



Blue Hills Federation



SPECIAL EDUCATIONAL NEEDS & DISABILITY (SEND) POLICY SEPTEMBER 2023

Formatted: Font: 36 pt, Bold, Font color: Custom Color(22,74,158)

The Blue Hills Federation

Formatted: Font: 26 pt, Font color: Custom Color(77,94,44)

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary’s Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term ‘Blue Hills Federation’ within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

Formatted: Font: (Default) Tahoma, Font color: Custom Color(77,94,44)

Our Vision

Proverbs 22:6 - Good News Bible

‘Teach children how they should live, and they will remember it all their lives.’

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness;
Friendship and Family; Perseverance and Resilience

Formatted: Font: (Default) Tahoma, 10 pt, Font color: Custom Color(22,74,158)

Review Date: September 2026

**Full details of the Shropshire SEN(D) Local Offer can be found at:
<https://shropshire.gov.uk/the-send-local-offer/>**

This Policy includes the processes identified to respond to students with SEND and also meets the statutory reporting regulations of the SEND Information Report. It complies with Section 19 of the Children and Families Act 2014. It is written with reference to inclusive education under:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (January 2015)
- School Admissions Code of Practice
- The Special Educational Needs and Disability Regulations 2014 (linked to clause 64)
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting students at school with medical conditions (April 2014)
- The National Curriculum in England framework document (September 2013)
- Safeguarding and Child Protection Policy
- Accessibility Plan
- Teachers Standards 2012

This policy has been created by the Federation's SENDCo with the SEND Governor, in liaison with the Executive Headteacher. Staff and parents/carers have been invited to comment on the document.

The SEND Link Governor is Mrs A. Gledhill

Mrs Sally-Anne Jones is SENDCo and she oversees SEND provision across the Blue Hills Federation. Our TAs, who have a great deal of experience supporting pupils with additional needs. TA's undertake regular training within the school.

Section 1: Statement of Principle

All students have the right to achieve their maximum academic and social potential. The SEND policy across Blue Hills Federation seeks to promote this by providing equality of access and opportunity to all areas of the curriculum. Students are taught in an environment where they receive equal respect and in which their individuality is valued. It is our policy to identify and assess these differences and ensure that learning is supported and differentiated to ensure good progress is made by all students.

Section 2: Aims

The aims of our SEND policy and practice are:

- To make reasonable adjustments for those with additional needs by taking action to increase access to the curriculum and the environment.
- To ensure that students with SEND engage in the activities alongside students who do not have SEND.
- To reduce barriers to progress by embedding the principles in the National Curriculum Inclusion Statement.
- To use our best endeavours to secure special educational provision for students for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum, to better respond to the four broad areas of need:
 - 1) Communication and Interaction
 - 2) Cognition and Learning
 - 3) Social, Emotional and Mental Health
 - 4) Sensory and/or Physical Needs
- To request, monitor and respond to parent/carers and student views in order to evidence high levels of confidence and partnership.
- To ensure a high level of staff expertise to meet student need, through well-targeted continuing professional development.
- To support students with medical conditions to achieve full inclusion in all school activities by ensuring consultation with health and social care professionals in order to meet their needs.

- To work in cooperative and productive partnership with the Local Authority and outside agencies to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

Section 3: Identifying Special Educational Needs

What are Special Educational Needs (SEN) or a Disability?

Across the Federation, we use the definitions for SEN and disability from the SEND Code of Practice (2015). This states:

SEN: A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a significantly greater difficulty in learning than the majority of others of the same age. Special educational provision means educational or training provision that is additional to, or different from, that made generally for others of the same age in a mainstream setting in England.

Disability: Many children and young people who have SEN may 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 includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.

Identification of SEN

We recognise the importance of early identification and aim to identify students’ special needs as early as possible. The skills and levels of attainment of all students are assessed on entry, including literacy and numeracy, building on information from their previous setting. The purpose of identification is to identify what action the school needs to take. As part of this process, the needs of the whole child are considered, not just their special educational needs.

The Federation Schools also recognise that other factors may influence a child’s progress and attainment, but do not necessarily mean that the child has a special educational need. This might be:

- Disability (where reasonable adjustment under the Disability Equality legislation can enable a child to make normal progress)
- Attendance
- Health and welfare
- English as an additional language
- Being in receipt of Pupil Premium
- Being a Looked After Child
- Being a child adopted from care

A rigorous system of progress monitoring across the Federation takes place across all departments. This identifies students who are not making expected levels of progress and may include progress in areas other than attainment, such as social skills.

Sometimes children present with challenging behaviour. This is not necessarily because they have a special educational need, but should be seen as a form of communication that needs to be thought about and addressed.

We advise that if parents/carers have concerns relating to their child’s learning, that they initially discuss these with their child’s class teacher. This then may result in a referral to the SENDCo.

