

The Federation of Boldmere Schools
Special Educational Needs and Disabilities Policy (SEND) – December 2025

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The Federation of Boldmere Schools empowers all children to embrace learning: achieve their personal best: and build their emotional, social and physical wellbeing.

Introduction:

At The Federation of Boldmere Schools all children, irrespective of need, access a broad and balanced curriculum which is delivered through high quality inclusive teaching. This enables every child to make progress and reach their full potential socially, emotionally and academically. Schools will make reasonable adjustments to support children with SEND. Schools set high expectations and aspirations for each individual SEND child, working together with them, and their parents/carers to ensure that they become confident and independent children and young people who are able to successfully transition to the next phase of their education or adult life.

We value the individuality of all our children. We are committed to giving each child every opportunity to achieve the highest of standards, to ensure that all children are happy, involved and engaged in all areas of the school. We ensure that every child is treated as a special, unique individual who has the potential to shine. We work together to make sure children feel safe, secure, cared for and appreciated for being themselves. This policy helps to ensure that this happens for all the children in our schools, regardless of their age, gender, ethnicity, attainment or background. This SEND Policy and our SEND Information Report are available on the school website.

Legislation and Guidance:

This policy is based on the statutory Special Educational Need and Disability (SEND) Code of Practice (2015) and the following legislation:

- Children and Families Act 2014
- Equality Act 2010
- The Special Educational Need and Disability Regulations 2014
- The Education Act 2011.

Roles and Responsibilities:

The Headteacher:

The Headteacher at Boldmere Infant and Nursery School and Headteacher at Boldmere Junior School have overall responsibility for the provision and progress of children with SEN and or/disabilities.

The Governing Body:

- Ensures that the school makes necessary provision for all children with SEND.
- Monitors the implementation of this policy.

The SENDCo:

Our SEND co-ordinators at Boldmere Infant and Nursery School, Boldmere Junior School and Boldmere Inclusion Base (Resource Base Setting) collectively:

- Oversee the day-to-day operation of the SEND policy.
- Co-ordinate provision for children with SEND.
- Liaise with parents/carers, staff and external agencies.
- Maintain the SEND register and records.

- Alongside other senior leaders, they ensure that staff receive the appropriate training.

Class teachers:

- Identify and support children with SEND in their classes (alongside the SENDCo/Senior Leadership Team)
- Plan and deliver appropriately adapted lessons.
- Review the provision on a child's plan.
- Work with the SENDCo to implement strategies and interventions.

We strongly believe that '***all teachers are teachers of pupils with special educational needs. Teaching such students is therefore a whole school responsibility, requiring a whole school response.***' DfES, 2001

Aims and Objectives.

Our aims are:

The Federation of Boldmere Schools aim to be inclusive, where resources and funding allow. This means that equality of opportunity must be a reality for all our children. We make this a reality through the attention we pay to the different groups of children within our school:

- girls and boys.
- minority ethnic and faith groups.
- children who need support to learn English as an additional language.
- children with additional educational needs.
- children who are looked after by the Local Authority.
- any children who are vulnerable or at risk of exclusion.

Our objectives are:

- To have high expectations of all children and to work together to overcome their barriers to learning and success.
- To identify as early as possible children who have Special Educational Needs or disabilities.
- To enable all children to participate in all aspects of school life fully and effectively.
- To create a school environment where pupils can contribute and develop their own love of learning. This means encouraging relationships with adults in school so pupils feel safe to voice opinions of their own needs.
- To plan individual programmes of provision which have clear learning objectives and achievable outcomes, which are reviewed at least termly.
- To work in partnership with parents/carers, meeting with them three times a year, involving them fully in their child's progress and development.
- To liaise with other schools, support agencies, external agencies, and Birmingham City Council (SENAR) when appropriate.
- To ensure regular, moderated assessments take place which inform future planning, provision and intervention.
- To ensure that all staff have access to training and advice, and support high quality teaching and learning for all children.

Definition of Special Educational Needs.

The 2015 Code of Practice says that:

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

Taken from 2015 SEND Code of Practice: 0-25 years – introduction xiii and xiv.

There are four broad categories of SEND:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health

Physical and Sensory

Types of SEND:

Types of SEND which we currently have within the Federation, include children with a formal diagnosis as well as those with learning profiles that would be consistent with a diagnosis:

Communication and Interaction:

- Autistic Spectrum Disorder / Autistic Spectrum Condition
- Significant language delay
- Speech and language disorder
- Selective mutism / situational mutism

Cognition and Learning:

- Dyslexic/dyscalculic difficulties or other Specific Learning Difficulties.
- Moderate learning difficulties
- Global developmental delay
- Downs Syndrome

Social, Emotional and Mental Health:

- ADHD / ADD
- Attachment disorders
- Emotional difficulties
- Social difficulties
- Significant self-esteem and confidence difficulties
- Mental health difficulties
- Emotional based school avoidance

Physical and Sensory:

- Visual Impairment
- Hearing Impairment
- Feeding difficulties.
- Mobility difficulties
- Cerebral Palsy

Levels of Response:

Within the SEND Code of Practice 2015, SEND is categorised as either 'SEND Support' or 'EHCP'.

