



'Be the best you can be'

SEND Information Report 2024

This SEND Information Report is intended to provide the information needed to understand the dedication and commitment of Blisworth Primary School to supporting children with a Special Educational Need or Disability, and their parents and carers.

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What are Special Educational Needs and Disabilities?

Special Educational Needs

The Code of Practice (2015) explains that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. This is due to a significantly greater difficulty in learning than the majority of others of the same age or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of their age in schools maintained by the Local Authority, other than special schools, in the area.

Disabilities

The Equalities Act (2010) defines a disabled person as someone who has “a physical or mental impairment which has a substantial and long-term adverse effect on his or her ability to carry out normal day to day activities.” “Long term” means at least 12 months. “Substantial” means “more than minor or trivial.”

Children are disabled if they:

- Have a sight, hearing or speech impairment or suffer from a mental disorder of any kind
- Are substantially and permanently disabled by illness, injury or congenital deformity or such other disability as may be described
- Have a physical or mental impairment which has a substantial and long-term adverse effect on his/her ability to carry out normal day-to-day activities.

Blisworth Primary School is an inclusive school and offers provision for pupils who have Special Educational Needs and Disabilities in the following areas:

- Communication and interaction
- Cognition and learning
- Social, Emotional and Mental Health Difficulties
- Sensory and / or Physical Needs

What is Blisworth Community Primary School’s SEND philosophy?

At Blisworth Primary School we:

- Welcome and celebrate diversity
- Identify pupils with Special Educational Needs and Disabilities (SEND) as soon as needs become evident
- Have robust systems in place to ensure teachers meet the needs of children with SEND
- Provide all children with a broad and balanced curriculum that is differentiated to meet the needs of every child
- Have high ambitions and expectations for pupils with SEND

- Are sympathetic to each child's needs by providing a strong partnership between children, parents and school staff
- Actively engage in support from the Local Authority and outside agencies
- Ensure all children take a full and active part in school life

What is the Local Offer?

The Local Offer was first introduced in the Green Paper (March 2011) as a local offer of all services available to support disabled children and children with SEN and their families. It provides information about services in the local area and how these can be accessed. It lets parents, carers and young people know how schools and colleges will support them and what they can expect from these settings.

Northamptonshire's Local Offer can be found here:

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/send/local-offer/>

How are children identified as needing additional help?

Children are identified as having SEN and/or a disability through a variety of different strategies and assessments including:

- Liaison with previous school or early years setting
- Concerns raised by parents/carers
- Concerns raised by teaching staff or other members of our team
- Concerns raised by the staff relating to attainment or progress in learning
- Concerns raised due to behavioural changes or self-esteem which impacts on their learning or well being
- Liaison with external professionals (e.g. Specialist Teachers, Speech and Language Therapist or Occupational Therapists) after a referral has been made with parental consent via contact with the Referral Management Centre.
- A medical diagnosis

What do you do if you think your child has Special Educational Needs?

- Speak to the class teacher in the first instance
- Speak to the SENDCO

If parents and carers prefer to write or email then they can address correspondence to any of the above using the school email address: admin@blisworth.northants.sch.uk

How are the parents of children with SEND consulted and involved?

Partnership with parents and carers is central to all that we do at Blisworth Primary School and we actively welcome all involvement from parents.

- Parents attend additional meetings throughout the school year to view, share and contribute to the children's support plans.
- Appointments can be made and conversations initiated at any point throughout the year by making contact with the school office and booking time with the relevant member of staff
- Parents can speak to staff on the door in the mornings to say they would like to talk more or phone to speak and liaise with the class teacher
- Two parents' evenings, one in Autumn and one in Spring, give the class teacher and the parents and carers the opportunity to review progress, share targets and deal with any other issues or concerns and a third is offered in the summer term if open afternoon is not sufficient.
- Each child has an End of Year Report in the summer term
- Children who have an Education, Health and Care Plan (EHC) plan also have a Personalised Provision Plan, where targets are monitored on an ongoing basis.
- Parents are invited to attend and input into their child's annual EHCP review
- Parents are invited to attend and contribute to the Behaviour Support (BS) plans where required.
- Parents' advice and input will be used to form part of the application for targeted and top-up funding, EHCP applications and external agency interventions through SEND Support Plans

What are the arrangements for consulting children with SEND and involving them in their education?

