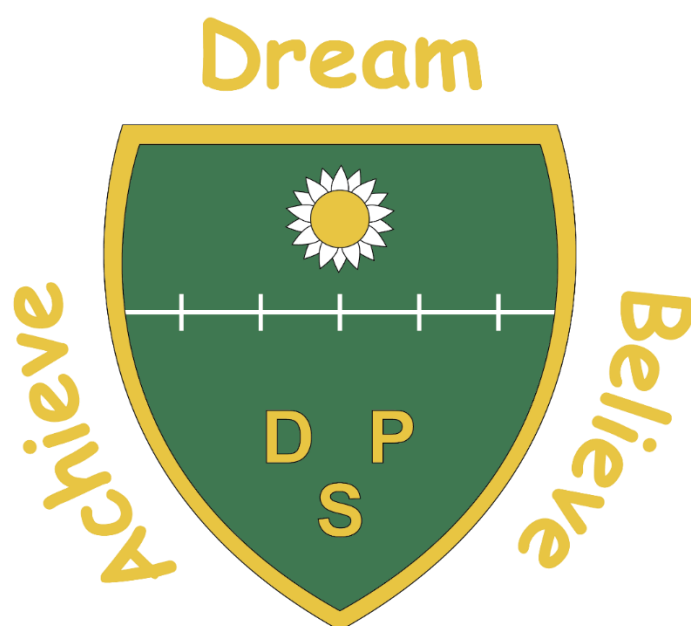


Daisyfield Primary School



SEND Policy

September 2025

Policy for Special Educational Needs Daisyfield Primary School

This is a whole school policy, which is a working document to be reviewed and updated annually. Its aims are consistent with the aims of the school, being: to provide equality of opportunity, irrespective of culture, gender or ability. This report will demonstrate the approach to SEND that we, as a whole school have adopted in our everyday practice.

All members of staff are fully aware of the school's procedures for identifying, assessing and making provision for pupils with Special Educational Needs. Everyone is aware that children with Special Educational Needs are the responsibility of **the whole school**.

This SEND policy is written to comply with the Children and Families Act 2014 and its SEND Code of Practice 0 – 25, together with the Equality Act 2010. This policy was created by the school's SENDCo Mrs C. Morley, with the SEND Governor Mrs P. Fowler and in liaison with the SLT and all staff.

This policy outlines our statutory responsibilities and approaches to ensure that all pupils including those with SEND can achieve their best possible learning outcomes and engage successfully in all aspects of the wider school community. It complies with current statutory requirements and guidance set out in relevant legislation and documents. It links with the Blackburn with Darwen Local Offer on the link below:

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

Definition of Special Education Needs (SEN)

All pupils may from time to time, have special educational needs. Their special needs will be that they require considerations, which are different from those of their peers. The reasons may be physical, emotional or intellectual. The range of needs will vary from the profound and multiple disabilities, which are experienced by a minority of pupils and which will require lifelong support, to less apparent educational problems. The Code of Practice 2014 states that, '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 him or her. A child of compulsory school age has a learning difficulty or disability if he or she has:

- A significantly greater difficulty in learning than the majority of other pupils of the same age or
- A disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or post 16 institutions'.

The Equality Act 2010 states that, 'A disability is a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal day to day activities. This definition includes:

- Sensory impairments such as those affecting sight and hearing

- Long term health issues such as asthma, epilepsy and cancer’.

Children with special needs are not only those with disabilities but can also include able underachievers and gifted children. The majority of pupils with special needs have difficulties of a mild, moderate or temporary nature. The special educational needs of most children can be met effectively in mainstream schools, with outside specialist help if necessary, but without a statutory assessment or a statement. The Code recommends that, to help match special educational provision to children’s needs schools and LEAs should adopt a graduated response that encompasses an array of strategies. A child is deemed to have SEND if they have learning difficulties or disabilities which call for special educational provision to be made for him or her.

Aims

We aim to recognise and provide for any pupils who are identified as having a special educational need. We aim to provide a positive school atmosphere in which all children, irrespective of their difficulties, gender, culture or abilities, are valued by all.

The focus is always on the outcomes for our children.

The aims and objectives for SEND provision at Daisyfield Primary School:

- Strive to address the needs of all pupils in the school both with and without an Educational Health Care Plan
- Help each child to reach his/her potential in all areas of the curriculum
- Develop a level of independence relating to his/her educational ability
- Ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice
- Systematically assess pupils.
- Ensure that the provision for a child with SEND should match the nature of their needs.
- Identify pupils with SEND as early as possible and make appropriate intervention arrangements
- Identify pupils of all ability who are underachieving and act upon this
- Ensure that all pupils are well integrated into the life and work of the school.
- Provide a compassionate and secure environment.
- Provide access to a broad and balanced curriculum for all pupils.
- Maintain a register of pupils with SEND.
- Provide inclusive learning opportunities and actively seek to remove the barriers to learning that can hinder or exclude pupils with special educational needs
- Provide opportunities for parent and pupil involvement
- Work closely, and in co-operation, with all agencies concerned with the provision of services for special educational needs.

