



Blue Sky Learning

S.E.N.D. Policy

Approved by: Kirsty Burridge
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1. Policy Statement

Blue Sky Learning is committed to providing an inclusive, nurturing and ambitious learning environment in which all pupils can achieve their potential.

We recognise that many pupils attending Blue Sky Learning have Special Educational Needs and Disabilities (SEND), particularly Social, Emotional and Mental Health (SEMH) needs. Our approach is centred on understanding individual strengths and barriers to learning, promoting emotional wellbeing and providing personalised support that enables pupils to succeed.

We believe that all pupils are entitled to a broad, balanced and relevant education that promotes achievement, independence, resilience and preparation for adulthood.

2. Legislation and Guidance

This policy and information report are informed by:

- Children and Families Act 2014
- SEND Code of Practice: 0–25 Years (2015)
- Equality Act 2010
- Children Act 1989 and 2004
- Keeping Children Safe in Education (KCSIE)
- Working Together to Safeguard Children

This policy should be read alongside:

- Safeguarding and Child Protection Policy
- Relational Behaviour Policy
- Accessibility Plan
- Supporting Pupils with Medical Conditions Policy
- Equality and Inclusion Policy
- Curriculum Policy
- Online Safety

3. Definition of SEND

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

Special educational provision is educational or training provision that is additional to or different from that made generally for children or young people of the same age.

4. Roles and Responsibilities

Headteacher / SENCO

The Headteacher acts as the Special Educational Needs Coordinator (SENCO) and is responsible for:

- Overseeing SEND provision across the provision.
- Coordinating support and interventions.
- Liaising with families, local authorities and external professionals.
- Monitoring pupil progress and outcomes.
- Managing Education, Health and Care Plan (EHCP) processes and annual reviews.
- Supporting staff to meet pupils' needs effectively.
- Ensuring SEND records remain accurate and up to date.

Staff

All staff are responsible for:

- Delivering high-quality, inclusive teaching.
- Identifying and responding to individual needs.
- Implementing agreed strategies and interventions.
- Contributing to the Assess, Plan, Do, Review cycle.
- Promoting positive outcomes for pupils with SEND.

5. Types of SEND Supported

Blue Sky Learning supports pupils with a range of needs, including:

- Social, Emotional and Mental Health (SEMH) needs.
- Autism Spectrum Condition (ASC).
- Speech, Language and Communication Needs (SLCN).
- Cognition and Learning needs.
- Attention Deficit Hyperactivity Disorder (ADHD).
- Sensory and Physical needs.
- Other identified learning difficulties and disabilities.

Support is personalised according to need rather than diagnosis.

6. Identifying and Assessing Need

We use a graduated approach to identifying and supporting SEND through the cycle of:

Assess → Plan → Do → Review

Assessment may include:

- Information from previous settings.
- Baseline assessments.
- Observation and ongoing assessment.
- Pupil voice.
- Parent and carer views.
- Professional reports and recommendations.
- Attendance, behaviour and wellbeing information.

Support arrangements are reviewed regularly to ensure they remain effective and responsive.

7. Our Approach to SEND Provision

Blue Sky Learning provides a highly personalised curriculum informed by:

- Thrive principles.
- Trauma-informed practice.
- Attachment-aware approaches.
- Relational practice.
- Personal development and wellbeing programmes.
- The PSHE Association Programme of Study.

Support may include:

- Personalised learning programmes.
- Thrive interventions.
- Individual and small-group support.
- Adapted teaching approaches.
- Assistive technology and specialist resources.
- Therapeutic and wellbeing support.
- Multi-agency involvement where appropriate.

High-quality teaching remains the foundation of support for all pupils.

8. Working with Pupils and Families

We value strong partnerships with pupils and families.

Parents, carers and pupils will be involved in:

- Identifying needs.
- Planning support.
- Setting outcomes.
- Reviewing progress.
- Transition planning.

We aim to maintain regular communication and ensure that families are fully involved in decision-making.

9. Education, Health and Care Plans (EHCPs)

Where a pupil has an EHCP, Blue Sky Learning will work collaboratively with families, local authorities and external professionals to ensure that provision is delivered effectively.

Annual Reviews will be conducted in accordance with statutory requirements.

10. Preparing for Adulthood and Transition

Preparing pupils for their next stage of education, employment or training is an important part of our work.

Support may include:

- Reintegration planning.
- Transition visits.
- Careers education and guidance.
- Independent living skills.
- Personal development programmes.
- Information sharing with receiving settings.

11. Emotional Wellbeing and Inclusion

Many pupils attending Blue Sky Learning require additional support with emotional regulation, relationships and wellbeing.

We promote inclusion through:

- Relational practice.
- Thrive-informed support.
- Pupil voice.
- Positive recognition and celebration of success.
- Access to wellbeing interventions.
- Strong partnerships with families and external professionals.

Blue Sky Learning operates a zero-tolerance approach to bullying, discrimination and harassment.

12. Evaluating the Effectiveness of SEND Provision

The effectiveness of SEND provision is monitored through:

- Pupil progress and outcomes.
- Attendance and engagement.
- Intervention reviews.
- Pupil and parent feedback.
- EHCP reviews.
- Monitoring by the Headteacher/SENCO.
- Advice from external professionals.

Information gathered is used to improve provision and ensure positive outcomes for pupils.

13. Complaints

Concerns regarding SEND provision should initially be discussed with the Headteacher.

Where concerns cannot be resolved informally, they should be addressed through the Complaints Policy and Procedure.

Parents also have the right to access mediation and SEND Tribunal processes where applicable.

14. SEND Information

Information regarding local SEND support services, the Local Offer and independent advice services is available on request and through the relevant Local Authority website.

15. Monitoring and Review

This policy and SEND Information Report will be reviewed annually or sooner if legislation, guidance or organisational requirements change.