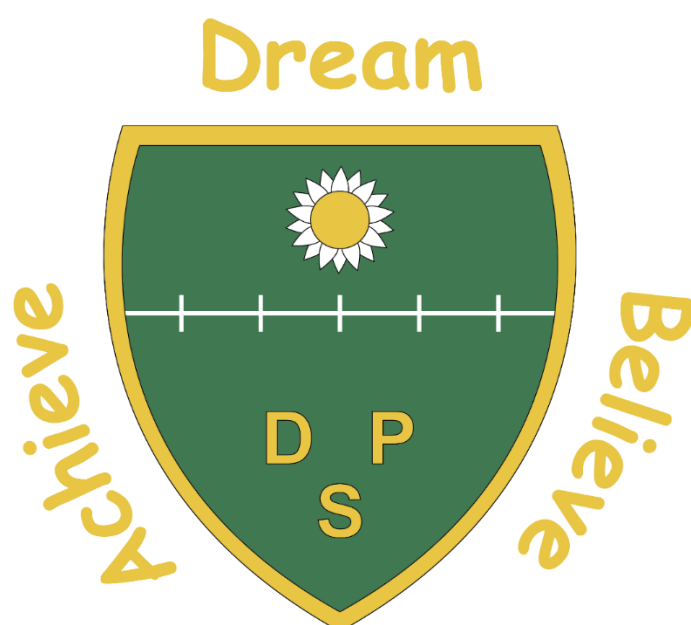


Daisyfield Primary School



SEND Policy

September 2026

Policy for Special Educational Needs Daisyfield Primary School

This policy reflects the school's commitment to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), are supported to achieve their full potential and participate fully in all aspects of school life. It is a whole-school policy and a working document that is reviewed and updated annually. Its aims are consistent with the school's overall vision of providing equality of opportunity and promoting inclusion for all pupils, regardless of need, disability, gender, ethnicity, culture, religion or background.

At Daisyfield Primary School, we recognise that meeting the needs of pupils with SEND is a whole-school responsibility. All staff are aware of the school's procedures for identifying, assessing and supporting pupils with SEND and are committed to working together to ensure that every child receives the support they need to achieve positive outcomes. Teachers remain responsible and accountable for the progress and development of all pupils in their class, including those receiving additional support.

This SEND Policy has been written in accordance with the requirements of the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010. It has been developed by the school's SENDCo, Mrs C. Morley, in collaboration with the SEND Governor, Mrs F. Sidat, the Senior Leadership Team and school staff.

This policy outlines the school's statutory responsibilities and the arrangements in place to support pupils with SEND. It explains how the school identifies, assesses and supports pupils with SEND, and how it works in partnership with parents, carers, pupils, the Local Authority and external agencies to secure the best possible outcomes. The policy should be read alongside the school's SEND Information Report and the Blackburn with Darwen Local Offer, which provides information about SEND services and provision available across the local area.

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

Definition of Special Education Needs (SEN)

Children and young people may experience Special Educational Needs and Disabilities (SEND) at different stages of their education. These needs may require provision that is additional to or different from that normally available to children and young people of the same age. SEND can arise from a range of needs and difficulties, including communication and interaction needs, cognition and learning needs, social, emotional and mental health needs, and sensory and/or physical needs. The level and type of support required will vary between individuals. Some children and young people may require short-term additional support, while others may have more complex needs that require long-term, coordinated support from education, health and social care services.

The SEND Code of Practice: 0 to 25 years states:

"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 or young person has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of educational facilities generally provided for others of the same age in mainstream educational settings.

The Equality Act 2010 defines a disability as a physical or mental impairment that has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. This definition includes, but is not limited to:

- Sensory impairments, such as those affecting vision or hearing;
- Long-term health conditions, such as asthma, epilepsy and cancer; and
- Neurodevelopmental conditions and other disabilities that meet the criteria set out in the Act.