- Children discuss with teachers and parents their strengths and areas of difficulty. These are then linked to their targets.
- Children with SEND will have a SEND Support Plan recorded by the class teacher. A SEND Support Plan captures key information to assist in understanding and appreciating that child's world. It often reveals information that may not be gathered in more formal contexts. By adding the child and parent's view, this is an effective way of considering provision from the starting point of the child.

What are arrangements for assessing and reviewing SEND children's progress?

At Blisworth Primary School a graduated approach is used. This is coordinated by the SENDCO and uses the following four stages:



This ongoing cycle allows the provision to be refined and revised and supports SEND children to achieve good progress and outcomes.

Some children with SEND may have an Education Health Care (EHC) Plan. These plans are designed to support children with long term and complex needs that are impacting on their ability to access learning and develop independence. They set out the provision the child requires in order to make progress. A request for an Education, Health and Care Plan can be made to the Local Authority once extensive support has already been put in place through the graduated approach and school has used the services available through the Local Offer. The plans are reviewed annually and new targets generated in consultation with parents and all professionals involved.

The progress of all children is monitored by the senior leadership team.

There is a named member of the Governing body responsible for monitoring SEND with appropriate expertise and understanding.

What approaches are taken to teach children with SEND?

- Quality First Teaching is in place in all classes and helps to ensure that children are able to access the curriculum.
- Work is differentiated. Differentiation is the process where teachers ensure that tasks are matched to each child's attainment. This might involve adult support, different resources, designing and presenting tasks differently or different outcomes being expected.
- Grouping arrangements are organised flexibly, with opportunities for children to work in similar attaining and mixed attaining groups.
- Adaptions are made to support specific needs, for example where more independence is required or alternative methods of recording are needed such as: word processing; use of mind maps; oral presentations; videos; drawings and use of scribes instead of writing; use of visuals to support the task organisation and independence
- There may be occasions where specific equipment is recommended such as talking tins and coloured overlays.
- Additional 1:1 adult support may be allocated as determined by SLT

What additional support is available?

Blisworth Community Primary School seeks to ensure that additional support and adaptations are not solely reliant on adult support and that children's needs are met through a wide range of resources and interventions. We recognise the importance of group learning and where possible, group children together based on their learning needs so that they gain collaborative learning opportunities. We recognise that some interventions need to take place in designated spaces but also encourage in-class support. Where specialist recommendations, resources and equipment have been advised, school will do their best to ensure that these are utilised and available and used cost-effectively. The quality and impact of resources and how they are used are continually reviewed and opportunities to maximise the impact the progress of children's learning.

Social and Emotional Support, including mental health difficulties (SEMH) and Provision

We have a team of experienced member of staff, who are also trained as a DSLs. Our wellbeing lead, who is trained to plan and deliver programs of support is also a DSL. Our team will support pupils who may be experiencing temporary or long term additional emotional needs within timetabled provision, operating on waiting list, with emergency and high priority needs of pupils taking priority. This may be on an individual basis with one child or group sessions may be appropriate such as when working on social skills and friendship skills. At times, other staff members may provide support or further referrals may be sought from specialist agencies. Further information on SEMH can be found in the schools mental health policy.

Speech and Language interventions

Where a child is under the NHS Speech and Language Service, school closely liaises with therapists and implements the programs and advice ensuring that individual needs are met.

Strategies to support/develop English

Strategies and interventions are bespoke and written to meet the needs of individual pupils. Some strategies that may be implements are:

- Teaching of phonics using Read, Write Inc.
- Additional targeted reading
- Small group or 1:1 support to support handwriting and fine motor development
- Opportunities for pre and over learning
- Visual aids
- Implementation of approaches to differentiate within the curriculum
- Implementation of recommendations by professionals and specialists

Strategies to support/develop Mathematics

Strategies and interventions are bespoke and written to meet the needs of individual pupils. Some strategies that may be implements are:

- Mastering Number
- Maths mastery materials from the NCTEM and Maths Hub
- White Rose sequenced planning

- Small step learning focusing on lesson design
- Opportunities for pre and over learning
- Visual aids
- TT Rockstars and Mathletics – differentiated
- Implementation of approaches to differentiate within the curriculum
- Implementation of recommendations by professionals and specialists

