



# Special Educational Needs and Disability Policy

**Policy Status:** Draft to be agreed by the governing body

**Date of Implementation:** 15/09/2025

**Date of Review:** [15/10/2026]

**Review Responsibility:** SENDCo & Senior Leadership Team (SLT)

## 1. Introduction and Purpose

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0 – 25 (2014) and has been written with reference to the following guidance and documents:

- Equality Act 2010: advice for schools DfE Feb 2013
- SEND Code of Practice 0 – 25 (2014)
- Intimate Care Plan Policy
- Supervision Policy
- Schools SEND Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions Dec 2015
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards (last updated December 2021)

This policy aims to:

- Provide an adapted curriculum appropriate to the individual's needs and ability when determined as necessary.

- Ensure the identification of all pupils requiring SEND provision as early as possible in their school career.
- Put relevant and purposeful interventions in place for children requiring extra provision.
- Ensure that SEND pupils take as full a part as possible in all school activities.
- Ensure that parents/carers of SEND pupils are kept fully informed of their child's progress and attainment.
- Ensure that SEND pupils are involved, where practicable, in decisions affecting their future SEND provision.
- Ensure that all pupils have access to a broad and balanced curriculum.

## 2. Guiding Principles

Our SEND provision will be guided by the following principles:

- **Equity:** Ensuring all Children have access to appropriate learning opportunities, regardless of their background or circumstances.
- **Accessibility:** Providing learning materials and activities that are accessible to all Children, considering their individual needs and learning styles.
- **Engagement:** Designing engaging and learning experiences that motivate Children and promote active participation.
- **Well-being:** Prioritising the well-being of Children, staff, and parents/carers, and providing support for their emotional and mental health.
- **Flexibility:** Offering flexible learning options that accommodate the diverse needs and circumstances of our school community.
- **Safeguarding:** Maintaining a safe and secure learning environment for all Children.
- **Communication:** Ensuring clear and consistent communication between the school, Children, and parents/carers.
- **Curriculum Coverage:** Ensuring that learning covers the breadth and depth of the planned curriculum, adapting it where necessary to suit the needs of the individual.

## 3. Roles and Responsibilities

Areas of responsibility:

- **Senior Leadership Team (SLT):**
  - Overseeing the implementation and monitoring of this policy.
  - Ensuring that staff have the necessary resources and support to deliver SEND adapted learning.
  - Communicating with parents/carers and the wider school community about SEND learning arrangements.

- Monitoring the impact of SEND adapted learning on Child progress and well-being.
- Addressing any issues or concerns related to SEND.

- **SENDCo:**

- Support teachers in identifying when Children may have extra and additional needs.
- Identify what support is required in liaison with other professionals where necessary.
- Engage the services of external professionals to provide advice and guidance.
- Liaise with parents/carers to ensure they are kept fully informed of any additional support being implemented and progress being made.
- Identify and provide (where possible) additional resources to support Children with additional needs.
- Oversee Individual Support Plans (APDR) and ensure these are shared with parents/carers.
- Offer training and guidance for all staff working with Children with additional needs.

- **Teachers:**

- Planning and delivering engaging and accessible and appropriately adapted activities following the advice provided by the SENDCo and external professionals.
- Ensuring additional resources are made available in line with advice and guidance.
- Monitoring Child engagement and progress.
- Communicating with parents/carers about Child learning and well-being.
- Adapting teaching strategies to meet the needs of individual Children.
- Following safeguarding procedures and reporting any concerns.

- **Teaching Assistants (TAs):**

- Supporting teachers in the delivery of learning activities.
- Providing individual or small group support to Children.
- Assisting with the creation and distribution of learning materials.

- **Parents/Carers:**

- Supporting their Child's learning and working with school to ensure high standards of learning and behaviour are maintained.
- Ensuring their Child is ready to learn every day.
- Communicating with the school about any concerns or challenges.
- Monitoring their Child's engagement and progress and discussing any concerns with the class teacher.

- **Children:**

- Engaging actively in all learning activities.
- Completing assigned tasks to the best of their ability.
- Communicating with their teachers about any difficulties.
- Showing care and respect for all and being inclusive of differences.
- Respecting the learning environment of others.

- **Designated Safeguarding Lead (DSL):**

- Ensuring that safeguarding procedures are followed for all Children.
- Providing support and guidance to staff and parents/carers on safeguarding issues.
- Liaising with external agencies as necessary.

Children In Our Care (CIOC): Head Teacher and Deputy Head Teacher

Children with Medical Needs: Nominated member of staff and SENDCo

Children with SEMH needs: Nurture HLTA and SENDCo

Special Educational Needs and Disability Officer (SENDO) from the Local Authority

#### **4. Implementation Strategies**

- **Introduction**

At Intack Primary School, every teacher is a teacher of every child. Good practice for SEND children is good practice for all children. We believe that all children are entitled to an education that enables them to make progress so that they:

- achieve their best,
- become confident individuals living fulfilling lives, and
- are prepared for a successful transition into the next steps in their life.

