



Special educational needs and disabilities (SEND) Policy

BLEAN PRIMARY SCHOOL

Policy Review date: Summer 2026

Headteacher: Mr I Rowden

Chairs of Governors: Mr H Samuelson

Date of Next Review: Summer 2028

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1. Aims and objectives

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

- Make sure our school fully implements national legislation and guidance regarding pupils with SEND
- Set out how our school will:
 - 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
 - Promote strong attendance, engagement and participation for pupils with SEND through the early identification and removal of barriers to learning.
 - Help pupils with SEND fulfil their aspirations and achieve their best
 - Help pupils with SEND become confident individuals living fulfilling lives
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND
- Communicate with, and involve, pupils with SEND and their parents or carers in discussions and decisions about support and provision for the pupil
- Make sure the SEND policy is understood and implemented consistently by all staff.

2. Vision and values

At Blean Primary School, our vision is to shape all children to be physically and mentally healthy; we wish for them to develop a love for learning, be morally and socially responsible and gain high outcomes. High priority is placed on ensuring children's physical and mental wellbeing are met. The Blean community strives for high aspirations for all its pupils, so they grow as confident, well-rounded pupils and use this grounding well in later life.

Our full and rich curriculum, underpinned by our school values (Resilience, Resourcefulness, Responsibility, Curiosity and Collaboration) along with its excellent range of experiences strives to ensure that every pupil at Blean makes excellent progress both academically and personally. Our unique curriculum ensures that every child is given the opportunity to shine and flourish.

We value that inclusion extends beyond academic attainment. We are committed to creating a culture of belonging where all pupils are welcomed, valued and supported to participate fully in school life regardless of need, background or starting point.

3. Legislation and guidance

This is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and 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 (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities

- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's 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 having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs.

4. Inclusion and equal opportunities

At our school 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

A pupil has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a **learning difficulty or disability** if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational or training provision that 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 adverse effect on their ability to do normal daily activities. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' (SEN Code of Practice (2014, p5))

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

5.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that transcend 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	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 do not understand or use the social rules of communication. Pupils who are on the autism spectrum often have needs that fall in this category.
Cognition and learning	Pupils with learning difficulties often learn at a different pace than their peers. A wide range of needs are grouped in this area, including: • Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia • Moderate learning difficulties • Severe learning difficulties • 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
Social, emotional and mental health	These needs may reflect a wide range of underlying difficulties or diagnosed disorders. Pupils may have: • Mental health difficulties such as anxiety, depression or an eating disorder • Inattentive or Combined Type ADHD (Attention Deficit Hyperactivity Disorder), Oppositional Defiance Disorder (ODD) or Attachment Disorder. • Suffered adverse childhood experiences These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.

AREA OF NEED	
Sensory and/or physical	Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided. Pupils may have: • A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment • A physical impairment These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.

6. Roles and responsibilities

6.1 The SENCO

The SENCO at our school is Miss Nicki Llewellyn. She can be contacted via the school office on 01227 471254 or by email using senco@blean.kent.sch.uk

She will:

- Inform any parents that their child may have SEN and then liaise with them about the pupil's needs and any provision made
- Work with the headteacher and SEN governor to determine the strategic development of the SEND policy and provision in the school
- 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 adaptive 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 a point of contact for external agencies, especially the local authority (LA) and its support services, and work with external agencies to ensure that appropriate provision is provided
- Liaise with potential next providers of education to make sure that the pupil and their parents 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 and school governors to make sure 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, 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 headteacher, 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 and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.2 The governing body

The governing body is responsible for making sure the following duties are carried out, though the duties can be delegated to a committee or an individual:

- Co-operate with the LA in reviewing the provision that is available locally and developing the local offer
- Do all it can to make sure that every pupil with SEND gets the support they need
- Make sure that pupils with SEND engage in the activities of the school alongside pupils who don't have SEND
- Inform parents when the school is making special educational provision for their child
- Make sure that the school has arrangements in place to support any pupils with medical conditions
- Provide access to a broad and balanced curriculum
- Have a clear approach to identifying and responding to SEND
- Provide an annual report for parents on their child's progress
- Record accurately and keep up to date the provision made for pupils with SEND
- Publish information on the school website about how the school is implementing its SEND policy, in a SEN information report
- Publish information about the arrangements for the admission of disabled children, the steps taken to prevent disabled children being treated less favourably than others, the facilities provided to assist access of disabled children, and the school's accessibility plans
- Make sure that there is a qualified teacher designated as SENCO for the school and that the key responsibilities of the role are set out, and monitor the effectiveness of how these are carried out
- Determine their approach to using their resources to support the progress of pupils with SEND.

