



Blenheim Primary School

Special Educational Needs and Disabilities (SEND) & Inclusion Policy

Policy Statement

At Blenheim, we aim for all pupils to achieve their best and be the best they can be, whatever their starting points or individual needs. Our inclusive approach encompasses pupils with Special Educational Needs and Disabilities, English as an Additional Language (EAL), Looked After Children (LAC) and Previously Looked After Children (PLAC), Children in Need (CIN) and other vulnerable groups from across our learning community.

This policy complies with the statutory requirements laid out in the SEND Code of Practice 0-25 and has been written with reference to the following guidance:

- [SEND Code of Practice 0-25 \(Sept 2014, updated May 2015\)](#)
- [Schools SEN Information Report Regulations \(2014\)](#)
- [Equality Act 2010: Advice for Schools \(Feb 2013\)](#)

The Southend-On-Sea Local Authority's Local Offer is available [here](#) and further information can be found in the school's [SEN information report](#). Please also refer to the [Children With Health Needs Who Cannot Attend School Policy](#).

Aims and Objectives

- To create an inclusive learning community, where high expectations are placed on all pupils and everyone is encouraged to achieve their best.
- To identify and provide for pupils who have Special Educational Needs and Disabilities (SEND).
- To create an environment that meets the Special Educational Needs of each pupil in order for them to achieve their potential.
- To work in partnership with parents/carers, pupils and other professionals by requesting and responding to their views and making clear the expectations of all partners in the process.
- To make reasonable adjustments to enable all pupils to have full access to all elements of the curriculum.
- To provide support and advice for all staff working with pupils with Special Educational Needs, including staff training and professional development.

What are Special Educational Needs?

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 them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or*
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.*

SEND Code of Practice 0-25 (Sept 2014, updated May 2015)

At Blenheim, we recognise that all staff work with and are responsible for pupils who have Special Educational Needs and other vulnerabilities. Our SENCo, Miss Alexandra Johnston, is responsible for coordinating inclusion provision, providing appropriate training and reviewing pupil progress. The SENCo works with class teachers, support staff, the Inclusion Team, parents, carers and external agencies.

The Inclusion Team supports children and families to remove barriers to learning and enable them to develop coping strategies, enhance their motivation, raise their aspirations and encourage them to engage in learning. They also offer a variety of support mechanisms across a range of needs, taking into account different complex issues. They work closely with families to support any issues or concerns, engaging with other professionals via the referral processes.

The SEND Code of Practice identifies 4 areas of need:

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

Support is focused on addressing identified areas of need and removing barriers to learning; we aim to secure special educational provision for pupils who require support that is 'additional to and different from' that provided within a differentiated curriculum. All staff have high expectations of the children to fulfil their potential and we ensure that teachers are able to identify and provide for those pupils with special educational needs.

Identification, Assessment and Provision

Provision for children with Special Educational Needs is a matter for the whole school. The Local Governing Body, Headteacher, SENCo and all other members of staff, particularly class teachers and support staff, have important day-to-day responsibilities. All teachers are teachers of children with Special Educational Needs.

Teachers assess each pupil's attainment on entry in order to ensure they build on the patterns of learning and experience already established, including during pre-school years. If the pupil already has an identified Special Educational Need, this information may be transferred from other partners and the class teacher and SENCo will use the information to:

- provide starting points for the development of an appropriate curriculum;
- identify and focus attention on action to support the child within the class;
- use the assessment processes to identify any learning difficulties;
- ensure on-going observation and assessments provide regular feedback about the child's achievements and experiences to form the basis for planning next steps; and
- provide support through targeted referral.

Monitoring Children's Progress

Blenheim's assessment framework (Point in Time Assessment or PITA) enables teachers and school leaders to identify where pupils are making less than expected progress. Under these circumstances, teachers may need to consult with the SENCo to consider alternative strategies. This review might lead to the conclusion that the pupil requires help over and above that which is normally available. The key test of the need for action is that the current rate of progress is unsatisfactory.

Adequate progress can be identified as that which:

- prevents the attainment gap between the child and his/her peers from widening;
- closes the attainment gap between the child and his/her peers;
- better the child's previous rate of progress;
- ensures access to the full curriculum;
- demonstrates an improvement in self-help, social or personal skills; and
- demonstrates improvements in the child's behaviour.

