The Bluebell Federation

Whole School SEND Policy 2026-2027

Our Bluebell Federation Vision:
'Rooted and established in Love'

Approved by:	Gemma White/ Jenny Barnard-Langston	**Date:**	July 2026
Nest review due by:	July 2027		

Special Educational Needs and Disabilities Policy

All pupils are valued members of our schools and are offered equal opportunities. We aim to recognise the strengths of all pupils and build on these to nurture respect and esteem for oneself and each other in all areas of the curriculum. We have expectations for all pupils to do their best to achieve their full potential.

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Executive Head of School: Mrs Gemma White

Head of school Mrs Debby Livings (Chailey), Mrs Jenni Orwin (Fletching), Miss Laura Drury (Forest Row) Mrs Kirsty Green (Wivelsfield)

Inclusion Lead: Mrs Sue Minter (Chailey St Peters & Fletching) and Mrs Tracie Light (Forest Row) Mrs Laura Cosgrove (Wivelsfield)

Chair of Governors: Mrs J Barnard-Langston

SEN Governor: Mrs M Watson

Designated Teacher for looked after children: Mrs Sue Minter (Chailey St Peters & Fletching) and Mrs Tracie Light (Forest Row)

Designated Child Protection teacher: Mrs Debby Livings (Chailey), Mrs Jenni Orwin (Fletching), Miss Laura Drury (Forest Row)

Introduction

This policy sets out our approach to supporting children with special educational needs (SEN). For more information about how we support children with SEN please also see our ***SEN information report*** that is updated annually and is on the website.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEN.
http://www.eastsussex.gov.uk/childrenandfamilies/specialneeds/localoffer

Other school policies that include information that may be important for pupils with SEN are:

Behaviour policy, Equalities Policy and Anti-bullying policy – available on the school websites.

The policy is divided into sections:

1. Leadership and Management of SEND
2. The kinds of special educational needs that are provided for in our school
3. Identification and Assessment of SEND
4. Working in partnership with parents
5. Involving children
6. Assessing and reviewing outcomes
7. Transition
8. The approach to teaching children with SEND
9. Curriculum and learning environment
10. Training and continuing professional development (CPD) for staff
11. Evaluating the effectiveness and impact of SEND provision
12. Inclusion
13. Emotional and social development and well-being
14. Involving specialists
15. Funding for SEND
16. Data Protection

1. Leadership and Management of SEND

The Inclusion Lead

Our Inclusion Leads, Mrs Sue Minter, Mrs Tracie Light and Mrs Laura Cosgrove are experienced special needs teachers and coordinators who work in cooperation with the Heads of School. They have day-to-day responsibility for the operation of SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have statements and Education, Health and Care plans (EHCPs).

They provide professional guidance to colleagues and will work closely with staff, parents and other agencies. They have worked with the local schools' alliance to produce the Local Offer and work with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching.

The Governors

Our Governing Body fulfils its statutory duty towards children with SEN or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the governing body, ensures:

- arrangements are in place in school to support pupils with medical conditions
- a SEND information report is published annually
- there is a qualified teacher designated as the Inclusion Lead for the school.

In addition, our governing body works with the Inclusion Lead and Heads of School in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available in the school.

The governing body also ensures that the schools meet their responsibilities under the Equality Act 2010 with regard to admissions, reasonable adjustments and access arrangements and publishes information about this that includes specific and measurable objectives.

2. The kinds of special educational needs that are provided for in our school

The areas of need that are described in the SEN Code of Practice are:

- **Communication and interaction** – including children with speech language and communication needs (SLCN) and those with an Autism Spectrum Disorder (ASD) including Asperger's Syndrome.
- **Cognition and learning** - including children with moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning

difficulties (PMLD). This also includes children with specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

- **Social, emotional and mental health difficulties (SMEH)** – social, emotional and mental health difficulties may manifest themselves in many ways including becoming withdrawn or isolated, as well displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or disordered attachment.
- **Sensory and/or physical needs –** including children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs are included in our school community.

3. Identification and Assessment of SEND

A pupil has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.

We will assess each pupil's current skills and level of attainment on entry to the school. We will make regular assessments of progress for all pupils. These will seek to identify pupils making less than expected progress given their age and individual circumstances. This is progress which:

- is significantly slower than that of their peers starting from the same baseline.
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

The first response to less than expected progress will always be high quality teaching targeted at the pupil's area of weakness.

In identifying a child as needing SEND support, the class teacher, working with the Inclusion Lead, will carry out a clear analysis of the pupil's needs including the individual's development in comparison to their peers and national data.

Slow progress and low attainment do not necessarily mean that a child has SEND. Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties related solely to limitations in English as an additional language are not SEND. Persistent disruptive or withdrawn behaviours do not necessarily mean that a child has SEND.

We are alert to emerging difficulties and respond early. For some children, SEND can be identified at an early age. However, for other children difficulties become evident only as they develop.

