FENISCOWLES PRIMARY SCHOOL

Striving for Excellence

Special Educational Needs and Disabilities (SEND) Policy

2026–27 | Revised November 2026

Inclusion, ambition and belonging: excellent teaching and the right support for every child.

Approved by	Full Governing Board (date to be recorded on approval)
Responsibility	Headteacher: Robert Andrew SENCO: Bianca Cerami (NPQ for SENCOs; member of the Senior Leadership Team) SEND Governor: Jennifer Strahan
Date	November 2026
Review	Annually (next review November 2027), or sooner if the law, statutory guidance or school arrangements change
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SEND at Feniscowles: at a glance for families

This page summarises the policy in plain English. The full policy follows, and our SEND Information Report on the school website explains how this works day to day.

- **Every teacher is a teacher of SEND.** Your child's class teacher is responsible for their learning and progress, supported by our SENCO, Bianca Cerami.
- **You can raise a concern at any time.** Talk to the class teacher first, or contact the SENCO through the school office or senco@feniscowles.blackburn.sch.uk. You do not need a diagnosis for us to act.
- **If your child needs SEN support, we will tell you and plan it with you.** Your child will have an SEN Support Plan, reviewed at least termly, and we will meet you at least three times a year.
- **Your child's views matter.** We will help them share what works for them in a way that suits them.
- **We will ask for specialist help when it is needed**, with your agreement. We are able to refer to Blackburn with Darwen SEND support team who have specialist teachers in different areas (For example Cognition and Learning or Social, Emotional and Mental Health). We can also request an Education, Health and Care (EHC) needs assessment at any point. You can also ask the local authority yourself.
- **Your child should take part in the full life of the school**, including visits, clubs, PE and swimming, with the adjustments they need.
- **Independent advice is available** from Blackburn with Darwen SENDIASS and the Local Offer.
- **National SEND reforms have been proposed but the law has not changed.** Your child's current rights still apply in full, and we will tell you if and when anything changes.

1. Purpose, values and legal basis

1.1 Purpose and scope

This policy sets out how Feniscowles Primary School identifies, plans for and supports pupils with special educational needs and disabilities (SEND); who is responsible for what; and how leaders and governors check that it is working. It applies to every pupil from Reception to Year 6 and to all staff, governors and volunteers.

1.2 Our values in SEND practice

Our school values shape how we work with every child and family:

- **Respect** — we listen to pupils and families, value what they know, and treat every child's voice as important.
- **Integrity** — we are honest and clear with families about need, provision and progress, and we do what we say we will do.
- **Forgiveness** — we see behaviour as communication, repair relationships through our restorative approach and give every child a fresh start.

- **Endeavour** — we hold ambitious expectations for pupils with SEND and plan for independence, not dependence.
- **Safety** — we recognise that pupils with SEND can be more vulnerable, and we make sure every child can tell us when something is wrong.
- **Inclusion** — we remove barriers so every child can take part fully in learning and in the wider life of the school.

1.3 Legal and statutory basis

This policy complies with, and should be read in the light of:

- the *Children and Families Act 2014, Part 3*, including s19 (principles), s36 (EHC needs assessment), s42 (duty to secure EHC plan provision), s43 (duty to admit), s63 (SENCO), s66 (best endeavours), s69 (SEN information report) and s100 (pupils with medical conditions);
- the *Special Educational Needs and Disability Regulations 2014* (as amended);
- the *SEND Code of Practice: 0 to 25 years* (2015);
- the *Equality Act 2010*, including the reasonable adjustments duty, the Public Sector Equality Duty (s149) and accessibility planning (Schedule 10);
- *Keeping Children Safe in Education 2026* and *Working Together to Safeguard Children*;
- the *Statutory Framework for the Early Years Foundation Stage*;
- *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (effective 26 July 2026);
- *Working Together to Improve School Attendance* and *Supporting Pupils at School with Medical Conditions*;
- the *Key Stage 2 Assessment and Reporting Arrangements*, the Engagement Model and the pre-key stage standards;
- DfE guidance on the use of reasonable force in schools.

A full list of sources is in Appendix C, and related school policies are listed in Appendix D.