Children and young people with Special Educational Needs and Disabilities (SEND) have a range of learning difficulties and disabilities that may require special educational provision to support their learning and development. Most children and young people with SEND can have their needs effectively met within mainstream educational settings through high-quality teaching, appropriate adjustments, and a graduated approach of assessing, planning, implementing and reviewing support. Additional advice and support from specialist services may be sought where required. In some cases, a child or young person may require an Education, Health and Care (EHC) needs assessment and, where appropriate, an Education, Health and Care (EHC) Plan. A child or young person is considered to have special educational needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

Aims and Objectives

At Daisyfield Primary School, we are committed to identifying and meeting the needs of all children and young people with Special Educational Needs and Disabilities (SEND). We strive to create an inclusive, nurturing and aspirational learning environment where every child is valued, respected and supported to achieve their full potential, regardless of their needs, abilities, background, culture, gender or disability.

We believe that all children should have access to a broad, balanced and ambitious curriculum and be fully included in all aspects of school life. Our focus is on securing positive outcomes for children and enabling them to develop the knowledge, skills, confidence and independence needed for future success.

Daisyfield Primary School aims to:

- Ensure that children and young people with SEND are identified as early as possible and that appropriate support is put in place promptly.
- Adopt a graduated approach to SEND support through the assess, plan, do, review cycle.
- Ensure that provision is tailored to the individual strengths, needs and outcomes of each child.
- Support all pupils, including those with and without an Education, Health and Care (EHC) Plan, to make good progress and achieve their potential.
- Provide high-quality teaching that is inclusive and responsive to the differing needs of all learners.
- Remove barriers to learning and participation and make reasonable adjustments where required.
- Monitor and assess pupils' progress regularly to ensure that support remains effective and appropriate.
- Identify and support pupils who may be underachieving or experiencing difficulties in learning, ensuring that appropriate interventions are considered and implemented where necessary.
- Promote independence, resilience and self-esteem, enabling pupils to participate fully in school life and prepare for their next stages of education.
- Ensure that pupils with SEND are fully included in the academic, social and wider life of the school where possible.
- Provide a safe, supportive and inclusive environment where all pupils feel valued and able to thrive.
- Work in partnership with parents, carers and pupils, ensuring that their views, wishes and feelings are central to decision-making.
- Work collaboratively with external agencies, health professionals, local authority services and other specialists to secure the best possible outcomes for children with SEND.
- Ensure that all staff have access to appropriate training, guidance and support to meet the needs of pupils with SEND effectively.
- Ensure that curriculum planning, teaching and resources take account of individual needs and promote participation and achievement for all learners.
- Maintain an accurate and regularly reviewed SEND Register, overseen by the SENDCo in collaboration with teaching staff.
- Fulfil all statutory duties relating to SEND in accordance with the Children and Families Act 2014, the SEND Code of Practice: 0 to 25 years, and the Equality Act 2010.

Admission Arrangements

The school follows the admissions arrangements set by Blackburn with Darwen Local Authority, which are published on the school website. The school is committed to providing an inclusive environment and will not unlawfully discriminate against any child or young person on the grounds of disability or Special Educational Needs and Disabilities (SEND).

In accordance with the Children and Families Act 2014, parents and carers, or a young person, may request that a particular school is named in an Education, Health and Care (EHC) Plan. Where Daisyfield Primary School is named in an EHC Plan by the Local Authority, the school is required to admit the child or young person.

When considering parental preference, the Local Authority must name the preferred school unless:

- The school is unsuitable for the age, ability, aptitude, or special educational needs of the child or young person; or
- The attendance of the child or young person would be incompatible with the efficient education of others or the efficient use of resources, and there are no reasonable steps that could be taken to overcome this incompatibility.

The school works collaboratively with parents and carers, the Local Authority, and relevant professionals to ensure that children and young people with SEND are welcomed, supported and included in all aspects of school life. Consistent with the principles of the SEND Code of Practice: 0 to 25 years, the school is committed to promoting participation, achievement and positive outcomes for all pupils.