In order to help pupils with Special Educational Needs, Blenheim offers a graduated response and follows the **Assess-Plan-Do-Review** cycle. All pupils access quality first teaching and the class teacher identifies appropriate strategies for differentiation or adjustments to meet the needs of individual pupils. When any concern is initially noticed, it is the responsibility of the class teacher to take steps to address the issue. Parents and the child will be consulted and specific strategies put in place and monitored for a period of up to 6 weeks. During this time, assessments of the child will be ongoing by the class teacher with support from the SENCo to identify whether there is an area of need. A Children's Single Point of Contact Request For Service form may be completed with the parents or carers to begin the process of accessing outside agencies to break down the barriers to

learning. If no progress is noted after this time and outside agencies are being accessed, the pupil will be added to the school SEN register and parents will be notified.

The class teacher, after discussion with the SENCo, will arrange interventions that are additional to those provided as part of the school's differentiated curriculum and an Individual Support Plan (ISP) will be created, with outcomes that will be the focus of work in the classroom. These will be monitored by the class teacher and reviewed with parents/carers and pupils on a termly basis. If at any time a parent is unhappy with the support given to their child, they should in the first instance see either their child's class teacher or the SENCo to discuss their concerns. Parents may contact ['SENDIASS'](#) for advice and support in meetings with the school.

Children with an existing Education, Health and Care Plan (EHCP) also have an Individual Support Plan (ISP) which details areas of need, required support and identified outcomes based on their EHCP Annual Review.

Pupils with complex SEND, who are unable to access the National Curriculum even with significant differentiation or adjustment, may be able to access the school's SEN provision with specialist SEN teachers. This provision is at the discretion of the school and admissions are limited to ensure that all children's needs can be best met.

Parents of pupils with an EHCP along with a diagnosis of ASD may apply to the Local Authority for a place at Blenheim's Autism Resource Provision via the Annual Review process. The admissions protocol can be found in **Appendix A**.

The Role of the SENCo:

The SENCo's responsibilities include, but are not limited to:

- overseeing the day-to-day operation of the school's SEND Policy;
- coordinating provision for pupils with SEND;
- liaising with and advising teachers and support staff;
- liaising with parents of children with SEND;
- liaising with external agencies, including the Local Authority, Educational Psychologists, special schools, health and social services and voluntary organisations;
- liaising with local nurseries so that support is provided for new reception pupils as they prepare to transfer into Blenheim;
- liaising with local secondary schools so that support is provided for Y6 pupils as they prepare to transfer to KS3;
- overseeing the records and ISPs of all pupils with SEND (with or without EHCPs), and completing annual reviews and requests for statutory assessments for an EHCP;
- contributing to the training of staff;

- coordinating and developing school based strategies for the identification and review of pupils with SEND;
- visiting classrooms to monitor the progress of pupils with SEND;
- analysing termly data to monitor the progress of pupils with SEND; and
- updating the School's Local Offer, SEN Information Report and the SEND Register.

Links with other Agencies

Blenheim works with a range of external agencies in the identification, assessment and provision for pupils with SEND. The SENCo is the designated person responsible for liaising with:

- Education Psychology Service
- Behaviour Support Service
- Speech and Language Service
- Specialist Outreach Services (e.g. HI/VI Specialist Teachers or LA SEND Team)
- Child Development Centre (e.g. Lighthouse Centre)

We also work closely with a range of specialist staff within the Learning in Harmony Trust, who provide support and advice when required. We share expertise through Trust-wide SENCo meetings and use a collaborative approach to support our learners with SEND.

English as an Additional Language (EAL)

Pupils with EAL are those identified as speaking a language other than English at home based on information supplied by parents at point of entry.

Aims of EAL support:

- To ensure a consistent approach that is based on meeting the needs of EAL pupils.
- To ensure a child's own language is valued by everyone within our learning community, recognising that proficiency in English is important, but should not be achieved through devaluing or removing forms of language used in the home.
- To provide a caring environment where the needs of the whole child are considered (recognising personal and social needs as well as that of language acquisition).
- To ensure that EAL pupils have opportunities to use their first language in school, with access to dual language resources.
- To encourage all pupils to celebrate cultural diversity across the curriculum.