We are committed to the inclusion of all pupils and we deliver a broad and balanced curriculum, made accessible through adapted activities. Where a child's needs are classed as significantly different and require consideration beyond that given to other pupils it is known as a Special Educational Need (SEN). Government Legislation dictates the framework within which the school operates (the Special Educational Needs and Disability Code of Practice: 0 to 25 2014, the SEN and The Special Educational Needs and Disability Regulations 2014), and further guidance is provided by both the Government and Local Authority.

At different times in their school life, a child or young person may have a special educational need. The code provides a definition of SEND:

*'A child or young person has SEND if they have a learning difficulty or disability which calls for a special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they: 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 of a kind generally provided for others of the same age in mainstream schools.'*

If a child is identified as having SEND, we will work closely with them and their parents/carers to provide provision that is additional to or different from the adapted curriculum which is already in place in the classroom to overcome barriers to learning.

In implementing this policy, we will endeavour to deliver an equitable education for all children.

Whilst many factors contribute to the range of needs experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

- **Identifying Special Educational Needs and Disabilities**

A child has special educational needs if he or she has learning difficulties that call for special educational provision to be made. Special Education Provision means:

For a child over two, educational provision which is additional to, or different from, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area.

Intack Primary School will have due regard for the Special Needs Code of Practice when carrying out our duties towards all pupils with special educational needs, and ensure that parents/carers are notified when SEND provision is being made for their child.

Special Educational Needs and Disability provision can be considered as falling into four broad areas:

1. Communication and Interaction
2. Cognition and Learning
3. Social, Mental and Emotional Health
4. Sensory and / or Physical

(SEND Code of Practice 2014)

At school we place significant emphasis on the early identification of pupils experiencing difficulties accessing learning and general school life opportunities.

The SENDCo liaises closely with other members of the Leadership Team and Class Teachers to analyse data and individually track children experiencing difficulties. Baseline information, EYFS information and assessment, The Engagement Model, NC tracking data, observations and specialist teacher screening and assessment are all used to identify children who may require additional intervention in order to achieve. The purpose of the identification is to work out what action school needs to undertake to promote progression and achievement.

At Intack Primary School we identify the needs of our children by considering the needs of the whole child and not just the special educational need. We consider what is NOT SEND but may impact on progress and attainment:

- Disability (the Code of Practice outlines the “reasonable adjustment “duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
- Attendance and Punctuality
- Health and Welfare
- English as an Additional Language (EAL)
- Being in receipt of Pupil Premium Funding
- Being a Looked After Child
- Being a child of Serviceman/woman

The Code of Practice (2014) suggests that pupils are only identified as having SEND if they do not make adequate progress once they have had all the interventions / adjustments and good quality personalised teaching. Children will only be placed on the SEND Register if their needs are ‘additional to’ or ‘different from’ others and persistently do not make progress through the quality adapted teaching and learning opportunities offered in the classroom. The SEND Register is kept by the SENDCo in consultation with class teachers and SLT.

- **Admissions**

The Governing Body believes that the admissions criteria should not discriminate against pupils with SEND and has due regard for the practice advocated in the Code of Practice. The school welcomes pupils irrespective of their ability and anticipates that the needs of the vast majority of children will be met within existing school provision.

- **Teaching and Learning**

Teaching SEND pupils is a whole-school responsibility. The core of the teachers’ work involves a continuous cycle of planning, teaching, and assessing, considering the differences in pupils’ abilities and interests. Some pupils may need increased levels of provision and support. The class teacher remains responsible for working with and devising programmes of work for children with SEND.

At Intack Primary School we follow The Code of Practice (2014) and this advocates a graduated response (see Appendix 1) to meeting pupils’ needs. We provide **high quality**

**teaching (Wave 1)** adapted to reflect the needs of the class and this is the first step in responding to pupils who have SEND. This is the foundation of support for all students, where high-quality, inclusive teaching is provided. It involves adapting instruction to meet the diverse needs of learners in the classroom. Strategies may include tailored lesson plans, varied teaching methods, and ongoing assessment to ensure that every child can access the curriculum effectively.

When children are identified as having gaps in their learning, the school may intervene through targeted interventions (Wave 2) as described below.

### **Targeted Interventions (Wave 2)**

At this level, specific, additional and time-limited interventions are provided for pupils who require extra help to accelerate their progress. This may involve small group work or targeted support for children who are falling behind their peers. Interventions are often designed to address particular areas of need, such as literacy or numeracy skills.

