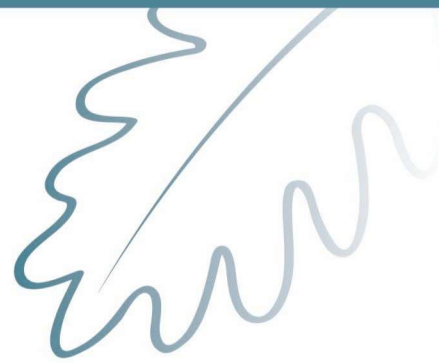


**Inclusion** is at the  
**heart** of our trust



# SEND POLICY



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1	March 2020	Emma Bateman, Asso Head / SENDCO	-
2	March 2021	Emma Bateman, Asso Head / SENDCO	-
3	March 2022	Emma Bateman, Asso Head / SENDCO	-
4	September 2022	Jackie Davies, SENDCO	-change to SENDCo and contact details
5	January 2024		Reference to legislation and updated staff information.
6	January 2025		- Reference to legislation and updated staff information.
7	October 2025		Added references to KCSIE 2025, Data Use and Access Act 2025, pupil voice, post-16 transition, CPD for staff and monitoring

			outcomes. Changes to staffing, school's information systems
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## SEND POLICY

Our Special Educational Needs Coordinator (SENDCO) is Miss Jackie Davies, who is responsible for:

- The day to day operation of the SEND Policy, coordinating provision for students with special educational needs, placed on the SEND register, working closely with staff, parents/carers and other agencies
- Ensuring compliance with the Data Use and Access Act 2025, GDPR, and the safeguarding requirements in KCSIE 2025 regarding SEND records.
- Liaising with parents and other professionals in respect of students with SEND
- Deployment of staff allocated from the SEND budget
- Advising and supporting other practitioners within the school
- Contributing to the CPD of staff
- Ensuring that appropriate targets are set, and that all SEND-related data, interventions, and outcomes are recorded, regularly reviewed, and reported to governors.
- Ensuring that appropriate targets are set and that relevant background information about students with SEND is collected, recorded and updated
- Monitoring the progress of SEND students and liaising with Directors of Learning (DoL's) and subject Heads of Department to ensure all possible steps have been taken to try and maximise progress
- Liaising with external agencies including the LEA, Educational Psychologist, Health and Social Services and voluntary bodies

At Blackburn Central High School (BCHS) we are committed to meeting the special educational needs of students and ensuring they make progress. All policies and procedures are aligned with SEND, Accessibility, Anti-Bullying, and Safeguarding frameworks.

### Our vision

All students will achieve highly regardless of background or prior attainment, in a culture of high expectations and support.

Teaching aims to be the best possible, adapting for all SEND students to accelerate progress.

High standards from all students is the expectation: behaviour, uniform, attendance and quality of work.

Teachers are encouraged and supported to develop, share, and refine strategies to support SEND and vulnerable learners.

Our school sits at the heart of the community. We believe that strength of the partnership between all stakeholders is critical to success.

We believe every teacher is a teacher of every child including those with SEND. We:

- Enable each member of the school to achieve his or her full potential
- Encourage high standards of self-discipline, self-respect and self-realization
- Actively involve students in decisions about their learning and support.

## Aim

In order to achieve our aims and, to ensure that children with special educational needs achieve their full potential and make progress, we have the following aims/objectives:

- Offer a broad, balanced, and adapted curriculum accessible to all students, including adaptations for SEND and disability-related needs.
- Identify and assess learning needs as early as possible and closely monitor progress.
- Empower students to take responsibility for their learning and behaviour, integrating pupil voice into planning and review.
- Involve all teaching and non-teaching staff in meeting SEND students' learning needs.
- Ensure that all interventions, support strategies, and outcomes are documented and reviewed in line with statutory guidance.

## LEGISLATION AND GUIDANCE

Our policy is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors'/trustees' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

- Data Use and Access Act 2025 – guidance for handling SEND-related data and Subject Access Requests.
- Keeping Children Safe in Education (KCSIE) 2025 – safeguarding of SEND students, including peer-on-peer abuse considerations.