1.4 National SEND reform

Current position (November 2026)

In February 2026 the Government published the Schools White Paper *Every Child Achieving and Thriving* and the consultation *SEND Reform: putting children and young people first*. Among other changes, these propose a tiered model of support (universal, targeted, targeted plus and specialist) and a digital Individual Support Plan for every child with identified SEND.

These are proposals, not law. Until Parliament passes new legislation and it comes into force, the Children and Families Act 2014, the SEND Regulations 2014 and the SEND Code of Practice apply in full. No pupil's support or rights will be reduced because of proposed reform.

The SENCO and Headteacher will monitor the Government's response and any legislation, brief governors, and update this policy and our SEN Support Plans when changes are confirmed.

2. What SEND means and how we identify it

2.1 Definitions

A child has **special educational needs** if they have a learning difficulty or disability that calls for special educational provision. A child of compulsory school age has a learning difficulty or disability if they have significantly greater difficulty in learning than most others of the same age, or a disability that prevents or hinders them from using the facilities generally provided for others of the same age in mainstream schools. **Special educational provision** is provision that is additional to, or different from, that made generally for other children of the same age.

The Code of Practice describes four broad areas of need: communication and interaction; cognition and learning; social, emotional and mental health; and sensory and/or physical needs. We use these areas to plan, not to label. Many children have needs in more than one area, and we always consider a child's strengths, interests and aspirations alongside their needs.

2.2 What is not, by itself, SEN

Slow progress or low attainment does not on its own mean a child has SEN, and attaining age-related expectations does not rule it out. Attendance, disadvantage, English as an additional language, being looked after, health needs, bereavement or other circumstances can affect learning; we consider them carefully without assuming they amount to SEN. **A diagnosis is not needed for SEN support**, and a diagnosis does not by itself mean that special educational provision is required.

2.3 Raising and responding to a concern

Anyone may raise a concern: a parent or carer, the child, a teacher or teaching assistant, a previous setting or another professional. The class teacher and SENCO will look at prior attainment, curriculum access, work, observation, diagnostic assessment, professional information and the views of the child and family. We act promptly: high-quality adaptive

teaching and reasonable adjustments begin straight away while assessment continues, and school processes will not delay support.

In Reception, information from families, pre-school settings, health visitors, the Reception Baseline Assessment and ongoing EYFS observation is used to identify needs early.

3. Inclusive teaching: the Feniscowles Way

High-quality teaching is the foundation of SEND provision. **Class teachers are accountable for the progress and development of every pupil in their class**, including when a pupil is supported by a teaching assistant or specialist for part of the day. Subject and phase leaders plan an ambitious, coherent curriculum and check that it is accessible to pupils with SEND, without narrowing their entitlement.

Teaching follows the Feniscowles Way, our teaching and learning framework. Within it, staff use adaptive teaching informed by the EEF's evidence-based "five-a-day" approaches: explicit instruction; cognitive and metacognitive strategies; scaffolding; flexible grouping; and using technology well. These are professional tools, not a checklist applied identically to every child.

Adaptations may include: well-paced explanation; precise vocabulary teaching; retrieval practice; visual supports and timetables; alternative ways of recording; communication aids and assistive technology; accessible materials; pre-teaching; additional processing time; movement and sensory breaks; and scaffolds that are gradually withdrawn. Staff check whether adaptations lead to understanding, participation and growing independence. We do not use fixed "learning styles".

Every pupil should be able to take part in the full life of the school: PE and swimming, educational visits and residentials, assemblies, clubs, enrichment and pupil leadership roles. Decisions are made for each child individually, with planning and risk assessment in line with our Educational Visits Policy. **We do not exclude pupils from activities because of SEND or disability.**

4. Disability, equality and reasonable adjustments

SEN and disability overlap but are not the same. A pupil may be disabled under the Equality Act 2010 without being on the SEN register, and some pupils with SEN are not disabled. The school will not discriminate against disabled pupils, and will anticipate and make reasonable adjustments for each child, including providing auxiliary aids and services where reasonable. We consider the disadvantage the pupil faces, how effective an adjustment would be, how practicable it is, its cost and the resources available.

Adjustments may be needed to teaching, communication, routines, assessment, behaviour responses and sanctions, uniform, the school day, and access to wider activities. Where pupils need a personal device for medical or assistive purposes (for example glucose monitoring or a communication app), this is an agreed exception to our phone-free school day.

