Avondale Primary School

SEND Policy

This policy was reviewed by: S Stowe
This policy was adopted by the Governing Body in October 2026
It will be reviewed October 2027

"For learning, smiling and remembering"

SEND AND INCLUSION POLICY

Avondale School's Policy for Special Educational Needs

Intent:

At Avondale School we are on our 'Avondale Adventure'. Whilst on this adventure, the following values will be instilled and promoted in our children: Respect, Resilience, Kindness, Do your Best, Learning and Make the Right Choice.

Avondale School is committed to providing an appropriate and high quality education to all the children living in our local area. We believe that all children, including those identified as having special educational needs or with a disability have a common entitlement to a broad and balanced academic and social curriculum, which is accessible to them, and to be fully included in all aspects of school life.

We believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe.

Avondale School is committed to inclusion. Part of the school's strategic planning for improvement is to develop cultures, policies and practices that include all learners. We aim to create a sense of community and belonging, and to offer new opportunities to learners who may have experienced previous difficulties.

This does not mean that we will treat all learners in the same way, but that we will respond to learners in ways which take account of their varied life experiences and needs.

We believe that educational inclusion is about equal opportunities for all learners, whatever their age, gender, ethnicity, impairment, attainment and background. We pay particular attention to the provision for and the achievement of different groups of learners:

- girls and boys, men and women
- learners who need support to learn English as an additional language (EAL)
- learners with special educational needs
- learners who are disabled
- those who are looked after or previously looked after by the local authority
- others such as those who are sick and those who are in families under stress
- any learners who are at risk of disaffection and exclusion

Policy

This policy describes the way we meet the need of children who experience barriers to their learning, which may relate to sensory or physical impairment, learning difficulties, mental health or emotional or social development, or may relate to factors in their environment, including the learning environment they experience in school.

We recognise that pupils learn at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our EYFS/Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

At Avondale School we aim to identify these needs as they arise and provide teaching and learning contexts which enable every child to achieve to his or her full potential.

Avondale School sees the inclusion of children identified as having special educational needs as an equal opportunities issue, and we will also aim to model inclusion in our staffing policies, relationships with parents/carers and the community. We are trying to move from a SEND approach that locates a problem with the child to looking at what adaptive strategies / provision we need to make for specific children.

Objectives

- Ensure that all legal requirements are carried out in accordance with Statements of Special Educational Needs, issued by the SEND Code of Practice 2014.
- Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through school.
- Ensure the views of children and their families are taken into account and that we have developed good working relationships with parents, carers and the community
- Ensure that the school offers a broad, balanced and differentiated curriculum which is accessible to pupils with SEND and promotes high standards of attainment and achievement.
- Ensure that the learning needs of pupils with SEND are identified and assessed as early as possible, and their progress is closely monitored.
- Ensure all teaching and non-teaching staff are involved in planning and meeting the needs of SEND pupils.
- Ensure that the school liaises with partners in education, health and social care and parents, to provide effective support when meeting the needs of pupils.

Arrangements for coordinating SEND provision

1. The SENDCo will liaise with each class teacher when needed to discuss additional needs, concerns and individual targets.
2. At other times, the SENDCo will be alerted to newly arising concerns through the cause for concern form.
3. Targets arising from SEND support meetings and reviews will be used to inform and support whole class approaches to inclusion, e.g. adaptive teaching strategies.
4. SEND support is primarily delivered by class teachers through adaptive teaching methods using BwD's High Quality Inclusive Teaching Framework. Additional support is provided by the SENDCo and by trained TA's throughout the school. This is funded from the school's annual budget.
5. Support staff, class teachers, SENDCo and outside agencies liaise and share developments in

order to inform reviews and forward planning.

Allocation of Resources to and amongst Pupils

Through the use of Provision Mapping and Pupil Progress Meetings, the SENDCo, SLT and Headteacher will allocate resources, adult support and finances to pupils depending on the identified areas of need. Ongoing updating of our provision will ensure that resources are regularly reviewed and are appropriate to meet individual needs. Where a child has an EHC, we shall work within the parameters of the banding level provided by the Local Authority in making appropriate provision. The Governors will ensure that support staff are employed to support a range of pupils and also specifically those with EHC funding. They also oversee expenditure on outside agencies and actively encourage the use of specialist teachers from the SEND support service. Time will be identified for staff to review pupil progress, discuss pupil curriculum needs and to transfer information between classes and phases. The Governors will ensure that monies are set aside to develop resources in curriculum areas. In addition, the governors will ensure that staff are kept fully up to date about SEND issues and undertake training. Children maybe at any point on the 'graduated response' – that is, the usual adapted curriculum, these children are identified as requiring SEND support.