6.3 The SEND link governor

The SEND link governors are Jeanette Read, Holly Carter and Camilla Webster.

The SEND governors will:

- Help to raise awareness of SEND issues at governing body meetings
- Monitor the quality and effectiveness of SEND provision within the school and update the governing body on this
- Work with the headteacher and SENCO to determine the strategic development of the SEND policy and provision in the school

6.4 The headteacher

The headteacher will:

- Work with the SENCO and SEND link governor to determine the strategic development of the SEND policy and provision within the school
- Work with the SENCO and school governors 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, 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 SENCO has enough time to carry out their duties
- Have an overview of the needs of the current cohort of pupils on the SEND register
- Advise the LA when a pupil needs an EHC needs assessment, or when an EHC plan needs an early review
- With the SENCO, 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 SENCO, 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 SENCO and teaching staff, identify any patterns in the school's identification of SEN, both within the school and in comparison with national data, and use these to reflect on and reinforce the quality of teaching

6.5 Class teachers

Each class teacher is responsible for:

- 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
- 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 SENCO to review each pupil's progress and development, and decide on any changes to provision

- Ensuring they follow this SEND policy and the SEN information report
- Communicating with parents 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' concerns and agree their aspirations for the pupil

6.6 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 regular meetings 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 and, with school staff, agree their aspirations for the pupil
- Given an annual report on the pupil's progress

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

6.7 The pupil

Pupils will always 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. SEN information report

The school publishes a SEN information report on its website. The SEND Information Report includes details of support services available to parents and carers, including Information, Advice and Support Kent (IASK), Kent's Local Offer and other local and national organisations providing SEND advice and support.

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

At Blean Primary School, we monitor the progress of all pupils throughout the year to review their academic progress. Pupils identified with a SEND (Special Educational Need /Disability) and those who meet the criteria for Pupil Premium or who are **Young Carers** are tracked as separate groups.

We 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. We will also consider any evidence that the pupil may have a disability and if so, what reasonable adjustments the school may need to make.

More detailed information about assessment at Blean can be found in our Assessment Policy and our Assessment Schedule on the school's website:

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/assessment>

We recognise that barriers to learning may arise from a range of developmental, emotional, social, communication or learning needs. Through our tiered approach to wellbeing and inclusion, staff consider both academic progress and wider indicators including engagement, attendance, emotional wellbeing, participation, relationships and readiness to learn.

Class teachers will regularly assess the progress of all pupils and identify any 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.

Where children are not making adequate progress even if special educational need has not been identified, we consider carefully the barriers to learning through a systematic process. Following this we may need to put in place extra support to enable the pupil to catch up through our provision mapping process. Examples of extra support include discussions at Pupil Progress Meetings, observations and monitoring by the Senior Leadership Team.

A whole school provision map available on the school website provides further details of the range of resources we have at Blean Primary School to support children:

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/inclusion>

Some pupils may continue to make inadequate progress, despite high-quality teaching targeted at their areas of difficulty. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty. The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress.

At Blean Primary School we have experience in using the following assessment tools:

- Wide Range Intelligence Test (WRIT)

- Dyslexia Portfolio Screening Tool
- Salford Reading assessment (accuracy & comprehension)
- York Early Reading Assessment
- British Picture Vocabulary Test (BPVS)
- Detailed Assessment of Handwriting (DASH)
- Sandwell Early Numeracy Assessment
- Sandwell KS2 – KS2 numeracy Assessment
- Boxall Profile

In addition, we use a range of tools and checklists along with classroom and playground observations.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEN
- 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 we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

We also have access to external advisors who are able to use specialist assessments where appropriate and in accordance with referral criteria.