The reasonable adjustments duty does not require physical alterations to the building. Planned improvements to the premises, the curriculum and the way information is provided are set out in our Accessibility Plan, which is reviewed every three years and monitored by governors.

As a public body the school also meets the Public Sector Equality Duty: we pay due regard to eliminating discrimination, advancing equality of opportunity and fostering good relations for disabled pupils. Our equality objectives are published and reviewed by governors, and leaders analyse attendance, behaviour, suspension, enrichment and outcome data for pupils with SEND to spot and address unequal access.

5. The graduated approach: assess, plan, do, review

When a pupil needs special educational provision, we use a continuous assess–plan–do–review (APDR) cycle. Its pace and intensity match the pupil's needs. **There is no minimum number of cycles** before specialist advice is sought or an EHC needs assessment is requested.

Stage	What happens
Assess	The class teacher and SENCO build a clear picture of the pupil's strengths, barriers, attainment, progress and access, using assessment evidence, pupil and parent views and any professional advice.
Plan	The class teacher, SENCO, pupil and family agree a small number of priority outcomes, the teaching adaptations and additional provision needed, who will deliver them, and how and when progress will be reviewed. This is recorded on the pupil's SEN Support Plan.
Do	The class teacher keeps day-to-day responsibility. Teaching assistants and specialists deliver agreed support with clear guidance, and link it back to classroom learning.
Review	The impact on learning, access, independence and wellbeing is reviewed with the pupil and family. Provision is continued, adjusted, intensified or ended based on the evidence.

5.1 The SEN register: joining and leaving

Support is based on need, not a fixed "wave" sequence. Universal, targeted and specialist support can run at the same time. A pupil is placed on the SEN register when assessment shows that they need special educational provision, not simply because they have completed an intervention. The SENCO makes register decisions with the class teacher, and **parents are always told when their child begins to receive SEN support.**

A pupil is removed from the register when review evidence shows that their needs are met through high-quality teaching and ordinary classroom adaptations, without additional or different provision. This decision is made at a review with the family, recorded, and followed by a monitoring period of at least one term. Parents are told in writing.

5.2 Plans and records

- **Class-Specific Raising Attainment Plans** are internal documents which record enhanced universal provision and short-term catch-up support for pupils who are not on the SEN register. Being on a Raising Attainment Plan does not mean a pupil has been identified as having SEN, and families are told this when such support starts.
- **Individual Learning Plans** (sometimes called ILPs for short) are written when more targeted support and/or intervention are deployed with children to support them. These

are the first stage of capturing what additional measures have been put in place to try and help address barriers that a child may have. This forms part of our graduated response.

- **SEND Support Plans - In school we call these *Individual Education Plans*** (Sometimes called IEPs for short)**.** Whilst the term 'IEPs' has been superseded in more recent national guidance, we have chosen to retain this for clarity of understanding for our school community who all understand this previously established language**.** Plans are written for every pupil receiving SEN support. They set out the pupil's voice, priority outcomes, the additional or different provision, who is responsible, and review dates. Plans are short, practical and known by every adult working with the pupil.
- **EHC plan implementation records** are kept for every pupil with an EHC plan (see Section 9).

SEN Support Plans are formally reviewed at least termly, and sooner if concerns or circumstances change. We meet parents of pupils receiving SEN support at least three times a year, in line with the Code of Practice; these meetings may be held alongside parents' evenings when that suits the family.

6. Targeted interventions, specialist support and teaching assistants

Targeted interventions add to high-quality classroom teaching rather than replacing it. Each intervention must have a clear purpose, a baseline assessment, trained staff, a delivery plan, a review point and a plan for transferring learning back into lessons. We choose small-group or one-to-one approaches based on the strength of the evidence and the pupil's needs, and we do not routinely remove pupils from the same lessons.

When school-based assessment shows the need for more expertise, the SENCO seeks specialist advice with the family's agreement and in line with information-sharing requirements. This may include speech and language therapy, educational psychology, occupational therapy, physiotherapy, Blackburn with Darwen specialist SEND and sensory services, school nursing, CAMHS and mental health support, and Early Help. We work with families and agencies to turn advice into everyday classroom practice.

