

### A Place to Flourish

*"I have come that they may have life, and have it to the full" (John 10:10)*

## BLUNDESTON CEVCP SCHOOL SEND OFFER

For further information, see the Local Authority offer at <https://infofink.suffolk.gov.uk/kb5/suffolk/infofink/localoffer.page?localofferchannelnew=0>

### Can this school meet my child's needs?

We take positive action to ensure that children with Special Educational Needs and Disabilities (SEND) are not treated less favourably. Where appropriate, we provide a differentiated curriculum, additional resources and/or equipment, extra adult support and may ask for support from external agencies and professionals.

Our provision matches the broad areas of need as defined in the SEN Code of Practice 2014:

*Communication and interaction, cognition and learning, social, emotional and mental health, sensory and/or physical needs (including vision and hearing) and moderate/severe/profound learning difficulties.*

### What types of special needs support may be available and suitable for my child in school?

Our approach to supporting children with SEND is through a tiered approach:-

**Universal (Wave 1)** - this is the quality first teaching your child will receive from his/her class teacher and teaching assistant and may include differentiation and reasonable adjustments to the curriculum, teaching, resources or equipment to match learning needs.

**Targeted (Wave 2)** - it may be appropriate to consider making additional short-term special educational provision to remove or reduce any barriers to learning, using the expertise and training of our staff. This process will include assessing your child's needs, planning the most effective and appropriate intervention, providing this intervention and then reviewing the impact on your child's progress towards individual learning outcomes.

Specific targeted one-to-one or small group interventions may be run inside or outside the classroom, although children are always part of, and included in, the main English and maths lessons. These interventions will be focused and time-specific.

Our Nurture Group is run by our Nurture & Pastoral Support Lead and provides a highly nurturing environment for children who have attachment, social, emotional and/or mental health difficulties.

**Specialist (Wave 3)** - it may be necessary to seek specialist advice and regular long-term support from a specialist professional outside the school. This may include the education psychology service, speech and language service, sensory advisory teachers, Child Mental Health Service (CAMHS), Ashley School Outreach and County Inclusion Support Service (CISS). The school may access these services through an Education, Health and Care Plan (EHCP).

### Who are the best people to talk to about my child's special needs?

My child's class teacher  
SENDCo (Mrs. S. Allerton)

### How does the school identify and assess children with Special Educational Needs and Disabilities?

We gather information from a range of sources:-  
Parents/carers  
School staff  
School-based assessments/screenings/progress meetings  
External agency assessments, e.g. health (GP, paediatrician), educational psychology, speech and language, Specialist Education Service, CAMHS, social services  
Common Assessment Framework (CAF)  
EHCP needs assessment

### How will the school communicate with me about my child?

Informal conversations/  
meetings with staff  
Class Dojo  
Termly parents' meetings  
Letters from SENDCo  
Meetings with SENDCo  
Meetings/letters/reports  
with/from external agencies/  
professionals  
School annual end of year  
reports  
School website  
EHCP annual review meetings  
Reading diaries/records  
Home/school books  
Emails and text messages

### How will my child be included in school life?

**Blundeston CEVCP is an inclusive school and committed to providing equal opportunities for all children. Reasonable adjustments will be made to ensure all children can access opportunities at our school.**

Transition is tailored to meet individual needs (including from pre-schools and to secondary schools)  
Medical care plans are put in place for children's medical needs  
Differentiated teaching and learning/curriculum  
1:1 or group support provided when needed  
School clubs, school visits and residentials are available for all children, with support provided if needed  
Opportunities to be elected as a school councillor/road safety officer/playground buddy/digital leader available for all children  
Regular whole or individual staff training is carried out in response to children's needs, such as for dyslexia or diabetes  
Entitlement to support with tests (extra time/scribe)  
Accessible building and facilities (ramps, disabled shower, one-storey building)  
See Equality & Diversity Policy/Accessibility Plan & Policy/SEND Policy/Anti-Bullying Policy/Safeguarding & Child Protection Policy/Behaviour Policy (these are available on our website and paper copies are available from the school office)

### How do you support my child at points of transition?

Our staff work very closely together and spend time passing on information about each child's strengths and difficulties prior to them moving to their next class.

We have good relationships with our feeder pre-school in Blundeston and our local secondary schools in Lowestoft and liaise with the SENDCos at both, prior to transition.

