Blackmoor Park Junior School

Special Educational Needs and Disability (SEND) Policy

Approval date	September 2025
Review period	Annually or in the event of any changes
Review date	September 2026
Approval body	BPJS Governing body
Chair of Governing body	Keith Rennie
Headteacher	Sonja Harrison

COMPLIANCE
This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (January 2015) and has been written with reference to the following guidance and documents:

- **Special Educational Needs and Disability Regulations 2014**
- **Special Educational Needs Code of Practice 2015**
- **Statutory Guidance on Supporting Pupils with Medical Conditions 2014**
- **Teachers' Standards 2012**
- **Equality Act 2010: advice for Schools DFE Feb 2013**
- **Safeguarding Policy**
- **SEN information on the school website (SEN Information Report)**
- **Accessibility Plan**

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1. SCHOOL VALUES:

At Blackmoor Park Junior School, we believe that all children are entitled to an education which meets all their individual needs, delivered in an inclusive community where policies underpin and promote inclusive practice. We believe that all our children are entitled to a broad and balanced curriculum differentiated where necessary to meet their individual needs and that those needs are best met alongside their peers.

Some of our children may be assessed as having special educational needs and/or disability any time during their school career. These children may need a degree of extra help either on a short-term basis or to address more long-standing needs. We believe that the most effective way of supporting and addressing special educational needs is to establish close links and good communication between home and school. By working collectively and collaboratively, in partnership, we can ensure early identification and graduated response to the special educational needs of our pupils.

This policy will ensure that the school meets the needs of all learners and that no learners, especially those with SEND, are discriminated against. This policy will be used to ensure that funding earmarked by the governing body for special educational provision, including staffing, is clearly identified and used effectively for its intended purposes.

2. AIMS/OBJECTIVES:

At Blackmoor Park Junior school we are fully committed to meeting the needs of all our pupils. Through our adoption of fully inclusive practices, we aim:

- To create an ethos and educational environment that is person centred and has the views and needs of the child/young person at its heart along with their families/ carers.

- To encourage a strong focus on high aspirations and on improving outcomes for children and young people with SEND which will enable them to succeed in their education and make a successful transition into adulthood.

- To reflect the Code of Practice (2014), this states that '*Every teacher is a teacher of every child or young person including those with special educational needs or disabilities'* (p86, para 6.33). Therefore teachers are responsible and accountable for the progress and development of, all pupils in their class, including where pupils access support from teaching assistants or specialist staff.
- To fully adopt the 'graduated approach' to ensure that all pupils with special educational needs and/or disabilities are identified early, assessed and catered for within the school/setting with high expectations for the best possible progress.

- To work within a 'person centred approach' fostering and promoting effective collaboration with children/young people, parents/carers and outside agencies.

- To encourage and engage the participation of children and young people and parents in the decision making and the planning and review of outcomes regarding their provision.

- To clearly identify the roles and responsibilities of school staff and the SEND Governor in providing an appropriate education for pupils with special educational needs and/or disabilities.

- To be proactive in enabling full access for pupils with SEND to all manageable aspects of the school curriculum and the wider school life and activities thus developing positive self-esteem with a long-term goal of independence and preparation for adulthood.

3. LINES OF RESPONSIBILITY:

If any parents or carers have concerns about their child, the class teacher should be the first point of contact who will then liaise with the SENCO (Mrs. J. Carson). The headteacher (Mrs. S. Harrison) is aware of any children with SEND who require provision that is *different from* or *additional to* the support already given in class.

4. ADMISSIONS PROCESS:

All applications will be considered at the same time and we will not discriminate against any child. Please see a copy of our Admissions Policy on the school website or request a paper copy from the school office.

5. HOW SEND IS IDENTIFIED:

At Blackmoor Park Junior school we recognise the definition of SEND as stated in the Code of Practice 2014:

> **"A pupil has special educational needs where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age".** (p83)

The needs of our pupils can be further refined by the four areas of special educational needs identified in the Code of Practice 2014 (p86):

- **Communication and Interaction**
- **Cognition and Learning**
- **Social, Emotional and Mental Health Difficulties**
- **Sensory and/or Physical needs**

We consider emerging difficulties which may not be evident at an early age, these concerns may be expressed by parents or the children/young people themselves. Equally it is not assumed that attainment in line with chronological age means that there are no learning difficulties as it very much depends on the individual case.

Early identification of pupils with SEND is a crucial factor in overcoming barriers to learning. Initial concerns are recorded on our Initial Concerns Sheet (as advised by the Local Authority) and are reviewed termly, at which point the pupil may be transferred to the SEND register at SEND support and following consultation with the parent/carer.