Teaching assistants are deployed to improve access, effective instruction and independence, in line with EEF guidance. Teachers plan and assess learning, brief teaching assistants clearly, and make sure pupils supported by an adult still receive their fair share of teacher time. Adult prompts and scaffolds are reduced as soon as possible to build independence.

7. Assessment, progress and statutory assessment

7.1 Ongoing assessment

Teachers assess learning through observation, discussion, work scrutiny and diagnostic assessment. Attainment and progress are tracked on Insight against curriculum expectations, with more detailed tools where needed. Assessment is used to plan teaching, never simply to categorise a child.

For pupils working significantly below age-related expectations (typically 2 years behind their peers) where standard tracking does not show their learning well, the SENCO and class teacher may agree to use alternative assessment systems. These can include: PIVATS for reading, writing, mathematics and PSED; Cherry Garden or another developmental framework for pupils with complex needs. The decision is recorded on the pupil's SEN Support Plan, explained to parents, and reviewed at least annually so that pupils return to standard tracking when appropriate.

We distinguish between what a pupil can do independently and with support, and look for evidence of communication, participation and learning used in different contexts. Progress is judged against each pupil's starting point and their access to a broad curriculum, not a single test score.

7.2 Statutory assessment

- **Reception Baseline Assessment and EYFS Profile:** adaptations are made in line with the published guidance so that pupils with SEND can show what they know.
- **Phonics screening check (Year 1), multiplication tables check (Year 4) and KS2 tests (Year 6):** the SENCO and Year 6 team plan access arrangements (for example extra time, a reader, a scribe, rest breaks, or modified or enlarged papers) according to the pupil's normal way of working and the Assessment and Reporting Arrangements, and apply to the Standards and Testing Agency where required.
- **Pupils working below the standard of the KS2 tests:** where a pupil is engaged in subject-specific study, teacher assessment is reported against the pre-key stage standards; where they are not, the Engagement Model is used. Decisions about statutory assessment are made by the class teacher and SENCO, discussed with parents, and checked by the Headteacher.

7.3 Records

Provision maps, pupil plans, professional reports and review decisions are stored securely and shared only with those who need them, in line with data protection law. Records go with pupils when they move class or school.

8. Education, Health and Care needs assessments

Under section 36(8) of the Children and Families Act 2014, the local authority must carry out an EHC needs assessment if the child has or may have SEN and it may be necessary for special educational provision to be made through an EHC plan. School staff and parents can raise the possibility of an assessment at any time, and parents may request one directly from Blackburn with Darwen.

A request is appropriate when the nature, complexity or extent of a pupil's needs suggests an EHC plan may be necessary. The school provides evidence of the pupil's needs, outcomes, teaching, adjustments, APDR cycles, specialist advice, and pupil and parent views. **A request does not depend on** completing a set number of APDR cycles, a set length of time, a spending threshold, or first getting an educational psychology report.

The local authority must decide whether to assess within 6 weeks of the request, and the whole process to a final EHC plan should normally take no more than 20 weeks, subject to limited legal exceptions. The local authority tells families about decisions and appeal rights; the school makes sure families also know about SENDIASS. **The school continues to provide suitable support while a decision is awaited**, and if an assessment or plan is refused.

9. Delivering and reviewing EHC plans

9.1 Delivering the plan

For every pupil with an EHC plan, the SENCO turns the special educational provision in Section F into an implementation record that names who does what, when, and how delivery is checked. The local authority has the legal duty under section 42 to secure Section F provision; the governing body has its own duty under section 66 to use its best endeavours to secure the provision the pupil's SEN calls for.

Local authority banding or top-up funding informs our resource planning but does not limit the provision specified in Section F. If any provision is not in place, the SENCO records this, puts interim support in place, informs parents and notifies the local authority promptly in writing. Concerns about funding or practicality are raised with the local authority; they do not change what the plan requires.

9.2 Reviewing the plan

- EHC plans are reviewed at least every 12 months, and every 3 to 6 months for children under 5, as the Code of Practice recommends. Earlier reviews are requested when needs or circumstances change.
- When the school holds a review for the local authority, we gather advice at least two weeks before the meeting, circulate it to everyone invited, make sure the pupil and family can contribute fully, and send the review report to the local authority within 2 weeks of the meeting.
- The local authority must tell the family within 4 weeks of the meeting whether it will keep, amend or end the plan, and then follow the statutory amendment process.
- For the move to secondary school, the plan must be reviewed and amended as needed by 15 February of the year of transfer. Planning starts in the Year 5 review.