The Federation of Boldmere Schools use a Graduated Approach to ensure all children's needs are met, where resources and funding allow:

- Monitoring (*not recorded as SEND*)
- SEND Support (*recorded as SEND with a 'K'Code*) (*Tier 1, Tier 2)
- SEND Support Provision Plan (SSPP) (*recorded as SEND with a 'K'Code*) (*Tier 3)
- Education, Health and Care Plan (EHCP) (*recorded as SEND with a 'E' Code*) (*Tier 3)

**SEND Tiers are used, at school level, to support us in categorising the level of support children access in school.*

Monitoring:**High Quality Teaching for all of our children incorporates:**

1. Highly focused lesson design with clear objectives;
2. High demands of child involvement and engagement with their learning;
3. High levels of interaction for all children;
4. Appropriate use of teacher questioning, modelling and explaining;
5. An emphasis on learning through dialogue, with regular opportunities for children to talk both individually and in groups;
6. An expectation that children will accept responsibility for their own learning and work independently;
7. Regular use of encouragement and authentic praise to engage and motivate children.

Further adaptations may include:

1. Varying teaching styles;
2. Visual cues;
3. Sensory breaks

Where a concern is raised regarding a child's learning or development, the child's class teacher will complete a SEND referral sheet for the child. Prior to this, the class teacher will have liaised with the child's parents/carers. The following will then be put in to place to track and monitor progress:

- First block of 6 weeks of intervention. Progress is tracked on intervention sheets and/or Birmingham Literacy/Language/Maths toolkits.
- SENDCo and Class Teacher meet to review progress. Any adaptations/changes to provision are made.
- Second block of 6 weeks of intervention. Progress is tracked on intervention sheets and/or Birmingham Literacy/Language/Maths toolkits.
- At the 12 week review the class teacher holds a meeting with the SENDCo regarding the attainment/progress of the child in the four areas of need: Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health and Sensory and Physical. If concerns still remain, despite high quality and consistent intervention, then the child will be added to the SEND register.

- Parents/carers will be informed fully of every stage and the circumstances under which they are being monitored. Parents are encouraged to share information and knowledge with the school and support their child with their targets at home.

SEND Support:

The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and so overcome barriers to learning. The support provided consists of a four – part process (APDR):

Assess

Plan

Do

Review

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

All children on the SEND register are tiered in terms of the level of support and intervention that they require:

Tier 1:

Those at Tier 1 will have an identified special educational need that requires a more modest intervention and adaptive provision to enable curriculum access.

Tier 2:

Those at Tier 2 will receive an increased level of targeted/specialist support due to their more complex needs, often requiring ongoing input from outside agencies.

Tier 3:

Those at Tier 3 will either have, or be on the pathway towards a SEND Support Provision Plan (SSPP) or an Education, Health and Care Plan (EHCP)

SEND Support Provision Plan (SSPP):

SEND Support Provision Plans (SSPP) are documents developed by Birmingham Local Authority, for use by schools and other settings. Although not statutory, they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and where multi-agency involvement is required, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.

Further information about SSPPs can be found via the SEND Local Offer:

https://www.localofferbirmingham.co.uk/send_support_services_menu/send-support-provision-plan-sspp/

Education Health and Care (EHC) Plan:

For the majority of children with Special Educational Needs and Disabilities, their needs can be met within their local mainstream school without an EHCP or specialist support. If a child is identified as having a significant complex need, requiring a high level of support to access a personalised curriculum, and there has been multi agency involvement over a period of time with evidence of monitored targeted intervention, it may be considered that enhanced provision or specialist services are needed in order to meet the child's needs.

In some exceptional circumstances the school may think that an Education, Health and Care Plan is required, particularly if the parents have indicated that they may want to consider special provision. This would be a request for statutory assessment.

If the school thinks statutory assessment is needed, the SENDCo will call a Team around the Child (TAC) meeting where all professionals who have been involved with the child and family will meet with the parents and child (if appropriate) to discuss the pupil's needs and provision. At this meeting, a decision will be made as to whether a request for statutory assessment should be made. The request will be partially prepared at this meeting and will be completed by the SENDCo.

Any professional can make a referral for an EHCP assessment. Parents/carers and the child (if over the age of 16) can also make a request. The range of support that has already been provided will need to be evidenced.

The request is then submitted to the Locality Authority (SENAR) for consideration. If the Local Authority (SENAR) agree to proceed with the assessment, they will begin to gather evidence from all professionals involved in order to decide whether to issue a plan. If a plan is agreed, a draft version will be issued in consultation with all professionals and parents. At this time, parents will be asked about their preference for school placement. The final EHCP should be issued within 20 weeks of the assessment starting.

If the request for statutory assessment is denied by SENAR, parents have the right to appeal and can be supported in this by the SEND Information Advice and Support Service (SENDIASS - 0121 303 5004).