## Identifying Special Educational Needs

### Definition of Special Educational Needs:

*"A pupil has SEND where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age..." (Code of Practice 2015 6:12)*

In line with the SEND Code of Practice, we are committed to the early identification and intervention of children who may have SEND and recognise that children's needs can fall into four broad areas:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health difficulties
- Sensory and/or Physical needs

We undertake to identify the needs of ALL students from which specific difficulties or concerns may be identified, prompting further assessment and observation, which may then lead to the child being identified as having a SEND which will fall into one of the above categories.

It is not simply a case that slower than expected progress means that a child has SEND. There are a number of factors may affect progress but are not necessarily SEND:

- Disability
- Attendance and Punctuality
- Health and Welfare
- EAL
- Being in receipt of Pupil Premium
- Being a Looked after Child
- Being a child of Serviceman/Woman

## SEND Support

In deciding whether a student requires SEND provision a 4 stage ASSESS – PLAN – DO – REVIEW process is followed. This assessment will also focus on:

- Other subject teachers' assessments where relevant
- Include parents' views, pupil voice, and external professional advice.
- All assessments are recorded on Arbor and CPOMS, with compliance to Data Use and Access Act 2025 and GDPR.

This assessment will be reviewed regularly.

This will help ensure that support and intervention is closely matched to need, barriers to learning are identified and overcome and, that a clear picture of the interventions put in place and their effect is developed.

In some cases, professionals from Health and Social Services may already be involved and these professionals should liaise with school to help inform the assessments.

## Plan

If it is decided to provide a student with SEND support, the parents MUST be formally notified, although parents should already have been involved in the ASSESS stage.

- The SENDCO in consultation with parents, will agree the adjustments, interventions and support to be put in place, as well as the expected impact or progress, development or behaviour, along with a clear date for review.
- Staff are informed of the plan and any adjustments required for classroom access, assessment, and teaching strategies.
- Brief details of the PLAN stage will be entered on the school's information systems – Arbor and CPOMS
- Details of the plan and strategies to support the plan are shared with relevant staff
- This will contain clear outcomes, timescales, review date, etc.
- Subject teachers are responsible for evidencing progress according to the outcomes described in the Plan.

## Do

- Class/subject teachers are responsible for working with SEND children on a daily basis.
- Where planned interventions involve group or 1-1 teaching away from the Main class/subject teacher, the class teacher will still retain responsibility for the student.
- LSAs and specialist staff collaborate with teachers, guided by SENDCO.
- The SENDCO is available to support subject teachers in further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

## Review

- The effectiveness of the support and interventions and their impact on the student's progress should be reviewed.
- Updates are documented, outcomes measured, and reports shared with parents, students, staff, and governors.
- The SENDCO will then revise support in light of the students' progress and development, deciding on any changes to the support and outcomes in consultation with the parents and students.

## A Graduated Approach to SEND Support

This section sets out how we will identify and manage children and young people with SEND.

Once potential new entrants are identified, the transition team will visit all feeder primaries to gather information about ALL children. In addition, the SENCO will visit primary SENCO to obtain both quantitative and qualitative information about the children identified as having SEND.

The SENCO or Pastoral Manager can attend all relevant review meetings.

Within the first weeks of September, year 7 children are tested for reading and numeracy to establish a baseline and allowing for early analysis of their ability to take place so that literacy and numeracy intervention groups can be formed.

### On Entry/Transition Support

School endeavours to maintain existing provision for students with known Special Educational Needs, subject to a reassessment of need.

Any children who did not complete baseline Reading and Numeracy testing will complete these. Primary school records are also consulted.

Based on this data, additional support is given if required. This might be in the form of in-class support, withdrawal groups, placement in a Nurture group or setting of targets in the Individual Education Plan.

Updates are documented, outcomes measured, and reports shared with parents, students, staff, and governors.

### Class Teachers

Class and subject teachers, supported by the senior leadership team should make regular assessments of progress for all students.

They should seek to identify students making less than expected progress given their age and circumstances.

