



The  
**Leaf Trust**

Unique Primary Schools Growing Together.

# BHPS SEND Policy (v1.0)

Statutory

<b>Date Policy Adopted:</b>	May 2025
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<b>Policy Monitored by:</b>	Local Governing Body

Trust Board Ratification: Yes  No

<b>Policy Approved by:</b> Trust Board	<b>Date of Approval:</b> May 2025
<b>Review Cycle:</b> Annual	<b>Review Date:</b> May 2026

## History of Most Recent Policy Changes

<b>Version</b>	<b>Date</b>	<b>Page</b>	<b>Change</b>	<b>Origin of Change</b>
V1.0	May 2025	Whole Document	New Policy	New Trust Template Policy

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# 1. Aims and objectives

Our special educational needs and disabilities (SEND) policy aims to:

- Ensure schools in our trust fully implement national legislation and guidance regarding pupils with SEND
- Explain how The Leaf Trust will, across all of our schools:
  - Support and make provision for pupils with special educational needs and disabilities
  - Provide pupils with SEND access to all aspects of school life so they can engage in the activities of the school alongside pupils who do not have SEND
  - Help pupils with SEND fulfil their aspirations and achieve their best
  - Help pupils with SEND become confident individuals living fulfilling lives
  - Communicate with pupils with SEND and their parents or carers and involve them in discussions and decisions about support and provision for the pupil
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Make sure the SEND policy is understood and implemented consistently by all staff

# 2. The Leaf Trusts' Vision for Strength-based inclusion

## **Every child, irrespective of barriers, is supported to belong...**

- **Every school** within the Trust provides enabling environments aiming to ensure that barriers are reduced.
- **Every child** within the Trust is included in all aspects of school life.
- **Every Family** has the opportunity to be heard and is supported to flourish.
- **Every staff member**, within the Trust, is a champion for children; promoting inclusivity and high aspiration for all.

## **Every child, irrespective of barriers, grows: personally, academically & socially...**

- **Every school** promotes a strength-based approach to inclusion.

- **Every child** recognises their limitless capacity for growth and their ability to reduce barriers through securing a sense of belonging and developing a sense of agency.
- **Every family** is supported to grow and flourish.
- **Every staff member** is provided with the opportunity to continually develop their understanding of inclusion.

### **Every child, irrespective of barriers, believes that they can succeed...**

- **Every school** develops a joyful, aspirant curriculum.
- **Every child** is supported to acquire the personal, academic and social tools needed to succeed.
- **Every family** is supported in working with the school to plan a successful future for their child.
- **Every staff member** is unconditionally positive about every child's ability to succeed.

## 3. Blackhorse Primary Schools' Vision for Inclusion

At Blackhorse, we believe championing inclusion empowers every child to thrive academically, socially and emotionally. We build Champion Learners through an inclusive environment of shared values of Pride, Respect, Bravery and Success and is shaped through our school mission:

- **Extensive Opportunities** – Ensures all children, including those with SEND, access enrichment, leadership roles, and quality learning..
- **Expert Tuition** –through quality first teaching teachers are skilled to adapt and deliver inclusive pedagogy across the curriculum.
- **Purposeful Practice** – providing opportunities for tailored practice, scaffolded challenges and adaptive learning that nurture confidence and resilience.
- **Personal Effort** & Culture of Belonging –Every child is empowered to try, grow, and succeed from their unique starting point.

## 4. Legislation and guidance

This is based on the statutory guidance [Special Educational Needs and Disability \(SEND\) Code of Practice](#), [Keeping Children Safe in Education](#) and [working together to improve school attendance](#).

This policy is also based on the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out schools' duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out schools' responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes those with a disability) and those who don't share it
- The [academy trust governance guide](#) which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out schools' obligation to admit all pupils whose education, health and care (EHC) plan names the school, and their duty not to disadvantage unfairly children with a disability or with special education needs

This policy also complies with our funding agreement and articles of association.