Section 4: SEND Support

Teachers are responsible and accountable for the progress and development of all the students in their class. High quality teaching, differentiated for individual students, is the first step in meeting the needs of any student who has or may have special educational needs. Reasonable adjustments will be made for students with a disability (such as auxiliary aids and services) to overcome any

disadvantage experienced and increase their access to the curriculum. The quality of classroom teaching provided to students with SEND is monitored through a number of processes that includes:

- Classroom observation by the Executive Headteacher and the SENDCo
- On-going assessment of progress made by students with SEND
- Work sampling and scrutiny of planning to ensure effective matching of work to student need
- Teacher meetings with the SENDCo to provide advice and guidance on meeting the needs of students with SEND
- Student and parent feedback on the quality and effectiveness of interventions provided
- Attendance and behaviour records

All students have individual targets to aspire to, which are set in line with national outcomes. Parents are informed of these via the reporting system and also at events, such as Parents Evenings.

Student attainment is tracked using whole school tracking systems and those failing to make expected levels of progress are identified very quickly. These students are then discussed between class teachers, the Executive Headteacher and the SENDCo to determine what interventions are required.

Additional action to increase the rate of progress will then be identified and recorded on a Pupil Plan. This will include a review of the impact of the differentiated teaching being provided and, if required, the teacher will be provided with additional strategies to further support the student.

Where it is decided during this early discussion that special educational provision is required to support progress, parents/carers will be informed that the school considers their child may require SEND support and their support will be sought in order to improve achievement.

Action relating to SEND Support follows the Assess, Plan, Do and Review model:

Whole school provision planning takes place, with responsibility shared between teachers, the SENDCo and the Executive Headteacher.

1. Assess: Data on the student held by the school will be collated by the subject teacher in order to make an accurate assessment of the student's needs. The literacy skills of all students are assessed on entry. Some students are identified for further detailed formative assessments. Any student identified with a special educational need will be included on the SEND Register. Parents/carers are invited to discussions to support the identification of action to improve outcomes.

2. Plan: Teachers plan using information about students' prior attainment, differentiating tasks to ensure progress for every student in the class. When a student has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the subject teacher to reduce barriers to learning and enable them to access the curriculum more easily. These adaptations may include strategies suggested by the SENDCo and/or external specialists. Some students may require specific literacy or numeracy interventions. These are delivered by suitably trained members of staff. In addition, if it is considered appropriate, students may be provided with specialised equipment or resources.

3. Do: SEND Support will be recorded on a Pupil Plan that will identify a clear set of expected outcomes, which will include academic and developmental targets that take into account parents' aspirations for their child. Parents/carers and the student will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing progress. This SEND Support could take the form of in-class support and/or withdrawal interventions.

4. Review: Progress towards attainment outcomes are tracked and reviewed with the parents/carers and the student. If students fail to make expected progress, the decision may be made to undertake further assessment of their needs. The effectiveness of SEND Support is monitored on a termly basis by the SENDCo. When expected progress is made, and students are achieving in line with their peers, a decision is made as to whether they continue to be identified on the SEND Register. If progress rates are still judged to be inadequate, despite the delivery of high quality targeted interventions, advice may be sought from external agencies regarding strategies to

meet the specific needs of the student. This will only be undertaken after consultation with the parents/carers and may include referral to:

- Speech and Language Therapy Service
- Learning Support Advisory Teacher
- Educational Psychology Service
- Occupational Therapy Service
- Sensory Inclusion Service
- Child & Adolescent Mental Health Service
- Tuition, Medical and Behaviour Support Service
- Educational Welfare Officer
- Social Services
- School Counsellor
- School Nurse

The needs of the majority of students will be met from within the school's own resources. The school receives funding to respond to the needs of students with SEND from a number of sources that includes:

- Notional SEND budget - this is a fund devolved to schools to support and meet the needs of students with SEND
- Pupil Premium funding – this provides additional funding for students who are claiming Free School Meals, Looked After Children, those who have been adopted from care or whose parents/carers are in the Armed Services

Graduated Support Funding & Educational Health and Care Plan

Some students will have a significantly higher level of need and they may be eligible for Graduated Support Funding (GSP) or an Education, Health and Care Plan (EHCP). To receive this funding, the school will provide a costed provision map and other relevant documents to demonstrate how advice and recommendations from external agencies have been implemented. The outcomes of the support will be identified and the provision map will indicate how the additional funding will be used. The thresholds for funding are related to the needs of the student.

Shropshire's Graduated Support pathway (GSP) will enable settings to request additional top up funding from the high needs block (Element 3) to partially supplement the cost of targeted or specialist educational provision that is necessary to meet the needs of an individual pupil once the notional funding threshold has been exceeded.

