

A Place to Flourish
“I have come that they may have life, and have it to the full”
(John 10:10)



SEND Information Report

Statutory Document

School SENDCo – Sara Allerton

SEND Governor – Elizabeth Lewis

Reviewed: Summer 2023
Next Review: Summer 2024

Definition of SEND: A child and young person has Special Educational Needs if they have a learning difficulty or disability which calls for special educational provision to be made.

At Blundeston CEVC Primary School, there are currently 31 children (17%) on the Special Educational Needs Register (June 2023). This includes children with EHCPs, those receiving school support and children who we are monitoring.

	June 2022	June 2023	National Average 2022	National Average 2023
Number of children on SEND Register	29 (15%)	31 (17%) 7 being monitored	16.6%	17.3%
Number of children on School Support	N/A	24 (13.3%)	12.6%	13%
Number of children with EHCPs	5 (2.6%)	7 (3.9%)	4%	4.3%
FSM/SEND	36%			
Gender	EHCPs 100% boys School Support 73% boys 27% girls	EHCPs 100% boys School Support 71% boys 29% girls	EHCPs 72.8% boys 27.2% girls School Support 63.5% boys 36.5% girls	EHCPs 72.4% boys 27.6% girls School Support 62.8% boys 37.2% girls

We receive Higher Tariff Need funding for 10 children on the SEND register. 9 from Suffolk LA and 1 from Norfolk LA. This money is used to support children with SEND within school.

Profile of pupils with SEND

Class	Wave 1 (monitoring) - QFT, in class modifications	Wave 2 - Intervention outside the daily lesson and programme of support	Wave 3 - Pupils who have outside additional specialists and/or EHCPs
Reception	1		2
Year 1			5
Year 2	2	2	2
Year 3	2	2	1
Year 4	1	1	
Year 5	1	2	3
Year 6		1	3

(EHCP = Education, Health and Care Plan)

Breakdown of SEND across the school

Year Group	YR	Y1	Y2	Y3	Y4	Y5	Y6
Total in Class	21	24	27	24	25	29	30
% of SEND	14%	20%	22%	20%	8%	17%	13%

Areas of Need

	Cognition and learning	Speech & Language & Communication	Autistic Spectrum Disorder	Social, Emotional & Mental Health	Hearing & Visual Impairment
YR & KS1	3	5	3	2	1
KS2	9	1	1	6	0
Total	12	6	4	8	1

Please note: some children's needs are across more than one area of need. I have recorded their primary area of need.

This year's developments

This year, school support plans have been embedded and staff are able to see the impact of the assess-plan-do-review (APDR) cycle, with staff providing robust entry and exit data for pupils.

Pupils with SEND are tracked through half-termly Learning Conversations. TAs are also been part of these conversations where possible. The school support plans have enabled staff to talk confidently about the progress our children with SEND have made throughout each half-term.

Tweaks to this system have included moving away from children being out of the classroom for interventions and staying in lessons more. This allows children to access teacher input and support as much as possible. It also means that they are not missing lessons, including foundation subjects, which is where they may flourish the most.

Training

Throughout this year I have continued to develop my knowledge of SEND. I have attended three training days at The Wherry School in Norwich, as well as completing other training such as 'Identifying and Supporting Learners with ADHD or ADD' and VSEND training supplied by the LA. I have recently been to visit another local specialist provision to gain insight into what provision is available in the local area.

Whole school training has included Behaviour and the Law, De-escalation and Emotional Literacy. Other members of staff have also accessed additional training around SEND.

Working with parents

I have continued to meet with parents, either via the telephone or face-to-face, to answer questions and provide support. Parents' evenings took place face-to-face which allowed parents continued communication about their children. Support plans were shared with parents at these meetings. Feedback from parents suggests they are happy with the improved methods of communication and know about the support their child is receiving.

As part of our Nurture provision, Mrs. Pryke also works closely with parents by offering parental support and also signposting to other services, where they can receive support or make referrals.

Children with EHCPs have an annual review each year. This involves parents and any external agencies working with that child being invited to attend. Uptake from external agencies attending reviews continues to be low, including from EHCP Coordinators employed by the Local Authority.

This year, I have worked with three families to apply for an EHCP for their child. All of these have been successful. I am currently applying for another EHCP and supporting a family with their request for specialist provision for their child.

I have supported parents with their child transitioning to a specialist provision in September 2023 by meeting them to look around the school and offering a channel of communication between them and the new school their child will be attending.