- Recognise and have due regard to, the Special Educational Needs Code of Practice on the identification and assessment of special educational needs.
- Provide support and advice for all staff working with SEN children
- Planning and resources in all curriculum areas should take account of the individual needs of children.
- The school will maintain a register of pupils with SEND. All teachers, the Head and the SENDCo will contribute to this and update information and assessments regularly.

Admission Arrangements

The school follow Blackburn with Darwen admission arrangements which are available on the school website and make it clear that the school will not discriminate or disadvantage pupils with a disability or SEN.

The Code of Practice requires a school to admit all pupils who have an Education Health and Care Plan where it has been requested by parents as their school preference and named by the Local Authority (LA).

The LA SEN department must comply with this request and name the school in the EHC plan unless:

- It would be unsuitable for the age, ability, aptitude or SEN of the child, or
- The attendance or the inclusion of the child would be incompatible with the efficient education of others at the school or the efficient use of resources.

Identifying Special Educational Needs

At Daisyfield Primary School we aim to recognise and identify children with a special need as early as possible in their learning journey. We recognise that a child or young person has a special educational need if they have a learning difficulty or disability which calls for special educational provision to be made for them or have a significantly greater difficulty in learning than the majority of others the same age. The Code of Practice suggests that pupils are only identified as SEN if they do not make adequate progress once they have had all the intervention/adjustments and good quality, personalised teaching.

There are four broad categories of SEND as identified in the Code of Practice:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health
- Physical and sensory

The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category.

Desired Outcomes

Consideration of whether special educational provision is required starts with desired outcomes, including the expected progress and attainment and the views and wishes of the parents. This will help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether additional support is required.

School Based Support

Teachers are responsible and accountable for the progress and development of the pupils in their class, including where pupils access support from teaching assistants or specialist staff. Teachers' ongoing assessment will provide information about areas where a child is not progressing satisfactorily. The first response is quality first teaching. Where progress continues to be less than expected the class teacher will complete an initial concern form. Details are given to the SENDCo and the views of both the parent and the child are sought at this time.

This review may lead to the conclusion that the pupil requires help that is additional to or different from that which is normally available. This would constitute Special Educational Provision and an Individual Learning Plan (ILP) and the child would be registered as receiving SEN Support. The ILP will be written and shared with both the pupil and parents and reviewed at least termly. The child will be placed on SEND register.

Outside Agency Involvement

When all interventions by class teacher and the ILP's have not shown progress, advice and assessment from outside agencies may be requested. This might include the formal assessment by the Educational Psychologist if required. Close liaison with parents and the outside agencies is necessary. Reviews which parents will be invited to attend will be carried out termly/as required.

If there is insufficient progress after all these actions have been carried out, then school can submit a request to Panel for an Education, Health Care Plan. (EHCP).

Referral for an Education, Health and Care Plans

If a child has significant difficulties or they are not making sufficient progress, 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 apply for an Education, Health and Care Plan will combine information from a variety of sources including:

- Parents
- Teachers
- SENCO
- Social Care
- Health 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 not 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.

EHCP's will be reviewed annually and where necessary more frequently. Parents and everyone involved will be requested to attend. Class teachers and support staff provide detailed ILP's and reports. The recommendations issued and agreed as a result of the review will have to be carefully followed. The objectives agreed are regularly monitored and reviewed.

Graduated Approach

Daisyfield Primary School's child-centred, graduated approach is underpinned by an Assess, Plan, Do, Review cycle in the identification of SEN. This is an ongoing 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. This is supported by the high levels of Quality First Teaching that takes place in every lesson.

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 will also be considered. This analysis will require regular review to ensure that support and intervention is matched to need; that barriers to learning are clearly identified and being overcome; and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if it is felt to be appropriate, following discussion and agreement from parents.

Plan

Planning will involve consultation between the teacher, SENDCo 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. They will work closely with teaching assistants and to plan and assess the impact of support and interventions and links with classroom teaching. 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 SENDCo.

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 SENDCo, 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.

A diagnosis of a need does not necessarily mean that a child has SEN and will require SEN provision.

Early years pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with SEND and to promote equality of opportunity for children in their care. These requirements are set out in the EYFS framework.