## 4. Inclusion and equal opportunities

In our trust we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 5. Definitions

### 5.1 Special educational needs

According to the **Special Educational Needs and Disability (SEND) Code of Practice: 0 to 25 years** (2015) in England, **SEND (Special Educational Needs and Disabilities)** is defined as follows:

**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 them.**

A **learning difficulty or disability** is defined as when a child or young person:

- **Has significantly greater difficulty in learning** than the majority of others of the same age, or

- **Has a disability** that prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream schools.

Special educational provision is **additional to**, or **different from**, that made generally for other children or young people of the same age by mainstream schools.

## 5.2 Disability

Pupils are considered to have a **disability** if they have a physical or mental impairment that has a substantial and long-term negative effect on their ability to do normal daily activities.

All schools in our trust will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

## 5.3 Reasonable Adjustments

A reasonable adjustment, as defined by the SEND Code of Practice (2015) in England, refers to changes that schools and educational settings must make under the Equality Act 2010 to remove or reduce disadvantages faced by disabled students. These adjustments, which can include physical alterations, assistive aids, or changes to policies and practices, aim to ensure that disabled pupils can access education on an equal basis with their peers. The duty is anticipatory, meaning institutions must proactively identify and address potential barriers rather than waiting for issues to arise.

## 5.4 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

# 6. Roles and responsibilities

## 6.1 Board of trustees

The Leaf Trust Board of trustees will:

- Ensure that the trust complies with statutory SEND obligations, including the Children and Families Act 2014, the SEND Code of Practice (2015), and the Equality Act 2010.
- Set equality objectives to support compliance with the Public Sector Equality Duty.
- Have a **clear understanding of the trust's SEND provision**, ensuring it meets the needs of pupils and aligns with the trust's vision and values.
- Designate a Trustee to oversee SEND provision across the trust, ensuring compliance and high standards
- Ensure SEND funding (including High Needs Block and notional SEND funding) is appropriately used to support pupils effectively.
- Hold the Head of Inclusion and school leaders accountable for delivering effective teaching, learning, and support for SEND pupils, monitoring their progress and outcomes.
- Ensure that each school in the trust publishes an SEN Information Report on its website, detailing SEND support and accessibility arrangements.
- Ensure that pupils with SEND have equal access to education, extracurricular activities, and wider school opportunities.
- Ensure SEND provision is robust, as Ofsted inspections evaluate the effectiveness of SEND leadership, funding use, pupil progress, and inclusion.

## 6.2 The Trust Head of Inclusion

The Trust's Head of Inclusion will:

- Ensure that every school in the Trust delivers the highest standards of education for pupils with additional and special needs, in line with the SEN Code of Practice and statutory requirements.
- Work with the senior school improvement team, Headteachers, and SENDCOs to provide clear strategic direction for SEND and inclusion, setting measurable targets and supporting school development plans.
- Inspire, challenge, and empower leaders across the Trust through coaching and professional development, ensuring high-quality teaching and learning for pupils with SEND.
- Oversee the curriculum, assessment strategies, and monitoring of pupil progress, ensuring all pupils achieve their potential.
- Promote a culture of excellence and accountability, identifying and addressing underperformance while recognising outstanding practice.

- Lead on the use, suitability, and quality of external providers, including alternative provision and mentoring, ensuring they meet the needs of pupils.
- Line manage and oversee key children's services, including Education Welfare Officers (EWO) and Speech and Language Therapy (SALT).
- Ensure the Trust has robust data systems for collecting, analysing, and benchmarking educational performance at all levels.
- Build strong external partnerships, including with local authority SEN departments, to enhance the Trust's provision and influence the wider educational agenda.
- Oversee safeguarding compliance, working with key leaders to maintain a Trust-wide culture of safeguarding, particularly for off-site provision.
- Ensure schools are Ofsted-ready by regularly monitoring SEND processes and ensuring best practice is embedded.
- Report to the Ethos and Education Committee on SEND trends and performance, supporting local governance in preparing for external scrutiny.