Identifying Special Educational Needs

At Daisyfield Primary School, we are committed to the early identification of children and young people who may have Special Educational Needs and Disabilities (SEND). Early identification enables appropriate support to be put in place and helps ensure that all pupils can achieve their full potential.

A child or young person has Special Educational Needs (SEN) if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child or young person is considered to have a learning difficulty or disability if they have significantly greater difficulty in learning than the majority of others of the same age, or if they have a disability that prevents or hinders them from making use of the educational facilities generally available to children and young people of the same age in mainstream settings.

In line with the SEND Code of Practice: 0 to 25 years, the school identifies SEN where a child or young person requires provision that is **additional to or different from** that normally available through high-quality teaching. Before identifying a pupil as requiring SEN Support, the school will consider and address factors that may be impacting on progress, including attendance, English as an Additional Language, health needs, disability, and other circumstances, while ensuring that high-quality teaching and appropriate adaptations are in place.

The four broad areas of need identified within the SEND Code of Practice: 0 to 25 years are:

- Communication and Interaction

- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and/or Physical Needs

These broad areas of need are used to help the school plan and deliver appropriate support. They are not intended to label children or place them into categories. Individual pupils may have needs that span more than one area, and support is always planned according to a child's specific strengths, needs and desired outcomes. The purpose of identification is to determine the most effective provision and support required to help each child make progress and participate fully in school life.

Desired Outcomes

Consideration of whether a child or young person requires Special Educational Needs (SEN) Support begins with identifying desired outcomes, including expected progress and attainment, alongside the views, wishes and feelings of the child and their parents or carers. This helps determine the support required and whether needs can be met through Quality First Teaching (QFT) and the school's ordinarily available provision, or whether additional special educational provision is required. The focus is always on achieving positive outcomes for the child or young person.

School-Based Support

Teachers are responsible and accountable for the progress and development of all pupils in their class, including where pupils access support from teaching assistants or specialist staff. Quality First Teaching and adaptive teaching are essential to meet individual needs, and are the first response to pupils who may have SEND.

Teachers' ongoing assessment will provide information about areas where a child is not making expected progress. Where concerns remain despite the provision of Quality First Teaching and appropriate adaptations, the class teacher will complete an Initial Concern Form and discuss the concerns with the SENDCo. The views of both the child and their parents or carers will be sought as part of this process.

This assessment may lead to the conclusion that the pupil requires support that is additional to or different from that normally available to pupils of the same age. Where this constitutes Special Educational Provision, the pupil will be identified as receiving SEN Support and will be placed on the school's SEND Register. Support will be planned in accordance with the graduated approach of Assess, Plan, Do, Review.

An Individual Learning Plan (ILP) will be developed in partnership with the pupil, parents or carers, class teacher and SENDCo. The ILP will identify the pupil's strengths, areas of need, desired outcomes, support strategies and any additional provision required. The ILP will be shared with the pupil and their parents or carers and reviewed at least termly to monitor progress and ensure that support remains effective and responsive to need.

Outside Agency Involvement

Where a pupil continues to make less than expected progress despite receiving Quality First Teaching, targeted interventions and support through their Individual Learning Plan (ILP), the school may seek advice and involvement from appropriate external agencies. This may include services such as the Educational Psychology Service, Speech and Language Therapy, specialist advisory teaching services, health professionals or other relevant agencies. The involvement of external professionals can help to further identify a pupil's needs and provide recommendations for additional support and provision.

The school will work closely with parents or carers and any professionals involved to ensure that support is coordinated and responsive to the pupil's needs. Reviews of the pupil's progress, outcomes and provision will be carried out regularly and parents or carers will be invited to participate in these discussions.

Where, despite the school having taken relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil continues to require support that is additional to or different from that which is ordinarily available within the school's resources, the school, in partnership with parents or carers, may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority.

Following an EHC Needs Assessment, the Local Authority will determine whether the pupil's needs require provision to be made through an Education, Health and Care (EHC) Plan.

