



Blundeston CEVCP School

Special Educational Needs & Disabilities (SEND) Offer



A Place to Flourish

At Blundeston CEVC Primary School, we put the child at the heart of everything we do. We celebrate our children's strengths and recognise the importance of offering a broad, balanced and inclusive curriculum that leads them on a journey to become life-long learners.

Our ambition is that every child, whilst at the school, will be provided with the knowledge, skills and experiences which will enable them to flourish during their time here and be ready for the next stage of their journey.

We strive to help every learner be the very best they can through accessing high quality teaching and appropriately adapted learning activities and approaches.

At Blundeston CEVC Primary School we use the language from the 7 Cs Learning Portfolio to help identify pupil strengths and barriers to learning. The 7 Cs Learning Portfolio provides a language of assessment that we can all use to offer a combination of adjustments, support and intervention to overcome or remove barriers to learning.

**What we offer linked to 4 areas of need:
(cognition and learning, social, emotional and mental health, communication and interaction, physical and sensory)**

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)

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 classrooms. These interventions will be focused and time specific. All of our staff have accessed nurture and trauma training so e are able to provide an 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, Child Mental Health Service (CAMHS), the Mental Health Support Team or the specialist education service.

Deciding if this school is right for you:

Nurture: All of our staff have received nurture and trauma training. We have a nurture space (the rainbow room) where children can speak with adults in a quiet, calming space. We have a trained Emotional Support Learning Assistant (ELSA) in school.

How will school communicate with me about my child?

- Informal conversations/meetings with class teachers.
- Class Dojo
- Termly parents meetings
- Meetings/letters/reports from external agencies
- School annual end of year reports
- EHCP annual review meetings

How do we identify children with SEN?

A child will have a support plan to monitor progress over time and impact of any additional support put in place over a term. This will be monitored and reviewed along with any reports from external agencies.

We gather information from a range of sources including:

- **Parents/Carers**
- **School staff**
- **School based assessments/screenings/progress meetings**
- **External agency assessments**
- **Early help offer**
- **EHCP needs Assessment**

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
Adapted teaching and learning/curriculum or small group support provided when needed.

School clubs, school visits and residentials are available for all children, with additional adult/financial support provided if needed
Opportunities to be elected as a school councilor/playground buddy/
digital leader available for all children

What is an Education Health Care Plan (EHCP)?

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. School, health or a parent can apply to the Local authority for an EHC assessment.

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. We liaise with the SENDCos at both, prior to transition, to discuss individual children, additional visits to the school for children with SEND.

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. Children 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.

Where else can I find support and information:

Meeting with school SENCO • SENDIASS <https://suffolksendiass.co.uk/> • School nurse • Your GP/health specialist
IPSEA- EHCP support <https://www.ipsea.org.uk/pages/category/education-health-and-care-plans>
Suffolk/Parent Carer Network <https://www.spcn.org.uk/> • National Autistic Society <https://www.autism.org.uk/>

Complaints about the SEND provision:

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.

How will you track/monitor my child?

- Support plans will be written to plan for provision for children with SEND. These are reviewed termly by teachers at 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.
- Adult observations, discussions with parents and pupil voice all support tracking and monitoring of our children with SEN.
- 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.