



Longshaw Community Junior School

Special Educational Needs Policy

Definitions of special educational needs (SEN) taken from section 20 of the Children and Families Act 2014.

A child or young person has SEN if they have 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.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them.

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught.

Responsibility for SEN provision

- The Head Teacher is the person responsible for overseeing the provision for children with SEN.
- The SENCO is the person co-ordinating the day to day provision of education for pupils with SEN.

However provision for children with special educational needs is a matter for the whole school. The governing body, the school's head teacher, the SENCO and all other members of staff, particularly class teachers and teaching assistants, all have important day-to-day responsibilities. All teachers are teachers of children with special educational needs.

This policy is shared with the Governors, staff and published on the school website for parents. This policy reflects the changes in the SEND code of practice 0-25 Guidance.

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are available both to those families in Blackburn with Darwen that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sectors:

[Special educational needs and disabilities \(SEND\) local offer | Blackburn with Darwen Borough Council](#)

1. Aims and objectives

Aims

We are committed to providing an inclusive education for all pupils and aim to provide a learning environment which is flexible enough to meet the needs of all members of our school community. We aim to foster a lifelong love of learning and give every child the opportunity to develop socially, academically, creatively, spiritually and emotionally. We provide a broad, balanced and rich curriculum which will challenge children's thinking, encourage them to care for others and inspire them to fulfil their individual potential in order to achieve success. We aim to provide every child with access to a broad and balanced education, this includes the National Curriculum in line with the Special Educational Needs Code of Practice.

Objectives

- Staff members seek to identify the needs of pupils with SEN as early as possible. This is most effectively done by gathering information from parents, education, health and care services and early years settings prior to the child's entry into the school.
- Monitor the progress of all pupils in order to aid the identification of pupils with SEN. Continuous monitoring of those pupils with SEN by their teachers will help to ensure that they are able to reach their full potential.
- Make appropriate provision to overcome all barriers to learning and ensure pupils with SEN have full access to the National Curriculum. This will be co-ordinated by the SENCO and Head teacher and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and all pupils' needs are catered for.
- Work with parents to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEN procedures and practices and providing regular feedback on their child's progress.
- Work with our Pupil Well Being team to support both parents and children in and out of school.
- Work with, and in support of, outside agencies when the pupils' needs cannot be met by the school alone. Some of these services include SEND Support Service, Educational Psychology Service, Speech and Language Therapy, East Lancashire Child and Adolescent Service (ELCAS), MHST, BWD SENCO Network.
- Create a school environment where pupils are involved in and informed about their own learning. This means encouraging relationships with adults in school where pupils feel safe to voice their opinions of their own needs, and carefully monitoring the progress of all pupils at regular intervals. Pupil participation is encouraged through school by wider opportunities such as school council, residential visits, school plays, sports teams and play leaders in the playground.

2. Identification of pupils needs

The purpose of identification is to work out what action the school needs to take to support pupils and we use a graduated approach as follows:

- a) Any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries will be monitored.
- b) Once a pupil has been identified as possibly having SEN they will be closely monitored by staff in order to gauge their level of learning and possible difficulties.

- c) The child's class teacher will take steps to provide differentiated learning opportunities that will aid the pupil's academic progression and enable the teacher to better understand the provision and teaching style that needs to be applied.
- d) The SENCO will be consulted as needed for support and advice and may wish to observe the pupil in class.
- e) Through (b) and (d) it can be determined which level of provision the child will need going forward.
- f) If a pupil has recently been removed from the SEN register they may also fall into this category as continued monitoring will be necessary.
- g) Parents will be consulted and informed fully at every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school.

3. Monitoring and Evaluation of SEND Support

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the pupil will be added to the SEN register.

Pupils may be identified as having needs linked to one or more of these four broad areas of Special Educational needs

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental health
- Sensory and or physical difficulty

The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four part process:

• Assess • Plan • Do • Review

This is an on-going cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessment and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents. The pupil's views and where relevant, advice from external support services may also be considered along with any assessments carried out. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

Plan

Planning will involve consultation between the teacher, SENCO and parents to agree the adjustments, interventions and support that are required; the impact on progress, development and /or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff, will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENCO.

Review

Reviews of a child's progress will be made regularly. The review process will evaluate the impact and quality of the support and interventions. It will also take account of the views of the pupil and where necessary their parents. The class teacher, in conjunction with the SENCO will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

4. Criteria for exiting the register

If a pupil makes progress and is no longer experiencing difficulties they may be removed from the register. When this occurs we will continue to monitor their progress in the short term to ensure the gains made are maintained.

5. Referral for an Education, Health and Care Plan

If a child has lifelong or significant difficulties they may undergo a Statutory Assessment Process which is usually requested by the school but can be requested by a parent. This will occur where the complexity of need or a lack of clarity around the needs of the child are such that a multi-agency approach to assessing that need, to planning provision and identifying resources, is required.

The decision to make a referral for an Education, Health and Care Plan will be taken at a progress review.

The application for an Education, Health and Care Plans will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health / Education professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by a group of people from education, health and social care about whether or the child is eligible for an EHC Plan. Parents have the right to appeal against a decision not to initiate a statutory assessment leading to an EHC Plan.

