



Baines School

Nil Sine Labore

The Governors of Baines School

SEND Information Report/SEND Policy

Date approved: 23rd February 2026

Date of review: February 2027

This policy is written in line with the requirements of:-

Children and Families Act 2014

SEND Code of Practice 2014

SI 2014 1530 Special Educational Needs and Disability Regulations 2014

Part 3 Duties on Schools – Special Educational Needs Co-ordinators

Schedule 1 regulation 51– Information to be included in the SEN information report

Schedule 2 regulation 53 – Information to be published by a local authority in its local offer

Equality Act 2010

Schools Admissions Code, DfE 1 Feb 2012

SI 2012 1124 The School Information (England) (Amendment) Regulations 2012

SI 2013 758 The School Information (England) (Amendment) Regulations 2013

This document is a written statement of Baines School's whole-school policy on SEND. It is not a standalone policy. It should be read in conjunction with other school policies, such as the Attendance Policy, Behaviour Policy, Teaching and Learning Policy, Quality First Inclusive Teaching @Baines document (QFT @Baines), Safeguarding Policy, Anti Bullying Policy, Complaints Policy.

AIMS/OBJECTIVES

We at Baines are committed to meeting the special educational needs of pupils and ensuring that they make progress. In line with our mission statement, we believe that every teacher must be aware of the need to identify and provide for pupils who have Special Educational Needs. The governing body ensures that the necessary provision is made to provide a stimulating and supportive environment in which SEND pupils are able to develop to their full potential. It also ensures that every pupil with SEND joins in the activities of the school, together with pupils who do not have SEND, so far as it is reasonably practical and compatible with the pupils receiving the necessary special educational provision, the efficient education of other children in the school and the efficient use of resources. Baines School identifies pupils with special needs as those requiring provision that is additional to, or different from, that normally provided for other pupils.

In order to achieve our aims and to ensure that children with special educational needs achieve their full potential and make progress we will;

1. Ensure all staff have high expectations for all students – every child is supported to be the best version of themselves.
2. Ensure that pupils participate in their learning and increase their responsibility for their learning and behaviour as they move through the school.
3. Ensure good working relationships with parents, carers and the community.
4. Ensure that the school offers a broad balanced curriculum that is accessible to pupils with special educational needs and promotes high standards of attainment and achievement.
5. Ensure that the learning needs of pupils with special educational needs are identified and assessed as early as possible, and their progress is closely monitored.
6. Ensure all teaching and non-teaching staff are involved in planning and meeting the learning needs of special educational needs pupils.
7. Ensure that the school liaises with outside agencies effectively to meet the needs of staff and pupils.
8. Provide and promote a range of inclusive enrichment opportunities.

<p>SENCO – Mrs Gill Newhouse</p> <p>gne@baines.lancs.sch.uk</p> <p>NASENCo award</p>	<p>Headteacher – Mrs Clare Doherty</p> <p>cdo@baines.lancs.sch.uk</p>
<p>Assistant SENCO/Specialist Assessor Mrs Janet Imisson</p> <p>jin@baines.lancs.sch.uk</p>	<p>SEND Governor - Mr Ryan Gumley</p>
<p>Date: January 2026</p>	<p>Review date:</p>

1. The kinds of special educational needs for which provision is made at the school are:

- Communication and interaction (CI)
- Cognition and learning (CL)
- Social, emotional and mental health difficulties (SEMH)
- Sensory and/or physical needs (SPN)

2. How do we identify and assess students with Special Educational Needs and how are students placed on the register?

The arrangements for supporting students with SEND have been revised to ensure that they are fully compliant with the regulations of the 2014 Children and Families Act and the Special Educational Needs and Disability Code of Practice 0-25 years, June 2014.

Identification of new students transferring from primary school is through routine data collections and information from SENCOs, class teachers, external agencies (if applicable) and parents/carers. For some students, the transition process may begin as early as Year 5 depending on need.

The SEND Code of Practice states that “A student has learning difficulties if he/she: has a significantly greater difficulty in learning than the majority of students of the same age; has a disability which prevents or hinders the student from making use of educational facilities of a kind provided for students of the same age in other schools/academies within the LA; is achieving levels of attainment significantly below their peers, or would be if special educational provision was not made for the student.”

Concerns about a student having SEND can be raised by any member of staff, any parent or the student themselves. Concerns should be referred to either: the SENCO, Progress Leader or Subject Leader in the first instance. A preliminary assessment will be carried out which may lead to further specialist testing before a decision regarding additional support is made.