Strategies/support to develop independent learning

Strategies and interventions are bespoke and written to meet the needs of individual pupils. Some strategies that may be implemented are:

- Learning objectives clearly displayed and verbalised
- Success Criteria clearly displayed and verbalised
- Visual timetables
- SEND Support Plans written for children with SEND outlining the specific needs. They may be related to the SEND Ranges along with Quality First Teaching, Targeted and Individualised approaches.
- Physical resources for accessibility including wobble cushions, sensory resources etc.
- Implementation of approaches to differentiate within the curriculum
- Implementation of recommendations by professionals and specialists
- A range of strategies and resources such as wellbeing books, specialist resources and suggestions and evidence-based programmes
(https://assets.publishing.service.gov.uk/media/63453e208fa8f534695f3984/Mental_health_resources_for_teachers_and_teaching_staff.pdf)

Tests and Examinations: Access Arrangements

For some children additional arrangements and adjustments can be made to enable them to fully access a range of tests. This might include additional time, rest breaks or the use of a scribe or word processor. The SENDCO will inform parents and carers about eligibility and applications for these arrangements.

How are adaptations made to the learning and school environment?

In many cases, adaptations for individuals will be bespoke to meet the needs of individual pupils. Some strategies that may be implemented are:

- The school has an Accessibility Plan (2022-2024)
- There are blinds in Years 4, 5 and 6, where the light could be an issue for children with vision difficulties.
- Interactive boards are used in all classrooms, which enable adjustable brightness and contrast which can be modified to meet the needs of children with visual impairment
- Identified intervention spaces for learning, practical lessons and wellbeing sessions.

What training are the staff having or going to have to support children with SEND?

- The SENDCO holds the National Award for Special Education Need Co-ordination
- The SENDCO supports and advises teachers in planning the provision for children with SEND
- To further broaden staff knowledge and continue professional development for all staff, consultant SENCOs are obtained to deepen knowledge
- Teaching pedagogy training is delivered by senior leaders and supporting SEN within lessons
- Whole staff training is used to disseminate knowledge, strategies and experience to staff and to ensure consistency of approach across the school
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class

What recent training has taken place?

In addition to continuous professional development in school, some examples of additional training include:

- The SEND Ranges
- Emotion Coaching
- Consultations with Educational Psychologists
- Consultations with Alternative Provisions, including The Spires and St James' Pupil Assessment and Referral Centre (PARC)
- SEND Network Training - including Autism, Situational Mutism, Transition and Sensory Friendly Classrooms
- Mental health First Aid for children and Young People
- Well-being training for lead including Drawing and Talking
- TEAM Teach
- Lego Therapy
- Reviews and training by consultant SENDCO's and the Local Authority

What specialist services are accessed?

The school works with a wide range of specialists and professionals and seeks a wide range of services dependent on children's needs. There are many different pathways to seek specialist support and school accesses the Local Offer in addition to Northamptonshire Healthcare NHS Foundation Trust - Specialist Children's services.

Where appropriate, school may make referrals through the Northamptonshire Referral Management Centre (RMC). The RMC provides a single point of access into children and young people's specialist community health services. These may include accessing the following specialist services;

Northamptonshire Healthcare NHS Foundation Trust - Specialist Children's services:

- Attention Deficit and Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD)
- Children's Community Nursing
- Community paediatrics
- Community team for people with a learning disability (CTPLD)
- Children's Continence Service
- Children's Dietetics
- Emotional wellbeing and mental health (including CAMHS)
- Looked after children (mental health only)

- Children's Occupational therapy
- Children's Physiotherapy
- Children's Speech and language therapy
- Special school nursing
- Children's Eating disorder Service
- Paediatric psychology

Northampton General Hospital - Children's Community services:

- Community paediatrics
- Children's Community nursing
- Children's physiotherapy
- Child and Adolescent bereavement service

Emotional Wellbeing and Mental Health services:

- Service Six
- Time 2 Talk
- The Lowdown
- CHAT (Oundle)
- Youthworks CIC

Advice is also sought from, and referrals are made via the Local Offer - Northamptonshire County Council SEND Support Service regarding:

- Social Emotional and Mental Health needs
- Communication and Interaction needs
- Cognition and Learning needs
- Hearing Impairment
- Sight Impairment
- Educational Psychology involvement

What are the arrangements for supporting children who are looked after by the Local Authority and have SEND?