Education, Health and Care (EHC) Needs Assessment

Where a child or young person continues to experience significant difficulties in learning and/or is making less than expected progress despite receiving appropriate support through Quality First Teaching, targeted interventions and SEN Support, the school, parents or carers, or the young person (where appropriate) may request an Education, Health and Care (EHC) Needs Assessment from the Local Authority. An EHC Needs Assessment may also be considered where the child or young person has complex needs that require a coordinated approach involving education, health and social care services.

When an EHC Needs Assessment is requested, evidence will be gathered from a range of sources to provide a comprehensive picture of the child or young person's strengths, needs, progress and the support already in place. This may include information from:

- Parents or carers
- The child or young person
- Class teachers
- The SENDCo
- Educational Psychologists and other specialist education professionals

- Health professionals
- Social care professionals
- Other agencies involved with the child or family

Information will include details of the provision already implemented, interventions and support provided, progress made towards identified outcomes, and the views, wishes and feelings of the child and their parents or carers.

Following the assessment, the Local Authority will determine whether the child or young person's needs require provision to be made through an Education, Health and Care (EHC) Plan. Parents and carers, and where appropriate the young person, have the right to request mediation and appeal to the First-tier Tribunal (Special Educational Needs and Disability) if they disagree with decisions made by the Local Authority regarding an EHC Needs Assessment or EHC Plan.

Annual Reviews of Education, Health and Care Plans

Education, Health and Care (EHC) Plans are reviewed at least annually to consider the progress a child or young person has made towards achieving their agreed outcomes and to ensure that the provision specified within the plan continues to meet their needs. In some circumstances, reviews may take place more frequently where there is a significant change in need or provision.

Parents or carers, the child or young person, school staff and all relevant professionals involved with the child will be invited to contribute to the review process. Class teachers and support staff will provide information about the child's progress, attainment, participation and the impact of the support provided, including outcomes identified within Individual Learning Plans (ILPs) where appropriate.

Following the review, recommendations will be made to the Local Authority regarding any amendments required to the EHC Plan. The school will continue to monitor progress closely and work collaboratively with families and professionals to ensure that provision remains effective and supports the child or young person in achieving positive outcomes.

Graduated Approach

Daisyfield Primary School adopts a child-centred graduated approach to identifying and supporting pupils with Special Educational Needs and Disabilities (SEND). This approach follows the **Assess, Plan, Do, Review** cycle outlined in the SEND Code of Practice: 0 to 25 years. It is an ongoing process that enables provision to be reviewed, refined and adapted as understanding of a pupil's strengths and needs develops. The graduated approach helps ensure that support and interventions are effective in enabling pupils to make good progress and achieve positive outcomes. This is underpinned by high-quality Quality First Teaching (QFT) in all lessons.

Assess

This involves a clear analysis of the pupil's needs, drawing on the class teacher's assessment and experience of working with the pupil, previous progress and attainment, progress data, and information from parents or carers. The views of the pupil will also be considered, together with any advice received from external professionals where appropriate. Assessment is an ongoing process and should identify barriers to learning, inform the support required and ensure that interventions are appropriately matched to need. Where external professionals are involved, their advice and recommendations will contribute to the assessment process. With parental agreement, referrals may be made to external services where further specialist assessment or support is required.

Plan

Planning involves collaboration between the class teacher, SENDCo, parents or carers and, where appropriate, the pupil. Together they will agree the outcomes sought, the support and interventions to be implemented, any reasonable adjustments required, and the arrangements for reviewing progress. This information will be recorded within the child's Individual Learning Plan (ILP) or other relevant provision planning documentation. All staff working with the pupil will be informed of their individual needs, agreed support strategies and intended outcomes.

Do

The class teacher remains responsible and accountable for the progress and development of the pupil on a day-to-day basis, even where interventions involve small group or individual support delivered by teaching assistants or specialist staff. The class teacher will work closely with support staff to monitor the effectiveness of interventions and ensure that additional support is linked to classroom learning. The SENDCo will provide guidance and support in relation to assessment, intervention planning, problem-solving and the implementation of effective provision where required.