Key Aims of GSP

- To provide timely, efficient and effective intervention for children identified as requiring SEN Support
- To improve outcomes by identifying which agencies need to be involved at an early stage and ensure a more holistic approach
- To allow schools timely access to additional funding to continue to provide targeted support to individual pupils
- To provide the opportunity to be more flexible and creative in the way that support is delivered
- To support inclusion and equality of opportunity
- To ensure more efficient use of high needs funding and encouraging early intervention, thereby reducing the need to access specialist provision

Section 5: Pastoral Support

Blue Hills Federation offers a wide variety of pastoral support for students. This includes:

- A Personal, Social and Health Education (PSHE) curriculum that aims to provide students with the knowledge, understanding and skills they need to enhance their emotional and social well-

being.

- Pupil voice mechanisms
- Mentoring support
- Counselling
- Social skills and anger management support

How will students with SEND be included in activities outside the classroom, including school trips?

- Individual school sites across the Federation provide a range of extra-curricular activities, details of which can be found on each of the school websites. All students, including those with SEND are encouraged to participate.
- Risk assessments are carried out and procedures are put in place to enable all children to participate in these activities.
- Each school ensures it has sufficient staff expertise to facilitate inclusion for all within activities.

Section 6: Working with students and families - Admissions

St Mary's Bucknell CE Primary School, Clunbury CE Primary School and Newcastle CE Primary School are co-educational 4-11 establishments that have an open admissions policy. Wheelchair access has improved during recent years and room timetables are used creatively to ensure all students are able to access appropriate facilities. Each school ensures that students with SEND are admitted on an equal basis with others in accordance with their Admissions Policy.

For children with an EHCP, parents/carers have the right to request a particular school. The Local Authority must comply with that preference and name the preferred school unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- The attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name either St Mary's Bucknell CE Primary School, Clunbury CE Primary School or Newcastle CE Primary School in a child's EHCP, the Local Authority will send the Governing Body a copy of the plan, so that the suitability of the placement can be considered before a final decision is made. Parents/carers of a child with an EHCP also have the right to seek a place at a Special School, if they consider that their child's needs can be better met through specialist provision.

How will parents/carers know how their child is doing?

Progress towards the identified outcomes will be shared with parents/carers through the schools reporting system and Parents Evenings. Parents/carers are encouraged to arrange an appointment to discuss their child's progress with the SENDCo or individual class teachers if they have concerns or have information they feel they would like to share that could impact on their child's progress.

How will parents/carers be helped to support their child's learning?

The school can provide parents links to resources that may be useful in supporting parents/carers to help their child learn at home. The class teacher or SENDCo may also suggest additional ways that parents/carers could support their child's learning.

How is the decision made about how much support each child will receive?

For students with SEND, but who are without an EHCP, the decision regarding the support provided will be taken in consultation with parents/carers. If a student has an EHCP, the level of support will be clearly defined and a costed provision map will detail what will be provided.

How will parents be involved in discussions about and planning for their child's education?

This will be through:

- Discussions with the Class Teacher, SENDCo or the Headteacher
- Parents Evenings
- Meetings with external agencies

Who can parents/carers contact for further information or if they have any concerns?

If parents/carers wish to discuss their child's needs or if they have concerns about the school's response to meeting these needs they are encouraged to contact the following:

- Class Teacher
- SENDCo
- Executive Headteacher

Support services for parents/carers of students with SEN:

Shropshire Information, Advice and Support Service (IASS), provides free, confidential and impartial information, advice and support around Special Educational Needs and Disabilities, including health and social care. Support is offered from initial concerns about a possible SEN and disability, through to complex information and advice.

Parents are encouraged to call the school to arrange an appointment if they feel they need more support at home.

The contact details for IASS are:

Shropshire IASS
 C/o Citizens Advice Shropshire
 Fletcher House
 15 College Hill
 Shrewsbury
 Shropshire
 SY1 1LY
 01743 280019
 Email: iass@shcab.cabnet.org.uk

<http://cyp.iassnetwork.org.uk/service/shropshire-iass/>

Information on Shropshire's Local Offer relating to SEND can be found at:

<https://www.shropshire.gov.uk/local-offer/>

Transition Arrangements

How will the school prepare / support my child when joining or transferring to a new school?

A number of strategies are in place to enable successful transition.

These include:

On entry

- A planned induction programme is delivered in the summer term to support transfer for students starting Schools within Blue Hills Federation in September.
- Parent/carers are invited to an admissions meeting at their child's specific school and are provided with a range of information to support them in enabling their child to settle into the new routines.
- Wherever possible the SENDCo meets with parents/carers of SEND students to allow concerns to be raised and solutions to any perceived challenges to be identified prior to entry.
- Additional transition activities will be planned for more vulnerable students.
- If students are transferring from another setting, the previous school's records will be requested immediately and a meeting set up with parents/carers to identify and discuss any

concerns.

