



**BLENHEIM
SCHOOLS**

SEND AND INCLUSION POLICY

DUNCOMBE SCHOOL



SEND AND INCLUSION POLICY

CONTENTS

1.0	CONTEXT.....	2
2.0	LEGAL FRAMEWORK	3
3.0	DEFINITION OF SEND	3
4.0	OBJECTIVES	4
5.0	ROLES AND RESPONSIBILITIES	4
6.0	ADMISSIONS	6
7.0	IDENTIFICATION	6
8.0	SUPPORT FOR PUPILS WITH AN EHCP	7
9.0	PROVISION	7
10.0	SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS.....	8
11.0	ACCESS ARRANGEMENTS	8
12.0	ACCESS TO EXTRA CURRICULAR ACTIVITIES.....	10
13.0	TRANSITION ARRANGEMENTS.....	10
14.0	PARTNERSHIP WITH PARENTS	10
15.0	PROFESSIONAL DEVELOPMENT.....	10
16.0	COMPLAINTS	11
17.0	EVALUATION OF SEND AND INCLUSION POLICY	11

1.0 CONTEXT

This policy reflects our shared commitment to creating an inclusive learning environment where all pupils can participate, belong and achieve. Inclusion is everyone's responsibility and every teacher is a teacher of pupils with SEND. We are committed to maintaining high expectations for all pupils alongside providing the support they need to succeed. Our approach is strengths-based, needs-led and relational, recognising that pupils thrive when they feel understood, valued and supported. This policy applies across all aspects of school life, including lessons, enrichment activities, clubs, educational visits and any wraparound provision.

High-quality inclusive teaching is the foundation of our SEND provision and is the first response to need. This includes adaptive teaching approaches such as scaffolding, visual supports, predictable routines, processing time, multi-modal learning and opportunities for over-learning. These strategies are expected within everyday classroom practice before additional interventions are considered.

2.0 LEGAL FRAMEWORK

This SEND and Inclusion Policy is provided in accordance with the Children and Families Act 2014, as well as other legislation and associated regulations relating to children and young people with special educational needs (SEN) and disabilities (D).

These include:

- SEND Code of Practice: 0-25 years (January 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Special Educational Needs (Personal Budgets) Regulations 2014 in relation to Education Health and Care Plans
- The Children Act 1989
- The Equality Act 2010
- The Special Needs and Disability Act 2001
- The Education Act 1996
- School policies, including the Child Protection Safeguarding Policy
- Keeping Children Safe in Education (2026)

3.0 DEFINITION OF SEND

The school considers a pupil as having SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them because they have:

- *Significantly greater difficulty in learning than the majority of pupils of the same age*
- *Have a disability, which prevents or hinders them from making use of educational facilities provided for their peer group in mainstream schools.*

Needs can be categorised in four key areas, as detailed in the SEND Code of Practice 2015:

1. Communication and Interaction, autistic spectrum and language disorders
2. Cognition and Learning dyslexia, dyspraxia and dyscalculia, moderate learning difficulties and global development delay
3. Social, Emotional and Mental Health Difficulties, ADHD, ADD, attachment disorders, emotional difficulties, mental health difficulties
4. Sensory and/or Physical Needs, hearing or vision impaired

Some pupils may have difficulties in more than one of these four categories.

The school aims to:

- *Work closely with parents and pupils to take into account their views and aspirations. Invite families to be involved at every stage of planning and reviewing of the SEND provision for their child.*
- *Ensure that pupils benefit from 'Quality First Teaching': teachers assess, plan and teach all pupils to allow them to progress their learning. The school implements focused interventions to target particular skills.*
- *Have high expectations for all pupils.*

A pupil doesn't have SEND because they are taught in a language different to the one used at home. The school may recommend that pupil's whose first language is not English, receive support in English as an Additional Language (refer to the EAL policy).

