

Blanford Mere Nursery & Primary School



SEND Support Base Policy

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To be reviewed
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1. Aims and Objectives

Aims

Blanford Mere Primary School is committed to providing a fully inclusive education where every child is valued, respected and supported to achieve their full potential. The SEND Support Base forms an integral part of the school community and provides specialist provision for pupils whose needs cannot be fully met through mainstream classroom support alone.

The aims of the SEND Support Base are to:

- Provide high-quality specialist teaching and support for pupils with Special Educational Needs and Disabilities (SEND).
- Enable pupils to access a broad, balanced and ambitious curriculum.
- Promote independence, confidence and resilience.
- Remove barriers to learning through reasonable adjustments and personalised support.
- Ensure pupils participate fully in school life alongside their peers whenever appropriate.
- Work collaboratively with parents, carers, governors and external professionals.
- Prepare pupils for successful transitions throughout education and into adulthood.
- Promote positive wellbeing, emotional development and social inclusion.
- Ensure every pupil is safeguarded and supported to flourish academically, socially and emotionally.

Objectives

The Support Base will:

- Identify pupils' needs at the earliest opportunity.
- Deliver evidence-informed interventions matched to individual needs.
- Use the Assess–Plan–Do–Review cycle to monitor progress.
- Ensure all pupils have ambitious but realistic outcomes.
- Develop communication, independence and life skills.
- Provide appropriate therapeutic and sensory support.
- Maintain high expectations for every learner.
- Encourage pupil voice in all decisions affecting them.

- Strengthen partnerships with families.
 - Monitor and evaluate the effectiveness of provision.
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2. Vision and Values

Our Vision

At Blanford Mere Primary School we believe every child has the right to belong, participate and succeed.

“We go to the Hub to learn through play, exploration, connection and discovery.”

The SEND Support Base reflects the school's commitment to ensuring that children with additional needs experience success, develop confidence and become active members of both the school and wider community.

We believe that inclusion is not simply about placement but about meaningful participation, achievement and belonging.

Our Values

The Support Base is underpinned by the following principles:

Inclusion

Every pupil is welcomed, valued and respected regardless of need or disability.

High Expectations

We believe all pupils can make excellent progress when supported through high-quality teaching and specialist intervention.

Individuality

Every pupil is unique. Provision is personalised according to strengths, interests and identified needs.

Partnership

Successful outcomes are achieved through strong relationships between school, families, pupils and external agencies.

Independence

Our provision promotes increasing independence, self-regulation and confidence.

Wellbeing

Positive mental health, emotional wellbeing and safeguarding are central to all aspects of provision.

3. Legislation and Guidance

This policy has been developed in accordance with the following legislation and statutory guidance:

- Children and Families Act 2014
- Special Educational Needs and Disability Code of Practice: 0–25 years (2015)
- Equality Act 2010
- Special Educational Needs and Disability Regulations 2014
- Education Act 2011
- Education Act 2002
- Disability Discrimination provisions within the Equality Act
- Keeping Children Safe in Education (current edition)
- Working Together to Safeguard Children
- Supporting Pupils at School with Medical Conditions
- The National Curriculum in England
- Teachers' Standards
- Public Sector Equality Duty

The policy should also be read alongside guidance issued by Dudley Local Authority relating to SEND provision, Education, Health and Care Plans (EHCPs), inclusion and specialist resource base arrangements.

Statutory Duties

The Governing Body will ensure that:

- pupils with SEND receive appropriate educational provision;
- reasonable adjustments are made for disabled pupils;
- discrimination is prevented;
- the school publishes an annual SEND Information Report;
- accessibility planning is maintained;
- parents are fully involved in decision-making;
- pupils' views are actively sought;
- appropriate resources are allocated to support high-quality provision.

Principles of the SEND Code of Practice

The school's Support Base operates in accordance with the four broad areas of need:

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

Provision is delivered through the graduated approach of **Assess – Plan – Do – Review**, ensuring that support is regularly reviewed and adapted in response to pupil progress.

The Support Base also recognises that many pupils have needs spanning more than one area, requiring flexible, multidisciplinary approaches to assessment and intervention.