- Family Help screening – Early Help Practitioners (via Early Help district conversations or through completing a request for support via the Digital Front Door- this will be completed by school staff alongside parents.)
- Advice and recommendations from a professional forum via the Localities Model
- Specialist teacher assessment /observations accessed through the Local Offer
- Cognitive assessment – Educational Psychologist
- Developmental assessment (up to 7 years) – Community Pediatrician
- Autistic Spectrum Disorder (ASD) /Attention Deficit (ADHD) /Social Emotional Mental Health (SEMH) Assessment via CYPMHS (Child & Young Person Mental Health Services) referral subject to criteria provided by the North and East London Foundation Trust (NELFT)
- Private therapists: Counselling.
- School Health Assessment

8.2 Consulting and involving pupils and parents

The school will put the pupil and their parents at the heart of all decisions made about special educational provision.

When we are aiming to identify whether a pupil needs special education provision, we will have an early discussion with the pupil and their parents. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account any concerns the parents have

- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents if it is decided that a pupil will receive special educational provision.

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 SENCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents 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 and the pupil, the teacher and the SENCO 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, (SIMS) and will be made accessible to staff in the form of an Individual Learning Passport (ILP). Parents will be fully aware of the planned support and interventions, and may be asked to reinforce or contribute to progress at home.

3. Do

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

Where the plan involves group or more bespoke 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 SENCO will support the teacher in further assessing the pupil's particular strengths and difficulties, 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 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 SENCO will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

8.4 Levels of support

Provision at Blean Primary School is delivered through a graduated continuum of support consisting of:

Universal Provision

High-quality adaptive teaching which is informed by Kent's Mainstream Core Standards and Ordinarily Available and inclusive classroom practice available to all pupils and the first response to identified need.

Targeted Provision

Short-term evidence-informed interventions delivered to individuals or small groups to address identified barriers to learning. This may be through whole class provision mapping systems and SEN monitoring or for pupils at SEN Support.

Intensive Provision

Personalised and highly tailored support for pupils with more complex needs. This may include specialist interventions, nurture provision, emotional wellbeing support, personalised learning plans and provision specified within an Education, Health and Care Plan. Where a pupil continues to make limited progress despite relevant and purposeful SEN Support, the school may request an Education, Health and Care Needs Assessment in partnership with parents and relevant professionals.

Additional SEND support may include:

- Adaptations to teaching, learning environment and curriculum delivery.
- Individual Learning Passports.
- Small group interventions.
- Precision teaching and pre-teaching approaches.
- Nurture provision.
- Emotional literacy and wellbeing interventions.
- Specialist equipment and access arrangements.
- Support and advice from external agencies.
- Individualised programmes specified within an EHC Plan where applicable.

SEN Support

Pupils who require SEN Support because they meet the definition of SEN within the SEND Code of Practice 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 in-house expertise, staff will consider involving an external specialist as soon as possible.

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 through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

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 Nurture and Inclusion Provision

In addition to high-quality adaptive teaching and targeted interventions, Blean Primary School provides a continuum of nurture and inclusion support to remove barriers to learning and promote engagement, attendance, wellbeing and successful participation in school life.

Universal nurture-informed practice is embedded throughout the school and is underpinned by the principles of Nurture UK.

The school currently provides:

- The Nest, a targeted nurture provision offering a supported start to the school day and short-term intervention for pupils requiring additional support with emotional regulation, attendance, relationships and readiness for learning.
- Evergreens, a bespoke nurture provision for pupils with complex and overlapping developmental, social, emotional and learning needs who benefit from a highly personalised curriculum and stage-not-age approach.

Entry to these provisions is determined through the graduated approach and provision is reviewed regularly through the Assess, Plan, Do, Review cycle and using the school's Whole School Approach to Wellbeing framework.

8.6 Supporting Emotional, Mental and Social Development.

At Blean Primary School, we recognise that some pupils with SEND may require support for their emotional, mental and social development alongside their learning needs.