4.0 OBJECTIVES

These objectives are in conjunction with the aims and objectives of the school:

- Help every pupil realise their potential and optimise self-esteem by providing access to a broad, inclusive and relevant curriculum, which is differentiated to meet individual needs.
- Early identification, assessment and provision for any pupil who may have SEND
- Maintain pupil records detailing individual needs, interventions and progress
- All staff involved in identifying SEND pupils and to take responsibility for recognising and addressing their individual needs
- Make information available to staff for their planning regarding pupils' SEND
- Regular training for staff in specific aspects of meeting the needs of pupils with SEND
 - Promote an inclusive culture where neurodiversity, difference and individual need are understood, respected and supported
- An effective parent partnership with a joint learning approach at home and at school
- Links with relevant schools, organisations and outside agencies
- Links with the schools' governing body, in the development and monitoring of SEND

5.0 ROLES AND RESPONSIBILITIES

The Head teacher has responsibility for:

- Day-to-day management of all aspects of the school's work, including provision for pupils with SEND
- Leading a termly multi-disciplinary meeting in which all leaders from departments (leadership, safeguarding, clinical, SEND, pastoral) meet to discuss and review individual and whole school progress and priorities.

- Informing the Governing body of SEND provision and practice
- Ensuring the school has a published Inclusion Strategy (by 31/12/26) which outlines the commonly occurring needs within the school's cohort, the school's current spending on inclusion and how it will make sure that ordinarily available provision meets children's needs

The Headteacher will work closely with the SEND Team and the Governor with responsibility for SEND.

The SENDCO has responsibility for:

- Overseeing the day-to-day operation of the SEND policy
- Coordinating provision for SEND pupils and reporting on progress
- Advising on the graduated approach to providing SEND support – **Assess, Plan, Do, Review**
- Monitoring relevant SEND continuous professional development for staff
- Managing the SEND team
- Overseeing and updating the records of pupils with SEND
- Liaising with parents/carers of pupils with SEND
- Contributing to staff training
- A point of contact for external agencies
- Liaising with other schools, educational psychologists, health and social care professionals
- Liaising with next providers of education, inform pupils and their parents/carers about options and plan for a smooth transition
- Monitoring the impact of interventions provided for pupils with SEND
- Lead on the development of quality SEND provision as part of the school improvement plan
- Monitor and arrange Access Arrangements for pupils
- Working with the Headteacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and Access arrangements

The Teaching and Non-Teaching Staff have responsibility for:

- Reading the school's SEND and Inclusion Policy and understanding the procedures for identifying, assessing and provision for pupils with SEND

- Providing high-quality adaptive teaching to meet the needs of all pupils. This includes developing and reviewing strategies to identify and support pupils with SEND, and maintaining knowledge of common areas of need.
- Planning and facilitating SEND provision and targets in response to pupils' diverse needs, with the aim of reducing barriers to learning. This includes working with the SEND team to understand pupils' needs using teacher assessment, knowledge of the pupil, previous progress and attainment.

6.0 ADMISSIONS

The school is committed to inclusivity and will consider each application carefully and individually. As part of the admissions process, the school will consider whether it can meet a pupil's needs safely and effectively within the resources, environment and curriculum available. Pupils with SEND may be accepted where the appropriate support, reasonable adjustments, resources and facilities can be provided. As part of the admissions process:

- Parents must disclose any known or suspected circumstances relating to their child's health, development, allergies, disabilities, and learning difficulties. The school reserves the right to subsequently withdraw any place offered based on incomplete disclosure of known or suspected SEND circumstances
- The school's admissions process enables the review of all relevant documentation and information, including the review of paperwork that outlines the pupil's academic and social needs. SEND pupils will be offered reasonable adjustments according to the regulations set out by the Joint Council for Qualifications (JCQ)

7.0 IDENTIFICATION

The SENDCO, or delegated member of staff will liaise with a child's previous school, where possible, where pupils have been identified as having SEND. During their first term at the school, pupils with or without SEND are monitored by teaching staff and the SEND Team to identify need and any provision. Early identification of a pupil's SEND is essential if progress is to be maintained or enhanced. Parents should inform staff to any concerns as pupils may mask difficulties.

The school will continue to monitor pupil progress to identify any future SEND needs.

Where teams notice that a pupil may be experiencing barriers to learning, these concerns should be shared with the pupil's teacher and the SENDCO. The SENDCO may assess a pupil to support identification and planning. Results will be shared with parents and a plan for support discussed.

Concerns expressed by parents will be acknowledged by the Teacher, Head or SENDCO. The SENDCO will decide whether an assessment is required. Results from any assessment will be shared with parents and Teachers.

Parents should always liaise with the school prior to having an external assessment completed; not doing so could invalidate the assessment. External assessments are taken as advisory and will be used to inform the school's knowledge of a pupil.

