



## Blakesley C of E Primary School

### SEN Information Report

We have developed our Local Offer alongside that set out by West Northamptonshire County Council, which can be found [here](#).

#### **Contents**

#### **[Introduction](#)**

#### **[What are the School's Objectives for SEND support?](#)**

#### **[How does the School identify pupils with SEND?](#)**

#### **[What provision is in place for children with SEND?](#)**

#### **[What support do pupils receive?](#)**

#### **[How does the school measure progress and achievement?](#)**

#### **[What SEND Knowledge do staff have and how is it developed?](#)**

#### **[Who can I contact for further information?](#)**

#### **[What if my child needs pastoral support?](#)**

#### **[How does the school involve parents and children with SEND?](#)**

#### **[What transition arrangements are in place?](#)**

#### **[What monitoring and evaluation is in place for my child?](#)**

#### **[Can SEND children access activities outside the classroom?](#)**



## **Blakesley C of E Primary School**

### **SEN Information Report**

#### ***Introduction***

The purpose of this document is to clarify to parents, staff and Governors, how the special educational needs of children are managed at Blakesley C of E Primary School and how the school SEN policy is put into practice.

#### ***What are the School's Objectives for SEND support?***

- ☐ To identify effectively and assess the needs of all children
- ☐ To set appropriate targets that accelerate progress
- ☐ To monitor and review learning and raise achievement
- ☐ To liaise with and involve parents and value their contribution to their child's education
- ☐ To listen and respect the views of the child

The kinds of Special Educational Needs and disabilities provided for:

- ☐ Communication and interaction
- ☐ Cognition and learning
- ☐ Social, Emotional and mental wellbeing
- ☐ Sensory and/or physical needs

#### ***How does the School identify pupils with SEND?***

Identification of pupils with SEND will come from a range of sources:

- ☐ Progress monitored by teachers as part of an ongoing observation and assessment which identifies differences between attainment and achievement and pupil progress meetings
- ☐ Progress made against objectives specified in the Birth to Five Foundation Curriculum and Primary National Strategy
- ☐ Standardised screening and assessment tools
- ☐ Signposted from pre-school information or parental concerns
- ☐ Concerns raised on entry to the school in any year group or concerns raised by previous school
- ☐ Liaison with Local Authority or other outside professional
- ☐ Concerns raised because a child is under the care of the Local Authority

Our SEN profile for 2022 shows that approximately 10% of children are identified as having SEN.

#### ***What provision is in place for children with SEND?***

There is graduated response to meet pupils' special educational needs; should the provision provided not appear to meet the needs of the child, a formal statutory assessment may be sought.



## **Blakesley C of E Primary School**

### **SEN Information Report**

Blakesley C of E Primary School receives funding directly to the school from the Local Authority to support the needs of learners with SEN. The school also accesses Higher Needs and EHCP funding for children with significant SEND, to pay for additional support.

#### ***What support do pupils receive?***

**All pupils receive universal provision, which consists of:**

- ☐ High quality classroom teaching
- ☐ Gifted and talented extension activities
- ☐ Adaptions including workstations and visual timetables
- ☐ Pre teaching vocabulary
- ☐ Class TA targeted support
- ☐ Differentiated curriculum
- ☐ Pastoral support plan

#### **SEN Support and EHC Plan Provision**

- ☐ 1:1 reading support and targeted reading support
- ☐ Structured Lunchtimes
- ☐ Fine motor skills work
- ☐ Speech and Language Therapy
- ☐ OT and physiotherapy support
- ☐ CAMHS
- ☐ 0-19 School Nursing Team

Support may also come in the form of additional resources. The following approaches have been used with children: use of pencil grips, seating position within the classroom, coloured overlays, writing frames to support literacy work, concrete apparatus for numeracy. Small group and 1:1 work within class was provided along with interventions in literacy, numeracy and reading. We have also provided social and emotional interventions including work around bereavement and anxiety.

Support was also provided by The Visual Impairment Team; Specialist Support Services; Target Autism; Bereavement Counselling Service; Early Help Assessment Team; School Nursing Team; Jogo Behaviour Support and Education Inclusion Team.

We also employ four class based Teaching Assistants, one HLTA and one 1:1 Teaching assistant, who deliver the interventions in the provision map as co-ordinated by the Head teacher and SENCo.

#### ***How does the school measure progress and achievement?***



## Blakesley C of E Primary School

### SEN Information Report

Progress will be measured against national Age Related Expectations. Where children have complex needs, progress is achieved in small steps. The assessment and recording of progress is monitored termly.

It may be necessary to carry out extended, detailed assessments to inform the next stage of planning. These may involve external professionals where appropriate. Assessment information and pupil progress are available to parents at IEP reviews, parent consultations and in annual reports.

#### ***What SEND Knowledge do staff have and how is it developed?***

Those staff involved in SEND are:

- ☐ Special Needs Co-ordinator (SENCo)
- ☐ The Head teacher
- ☐ Class Teachers
- ☐ Teaching Assistants (TAs)
- ☐ School Governor with SEN responsibilities

These staff have experience in:

- ☐ Autism
- ☐ Speech, Language and Communication needs
- ☐ Emotional and behavioural needs
- ☐ School staff also liaise with additional outside agencies, including: Educational Psychologist (EP), Community Paediatrician, Social Services, ASD team, CAMHS, SALT, OT and School Nurse.

