



# S.E.N.D. Policy

<b>Approved by:</b>	<b>Kirsty Burridge</b>
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# 1. Aims

Our SEN policy and information report reflects the bespoke nature of our provision at Blue Sky Learning, which adopts a kinaesthetic, hands-on approach to education. Our aims are to:

- Provide a reliable and engaging learning environment supporting the full National Curriculum through practical, experience-led activities.
- Promote emotional wellbeing using a variety of SEMH-based (Social, Emotional, Mental Health) activities.
- Offer specialist interventions such as **Thrive**, **Lego Therapy**, and play-based therapeutic support.
- Provide personalised support for children experiencing:
  - Friendship difficulties
  - Behavioural challenges during unstructured times
  - Difficulty adjusting to routines
  - Challenges with emotional regulation
  - A lack of strategies for managing overwhelming feelings such as anger, sadness, anxiety, or confusion

We aim to support each child's holistic development so they feel safe, understood, and prepared to thrive both emotionally and academically.

## 2. Legislation and Guidance

This policy complies with the statutory **SEND Code of Practice** and is based on the following legislation:

- **Children and Families Act 2014** (Part 3)
- **Special Educational Needs and Disability Regulations 2014**

Additional relevant legislation and guidance includes:

- **Children Acts 1989 & 2004**
- **Education Act 2002**
- **Sexual Offences Act 2003**
- **DfE Information Sharing Guidance (2018)**
- **Counter-Terrorism and Security Act 2015 (Prevent Duty)**
- **Mental Health and Behaviour in Schools (2018)**
- **The Teachers' Standards (2013)**
- **Children Missing Education (2016)**
- **Sexual Violence and Harassment between Children (2017)**

### 3. Definitions

A pupil is identified as having **Special Educational Needs (SEN)** if they have a learning difficulty or disability that requires **special educational provision**, defined as provision different from or additional to that typically offered by mainstream schools.

They may:

- Have a significantly greater difficulty in learning than peers of the same age.
- Have a disability that prevents or hinders use of standard educational facilities.

### 4. Roles and Responsibilities

#### 4.1 SENCO (Special Educational Needs Coordinator)

**Interim SENCO:** Kirsty Burrige (Full-time SENCO appointment pending)

The SENCO will:

- Work with SLT and the SEN advisor to develop strategic SEN policy and provision.
- Oversee day-to-day implementation of this policy.
- Coordinate provision for pupils with SEN and those with EHCPs.
- Offer professional guidance to staff and liaise with families and external agencies.
- Manage SEN records and advise on deployment of resources and funding.
- Ensure compliance with the **Equality Act 2010**, particularly around access and reasonable adjustments.
- Facilitate smooth transitions for pupils moving on from Blue Sky Learning.

#### 4.2 SEN Advisor

- Monitors the quality and effectiveness of SEN provision.
- Supports the strategic development of SEN policy alongside the SENCO and Headteacher.

#### 4.3 Headteacher

- Oversees all strategic decisions regarding SEN.
- Has overall responsibility for pupils with SEN and/or disabilities.

#### 4.4 Class Teachers and Learning Mentors

- Responsible for pupil progress and development.
- Collaborate with SENCO on assessing and planning support.
- Contribute to reviews and adapt teaching strategies accordingly.

## 5. SEN Information Report

### 5.1 Types of SEN Supported

We support a wide range of needs, including:

- **Communication and Interaction:** Autism, Asperger's, speech/language difficulties
- **Cognition and Learning:** Dyslexia, dyspraxia
- **SEMH:** ADHD, anxiety, behavioural challenges
- **Sensory and/or Physical:** Visual/hearing impairments, epilepsy, processing disorders
- **Complex Learning Needs:** Moderate, severe, and profound learning difficulties

### 5.2 Consulting and Involving Pupils and Parents

Early discussions with pupils and parents will ensure:

- Shared understanding of strengths and needs
- Clarity on desired outcomes
- Agreement on next steps
- Documentation of discussions in pupil records

### 5.3 Assessing and Reviewing Progress

We follow the **Assess–Plan–Do–Review** cycle, involving:

- Analysis of pupil needs (based on prior data, observations, and external input)
- Regular review of interventions and outcomes
- Adjustments made in collaboration with SENCO and support staff

### 5.4 Supporting Transitions

We liaise with other settings to ensure continuity and appropriate support during transitions. Parents and pupils are involved in deciding what information is shared.

### 5.5 Teaching Approach

All pupils benefit from **high-quality, differentiated teaching**. Interventions used include:

- **THRIVE**
- **1:1 and small group support**
- Personalised learning based on interests and needs

### 5.6 Curriculum and Learning Environment Adaptations

We adapt by:

- Differentiating content, groupings, and methods
- Providing digital/non-digital aids (iPads, overlays, visual timetables)

- Offering extended processing time, pre-teaching, and scaffolded instruction

## 5.7 Staff Expertise and Training

- The SENCO has extensive experience supporting children with SEN.
- All staff are trained in **THRIVE** and **WINGTED** approaches.
- 10 Learning Support Assistants support SEN delivery.

## 5.8 Equipment and Facilities

- All assistive equipment is locked securely each day.
- Equipment is used and maintained in accordance with safety and accessibility standards.