This could show up as progress that:

- Is significantly slower than their peers starting from the same baseline
- Fails to match the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap



## High Quality Teaching

Teachers are responsible and accountable for the progress and development of the students in their class – including where students access support from teaching assistants or specialist staff.

High-quality, adaptive teaching is the first response; interventions cannot replace good teaching.

The quality of teaching for all students is rigorously monitored, this includes reviewing and where necessary improving teachers understanding of strategies to identify and support vulnerable students and their knowledge of SEND.

## Exiting the SEND Register

If, after progress has been reviewed, it is decided that the gap between expected and actual progress has been narrowed enough for the student to no longer need provision that is *"in addition to and different from ...."* then the SENDCO in consultation with teachers, the student and parents will remove the student from the SEND register and be placed On-Watch, for 6 months. After 6 months if the student is still making satisfactory progress they will be officially removed from the SEND register. All decisions are consulted with parents and students and documented.

## Supporting students and families

- Details of what resources are available to support students with Special Educational Needs can be found in the LA's local offer <https://www.bwd-localoffer.org.uk/kb5/blackburn/directory/localoffer.page>
- Our SEND information Report can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>
- Children are admitted to BCHS regardless of special need, in line with the schools admission policy which can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>
- Students with identified SEND are assessed to see whether they qualify for access arrangements for exams so that they can fully access exams and other assessments. The exams officer in consultation with the SENCO is responsible for this.
- The school's policy for managing the medical conditions of students can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

## Supporting students at school with medical conditions

We recognise that students at school with medical conditions should be properly supported so 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 a statement, or Education, Health and Care (EHC) plan which brings together health and social care needs, as well as their special educational provision and the SEND COP (2014) is followed.

The schools policy for supporting students at school with medical conditions can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

### Monitoring and Evaluation of SEND

The progress of all of our students is carefully and regularly monitored through lesson observations, learning walks, assessments and reporting. The progress of SEND students is reported to governors three times a year. Data is disaggregated for SEND and protected characteristics, with trends reviewed to inform policy updates.

### Training and Resources

- Staff training needs are identified by an appraisal process, the results of which are analysed to identify training needs. All staff receive induction on SEND, and ongoing annual CPD is required.
- All staff are encouraged to undertake training and development.
- All staff receive induction on taking up post, on SEND with the SENDCO.
- The school's SENDCO regularly attends the local authority SENDCO network meetings in order to keep up to date with local and national updates in SEND.
- School has membership of NASEN in order to keep updated with all the latest news and developments in relation to SEND.

### Roles and Responsibilities

- Our SEND Governor is Mr Peter Williams.
- 10 full time teaching assistants and 3 part time teaching assistants work in a variety of support roles in and out of the classroom to help students achieve to their full potential. They are line managed by the SENDCO – Miss Jackie Davies.
- The Nurture and Access Provision are run by 2 highly skilled and qualified LSAs. The provisions are designed, planned and overseen the SENDCO – Miss Jackie Davies.
- The designated teacher with specific safeguarding responsibility is Mr Steven Archer.
- The member of staff responsible for managing Pupil Premium is Paula Graves and for LAC is Angela Rossi.
- The member of staff for managing the schools responsibility for meeting the medical needs of students is Miss Jackie Davies.

### Storing and Managing Information

- SEND documents (hardcopies) are stored in the SEND office. They are kept in line with the school's policy on information management. All records comply with GDPR and Data Use and Access Act 2025.

## Reviewing the Policy

This policy will be reviewed annually. Next review scheduled for October 2026.

## Accessibility

The building has been purpose built to meet the needs of every student, our Accessibility Policy and Plan can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

## Dealing with Complaints

If a parent/carers is unhappy with the provision provided for their child regarding an SEND need, then in the first instance the SENCO can be contacted and a meeting would be arranged. The SENCO will always endeavour to resolve concerns and complaints quickly and successfully. For more detailed information regarding our complaints procedure please see the policy below.

School policy for dealing with complaints can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

## Bullying

School policy on anti-bullying can be found at <http://www.bchs.co.uk/about-our-school/reports-policies/policies>

Policy includes cyberbullying, prejudice-based bullying, and procedures for reporting, investigation, and restorative support.