### **6.3 Local Governing Board**

The local governing board will:

- Publish a SEN Information Report – Update and publish an annual report detailing how the school supports pupils with SEND, in line with the SEND Code of Practice (Section 6.79).
- Appoint a SEND Governor – Ensure that at least one governor is designated to oversee SEND provision and support the school's Special Educational Needs Coordinator (SENDCO).
- Ensure the Appointment of a Qualified SENDCO.
- Monitor and Evaluate SEND Provision – Ensure that SEND support is effective, inclusive, and aligned with the school's overall strategic development, including funding allocation and staff training.
- Ensure Compliance with the Equality Act 2010 making reasonable adjustments for disabled pupils and publish an accessibility plan.
- Engage with Parents and Pupils – Ensure that parents and students are involved in decision-making and that their voices are considered in SEND planning.
- Support the School's Collaboration with External Agencies – Ensure that the school works with the local authority, health services, and other external support agencies to meet students' needs.

### **6.4 The Inclusion Lead & SENDCO**

The Inclusion Lead and SENDCO of each school in the trust will:

- Work with the headteacher/head of school and Inclusion local governor to determine the strategic development of the SEND policy and provision in the school
- Map whole-school SEND provision and monitor its impact on pupil outcomes.
- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made OR support the class teacher in doing this in the first instance
- Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEN, including those who have EHC plans
- Provide professional guidance to colleagues and liaise and work with staff, parents, and other agencies to make sure that pupils with SEN receive appropriate support and high-quality teaching
- Advise on the graduated approach to providing SEN support and differentiated teaching methods appropriate for individual pupils
- Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- Be the point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to make sure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that pupils with an EHC plan and their parents/carers are informed about options and that a smooth transition is planned
- When a pupil moves to a different school or institution: Make sure that all relevant information about a pupil's SEN and the provision for them are sent to the appropriate authority, school or institution, in a timely manner
- Work with the headteacher/head of school, Trust Head of Inclusion and local governing board to make sure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- Make sure the school keeps its records of all pupils with SEND up to date and accurate
- With the headteacher/head of school, monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development
- With the headteacher/head of school, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- Prepare and review information for inclusion in the school's SEN information report and any updates to this policy
- With the headteacher/head of school and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

- › Quality assure Alternative Provision and ensure that regular safeguarding and attendance checks are completed

## **6.5 The Head of school**

The Head of school will:

- › Work with the Inclusion Lead, SENDCO and Head of Inclusion to determine the strategic development of the SEND policy and provision within the school
- › Work with the Inclusion Lead, SENDCO, Head of Inclusion and Local Governing Board to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Have overall responsibility for, and awareness of, the provision for pupils with SEND in the school, and their progress
- › Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils
- › Make sure that the SENDCO has enough time to carry out their duties
- › Have an overview of the needs of the current cohort of pupils on the SEND register
- › Work with the inclusion Lead and SENDCO to advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- › With the Inclusion Lead and SENDCO, monitor to identify any staff who have specific training needs regarding SEN, and incorporate this into the school's plan for continuous professional development
- › With the Inclusion Lead and SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access, and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer
- › With the Inclusion Lead, SENDCO and teaching staff, identify any patterns in the school's identification of SEND, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching
- › Have overall responsibility for children attending Alternative Provision, supporting the Inclusion Lead and SENDCO to ensure that compliance and safeguarding checks are completed.

## **6.6 Class teachers**

Each class teacher is responsible for:

- › Liaising with parents/ carers, as the first point of contact, when possible SEN barriers have been identified
- › Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach
- › The progress and development of every pupil in their class

- Create, monitor and regularly review individual support plans for children who have been identified as requiring SEND Support
- Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions, and consider how they can be linked to classroom teaching
- Working with the the Inclusion Lead and SENDCO to review each pupil's progress and development, and decide on any changes to provision
- Ensuring they follow this SEND policy and the SEND information report
- Communicating with parents/carers regularly to:
  - Set clear outcomes and review progress towards them
  - Discuss the activities and support that will help achieve the set outcomes
  - Identify the responsibilities of the parent, the pupil and the school
  - Listen to the parents'/carers' concerns and agree their aspirations for the pupil