10. Roles and responsibilities

Role	Responsibilities
Governing Board	Makes sure statutory duties are met, including best endeavours, the SEN Information Report, the Accessibility Plan and equality objectives; approves this policy; challenges and supports leaders on provision, outcomes, inclusion and use of resources.
SEND Governor (Jennifer Strahan)	Meets the SENCO at least termly; visits to see provision in action; reports findings and risks to the Governing Board; leads governor scrutiny of the annual SEND report.

Role	Responsibilities
Headteacher (Robert Andrew)	Leads an inclusive whole-school culture; allocates resources, including SENCO time; makes sure statutory duties are met; leads staff development and quality assurance; escalates concerns to the local authority; as DSL, makes sure safeguarding takes account of SEND.
SENCO (Bianca Cerami)	Leads the strategic development of SEND provision as a member of the Senior Leadership Team; coordinates and quality-assures provision; advises and coaches staff; keeps the SEN register and records; leads APDR, EHC processes and reviews; works with families, specialists and the local authority; leads transition; prepares governor reports.
Class teachers	Accountable for the teaching and progress of every pupil; spot barriers early; adapt teaching; write and review SEN Support Plans with the SENCO; direct teaching assistants; work in partnership with families.
Subject and phase leaders	Make sure the curriculum is ambitious and accessible; monitor the experience and outcomes of pupils with SEND in their area; tackle systemic barriers rather than leaving this to the SENCO.
Teaching assistants and support staff	Deliver agreed provision under teacher direction; feed back observations; build independence; follow safeguarding, medical, intimate care and confidentiality procedures.

10.1 The SENCO

As the law requires, the SENCO is a qualified teacher working at the school. Bianca Cerami holds the National Professional Qualification for SENCOs, which is the mandatory qualification for the role. She is a member of the Senior Leadership Team and has three days a week of protected time for SEND leadership. SENCO is her only role in school: she has no class teaching or other leadership responsibility, so she can give her full attention to provision, quality assurance and work with families.

11. Funding and resources

Mainstream schools are funded to support pupils with SEND as follows:

Funding	Source	How we use it
Core per-pupil funding	School budget	High-quality adaptive teaching for every pupil
Notional SEN budget	School budget (identified within the delegated budget)	Additional SEN support, currently up to the first £6,000 per pupil per year, including interventions, staffing, resources and training
Top-up (high-needs) funding	Blackburn with Darwen	Provision above the threshold for pupils with EHC plans or eligible high needs, according to local banding

The Headteacher and SENCO plan SEND spending as part of the annual budget, linked to the provision map. Governors receive an annual summary of how SEND resources have been used and their impact. Funding does not limit the provision a pupil is legally entitled to.

12. Wellbeing, safeguarding and belonging

Pupils with SEND should feel they belong, feel safe, and have the same chances to lead and contribute as their peers. In line with *Keeping Children Safe in Education 2026*, staff recognise that children with SEND can face extra barriers to recognising and reporting abuse. These include assumptions that signs such as behaviour, mood or injury relate to a child's disability without further exploration, a greater risk of being disproportionately affected by bullying and child-on-child abuse, and communication barriers.

- All concerns follow the Child Protection and Safeguarding Policy and are recorded on CPOMS. The DSL and SENCO meet regularly to share information about vulnerable pupils.
- Staff use each child's communication methods (for example visuals, signing or communication aids) so every child can tell an adult when something is wrong.
- The PSHE curriculum (Jigsaw) and online safety teaching are adapted so pupils with SEND understand how to keep themselves safe.
- Anti-bullying work pays particular attention to pupils with SEND, and patterns of incidents involving them are reviewed through Arbor and CPOMS.

13. Behaviour, positive handling and suspension

13.1 Behaviour in context

We see behaviour as communication. Staff consider unmet needs, disability, communication difficulties, sensory and environmental factors and reasonable adjustments, while keeping clear, safe and fair boundaries. The Behaviour Policy, individual behaviour or support plans and our restorative approach work together. Incidents are recorded on Arbor, and the SENCO reviews patterns for pupils with SEND so that provision, not only sanctions, is adjusted.