Review

The effectiveness of the support and interventions will be reviewed regularly in partnership with the pupil and their parents or carers. Reviews will evaluate progress towards agreed outcomes, consider the impact of the provision in place, and identify any changes required. The class teacher, supported by the SENDCo where appropriate, will use the review process to inform the next cycle of assessment and planning, ensuring that support remains responsive to the pupil's needs and continues to promote positive outcomes.

It is important to recognise that a diagnosis or medical condition does not necessarily mean that a child or young person has Special Educational Needs. The school will always consider whether the child requires special educational provision that is

additional to or different from that normally available to pupils of the same age before identifying them as having SEN.

Early Years Pupils with SEND

All early years providers are required to have arrangements in place to identify and support children with Special Educational Needs and Disabilities (SEND) and to promote equality of opportunity for all children. These requirements are set out within the Early Years Foundation Stage (EYFS) statutory framework and the SEND Code of Practice: 0 to 25 years.

At Daisyfield Primary School, we recognise the importance of early identification and intervention. Staff working with children in the Early Years Foundation Stage are alert to emerging needs and monitor children's progress closely. Where concerns arise, staff will work in partnership with parents or carers and, where appropriate, other professionals to identify and implement suitable support at the earliest opportunity.

Managing Pupils on the SEND Register

Class teachers are responsible and accountable for the progress and development of all pupils in their class, including those receiving SEND support. They work closely with the SENDCo, parents or carers, support staff and, where appropriate, external professionals to monitor and review pupils' progress and provision.

Pupils' attainment, progress and identified outcomes are reviewed regularly, and at least termly, to ensure that support remains effective and responsive to individual needs. Individual Learning Plans (ILPs) are reviewed at least termly with pupils and parents or carers, and any necessary amendments are made following discussion and review of progress.

Where a pupil receives additional intervention support, this will be recorded and monitored by the class teacher and SENDCo to evaluate its effectiveness and impact on progress. Parents or carers will be provided with copies of support plans and will be encouraged to contribute to review meetings and future planning.

For pupils with an Education, Health and Care (EHC) Plan, the school will hold an Annual Review at least once every twelve months in accordance with statutory guidance. Parents or carers, the pupil, and any relevant professionals, including the Local Authority may be invited to contribute to and participate in the review process. The review will consider the pupil's progress towards agreed outcomes and whether any amendments to the EHC Plan or provision are required.

Inclusion of Children with SEND

At Daisyfield Primary School, we are committed to providing an inclusive environment in which all pupils are valued, respected and supported to achieve their full potential.

We recognise our duties under the Equality Act 2010, the Children and Families Act 2014 and the SEND Code of Practice: 0 to 25 years to ensure that children and young people with SEND can access a broad, balanced and ambitious curriculum and participate fully in all aspects of school life.

All pupils are entitled to high-quality teaching and learning opportunities that take account of their individual strengths, needs and interests. Teaching is adapted where appropriate to ensure that barriers to learning are identified and reduced. Staff maintain high expectations for all pupils and provide learning opportunities that are appropriately challenging and enable every child to make progress. Teaching approaches, resources and learning environments are adapted as necessary to support participation, independence and achievement.

When a pupil is identified as having SEND, the school takes action to remove barriers to learning and put effective provision in place through a graduated approach. Pupils with SEND, including those with an Education, Health and Care (EHC) Plan, are fully included in the life of the school and are encouraged to participate in all activities and opportunities alongside their peers. Where appropriate, pupils may receive additional support individually or in small groups to meet identified needs and achieve agreed outcomes.

The Headteacher and SENDCo oversee the school's approach to inclusion and are responsible for ensuring that inclusive practice is embedded throughout the school. The curriculum is reviewed regularly to ensure that it remains accessible to all pupils and promotes participation, achievement and inclusion, including during educational visits, enrichment activities and learning outside the classroom.

