



Special Educational Needs and Disabilities Policy 2026-27

St Matthew's Church of England Primary School and Brunel Nursery School is a federation. This is where two or more schools are governed collectively under a single governing body. This federation also shares the same head teacher, deputy head teacher, Special Educational Needs and Disabilities coordinator, foundation stage leader and school and family wellbeing lead.

St Matthew's Church of England Primary School Mission Statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. As a Christian school, we endeavour to develop the spiritual and moral values of all members of the St. Matthew's family, and a meaningful and loving relationship with God. We want our children to be cheerful and independent individuals who reach their potential and are proud of their achievements. We hope to develop confident, caring citizens who are well prepared to enjoy happy and rewarding lives.

Our motto: Live, Love, Learn

Brunel Nursery School Mission Statement

We aim to provide a positive learning experience in a safe and respectful environment. We strive to teach an inspiring and inclusive curriculum that promotes a love of learning. We want our children to be cheerful and independent individuals, who reach their potential and are proud of their achievements.

Our motto: Learning Together.

Policy Reviewed	
Date: September 2026	By Whom: Governors of the Achievement Committee
Date for next review: September 2027	

SECTION 1

Definitions

The Special Educational Needs and Disability Code of Practice: 0 to 25 years states that 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 child of compulsory school age or a young person has a learning difficulty or disability if they:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school recognises that a child may have special educational needs with or without a disability and that a disability may give rise to duties under the Equality Act 2010.

Beliefs and Values

St Matthew's Church of England Primary with Brunel Nursery School's vision states that we aim to enable every child to 'reach their full potential'. We believe that every teacher is a teacher of every child including those with SEND. We are committed to this by offering an inclusive education to ensure the best possible progress for all our pupils whatever their needs or abilities. We aim to provide access to a broad and balanced curriculum, but also offer small group support, individual strategies or help where children have specific needs. All children will be valued, and we aim for them to experience success and achievement – thus increasing their confidence and self-esteem.

Roles and Responsibilities

Mr J Rogers (Headteacher), has responsibility for the day-to-day management of Special Educational Needs and Disability (SEND) and has overall responsibility for the management of medication in school.

Mr W Ulhaq (Special Educational Needs and Disabilities Coordinator), in collaboration with the headteacher and the governing body plays a key role in determining the strategic development of the Special Educational Needs and Disabilities policy and the provision in school in order to raise the achievement of children with SEND and is also the Designated Safeguarding Lead (DSL).

Mrs K Adnitt is the named governor for SEND, but the Governing Body as a whole is responsible for making provision for pupils with SEND. The Governing Body's Annual Report will report on the implementation of the policy and the effectiveness of the provision made.

Mrs Martin (Deputy Headteacher) has responsibility for managing *Pupil Premium Grant* and *Looked After Children* funding.

The Special Educational Needs and Disabilities Coordinator (SENDCo) is working towards attaining the NPQ for SENDCo qualification and is a member of the Senior Leadership Team. The SENDCo is also the designated person for Safeguarding. The role also includes:

- Overseeing the day-to day operation of the school's SEND policy
- Co-ordinating provision for children with SEND
- Liaising with and advising fellow teachers
- Managing support assistants
- Overseeing the records of children with SEND
- Liaising with parents/carers of children with SEND
- Contributing to the professional development of all staff
- Liaising with external agencies

The class teacher remains responsible for the progress, teaching and inclusion of pupils with SEND, including where support is delivered by a teaching or learning assistant or other adult. Teaching and Learning Assistants work under the direction of the class teacher, often with input from the SENDCo. They may support individual children (mostly those with and Education, Health and Care Plans) or other groups of children when directed by the class teacher.

The monitoring criteria include:

- Analysis of pupil tracking data and test results for individual pupils and cohorts
- How well identification and assessment procedures have ascertained pupils' needs and contributed to future success
- Ascertaining parents/carers views on how effective they believe provision to have been
- Evidence from Ofsted inspection reports
- School development plan

SECTION 2

Admission Arrangements

All admissions to St Matthew's Church of England Primary and Brunel Nursery School are based upon their Admissions Policies. There is no differentiation made between pupils with or without SEND. Parents/carers seeking the admission of a pupil with mobility difficulties are advised to approach the school in advance so that discussion and planning can take place. Please see Accessibility Plan for further information.