Inclusion and Equal Opportunities

Blanford Mere Primary School is committed to ensuring that all pupils, regardless of their special educational needs or disabilities, have equal opportunities to achieve, participate and thrive within an inclusive school community.

The SEND Support Base is an integral part of the school's inclusive ethos. Pupils are valued as individuals and are encouraged to participate in the full life of the school wherever appropriate. Placement within the Support Base does not limit access to mainstream learning, enrichment activities, educational visits, clubs or wider school experiences.

The school will:

- Promote equality of opportunity for all pupils.
- Eliminate discrimination, harassment and victimisation.
- Foster positive relationships and respect for diversity.
- Make reasonable adjustments to ensure disabled pupils are not disadvantaged.
- Remove barriers to learning through personalised provision.
- Ensure curriculum access through appropriate adaptations and assistive technology where required.
- Promote pupil voice and encourage pupils to contribute to decisions affecting their education.

- Work in partnership with parents and carers to secure the best possible outcomes.

The school recognises its duties under the Equality Act 2010 and the Public Sector Equality Duty. Decisions relating to admission, curriculum access, behaviour, attendance and participation will never discriminate unlawfully against pupils with SEND or disabilities.

The SEND Support Base promotes a culture in which differences are understood, respected and celebrated. Staff actively encourage pupils to develop empathy, kindness and understanding towards others.

4. Definitions

Special Educational Needs (SEN)

A child or young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A pupil has a learning difficulty or disability if they:

- have a significantly greater difficulty in learning than the majority of others of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally provided for pupils of the same age in mainstream schools.

Special Educational Provision

Special educational provision is educational or training provision that is additional to, or different from, that made generally for other pupils of the same age in mainstream schools.

Disability

Under the Equality Act 2010, a person has a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.

Education, Health and Care Plan (EHCP)

An Education, Health and Care Plan is a statutory document issued by the Local Authority that sets out a child's education, health and social care needs together with the provision required to meet those needs.

Many pupils attending the SEND Support Base will have an EHCP, although some pupils may access specialist provision while statutory assessment is underway or through agreed local authority arrangements.

SEND Support

SEND Support is the graduated approach to identifying, assessing and meeting the needs of pupils requiring provision additional to or different from that available through quality-first teaching.

5. Roles and Responsibilities

Governing Body

The Governing Body has strategic responsibility for ensuring that the school meets its statutory duties relating to SEND.

Governors will:

- ensure appropriate provision is made for pupils with SEND;
 - appoint a governor with responsibility for SEND;
 - monitor the effectiveness of SEND provision;
 - ensure sufficient resources are allocated;
 - review SEND policies annually;
 - ensure compliance with relevant legislation;
 - receive regular reports on outcomes and provision.
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Headteacher

The Headteacher has overall responsibility for the strategic leadership of SEND across the school.

The Headteacher will:

- promote an inclusive culture;
 - ensure high-quality teaching for all pupils;
 - oversee staffing and deployment within the Support Base;
 - ensure safeguarding arrangements are effective;
 - monitor the quality of provision;
 - work alongside governors and the SENDCo to improve outcomes;
 - manage financial resources allocated for SEND.
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SENDCo

The SENDCo has day-to-day responsibility for coordinating SEND provision throughout the school and Support Base.

Responsibilities include:

- responsible for monitoring and evidencing the delivery of Section F provision and ensuring compliance with each pupil's EHCP;
 - identifying pupils requiring additional support;
 - overseeing the graduated approach;
 - coordinating annual reviews;
 - maintaining accurate SEND records;
 - liaising with parents and carers;
 - supporting staff with assessment and planning;
 - coordinating referrals to external agencies;
 - monitoring pupil progress;
 - contributing to staff training;
 - ensuring statutory responsibilities are fulfilled.
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SEND Support Base Lead SENDCo)

The Support Base Lead provides operational leadership for the specialist provision.