The SEND Code of Practice makes it clear that “All teachers are teachers of students with special educational needs.” The school has a graduated approach of assessing, planning, doing and reviewing. This involves 3 waves of intervention as laid out in the SEND Code of Practice 2014:

EHCP = E (Wave 3)

SEN Support = K (Wave 2)

This level of support is available within the resources held by the school and without the need for an EHC plan. This level of support is additional to that which is normally available across the school and can take many forms – see below.

- identified staffing to support access to the curriculum (LSA support)
- significant modification of delivery of curriculum/resources e.g. laptop, coloured paper
- small group/1:1 intervention e.g. IDL reading, maths intervention, social skills
- specialist teacher input
- Identified neurological, genetic or medical need which requires support from specialists (including mental health professionals) e.g. ADHD, CAMHS

Additional Need = AN (Wave 1) - Needs can be met through quality first inclusive teaching.

GRADUATED APPROACH TO IDENTIFICATION/SUPPORT

ASSESS – we use a variety of methods to assess need. These include:

- Information collected from primary school
- KS2/CAT scores – any anomalies are referred for specialist testing with our in-house Specialist Assessor. Any further concerns are referred to our external Specialist Teacher.
- Reading ages
- Internal data on attainment, progress, behaviour, attendance, examples of work
- Parent and student views
- Teacher/staff referrals
- Advice from external agencies – Specialist Teacher, Educational Psychologist, Speech and Language, Occupational Therapist, CAMHS etc

PLAN – a decision is made as to whether the child needs to be placed at wave 1/2/3. If the child is placed at wave 1, they are added to the Learning Support Register and teachers are provided with advice/strategies on how to make reasonable adjustments in the classroom. Their needs should be met through quality first inclusive teaching. All teachers follow the QFT @Baines model to ensure effective strategies are consistently used.

At wave 2, a Pupil Support Plan is created in collaboration with the child and parents/carers. This will outline what additional provision/intervention is required to ensure they make progress.

DO - The plan will be implemented for a period of time and will then be reviewed. This will typically be 6-10 weeks, dependant on the specific intervention.

REVIEW – The plan is reviewed and impact is measured and recorded on the plan. This will be evidence based e.g. data, observations, student voice, work sample. Our internal quality assurance process supports any decisions made as part of the review.

At this stage, it is hoped the student will move back to wave 1. If progress has not been made, a decision will be made as to what intervention is required next. At least 2 cycles of intervention are required before moving to wave 3 (EHC needs assessment).

EXAMPLES OF TYPES OF PROVISION

WAVE 1 - Universal	WAVE 2 – Targeted	WAVE 3 - Specialist
Well-planned lessons	Pupil Support Plans	Education, Health and Care Plan (EHCP)
Seating plans	Report Cards	Significant external agency involvement e.g. EP/CAMHS/SALT
Organised classroom	Individual Behaviour Support Plans	Personalised Learning Plan/curriculum– Specialist teacher (this is a very small minority at Baines and most students follow a full curriculum)
Established routines	LSAs in classrooms	Alternative/Specialist provision
Modelled examples/ WAGOLLS	Alternative ways of recording e.g. laptop	
Chunked tasks	Coloured paper	
Live feedback	Keyworkers	
Visual Aids	Shine	
Scaffolds	Low level external agency involvement	
Writing slopes	Social skills group/interventions e.g. social stories work.	
	Talkabout for Teenagers intervention	
	IDL Literacy intervention – computer based multi-sensory system which supports learners with dyslexia/other	

	<p>learning difficulties to increase their reading/spelling ages.</p> <p>Maths interventions</p> <p>Literacy/reading interventions</p> <p>Implementation of SALT/OT/Physio programmes</p> <p>Preparation for Adulthood toolkit</p>	
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3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including –

(a) How the school evaluates the effectiveness of its provision for such pupils;

- Standardised testing to measure improvement in skills e.g. reading accuracy, reading speed, reading comprehension, spelling accuracy, writing speed.
- Use of assessment data, lesson visits, learning walks, work scrutiny, staff liaison and marking to measure progress in the classroom
- Discussion with students
- Parental feedback
- SLT quality assurance process
- External advice from specialists

The school will request an EHC Needs Assessment from the Local Authority when, despite an individualised programme of sustained intervention within the school's Special Educational Needs provisions, the student remains a significant cause for concern. An EHC Needs Assessment may also be requested by a parent/carer. However, an EHCP will only be agreed if the young person is assessed as having complex life-long needs. A request for EHC Needs Assessment does not inevitably lead to an EHCP.

(b) The school's arrangements for assessing and reviewing the progress of pupils with special educational needs:

- All data for students identified as SEND is analysed by the SENCO after each data collection and any students failing to make expected progress are discussed at a RAP (Raising Achievement and Progress) meeting with the Headteacher. A further meeting is then held with the pastoral team at which intervention strategies are agreed on an individual basis. In many cases, this is achieved through our ordinary available whole school provision by classroom teachers, the pastoral team, and/or the Learning Support Department.
- All student progress is closely monitored by department staff and Progress Leaders at each data collection point.