Facilities

The school has no specialist unit attached however, the school has a disabled toilet and shower complete with a changing bed and hoist. Brunel Nursery School has a changing bed and hoist. Other specialist equipment is loaned by the Special Educational Needs and Disability Support Service (SEND SS) or Occupational Health Service. Again, see Accessibility Plan for further information.

Objectives

The specific objectives of our Special Educational Needs and Disabilities policy are as follows:

- To operate a 'whole pupil' and 'whole school' approach to SEND
- To identify pupils with SEND as early as possible
- To provide appropriate support and interventions to meet each pupil's individual needs
- To ensure that pupils with SEND have equal access to education and opportunities
- To promote the inclusion, participation, and independence of pupils with SEND
- To work in partnership with parents/carers, pupils, teachers, and relevant external professionals
- To ensure that teaching and learning are adapted to accommodate different needs and abilities
- To monitor pupils' progress and review the effectiveness of SEND support regularly
- To ensure that staff receive appropriate training and guidance to support pupils with SEND
- To comply with relevant SEND legislation, guidance, and the school's legal responsibilities
- To promote the wellbeing, confidence, dignity, and positive self-esteem of pupils with SEND
- To ensure that children are involved and informed in decisions about their education

SECTION 3

Identification, Assessment and Monitoring of Special Educational Needs and Disabilities

The school is committed to early identification of special educational needs and follows the graduated approach of Assess, Plan, Do, Review in accordance with the SEND Code of Practice: 0 to 25 years (2015), as amended. A range of evidence is collected through the usual assessment and monitoring arrangements. If this suggests that the pupil is not making the expected progress the class teacher will then consult with the SENDCo, who then may carry out individual assessments in order to decide whether additional and/or different provision is necessary. The purpose of this identification is to work out what action the needs to take – not to fit a pupil into a category.

For Brunel Nursery pupils, those with identified SEND and/or working between 16 to 26 months in one or more prime areas of the Early Years, advice will be sought from an Early Years Advisory Teacher. If found to have additional needs a Child and Family (CAF) may be opened to support the developmental needs of the child. Nursery can decide if the child meets criteria for SEN inclusion funding (SENIF).

St Matthew's C of E Primary also considers other factors that impact on progress and attainment for all pupils with or without SEND. For example, attendance and punctuality, health and welfare, being in receipt of Pupil Premium, English as an Additional Language, or being a Looked after Child. The headteacher and school wellbeing mentor liaise closely on the attendance of all pupils.

Performance Indicators for Valued Assessment and Targeted Learning (PIVATs) are used to assess some SEND pupils. When such pupils are identified as needing this type of assessment they are assessed in each term (three times per year).

SECTION 4

Special Educational Needs Graduated Response: Assess, Plan, Do, Review Cycle

Assess: The school will use information from the pupil, parents/carers, teachers, assessment data and, where appropriate, external professionals to identify barriers to learning and determine the pupil's strengths and needs.

Plan: Outcomes will be agreed and appropriate provision, interventions and reasonable adjustments identified. Parents/carers and pupils will be involved in planning wherever appropriate.

Do: The agreed provision will be implemented by the class teacher and/or appropriately trained staff, with the class teacher retaining responsibility for the pupil's learning and progress.

Review: The impact of provision will be reviewed using evidence of progress and the views of the pupil and parents/carers. Provision will then be continued, adapted, increased or reduced as appropriate.

The triggers for intervention through the Assess, Plan, Do, Review cycle could be the teacher's or others' concern, underpinned by evidence, about a child, who despite receiving high-quality, adaptive teaching and appropriately targeted support:

- Makes little or no progress even when teaching approaches are targeted particularly in a child's identified area of weakness
- Shows signs of difficulty in developing literacy or mathematics skills which result in poor attainment in some curriculum areas
- Has persistent emotional or behavioural difficulties which are not improved by the behaviour management techniques usually employed in the school

- Has sensory or physical problems, and continues to make little or no progress despite the provision of specialist equipment
- Has communication and/or interaction difficulties and continues to make little or no progress despite the provision of an adaptive/differentiated curriculum.