Education, Health and Care Plans (EHCPs)

Currently on roll, we have 7 children with EHCPs. Two of these children are in Year 6 so will be leaving Blundeston to attend secondary school in September. Both children will be attending mainstream high schools. One of our children with an EHCP is expected to pass his SATS in Reading and Maths.

One child with an EHCP is transitioning to a specialist provision from September 2023. The child was placed with us until a space became available for specialist provision. This child, with 1:1 support, has flourished with us and his parents are sad that he will be leaving Blundeston.

Three EHCPs were applied for this academic year and all three were successful, with two of them currently in draft format. It is possible in the next academic year that I will be applying for two more EHCPs.

Nurture

From March 2023, our Nurture provision has been run successfully by Gemma Pryke. She has had ongoing training in a number of areas including: Emotional Wellbeing in the Classroom, Bereavement training and is also now a Deputy Designated Safeguarding Lead. During her time running our Nurture provision, Gemma has started a bee garden which incorporates the values of Nurture outside. She has improved communications with parents, including offering support to parents, implementing CAFs and contacting parents via Dojo to let them know about their child's progress in Nurture. Gemma continues to run 1:1 sessions for our children who require additional SEMH support alongside our Nurture groups. Gemma has been using ELSA assessments to show progress and will start her formal ELSA training in October 2023. She will also be undertaking training in Mental Health in the Classroom.

External agency involvement

I continue to have termly meetings with external agencies, usually via TEAMS, to feedback the progress children on their caseloads are making, and to discuss any difficulties they may be facing. This includes discussions with class teachers and implementing any new suggestions offered by external services.

4 of our children have been accepted onto the Suffolk Specialist Education Services (SES) caseload. The service has received a high demand of referrals and, therefore, have been working on a backlog of cases. For example, referrals made in February are being seen in school in July. This is similar for children with Speech and Language

difficulties - 3 of our children were accepted for assessment in July 2022 and are going to be seen by a SALT in July 2023.

The Local Authority have implemented a tool called VSEND to help schools with identifying and supporting children with SEND. Within the next academic year, I hope to be able to use this tool successfully within our setting.

We have also arranged visits by a private Educational Psychologist, who has undertaken assessments of children to help gain a better understanding of how they learn and how we can continue to support them. We have also been fortunate to have 6 free sessions offered by a trainee Educational Psychologist to work 1:1 with a child.

Transition

Our Year 6 children with SEND are offered additional transition days at their secondary schools. This is with a reduced number of children.

Our child who is moving to a specialist provision is accessing weekly transition days, two of which are with his 1:1 TA.

All children in our school have two transition days to spend with their new class teacher, support staff and in their new classrooms. Any children that require additional support are provided with photographs of these to take home over the holidays.

New children to our school are invited to attend these two transition days and the new Reception intake are coming in small groups over the course of morning and afternoon sessions.

The Reception teacher and the SENDCo have met with the Pre-School SENDCo to discuss the children with SEND who are joining the school in September. The Reception teacher has been to visit the children in Pre-School.

Class teachers are now writing support plans for their class' new teacher. This ensures support continues immediately in the Autumn term with entry data already in place.

Covid-19

We continue to see the impact of Covid-19 on our children in school. The loss of teaching and learning during this time continues to impact our younger children and their progress. This is particularly evident in Year 2 and Year 3.

Staff development

CPD has still been predominantly virtual this year and free training has been offered to teaching and support staff throughout the year.

Reception and KS1 staff have access to NELI and Speech Link to assess speech and offer intervention where needed, especially whilst waiting for assessments by a speech therapist.

Whole school training has included: Prevent, FGM, De-escalation, Behaviour and the Law and Emotional Literacy.

Some staff have accessed training on supporting children with ASD in the classroom, supporting children with working memory difficulties and dyslexia friendly environments.

Future developments

Moving into next year, I will continue to gather staff feedback on how to ensure support plans have the most impact for our children with SEND. I will also be collecting more pupil voice and implementing pupil one-page profiles so all children can communicate how we can support them in school. These will be shared with all staff.

General information

Related policies are our SEND, Equality & Diversity and Safeguarding and Child Protection. These are available on the school website:

<https://www.blundestoncevcp.co.uk/policies/>

These policies outline the approach to teaching children with SEND and the way in which adaptations are made to the curriculum and the learning environment.