- Education, Health Care Plans (EHCP) must be reviewed annually – the SENCO will organise these reviews and invite the student, the student's parent/carer and any other person or specialist service deemed appropriate.
- An annual consultation evening for parents/carers is held for each year group.

(c) the school's approach to teaching pupils with special educational needs;

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching. Schools should regularly and carefully review the quality of teaching for all pupils, including those at risk of underachievement. This includes reviewing and, where necessary, improving, teachers' understanding of strategies to identify and support vulnerable pupils and their knowledge of the SEND most frequently encountered SEN Code of Practice (2014, 6.37)

- Subject teachers are responsible for adapting lessons to meet the needs of all students in their class.
- Recommendations and strategies to remove barriers to learning and enable access to the curriculum are made by the SENCO and Learning Support team.
- Information on individual students with SEND is held electronically on Synergy and in a secure shared area; this is accessible to all classroom-based staff and is regularly updated; it includes relevant information on student attainment levels, areas of weakness, recommended support strategies and advice and support materials for staff to use in lessons. We operate a 2 click strategy on Synergy to ensure information is easily and readily accessible to staff.
- All students are taught in mainstream classes; there is a minimum of withdrawal for specialist input e.g. social skills groups
- Additional literacy/numeracy intervention is provided to narrow the gaps in the attainment of students with learning delays.

(d) How the school adapts the curriculum and learning environment for pupils with special educational needs;

- Adaptation of resources and learning materials by the subject teacher with support from the Learning Support Department if required.
- A team of 13 Learning Support Assistants (LSAs) are employed to deliver interventions and to provide in class support for identified students/groups.
- Additional numeracy and literacy interventions
- Personalised learning programmes/timetables e.g. reduced timetable, nurture group.

- The Student Support area and After School Study Club provide a safe-haven and supervised support for SEND children at break, lunchtimes and after school.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps
- Disabled toilets are available in 5 buildings.

(e) Additional support for learning that is available to pupils with special educational needs;

Provision is allocated according to need and follows the 'Assess, Plan Do and Review' graduated approach set out in the Code of Practice 2014.

Additional literacy and numeracy support is provided in a variety of ways:

- Literacy interventions
- Reading, spelling and Maths interventions. Progress is reviewed regularly and provision adjusted accordingly.
- Paired reading
- Year 7 testing of reading skills identifies the students who require intervention
- Exam concessions – testing from the end of Year 9 determines who qualifies for a range of exam concessions at GCSE; parents are informed by letter.
- Internal exams/assessments – teaching staff have the flexibility to make arrangements with the support of the Learning Support Department when required.

(f) Activities that are available for pupils with special educational needs in addition to those available in accordance with the curriculum;

- Daily access to the Student Support area e.g. meet and greet, break, lunch
- Key worker available to all students with an EHCP or at SEND Support
- Trips/off site activities – every effort is made to include all students; parents and carers are consulted to ensure arrangements are appropriate
- Inclusive enrichment offer.

(g) Support that is available for improving the emotional and social development of pupil with special educational needs;

- Progress Leaders and Progress Tutors
- Pastoral team
- Mentoring
- Educational Psychologist (referrals made when required)
- Counselling
- Specialist Teacher
- Shine Nurses

4. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.

All staff have INSET training on a wide spectrum of special educational needs. Training from external courses is disseminated throughout teaching and non-teaching staff when appropriate. Part of the induction process for Early Career Teachers and Initial Teacher Trainees is time with the SENCO or Assistant SENCO to give training and support.

Quality assurance processes are used to identify CPD and training needs. Bespoke CPD is then delivered through a carousel model.

SEND Spotlight newsletters and Focus Fortnights spotlight particular areas of SEND and provide all staff with information and a range of strategies to support meeting the needs of all learners.

The Learning Support Team consists of

Gill Newhouse	-	SENCO
Janet Imisson	-	Assistant SENCO
Katy Streetly	-	Assistant Headteacher - Mental Health and Medical Lead
Michelle Fell	-	School Counsellor
Hollie Harker	-	Senior Learning Support Assistant
Beryl Spore	-	Maths Teacher/Maths Intervention
Gill Marsden	-	EAL Learning Support Assistant
Lee Sharples	-	Learning Support Assistant
Kim Park	-	Learning Support Assistant
Rebecca Nicholls	-	Learning Support Assistant
Julie Wellings	-	Learning Support Assistant
Grace Allott	-	Learning Support Assistant
Melissa Moss	-	Learning Support Assistant
Sarah Hulme	-	Learning Support Assistant
Mark Fisher	-	Learning Support Assistant
James Welch	-	Learning Support Assistant

The following colleagues are based in school on a part time basis:

- Specialist teacher
- School nurse

Referrals can be made to these agencies:

- Educational Psychology
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Neurodevelopment Pathway

5. Information about how equipment and facilities to support children and young people with special educational needs will be secured.