## **6.7 Additional Adults**

Each Teaching Assistant/HLTA is responsible for:

- Delivering structured, evidence-based interventions under the direction of teachers, Inclusion Lead and SENDCO, ensuring they are implemented with fidelity
- Supporting pupils to develop independence by adapting learning and avoiding over-reliance on adult assistance
- Enabling SEND pupils to access and engage with the full curriculum alongside their peers
- Providing timely feedback and observations to teachers to support assessment and inform planning for individual learning needs
- Implementing pre-teaching and post-teaching strategies that reinforce key vocabulary, concepts, and learning objectives
- Following clear lesson plans and guidance from class teachers to ensure consistency and purposeful support
- Promoting the social, emotional, and behavioural development of SEND pupils, fostering positive interactions and self-confidence
- Actively engaging in professional development to enhance their knowledge and skills in supporting pupils with SEND

## **6.8 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child
- Asked to provide information about the impact of SEN support outside school and any changes in the pupil's needs
- Given the opportunity to share their concerns
- Given an annual report on the pupil's progress

The school will take into account the views of the parents or carers in any decisions made about the pupil.

## **6.9 The pupil**

Pupils will be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Contributing to setting targets or outcomes
- Attending review meetings
- Giving feedback on the effectiveness of interventions

The pupil's views will be taken into account in making decisions that affect them, whenever possible.

# 7. SEND Information Report

Every school in the trust publishes a SEND information report on its website, which sets out how this policy is implemented in the school.

The information report will be updated annually and as soon as possible after any changes to the information it contains.

# 8. Our approach to SEND support

## **8.1 Identifying pupils with SEND and assessing their needs**

Staff will assess each pupil's current skills and levels of attainment when they start at the school. This will build on information from previous settings and Key Stages, where appropriate. They will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

Class teachers will regularly assess the progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better their previous rate of progress
- Fails to close the attainment gap between them and their peers
- Widens the attainment gap

This may include progress in areas other than attainment; for example, wider development or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated high-quality teaching. If progress does not improve the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

Slower than expected progress and lower than expected attainment will not automatically mean a pupil is recorded as having SEN.

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEN for pupils whose first language is not English.

When deciding whether the pupil needs special educational provision, school staff will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. They will use this to determine the support that is needed and whether the school can provide it by adapting its core offer, or whether something different or additional is needed.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND
- They are known to external agencies
- They have an education, health and care plan (EHCP)

then the school will work in a multi-agency way to make sure it gets relevant information before the pupil starts at the school, so support can be put in place as early as possible.

## **8.2 Consulting and involving pupils and parents/carers**

Our school works in partnership with parents putting the child at the heart of all decisions made about special educational need and provision.

At Blackhorse Primary School, we are committed to working in partnership with children with special educational needs and disabilities (SEND) and their families.

- We ensure that all children with SEND have opportunities to express their views about their learning, wellbeing, and support.
- Staff use child-friendly approaches—such as 1:1 discussions, pupil voice books, visual prompts, observations and supported questionnaires—to gather pupils’ feedback.
- Pupils’ views and strengths inform their individual support plans, curriculum adaptations, and wider school decisions (e.g., playground design, classroom layout).
- When appropriate, pupils contribute directly to their annual reviews and target-setting discussions.

### **Parental Involvement:**

- We actively involve parents in every stage of their child’s journey, from early identification through to reviews and transition planning.
- Parents are invited to review meetings 3 x per year to discuss progress, support, and outcomes.
- Our class teachers and SENDCO are available for informal discussions and work closely with families to co-produce personalised plans and ensure their voices are heard.

When assessing whether a pupil needs additional special education provision, we will have early discussions with the teachers, adults who know the pupil well, the pupil and their parents/carers.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil’s areas of strength, challenge and difficulty
- We take into account any concerns the parents/carers have
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

Notes of these early discussions can be added to the pupil’s record and given to their parents/carers.

We will formally notify parents/carers when it is decided that a pupil will receive special educational provision and be added to the SEND register.