Responsibilities include:

- planning personalised learning programmes;
 - supporting successful inclusion into mainstream lessons;
 - overseeing intervention programmes;
 - monitoring EHCP provision;
 - coordinating transition arrangements;
 - supervising support staff;
 - contributing to annual reviews;
 - maintaining high standards of teaching and learning.
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Class Teachers

Teachers remain responsible and accountable for the progress and attainment of every pupil in their class, including those accessing the Support Base.

Teachers will:

- deliver high-quality adaptive teaching;
 - implement agreed strategies;
 - contribute to Assess–Plan–Do–Review cycles;
 - monitor progress;
 - work collaboratively with the SENDCo and Support Base staff;
 - maintain regular communication with parents.
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Teaching Assistants

Teaching Assistants play an important role in supporting learning and independence.

They will:

- deliver agreed interventions;
 - promote pupil independence;
 - provide feedback to teachers;
 - maintain accurate records where appropriate;
 - support communication and emotional regulation;
 - contribute to reviews of progress.
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Parents and Carers

Parents and carers are recognised as essential partners.

They are encouraged to:

- share information about their child's strengths and needs;
 - attend meetings and reviews;
 - support agreed targets at home;
 - communicate concerns promptly;
 - celebrate progress and achievements.
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Pupils

Pupils are encouraged to participate fully in decisions about their education.

Where appropriate, pupils will:

- contribute to target setting;
- express their views and preferences;
- attend review meetings;
- develop self-advocacy skills;
- take increasing responsibility for their own learning.

External Professionals

The school works closely with a range of professionals, including educational psychologists, speech and language therapists, occupational therapists, physiotherapists, specialist teachers, school nursing services, CAMHS practitioners, social care professionals and Local Authority SEND officers.

Recommendations from external professionals are incorporated into planning, provision and review processes to ensure pupils receive coordinated and effective support.

. SEND Information Report

The SEND Information Report should be read alongside this policy and is reviewed annually. It explains how Blanford Mere Primary School identifies, assesses and supports pupils with SEND, and how parents and carers can access further information.

6. Identification of SEND

The school uses a range of information to identify pupils who may have Special Educational Needs or Disabilities, including:

- Baseline assessments on entry.
- Teacher observations and ongoing formative assessment.
- Progress and attainment data.
- Information from parents and carers.
- Advice from previous educational settings.
- Reports from health and external professionals.
- Screening and diagnostic assessments where appropriate.

Early identification is essential to ensure pupils receive timely and effective support.

Assessing Need

Assessment is an ongoing process and includes:

- Classroom observations.
- Analysis of attainment and progress.
- Discussions with parents and pupils.
- Specialist assessments.
- Review of previous interventions.
- Consideration of the four broad areas of need identified within the SEND Code of Practice:
 - Communication and Interaction
 - Cognition and Learning
 - Social, Emotional and Mental Health
 - Sensory and/or Physical Needs

Consulting Parents

Parents and carers are fully involved throughout the assessment, planning and review process.

The school will:

- Meet regularly with parents.
- Share assessment information.
- Discuss progress and next steps.
- Provide opportunities for parents to contribute to decision-making.
- Encourage regular home-school communication.

Involving Pupils

Pupils are encouraged to contribute to decisions about their education in ways appropriate to their age and understanding.

This may include:

- discussing their strengths;
- identifying areas where they need support;
- contributing to targets;
- attending review meetings where appropriate;

- sharing their views about school.

Reviewing Progress

Progress is monitored through:

- daily assessment;
- half-termly pupil progress meetings;
- intervention reviews;
- SEND reviews;
- annual EHCP reviews where applicable.

Provision is adjusted according to progress and changing needs.

7. Our Approach to SEND Support

The SEND Support Base provides specialist provision for pupils whose needs require a highly personalised approach while maintaining opportunities for inclusion within mainstream education wherever appropriate.

Provision is based upon the principles of:

- high aspirations;
- early intervention;
- evidence-informed practice;
- partnership with families;
- personalised learning;
- continuous review.

The Graduated Approach

Support follows the Assess–Plan–Do–Review cycle.

Assess

Assessment draws upon:

- teacher assessment;
- parental views;
- pupil voice;
- specialist assessments;
- observations;
- progress data;
- behaviour and wellbeing information.

