



Blackboys C.E. School
School Lane
Blackboys
Uckfield
East Sussex
TN22 5LL

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Policy for Special Educational Needs and Disabilities

Be the Best You Can Be;
Living 'life in all its fullness' (John 10:10)

In our Church of England School, we take strength in collaboration yet celebrate uniqueness. As a school we may be small, but we encourage children to be the best they can be, so they are ready to make their mark on the world. We welcome the child yet embrace the whole family. We celebrate our rural environment yet aspire to look beyond our boundaries. We strive for knowledge and gratefully accept opportunities that come our way to enable us to live life in all its fullness. We all take a pride in our School as we follow in Jesus' example.

Perseverance, Fellowship, Courage, Respect, Understanding, Thankfulness

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Introduction

We believe that if our most vulnerable pupils feel safe and nurtured and are well supported and encouraged in their learning (as Jesus cared for his lambs and carried them upon his shoulder) then they will be enabled to “be the best they can be.” We feel that if our most vulnerable pupils are flourishing then our schools are flourishing.

This policy sets out Blackboys School’s approach to supporting children with special educational needs and disability (SEND). For more information about how we support children with SEND please also see our SEND Information Reports which are on our schools’ websites and updated annually.

There is information about the support that the Local Authority and other services provide in the East Sussex Local Offer for SEND. Parents/Carers can find this at:

<https://localoffer.eastsussex.gov.uk/send-information-and-services/east-sussex-local-offer-directory-of-services>

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

- Behaviour and Relationship Policy
- Equality Policy
- Anti-bullying Policy

These can all be found on the school website; www.blackboys.e-sussex.sch.uk If you can’t find the one you are looking for, we may be updating it. Please ask at the School Office; they will be pleased to help you.

1. Leadership and Management of SEND

The Special Educational Needs Co-ordinator (SENDCo)

The school’s SENDCo, Sophie Levey, has day-to-day responsibility for the operation of the SEND policy and co-ordination of specific provision made to support individual pupils with SEND, including those who have Education Health Care (EHC) Plans. The SENDCo provides professional guidance to colleagues and works closely with members of staff, parents and other professionals and agencies. The SENDCo is aware of the provision in the Local Offer and works with professionals providing a support role to families to ensure that our pupils with SEND receive appropriate support and high-quality teaching.

The Governing Body

The school’s Governing Body fulfils their statutory duty towards children with SEND or disabilities in accordance with the guidance set out in the SEND Code of Practice. In particular, the Governing Body ensure:

- Arrangements are in place in school to support pupils with medical conditions

- An SEN Information Report is published annually
- There is a qualified teacher designated as a SENDCo.
- In addition, our Governing Body work with the SENDCo and Headteacher in determining the strategic development of SEND policy and provision, including establishing a clear picture of the resources available.
- The Governing Body also ensure that the school meets 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

Our School Inclusion Governor is Mr Tim Murray.

2. The kinds of Special Educational Needs that are provided for in our School

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

- **Communication and interaction** – this includes children with speech language and communication needs (SLCN) and those with an Autism Spectrum Condition (ASC).
- **Cognition and learning** – this includes 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** – social, emotional and mental health difficulties may manifest themselves in many ways, including becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. Other children may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder
- **Sensory and/or physical needs** - this includes children with visual impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Children with any of these needs can be 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;

1. is significantly slower than that of their peers starting from the same baseline
2. fails to match or better the child's previous rate of progress
3. 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 SEN support, the class teacher, working with the SENDCo, will carry out a clear analysis of the pupil's needs, including looking at 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 SEN.

Equally, attainment in line with chronological age does not necessarily mean that there is no learning difficulty or disability.

Difficulties relating only to a child having English as an additional language do not mean that a child has SEND.

Persistent, disruptive or withdrawn behaviours do not necessarily mean that a child has SEN.

The school is alert to emerging difficulties and will respond early. For some children, SEN can be identified at an early age. However, for other children difficulties become evident only as they develop.

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

We may draw up a Pupil Passport with parents and children when a children is needing something extra to support progress within what is normally available in the classroom through Quality First teaching. This will help to make sure that all adults are aware of difficulties and strategies and resources that support individual children.

Where a pupil needs provision that is additional to or different from what is normally available to pupils, we will write a support plan called an Additional Needs Plan. This sets out specific, achievable targets and the support which will be put in place to make sure that the pupil reaches these. These plans are based on the cycle of assess, plan, do review. They are written collaboratively by teachers, parents and the pupil and reviewed termly.

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.

For some children with more significant needs we may make a more detailed plan, classed an ANP+. In these cases there would usually be the involvement of at least one additional agency, such as Occupational Therapy or the Speech and Language Therapy Service. An Additional Needs Plan + is usually produced for children who it is felt may require an EHC assessment in future. Many of these children are likely to be receiving support from other agencies.

Where, despite taking relevant and purposeful action to identify, assess and meet the SEN of the child, the child has not made expected progress, consideration will be given to requesting an Education, Health and Care (EHC) assessment.

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 EHC plan.

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

The school is 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 SEN support for their child, the school 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 the school website (information/policies):

5. Involving Children

The school is 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

The school will record evidence of pupil progress, with a focus on outcomes and a rigorous approach to the monitoring and evaluation of any SEND support provided.

The school 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 EHC Plan

EHC plans 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/young person 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 EHC Plan. 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 the school 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
- 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 EHC Plan reviews with social care reviews.

7. Transition

The great majority of children with SEND or disabilities, with the right support, can find work, be supported to live independently, and participate in their community.

The school encourages 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.

The school will agree with parents and pupils the information to be shared as part of this process. We support children/young people so that they are included in social groups and develop friendships. This is particularly important when children/young people 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 15 February in the calendar year of the transfer.

8. The Approach to Teaching Children with SEND

The school sets high expectations for all pupils whatever their prior attainment.

The school uses assessment to set targets which are deliberately ambitious.

The school delivers high quality teaching that is adapted, 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. The school does 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 SEND.

10. Training and Continuing Professional Development (CPD) for Members of Staff

The school regularly and carefully reviews 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 members of 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 SEND Provision

The school maintains an overview of any 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.

The school publishes annual SEND Information Reports on the school website.

12. Inclusion

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

13. Emotional and Social Development and Well-being

The school supports the emotional, mental and social development of children with SEN and disabilities by providing extra pastoral support arrangements for listening to their views and implementing measures to prevent bullying. We make provision for, and monitor, pupils' spiritual, moral, social and cultural development.

14. Involving Specialists

The school 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 SEN 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 SEN and effective support and interventions.

The school works 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.

The school works 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

The school has an amount identified within our individual school budgets, 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 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 EHC plan where the parent or young person is involved in securing that provision.

16. Data Protection

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

See the school's Data Protection and Information Security Policy for more information.

Contact

If you have any questions about this policy, please contact the school's SENDCo – Mrs S Levey or your child's Head teacher, Mr Sullivan.

Review

This policy was developed by East Sussex County Council and edited and amended by Sophie Levey.

This policy will be reviewed as it is deemed appropriate, but no less frequently than annually. The policy review will be undertaken by the Headteacher, Special Educational Needs Co-ordinator and the Inclusion and SEND Governor.