Universal support is provided through our curriculum, relational approach, nurture-informed practice, PSHE education and promotion of positive wellbeing.

Additional support may include:

- Access to The Nest nurture provision.
- Access to Evergreens nurture provision.

- Emotional Literacy Support Assistant (ELSA) interventions
- Social skills support.
- Trusted adult and mentoring approaches
- Individual wellbeing plans
- Early Help support.
- Referral to external agencies including school health, CYPMHS and specialist services where appropriate.

The effectiveness of this support is reviewed through the graduated approach and through regular discussions with pupils, families and staff.

8.7 Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Tracking pupils' progress, including by using provision maps
- Carrying out the review stage of the graduated approach in every cycle of SEN support
- Using pupil questionnaires
- Monitoring by the SENCO
- Holding annual reviews for pupils with EHC plans
- Getting feedback from the pupil and their parents
- Monitoring attendance, engagement and participation outcomes for pupils with SEND.
- Monitoring wider outcomes including emotional wellbeing, independence, behaviour for learning and successful inclusion in school life.
- Evaluating the effectiveness of Teaching and Learning and quality of intervention through whole school leadership monitoring.
- Pupil Progress meeting with the Senior Leadership Team

9. Expertise and training of staff

Blean Primary School invests in a wide range of ongoing training opportunities for all staff (teachers, HLTAs and TAs) using a range of external training consultants and also via in house training from senior staff. Teaching Assistants access continued professional development from in house training at least 6 x year run by the SENCO.

The SENCO holds the National Award for SEN Coordination (NASENCO) and a Postgraduate Diploma in Pastoral Leadership. They undertake ongoing professional development in SEND leadership, inclusion, nurture, safeguarding and pastoral support. The SENCO also works collaboratively with external professionals and local partnerships to ensure that school practice remains aligned with current legislation, research and local authority guidance.

The Headteacher and the SENCO will continuously monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.

10. Links with external professional agencies

The school works collaboratively within the Kent Localities Model and actively participates within its Community of Schools. Through this model, specialist advice and support may be sought via the Professional Resources Group (PRG), enabling access to a coordinated multi-agency network of educational, health and care professionals.

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

- Speech and language therapists
- Specialist teachers or support services
- Educational psychologists
- Occupational therapists, speech and language therapists or physiotherapists
- General practitioners or paediatricians
- School nurses
- Child and adolescent mental health services (CYPMHS)
- Inclusion and Attendance Officers
- Social services and Early Help

11. Admission and accessibility arrangements

11.1 Admission arrangements

We are an inclusive setting and welcome children to our school from all backgrounds, experiences and abilities. Please see our website for further detail on admissions:

<https://www.bleanprimary.org.uk/about-us/policies/>

At Blean Primary School, we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Arrangements include:

- Teacher (and Inclusion Lead where appropriate) visits to Nursery
- Transition Days within school e.g. Teddy Bears Picnic
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre-school settings, Specialist Teachers/Health Professionals and parents to gather information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.
- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports e.g. Social stories, additional visits.

We also contribute information to a pupils' onward destination by providing information to the next setting. We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, Inclusion Lead and secondary SENCO at which further supports may be planned.
- Annual Review Meetings (for pupils EHCP) are also used to plan for and support transitions.

11.2 Accessibility arrangements

At Blean Primary School, we follow the advice set out in the Mainstream Core Standards on how to adapt the curriculum and the learning environment for pupils with Special Educational Needs and/ or Disabilities. We also incorporate the advice provided as a result of assessments, both internal and external, and the strategies described in Education, Health and Care Plans.

Where specialist equipment, resources or facilities are required to support a pupil with SEND, the school will consider recommendations from relevant professionals and will secure resources through school funding, specialist services, health services, external agencies or local authority funding as appropriate. The school regularly reviews the suitability of equipment and facilities to ensure pupils are able to access learning and participate fully in school life.