## **8.3 The graduated approach to SEN support**

Once a pupil has been identified as having SEN, we will take action to remove any barriers to learning, and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

### **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents/carers will be taken into account. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

### **2. Plan**

In consultation with the parents/carers and the pupil, the teacher and the SENDCO will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system, (Arbor), and will be made accessible to staff, parents and children through Individual Provision Map (IPM).

Parents/carers will be fully aware of the planned support and interventions, and will be asked to reinforce or contribute to the IPM at home.

### **3. Do**

The pupil's class or subject teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class or subject teacher, they still retain responsibility for the pupil. They will work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

### **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents/carers and pupils
- The level of progress the pupil has made towards their outcomes
- The views of teaching staff who work with the pupil

The teacher and the SENDCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents/carers.

## **8.4 Levels of support**

### **Universally available provision**

Most children's needs can be met via universally available provision made available to all children, which include:

- High quality teaching to adapt learning to overcome barriers
- Adaptations and reasonable adjustments to the physical environment
- Use of technology
- Social and emotional support

### **School-based monitoring**

Pupil discussed with SENDCO (observation, monitoring and review) due to possible concerns over progress or accessibility to learning. Targeted SEND monitoring plan created identifying strengths, barriers and outcomes. At school-based monitoring, a child may not be added to the SEND register at this point and is supported through the Assess, Plan, Do, Review cycle (APDR).

### **School-based SEND support**

Pupils receiving SEND support will be placed on the SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with internal school based expertise, staff will consider involving an external specialist advise/support as soon as possible (e.g. Educational Psychologist, Occupational Therapist, Speech and Language therapist)

The provision for these pupils is funded through the school's notional SEND budget.

On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available at school based SEND support may meet the threshold for Education, Health and Care Needs Assessment for an EHCP. The EHC plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

A Pupil may need an EHCP when:

- **Significant, long-term needs** – They have special educational needs (SEN) that are complex and/or severe, and which affect their ability to access learning on a daily basis.

- **SEN Support isn't enough** – The child has already received targeted support through SEN Support, but despite this, they are still not making the expected progress.
- **Multi-agency involvement** – Their needs require coordinated input from different services (education, health, and social care).
- **High levels of provision needed** – They may need additional adult support, specialist teaching, therapies, or specialist equipment that go beyond what a school can normally provide from its delegated SEN budget.
- **Transition planning** – At key transition points (e.g. moving from early years to primary, primary to secondary, or secondary to post-16 education), where a higher level of provision needs to be planned and secured.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## 8.5 Evaluating the effectiveness of SEN provision

**As a trust** we evaluate the effectiveness of provision for pupils with SEND by completing SEND Reviews of schools every two years, which include six-monthly meetings with school leaders to identify how target areas are being developed. These reviews are led by trained senior leaders (DHT or HTs) and a sample number are quality assured annually by an external reviewer linked to the LA.

**As a school** we evaluate the effectiveness of provision for pupils with SEND by:

- Tracking pupils' progress, including the use of formative and summative assessment and provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Gathering pupil voice
- Monitoring by the SENDCO and Inclusion Lead
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents/carers through consultations and parent voice.

# 9. Attendance

Many pupils with SEND face complex barriers to attendance. Their right to an education is the same as any other pupil and therefore the attendance ambition for these pupils is the same as it is for any other pupil. However, they may need short term additional support and adaption in order to achieve this.

Our approach to supporting pupils who are absent from school due to their SEND is set out in our attendance policy.

## 10. Safeguarding

We recognise that pupils with SEND can face additional safeguarding challenges. Children with disabilities are more likely to be abused than their peers and additional barriers can exist when recognising abuse, exploitation and neglect in this group.

For more details of the pastoral support we offer pupils with SEND, and the support we provide to help pupils overcome any communication barriers they face, see our schools safeguarding/child protection policy and our website [Keeping Children Safe | Blackhorse Primary School](#).

## 11. Expertise and training of staff

Training will regularly be provided to teaching and support staff. The Inclusion Lead and the SENDCO will continuously monitor to identify all staff in their school who have specific training needs and will incorporate this into the school's plan for continuous professional development.