Identification and Assessment Arrangements, Monitoring and Review Procedures

The school's system for regularly observing, assessing and recording the progress of **all** children is used to identify children who are not progressing satisfactorily and who may have additional needs.

- Baseline assessment results
- Progress measured against the expected outcomes for each year group
- National Curriculum descriptors for the end of a key stage
- Progress measured against levels outside of the child's Age Related Expectations using PIVATs or Cherry Garden
- Standardised screening and assessment tools
- Observations of behavioural, emotional and social development including mental health
- Assessments by a specialist service, such as educational psychology, identifying additional needs

The school's system includes reference to information provided by:

Speech and Language Therapists, BwD SEND Support Service, Educational Psycologists, School Nurse, Consultant Pediatricians, etc

Identification, Assessment, Record-Keeping and Reviews

SEND Support

Where it is determined that a pupil does have SEND, parents will be advised of this and the child will be added to the SEND register. The aim of formally identifying a pupil with SEND is to help school ensure that effective provision is put in place and in turn remove barriers to learning. The support provided consists of a four-part process: · Assess · Plan · Do · Review. This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle

enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and those carried out by the SEND Team. These assessments could include a diagnostic test such as the PIVATs profile, BPVS, Wellcomm, Yarc (York Assessment of Reading for Comprehension), Ravens cognitive abilities test, Sandwell Numeracy Test, Dyslexia screening test, Dyscalculia screening test, Visual perception, Memory skills, Motor skills etc.

The parents', pupil's views and where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved they may be contacted, if this is felt to be appropriate.

Plan

Planning will involve consultation between the teacher and SENDCo to agree the adjustments, interventions and support that are required; the impact on progress, development and or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All those working with the pupil, including support staff will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for working with the child on a day-to-day basis. They will retain responsibility even where the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants to plan and assess the impact of support and interventions and links with classroom teaching. Support with further assessment of the pupil's strengths and weaknesses, problem solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly - at least termly. The review process will evaluate the impact and quality of the support and interventions. Where possible it will also take account of the views of the pupil and their parents/carers. The class teacher, in conjunction with the SENDCo will revise the support and outcomes based on the pupil's progress and development making any necessary amendments going forward, in consultation with parents and the pupil.

Education, Health, Care Plan

For a child who is not making adequate progress, despite a period of support and in agreement with

the parents/carers, the school may request the Authority to make a statutory assessment in order to determine whether it is necessary to award a Education, Health, Care Plan (EHCP).
If a child is successful and awarded an EHCP there will be an Annual Review, to review the appropriateness of the provision and to recommend to the LA whether any changes need to be made, either to the EHCP or to the funding arrangements for the child.

The School's Arrangements for SEND In-Service Training

- Meeting additional needs and Inclusion issues are targeted each year through the school's long-term goals and the School Development Plan. In-Service training and individual professional development is arranged matched to these targets.
- In-house SEND training is provided through staff meetings by the SENDCo or by SEND support service, The Key or BwD Melearning.
- All staff have access to professional development opportunities and are able to apply for additional needs training where a need is identified either at an individual pupil or whole class level.
- Support staff are encouraged to extend their own professional development and the management team will ensure tailor-made training where this is appropriate during support staff training sessions.
- The SENDCo has successfully undertaken The National Award for SEND Co-ordination.

The use made of teachers and facilities from outside the school, including support services

The Educational Psychologist visits the school regularly (according to timetable), following discussion with the SENDCo as to the purpose of each visit.
The LA SEND support service provides specific information, share resources and provide training.

The SENDCo liaises frequently with a number of other outside agencies, for example:

1. School Nurse
2. Community Paediatrician
3. Speech Therapy
4. Physiotherapy
5. Occupational Therapy
6. SEND Support Services
7. Children's Services

Referrals and Assessments for pupils

We recognise that from time to time parents will raise concerns about their children's learning and/or their behaviour at home which has not been observed in school. We will raise concerns with parents which are observed in school and suggest next steps in how to support the child.

Where parents have concerns about their children at home we will listen and follow the steps below:

- Listen and understand what the parent is concerned about
- Have a conversation with the parent regarding what the concern is and whether this has been

observed in school

- If necessary, follow a period of 'watch and wait' for 10-12 weeks in order to build a picture of whether this is a concern (Recommended by the NHS - https://www.nhs.uk/conditions/attention-deficit-hyperactivity-disorder-adhd/diagnosis/)
- If a concern is raised after this period, we will hold a meeting with the class teacher, SENDCo and parent to discuss next steps and agree what to do moving forwards.
- School will not write letters to say we have concerns for a parent to take to other agencies. If we have concerns, we will discuss this after the allocated timeframe and approach the agencies directly using our referral processes.
- School will not be obliged to complete questionnaires for external parties to the NHS as the NHS paediatrician and SEND Support team are our links for advice and guidance.
- Parents/carers are informed if any outside agency is involved. Permission is always obtained in writing, prior to any referral being made.