13.2 Restrictive Interventions and Use of Reasonable Force

Physical intervention and the use of reasonable force are used only as a last resort to prevent harm, injury, serious property damage, or the commission of an offence. Any physical intervention must be reasonable, proportionate, the least restrictive option available, and for the shortest possible time. Force is never used as a punishment.

- **Individual Planning:** Pupils whose needs mean physical intervention may be required have a Positive Handling Plan co-produced with parents and reviewed alongside their SEN Support Plan or EHC plan. This sets out known triggers, proactive de-escalation strategies, and agreed approaches.
- **Staff Training and Emergency Powers:** Planned physical interventions are carried out by staff trained through the school's accredited physical intervention programme;

de-escalation always comes first. In emergency situations, all authorised school staff retain their statutory power to use reasonable force to maintain safety.

- **Recording and Notification:** Every use of reasonable force or restrictive intervention is recorded on CPOMS the same day, parents are informed the same day, and both pupil and staff are supported to reflect afterwards.
- **Oversight and Monitoring:** The Headteacher reviews all incidents, and anonymised data is presented to governors so that patterns, trends, and any disproportionate impact on pupils with SEND can be identified and addressed.
- **Prohibited Practices:** Interventions that restrict breathing or airways, apply pressure to the neck or abdomen, deliberately inflict pain, or isolate a pupil unlawfully as a punishment are strictly prohibited.

13.3 Suspension and permanent exclusion

Decisions follow the statutory guidance *Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement* (effective 26 July 2026). Before any suspension of a pupil with SEND, or a pupil who may have unidentified SEND, the Headteacher will check:

- whether the behaviour is linked to an unmet need or disability, and what reasonable adjustments have been made;
- whether the provision on the pupil's SEN Support Plan or EHC plan has actually been delivered;
- whether an early EHC plan review, specialist advice or an EHC needs assessment request is needed.

Permanent exclusion is used only as a last resort. **Sending a pupil home for disciplinary reasons without a formal suspension is unlawful and does not happen at Feniscowles.**

14. Attendance, part-time timetables and health needs

We promote strong attendance for every pupil and work with families to understand and remove barriers linked to SEND, disability, anxiety or health, rather than assuming absence is a matter of parental choice. Support may include adapted routines, attendance support plans, Early Help, health advice and work with the local authority, in line with *Working Together to Improve School Attendance* and our Improving Attendance Policy. Attendance for pupils with SEND is reviewed every half term.

> **Part-time timetables**
>
> A part-time timetable is used **only in exceptional circumstances**, as a short-term measure to help a pupil back into full-time education. It must be agreed in writing with parents; have a clear purpose, a review date (normally no more than six weeks) and a plan to return to full time; be reviewed with the SENCO; and be reported to the local authority. Part-time timetables are never used as a sanction or to manage behaviour. Pupils with EHC plans have their plan reviewed if a part-time timetable is considered.

Where a pupil cannot attend because of health needs, the school follows its Children with Health Needs Who Cannot Attend School Policy and works with Blackburn with Darwen, which has the duty under section 19 of the Education Act 1996 to arrange suitable education.

15. Medical conditions and intimate care

Pupils with medical conditions are supported to access education, PE and visits in line with our Supporting Pupils with Medical Conditions Policy and section 100 of the Children and Families Act 2014. Individual healthcare plans are written with families and health professionals where needed, and reviewed alongside SEND provision. A medical condition does not automatically mean a pupil has SEN.

Some pupils, including children in Reception, need help with toileting or personal care. This is provided with dignity and privacy, in line with our Intimate Care Policy and an individual intimate care plan agreed with parents. **No child will be refused admission, sent home or excluded from activities because they are not yet toilet trained.**

16. Looked-after and previously looked-after children

The SENCO works closely with the Designated Teacher for looked-after and previously looked-after children. For looked-after pupils with SEND, the SEN Support Plan or EHC plan and the Personal Education Plan (PEP) are aligned so that targets and provision are consistent. The Virtual School Head is involved in planning, reviews and any decision about suspension.