Targeted Interventions can be triggered through concern, supplemented by evidence that, despite receiving adapted teaching, pupils:

- Make little or no progress
- Demonstrate difficulty in developing literacy or numeracy skills
- Show persistent social, emotional or mental health difficulties which are not affected by classroom management strategies
- Have sensory/physical problems, and make little progress despite the provision of specialist equipment
- Experience communication and/or interaction difficulties and make little or no progress despite experiencing an adapted curriculum.

The decision to make Special Educational Provision involves the SENDCo, class teacher and Senior Leadership Team. Parents/carers and children are involved in decisions through the opportunity to attend meetings and reviews of provision. If the school decides that a pupil requires additional support to make progress that cannot be supported at Waves 1 and 2, the SENDCo, in collaboration with teachers and parents/carers, will support the assessment of the pupil and aid in planning future support. The class teacher, with support from the SENDCo, will remain responsible for planning and delivering individualised programmes.

### **Specified Individual Support (Wave 3)**

This wave is for a small percentage of students who need highly tailored interventions that are different from the standard classroom provision. It may involve one-on-one support (if child qualifies for an EHCP) or specialized programs designed to meet complex needs. External specialists, such as educational psychologists or speech therapists, may be involved at this stage to provide additional expertise and resources.

Specialist agencies we liaise with regularly include:

- Speech and Language Therapist
- Educational Psychology
- BwD SEND Support Service (Communication, Interaction and Literacy, SEBD, VI, HI, PD and Early Years)
- Social Services (multi-agency working)
- CAF Professionals
- School Nurse
- MHST/ELCAS

External support services will advise on targets for the Assess, Plan, Do, Review cycle (APDR) and provide specialist input to the support process.

External support services will require access to pupils' records in order to understand the strategies employed to date, and the targets set and achieved. The specialist may be asked to provide further assessments and advice, and possibly work directly with the pupil. Parental consent will be sought where required for any external support needed. The resulting APDR will incorporate specialist strategies. These will be implemented by the class teacher and may involve other adults. Where appropriate, the school may well request direct intervention/support from a specialist/teacher.

- **Managing pupil needs on the SEND register**

Every class teacher, working alongside other professionals, is responsible for evidencing progress. Children's attainment and progress is reviewed at least termly and next steps put in place from there. A child will be exited from the SEND register when they do not need anything above and beyond what is offered to the class as a whole at Waves 1 and 2.

- **Assess, Plan, Do, review Plans (APDR), IBP's, Support plans**

Strategies for pupils' progress will be recorded in an APDR plan / IBP or containing information on:

- Short-term targets
- Teaching strategies
- Provision made
- Date for review
- Success and/or exit criteria
- The outcomes recorded at review
- Pupil Voice

The APDR will record only that which is different from or additional to the normal adapted curriculum, and will concentrate on three or four individual targets that closely match the pupil's needs. The APDR will be shared with the pupil and the parent/carer. ADPR's are reviewed regularly (half termly) and shared with parents/carers.

- **Education, Health and Care Plan Assessment**

The school will request an EHCP Assessment from the LEA when, despite a sustained period of carrying out an individualised programme of intervention of specified individual support, the child remains a significant cause for concern. An assessment might also be requested by a parent or outside agency. The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child, to secure improved outcomes for them across education, health and social care.

The school is required to provide the following information to the LEA when submitting for an EHCP:

- Information on CAF
- EP report
- Intervention Reports
- Minimum of 2 cycles of APDR
- Advice from other professionals
- Overviews of meetings held with parents and professionals
- Summary Report by school including academic data, attendance data, summary of SEND and impact on attainment that demonstrates clearly that the need is significant and different
- Parent/Carer views
- Child views / one page profile
- Provision Map

- **Supporting children and families**

Families can be directed to the school's SEND Report ([SEND/Inclusion | Intack Primary School](#)) and Blackburn with Darwen's Local Offer ([Special educational needs and disabilities \(SEND\) | Blackburn with Darwen Borough Council](#)) in order to make decisions about next steps for children.

We also use the Common Assessment Form (CAF) process and Team Around the Family (TAF) to facilitate links with other agencies.

- **Supporting children with medical needs**

At Intack Primary we recognise that pupils with medical conditions should be effectively supported to 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 children will also have SEND and some may have an Education, Health and Care Plan, (EHCP), which brings together health and social care needs, as well as their special educational provision.

- **Personal care and toileting needs**

Personal care encompasses those areas of physical and medical care that most pupils carry out for themselves but which some are unable to do because of disability or medical need. Children and young people may require help with eating, drinking, washing, dressing and toileting in which a member of staff will support them. Support staff are involved on a daily basis in providing personal care to children and young people with special educational needs arising from learning difficulties, sensory impairments, medical needs and physical impairments.