Strengths as well as needs are identified.

Plan

A personalised support plan is developed which includes:

- agreed outcomes;
- provision to be delivered;
- adaptations to teaching;
- intervention programmes;
- responsibilities of staff;
- review arrangements.

Parents and pupils are involved throughout this process.

Do

Provision may include:

- specialist teaching;
- small-group work;
- individual interventions;
- communication support;
- sensory regulation strategies;
- emotional wellbeing support;
- assistive technology;
- adapted resources;
- environmental adjustments.

Teachers remain responsible for pupils' learning, even where support is delivered by specialist staff.

Review

Progress is reviewed regularly through:

- teacher assessment;
- intervention records;
- observations;
- pupil voice;
- parent feedback;
- achievement of agreed outcomes.

Support is adapted where necessary to ensure continuous progress.

Quality First Teaching

High-quality teaching remains the first response to meeting pupils' needs.

Teachers will:

- adapt learning objectives;
 - differentiate appropriately;
 - use visual supports;
 - scaffold learning;
 - provide structured routines;
 - reduce unnecessary cognitive load;
 - use effective questioning;
 - monitor understanding throughout lessons.
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8. Specialist Support within the Base

Delivering Section F Provision

The SEND Support Base is responsible for ensuring that the special educational provision specified in Section F of each pupil's Education, Health and Care Plan (EHCP) is delivered in full. Section F is legally enforceable and details the educational provision required to meet the pupil's identified special educational needs.

The SENDCo, Support Base Lead and class teachers will ensure that:

- all provision specified in Section F is implemented consistently and without delay;
- provision is clearly mapped against each pupil's EHCP outcomes;
- staffing, interventions, specialist programmes and resources are planned to meet the requirements outlined in the EHCP;
- provision is delivered by appropriately trained staff, with support from external professionals where required;
- reasonable adjustments are made to enable pupils to access learning and participate fully in school life;

- records are maintained to demonstrate how Section F provision has been delivered and reviewed.

Provision may include, but is not limited to:

- specialist teaching;
- communication and interaction programmes;
- speech and language therapy programmes delivered under educational provision;
- occupational therapy or physiotherapy programmes delivered within school where identified as educational provision;
- sensory regulation strategies;
- personalised interventions;
- environmental adaptations;
- support for emotional regulation and social communication;
- preparation for transitions.

The implementation of Section F provision is monitored through:

- daily classroom practice;
- provision maps and intervention records;
- pupil progress meetings;
- termly reviews;
- annual EHCP reviews;
- monitoring by the SENDCo and Senior Leadership Team.

Where recommendations from external professionals result in amendments to educational provision, these will be incorporated into planning as soon as practicable, in consultation with parents, carers and the Local Authority where appropriate.

The school recognises that the provision detailed in Section F is a statutory entitlement and is committed to ensuring that it is delivered with fidelity, reviewed regularly and evaluated for its impact on pupil progress, independence, wellbeing and achievement.

Depending upon individual need, pupils may receive support in areas including:

Communication and Language

- Speech and language programmes.

- Visual communication systems.
- Social communication groups.
- Vocabulary development.
- Language enrichment activities.

Cognition and Learning

- Precision teaching.
- Structured literacy programmes.
- Mathematics intervention.
- Memory strategies.
- Executive functioning support.

Social, Emotional and Mental Health

Provision may include:

- emotional regulation strategies;
- restorative approaches;
- nurture provision;
- anxiety management;
- social skills groups;
- mentoring.

Sensory and Physical Needs

Support may include:

- sensory circuits;
- movement breaks;
- occupational therapy programmes;
- adapted equipment;
- physiotherapy programmes (where advised);
- accessible learning environments.

Education, Health and Care Plans

Many pupils accessing the Support Base will have an EHCP.

The school will:

- deliver provision specified within the EHCP;

- monitor progress against outcomes;
 - hold annual review meetings;
 - work closely with the Local Authority and external agencies;
 - update provision where needs change.
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Partnership with Families

Parents are central to successful SEND provision.

