

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 2024
Next Review: Summer 2025

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 we are monitoring

	June 2023	July 2024	National Average 2023	National average 2024
Number of children on SEND Register	31 (17%) 7 being monitored	29 (16%) 10 being monitored	17.3%	18.4%
Number of children on School Support	13.3%	22 (12%)	13%	13.6%
Number of children with EHCPs	7 (3.8%)	7 (4%)	4.3%	4.8%
FSM/SEND	N/A	40% of SEN are FSM		
Gender	EHCP 100% boys School Support 71% boys 29% girls	EHCP 85% boys 15% girls School support 68% boys 32% girls	EHCP 72.4% boys 27.6% girls School Support 62.8% boys 37.2% girls	EHCP 72% boys 28% girls School support 62% boys 38% girls

We receive Higher Tariff Need funding for 8 children on the SEND register. 7 from Suffolk LA and 1 from Norfolk LA. This money is used to support children with SEND within school through staffing and resources.

Areas of Need

	Cognition and learning	Speech & Language & Communication	Social, Emotional & Mental Health	Physical and sensory
Total	42%	30%	22%	6%

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

Tracking

Termly support plans continue to be used across the school to track progress made by children with SEN. These are constantly evolving and being adapted to be purposeful for the teacher and the child. Support plans are reviewed termly.

Pupils with SEND are tracked through termly learning conversations, subject leadership monitoring, and pupil voice. The introduction of Sonar also allows us to track children in the year group they are working at.

Training

SEN training continues to be a priority within the school. In the autumn term all staff completed training in their chosen area of SEN and that best suited the needs of their class. In the summer term all teachers took part in a twilight SEN training session based on the 7 C's principles. This training will inform/influence changes to how we approach our SEN interventions and future CPD for staff in the next academic year.

Throughout weekly staff meetings the focus has been on metacognition which has strong links to adaptive teaching practices that benefit all pupils in our school but particularly those with SEN.

Working with stakeholders

Parents- All staff work with and support parents in our school. They communicate effectively and spend time with parents to discuss their child's needs. Our work with the Mental Health support Team has allowed us to offer parenting workshops to cover difficulties such as sleep and behavior. We will continue to offer these sessions to parents from Blundeston, Corton and Somerleyton.

CAHMS- Blundeston is lucky enough to have support from the Mental Health Support Team (not all schools can access this service)

EP- We are still buying in private EP time which allows us to have up to 4 children per year assessed and gives us information on how we can best support the child academically, socially and emotionally. We have also had some free EP time offered by the LA and we are able to access some whole staff training around whole class nurture provision in the September INSET days.

Specialist education service SES- The offer from SES has been greatly reduced in direct work with children. They no longer accept children onto their caseload and only advice and signposting to resources is given. School staff are expected to plan and deliver the suggested work with the children. SES currently offer:

- Termly planning meetings (for Chris and Sara)
- Solution circle meetings with multiple professionals involved
- Inclusion support meetings (all teachers are encouraged to book and attend these for the children in their classes- Sara to support if needed)

Nurture

Unfortunately, we are no longer able to provide a bespoke nurture provision for our children due to budget constraints. This has meant support staff and teachers have had to provide additional support to our children. Whole school training is being offered on INSET days including: 'Nurture in the classroom' from an EP. Trauma training from Norfolk Virtual School and Zones of regulation from SES.

Transition

Our Year 6 children with SEND are offered additional transition days at their secondary schools. This is with a reduced number of children attending. Where possible myself or the year 6 teacher meet with SENCO's from feeder secondary schools to discuss children transitioning and their strengths and needs.

All children within the school have one transition day to spend with their new class teacher and in their new classroom. If any child needs additional support then they will be given opportunities to spend additional time with their new teacher/environment.

For the youngest children joining our school we hold small group stay and play sessions for EYFS staff to get to know the children.

The SENCO and the Reception teacher meet annually with the SENCO from Blundeston Pre-School to discuss children starting with us. We will also phone other nursery's/childcare providers to discuss children starting with us. The SENCO and the Reception teacher will visit Blundeston Pre-School to meet the children and interact with them in an environment they are familiar and comfortable.

Developments for 2024/2025

- Continue to develop the impact and effectiveness of support plans for staff, parents and pupils.
- Gather pupil voice through subject leader monitoring, governor monitoring and directly with children with SEN.
- Whole school nurture training and development so we can continue to support our children with SEMH needs.

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 /screeners	Suitable for
Communication and interaction	SCLN	Just One Norfolk website and screener	EYFS
	SCLN	NELI	EYFS/KS1
	Understanding	Blank levels/BVPS	All year groups
Physical and sensory	Regulation and movement	Sensory circuits	All year groups
	Regulation and movement	Wobble cushions, pen grips, weighted objects, chew toys, ear defenders	All year groups
	Visual and hearing impairment	Follow advice from SES	All year groups
Cognition and learning	Phonics	Little Wandle catch up/keep up programme Toe by Toe	
	Working memory	See SENDCO for strategies/suggestions or visit this website for more information. https://highlandliteracy.com/working-memory-2/	All year groups
	Maths	Plus one intervention Sandwell	All year groups
Social, emotional and mental health		Nurture provision- all staff using the rainbow room to offer quiet space for children to talk.	All year groups
		Zones of regulation (implement spring 2025)	All year groups
		Mental health support team offering parent workshops and referrals.	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