17. Admissions and transition

Admissions follow the school's Admissions Policy and the School Admissions Code. We will not refuse admission because of SEN or disability. Where Feniscowles is named in Section I of an EHC plan, the school must admit the pupil under section 43 of the Children and Families Act 2014. Families of pupils without EHC plans apply through the normal admissions process.

Transitions into Reception, between classes and key stages, and to secondary school or other settings are planned early. Depending on need, this may include information sharing, meetings with families and pupils, extra visits, social stories, transition passports and joint planning with professionals. For Year 6 pupils with EHC plans, secondary transition planning starts at the Year 5 annual review.

18. Working with families and listening to pupils

Parents and carers are partners in decisions about their child. We value what families know, explain concerns, assessments, provision and progress clearly, and agree next steps together. Communication can be adapted, including interpreters, alternative formats and extra time. Families can arrange to speak with the class teacher or SENCO through the school office.

Pupils contribute to their own plans and reviews in ways that suit their age and communication, such as one-page profiles, visual choices or a trusted adult supporting them. Pupil voice from pupils with SEND is also gathered every year to inform school improvement.

Requests for educational records and personal data are handled in line with data protection law. Information about other children is not shared without a lawful basis.

Families can find independent information and advice from Blackburn with Darwen SENDIASS and the Blackburn with Darwen Local Offer. The school publishes its SEN Information Report on its website and updates it every year.

19. Concerns, complaints and disagreement resolution

Most concerns are best resolved by talking to the class teacher first, then the SENCO or Headteacher. If a concern is not resolved, the school's Complaints Procedure applies. Using the school's procedure does not stop a parent using any of their statutory rights, and **families do not have to complete the school complaints process before using other routes**.

Concern	Route
The school's SEN support or delivery of provision	Class teacher → SENCO → Headteacher → school Complaints Procedure
Disability discrimination by the school	School Complaints Procedure and/or a claim to the First-tier Tribunal (Special Educational Needs and Disability)
Local authority decisions on EHC needs assessment, the content of an EHC plan or the named school	Local authority; SENDIASS; disagreement resolution and mediation; appeal to the First-tier Tribunal (SEND)
Failure to deliver EHC plan provision	The school escalates to the local authority straight away. Parents may also complain to the local authority and then the Local Government and Social Care Ombudsman
Local authority complaints handling	Local Government and Social Care Ombudsman

20. Staff development

All new staff, including early career teachers, are inducted in SEND practice, the Feniscowles Way and their responsibilities under this policy. Training each year is planned from pupils' needs, quality assurance findings, staff confidence surveys and current evidence. The SENCO provides coaching and advice and arranges specialist training. Teaching assistants receive training matched to the interventions and needs they support. Subject leaders are expected to develop inclusive practice within their subjects rather than relying on the SENCO.

21. Monitoring, governance and inspection

The SENCO and senior leaders monitor the quality and impact of SEND provision through: pupil and parent views; lesson visits; work and curriculum scrutiny; Insight, PIVATS and individual outcome data; provision records; Arbor behaviour data; attendance and suspension data;

CPOMS safeguarding themes; checks on EHC plan delivery; and external advice. Findings feed into staff development, resourcing and the School Development Plan.

Ofsted inspects inclusion as a separate area on the school's report card, and also looks at it across every other area. Leaders use Appendix B to check our practice against what is expected.

The SEND Governor meets the SENCO at least termly and reports to the Governing Board. Every autumn term, governors receive an evaluative SEND report covering: identification; outcomes; classroom access; interventions; participation and enrichment; attendance, behaviour, positive handling and suspension; delivery of EHC plan provision; pupil and family experience; staff development; use of resources; and priorities. Reports use anonymised information and focus on impact, not only the number of pupils on the register. The report also informs the annual update of the SEN Information Report.

22. Review

This policy is reviewed every year by the Headteacher and SENCO and approved by the Governing Board. It will be reviewed sooner if legislation, statutory guidance (including any changes resulting from national SEND reform) or school arrangements change significantly.

Appendix A: Graduated response at a glance

This guide supports professional judgement. The timescales are school expectations for monitoring and discussion, not conditions for identifying SEN, seeking specialist advice or requesting an EHC needs assessment.