The school will:

- maintain open communication;
 - involve parents in planning;
 - provide practical advice for supporting learning at home;
 - celebrate achievements;
 - seek feedback to improve provision.
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9. Working with Other Professionals

The school works collaboratively with external agencies to ensure coordinated support.

This may include:

- Educational Psychology;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing;
- Paediatric Services;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist Advisory Teachers;
- Social Care;
- Early Help Services.

Recommendations from professionals are incorporated into personalised provision plans.

Inclusion in Mainstream Learning

Where appropriate, pupils access mainstream lessons, assemblies, educational visits, clubs, performances and enrichment activities.

The level of inclusion is based upon individual needs and reviewed regularly with parents and professionals.

Preparing for Adulthood

Although pupils are in primary education, the Support Base promotes early development of independence through:

- communication skills;
- personal organisation;
- self-care;
- decision-making;
- resilience;
- problem-solving;
- community participation.

These skills provide a strong foundation for successful transition to secondary education and later adult life.

Transition Arrangements

Transitions are carefully planned to minimise anxiety.

This includes:

- transition visits;
- social stories;
- visual timetables;
- meetings with parents;
- information sharing between schools;
- enhanced transition programmes where appropriate.

Additional support is provided for pupils moving into the Support Base, between year groups and on transfer to secondary education.

10. Expertise and Training of Staff

Blanford Mere Primary School recognises that the quality of SEND provision depends upon a skilled, knowledgeable and reflective workforce. The school is committed to ensuring that all staff receive appropriate training to meet the diverse needs of pupils accessing the SEND Support Base.

Staff Development

Professional development is planned annually and is informed by:

- pupil needs;
- school improvement priorities;
- local authority guidance;
- statutory requirements;
- recommendations from external professionals.

Training may include:

- SEND Code of Practice;
- adaptive teaching strategies;
- autism education;
- speech, language and communication needs;
- social, emotional and mental health needs;
- attachment and trauma-informed practice;
- sensory processing;
- positive behaviour support;
- communication systems, including visual supports;
- medical needs and intimate care;
- safeguarding;
- moving and handling (where appropriate).

Induction

All new staff working within the SEND Support Base receive an induction programme covering:

- safeguarding procedures;
- the school's SEND systems;
- EHCP implementation;
- communication strategies;

- behaviour support approaches;
- health and safety procedures;
- emergency evacuation arrangements.

Performance Management

Staff performance management includes consideration of:

- quality of teaching;
- pupil progress;
- implementation of EHCP provision;
- contribution to inclusive practice;
- engagement in professional development.

The SENDCo and Headteacher monitor the impact of training to ensure it improves outcomes for pupils.

11. Links with External Professional Agencies

The school works collaboratively with a wide range of professionals to provide coordinated support for pupils and families.

External agencies may include:

- Educational Psychology Service;
- Speech and Language Therapy;
- Occupational Therapy;
- Physiotherapy;
- School Nursing Service;
- Community Paediatricians;
- Child and Adolescent Mental Health Services (CAMHS);
- Specialist Advisory Teachers;
- Vision and Hearing Support Services;
- Social Care;
- Early Help Services;
- Family Support Services;
- Local Authority SEND Team.

Where appropriate, professionals contribute to:

- assessments;
- intervention planning;
- annual reviews;
- staff training;
- transition planning;
- risk assessments;
- multi-agency meetings.

Parents are consulted before referrals are made unless safeguarding procedures require otherwise.

Recommendations from professionals are incorporated into personalised provision plans and reviewed regularly.

12. Admission and Accessibility Arrangements

Admissions

Admissions to the SEND Support Base are made in accordance with the school's Admissions Policy and Local Authority procedures.

Where the Support Base is designated for pupils with Education, Health and Care Plans, placements are agreed through the Local Authority following consultation with the school.

Admission decisions consider:

- the pupil's identified needs;
- compatibility with the provision available;
- health and safety;
- efficient education of other pupils;
- available places within the Support Base.

Every effort is made to ensure pupils experience a successful transition into school.