Support for pupils with EAL:

Following a pupil's admission to Blenheim, all information regarding a pupil with EAL will be made available to the SENCo, the class teacher and Inclusion Team (e.g. languages spoken, language level of parents, number and names of siblings, country of birth, length of time in UK etc.). During a pupil's first week, if there are other common language-speakers already in school, these pupils will be encouraged to support the new child and help settle them into their new environment.

Teachers and the Inclusion Team work with identified pupils and will review assessment data for all pupils with EAL on a termly basis and target support to those who require it to access the curriculum (those who are not making expected progress or who have low attainment). Positive relationships with parents of children with EAL are developed and families are supported by the Inclusion Team to access support if necessary.

Strategies for Inclusion:

Staff are encouraged to use a variety of strategies to support the needs of pupils with EAL, including the following examples of good practice:

- Build on the pupil's previous experiences and experiences beyond school.
- Support meaning through the context, visual clues/resources and familiarity.
- Respect a 'silent period' for new learners of English.
- Plan for lots of opportunities to listen (to a variety of others) and group the pupil with good peer role models for oral language and literacy.
- Provide modelling and positive reinforcement of target language.
- As the pupil becomes more confident and fluent, provide opportunities for peer interaction and collaborative learning.
- Emphasise communication rather than correction until the pupil is confident in English.
- Plan for repetition and revisiting language, making connections between different contexts.
- Use a variety of strategies to develop speaking and listening skills e.g. drama, role play, puppets, masks, storyboards etc.

Looked after Children (LAC)

Under the Children Act 1989, a child is looked after by a Local Authority if he or she is in their care or is provided with accommodation for more than 24 hours. They fall into 4 main groups:

1. Children who are accommodated under a voluntary agreement with their parents (section 20)
2. Children who are the subject of a care order (section 38)
3. Children who are the subject of emergency orders for their protection (section 44 and 46)
4. Children who are compulsorily accommodated. This includes children remanded to the local authority or subject to a criminal justice supervision order with a residence requirement (section 21)

Support for Looked After Children and Previously Looked After Children

At Blenheim we recognise that nationally, children and young people looked after by local authorities significantly underachieve compared to their peers and we are committed to implementing effective principles and practices to ensure the best possible outcomes for our vulnerable children. The designated teacher for LAC and PLAC is the Inclusion Teacher, Ms Sam Taylor.

Strategies for Inclusion:

- Multi-agency and multi-disciplinary co-ordination and co-operation. The designated teacher monitors the progress of the child, attends LAC Review Meetings as well as Personal Education Plan (PEP) meetings, representing the voice of the child when appropriate.
- All looked after children have a Personal Education Plan (PEP), which they are consulted on (depending on age and appropriateness), as well as their class teacher.
- Close liaison with the child's social worker and carer, ensuring appropriate feedback is provided at meetings. Reassure the child that everyone is working together to support their education.
- Use of Pupil Premium to support progress and raise aspirations.
- Using support strategies from school resources to lower the risk of exclusion.
- A school place is made available to every looked after child within 20 days of entering or moving within care. Looked after children are a priority within admission and oversubscription policies, even where this means admitting above admission numbers.
- Prompt and appropriate sharing of sensitive information when a looked after child transfers to another school or setting.

The PEP includes important information:

- Personal information
- Contact details
- Attendance
- Achievement
- Behaviour
- Involvement in extra-curricular activities
- Special Educational Needs and Disabilities (if applicable)
- Long term plans and aspirations

The role of the designated teacher:

- To maintain a register of Children who are Looked After.
- To maintain records and information regarding LAC and PLAC.
- To produce a PEP with carers and social workers, reviewing this termly, identifying effective ways to spend the Pupil Premium.

- To ensure that all staff are aware of children who are currently LAC and PLAC and understand the need for positive systems of support.
- To keep up to date with local multi-agency procedures for LAC and inform members of staff about the general educational needs of the children.
- To act as an advocate for LAC and PLAC and promote their involvement in extra-curricular activities.
- To monitor the educational progress of all LAC and PLAC, and ensure this information is used to inform the planning of provision for this group.
- To ensure the attendance of LAC and PLAC is monitored and that ten days absence is reported.
- To sensitively share information with relevant adults who work with LAC and PLAC.
- To ensure the effective induction of a new LAC and PLAC at Blenheim.
- To liaise with other members of staff responsible for related policies, for example the Designated Safeguarding Lead.

