

Blanford Mere Nursery & Primary School



SEND Policy

Date adopted by governors
January 2022
To be reviewed
January 2023

Contents

1. Aims	3
2. Legislation and guidance	3
3. Definitions	3
4. Roles and responsibilities	3
4.1 The SENDCO	
4.2 The SEND governor	
4.3 The Headteacher	
4.4 Classteachers	
5. SEND information report	4
5.1 The kinds of SEND that are provided for	
5.2 Identifying pupils with SEND and assessing their needs	
5.3 Consulting and involving pupils and parents	
5.4 Assessing and reviewing pupils' progress towards outcomes	
5.5 Supporting pupils moving between phases and preparing for adulthood	
5.6 Our approach to teaching pupils with SEND	
5.7 Adaptations to the curriculum and learning environment	
5.8 Additional support for learning	
5.9 Expertise and training of staff	
5.10 Securing equipment and facilities	
5.11 Evaluating the effectiveness of SEND provision	
5.12 Enabling pupils with SEND to engage in activities available to those in school who do not have SEND	
5.13 Support for improving emotional and social development	
5.14 Working with other agencies	
5.16 Contact details of support services for parents of pupils with SEND	
5.17 Contact details for raising concerns	
5.18 The local authority offer	
6. Monitoring arrangements	11
7. Links with other policies and documents	11

1. Aims

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Blanford Mere Primary School is a fully inclusive school with a strong commitment to meeting the needs of all of our children. Our SEND Information Report is part of the Dudley Local Offer for children with Special Educational Needs and Disabilities (SEND).

Blanford Mere Nursery and Primary School is committed to providing an inclusive education for all pupils. We do this by ensuring that all pupils educational needs are supported by using the graduated approach to learning, recommended in the SEND Code of Practice 2014. This ensures that no child is left behind. We recognise that pupils progress at different rates and that there are many factors affecting achievement, including ability, emotional state, age and maturity. We are particularly aware of the needs of our Foundation Stage and Key Stage 1 pupils, for whom maturity is a crucial factor in terms of readiness to learn. We believe in both early identification and early intervention. We understand that many pupils, at some time in their school career, may experience difficulties which affect their learning, and we recognise that these may be long or short term.

The SEND Information Report provides information about how we provided support for all of our pupils with Special Educational Needs and Disabilities (SEND).

2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENDCOs) and the SEND information report

3. Definitions

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

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than the majority of the others of the same age, or
- Special educational provision is educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

4. Roles and responsibilities

4.1 The SENDCO

The SENDCO is Mrs K Crook

They will:

- › Work with the SEND governor to determine the strategic development of the SEND policy and provision in the school
- › Have day-to-day responsibility for the operation of this SEND policy and the co-ordination of specific provision made to support individual pupils with SEND, including those who have Educational Health Care plans (EHCP).

- › Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching
- › Advise on the graduated approach to providing SEND support
- › Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
- › Be the point of contact for external agencies, especially the local authority and its support services
- › Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements
- › Ensure the school keeps the records of all pupils with SEND up to date

4.2 The SEND governor

The SEND governor, Mr A Weaver, will:

- › Help to raise awareness of SEND issues at governing board meetings
- › Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this
- › Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school

4.3 The headteacher

The headteacher, Mrs K Crook, will:

- › Work with SEND governor to determine the strategic development of the SEND policy and provision within the school
- › Have overall responsibility for the provision and progress of learners with SEND and/or a disability

4.4 Class teachers

Each class teacher is responsible for:

- › **The progress and development of every pupil in their class**
- › Working closely with any teaching assistants or specialist staff/outside agencies to plan and assess the impact of support and interventions and how they can be linked to classroom teaching
- › Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision
- › Ensuring they follow this SEND policy

5. SEND information report

5.1 The kinds of SEND that are provided for

Blanford Mere Nursery and Primary School is an inclusive mainstream primary school catering for children from the age of 4 to 11. It welcomes children with and without Special Educational Needs and disabilities (SEND) equally. The school currently has 15.94% of pupils receiving SEND support and 0.68% of pupils with an EHCP. This is below the current national average of 3.3% SEND EHCP and above the national average of 12.2% SEND support.

Our school currently provides additional and/or different provision for a range of needs, including:

- › Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- › Cognition and learning, for example, dyslexia, dyspraxia
- › Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

- › Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- › Moderate learning difficulties

5.2 Identifying pupils with SEND and assessing their needs

We assess each pupil's current skills and levels of attainment on entry, building on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs. Limited progress and low attainment will not automatically mean a pupil is recorded as having SEND.