In line with the Equality Act 2010 and the school's Accessibility Plan, we continually review:

- The physical environment
- Access to the curriculum
- Access to information for pupils, parents and carers
- Participation in wider school activities

with the aim of reducing barriers and increasing accessibility for all members of the school community.

As part of our requirement to keep the appropriateness of our curriculum and learning environment under review, the Senior Leadership Team and Governors are continuously making improvements as part of the school's accessibility planning (see Accessibility Plan 2024-2027). These improvements include a planned cycle of staff learning, purchasing of specific resources and specific curriculum focus and strategies. (Please refer to the School Plan and Premises Plan)

Please use the link below to access the schools full Accessibility Plan:

<https://www.bleanprimary.org.uk/about-us/policies/>

At Blean Primary School there is:

- a Sound Field system in one classroom in each year group and also in the School hall
- a disabled toilet with shower
- automated doors to the entrance of the school and at planned points throughout the building along with widening of paths and ramping to ensure access to our 'Studio' where music and drama lessons take place.

- posts have been installed by the flight of stairs in the main corridor to allow safe access for wheelchair users.
- a purpose-built care suite was built which includes a bed and hoisting equipment.
- the outside areas of the EYFS and Key Stage 1 areas have been developed to support active learning.
- our library is a vibrant environment and is used to promote a love of reading. This includes adaption such as shelving at appropriate heights for pupils to access.
- our school is proud to have a designated sensory room.

Each Subject Leader has an action plan where key priorities are identified.

From September 2022, in line with new statutory guidance, Blean Primary School adopted the Engagement Model to support our children who have the most complex needs. This gives professionals a model with which to assess pupils who are not engaged in subject specific study. The Engagement Model focuses on 5 areas: exploration, realisation, anticipation, persistence and initiation. This model celebrates the strengths of the pupil and enables us to reflect on the bespoke curriculums we offer to our pupils with the most complex needs.

11.3 Transition and Preparation for the Next Stage of Education

In line with the SEND Code of Practice, preparation for adulthood begins at the earliest stages and includes developing independence, communication, self-regulation, resilience, social skills and participation in wider school life.

The school supports pupils with SEND during key transition points including entry to school, movement between classes, transition between key stages and transfer to secondary education.

Support may include:

- Additional transition visits.
- Enhanced information sharing.
- Meetings with families and receiving settings.
- Transition booklets and social stories.
- Multi-agency transition planning.
- Early preparation through Annual Reviews for pupils with EHC Plans

The school works closely with parents, pupils and receiving settings to ensure that transitions are planned carefully and support continuity of provision.

12. Complaints about SEND provision

The normal arrangements for the treatment of complaints at Blean Primary School are used for complaints about provision made for special educational needs (refer to Complaints Policy). We encourage parents to discuss their concerns with:

- Their child's class teacher in the first instance.
- EYFS Leader- Mrs Lorraine Watson
- The Inclusion Lead/SENCO – Miss Nicki Llewellyn
- Assistant Head Teachers- Mrs Lynda Prior and Miss Nicki Llewellyn
- Deputy Headteacher- Miss Kara Satterley
- Headteacher- Ian Rowden

to resolve the issue before making the complaint formal to the Chair of the Governing Body.

If the complaint is not resolved after it has been considered by the governing body, then a disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability) if the case refers to disability discrimination, or to the Secretary of State for all other cases.

There are some circumstances, usually for children who have an Education, Health and Care plan, where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

13. Monitoring and evaluation arrangements

13.1 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
- Attendance, engagement and participation outcomes for pupils with 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

13.2 Monitoring the policy

This policy will be reviewed by the Governing Body nominated Vulnerable Pupils Monitoring Group **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 full governing body.

14. Links with other policies and documents

This policy links to the following:

SEN information report

- The local offer <http://www.kent.gov.uk/education-and-children/special-educational-needs/about-the-local-offer>
- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions policy
- Attendance policy
- Safeguarding / child protection policy
- Complaints policy
- Keeping Children Safe in Education
https://assets.publishing.service.gov.uk/media/64f0a68ea78c5f000dc6f3b2/Keeping_children_safe_in_education_2023.pdf