Parents who wish to ask external companies for advice are welcome to do so, however school will only refer to the NHS in this instance, after the agreed process above.

Arrangements for partnership with parents/carers

- Staff and parents/carers will work together to support pupils identified as having additional needs.
- At review meetings with parents/carers we try to always make sure that the child's strengths as well as weaknesses are discussed. Where we make suggestions as to how parents/carers can help at home, these are specific and achievable and that all parents/carers go away from the meeting clear about the action to be taken and the way in which outcomes will be monitored and reviewed.
- Children's Pupil Passports will include targets to work towards at home, and parents/carers are invited to contribute their views to the review process.
- Ideas and materials for supporting learning at home will be discussed with parents/carers and distributed on request.
- Parents/carers' evenings provide regular opportunities to discuss concerns and progress. Parents/carers are able to make other appointments with the SENDCo on request.
- Regular communication between school and home will ensure that concerns are promptly acted on.

Links with other schools/Transfer arrangements

- Reception staff will meet with staff from partner nursery schools prior to pupils starting school. Concerns about particular needs will be brought to the attention of the SENDCo after this meeting. Where necessary the SENDCo will arrange a further meeting.
- Class teachers of children joining from other schools will receive information from the previous school; if there is an SEND issue the SENDCo will telephone to further discuss the child's needs if needed.
- In the summer term, children identified as SEND in Year 6 will be supported throught their transition. The SENDCo will liaise with the high school's SEND Team to ensure that all support

is in place to ensure a successful transition.
- Individual SEND files will be sent to the secondary schools in a timely manner.

Arrangements for providing access to learning and the curriculum (see also School Accessibility Plan)

- The school will ensure that all children have access to a balanced and broadly based curriculum, and that the National Curriculum's programmes of study are flexible enough to meet every child's needs. (No child will be excluded from any learning activity due to their impairment or learning difficulty, unless it is clearly of benefit to that individual and leads towards inclusion.)
- Learning opportunities will be absorbing, rewarding and effectively adapted and the teaching styles will be diverse.
- Schemes of work and policies for each area of the curriculum are in place and are adapted to include appropriate learning outcomes for all pupils.
- Adaptations and reasonable adjustments take a variety of forms within teacher planning. Learning intentions are always made explicit and then activities may be adapted, or planned separately as appropriate. Alternative methods of responding or recording may also be planned for where this is appropriate.
- Children with sensory or mobility impairments or a specific learning difficulty will access the curriculum through specialist resources such as IT where this is appropriate.
- The school will ensure that the hidden curriculum and extra curricular activities limit barriers and do not exclude any pupils.

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Access to Information (see also School Access Plan)

- All children requiring information in formats other than print will have this provided.
- We adapt printed materials so that children with literacy difficulties can access them, or ensure access by pairing children/extra adult support. We take a dyslexic friendly approach at Avondale School.
- We provide alternatives to paper and pencil recording where appropriate.

Admission arrangements

- There are two reception classes; pupils are allocated to each class by age and gender to ensure that there is parity between both classes. Children identified as having additional needs will also be matched to each class to ensure a balance of both provision and opportunity when moving upto Year 1. (Please see criteria for allocation of reception children into individual classes.)
- Prior to starting school, the SENDCo will attend meetings at nursery (or anyother setting), if invited, alongside parents/carers of children with an EHC pending, to discuss the provision that can be made to meet their identified needs.

Listening to disabled pupils and those identified with additional needs

- Avondale School encourages the inclusion of all children in the School Council and other consultation groups. We also have a whole school approach to PSHE throughout the school.
- We aim to include children in their target setting and encourage and support them to take an active part in their annual reviews, through preparation, and making the information and meeting itself accessible and unintimidating.
- The staff have on-going training opportunities on issues relating to communication and listening skills.

Working with disabled parents/carers

- Avondale recognises that there will be a number of disabled parents/carers of children within the school, and we work to try to ensure they are fully included in parents/carers' activities.

Disability equality and trips or out of school activities

- Avondale School tries to make all trips inclusive by planning in advance and using accessible places. We provide appropriate adult support for individual children as required.
- All children are welcome at our before school and afterschool activities delivered by Avondale School.