We have a carefully planned range of transition activities for children joining our school, including home visits by our Reception staff in the Summer term, liaison with the SENDCo to discuss individual children, additional visits to school for children with SEND, as well as the early transfer of any reports/records/learning journeys. We will also carry out a risk assessment, if relevant.

Our children have regular opportunities to be involved with our local secondary schools during their time in Key Stage 2. We ensure we provide additional transition work for our children with SEND in the summer term of Year 6. This may include support from external professionals.

### **What is an Education, Health and Care Plan (EHCP)?**

Since September 2014, EHCPs have been issued instead of Statements of SEN.

The purpose of an EHCP is to make sure provision is provided to meet the special educational needs of a child or young person, to secure improved outcomes for him/her across education, health and care and as he/she gets older, prepare for adulthood.

An EHCP will:-

- Contain the views and aspirations of you and your child, a full description of his/her special educational needs and any health and care needs
- Establish desired outcomes for your child's progress
- Specify the provision required and how education, health and social care will work together to meet your child's needs and support the achievement of the agreed outcomes.

You, a child aged over 16 and/or the SENDCo or Headteacher at school can request that the local authority carries out an assessment of your child's needs. This may lead to an EHC Plan.

### **How will you support my child to reach his/her learning outcomes?**

We will use support plans to think carefully about a child's specific targets. These are carefully monitored and tracked at half-termly meetings between teachers/TAs and the Headteacher/Deputy Headteacher.

These plans are flexible, which means targets can change, as well as the children receiving this support.

Staff receive support from the SENDCo to ensure they are providing an appropriately differentiated curriculum and relevant training is provided to enable them to support children's needs. Examples include PECS, Talk Boost and dyslexia awareness.

### **Where else can I find support and information?**

- Our Nurture & Pastoral Support Lead
- SENDIASS (SEND Information, Advice and Support Service) ([www.suffolksendiass.co.uk](http://www.suffolksendiass.co.uk))
- National Autistic Society ([www.autism.org.uk](http://www.autism.org.uk))
- School Nurse
- Your GP/paediatrician/health specialist

### **How will you help me support my child?**

- There may be suggested strategies or activities for you to do at home, which we will share with you.
- We are happy to support training in specific areas, such as PECS (Picture Exchange Communication System).
- We are happy to help you complete forms linked to your child's needs, such as Disability Living Allowance.
- We can provide support through our Nurture & Pastoral Support Lead.
- You may have an opportunity to meet with other professionals involved in supporting your child.

### **How is support allocated to children with SEND?**

We receive funding in our overall budget for SEND provision. The SENDCo and Headteacher decide and plan how to support SEND provision, by prioritising the needs of the children in school. Some children may also qualify for individual Higher Tariff Need Top-up Funding to support them in school. This funding may be spent on additional adult support, resources, equipment and staff training.

The Headteacher reviews the impact and effectiveness of spending on SEND through regular progress meetings with staff and reports this to governors termly.

### **How will the school consider my views and those of my child with regard to his/her SEND?**

At Blundeston, we believe it is very important for parents and carers to be involved in all areas of their child's learning and we actively encourage discussions between school and parents/carers. We will always try and understand children's views about any difficulties they are having and will involve them as much as possible, such as when making referrals or completing an EHCP needs assessment.

Your child's class teacher is available for you to share any day-to-day concerns at the beginning and end of the day.

You can share your views in more depth at parents' meetings.

You can arrange to meet with the SENDCo to discuss your views.

Your views will be sought when completing referrals to speech and language, the educational psychology service, CAMHS etc.

Your views will be needed if the school decides to ask for a needs assessment for an EHCP. If your child has an EHCP, your views will be listened to at review meetings.

### **How will the school monitor my child's progress?**

- Support plans will be written to plan for provision for children with SEND. These are reviewed at half-termly pupil progress meetings between teachers/teaching assistants and the Headteacher/Deputy Headteacher.
- PITA (Point In Time Assessments) will be discussed at these meetings, as well as individual targets.
- Support is reviewed in terms of effectiveness and impact and plans are adjusted accordingly.
- If we are concerned about a child's progress, we may seek advice and guidance from external professionals.

### **How can I complain about the SEND provision for my child?**

In the first instance, please talk to your child's class teacher. If your concerns are not resolved in a reasonable amount of time, you can make an appointment to see the SENDCo.

You can also refer to the Complaints Policy and Procedure on our website or ask for a paper copy from our school office.