Boldmere Inclusion Base (BIB):

Boldmere Inclusion Base is our 24 place Resource Base provision designated to support children with a diagnosis of Autism (as their primary need) across the primary age range. Children must have an EHCP to be allocated a place within a Resource Base. The Local Authority decides when children should be offered a place in any Resource Base and will consult with schools to determine whether the child's needs can be met within that particular Resource Base. A Resource Base is a more specialist setting which provides bespoke provision to the children who attend. Children in a Resource Base will have a bespoke, personalised curriculum that reflects their needs. Children will join mainstream lessons, where appropriate.

Working with Parents/Carers:

We have strong, positive, and collaborative relationships with all our parents/carers. If a child is experiencing difficulties, parents will be informed either at parents' consultations (autumn and spring terms) or during informal meetings to discuss the child's progress. Once a child has been identified as having SEND, the school will formally notify parents/carers via letter. Once the child's targets and One-Page Profile (infants) or Pupil Passport (juniors) have been established the school will arrange to share them with parents. The child's progress, against targets on their One Page Profile/Pupil Passport, is reviewed termly and discussed with parents/carers as part of parents' evening or a SEND review meeting. The child's views on their progress and support will be sought every term.

Interventions to support Teaching and Learning:

The Federation of Boldmere Schools believe that all children learn best when working with or alongside their peers. Our aim is for all children to be working independently, in class, achieving their personal best. Children with SEN and disabilities are entitled to be taught by a teacher. Teachers aim to spend time each day working with all children with SEND, individually or as part of a group. At times, children may need to take part in an intervention that takes place outside of their classroom. The schools use evidence-based interventions, which are tracked on intervention records. Interventions are planned to best match the child's needs and are in six-week blocks. At the end of each block, the progress of each child is informally reviewed. A decision is then made as to whether to continue the intervention, to provide a new intervention, or to allow a period of consolidation in class.

Access arrangements:

Where teachers deem it appropriate, some children with SEND may be offered specific access arrangements to support them when completing curriculum assessments. These arrangements should replicate the level of support given in the completion of typical classwork and involve such arrangements as additional time, 1:1 reader or rest-breaks. Typically, assessments completed in school are relatively informal but at the end of KS2, these assessments take the more formal nature of Key Stage Two statutory assessment tests (SATs). Access arrangements for these tests are formally applied for by school leaders in advance of the test schedule.

Accessibility:

The Federation of Boldmere Schools is committed to ensuring that the physical environment, curriculum and information are accessible to all. Please see our Accessibility Plan, which is available on our web site, for further information.

Access to extra-curricular activities:

All our children have equal access to before school, lunchtime and after school clubs, which allow them to participate in all aspects of school life. Where necessary, we make adaptations to meet the physical and learning needs of our children with SEND. Educational visits and residential visits (in year 4 and year 6) are part of our curriculum, and we encourage all children to attend them. No child is excluded from an Educational Visit because of SEN, disability or medical needs.

Staff Expertise and Training:

All our teachers are trained to work with children with SEND. All have access to advice, information, resources and training to enable them to teach all children effectively. We offer training in addition to self-help opportunities through access to bespoke in house support, provision of books or leaflets and guidance towards useful websites or access to resources. Staff also develop their skills by working with our outside agencies as part of their strategic offer.

Transition Arrangements:**Transition into and within school:**

We understand that, at times, it may be difficult for children and parents/carers as they move into a new class or a new school. Schools will support, as appropriate, for the individual needs of the child in order to make transitions between classes (including other settings) as smooth as possible. This may include, for example:

- Additional meetings for the parents and child with the new teacher.
- Additional visits to the classroom environment in order to identify where the toilets are, where the pegs are etc.
- Opportunities to take photographs of key people and places in order to make a transition booklet.

Enhanced transition arrangements are tailored to meet individual needs.

Transition to Secondary School:

Individual needs of children with SEND are discussed with the SENDCO/Inclusion Team of the appropriate secondary school. Where possible, in the summer term of year six a review will be held with the parents of children with an EHCP or SEN Support Provision Plan. This meeting may involve key staff from the secondary school and any personnel from outside agencies who have been involved with the child. Additional transition arrangements may be made for individual children e.g., extra visits, travel training etc.

Birmingham Local Offer:

A link to the Birmingham Local Offer can be found on our web site and within the school's SEND Information Report.

Equal Opportunities:

The school is committed to providing equal opportunities for all, regardless of race, faith, gender or capability in all aspects of school. We promote self and mutual respect and a caring and non-judgmental attitude throughout the school.

Complaints procedure:

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the Head Teacher or Assistant Head Teachers who will be able to advise on formal procedures for complaint. A copy of our complaints procedure can be found on our web site.

Links with other policies:

Safeguarding and Child Protection Policy
Accessibility Plan
Behaviour Policy
Teaching and Learning Policy
Intimate Care Policy
Anti-Bullying Policy
Admissions Policy
EAL Policy

Review:

This policy will be reviewed annually, or more regularly in the light of any significant new developments or in response to changes in guidance.