## 5.9 Evaluating Effectiveness

We evaluate by:

- Termly review of pupil progress
- Six-weekly review of interventions
- Pupil voice via questionnaires
- Annual reviews for EHCP pupils
- Ongoing monitoring by the SENCO and Data Analyst

## 5.10 Emotional and Social Development

Support includes:

- Active pupil voice and participation
- Structured SEMH sessions
- Strong anti-bullying culture

## 5.11 Complaints Procedure

Complaints should be directed to the Headteacher. If unresolved, the formal complaints policy will be followed.

Parents of children with disabilities may appeal to the **First-tier SEND Tribunal** if they believe discrimination has occurred concerning:

- Education provision
- Reasonable adjustments
- Provision of aids or services

## 5.12 Support Services for Parents

Please refer to **Appendix 1: Support Services Flow Chart** for agency contact details.

### 5.13 Contact Details for Raising Concerns

- **Headteacher:** Kirsty Burridge

## 6. Monitoring Arrangements

This policy and information report will be reviewed **annually** by the Headteacher. Updates may be made throughout the year in response to changes in legislation, practice, or pupil needs.

## 7. Links to Other Policies and Documents

This policy should be read alongside:

- Behaviour Policy
- Equality Information and Objectives
- Supporting Pupils with Medical Conditions Policy

## Appendix 1

### 1. 🚨 Emergency / Crisis

- If immediate risk or danger, call 999
- Mental health crisis?
  - Call Avon & Wiltshire Mental Health Partnership NHS Trust crisis line: 0800 953 1919 [BNESSW ICB+1](#)
  - Or dial 111, choose option 2 (mental health) [Hub of Hope](#)

### 2. 🧠 Mental Health Support

#### a) Non-emergency or general wellbeing:

- Wiltshire Talking Therapies (GP-registered adults): 01380 731 335 (Mon–Fri 9 am–5 pm) [BNESSW ICB](#)
- CAMHS (Child & Adolescent Mental Health Services):
  - Wiltshire & Bath NHS Trust – call 01865 903 777 or out-of-hours 01865 901 000 [BNESSW ICB+1](#)
- Riverside Sanctuary (Salisbury) / Alabaré (16+)
  - Drop-in open daily 4 pm–11 pm; Riverside Sanctuary at 2 Watt Road, Salisbury SP2 7UD; phone 01722 322 882 (confirm ahead) [Alabaré+1](#)

#### b) Specialist & community services:

- Carers counselling: Carer Support Wiltshire – 0800 181 4118 [healthwatchwiltshire.co.uk](#)
- Veterans:
  - Combat Stress – 24-hour helpline 0800 138 1619 [healthwatchwiltshire.co.uk](#)
  - PTSD Resolution – 0300 302 0551 [healthwatchwiltshire.co.uk](#)
- Relationships/family counselling: Relate Mid Wiltshire – 0300 003 1781 [healthwatchwiltshire.co.uk](#)
- Mental health peer support: Wiltshire Mind – 01225 706 532 [healthwatchwiltshire.co.uk](#)
- Substance misuse (11–18 yrs): Motiv-8 – 0800 169 6136 [healthwatchwiltshire.co.uk](#)

### 3. 🏠 Housing & Homelessness Support

- Shelter (England) – Free advice on homelessness/housing: 0808 800 4444 [healthwatchwiltshire.co.uk](#)
- Local housing advice via Citizens Advice Wiltshire: 0800 144 8848 (also textphone) [healthwatchwiltshire.co.uk](#)



#### 4. Family & Domestic Abuse Support

- Local Specialist Wiltshire Services:
  - FearFree Wiltshire (county-wide domestic abuse support) [Wiltshire Police](#)
  - Swindon Paragon Integrated Domestic Abuse Services (Swindon-specific) [Wiltshire Police](#)
  - Swindon Domestic Abuse Support Service (SWA) – 24-hour helpline: 01793 610 610 [Swindon Borough Council](#)
- National Helplines:
  - Refuge Domestic Abuse Helpline – 0808 2000 247 (24/7, confidential) [National Domestic Abuse Helpline](#)
  - Men's Advice Line, Women's Aid, Galop (LGBT+), Sign Health (D/deaf), Karma Nirvana (forced marriage), Hourglass (elder abuse) — see Wiltshire Police Domestic Abuse support listings [Wiltshire Police](#)
- Legal Aid & Protection Orders:
  - Rights of Women (for injunction/legal advice re abuse) – referral signposting via helplines above [National Domestic Abuse Helpline+1](#)
  - Emergency injunction support via NCDV service (free & fast) [NCDV](#)

#### 5. Legal & Financial Advice

- Citizens Advice Wiltshire – Help with benefits, welfare, debt: 0800 144 8848 [healthwatchwiltshire.co.uk](http://healthwatchwiltshire.co.uk)
- For family law/domestic abuse injunctions, ask for solicitors who handle Legal Aid in Wiltshire (e.g., FearFree referral) [Jeary & Lewis](#)

#### 6. Child & Youth Services

- CAMHS helpline for youth emotional support: 0800 023 2133 (not for emergencies) [onyourmind.org.uk](http://onyourmind.org.uk)
- Wiltshire Early Mental Health Service (age 5–18): via [onyourmind.org.uk](http://onyourmind.org.uk) [healthwatchwiltshire.co.uk+1](http://healthwatchwiltshire.co.uk+1)
- BeU Swindon / MHST (Mental Health Support Teams) in schools for early support [BNESSW ICB+1](#)