Accessibility

The school is committed to improving accessibility for disabled pupils.

This includes:

- accessible classrooms where reasonably practicable;
- differentiated curriculum materials;

- assistive technology where appropriate;
- visual supports;
- reasonable adjustments;
- adapted educational visits;
- inclusive extracurricular activities.

The Accessibility Plan identifies longer-term priorities for improving access to:

- the curriculum;
 - the physical environment;
 - information for pupils and families.
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13. Complaints about SEND Provision

The school aims to resolve concerns quickly through open communication and partnership working.

Parents who have concerns are encouraged to discuss these initially with:

1. the class teacher;
2. the SEND Support Base Lead;
3. the SENDCo;
4. the Headteacher.

Where concerns remain unresolved, parents may use the school's formal Complaints Policy.

If appropriate, parents may also seek advice from:

- Dudley SEND Information, Advice and Support Service (SENDIASS);
- the Local Authority;
- mediation services;
- the First-tier Tribunal (Special Educational Needs and Disability) where statutory rights apply.

The school welcomes feedback and uses complaints as opportunities to improve provision.

14. Monitoring and Evaluation Arrangements

The effectiveness of the SEND Support Base is monitored continuously.

Evidence includes:

- pupil progress data;
- achievement of EHCP outcomes;
- attendance;
- behaviour and wellbeing information;
- pupil voice;
- parent feedback;
- staff evaluations;
- lesson observations;
- learning walks;
- provision mapping;
- intervention evaluations;
- governor monitoring visits.

The SENDCo prepares regular reports for the Senior Leadership Team and Governing Body.

The policy will be reviewed annually, or sooner where changes in legislation or local arrangements require revision.

15. Links with Other Policies and Documents

This policy should be read alongside the following school policies and statutory documents:

- SEND Information Report;
- Accessibility Plan;
- Equality Information and Objectives;
- Admissions Policy;
- Behaviour Policy;
- Safeguarding and Child Protection Policy;
- Attendance Policy;
- Supporting Pupils with Medical Conditions Policy;

- Intimate Care Policy;
 - Teaching and Learning Policy;
 - Assessment Policy;
 - Curriculum Policy;
 - Complaints Policy;
 - Data Protection Policy;
 - Health and Safety Policy;
 - Educational Visits Policy;
 - Staff Code of Conduct.
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Appendix A – Graduated Approach

Assess

- Identify strengths and needs.
- Gather assessment information.
- Consult parents and pupils.

Plan

- Agree outcomes.
- Identify strategies.
- Allocate responsibilities.
- Set review date.

Do

- Deliver agreed provision.
- Monitor implementation.
- Record evidence.

Review

- Evaluate progress.
- Discuss with parents and pupils.
- Amend provision where required.

Appendix B – Annual Review Cycle

1. Gather reports from staff and professionals.
2. Seek parent and pupil views.
3. Hold annual review meeting.
4. Agree recommendations.
5. Submit documentation to the Local Authority within statutory timescales.
6. Implement agreed amendments.

Appendix C – Provision Mapping

Monitoring Section F Provision

The SENDCo and SEND Support Base Lead will monitor the delivery of Section F provision through:

- classroom observations;
- provision mapping reviews;
- intervention records;
- pupil progress meetings;
- learning walks;
- staff discussions;
- pupil voice;
- parent feedback;
- annual EHCP reviews.

Provision may include:

- adaptive classroom teaching;
- precision teaching;
- structured literacy interventions;
- maths interventions;
- speech and language programmes;
- occupational therapy programmes;
- sensory regulation;
- emotional wellbeing support;
- social skills groups;
- communication interventions;
- assistive technology;
- independence programmes.

Provision is reviewed termly to ensure it remains effective and responsive to pupils' needs.

Appendix D – Governor Monitoring Checklist

Governors should monitor:

- pupil outcomes;
- quality of teaching;
- implementation of EHCP provision;
- staff training;

- parental engagement;
 - use of SEND funding;
 - compliance with statutory duties;
 - accessibility improvements;
 - safeguarding arrangements;
 - effectiveness of external agency involved.
-