At Blackmoor Park Junior School we also use several indicators to identify pupils' special educational needs, such as:

- Close analysis of data including- End of KS1 results, termly assessments in reading, writing and maths and annual pupil tests/assessments.
- Any teacher or support staff concerns - registered on an Initial Concern Sheet
- Following up parental concerns.
- Tracking individual pupil progress over time.
- Liaison with schools upon transfer.
- Information from other external services.

6. STRATEGIES:

- At Blackmoor Park Junior School we follow a structured approach to teaching pupils identified as having SEND.

- Quality first teaching is a priority for all pupils in the school, including those with SEND. This is supported by high levels of support and adaptations to the learning which is evidenced in teacher planning.

- Where a pupil is identified as having SEND, action is taken to remove barriers to learning and put effective special educational provision in place.

- The school is proactive in removing barriers to learning. (e.g. we use dyslexia friendly coloured paper, coloured overlays, writing slopes, visual timetables, sensory circuits and a wide range of resources to support the needs of all our pupils).

- SEND support takes the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This cycle is known as the graduated approach (**Assess, Plan, Do and Review).**

- Children identified as having SEND and requiring adaptations to their provision will have a Learning Support Plan (LSP). This is created by the class teacher with two or three 'SMART' targets and in agreement with SENCO and parents. LSPs are reviewed and updated at least three times per year.

- Children with an Education, Health and Care Plan (EHCP) will have their outcomes

incorporated into their termly LSP to make them more achievable.

- Children with an EHCP will have at least two reviews with the SENCO per year (one of which will be the required annual review).

- INSET opportunities will be provided for staff to raise awareness and provide practical examples and strategies for supporting pupils in their class with SEND.

- A flexible approach will be used to support children with SEND which involve a variety of interventions such as additional adult support in class, short-term targeted intervention, monitoring and adaptations to teaching and referral to external specialist agencies for further support.

7. ADDITIONAL SUPPORT:

Where a pupil continues to make less than expected progress despite evidence-based support matched with interventions addressing areas of need, it may be necessary to involve specialists in the school or from outside agencies. Parents will always be informed and involved in the decision to procure the advice of a specialist and their consent will be required formally by agencies (except in child protection cases where a child is deemed to be at risk).

Where the school having taken relevant and purposeful action to identify, assess and meet the need of the child or young person has not made expected progress, the school or parents should consider requesting an Education, Health and Care assessment. In applying for this, school presents evidence of the action taken to support the pupil (thus far), detailing why an EHC is necessary to support the pupil.

8. ACCESSIBILITY AND INCLUSION:

At Blackmoor Park we recognise our duties regarding equality and inclusion for individual disabled children and young people under the Equality Act 2010. We make reasonable adjustments, including the provision of aids and services for disabled children to prevent them being put at significant disadvantage. We believe it is fundamental to foster good relations and promote equality of opportunity so that barriers to learning can be removed.

Our school improves access to the physical environment of the school through our school's Accessibility Plan. This covers improvements to the physical environment of the school and physical aids to access education. In the unlikely event that it is considered unsafe for a child with SEND to take part in an activity, *reasonable adjustments* or alternative activities, which will cover the same curriculum areas, will be provided in school.

Our school strives to improve the delivery of information to pupils with SEND and their families. This will include planning to make written information that is normally provided by the school to its pupils available to disabled pupils. Examples will include handouts, timetables, textbooks and information about school events. The information will take account of pupils' disabilities and pupils' and parents' preferred formats and be made available within a reasonable time frame.

Children/young people are encouraged to participate fully in the life of the school. This includes extra-curricular clubs and activities where the SENCO monitors the attendance of those with SEND to ensure that there is good representative participation from these groups.

9. USE OF EXTERNAL AGENCIES:

Where assessment indicates that support from specialist services is required the school aims to ensure that the pupil receives this as quickly as possible. The Local Offer sets out clearly what support is available and how it can be accessed. Support Services used in Blackmoor Park Junior School include the Educational Psychology Service, CAMHS (Child and Adolescent Mental Health Service), Speech and Language Therapy Service, School Nurse, Social Inclusion Team, SENISS, Mental Health Support Team (MHST), Seedlings, Knowsley Behavioural Support Team and Priority Youth Project (PYP).

Some children may have multi-agency involvement and the school will consider the criteria for the levels of need and where relevant, may decide, in consultation with Liverpool's 'Responding to Need Guidance and levels of Need Framework' that an EHAT (Early Help Assessment Tool) is appropriate.

10. COMPLAINTS PROCEDURE:

Any concerns should first be raised with the SENCO, then if necessary with the Head Teacher and finally, if unresolved, with the SEND Governor. All complaints follow the school's complaints procedure which can be found on the school website or a paper copy can be requested via the school office.