Pupils identified as SEND will be added to the School's SEND Register. The SEND Register will be shared with all staff (teaching and non-teaching) so that the pupil's need is recognised and addressed. The SEND Register will include the following information:

- name
- stage on the SEND Code of Practice (Sept 2014)
- need type
- description and any provision

8.0 SUPPORT FOR PUPILS WITH AN EHCP

Some children and young people may require an assessment that could lead to an Education, Health and Care Plan (EHCP). An EHC assessment would be carried out in conjunction with the Local Authority (LA) where the current levels of support and intervention are not leading to improved progress for the child and where further support might be needed to ensure the needs of an individual child are fully met. If the school has a registered pupil with an EHCP, it will work in accordance with the targets and strategies in the plan, convene an annual review of the plan with the parents and a LA representative, and submit an annual account to the LA to show how any LA funding has been allocated.

9.0 PROVISION

All staff are teachers of SEND pupils and plan the curriculum to meet the learning needs of all pupils with quality first teaching. Teachers and support staff follow procedures for identification and assessment of SEND, following a graduated response as outlined in the Code of Practice with the four-part cycle of Assess, Plan, Do, Review.

If a pupil continues to make less than expected progress, the SENDCO may re/assess the pupil. The assessment results will indicate further support, which may include additional reasonable adjustments, such as:

- Further differentiation in the classroom
- Access to specific resources
- Pastoral support
- Additional specialist teaching
- Referral to external specialists where appropriate

The school can identify SEND, provide learning support but does not diagnose unless appropriate specialists are employed by the school. Parents are advised to contact their GP if they think their child may have an underlying medical condition or SEND. They may also contact external agencies for an assessment with support from the school.

10.0 SOCIAL, EMOTIONAL & MENTAL HEALTH NEEDS

Emotional literacy, regulation and wellbeing are important parts of child development and learning. Behaviour that presents as distressed, dysregulated or difficult to understand should be considered within the wider context of the pupil's needs, experiences and environment. Behaviour itself is not classified as SEND; however, it may be a form of communication and may indicate an underlying unmet need, including social, emotional or mental health needs. Where a pupil shows a pattern of behaviours that cause concern, the class/form teacher will work with the SENDCO and pastoral team to understand the pupil's needs, taking account of family circumstances, developmental history, known SEND, trauma, bereavement/parental separation or other relevant experiences. Where appropriate, the school may seek support from external agencies to support the pupil and family. If parents and school are concerned that the pupil may have mental health needs, parents should ask their GP for a referral to CAMHS (Child and Adolescent Mental Health Services), or the school may make a referral through an Educational Psychologist.

For pupils experiencing emotionally based school avoidance (EBSA), support should be individualised, carefully planned and reviewed over time. This may include a temporary personalised timetable, phased return, trusted adult support, adapted expectations and coordinated work with parents/carers and relevant professionals. Any adjusted timetable should be used as part of a purposeful plan to rebuild safety, belonging, confidence and attendance, with clear steps towards increasing access to learning and school life. The school will carefully consider whether it can meet the pupil's needs safely and effectively, including the level of support, staffing, environment and reasonable adjustments required.

11.0 ACCESS ARRANGEMENTS

An application for Access Arrangements can be made to the examining board to best support pupils in their examinations. This application often reflects a pupils current working arrangements and ensures that they will not be impaired in assessment situations. Examples of the type of Access Arrangement that can be granted are:

- Additional time allowance and/or rest breaks
- Use of a reader
- A scribe
- Specially adapted papers (enlarged script / Braille)
- Text to speech / speech to text technology
- Laptop / Word Processor due to slow and/or illegible handwriting

A word processor cannot be granted to a candidate because they prefer to type rather than write or work faster on a keyboard, or because they use a laptop at home.

Joint Council for Qualifications (JCQ Exam Board)'s criteria for extra time are that the pupil must have at least one below average standardised score of 84 or less which relates to an assessment of:

- Speed of reading
- Speed of reading comprehension
- Speed of writing
- Cognitive processing measures, which have a substantial, and long-term adverse effect on the speed of working (working memory or phonological processing).

In exceptional circumstances extra time of up to 25% may be awarded to a pupil where the assessment confirms that the pupil has at least two low average standardised scores (85-89) relating to speed of processing.