Transition to Secondary

- A planned induction programme is delivered in the summer term to support transfer for students leaving Schools within Blue Hills Federation. This includes visits from staff at The Community College, Bishops Castle, Church Stretton School, Wigmore School and Ludlow School.
- Parent/carers are invited to admissions meetings at the school and are provided with a range of information to support them in enabling their child to settle into the new routines.
- Woodlands transition sessions are available for pupils that are more vulnerable or might find the transition difficult. This involves 3 smaller transition visits that are facilitated by experienced and specialised staff.
- When pupils transfer to another setting, the school's records will be sent immediately. The class teacher will pass on any concerns they have. All safeguarding information will also follow with the pupil in a confidential and secure way.

Section 7: Supporting students with medical needs

- Students with medical needs will be provided with a detailed Health Care Plan. These are written in partnership with the School Nurse, other professionals, and, if appropriate, the student themselves.
- Staff who volunteer to administer and supervise medications, will complete formal training and be verified by the School Nurse as being competent
- All medicine administration procedures adhere to the LA policy and Department of Education (DfE) guidelines.

Section 8: Monitoring and evaluation of SEND provision

Monitoring and evaluation of SEND provision is integral to the Assess, Plan, Do and Review process. It forms an essential part of whole school monitoring, evaluation and review. This process will include departmental reviews, observations of teaching and learning, learning walks, work scrutiny and sampling of parent, student and staff views

Section 9: Training

Staff across the Federation will receive a range of training to help them meet the needs of SEND students. Awareness training will be provided to all staff on the four broad areas of need:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health
4. Sensory and/or Physical Needs

The training needs of all staff are regularly reviewed, so that they are well equipped to meet the needs of SEND students. The SENDCo regularly attends the Local Authority network meetings in order to keep up to date with local and national updates in SEND.

Section 10: Roles and Responsibilities

The Executive Headteacher has overall responsibility for SEND. She delegates responsibility to the SENDCo and Class Teachers but is still responsible for ensuring that all students' needs are met and they make the best possible progress. She ensures that the Governing Body is informed about all issues in the school relating to SEND.

The role of pupils

- To be fully involved in their learning at all stages by participating in the setting of targets for improvement and engaging positively with the systems in place for self-evaluation and review.

The role of parents/carers

- To be actively involved in working with the school to support their child's academic progress and personal development, through regular communication.

The role of teachers

- To deliver high quality, differentiated teaching to meet the needs of all students, including those with SEND.
- To take responsibility for the progress of all students in their class, including those with SEND.
- To enable access to the National Curriculum at a level that challenges all students to reach their full potential.
- To work in collaboration with the Learning Support Department to develop resources and ensure effective use of Teaching Assistant support.
- To ensure fully differentiated schemes of work and resources are in place to support lesson planning and delivery.
- To ensure that Literacy and Numeracy policies are embedded in subject areas working practices, in order to support all students working below expected levels in these core areas.
- To make referrals to the SENDCo where there is a concern identified.

The role of the SENDCo

- To identify students' needs accurately and ensure support is targeted efficiently and effectively.
- To maintain and update the school's SEND Register.
- To work with subject areas to develop resources and/or deliver CPD to support learning, so that students are achieving in line with national expectations and reaching their potential.
- To establish systems that ensure statutory requirements outlined in the SEND Code of Practice are met.
- To deploy staff and resources according to the needs of SEND students.
- To provide professional development opportunities for all staff in the area of SEND.

The role of Teaching Assistants

- To work with teachers and support students, so that students with SEND are able to access the curriculum and make expected progress.
- To empower students to develop strategies that enable them to become independent learners.
- To implement support strategies within the classroom.

The role of the Governors

- To ensure that Schools across Blue Hills Federation have appropriate provision for all students and have made necessary adaptations to meet the needs of those with SEND.
- To make regular visits to monitor provision within the school.

Section 11: Accessibility

The Accessibility Plan describes the actions the school will take to increase access to the environment, the curriculum and to printed information. This plan is available on the school website.

Section 12: Dealing with complaints

For complaints relating to SEND issues, parents/carers should contact the SENDCo, in the first instance. The SENDCo will address the matter or refer it to the appropriate person. Should the parents/carers not be satisfied with the outcome, the complaint should be referred to the Executive Headteacher

The combined SEND Policy and SEND Information Report was reviewed in September 2023.

Key Terms

DfE: Department for Education

SEND: Special Educational Needs and Disability

SENDCo: Special Educational Needs and Disability Coordinator

SLT: Senior Leadership Team

EHCP: Education Health Care Plan

LA: Local Authority

IASS: Shropshire Information, Advice and Support Service

CPD: Career Professional Development

GSP: Graduated Support Pathway