Child Protection (CP) and Child in Need (CIN)

Children on a Child Protection Plan are supported by the Inclusion Team, working closely with the class teacher and relevant support staff. When the level of support needed from social care reduces, children are supported at Child in Need (CIN) level. Targets are set for the children and their family in order to support them in the transition from a Child Protection Plan. It is the role of either the Designated Safeguarding Lead or a nominated Deputy Designated Safeguarding Lead to attend Child Protection or Child in Need review meetings with social care, offering feedback on attendance, achievement, behaviour, involvement in extra-curricular activities, SEND (if applicable) and general wellbeing. The Inclusion Team signposts and supports families to engage in services and provision offered within the local community.

The Local Governing Body

The Local Governing Body identifies a governor who is responsible for monitoring the provision for pupils with special educational needs and other vulnerable groups. The governor liaises with the SENCo and other key staff to ensure that the needs of pupils are met effectively.

Presented to staff and governors: September 2026

Review date: September 2027

Appendix A

Admissions protocol for Southend Autism Resource Bases

Principles

Places available in the Autism Resource Bases (ARB) are limited and therefore it is essential that they provide for the pupils who can benefit most from the provision.

The process must be one where schools and SEN Team work in partnership to place young people appropriately within the constraints of the legal framework around SEN admissions.

There will be equality of access to the ARBs which means that as far as possible the roll will reflect the gender balance of children and young people across Southend with Autistic Spectrum Conditions (ASC). This will be essential to ensure that an appropriate peer group for all pupils is maintained.

Criteria for admissions

Admissions are based on the following criteria. In order to ensure that the right pupils are admitted, there should be evidence which supports all three criteria:

(a) a diagnosis of Autism and a finalised education health and care plan (EHCP) for children or young people with autism as the primary need. In some exceptional circumstances admission may also be agreed for pupils with an EHCP who are on a waiting list for a multidisciplinary assessment of their social communication needs. In the absence of a confirmed diagnosis, the EHC Multi-agency panel must have considered professional evidence from the child's educational setting, health care professionals and an educational psychologist. The evidence must confirm that the child has significant difficulties in the areas of social interaction, communication and language and restricted and repetitive behaviours.

(b) the cognitive ability to access the mainstream curriculum of the Academy/School and achieve success in accredited qualifications but, for reasons primarily associated with their autism, such as their social anxiety, are as yet unable to make sufficient progress or fulfil their potential in a full-time mainstream school placement; and

(c) the ability to benefit from access to mainstream classrooms with appropriate support from the Resource Base (i.e. do not have a level of social anxiety, which may result in significantly high levels of challenging behaviour or have challenging behaviours which are entrenched and are additional to their ASC).

Admissions process

All our schools are publically funded so can only accept referrals from Local Authorities (LA). Admissions cannot be as a result of a crisis and must be the result of a careful assessment of need by the school and Southend SEND Team working in partnership using the assessments provided by professionals.

All academies are their own admissions authority and as such may be directly contacted by other LAs regarding admissions. In these circumstances academies are expected to inform the SEN Team who

will support them in their discussions with the referring LA. When approached by other LAs, academies should ensure that they formally respond within the statutory 15 days. Failure to do so is likely to result in them being named on EHC plans.

Parents or carers will be welcome to visit and request information about the school (including the admission process) and may choose to ask the local authority to name the resource base within Section I of an EHC plan.

The school will take referrals and organise admissions assessments at any point in an academic year. Intake is not restricted to September only.

ARB schools/academies will always assess students to ensure they will be appropriately placed prior to admission. At the request of the LA (and having received appropriate paperwork), the school will assess the young person at their home or current school. Where possible the school will meet parents and analyse reports from previous school placements in order to understand how best to meet needs (this information will not be used to influence whether a place is offered). ARBs will be able to speak to professionals who know or who have assessed the young person and they will share information as part of partnership working.

1. LA sends a consultation to the school, following agreement of the EHC Multiagency panel that the provision is appropriate. The consultation encloses a copy of the EHCP, latest annual review and any other relevant paperwork to provide a full picture of the pupils needs and current situation.