Meadow Inclusion Base

Meadow is Daisyfield Primary School's Inclusion Base. It provides targeted support for pupils with additional needs within a mainstream school environment, enabling them to access specialist provision while remaining part of the wider school community. The purpose of Meadow is to promote inclusion, improve outcomes and support pupils to participate as fully as possible in mainstream education and school life.

Meadow offers a nurturing, structured and supportive environment for pupils whose needs may require additional provision beyond that ordinarily available within the classroom. This may include pupils with Special Educational Needs and Disabilities (SEND), as well as those experiencing social, emotional, attendance, behavioural or pastoral difficulties that are affecting their ability to engage successfully in learning.

Provision within Meadow is personalised to meet individual needs and is delivered alongside access to mainstream classes, the wider curriculum and enrichment opportunities wherever appropriate. Support is designed to develop pupils' independence, confidence, communication, emotional well-being and readiness to learn, helping them achieve positive educational and personal outcomes.

The school recognises that pupils accessing Meadow will require different levels of support at different times. For some pupils, support may be short term and focused on enabling successful participation in mainstream classes. For others, a longer-term, ongoing package of support may be appropriate. Decisions about placement, provision and integration into mainstream learning are made on an individual basis, taking account of the pupil's strengths, needs and aspirations.

Meadow is led by appropriately qualified staff and operates as an integral part of the school's graduated approach to meeting need. The school works closely with pupils, parents and carers, the Local Authority and external agencies to ensure that support is coordinated, regularly reviewed and responsive to changing needs.

Through Meadow, Daisyfield Primary School is committed to creating an inclusive culture where barriers to learning are reduced, pupils feel a sense of belonging, and every child is supported to thrive, achieve and participate fully in school life.

SEND Provision May Include:

- Specialist support from the SENDCo and other trained staff.
- Individual or small-group interventions and personalised programmes of support, where appropriate.
- Flexible grouping arrangements to meet identified needs.
- Support from Teaching Assistants to facilitate learning and independence.
- Adapted teaching approaches, resources and learning environments.
- Advice and support from the SENDCo for staff, pupils and families.
- Support and involvement from external agencies and specialist services, where appropriate.
- Partnership working with parents and carers to support learning at school and at home.
- Access to a fully inclusive and accessible learning environment.
- Accessible toilet, hygiene and changing facilities.
- Reasonable adjustments and specialist equipment where required to support access and participation.

Pastoral Provision and Safeguarding

At Daisyfield Primary School, the safety, wellbeing and inclusion of all pupils are of paramount importance. We recognise that children and young people with Special Educational Needs and Disabilities (SEND) can face additional safeguarding challenges and may be more vulnerable to abuse, neglect, exploitation, bullying or social isolation than their peers. Our safeguarding procedures reflect the guidance set out in SEND code of practice: 0 to 25 years and are implemented in conjunction with the school's Safeguarding and Child Protection Policy.

Staff are aware that additional barriers can exist when recognising concerns relating to children with SEND. These may include:

- Assumptions that indicators of possible abuse, neglect or distress are related to a child's SEND rather than warranting further investigation.
- Increased vulnerability to peer isolation, bullying or discrimination.
- Difficulties in communication which may affect a child's ability to recognise, report or disclose concerns.
- Greater dependence on adults for care and support.
- Behaviour, presentation or emotional responses that may mask safeguarding concerns.

To ensure that children with SEND are safeguarded effectively, the SENDCo works closely with the Designated Safeguarding Leaders within school. Information is shared appropriately, concerns are monitored closely, and additional support is provided where required.

The school provides a range of pastoral and nurturing support to promote pupils' emotional wellbeing, resilience and engagement in school life. This may include support through individual or small-group interventions, nurture provision, social and emotional support, lunchtime support and liaison with external agencies where appropriate. Support is tailored to individual needs and reviewed regularly to ensure positive outcomes for pupils.