Any application for Access Arrangements will require supporting evidence/information. A learning difficulty in itself does not justify an Access Arrangement, and evidence has to be submitted to prove that the difficulty would unfairly impair the pupil's performance while being assessed.

Where the available evidence does not meet the criteria for an Access Arrangement, the school may be unable to submit a request. Exam boards apply strict criteria when considering Access Arrangements, and evidence and recommendations must be provided by appropriately qualified professionals, such as Educational Psychologists, Occupational Therapists or Specialist Teachers recognised by JCQ. These professionals should seek advice from the school to ensure that any assessment reflects the pupil's normal way of working.

The school must collate on-going evidence of need to compliment any assessment. The School's Examinations Officer in liaison with the SENDCO will coordinate the Access Arrangements procedure.

Head of Departments and Head of Years may refer pupils to the SENDCO for assessment for Access Arrangements. Evidence must be submitted to the examination boards well in advance of the final exam.

Pupils eligible for Access Arrangements should have the opportunity to pilot them prior to the public examinations. JCQ recommend that most Access Arrangements should be in place at the beginning of the course being followed. It is important that teachers, pupils and parents highlight difficulties early on to enable the school to follow the correct protocol. Pupils must sign a data protection form to confirm that their information can be shared with a third party for this purpose.

12.0 ACCESS TO EXTRA CURRICULAR ACTIVITIES

The school ensures that every pupil can access activities and trips. The school will make reasonable adaptations. The main concern is for the safety and wellbeing of all pupils. If it is considered unsafe for a pupil to take part in a specific activity this will be discussed with the pupil's parents. Pupils are not excluded from a trip because of SEND or medical needs.

13.0 TRANSITION ARRANGEMENTS

During the summer term teachers arrange a comprehensive transition programme, which includes visits for the pupils at different times of the school day.

Pupils entering the school from other schools during the year are given a tour of the school, experience a taster day meeting key staff, and a parents guide to the school is provided. Pupils are assigned a 'buddy' who will familiarise the prospective pupil with routines and the school site.

Where appropriate, on transition to Senior School, curriculum activities are planned to prepare pupils for the impact of change. Pupils with SEND or attachment needs may require additional transition visits in small groups or individually or additional resources to support the transition e.g. photographs of key staff and places, letters from the teacher, transition items e.g. a soft toy. Additional transition arrangements may be made e.g. extra visits, travel training etc.

14.0 PARTNERSHIP WITH PARENTS

The knowledge and first-hand experience parents have regarding their children contribute to their child's education. Parents are partners in the educational process. The SENDCO, other pastoral staff and class teachers are available to discuss parental concerns. Specialist assessments should be shared with the SEND team.

Initial enquiries about a pupil's progress should be addressed to the class/form teacher. Other enquiries can be addressed to:

Leanne Judd – SENDCO

Peter Marshall – Director of Enhanced Learning, SEND Governor of Blenheim Schools

15.0 PROFESSIONAL DEVELOPMENT

The SENDCO promotes the sharing of knowledge, expertise and good practice. The department keeps up to date through continuous professional development with recent educational developments. Staff are provided opportunities to develop their knowledge of SEND.

16.0 COMPLAINTS

The school provides quality first teaching and pastoral care to all pupils. Complaints should be directed to the Class/Form Teacher or SENDCO who will treat the complaint in accordance with the school's Complaints Procedure.

17.0 EVALUATION OF SEND AND INCLUSION POLICY

The SENDCO reviews information on the implementation of this policy, and any updates. The school identified the following success criteria to evaluate the effectiveness of the policy:

- The SENDCO has termly meetings with senior management and other staff, sharing pupil tracking data, SEND attainment and progress, and the SEND Action Plan
- The SEND Register and any associated documentation are updated termly
- The SEND Register is up to date and accessible on iSAMS
- Concerns are followed up
- Parents are informed about concerns
- Pupils have their progress reviewed regularly
- Pupils are aware of their targets and what helps them to learn
- Teachers and support staff are aware of the pupil's strengths and areas of difficulty
- Teachers and support staff are aware of procedures
- Pupil's progress is evidenced over time
- Resources are used effectively
- SEND issues are included in staff development planning
- Teachers are aware of their responsibilities

Document Name:

SEND Policy

Document Type:

Policy

Policy Owner:

Operations Director

Version Number:

2627.1

Last Review Date:

September 2026

Next Review Date:

September 2027