We recognise that parents know their children best and listen and understand when parents express concerns about their child's development. We also listen and address any concerns raised by children themselves.

Where it is decided to provide a pupil with SEND support the decision will be recorded in school records and we will formally notify parents. We are required to make data on the levels and types of SEND within the school available to the Local Authority. This data collected through the School Census, is also required to produce the national SEND information report.

SEND support will be adapted or replaced depending on how effective it has been in achieving the agreed outcomes. Where, despite taking relevant and purposeful action to identify, assess and meet the SEND of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care Assessment (EHCNA). This request can be made by the school or by parents.

In considering whether an EHC needs assessment is necessary the Local Authority will consider the evidence of the action already being taken by the school to meet the child's SEND. An EHC needs assessment will not always lead to an EHCP.

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 and, as they get older, prepare them for adulthood. The EHC plan also specifies the arrangements for setting shorter term targets at school level.

4. Working in partnership with parents

We are committed to working in partnership with parents and carers. We will:

- Have regard to the views, wishes and feelings of parents.
- Provide parents with the information and support necessary to enable full participation in decision making.
- Support parents in order to facilitate the development of their child to help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.
- Meet with the parents of children at least three times each year.
- Provide an annual report for parents on their child's progress.

If there are any disagreements with parents about SEND support for their child, we will work with them to try to resolve these. If parents have a complaint, they can use the school's complaints procedure. Details about this are available from the school office or on the school website:

5. Involving *children/young people*

We are committed to involving children with SEND in decisions about their learning. We will:

- Have regard to the views, wishes and feelings of children.
- Provide children with the information and support necessary to enable full participation in decision making.
- Support children to support their development and help them achieve the best possible educational and other outcomes, preparing them effectively for adulthood.

6. Assessing and reviewing outcomes

We record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided. We record details of additional or different provision made under SEND support. This forms part of regular discussions with parents about the child'*s* progress, expected outcomes from the support and planned next steps.

SEND support takes the form of a four-part cycle: assess, plan, do and review. Decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs and of what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach.

Clear dates for reviewing progress are agreed and the parent, pupil and teaching staff will be clear about how they will help the pupil reach the expected outcomes. The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

Reviewing an EHCP

EHCPs are used to actively monitor children*'s* progress towards their outcomes and longer-term aspirations. They must be reviewed as a minimum every 12 months. Reviews will be undertaken in partnership with the child and their parents, and will take account of their views, wishes and feelings. The review will focus on the child's progress towards achieving the outcomes specified in the EHCP. The review will also consider whether these outcomes and supporting targets remain appropriate. Parents, a school representative, a Local Authority SEND officer, a health service representative and a Local Authority social care representative will be invited to the review meeting.

Before the meeting we will:

- give notice to all parties at least two weeks before the meeting and seek advice and information about the child
- send out any advice or information gathered to all those invited at least two weeks before the meeting.

We will prepare and send out a report of the meeting to everyone invited within two weeks of the meeting.

Where a child is looked after by the Local Authority, we will endeavour to synchronise EHCP reviews with social care reviews.

7. Transition

The great majority of children with SEN or disabilities, with the right support, can find work, be supported to live independently, and participate in their community. We encourage these ambitions right from the start. Our SEND support includes planning and preparation for the transitions between phases of education, key stages, year groups and preparation for adult life. We will agree with parents and pupils the information to be shared as part of this process. We support children so that they are included in social groups and develop friendships**.** This is particularly important when children are transferring from one phase of education to another.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments must be completed by 15th February in the calendar year of the transfer.

8. The approach to teaching children with SEND

We set high expectations for all pupils whatever their prior attainment. We use assessment to set targets which are deliberately ambitious. We deliver high quality teaching that is differentiated and personalised and meets the individual needs of the majority of children. Some children need educational provision that is additional to or different from this and we use our best endeavours to ensure that such provision is made for those who need it.

9. Curriculum and learning environment

All pupils have access to a broad and balanced curriculum. In the details of the curriculum provided in each year, we include details of how the curriculum is adapted or made accessible for pupils with SEND. Lessons are planned to address potential areas of difficulty and to remove barriers to pupil achievement. We do what is necessary to enable children to develop, learn, participate and achieve the best possible outcomes irrespective of whether that is through reasonable adjustments for a disabled child or special educational provision for a child with SEN.

10. Training and continuing professional development (CPD) for staff

We regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes, identifying particular patterns of need in the school, reviewing, and where necessary improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered.

Where interventions are required, we ensure staff have sufficient skills and knowledge to deliver the intervention effectively.

The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and its approach to professional development for all teaching and support staff.

11. Evaluating the effectiveness and impact of SEN provision

We maintain an overview of the programmes and interventions used with different groups of pupils to provide a basis for monitoring their effectiveness and impact. We use information systems to monitor the progress and development of all pupils. This helps us to develop the use of interventions that are effective and to remove those that are less so.