Suffolk and Norfolk County Council websites include the core services offered to all children with SEND. The school's SEND offer is available on our website too, as well as the Accessibility Plan: <https://www.blundestoncevcp.co.uk/send-special-educational-needs-and-disability/>

Appendix A - SEND Support

Each category explained:

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions and children with an EHCP.

Support available:

Specialist Education Service (SES) comprises of Cognition & Learning, Communication & Interaction, Sensory & Physical, Social, Emotional and Mental Health and Whole School Inclusion Services.

They work together to support schools and children with SEND across the whole of Suffolk in a variety of different ways, including support for children with visual and hearing impairments, dyslexia, behaviour needs, communication difficulties and others. We can refer into this service when we have completed a 12-week assess-plan-do-review cycle. Without evidence, they will not accept our referral.

The LA offer 'Solution Circles' which is a 20-minute TEAMS meeting with a specialist advisor (linked to main area of need) where we can discuss a child and their needs. From this meeting, we will be given advice on the best ways to support the child in class. They can also provide resources.

Educational Psychologist - We have paid for 2 days for any children we would like assessed. There is a maximum of 4 children that can be seen.

Speech and language difficulties involve a separate referral with a screener attached.

Other interventions we have in school include:

Area of need	SEND	Intervention/resources	Suitable for	
Communication and interaction	SCLN	NELI	EYFS	
	SCLN	Language Link	EYFS/KS1	
	Understanding	Blank levels/BVPS	All year groups	
	Physical and sensory	Regulation	Sensory circuits	All year groups
Occupational therapy/ Other		Wobble cushions, pen grips, weighted objects, chew toys, ear defenders	All year groups	
Cognition and learning	Kim has developed a maths overview of resources/interventions we have in school to support children with maths difficulties. Literacy one to follow.			

	PIVATS are a good way of assessing small steps of progress in writing and number		
	Working memory	See SENDCO for strategies/suggestions or visit this website for more information. https://highlandliteracy.com/working-memory-2/	All year groups
Social, emotional and mental health		Nurture - develop relationships, work on self-esteem, listen to others and follow instructions.	All year groups
		ELSA assessment - to identify and measure impact of targets.	All year groups
		Emotional literacy - to explore feelings through familiar stories	All year groups

Appendix B - Maths screening and interventions

Year Group	Screening Used for entry and exit data as well as monitoring progress	All screening resources are in SEND cupboard located in the library (second cupboard, top shelf).	Suggested intervention resource Used for regular (at least 3x a week if not daily) small group/1:1 intervention input	Alternative resources Used for quick, timely catch up with any children who need extra consolidation after main teaching input
Reception	Sandwell Early Numeracy Test A (advised for 4+ years)	This is expected to take no longer than 30 minutes to administer.	Numicon – Breaking Barriers	Numicon – Firm Foundations
1	Sandwell Early Numeracy Test A (advised for 4+ years)	Sandwell has an assessment main folder to be used with the adult giving instructions and the child looking at the main page.	Numicon – Breaking Barriers 123 Learning – Plus 1	Power Maths work books 1a, 1b and 1c – following the discover, share, think together format.
2	Sandwell Early Numeracy Test B (advised for 4+ years)		123 Learning – Plus 1 123 Learning - Perform with Time	Power Maths work books 2a, 2b and 2c – following the discover, share, think together format.
3	Sandwell Early Numeracy Test B (advised for 4+ years) Sandwell KS2/KS3 Early Numeracy Test (advised for 8+)		Any resources needed are bagged and labelled with the test and questions number. There are copies of the pupil response books (A, B and KS2/3) as well as scoring books (to keep track of marks and age expected outcomes etc.)	123 Learning – Plus 1 123 Learning - Perform With Time 123 Learning – Perform With Times Tables
4	Sandwell KS2/KS3 Early Numeracy Test (advised for 8+)	Master copies can be found in the handbook.	123 Learning – Plus 2 123 Learning – Perform With Times Tables	Power Maths work books 4a, 4b and 4c – following the discover, share, think together format.
5	Sandwell KS2/KS3 Early Numeracy Test (advised for 8+)		123 Learning – Plus 2 123 Learning – Perform with Times Tables NFER GAPs analysis work	Power Maths work books 5a, 5b and 5c – following the discover, share, think together format.
6	Sandwell KS2/KS3 Early Numeracy Test (advised for 8+)	Please ensure resources are returned after use.	123 Learning – Plus 2 SATs GAPs analysis work	Power Maths work books 6a, 6b and 6c – following the discover, share, think together format.