The school will ensure all staff who work with young children are alert to emerging difficulties and respond early.

Managing Pupils on the SEND Register

Every class teacher, working alongside other professional both in and out of school is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there. Children's individual support plans are reviewed termly. If a pupil is included in an intervention group then this will also be recorded and monitored by the class teacher and SENDCo. Parents are provided with a copy of all support plans for children on the register.

Where a child has an Education and Health Care Plan there will be, at the minimum, an annual review carried out by the school which parents and external agencies are encouraged to attend.

Inclusion of Children with SEND

The provision of Equal Opportunities is as important in SEND as it is in all other subjects. All children must be given equal learning opportunities, which take care of and respect children's individual differences. Teaching must take account of and have regard to issues of gender, race and learning levels and styles. Teaching methods should be varied, appropriate and effective, allowing for participation by all. The work ought to be sufficiently challenging

and not set to merely occupy. There should be positive interactions between teacher and SEND pupils. Appropriate expectations, which reflect individual pupil targets, should be the norm.

When a child is identified as having SEND, we act to remove barriers to learning and put effective provision in place. All children holding an EHC plan are made to feel part of our school community. They are occasionally withdrawn for extra support but otherwise work within the classroom and have tasks set appropriate to their needs.

The Headteacher and SENDCo 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.

SEND Provision could include:

- Specialist Support staff and SENCO support for EHC Plan pupils.
- Individual or group support/ individual work programmes when necessary – developed by the class teacher
- Grouping to match needs/withdrawal groups if appropriate
- Use of Teaching Assistants.
- Use of appropriate materials/ resources
- SENCO support and advice
- Use of outside agencies when available and appropriate.
- Use of parental support within school and at home.
- Barrier free/access friendly school building
- Disabled toilet and shower facilities

Pastoral Provision & Safeguarding

Children with SEND can face additional safeguarding challenges. Our safeguarding and child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges, the SENDCo liaises very closely with the headteacher / designated safeguarding lead and school leadership team. In school we also have a learning mentor to provide pastoral support and any nurturing provision that may be required. This could be lunch time support, 1:1 or group sessions.

All staff are aware to be extra vigilant when working with young people with special educational needs and disabilities.

Evaluating the Success of Provision

The school is actively reviewing the provision for all pupils, including pupils with SEND. In order to make consistent continuous progress the school will consider a range of evidence including looking at the level of achievement of pupils with SEND compared to standards achieved by this group nationally, case studies for groups and individual pupils, monitoring of interventions and views and feedback of parents and pupils.

Pupil progress will be monitored and interventions recorded termly on a provision map. Monitoring will take place termly by the SENDCo and Senior Leadership Team to help to identify whether provision is effective.

Assessment Procedures

Assessment arrangements allow for accurate identification of pupils' needs. Staff address the teaching methodology and appropriate support is given. Although children are initially compared with national averages, children at Daisyfield are assessed in relation to their capabilities. Work set for SEND children should match the lessons' aims and objectives, albeit differentiated and/or supported. We aim to create success for all pupils.

Children who are not making expected progress, or limited progress, will be assessed using PIVATs. PIVATs should also be used for children who are not working within the curriculum. PIVATs are used from year 1 upwards and should be updated by the class teacher termly and shared with the SENDCo and parents. For children in EYFS, Cherry Garden will be used as an assessment tool to support the assess, plan, do, review process.

Links to Services and Outside Agencies

The school continues to build strong working relationships and links with external support services in order to fully support our pupils with SEND and aid school inclusion. Sharing knowledge and information with our support services is key to the effective and successful SEN provision within our school. Any one of the support services may raise concerns about a pupil. This will then be brought to the attention of the SENDCo who will then inform the child's parents.

At Daisyfield Primary School we work with the following outside agencies:

- Educational Psychologist
- CAMHS
- Speech and Language Therapist
- Physiotherapist

- Occupational Therapist
- Specialist Teachers
- Children's Social Care
- Orthoptist
- Audiology Advisory Teacher
- School Nurse

Working in Partnership with Parents

Daisyfield Primary School strives to build a close working relationship with parents and is vital in order to ensure:

- Early and accurate identification and assessment of SEN leading to appropriate intervention and provision
- Continuing social and academic progress of children with SEN
- 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. 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 with regards to the provision for their child.

All staff should have a positive attitude to parents. There should be no presumption about what parents can or cannot do to support their children's learning.