Further information about EHC Plans can found via the SEND Local Offer:

<https://www.blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities-send-local-offer>

Education, Health and Care Plans [EHC Plan]

- a. Following Statutory Assessment, an EHC Plan will be provided by Blackburn with Darwen Local Authority, if it is decided that the child's needs are not being met by the support that is ordinarily available. The school and the child's parents will be involved developing and producing the plan.
- b. Parents have the right to appeal against the content of the EHC Plan. They may also appeal against the school named in the Plan if it differs from their preferred choice.
- c. Once the EHC Plan has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents and the pupil. The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be put in place, for example, reducing or increasing levels of support.

6. Access to the curriculum

Every effort will be made to educate pupils with SEN alongside their peers in a mainstream classroom setting. In class provision and support are deployed effectively to ensure the curriculum is differentiated where necessary. We make sure that individual or group tuition is available where it is felt pupils would benefit from this provision. We set appropriate individual targets that challenge and motivate pupils to do their best, and celebrate achievements at all levels.

7. Evaluating the success of provision

Pupil progress will be monitored regularly in line with school tracking systems. We expect pupils with SEN to make as much progress as possible, whilst being sensitive to their needs.

SEN provision and interventions are recorded and updated when the intervention is changed. These are monitored by the SENCO/Senior Leadership team to ensure that pupils have made good progress. This helps to identify whether provision is effective.

8. Inclusion of pupils with SEN

The Head teacher and SENCO oversee the school's policy for inclusion and are responsible for ensuring that it is implemented effectively throughout the school.

The school curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. This includes learning outside the classroom.

The school will seek advice, as appropriate, around individual pupils, from external support services through regular meetings.

9. Admission arrangements

Following LA and our agreed admission and equal opportunities policies, a child will be offered a place within the school if it is available.

10. Facilities for pupils with SEN

We have a wet room within school with disabled facilities and changing facilities. There is also disabled parking in the car park. Within school we use ICT to support pupils and have a variety of ICT programmes that also aid pupils' access to learning. Unfortunately school is on multiple levels accessed by steps. Whilst there are handrails there are no ramps or lifts to assist with the steps.

11. Allocation of resources for pupils with SEN

The school budget includes money which is designated to support pupils with additional needs. How this is allocated is planned by the head teacher and SENCO in consultation with class teachers. This is

planned on a provision map and is regularly reviewed for effectiveness. Support will change depending on the progress being made and the need of each pupil. Sometimes outside agencies and other professionals may be involved in providing support or on advising on what support to give. The types of support available may include adapted resources in the classroom, specific targeted intervention programmes, specialist input from professionals such as an educational psychologist and advisory teachers, specialist software for use on laptops, iPads or other alternative recording devices, support from an additional adult.

12. In service training (CPD)

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEN. The SENCO attends relevant SEN courses and cluster meetings.

We recognise the need to train all our staff on SEN issues. The SENCO ensures that training opportunities are matched to school development priorities and those identified through the use of provision management. We review and develop our training in light of the needs of the pupils in our school.

13. Links to support services

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion.

Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school.

14 Working in partnerships with parents

The school believes that a close working relationship with parents is vital in order to ensure:

- a) early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- b) continuing social and academic progress of children with SEN
- c) personal and academic targets are set and met effectively

In cases where more frequent regular contact with parents is necessary, this will be arranged based on the individual pupil's needs. The SENCO may also signpost parents of pupils with SEN to the local authority SENDIASS group (Special Educational Needs & Disability Information, Advice & Support Service) where specific advice, guidance and support may be required.

If an assessment or referral indicates that a pupil has additional learning needs the parents and the pupil will always be consulted with regards to future provision. Parents are invited to attend meetings with external agencies regarding their child, and are kept up to date and consulted on any points of action drawn up in regards to the provision for their child.

15. Safeguarding, SEND and Keeping Children Safe In Education

KCSIE acknowledges that children with SEND are more vulnerable to all types of abuse. The school aims to reduce children's risk and keep all children safe, including those with SEND. If you have any concerns about your child you can contact Mr Berry or Miss Ainsworth who will try to offer support and resolve any issues which you may have. Children who require support with their emotional or mental health will have access to a specially trained teaching assistant, Emotional Literacy Support Assistant (ELSA). Our designated ELSA is Mrs Povall. She works with pupils across school supporting them as and when emotional needs arise. Class teachers, and all school staff, will also support children who appear to be struggling with their mental health and refer them to the SENCO or designated safeguarding leaders. This will aim to reduce the vulnerability of all children, including SEND pupils, and ensure pastoral support is given where required.

We acknowledge there may be additional barriers or risks faced by pupils with SEND in recognising and reporting safeguarding concerns. Some children may be vulnerable because they have additional communication needs, they may not understand that what is happening to them is abuse, they may need intimate care, they may be dependent on adults for care or be isolated from others. As a school we aim to reduce or minimise the risk to SEND pupils in a range of ways including getting to know our pupils with SEND and finding the best way to communicate with them. We strive to build pupil's self-esteem and show them there is always someone they can trust and communicate with and help them feel confident about letting someone know if they experience something that makes them feel uncomfortable. We aim to empower children with SEND by providing them with communication support and opportunities to express themselves, helping them to build supportive relationships with trusted adults. We also provide accessible education and additional support, including presenting information in accessible formats, on topics such as keeping safe, sex and relationships and online safety.

16. Complaints procedure

Parents/carers are asked to speak to the class teacher first but if the concerns cannot be resolved then please contact the SENCO or the Head teacher. If the matter is not resolved then parents should contact the SEN Governor in writing. If following this action the matter remains unresolved then subsequent recourse can be taken through the LA Area Office in Blackburn.

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