Provision/action that is additional to or different from that available to all will be recorded in SEND Pupil Profiles and an Assess, Plan, Do, Review document. This will be written by teachers in consultation with the SENDCo, support staff and, if appropriate, pupils and/or parents. It will be agreed by parents/carers and will be reviewed at least half termly.

This provision may include providing different learning materials, programmes of work or special equipment; introducing group or individual support with the SENDCo or Teaching and Learning Assistants or increased pastoral support. School also uses the Local Authority Graduated Response document to inform target setting and guide the APDR (Assess, Plan, Do, Review) cycle.

If, despite receiving an individualised programme and/or concentrated support as above, the pupil:

- Continues to make little or no progress in specific areas over a long period
- Continues to attain significantly below age-related expectations or makes insufficient progress despite appropriately targeted and evidence-informed support.
- Continues to have difficulty in developing literacy and mathematics skills
- Has emotional or behavioural difficulties which substantially and regularly interfere with the child's own learning or that of the class group, despite having an individualised behaviour management programme
- Has sensory or physical needs, and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties that impede the development of social relationships and cause substantial barriers to learning;

external services will be called upon to offer assessment, advice and strategies. The input from external services will help to inform planning for the needs of the pupil e.g. providing fresh targets and strategies and help in the measurement of a pupil's progress. Pupils and parents will be fully involved and kept informed about the involvement of external agencies and proposed interventions.

The school accesses a range of external services in order to support our pupils with SEND:

Local Authority Educational Psychologist
 Early Years Educational Psychologist
 Health Visitors
 Portage
 CAMHS (Child and Adolescent Mental Health Service)
 Mental Health Support Team (MHST)
 Child/Clinical Psychology Service
 Occupational Therapy Service
 Physiotherapy Service
 Speech and Language Therapy
 Paediatric Services
 Medical Services
 Social Care Services
 School Nurse
 Educational Welfare Officers
 St Thomas's Pupil Referral Unit

The Heights Nurture Provision
Special Educational Needs and Disability Support Service (SEND SS)

(See Special Educational Needs and Disability Information Report on Blackburn with Darwen Website and Local Offer Website for further information <https://blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>)

Success Criteria

St Matthew's Church of England Primary and Brunel Nursery School monitor SEND provision so that we can ensure that we are meeting the needs of our SEND pupils in the most effective way possible using the resources available. The Governors will oversee this process and will report annually to parents.

When considering how successful our policy is, we will consider:

- Movement of pupils on/off the SEND register.
- The identification and assessment of SEND i.e. early identification PIVATs/Baseline results.
- Pupil success in the National Curriculum and achieving targets. Comparative data from annual standardised tests in KS2.
- Resource allocation.
- Parental views and opinions expressed at Parents Evenings, reviews and informal discussions.
- Effectiveness of documentation, for example, Pupil Profile documents and the review of the APDR cycle.

Statutory Assessment

Where, despite the implementation of appropriate and evidence-informed SEND support, a pupil continues to have significant difficulties in accessing learning and there is evidence that they may require provision beyond that ordinarily available through the school's resources, the school may, in consultation with the pupil and parents/carers, request an Education, Health and Care Plan (EHCP) needs assessment from the Local Authority. Parents/carers and young people also have the right to request an EHCP needs assessment directly. The Local Authority will consider the request in accordance with the statutory requirements. There may be consideration of a Child and Family Assessment (CAF) to help coordinate services for a submission to the EHCP panel. The voice of parents and pupil is also submitted to the EHCP panel. The Local Authority then considers the needs of the child and if their criteria are met, then an EHC plan is issued which sets down the provision to be made for the pupil. For pupils with an EHC plan, the school will monitor and deliver the provision specified in the plan and will contribute to the statutory annual review process. The school will provide appropriate evidence and information to the Local Authority and involve the pupil and parents/carers in the review.

Transfer

St Matthew's Church of England Primary School has good working relationships with its local secondary Schools and the SENDCo liaises with the SENDCo's of these schools in the months prior to transfer from KS2 to KS3 to ensure that the receiving schools are fully informed about the specific needs of our pupils. For pupils with EHC plans, transition planning will begin sufficiently early to support effective preparation for transfer to secondary education, in accordance with statutory requirements and the pupil's individual needs.