All staff receive safeguarding training and are expected to remain vigilant when working with children and young people with SEND. Staff understand their responsibility to listen to pupils, act upon concerns promptly and ensure that every child feels safe, supported and able to access help when needed.

Evaluating the Success of Provision

The school regularly reviews the effectiveness of provision for all pupils, including those with SEND. The impact of SEND provision is evaluated through a range of evidence, including pupil progress and attainment, progress towards Individual Learning Plan (ILP) targets, attendance, engagement, intervention monitoring, pupil voice and parental feedback. The school also considers outcomes for pupils with SEND in comparison with local and national information where appropriate.

Pupil progress and the impact of interventions are reviewed termly and recorded on provision maps and ILPs. The SENDCo and Senior Leadership Team monitor the effectiveness of provision to ensure that support is having a positive impact on pupil outcomes and that resources are being used effectively.

Assessment Procedures

Assessment arrangements are designed to enable the early identification of pupils' strengths and needs, ensuring that appropriate support can be provided. Assessment information is used to inform planning, teaching approaches and interventions, enabling pupils to access learning and make progress from their individual starting points.

Work and learning experiences are adapted, differentiated and supported as appropriate to enable pupils with SEND to achieve the objectives of the lesson and access a broad and balanced curriculum. Our aim is for all pupils to experience success and achieve their potential.

Where pupils are making limited progress, additional assessment tools may be used to identify strengths, barriers to learning and next steps. The school uses PIVATS to assess and monitor progress for some pupils who are working significantly below age-related expectations. PIVATS are updated termly by class teachers and shared with the SENDCo and parents/carers.

Within the Early Years Foundation Stage, Cherry Garden Branch Maps may be used to support assessment, planning and the graduated approach of Assess, Plan, Do, Review.

Links with Services and Outside Agencies

The school works closely with a range of external services and agencies to ensure that pupils with SEND receive appropriate support and specialist advice where required. Effective partnership working enables the school to better understand and meet individual needs, remove barriers to learning and improve outcomes for pupils.

Where concerns are identified by school staff, parents/carers or external professionals, these will be discussed with the SENDCo and parents/carers, and appropriate action agreed.

The school may work with the following services and professionals:

- Educational Psychology Service
- Child and Adolescent Mental Health Services (CAMHS)
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Specialist (Advisory) Teaching Services
- Children's Social Care
- Orthoptist Services
- Audiology Support Services
- School Nursing Service
- Early Help Services
- Other health, education and social care professionals as appropriate

Working in Partnership with Parents and Carers

Daisyfield Primary School recognises the importance of developing strong partnerships with parents and carers. We believe that effective collaboration between home and school is essential in securing the best outcomes for children and young people with SEND.

Partnership working supports:

- Early identification and assessment of SEND.
- Effective planning and review of provision.
- Positive social, emotional and academic outcomes.
- The achievement of agreed outcomes and targets.

Parents and carers will be involved in discussions and decisions regarding their child's support and provision. Where additional assessments or referrals are being considered, parents and carers will be consulted throughout the process and their views will be actively sought.

Parents and carers will be invited to attend meetings with school staff and external professionals and will receive regular updates regarding their child's progress and support.

All staff are expected to maintain positive and respectful relationships with parents and carers, recognising their knowledge and understanding of their child and valuing their contribution to decision-making.

For effective communication, professionals will:

- Recognise and value parental knowledge and expertise.
- Focus on strengths as well as areas of need.
- Acknowledge the emotional impact that SEND can have on families.
- Ensure information is clear, accessible and shared in advance where appropriate.
- Respect differing views and work collaboratively to reach agreed outcomes.
- Consider any additional communication or accessibility needs parents may have.
- Provide flexibility regarding the timing and format of meetings where possible.

The Local Offer

Under the Children and Families Act 2014, local authorities are required to publish and maintain a Local Offer, setting out information about the education, health and social care provision available for children and young people with SEND and their families.

Daisyfield Primary School publishes a SEND Information Report on its website, which details the school's provision for pupils with SEND. This should be read alongside the Blackburn with Darwen Local Authority Local Offer, which provides information about services and support available across the local area.