Training is accessed via the Leaf Trust's own networks and training opportunities and via the LA's Cluster training offer. Training is also sourced through Sirona and other external professional agencies such as SALT, OT and EP providers.

## 12. Links with external professional agencies

The trust recognises that we won't be able to meet all the needs of every pupil. Whenever necessary, our schools will work with external support services such as:

- Speech and language therapists
- Specialist teachers or support services (Visually impaired, Hearing impaired, Inclusion Support, Behaviour support)
- Educational Psychologists
- Occupational therapists/Physiotherapists
- General Practitioners or Pediatricians
- School Health Nurses
- Child and Adolescent Mental Health Services (CAMHS)
- Education Welfare Officers (EWO)
- Social Services (ART)

# 13. Admission and accessibility arrangements

## 13.1 Admission arrangements

- The school's agreed admissions arrangements can be found on the school's website.
- Children with EHCPs are admitted through different arrangements set out in the SEND and Disability Code of Practice managed by their home Local Authority (LA), and are not under the School's admission arrangements. Children allocated a place within September intake under the SEND and Disability Code of Practice will reduce the number of places available to offer. Children allocated at other times will be admitted even if this causes a breach of the Published Admission Number (PAN).

## 13.2 Accessibility arrangements

The governing board will undertake an annual Accessibility Audit. The audit will cover the following three areas:

- **Access to the curriculum** – the governing board will assess the extent to which pupils with disabilities can access the curriculum on an equal basis with their peers.
- **Access to the physical environment** – the governing board will assess the extent to which pupils with disabilities can access the physical environment on an equal basis with their peers.
- **Access to information** – the governing board will assess the extent to which pupils with disabilities can access information on an equal basis with their peers.

When conducting the audit, the governing board will consider all kinds of disabilities and impairments, including, but not limited to, the following:

- **Ambulatory disabilities** – this includes pupils who use a wheelchair or mobility aid
- **Dexterity disabilities** – this includes those whose everyday manual handling of objects and fixtures may be impaired
- **Visual disabilities** – this includes those with visual impairments and sensitivities
- **Auditory disabilities** – this includes those with hearing impairments and sensitivities
- **Comprehension** – this includes hidden disabilities, such as autism and dyslexia

The findings from the audit will be used to identify short-, medium- and long-term actions to address specific gaps and improve access.

The school's Accessibility Plan (Appendix 1) will be updated annually in light of this audit.

## 14. Complaints about SEND provision

Where parents/carers have concerns about the SEND provision at a school in our trust, they should first raise their concerns informally with the class teacher and SENDCO (and headteacher if necessary). We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents/carers are welcome to submit their complaint formally.

Formal complaints about SEND provision in any of our schools should be made to the Headteacher in the first instance. They will be handled in line with the Trust's complaints policy which can be found on the school's website.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

To find out about disagreement resolution and mediation services in our local area, please see:

Website <https://www.globalmediation.co.uk/service/special-educational-needs-disability/>

Telephone 0208 441 1355

E-mail [sen@globalmediation.co.uk](mailto:sen@globalmediation.co.uk)

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## 15. Monitoring and evaluation arrangements

### 15.1 Evaluating the effectiveness of the policy

We are constantly looking for ways to improve our SEND policy. We will do this by evaluating whether or not we are meeting our objectives set out in section 1.

We will evaluate how effective our SEND provision is with regards to:

- All staff's awareness of pupils with SEND at the start of the autumn term
- How early pupils are identified as having SEND

- Pupils' progress and attainment once they have been identified as having SEND
- Whether pupils with SEND feel safe, valued and included in the school community
- Comments and feedback from pupils and their parents/carers

## 15.2 Monitoring the policy

This policy will be reviewed by the Education & Ethics sub-committee **every year**. It will also be updated when any new legislation, requirements or changes in procedure occur during the year.

It will be approved by the board of trustees.