A child may have already been identified as having a Special Educational Need before they start school by parents or by the child's Nursery and may already have agencies involved.

Pupil progress meetings are held half termly and data is analysed termly – from these two processes we track and identify children who are not making expected progress. We determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed. If school staff are concerned about a child, they take these concerns to the school Special Educational Needs and Disabilities Coordinator (SENDCO) where discussions take place about provisions that need to be made for that child and any outside agencies that need to be involved.

Referrals are made to the appropriate outside agencies, with the consent of parents, who will come into school and assess the child. Their findings will be reported back to parents, class teacher and SENDCO and decisions will be made about what support the child requires.

For children new to the school, starting mid-year or in Year 1-6, information about a child's SEND is passed on by the previous school or setting. For children in the care of the Local Authority, the expectation is that this information will be provided through the Personal Education Plan (PEP) prior to the child starting or at least within the first week of their arrival.

5.3 Consulting and involving pupils and parents

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support.

5.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant

- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

The assessment will be reviewed regularly.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

5.5 Supporting pupils moving between phases and preparing for adulthood

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

When a pupil is moving between phases or to new settings, the SENDCO will:

- Liaise closely with the staff when receiving and transferring children to and from different settings, ensuring that all relevant paperwork is passed on and that needs are discussed
- Encourage all new children to visit the school or provider prior to starting
- Create social stories/transition booklets with/for the children where transition is likely to prove challenging
- If a child has complex needs, then the annual review of the EHCP will be used as a transition planning meeting and we will invite staff from both settings. If this is not possible, then an additional transition meeting will be arranged
- Transition between year groups and phases within school will be dealt with as part of our annual programme of transition and 'handover' to the next year group/phase
- Where a child with SEND is preparing to leave our school, we arrange additional visits for the child to support a smooth transition. Many other settings also offer an enhanced transition programme specifically for more vulnerable pupils, especially at the end of each phase of education. Meetings are held with the receiving Secondary Schools to ensure the key information is available to the new school as they plan for their induction week and plan the groups and support for particular children. Transition activities will be put in place to support a child's understanding of the changes ahead. A child will visit their new school and in some cases staff from the new school will visit your child in this school.

5.6 Our approach to teaching pupils with SEND

We are a fully inclusive school who strive for all children to achieve their best. We ensure that all pupils achieve their full potential; this may be through class differentiation, withdrawal for small group work or through one to one teaching both in and out of the classroom.

Class teachers are responsible and accountable for the progress and development of all the pupils in their class. Quality First teaching is our first step in responding to pupils who have SEND. Lessons are highly differentiated so that children are working on the correct level of the curriculum based on their individual needs and attainment levels. Lessons can also be differentiated by support, pace, resources, recording and technology. This will be differentiated for individual pupils. Teachers oversee the work of any support staff in their lessons and collaborate with any specialist staff.

Monitoring progress is an integral part of teaching. Progress data is collected termly and analysed by classteachers, Senior leaders and governors. We hold Pupil Progress meetings on a half termly basis. Children whose progress is below their expected level are discussed at these meetings and strategies/interventions identified to support progress. These strategies are reviewed half termly.

If a child has taken part in an intervention and has not made the expected progress, it may be felt that an external agency may need to be involved. Parents would be asked to give their conSENDt before any external agency was involved. At this point, the school may decide to place the child on the SEND register. The additional support will be

tailored with support from specialists – this may take the form of small group work in class, withdrawal groups or some 1:1 support. Provision is reviewed regularly.

Some children on the SEND register may have more complex and significant SEND and there may be a number of specialist services involved with the child and their family. It may be felt that that the child is not making the expected progress towards identified outcomes, despite the relevant action taken to identify, assess and meet their needs. If so, a request can be made for an Education Health Care (EHC) assessment of need. This would involve the child, parents/carers as well as all agencies involved and may lead to an Educational Health Care Plan being issued – this brings together health and social care needs as well as their special educational needs and provision.

Children with an EHCP continue to be the responsibility of the teacher and may access a range of intervention and provision or support in school. Their progress will be monitored by the school and also through an annual review, where progress towards the outcomes on the EHCP will be reviewed.

