



BLENHEIM  
SCHOOLS

# SEND and Inclusion Policy 2025/2026

# SEND and Inclusion Policy

**Effective Date:** 01 September 2025

**Review Cycle:** Annually

**Responsible Persons:** Headteacher, Deputy Head Inclusion, Senior Leadership Team, All Staff

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## 1. Context

At our school, every child is valued as an individual. We believe that diversity enriches our community and that all pupils — regardless of ability, background, or need — should feel safe, supported, and inspired to achieve their very best.

This policy covers all aspects of school life: classroom teaching, extracurricular activities, clubs, trips, and wraparound care. It reflects our shared belief that every child has something unique to contribute, and it sets out how we identify, support, and challenge children with **Special Educational Needs and Disabilities (SEND)**

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## 2. Legal Framework

Our approach to SEND and Inclusion is guided by statutory requirements, including:

- The Children and Families Act 2014
- The SEND Code of Practice (0–25 years, 2015)
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010
- The Education Act 1996 and Children Act 1989

We also take into account other school policies, including Safeguarding and Child Protection, to ensure a joined-up approach.

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### 3. Definition of SEND

A child has SEND if they:

- Have a significantly greater difficulty in learning than most children of the same age, or
- Have a disability which makes it harder to access the facilities and opportunities their peers enjoy.

The SEND Code of Practice identifies four areas of need:

1. **Communication and Interaction** – difficulties with speech, language, or social understanding (e.g. autism spectrum conditions).
2. **Cognition and Learning** – learning at a slower pace than peers (e.g. dyslexia, dyscalculia, global developmental delay).
3. **Social, Emotional and Mental Health (SEMH)** – challenges with emotions, behaviour, or wellbeing (e.g. ADHD, anxiety, attachment difficulties).
4. **Sensory and/or Physical Needs** – visual or hearing impairments, or physical conditions affecting access to learning.

Some children may have overlapping needs, and we ensure support is flexible to meet the whole child.

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### 4. Our Commitment

We are committed to creating an environment where:

- Every child feels respected, valued, and included.
- Differences are celebrated, not hidden.
- Pupils are encouraged to be confident, independent learners.
- Parents are treated as partners in their child's learning journey.

We want our pupils to know that their talents, languages, cultures, and experiences matter. We also want families to feel reassured that their children are seen, heard, and supported every step of the way.



## 5. Objectives

Our objectives are to:

- Identify needs early and act quickly, so children get the right support at the right time.
- Provide high-quality, adaptive teaching in every classroom.
- Put in place targeted interventions where needed, under the Assess, Plan, Do, Review cycle procedure
- Build children's confidence and self-esteem through praise, encouragement, and opportunities to succeed.
- Listen carefully to children's voices — their worries, hopes, and ambitions.
- Develop staff expertise so that every adult feels confident supporting children with a wide range of needs.
- Foster strong partnerships with parents, carers, and external professionals.
- Continuously review and refine our provision to ensure it has impact.

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## 6. Roles and Responsibilities

### Headteacher

- Oversees SEND provision across the school.
- Works closely with the Deputy Head Inclusion and SEND Governor.
- Reports to governors on progress and provision.

### Deputy Head, Inclusion

- Leads the day-to-day management of SEND and Inclusion
- Maintains the SEND Register and coordinates the graduated approach (*Assess, Plan, Do, Review*).
- Provides advice, training, and resources to staff.
- Works with parents, children, and external agencies.
- Ensures statutory duties (such as reasonable adjustments and access arrangements) are





met.

### All Staff

- Understand the individual needs of the pupils they teach.
  - Plan lessons with appropriate challenge and support and adapt teaching to tailor to the individual needs of the student.
  - Recognise when pupils are struggling and take action quickly.
  - Work in partnership with colleagues, families, and specialists.
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## 7. Admissions

We warmly welcome applications from all children and families. During the admissions process, we invite parents to share any information about their child's strengths, needs, or previous support. This allows us to get to know each young person as an individual and to plan the best possible start for them.

Our Deputy Head Inclusion carefully reviews any reports or assessments provided, ensuring we understand how to meet each child's needs. This way, we can put the right support in place from the very beginning and make the transition into school a positive and reassuring experience for both the young person and their family.

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## 8. Identification and Levels of Support

Early identification is key to helping children succeed. We use teacher observations, discussions with parents, assessments, and — where appropriate — specialist advice.