The SENDCo makes visits to Brunel Nursery School regularly throughout the year, and especially in the summer term prior to transfer to Foundation Stage 2 in order to observe pupils that have been identified with SEND and liaise with the appropriate staff and parents. In some cases transition meetings are held with parents and staff from both schools/settings involved in planning for a smooth transition. When a pupil transfers to another setting, the school will share relevant SEND information and records with the receiving setting in accordance with statutory requirements and data protection legislation.

The SENDCo or Early Years Class Teacher will also visit other Early Years providers, including private nurseries and children's centres when a child with SEND is to transfer to St Matthews or Brunel.

Partnership with parents

St Matthew's Church of England Primary and Brunel Nursery School recognises that parents/carers have a key role to play in their child's education. We aim to fully involve them and have their views taken into account. The SENDCo and School Wellbeing Mentor are able to provide advice on what support is available to parents. See Special Educational Needs and Disabilities Information Report on Blackburn with Darwen Website and the Local Offer Website for further information and the schools website.

<https://blackburn.gov.uk/children-families-and-young-people/special-educational-needs-and-disabilities>

<https://www.stmatthewsblackburn.com/>

Partnership with pupils

Whenever appropriate, children with SEND are encouraged to be actively involved in the decision-making processes about the provision that is to be made for them. We actively encourage pupils to be involved in their own target setting and in reviewing their performance.

Pupils with SEND may require access arrangements or reasonable adjustments for statutory assessments and internal assessments. These will be considered and implemented in accordance with the relevant assessment guidance and the pupil's individual needs.

See also Supporting Pupils in School with Medical Conditions Policy on the school website.

<https://www.stmatthewsblackburn.com/>

Complaints

Parents/carers are encouraged to raise concerns initially with the class teacher and/or SENDCo so that concerns can be addressed promptly. Where concerns cannot be resolved informally, parents/carers can use the school's Complaints Policy. Where appropriate, the school and Local Authority will provide information about available SEND disagreement resolution, mediation and independent support services.

Training

The school makes an annual audit of training needs for all staff taking into account school priorities, as well as training needs stated during the Appraisal Interviews that are carried out with all staff in school. The SENDCo or Leadership Team takes responsibility for prioritising and meeting the training needs of support staff.

All teachers and support staff meet with the SENDCo to discuss the systems and structures in place around the school's SEND provision and to discuss the needs of the individual pupils.

The SENDCo regularly attends the local network meetings for SEND and the School Improvement Group meetings for SEND.

All Teaching and Learning Assistants are part of the staff appraisal cycle, which enables them to set targets and review their progress each year.

During 2026/27, the school will engage with relevant national, Local Authority and specialist SEND training opportunities, including the Government's national SEND training offer where appropriate. Staff development will focus on inclusive practice, identification of need, adaptive teaching, reasonable adjustments, communication and interaction, social, emotional and mental health, and effective use of specialist advice.

The school will work with the Local Authority and relevant health, education and care professionals to access specialist advice and support for pupils with SEND. Where available, the school will engage with developing multi-agency and specialist support offers, including the national Experts at Hand programme.

Review

This policy was developed and agreed with teaching and support staff, pupils, governors and parents and is reflective of the SEND Code of Practice.

Reviewed by Mr W Ulhaq (SENDCo)

September 2026

Legislative and statutory guidance

This policy has been developed with regard to the following legislation, statutory guidance and associated documents:

- Accessibility Plan
- Attendance Policy
- Behaviour Policy
- Child Protection and Safeguarding Policy
- Children and Families Act 2014
- Equality Act 2010
- Equality Policy
- Keeping Children Safe in Education
- Relevant Blackburn with Darwen Local Authority SEND guidance and Local Offer
- SEND Code of Practice
- SEND Information Report
- Special Educational Needs and Disability Regulations 2014
- Supporting pupils at school with medical conditions
- The Early Years Foundation Stage statutory framework
- The National Curriculum in England

Above policies can be found on the school website below.

<https://www.stmatthewsblackburn.com/>