists.

The SENDCO works with the Headteacher and the academy's SEND Governor to ensure the academy meets its legislative responsibilities, regarding SEND. This includes keeping an accurate register of pupils with SEND; developing and publishing an annual SEND Information Report and SEND policy. Ensuring there is a Link to the LEA Local Offer and FCAT Accessibility Plan via the academies' website.

The SENDCO may be supported by a SEND manager who works closely with the SENDCO to help implement SEND provision across the academy.

## Teachers

Teachers are responsible for meeting the needs and the progress of all pupils in their class including those with SEND. Teachers strive to deliver High Quality Adaptive Teaching and a Trauma Informed Approach based on accurate assessment to meet the needs of pupils with SEND. Teachers with the support of the SENDCO identifies, as early as possible, pupils with SEND within their own class. Teachers consult with the SENdCO to meet the needs of pupils with SEND in their class. Teachers liaise with and support parents /carers of pupils in their class at all stages of the graduated approach and ensure SEND related paperwork for pupils in their class is kept up to date and is of high quality. Teachers ensure Teaching Assistants and Support Staff assigned to their class are well deployed and effective.

## Teaching Assistants (TAs) and Support Staff

Teaching Assistants and Support staff, with the support and direction of the teacher and SENDCO, support, teach and assess pupils. They take time to develop their knowledge of the needs of the pupils therefore helping to break down barriers to learning and support pupil progress in a way which maximises pupil's independence and self-esteem.

## External Agencies

External Agencies work in partnership with academy staff and parents /carers to share their expertise and professional support to help meet the needs of pupils with SEND.

## Parents/ Carers

The relationship between parents/carers is crucial to all pupil's educational progress and wellbeing. Therefore, all academy staff work towards achieving positive and effective partnerships with all parents/ carers.