We will also provide the following interventions:

- Booster groups for English and Maths – at Blanford Mere we deploy staff, both teachers and teaching assistants, to support groups of children requiring additional support in specific aspects of English and maths.
- Get Moving – Get Moving is a joint Physiotherapy and Occupational Therapy school based exercise programme focusing on improving motor co-ordination - body image, balance, spatial awareness etc. It is aimed at children with developmental co-ordination disorder and other children identified with similar issues.
- Specific target work in small group or 1:1 sessions
- Talk Boost - Talk Boost KS1 is a targeted intervention for 4 - 7 year old children with language that is delayed, including children in Reception classes. The programme is delivered in primary schools by classroom teachers and teaching assistants and provides a structured programme that boosts children's progress in language and communication by an average of 9 - 18 months after a ten week intervention. Children who are selected to take part in the intervention will attend three sessions per week in small groups, each lasting 30 minutes delivered by the teaching assistant. The sessions include activities that cover the key elements of language: Attention and Listening, Vocabulary, Building Sentences, Telling Stories and Conversations. In addition, the teacher will run a weekly whole-class activity to support this.
- Bespoke Speech and Language Interventions – Speech and Language Therapy is concerned with managing disorders of speech, language and communication. Speech and Language Therapists are health professionals who work closely with parents/carers and teachers, creating individual programmes for children which are then delivered in school by a Higher Level Teaching Assistant (HLTA).

5.7 Adaptations to the curriculum and learning environment

Once a child's needs have been identified and relevant assessments undertaken, discussions will take place with parents as to how school is planning to support their child and what they might do at home to help. This additional and/or different support might be in the form of:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as special pencil grips/scissors, laptops, coloured overlays, visual timetables, larger print size/coloured paper, Move and Sit cushions/footstools, specially adapted keyboard/mouse as needed etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

5.8 Additional support for learning

We have 11 teaching assistants who are trained to deliver interventions as listed above.

Teaching assistants may support pupils on a 1:1 basis in the classroom or in withdrawal sessions depending on the individual pupil's need or individual plan. Teaching assistants also support pupils in small groups either within or outside the classroom.

We work closely with the following agencies to provide support for pupils with SEND:

- Learning Support Service (LSS)
- Dudley Educational Psychology Service
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Speech and Language Therapy Service
- Hearing Impaired Service
- Visual Impaired Service
- Specialist Early Years Support Service
- Occupational Therapy (OT)
- School Health Nurse
- Autism Outreach Service (AOS)
- Sycamore Outreach Team

5.9 Expertise and training of staff

Our SENDCO has over 15 years' experience in this role.

We have a team of 11 teaching assistants, including a higher level teaching assistant (HLTA) who is trained to deliver SEND provision.

Staff have annually updated training on how to administer an Epipen, Asthma training and Epilepsy training. Teaching assistants are also trained to deliver the 'Talk Boost' and 'Get Moving' programme.

5.10 Securing equipment and facilities

Blanford Mere Nursery and Primary School uses the SEND budget to purchase any auxiliary aids or specialist equipment recommended by outside agencies to improve or enhance the learning environment for pupils in school.

5.11 Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions
- Having regular parent meetings if outside agencies have been involved
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

5.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

All pupils are encouraged to participate in extra-curricular activities and reasonable adjustments are made if necessary to accommodate all pupils. All of our extra-curricular activities and school visits are available to all our pupils, including our Breakfast and After School and extra-curricular clubs. All pupils are encouraged to go on our residential trip and to take part in sports day/school plays/special workshops.

No pupil is ever excluded from taking part in these activities because of their SEND or disability.

Blanford Mere Nursery and Primary School has an accessibility plan which is available to see on the school website.

[Link to Accessibility Plan will go here once Governors have approved the policy](#)

Arrangements for the admission of pupils with disabilities

The Disability Discrimination Act 1995 defines a disabled person as one who has a physical or mental impairment which has a substantial and long-term adverse effect on a person's ability to carry out normal day-to-day activities. Most children with SEND will not be disabled within the meaning of the Act. The admission of pupils with disabilities is considered in the first instance in the same way as non-disabled pupils. Further considerations are made in the light of need and accessibility. It is policy to accommodate pupils with disabilities should parents wish and individual needs are planned for to prevent any pupils being treated less favourably than other pupils. In practice we ensure that classroom and extra-curricular activities encourage the participation of all pupils.