- Baines School consists of seven buildings which accommodate pupils. The buildings are spread over two floors and there are no disabled lifts therefore only ground floor classrooms are accessible.
- To address wheelchair accessibility to ground floor, freestanding ramps are available and placed where there are no more than 4 steps.
- There are designated access parking spaces near the front entrance.
- An internal audit of the auditory environment has shown good acoustics in the majority of classrooms which are carpeted and the majority have window blinds and wall displays.
- Three of the buildings house toilets with disabled access, and the main building has a medical room with hand washing facilities, a medical bed, and lockable storage area.
- Policies are available in a print format from school and from the website. All policies can be downloaded and adapted as necessary.
- The school does not use height adjustable tables as a general rule. There are adjustable height chairs available around school.
- To accommodate accessibility needs, adjustments to room timetabling would be made on an individual basis.

6. The arrangements for consulting parents of children with special educational needs about the education of their child.

Baines School encourages the input of parents/carers in supporting their child's education and all parents/carers are welcome to contact the SENCO if they have concerns about inclusive educational provision. Parents/carers are also strongly encouraged to keep regular

contact with the school regarding their child's progress. The home-school agreement outlines how parents can support their child's learning at home. Parents/carers are routinely invited to:

- An annual consultation evening
- Year 7 Meet The Tutor event (in the first term)
- Open Evenings for Y6/7 transition
- Options Evening for Y9/10 transition
- Open Evenings for Y11/6th form transition
- Year 5 Moving Up Events
- Annual Review meetings

7. The arrangements for consulting young people with special educational needs about their education

- All students with an EHCP attend and participate in their annual review
- Students accessing interventions are routinely consulted at the start and end of an intervention
- Students work with Progress Tutors and Progress Leaders to review progress and set targets following each data collection
- The Learning Support Department/pastoral team work on a 1:1 basis with identified students to support socially, emotionally and academically as appropriate.

8. The contact details of support services for the parents of pupils with special educational needs.

- Details of the Local Authority's Local Offer can be found at www.lancashire.gov.uk/send
<https://www.blackpool.gov.uk/localoffer>
- The school's contribution to the Local Offer can be found on the school website.
- The first point of contact in school to discuss prospective students with SEND is the SENCO or Assistant SENCO (contact details on page 1)
- Other relevant school professionals would be Progress Leader or Progress Tutor if the student is already attending school (contact details available on the school website)

9. The school's arrangements for supporting pupils with special educational needs in transferring between phases of education or in preparing for adulthood and independent living.

KS2/3 Transition – well established and routine links with all feeder primary schools ensure appropriate support arrangements. The SENCO/Assistant SENCO work

closely with primary schools to organise activities, visits and experience of secondary life for those students who are especially vulnerable at transition. In addition to the standard Induction Day, transition arrangements may include:

- Transitional annual review/IEP review
- Additional visits
- Photograph album of the school
- Baines staff visiting the primary school
- Parents/carers are invited to an 'Induction Evening' to receive information about the organisation of the school
- A member of the Learning Support Department/SENCO visits feeder primary schools to meet Year 6 pupils and to gather information from the Year 6 teachers and support staff
- All teachers and LSAs are provided with information about all new students' needs, strengths and background before the start of Year 7
- The Assistant Head allocates Year 6 pupils to form groups using relevant advice from the feeder primary school.

KS3/4 Transition

- Transitional annual review for EHCP students
- Staff guidance re appropriate option choices
- Exam concession testing (if appropriate)
- Careers guidance
- Open evenings

Post 16 Transition

- Transitional annual review for EHCP students
- Guidance on subject choice
- Liaison with college/sixth form
- Taster days
- Exam concession testing (if appropriate)

10. SEND Governor Representative

Our SEND Governor is Mr Ryan Gumley and the Learning Support Department work closely with both the SEND Governor and the Senior Leadership Team to ensure the inclusion of all students in our school. The SENCO in liaison with SLT is responsible for keeping the Headteacher and governors regularly informed about SEND provision within the school. To facilitate this, the SENCO and SEND Governor meet half termly and the SENCO is routinely invited to attend governor meetings, when appropriate. The SENCO also issues termly written reports to all governors.

11. Arrangements for complaints

If a parent/carer is unhappy with the school's SEND support, they should discuss the issue with the SENCO in the first instance. In the event of a formal complaint, parents/carers should follow the procedure in the school's complaints policy which can be found on the website.