Should we have pupils that are looked after by the local authority with SEND, the following arrangements will be adopted:

- A PEP is ongoing record of what needs to happen for looked-after children to enable them make progress and fulfil their potential. The PEP reflects the importance of a personalised approach to learning to meet educational needs, raise aspirations and builds life chances. The SENCO works closely with the schools Designated Teacher for LAC to set targets and advise on the personalised provision required.

How do we review the effectiveness of SEND support?

- Discussion with pupils and their parents / carers,

- Regular review of targets and next steps within SEND Support Plans
- Observations and learning walks carried out by teachers and senior leaders,
- book looks, practical learning observations and data analysis
- pupil progress meetings between teachers and with senior leaders,
- reviewing pupil progress against individual targets
- analysing attendance records,
- analysing behaviour records,
- Headteacher's report to governors.
- The SENDCO specifically monitors the impact of support and interventions on the children's academic progress, as well as markers of increased participation, increased social integration and increased self-regulation. The SENDCO evaluates the attainment and progress of children with SEND within all these areas is used to evaluate the overall effectiveness of our school SEND provision.

How are children with SEND included in activities outside the classroom including school trips?

We offer a range of well-managed support for children with SEND that enables them to be fully included in lessons and life of the school. We ensure that we provide a well-rounded curriculum which offers a range of school-based curriculum days and school trips. We offer a wide range of support and provision including:

- Access to after school clubs is provided as a right and support is given by trained activity leaders to ensure their inclusion. It is a requirement that any independent provider (Ofsted Registered) of after-school clubs must cater for pupils with SEND.
- School trips are accompanied by a high ratio of adults to children. Specialist transport can be arranged if necessary. Parents/carers are invited to accompany school trips and may be asked to plan visits and discuss risk assessments with staff.

How is the well-being of children that have Special Educational Needs and Disabilities supported?

At Blisworth Primary School we want every child to be able 'to be the best they can be'. Well-being is nurtured by providing:

- Strong values (developed by children, governors, staff and parents)
- Jigsaw PSHE program
- Respectful relationships between adults and children
- Opportunities to talk to any member of staff if they have any concerns they wish to discuss
- Opportunities to work with the well-being lead, a tailored personal plan may be put in place for pupils with complex needs.
- Some children may receive play-time support such as support from a sports coach or Lunchtime Supervisor to promote games and positive friendships
- Young leaders lead sporting activities at lunchtimes to actively engage children

In addition

- Personal, Social and Health Education (PSHE) is integral to our curriculum and is also taught discretely on a weekly basis
- To foster an understanding of Inclusion, both the PSHE Jigsaw curriculum and assemblies give

children an understanding of the diverse needs of human beings

- Attendance is regularly monitored and pupils returning to school after absence are fully supported. We work collaboratively with parents to prevent prolonged unauthorised absence
- A policy is in place which ensures that the medical needs of children are supported, including those who are unable to attend school due to medical conditions.
- Relevant staff are trained to support medical needs

Pupils' views are sought through our school curriculum council, questionnaires and other forums. These views are acted upon so that children see the importance of their voice in the development of our school

Supporting SEND children with transition

Careful consideration is given to preparing pupils with SEND for transition at all stages.

What happens when a child with SEND joins Blisworth Primary School?

- We request to liaise with us as well as parents as soon as we are notified that a child is transferring into Blisworth Primary school
- For children joining the Early Years setting, home visits, a visit to the child's current setting or a stay and play morning at Blisworth
- All new children are encouraged to visit the school prior to starting. For children with SEND further visits are encouraged to assist with the acclimatisation of the new surroundings
- If necessary, children with SEND can be integrated into Blisworth Primary School on an individually designed induction programme, in partnership with the SENCO and Headteacher

What happens when a child with SEND changes class or moves to another school?