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

Roles and Responsibilities

SENDCo

The Special Educational Needs and Disabilities Coordinator (SENDCo), Mrs C. Morley, is responsible for:

- Overseeing the day-to-day operation of the SEND Policy.
- Coordinating provision for pupils with SEND.
- Supporting staff in identifying, assessing and meeting pupils' needs.
- Monitoring pupil progress and the effectiveness of SEND provision.
- Liaising with parents/carers, external agencies and the Local Authority.
- Promoting a whole-school approach to inclusion and SEND.

Class Teachers

Class teachers are responsible for:

- The progress and development of all pupils in their class.
- Delivering high-quality teaching and adapting learning to meet individual needs.
- Identifying pupils who may require additional support.
- Planning, implementing and reviewing provision through ILPs and the graduated approach.
- Working closely with parents, support staff and the SENDCo.
- Monitoring and evaluating pupil progress.

SEND Governor

The SEND Governor, Mrs F. Sidat, is responsible for:

- Supporting the Governing Body in fulfilling its statutory responsibilities for SEND.
- Monitoring the effectiveness of SEND provision and implementation of the SEND Policy.
- Meeting regularly with the SENDCo and reporting to the Governing Body as appropriate.

Transition Arrangements

The school recognises that effective transition arrangements are important for all pupils, particularly those with SEND.

Where pupils are joining or leaving Daisyfield Primary School, or moving between classes and key stages, information will be shared with relevant staff to ensure continuity of support. Additional transition arrangements may be put in place where appropriate and may include:

- Transition meetings involving parents/carers, school staff and receiving settings.

- Additional visits.
- Transition booklets, photographs and visual supports.
- Meeting key adults in advance.
- Enhanced transition programmes tailored to individual needs.

For pupils transferring to secondary school, the SENDCo and class teachers will liaise with receiving schools to ensure that relevant information is shared and appropriate support arrangements are in place.

Supporting Pupils with Medical Conditions

The school recognises that pupils with medical conditions should be appropriately supported to ensure that they have full access to education, including educational visits, physical education and extra-curricular activities.

Some pupils with medical conditions may also be disabled under the Equality Act 2010, and the school will make reasonable adjustments where required. Some pupils may also have SEND and may have an Education, Health and Care (EHC) Plan that identifies their educational, health and social care needs.

Further details can be found in the school's Medical Conditions Policy, Allergy Safety Policy and Intimate Care Policy.

Disability Access Arrangements

In accordance with the Equality Act 2010, the school maintains an Accessibility Plan which outlines how access to education, the curriculum and the physical environment will be improved for pupils with disabilities.

The school is committed to ensuring that all pupils can participate fully in school life, including:

- Clubs
- Assemblies
- Productions and performances
- Educational visits
- Swimming
- Sporting activities
- Before and after-school provision

The Accessibility Plan forms part of the school's equality information and is available on the school website.

Whole School Approach and Staff Development

Meeting the needs of pupils with SEND is a whole-school responsibility. Staff work collaboratively to ensure that high-quality provision is available across the school.

The SENDCo works with colleagues to share effective practice, provide guidance and support staff development. Training needs are identified through performance management, school improvement priorities and emerging pupil needs.

The school is committed to ensuring that all staff access appropriate continuing professional development (CPD) and remain informed about current developments in SEND and inclusive practice.

Storing and Managing Information

Information relating to pupils with SEND is stored and managed in accordance with the school's Data Protection Policy, Records Management Procedures, UK GDPR and Data Protection legislation. Records are maintained securely and shared only with those who have a legitimate professional need to access them.

Complaints Procedure

The school is committed to working positively with parents and carers and encourages concerns to be raised at the earliest opportunity.

In the first instance, concerns should be discussed with the class teacher. If concerns remain, parents and carers should contact the SENDCo. Further information regarding the school's formal complaints procedure is available on the school website or from the school office.

Review Date: September 2027