Safeguarding children with special educational needs (SEN) and disabilities

Avondale recognises that children with special educational needs and disabilities can face additional safeguarding challenges and may be more vulnerable to abuse. Staff must be particularly alert to signs of abuse and neglect in children with SEND, as they may:

- Have difficulty communicating what is happening to them, including communicating abuse or changes in their circumstances
- Display behaviour, mood changes or injuries that could be wrongly attributed to their SEND rather than recognised as potential indicators of abuse or neglect
- Be more vulnerable to peer-on-peer abuse, including bullying, physical abuse, sexual violence and sexual harassment
- Experience peer group isolation or social difficulties that increase their vulnerability
- Be disproportionately impacted by behaviours such as bullying without outwardly showing signs of distress
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Our approach to safeguarding children with SEND:

All staff at Avondale will:

- Never assume that indicators of possible abuse relate to the child's disability or SEND without thorough exploration
- Be vigilant in identifying any safeguarding concerns, recognising that communication barriers must not prevent appropriate action
- Ensure that any concerns about a child with SEND are reported and responded to in line with our child protection procedures, with no delay or different threshold applied

To address these additional challenges and vulnerabilities, Avondale provides:

- Extra pastoral support for children with SEND, including ELSA sessions, nurturing support, and 1:1 time with our Pupil Well-being Co-ordinator
- Regular monitoring and review of the wellbeing of children with SEND
- Close liaison with parents/carers and external agencies to ensure a comprehensive understanding of each child's needs and circumstances
- Training for all staff to recognise safeguarding indicators in children with SEND

This approach is in line with Keeping Children Safe in Education 2026, which emphasises that children with SEND require additional consideration in safeguarding procedures due to their increased vulnerability.

Use of reasonable force for children with SEN or disabilities

The decision on whether to use reasonable force to control or restrain a child is based on the professional judgement of the staff concerned and must always depend on individual circumstances. Reasonable force should only be used when immediately necessary to prevent a child from:

- Harming themselves or others
- Causing damage to property
- Committing a criminal offence

Additional considerations for children with SEN or disabilities:

When considering the use of reasonable force in response to incidents involving children with SEN, disabilities or medical conditions, staff must:

- Recognise the additional vulnerability of these children and consider risks particularly carefully
- Consider their duties under the Equality Act 2010, including:
    - Making reasonable adjustments to avoid the need for physical intervention wherever possible
    - Ensuring non-discrimination in their approach
    - Meeting their Public Sector Equality Duty
- Be aware that some children with SEN may not understand the consequences of their actions or may have limited ability to control their behaviour
- Consider whether the child's behaviour is a form of communication indicating an unmet need

Our proactive approach:

At Avondale, we prioritise positive behaviour support and prevention strategies to minimise the need for reasonable force. We achieve this by:

- Conducting thorough risk assessments for children identified as being at increased risk of requiring physical intervention
- Developing and implementing Individual Behaviour Plans and Positive Handling Plans in partnership with parents/carers, the child (where appropriate), and relevant professionals
- Regularly reviewing these plans (at least termly or following any incident) to ensure they remain appropriate and effective
- Ensuring Team Teach or CPI (Crisis Prevention Institute) trained staff are deployed strategically and called immediately when an incident occurs

- Maintaining sufficient numbers of trained staff, with regular refresher training to ensure competency
- Using de-escalation techniques and environmental adjustments as first-line responses
- Recording all incidents involving reasonable force and reviewing them to identify patterns and inform future planning

Partnership with parents and carers:

We work closely with parents and carers to:

- Agree positive behaviour support strategies before any physical intervention becomes necessary
- Share information about triggers, early warning signs, and effective de-escalation techniques
- Review incidents and adjust plans accordingly
- Ensure consistency of approach between home and school where possible

By planning positive and proactive behaviour support for our more vulnerable children, and agreeing strategies with parents and carers, we can reduce the occurrence of challenging behaviour and minimise the need to use reasonable force.

All use of reasonable force is recorded, reported to parents/carers, and reviewed in line with our Behaviour Policy and this SEND Policy.

Evaluating the success of the School's SEND Policy

- Every year, we analyse the data we have on the percentage of our pupils with very low attainment at the end of their key stage, compared to the percentage in similar schools. We also analyse data on behaviour: major behaviour incidents and exclusions.
- We ensure that interventions are effective and use pre and post assessment tasks to ensure that they have had positive impact upon outcomes. If interventions are not working these are then adapted or ceased or further advice is sought from outside agencies.

Dealing with complaints

- If a parent wishes to complain about the provision or the policy, they should, in the first instance, raise it with the SENDCo, who will try to resolve the situation.
- If the issue can not be resolved within 10 working days, the parent can submit a formal complaint to the Headteacher in writing or any other accessible format. The Headteacher will reply within 10 working days.
- Any issues that remain unresolved at this stage will be managed according to the school's *Complaints Policy*. This is available, on request, from the school office or by emailing office@avondale.blackburn.sch.uk