- Teachers liaise together and with parents and carers, sharing information and preparing the pupil well in advance of the move.
- Children will have phased 'transition sessions' in their new class or school providing an opportunity to meet the new class teacher and new class friends. This may be in person or virtual depending on government guidelines and local lockdown restrictions.
- An individual Transition Plan will be created for specific children if needed. This may be in the form of photographic booklet, social story and additional visits.

What happens when a child with SEND moves to Secondary School?

- Teachers and the SENCO pay particular attention to preparing children with SEND for transfer to secondary school, addressing both the learning and the well-being concerns that may arise
- Transition visits to the 'feeder' secondary schools are organised by the secondary schools and individualised programmes are designed as needed. This can include extra visits supported by the class teacher or SENCO in line with other school's policy and opportunities
- If a child has an EHC Plan, the annual review before change of school will be used as a transition meeting, during which staff from both schools are invited to attend
- Where parents request a change of placement to special school provision, a Local Authority representative will also be invited to attend the EHC annual review

How are resources allocated and matched to children with SEND?

Mainstream schools have funding specifically delegated to their budgets for Special Educational Needs where schools will plan the use of the budget. Additional funding can be applied for children whose high needs, cost more than the nationally agreed threshold for consideration by the LA. To access this funding, schools have to show clearly the provision they have in place using their delegated resources.

The needs of children who have SEND are met to the best of the school's ability with the funds available. The school SEND budget is used to:

- Provide individual and group support should this be considered the best approach by the SENDCO and authorised by Senior Leaders.
- Direct the work of additional support staff
- Provide specialist equipment
- Provide additional intervention programmes to help a child learn and progress
- Provide additional intervention programmes to support a child's social and emotional development
- Enable staff to access specific external training by specialist providers

The Headteacher decides on the specific allocation of funding for the above in consultation with the school governors, SENDCO and Deputy Headteacher of Pupil Achievement, on the basis of SEND need. All support, training and resources are reviewed regularly, and changes are made as needed.

Who can a parent or carer contact at Blisworth Primary School for further information?

Any questions regarding the content of this Information Report, your child's own provision or complaints you have about your child's SEND provision should be addressed to the SENCO or the Head Teacher (See Complaints Policy available on the school website)

Frequently good communication can quickly resolve concerns and we genuinely invite parents into partnership with us.

Headteacher – Leah Jenkins

Deputy Headteacher for Pupil Achievement, Designated Safeguarding Lead
and SENDCO – Danielle Warren

School telephone: (01604 858414)

School Email: admin@blisworth.northants.sch.uk

School Website: <https://blisworth.northants.sch.uk/>

Other Useful Contacts

Information and Advice Services are support for parents of children and young people with SEND :
<http://www.iassnorthants.co.uk/Pages/home.aspx>

Northamptonshire Mental Health Gateway: <http://www.asknormen.co.uk/>

Northants Parent Forum: <http://www.npfg.co.uk/>

Glossary of Terms

A lot of abbreviations and acronyms are used in schools. Below is a glossary of the most frequently used terms in the area of Special Educational Needs and Disability

ADD – Attention Deficit Disorder

ADHD – Attention Deficit Hyperactivity Disorder

AR – Annual Review (Statement)

ASD / ASC – Autistic Spectrum Disorder / Autism Spectrum Condition

BESD – Behavioural, Emotional, Social Difficulties

CAF – Common Assessment Framework

CAMHS – Child and Adolescent Mental Health Service

COP – Code of Practice

CYPS – Children & Young People’s Services

DfE – Department for Education

EAL – English as an Additional Language

EHC – Education, Health and Care Plan

EP – Educational Psychologist

FE/HE – Further Education/Higher Education

HI – Hearing Impaired

LP – Learning Plan

LA – Local Authority

LAC – Looked After Child

TA – Teaching Assistant

MLD – Moderate Learning Difficulties

OFSTED – Office for Standards and Education

OT – Occupational Therapist

PMLD – Profound and Multiple Learning Difficulties

PRU – Pupil Referral Unit (short stay school)

SaLT – Speech and Language Therapy

SATS – Standard Assessment Tests

SEMH – Social Emotional and Mental Health

SEN – Special Educational Needs

SENCO - Special Educational Needs Co-ordinator

SEND - Special Educational Needs and Disability

SLD – Severe Learning Difficulties

SpLD – Specific Learning Difficulties

STS – Specialist Teaching Service