Existing facilities provided to assist access to the school by pupils with disabilities:

- Wheelchair access onto the school grounds
- Wheelchair access at most school entrances
- Carpeted areas in all classrooms to aid hearing impaired pupils learning
- A fully fitted care room, with disabled access shower
- A disabled car parking space in the car park
- Three disabled access toilets

5.13 Support for improving emotional and social development

Blanford Mere Nursery and Primary School is an inclusive school. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. All classes follow a structured PSHE (Personal, Social, Health and Emotional education) curriculum to support this development. However, for those children who find aspects of this difficult, we offer support through friendship groups run by class teachers/ teaching assistants, or a Counsellor.

All children are included in all parts of the school curriculum and we aim for all children to be included in school visits offsite. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. A risk assessment is carried out prior to any offsite activity to ensure that everyone's health and safety will not be compromised.

Pupils with SEND are encouraged to be part of the school council or to be Rights Respecting Champions. Pupils with SEND are also encouraged to be Peer Supporters who promote teamwork/building friendships.

We have a zero tolerance approach to bullying.

5.14 Working with other agencies

As a school we work closely with all external agencies that are available to support the needs of individual pupils. These include a range of health services such as School Nursing Service/Health Visitors and GPs, Speech and Language Therapists (SALT), Paediatricians, Occupational and Physiotherapists, Clinical Psychologists and CAMHS (Children and Adolescent Mental Health Service). We also work with Children's Services such as Educational Psychologists, specialist advisory teachers, Early Help Family Support Workers and Social Workers.

We also work with the community charity Believe 2 Achieve who work with children and young people and their families. They have a proven track record of delivering therapy and counselling, community and school-based workshops and programmes, benefitting thousands of local children.

Counselling is a 'talking therapy' where a trained therapist helps people to find ways to deal with challenging emotional issues. Counselling can help children and young people deal with the challenges and issues that are having a negative impact on their mental wellbeing.

If they are struggling with a mental health disorder such as negative or destructive thoughts, anxiety or depression, or have problems with anger or resentment, relationships and bullying, bereavement or low self-esteem, or are being challenged by difficult emotions leading to low self-esteem or low levels of confidence, then trained counsellors will help them to explore the issues and develop some strategies for coping.

Counselling can be personalised and individual to a child and their needs, or delivered through small groups to explore some common themes. These might include school transition, social anxieties, identity and self-image, coping with change or loss, stress and anxiety management, and low levels of self-confidence and resilience.

5.15 Complaints about SEND provision

Complaints about SEND provision in our school should be made to the SENDCO/headteacher in the first instance. They will then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

5.16 Contact details of support services for parents of pupils with SEND

The Dudley local offer pages provide information on a range of support services:

Dudley MBC Local Offer information: <http://www.dudley.gov.uk/resident/localoffer/>

Dudley SEND Team, Westox House, Dudley MBC, Phone: 01384 814214.

Website at: www.dudley.gov.uk/localoffer.

Dudley SENDIASS (formerly Dudley Parent Partnership Service) provides impartial information, advice and support to young people and parents, covering special educational needs (SEND), disability, health and social care.

Helpline number: 01384 817373

Address: Saltwells Education Centre, Bowling Green Rd, Dudley DY2 9LY

<https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-sendiass/>

Connexions is an organisation which is able to offer advice on learning and work opportunities: Call: 01384 811400

Email: Connexions@dudley.gov.uk

<http://www.connexionsdudley.org/>

Child and Adolescent Mental Health Service (CAMHS):

<https://www.youngminds.org.uk/young-person/your-guide-to-support/guide-to-camhs/?acceptcookies=> / Young Minds

<http://www.youngminds.org.uk/>

5.17 Contact details for raising concerns

As a school, we believe that the special educational needs or disabilities of children are met best when there is effective communication and collaboration between school, families, pupils and other agencies. Our aim is to create good working relationships with all of these groups, especially parents.

Parents are encouraged to come into school as soon as they have any concern. Blanford Mere Nursery and Primary School operates an open door policy for this purpose. If a member of the Senior Leadership Team or the SENDCO are

not available at that particular time, a meeting time will be arranged. Mrs K. Crook, SENDCO/Headteacher, will discuss the issue and make every effort to resolve the concern.

Mrs K. Crook – 01384 818365 – KCrook@blanford.dudley.sch.uk

5.18 The local authority local offer

Our local authority's local offer is published here:

<https://www.dudley.gov.uk/residents/dudleys-local-offer/>

6. Monitoring arrangements

This policy and information report will be reviewed by Mrs N Crook every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing body.

7. Links with other policies and documents

This policy links to our policies on

- Accessibility plan
- Behaviour policy
- Equality information and objectives
- Supporting pupils with medical conditions