When	What we do
A concern is raised	The teacher responds straight away with adaptive teaching and reasonable adjustments; listens to the pupil and family; records evidence. Any safeguarding concern is reported to the DSL immediately.
Within two weeks	The teacher and SENCO discuss the evidence, decide whether special educational provision is needed, agree what to assess and put in place, and talk with the family. Urgent or complex needs can lead straight to specialist advice or an EHC needs assessment request.
Each intervention review	Review the intervention and classroom provision against the agreed outcomes, using pupil and parent views; adjust the support. A six-week review often works well but is not compulsory.
At least termly	Formal review of the SEN Support Plan; meet parents at least three times a year.
At any time	Consider specialist advice, an EHC needs assessment request, an early EHC plan review, a Positive Handling Plan, or attendance, health or safeguarding steps. No set number of cycles is required.

Appendix B: Leadership and governor assurance questions

Aligned to Ofsted's inclusion evaluation area. Used by leaders in self-evaluation and by the SEND Governor on termly visits.

Focus	Questions
Identification	Are needs identified accurately and early, including for pupils with apparently typical attainment? Is anyone waiting for support while assessment goes on?
Teaching and curriculum	Do pupils with SEND learn the same ambitious curriculum? Can subject leaders explain how their subject is made accessible?
Impact	Can leaders show the impact of universal teaching and additional provision on learning, independence and wellbeing?
EHC plans	Is every part of Section F provision identified, delivered, monitored and escalated if not in place? Are reviews on time?
Interventions	Are interventions time-limited, evidence-based and linked back to the classroom?
Families and pupils	Do families understand their child's provision, take part in reviews and feel listened to? Is pupil voice acted on?

Focus	Questions
Equal access	Do attendance, behaviour, positive handling, suspension, safeguarding or enrichment data show unequal access for pupils with SEND? Are any part-time timetables lawful, short-term and reviewed?
Leadership and resources	Does the SENCO have the time and authority needed? Is the notional SEN budget used effectively?
Compliance	Are the SEN Information Report, Accessibility Plan, equality objectives, related policies and staff training up to date and consistent?

Appendix C: Legislation, guidance and evidence

Legislation

- Children and Families Act 2014 (Part 3)
- Special Educational Needs and Disability Regulations 2014 (as amended)
- Equality Act 2010 (including s149 and Schedule 10)
- Education Act 1996 (s19)
- Education and Inspections Act 2006 (s93, use of reasonable force)
- Children's Wellbeing and Schools Act 2026

Statutory and DfE guidance

- SEND Code of Practice: 0 to 25 years (2015)
- Keeping Children Safe in Education 2026
- Working Together to Safeguard Children
- Statutory Framework for the Early Years Foundation Stage
- Suspension and permanent exclusion from maintained schools, academies and pupil referral units in England, including pupil movement (effective 26 July 2026)
- Working Together to Improve School Attendance
- Supporting Pupils at School with Medical Conditions
- Arranging education for children who cannot attend school because of health needs
- Use of reasonable force in schools
- Key Stage 2 Assessment and Reporting Arrangements; the Engagement Model; pre-key stage standards
- DfE guidance on the mandatory qualification for SENCOs (NPQ for SENCOs)
- Every Child Achieving and Thriving (Schools White Paper, 2026) and SEND Reform: putting children and young people first (consultation, 2026) — proposals only

Inspection and evidence

- Ofsted school inspection toolkit and operating guide (from November 2025), including the inclusion evaluation area

- Education Endowment Foundation: Special Educational Needs in Mainstream Schools; Five-a-day: Supporting High-quality Teaching for Pupils with SEND; guidance on the deployment of teaching assistants

Appendix D: Related school policies and documents

- SEN Information Report
- Accessibility Plan and Equality Objectives
- Child Protection and Safeguarding Policy
- Behaviour Policy
- Positive Handling and Use of Reasonable Force Policy
- Anti-bullying Policy
- Improving Attendance Policy
- Children with Health Needs Who Cannot Attend School Policy
- Supporting Pupils with Medical Conditions Policy
- Intimate Care Policy
- Educational Visits Policy
- Assessment Policy
- The Feniscowles Way: Teaching and Learning Handbook
- Pupil Premium Strategy Statement
- Online Safety Policy
- Admissions Policy
- Complaints Procedure