2. Once a consultation and all relevant paperwork have been received from a LA, the application will be reviewed by the lead teacher for the ARB who will then discuss the application with at least one other member of the senior leadership team of the school/academy.

3. If from the paperwork it appears likely that the pupil would be suitable for the school ARB provision, the ARB lead teacher will arrange to meet and observe the prospective pupil. This may be

- In their current school (preferred option in most cases);
- In the home setting if the child is not attending or home educated (if it is in the home setting then two members of staff will visit); or
- Or at an agreed place where the child can be seen working and interacting.

The school/academy will be flexible in this process in order to respond appropriately to the differing needs of applicants.

4. The family will be invited in for a tour of the school and presentation about the provision by the lead teacher for the ARB. Where the young person attends the tour, an experienced member of staff may encourage the young person to engage in a preferred activity enabling the school to assess how they respond to the environment and peers. The ARB lead teacher will meet with the family and will use the opportunity to obtain up to date information regarding the young person's views and the parents/carers aspirations for the future. They will also need to establish how the school will meet the following areas of need:

- Social communication
- Behaviour – triggers for anxiety and how this is manifested

- Academic ability
- Independent living skills.

5. Decisions regarding placements will be in line with the SEN Code of Practice criteria:

- Can the school meet the child's needs?
- Would the placement be incompatible with the efficient use of resources?
- Would the placement be incompatible with the efficient education of others alongside whom he /she would be taught?

6. All consultations will then be discussed at the next admissions meeting to determine if placement is suitable. Admissions meetings will be held termly, chaired by the SEND Service and attended by representatives from all ARB provisions. The meeting will allow places to be allocated on a priority basis to the pupils who would most benefit from them. Parental preference and school location will also be considered. Following the admissions meeting, the LA will notify the parent/carers of the outcome, ideally within 10 working days. If the Academy/ School is able to meet the child's special educational needs, a start date will be suggested to the LA and shared with parent/carers. If the Academy/School is not able to meet the pupil's needs then the reasons for this will be discussed with parents/carers.

7. When the LA confirms that the offer of a place is going to be accepted, the LA is responsible for sharing details with the parents to allow them to make an application for transport should this be necessary and will inform the school accordingly.

8. Prior to admission the school will ensure that the following information has been collected:

- Previous school records;
- Whether the child is looked after and if so the name of the contact person and key personnel in the placing authority;
- Name and contact details of the child's parents or guardians;
- EHC plan;
- Contact details of other professionals involved with the child; and
- Details of any matter which makes the child particularly vulnerable e.g. self-harming, eating disorders or flight risk.

9. Transition plans will be made with the LA SEND Team, the current school placement and the parents/carers. Transitions are often difficult for children who have autism. It will be essential to consider mechanisms/strategies that may make the process easier for the child. These may include Social Stories or a Transition Book and/or other strategies that the individual child finds helpful in supporting transitions. All students will be sent an appropriate transition pack prior to admission. Pupils will also be invited to attend at least one transition visit and in most cases more. These should be planned with parents / carers and the young person and should be bespoke to individual needs. The school will send out an admissions pack and detailed pre- admission questionnaires.

10. Prior to admission the ARB Schools/Academies will identify specific provision to meet the following areas of need and this will be shared with all relevant members of staff ahead of the student starting

- Health / medical;
- Social communication;
- Academic ability;
- Independent living skills;
- Emotional regulation and anxiety;
- Sensory needs; and
- Religious and/or cultural needs.

11. An Individual Support Plan will be co-produced with parents /carers and the pupil once they have been admitted. Baseline assessments will form part of the planning for the young person and will be used as part of the measurement of progress over time from their individual starting points.

12. All children must undergo annual reviews as laid down by the SEN Code of Practice. As part of the annual review consideration will be given to the continued suitability of the ARB. For pupils that make good progress and no longer require the specialist provision of the ARB, the SEND Service will be involved in transition planning. Updates on pupil progress will be shared at the termly admissions meetings so that transitions from the ARB can be well-planned.

13. There will be no mandatory transfer from the primary ARB to the secondary ARB (once established). Transition arrangements and school placement decisions will be made on the basis of need at the time of annual review meetings and in line with legislation and SEN Code of Practice.