We encourage all staff to take up training opportunities and attend relevant courses provided by the County Council and outside agencies to develop and upgrade skills and knowledge in SEND.

Recently, staff have received training in Sounds Write (to support phonics teaching) Speech and Language Development and Autism Spectrum Disorder training.

#### ***Who can I contact for further information?***

Mr Neil Balliston, Head teacher on 01327 860257

Mrs Emma Cox, SENCo on 01327 860257

#### ***What if my child needs pastoral support?***

Blakesley C of E Primary School has a pastoral system in place to support children with their social and emotional development. Each child can access support from:



## **Blakesley C of E Primary School**

### **SEN Information Report**

- ☐ Class teacher
- ☐ Teaching Assistant
- ☐ Our Behaviour, Anti Bullying, Attendance, Anti-Bullying and Exclusion policies also ensure systems are in place to support children. These are available from the office and on our website.

#### ***How does the school involve parents and children with SEND?***

Parents who have a concern about their child or would like to discuss their child's SEND provision should contact the class teacher or the SENCo in the first instance. If there are still concerns then a meeting may be arranged with the Head teacher.

Parents receive termly reports informing them of their child's attainment and progress. They are also invited to termly parents' evenings and reviews with outside professionals where appropriate.

When possible, we involve children in the setting and reviewing of targets and provision.

#### ***What transition arrangements are in place?***

Blakesley C of E Primary School will liaise with transfer schools, pre-schools and other additional outside agencies before a child starts. An enhanced transition plan may be implemented if necessary.

Children moving to secondary school will have a programme of transition organised. Some children will have an enhanced transition plan if parents and staff feel it is appropriate.

Last year additional transition sessions were accessed for children transferring to Sponne Secondary School.

#### ***What monitoring and evaluation is in place for my child?***

The SENCo monitors and updates all children's provision. They are responsible for monitoring and evaluating planning, practice and outcomes. This may involve focused classroom observations, monitoring the impact of interventions, staff meetings and reviews. Vulnerable groups such as pupil premium, FSM, EAL, etc. will be monitored, as will attendance and exclusion data for SEND pupils.

Each area of the four-part cycle of 'assess, plan, do and review' is monitored by the SENCo

When assessing the SENCo will ensure that we regularly assess all pupils' needs so that each pupil's progress and development is carefully tracked compared to their peers and national expectations. The views and experience of parents / carers and the pupil will be listened to. In some cases, we will draw on assessments and guidance from other education professionals e.g. Educational Psychologists (EPs) and from health and social services.



## Blakesley C of E Primary School

### SEN Information Report

Where SEND support is required the teacher and SENCO will have put together a plan outlining the provision to be put in place for the pupil. Plans are regularly monitored and reviewed by the SENCo.

The class teacher who is responsible for the implementation of the plan and working with the pupil on a daily basis will also liaise closely with teaching assistants or specialists who provide support set out in the plan and monitor the progress being made. The SENCO provides support and guidance for the teacher.

The impact of the plan will be reviewed each term by the teacher, SENCO, parent / carer and pupil. This will inform the planning of next steps.

#### ***Can SEND children in your school access activities outside the classroom?***

Activities and school trips are available to all. Risk assessments are carried out and all reasonable adjustments are put in place to enable all children to participate as fully as possible. Any potential barriers will be discussed with parents.

| GLOSSARY OF TERMS    |   |
|----------------------|---|
| IEP                  | Individual Education Plan                                 |
| SEN Support          | Graduated approach to providing appropriate support       |
| SEN                  | Special Educational Needs                                 |
| SEN Code of Practice | The legal document that sets out the requirements for SEN |
| EHC Plan             | Education, Health, Care Plan                              |
| SEND                 | Special Educational Needs and/or Disabilities             |
| SALT                 | Speech and Language Therapist                             |
| CAMHS                | Child & Adolescent Mental Health Service                  |
| EP                   | Educational Psychologist                                  |
| ASD                  | Autistic Spectrum Disorder                                |

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#### **Useful links**

[www.dfe.gov.uk](http://www.dfe.gov.uk)

Educational Psychology Service :

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/schools-and-education/educational-psychology-service/Pages/default.aspx>



## **Blakesley C of E Primary School**

### **SEN Information Report**

Education Entitlement Team : Contact number : 0300 126 1000

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/service-finder/advice-and-support/471-educational-inclusion-partnership-team-eip>

Parent Partnership Service : Contact Number : 01604 364772

<https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/local-offer/advice-and-information/474-information-advice-and-support-service-for-special-educational-needs-and-disability-in-northants-iass>

Virtual School for Looked After Children : Contact number Tel: 0300 126 7000

<https://www.westnorthants.gov.uk/virtual-school>

Link to the local authority's local offer. 01604 366124

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