# 16. Links with other policies and documents

This policy links to the following documents:

- BPS SEND Information Report
- The SEND Local Offer for South Gloucestershire
- Positive Behaviour policy
- BPS Accessibility policy
- BPS Attendance policy
- BHPS Equality, Equity, Diversity and Inclusion policy
- BPS Supporting pupils with medical conditions policy
- BPS Attendance policy
- BPS Safeguarding / child protection policy
- BPS Complaints policy
- BPS Intimate Care policy
- BPS Children with Health Needs who cannot attend school policy
- BPS Physical Intervention policy
- BPS Medical Needs Policy
- Leaf Trust Suspensions and Exclusions policy
- <https://www.blackhorseprimary.org.uk/topic/key-information>
- <https://www.blackhorseprimary.org.uk/policies/>

# Appendix 1: Accessibility Plan

**School:** Blackhorse Primary School

**Date:** 2023-2026

Target	Who	Timescale	Resources	Outcome	Monitoring and Evidence
<b>1. Increasing awareness, value and access of disabled pupils in the school curriculum.</b>					
Curriculum promotes inclusion, diversity and accessibility.	All staff	July 2023 initially  Following review  September 2023 onwards		Pupils understand and are able to talk about diversity and inclusion.	
Curriculum content and resources includes people from different races/cultures/religions and those with disabilities.  Middle Leaders monitor and evaluate the impact of their subject, considering its contribution to the overall curriculum aims.  Inclusion Team support class teachers in the meeting of all children's needs.	SLT & middle leaders  Middle leaders  Inclusion Team	September 2023-July 2024 initially  Following review  September 2024 onwards  Ongoing  Ongoing	Supply cover costs	Pupils are familiar with and able to talk about diverse figures from across the globe both now and in the past.  Pupils understand the challenges people across the world overcome and how this shapes the world in which we live.	

				All pupils make expected or better than expected progress from their relative starting points	
<p>Individual SEND assessment documents are completed for all pupils with EHCPs.</p> <p>My Plans and SEND Passports are completed for all pupils with EHCPs or on the SEND Register</p> <p>Assessment documents are shared with families to support understanding of and celebrate progress.</p> <p>Termly tracking of attainment and progress completed and used to inform future learning</p>	<p>Class teachers</p> <p>Inclusion Team</p> <p>Class teachers</p> <p>SLT</p>	<p>Ongoing</p> <p>Ongoing</p> <p>3 times a year – ongoing</p> <p>3 times a year - ongoing</p>	Supply costs	All pupils make expected or better than expected progress from their relative starting points in all areas of need.	
<p><i>2. Improving the outdoor physical environment of the school to increase the extent to which disabled pupils can take advantage of outdoor learning:</i></p>					
Maintain and develop accessible pathways around the school	Business Team	Ongoing	£1,000 allocated as part of budget	Children can follow the 1-1 route around the outside of the building	

				without needing to go onto the grass.	
Outdoor environment audit from a VI perspective.  Highlighted issues are addressed – visual distinguishing measures	SENDCo  Business Team	September 2023  As required / ongoing maintenance	£300 stairwell step edging	Children with VI needs have increased independent mobility.	
Review existing outdoor play equipment.  Make maintenance plan  Consult on accessible play equipment.	SLT  Business Team  SLT & Business Team	Strategic Financial Planning September 2023  Annually / ongoing	Budget requirements form part of strategic planning	There is a planned system of maintenance for outdoor play equipment, so that it is safe for all to use.  There is a variety of outdoor play equipment for pupils with disabilities that encourages physical and imaginative play.	
<b>3. The school seeks to improve the physical environment so that it is accessible and welcoming to all</b>					
Consider how dining room furniture and layout can ensure greater accessibility for pupils with disability.	Inclusion Team	Ongoing	£100 Adaptable resources	All children are able to access the dining room and eat their lunch comfortably	

<p>Review of lunchtime provision to ensure accessibility for all</p>	<p>SLT</p>	<p>September 2023</p>	<p>£500 Training for Lunch Teams</p> <p>£20,000 Scrapstore Play Project</p>	<p>Staff are confident in facilitating play and positive interactions during lunch times.</p> <p>Play Project provides opportunities for collaborative and creative play.</p>	
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