We offer different levels of support:

- **Level 1: Monitoring** – teachers track concerns and adapt classroom practice.
- **Level 2: In-Class Support** – strategies and differentiation are put in place within lessons tailored towards the individual student.
- **Level 2b: Catch-Up** – short-term help for pupils with gaps (e.g. due to absence).
- **Level 3: SEND Intervention** – tailored provision, such as small-group or 1:1 support, and an individual learning plan.





- **Level 4: EHCP** – long-term provision guided by an Education, Health and Care Plan.

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## 9. Provision and Support

Provision may include:

- Adapted teaching methods, resources, or technology.
- Extra adult support in lessons.
- Small group work focusing on key skills.
- Pastoral or wellbeing support.
- Input from speech and language therapists, educational psychologists, or other specialists.

Support is always personalised — shaped around the needs of each child rather than a “one size fits all” model.

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## 10. Social, Emotional and Mental Health (SEMH)

At our school, we believe that wellbeing is the foundation for learning. When children feel safe, secure, and understood, they are best placed to thrive both academically and socially. Some children may need a little extra support to help them build confidence, develop resilience, and feel ready to learn.

We provide a range of supportive opportunities, including:

- Transition groups to ease changes between settings or year groups.
- Forest School sessions to build self-esteem, teamwork, and a sense of calm in nature.
- Social skills groups to support positive friendships and communication.
- Games club, offering structured play to encourage cooperation and shared enjoyment.
- Mentoring, giving children regular time with a trusted adult for encouragement and guidance.
- Nurture groups and emotional support for those needing a smaller, more supportive setting.
- Access to an external counsellor or wellbeing mentors where appropriate.





- Strong partnerships with CAMHS and other external services to ensure specialist support when needed.

We view all behaviour as a form of communication. Rather than focusing only on the behaviour itself, we work closely with children and families to understand the underlying needs and to provide compassionate, constructive support.

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## 11. Wider Opportunities and Inclusion

We want every child to take part in all aspects of school life. That means ensuring that:

- Trips, clubs, and extracurricular activities are accessible to everyone.
- Adjustments are made to keep children safe and included.

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## 12. Transition

Transitions — whether into school, between year groups, or on to secondary — can be daunting for children with SEND. We work closely with families to plan carefully, which may include:

- Extra visits to new classrooms.
- Meetings with new teachers.
- Social stories, visual supports, or transition booklets.
- Peer buddies to help children settle in.
- Carefully planned settling-in day

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## 13. Partnership with Parents

Parents know their children best. We value their insight and want them to feel involved in every stage of their child's education.





We keep communication open through meetings, reports, informal conversations, and regular opportunities for feedback. We also encourage families to share external reports (e.g. assessments or medical advice) so we can support children effectively.

**Key contacts:**

- **Elena Brockhouse** – Deputy Head, Head of Inclusion

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## 14. Monitoring and Evaluation

We continually check that our support is working by:

- Reviewing progress data.
- Gathering pupil and parent feedback.
- Evaluating interventions.
- Reporting to governors.

The policy is reviewed annually to ensure it reflects best practice and the needs of our school community.

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## More Able and Talented Provision

We also recognise that some pupils have gifts and talents that need to be nurtured. These children deserve the same thoughtful support and challenge to reach their full potential.

**We aim to:**

- Stretch and challenge pupils through stimulating lessons.
- Provide opportunities for independence, leadership, and creativity.
- Offer enrichment activities beyond the classroom.
- Support pupils to manage high expectations, pressure, or perfectionism.
- Celebrate achievements across all areas — academic, artistic, musical, sporting, and personal.





Identification is ongoing and draws on teacher observation, assessment data, parental input, and checklists of characteristics. The register of more able and talented pupils is updated regularly to ensure provision remains relevant.

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At the heart of our school is a commitment to valuing every child as an individual. Whether a pupil has additional learning needs, is developing English as an additional language, or demonstrates particular gifts and talents, we aim to create an environment where they feel supported, included, and celebrated.

Our approach is rooted in high expectations, compassionate understanding, and strong partnerships with families and external professionals. We recognise that every child's journey is unique, and by working together we can ensure that they have the best possible opportunities to succeed both in learning and in life.

This policy reflects our belief that inclusion is not just a practice, but a culture — one that embraces diversity, fosters wellbeing, and prepares children to flourish in the wider world.





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