Personal care tasks within school may include:

- Skin care/applying external medication
- Feeding
- Administering oral medication
- Nappy changes
- Hair care
- Dressing and undressing (clothing)
- Washing non-intimate body parts
- Prompting to go to the toilet

In line with the Equality Act 2010, school will not discriminate against children with special educational needs or disability. A person has a disability if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out day to day activities. Intack Primary School will make reasonable adjustments for any child in school who has a medical toileting need and has a letter from the Consultant Paediatrician. Individual Intimate Care plans will be drawn up for any pupil who requires regular support with toileting needs in conjunction with parents/carers. When administering Intimate Care, each child's right to privacy will be respected, although, for safeguarding reasons, there will usually be two adults involved.

Personal care arrangements will be discussed with parents on a regular basis. The needs and wishes of children and parents will be considered wherever possible within the constraints of staffing.

- **Allocation of Resources**

The SENDCO is responsible for the operational management of the specified and agreed resources for special educational needs provision within school, including provision for children with Education and Health Care Plans. The head teacher informs the governing body of how the funding is allocated.

## **5. Monitoring and evaluating SEND provision in school and the SEND policy**

The SENDCo will feed back to governors following audits of provision. Evaluating and monitoring arrangements promote an active process of continual review in school and improvement of provision for all pupils.

In evaluating the success of this policy, the school will consider the views of:

- Teachers
- Parents/Carers
- Pupils
- External professionals

Pupil progress will provide evidence for the success of SEND and the SEND policy and this will be analysed carefully through:

- Consideration of each pupil's success in meeting APDR targets
- Use of standardised tests
- Observations in class
- Evidence generated from APDR reviewed provision

The provision for SEND within the school will be monitored by the SENDCo in consultation with the Headteacher and governing body.

The SEND information report will be published on the school website and this will be updated annually, this report will provide an outline of SEND policy and practice across school.

- **Staff Development / Funding and Training**

Staff are trained regularly with regard to SEND and specific training is offered according to need. The school nurse team are available to train staff for any medical need.

Staff are encouraged to maintain and improve their knowledge and expertise, in relation to SEND. Requests for training opportunities will be prioritised in discussion between the member of staff concerned, the SENDCo, Key Stage Lead and Headteacher.

- **Storing and managing information**

Documents are stored securely in school. Hard copies of documents are kept in locked cabinets within offices. Electronic transfer of records is done securely.

- **Complaints procedure**

If any parent / carer has any concern regarding the education of their child with SEND they should contact school immediately and make an appointment to see the class teacher or the Headteacher in line with the schools' Standard Complaints Procedure. All complaints will be dealt with sensitively and with the child's needs and care at the heart of our work.

## **6. Related Policies**

Other policies that should be read in conjunction with this include:

- Behaviour
- Teaching and Learning
- Assessment Policy
- The Complaints procedure.
- Anti- bullying policy
- Safeguarding Policy
- Safer handling
- Personal Care
- Medical Needs policy

- **SEND Policy Review**

The school considers the SEND Policy document to be important and, in conjunction with the Governing Body, undertakes a thorough review of both policy and practice each year. The outcomes of this review are used to inform the School Development Plan.

Appendix 1



## A Graduated Response to SEND

Action	Who is Involved?	What is involved?	Next Steps
Adaptation of curriculum	The class teacher is responsible for adapting work for all the pupils.	The teacher plans for the activities to be given to the pupil at the appropriate level of need for success and progress to be achieved.	If after observations and in discussion with parents/carers, a pupil is not making adequate progress, the teacher responsible for the child informs the SENDCO – of the concern initially through discussion then formally using the ‘Cause for concern’ form.
Targeted Interventions (Wave 2)	The child is placed on the SEND register at Wave 2 support. Appropriate interventions are identified and parents/carers are involved.	Additional and/ or different activities/ resources are used to meet the needs of the pupil. Suggestions for support at home are considered with parents/ carers. An APDR plan <b>may be</b> written which is reviewed regularly.	Most pupils should make progress with the additional help, but if the targets and strategies implemented means that adequate progress is not made, advice is requested from outside agencies.
Specified Individual Support (Wave 3)	The SENDCO requests advice from an external agency. The pupil moves to Wave 3 support. An APDR plan is devised from the additional guidance given and is agreed with parents/carers. The teacher involved delivers the plan of action.	The ADPR plan is implemented in the class using the strategies and additional/ different resources suggested. Support from home is considered. The APDR Plan is reviewed regularly.	The majority of pupils will make further progress with the further advice and intervention, but if the targets and strategies do not result in adequate progress all the parties involved will consider contributing evidence to support a request for statutory assessment.