For effective communication, professionals should:

- Acknowledge and draw on parental knowledge and expertise in relation to their child.
- Focus on the children's strengths as well as areas of additional need.
- Recognise the personal and emotional investment of parents and be aware of their feelings.
- Ensure that parents understand procedures, are aware of how to access support in preparing their contributions, and are given documents to be discussed well before meetings.
- Respect the validity of differing perspectives and seek constructive ways of reconciling different viewpoints.
- Respect the differing needs parents themselves may have, such as a disability, of communication and linguistic barriers.
- Recognise the need for flexibility in the timing and structure of meetings

The Local Offer

The Children and Families Act 2014 states that schools should:

‘Provide a clear and transparent “Local Offer” of services across education, health and social care, young people and parents involved in preparing and reviewing it’.

The school’s local offer, detailing support available to children with special educational needs, is accessible from both the school and the council’s website. This provides clear, comprehensive, accessible and up to date information about the available provision.

Roles and Responsibilities

The Special Educational Needs and Disability Co-ordinator is Mrs C. Morley and is responsible for:

- The implementation of the Special Educational Needs Policy and the co-ordination of provision to support individual children with SEND
- Liaising with staff to monitor pupil progress and to plan further interventions where progress is slower than expected
- Making regular contact with a wide range of external agencies that are able to give more specialised advice
- Ensuring there is a whole school awareness of SEND children.

The class teacher is responsible for:

- Adapting and refining the curriculum to respond to the strengths and needs of all pupils;
- Monitoring the progress of each child. Identifying, planning and delivering any additional support required to aid progress;
- Devising individual learning plans (ILPs) in order to prioritise and focus the next steps required for each child to improve in their learning and make progress, and

Our SEND Governor is Mrs P. Fowler and is responsible for:

- Maintaining an awareness of special needs provision in the school on behalf of the governing body. The SEND Governor meets the SENDCo to gain information about the provision made for pupils with special educational needs and to monitor the implementation of the SEND policy.

Other key members of staff who are actively involved in supporting and coordinating SEND provision and part of our wider inclusion team include:

- Mrs. L. Banks, Headteacher
- Mrs. V. Collier, Safeguarding Manager

Transition Arrangements

For some children a more specialist setting may be more appropriate to meet their needs. If a child is joining Daisyfield Primary School or moving to another primary school, a specialist

setting or onto secondary school and has significant additional needs, transition meetings will be arranged to find the most successful way to meet the child's needs upon transition. Staff will have a meeting usually involving parents/carers and staff from their new school. The child may also be involved in this meeting. A plan will be created and implemented; this could include extra visits to their new school, visual images of their new school before transferring and staff from their new school visiting the child while they are still at Daisyfield. Staff at Daisyfield will discuss the needs of children with SEND with their named secondary school during the summer term.

When moving to another year group, staff will have a transition meeting in the second half of the summer term to discuss each child's needs. All SEND paperwork will be passed on. A meeting involving the current teacher, parents/carers and next year's teacher may be arranged if appropriate. Some children may require more than one visit to their new classroom or to meet their new teacher alongside other strategies such as those mentioned in the previous paragraph in order for them to make the transition as successful as possible.

Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Some children with medical conditions may be disabled and where this is the case the school will comply with its duties under the equality Act 2010.

Some may also have special educational needs and may have an Education, Health and Care Plan which bring together health and social care needs as well as their special educational provision.

The school's policy on managing medical conditions can be found on the school website. Daisyfield Primary School have a policy for children that may require intimate care.

Disability Access Arrangements

In compliance with the duties set out in the Equalities Act 2010 the school has an accessibility plan which outlines the actions we will take overtime to increase the accessibility for pupils with disabilities. All pupils whether they have a special educational need or not will be involved in the full life of the school. This includes areas such as:

- Clubs
- Assembly
- Productions
- Trips
- Swimming
- Sport
- Extended provision

Our accessibility plan forms part of the Single Equalities Policy which can be found on the school website.

Whole School Approach and Staff Development

At Daisyfield the active participation of all the staff is essential for a successful school policy. All our teachers teach all subjects. The SENDCo meets termly with other colleagues to share good practice, advice and resources. Training for Teaching Assistants is identified formally within their annual performance management and training sourced in accordance with this. All staff are encouraged to undertake CPD in line with their role within school. 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 SEND.

Storing and Managing Information

Pupil SEND records will be kept in accordance to the DfE guidance contained in “Statutory Policies for schools” (February 2014)

(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/284301/statutory_schools_policies.pdf)

Complaints Procedure

Parents and carers are encouraged to share any concerns they have at the earliest possible opportunity. In the first instance parents / carers should speak to the class teacher with further discussions with the SENDCo as required.

Details regarding the school’s complaints procedure can be found on the school’s website or on request from the school office.

Review Date: September 2026