We will publish an annual SEND report on the school website.

12. Inclusion

We are committed to eliminating discrimination, promoting equality of opportunity and fostering good relationships. Pupils with SEND engage in the activities of the school together with those who do not have SEND, and are encouraged to participate fully in the life of the school and in any wider community activity.

13. Emotional and social development and well-being

We support the emotional, mental and social development of children with SEND and disabilities by providing extra pastoral support arrangements for listening to their views, and implementing measures to prevent bullying.

14. Involving specialists

We will always involve a specialist where a child makes little or no progress over a sustained period or where they continue to work at levels substantially below those of pupils at a similar age, despite evidence-based SEND support delivered by appropriately trained staff. Parents are always involved in any decision to involve specialists. We may involve specialists at any point to advise on early identification of SEND and effective support and interventions.

We work with parents and agencies to consider a range of evidence-based and effective teaching approaches, appropriate equipment, strategies and interventions to support the child's progress. Together, we agree the needs of the child, responsibilities and the outcomes to be achieved through the support, including a date by which it is reviewed. Records of involvement of specialists are kept and shared with parents and teaching staff.

Where a child is looked after by Local Authority, we will work closely with other relevant professionals involved in the child's life as a consequence of being looked after.

We work closely with the Local Authority and other providers to agree the range of local services and clear arrangements for making appropriate requests. Some services may be commissioned directly.

15. Funding for SEND

We have an amount identified within our overall school budget, called the notional SEND budget. This is not a ring-fenced amount. We provide high quality appropriate support from the whole of our school budget including any resources targeted at particular groups such as the pupil premium.

The Local Authority provides additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

In some circumstances, parents may request a Personal Budget. A Personal Budget is an amount of money identified by the Local Authority to deliver provision set out in an EHCP where the parent or young person is involved in securing that provision.

16. Data Protection

Education Health Care plans (EHC plans) and statements will be kept securely so that unauthorised persons do not have access to it. They will not be disclosed without the consent of the child's parents, except for specified purposes or in the interests of the child.

See our Data Protection policy for more information.

If you have any questions about this policy, please contact the Inclusion Lead or Head of School as detailed above.

This policy sets out our approach to supporting children with special educational needs and disabilities (SEND). For more information about how we support children with SEND please also see our *Local Offer for SEND / SEND information report* that you can find on our websites.

This policy was developed by Sue Minter & Tracie Light.

Appendix: Legislation and policies

Statutory policies for schools

Schools are required to have the following policies in place:
(DfE advice published February 2014)

Admission Arrangements
Behaviour Principles written statement
Child Protection policy and procedures
Complaints procedures
Equality Information and Objectives statement
Home-school agreement document
Published School Information
School Behaviour
Sex Education
Supporting pupils with medical conditions

Relevant but non-statutory policies include:

Anti-bullying
Pupil Premium
Teaching and Learning
Listed below are the regulations and legislation that are relevant to this policy.

Legislation

The following sections of the Children and Families Act 2014:

- Co-operating generally: governing body functions: Section 29
- Children with special educational needs but no EHC plan: Section 29
- Children with SEN in maintained nurseries and mainstream schools: Section 35
- Using best endeavours to secure special educational provision: Section 63
- SEN co-ordinators: Section 64
- Informing parents and young people: Section 65
- SEN information report: Section 65
- Duty to support pupils with medical conditions: Section 100

Equality Act 2010

Education Act 1996

Data Protection Act 1998

Regulations

The Special Educational Needs and Disability Regulations 2014

Government guidance about SEN:

https://www.gov.uk/government/publications/special-educational-needs-and-disabilities-send-reform-letters

https://www.gov.uk/government/publications/sen-and-disability-support-changes-information-for-young-people

https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings

https://www.gov.uk/government/publications/send-managing-changes-to-legislation-from-september-2014

Other government guidance

https://www.gov.uk/government/publications/preventing-and-tackling-bullying

http://www.justice.gov.uk/tribunals/send/appeals

https://www.gov.uk/government/publications/national-award-for-sen-co-ordination-learning-outcomes

https://www.gov.uk/government/publications/participation-of-young-people-education-employment-and-training

http://www.sendpathfinder.co.uk/infopacks/

http://www.preparingforadulthood.org.uk/what-we-do/supported-internships/access-to-work-fund

http://webarchive.nationalarchives.gov.uk/20130903171627/http:/www.education.gov.uk/schools/pupilsupport/inclusionandlearnersupport/onetoonetuition/a00199972/provision-mapping

http://www.equalityhumanrights.com/private-and-public-sector-guidance/education-providers/schools-guidance/key-concepts/reasonable-adjustments

http://webarchive.nationalarchives.gov.uk/+/dh.gov.uk/en/Publicationsandstatistics/Lettersandcirculars/LocalAuthorityCirculars/DH_101114

https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

https://www.gov.uk/government/publications/working-together-to-safeguard-children

https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2