A Place to Flourish

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

Special Educational Needs and Disability (SEND) Policy

Statutory Policy

Date of review/adoption	Autumn 2026
Date of next review	Autumn 2028
Notes	Glossary of terms used can be found in Appendix A

Signed …… *A. Avery & N. Thurston*….. Co-Chairs of Governors

Date 23/11/2026

*Electronically signed and approved at Full Governing Board Meeting held on 23/11/2026

BLUNDESTON CEVC PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITY (SEND) POLICY

1. Aims

As our vision states, Blundeston CEVC Primary School is **"a place to flourish"**. Our Christian ethos supports our work in this area, by supporting our pupils to achieve the very best they can, as God intended.

This policy details how we will strive to ensure that the necessary provision is made for any pupil who has a special educational need and/or disability (SEND) and that those needs are known to all who are likely to work with them. We will ensure that teachers are able to **identify and provide** for those pupils with a special educational need and/or disability. In order for pupils with SEND to **flourish**, we will make reasonable adjustments to allow them to access school activities alongside their peers.

We take positive action to ensure that pupils with a special educational need and/or disability are not treated less favourably. Where appropriate, we will provide an adapted 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 SEND 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.

2. Objectives

- To support all our pupils with SEND to make progress, **flourish** and achieve their full potential. We understand that this progress and achievement will be as individual as our pupils.

- To seek to identify the needs of pupils with SEND as early as possible, by gathering information from parents/carers, education, health and care services and early years settings, prior to the pupil's entry into school.

- To recognise that every teacher is a teacher of every child in their class, including those with SEND.

- To monitor the progress of all pupils to aid the identification of pupils with SEND.

- To make appropriate provision to overcome barriers to learning and ensure pupils with SEND have full access to the National Curriculum or Early Years Foundation Stage Curriculum (as appropriate). This will be coordinated by the Special Educational Needs and Disability Coordinator (SENDCo) and will be carefully monitored and regularly reviewed in order to ensure that individual targets are being met and pupils' needs are catered for.

- To work with parents/carers to gain a better understanding of their child, and involve them in all stages of their child's education. This includes supporting them in terms of understanding SEND procedures and practices and providing regular feedback on their child's progress.

- To work in cooperation and productive partnerships with the Local Authority and other external agencies, to ensure there is a multi-professional approach to meeting the needs of all vulnerable learners.

- To create a school environment where pupils can contribute to their own learning. This means encouraging positive relationships with staff in school so that pupils feel safe to voice their opinions of their own needs. Pupil participation is encouraged through wider opportunities such as involvement in the school council, residential visits, school plays, sports teams and specific responsibilities.

3. Legislation and guidance

This policy is based on the following legislation:

- Part 3 of the Children and Families Act 2014, which sets out schools' responsibilities for pupils with SEND and disabilities;

- Regulation 51 and Schedule 1 of The Special Educational Needs and Disability Regulations 2014, which set out schools' responsibilities for education, health and care (EHC) plans, SEND Coordinators (SENDCos) and the SEND information report;

- Section 6 of the SEND Code of Practice: 0-25 years (2014);

- The equality Act 2010

4. Definitions

The SEND Code of Practice identifies a child as having special educational needs if ***"he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her".***

It also states that a child of compulsory school age has a learning difficulty if they:

- ***Have a significantly greater difficulty in learning than the majority of others of the same age, or***

- ***Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.***

The equalities Act 2010

Under the Equality Act 2010, you are considered disabled if you have a physical or mental impairment that has a substantial and long-term negative effect on your ability to do normal day-to-day activities.

Special educational provision is educational or training provision that is ***additional to, or different from,*** that provided within the differentiated curriculum to better respond to the areas of need(s) identified in the SEND Code of Practice.

5. Roles and responsibilities

5.1 The Headteacher

The Headteacher will:

- Work with the SENDCo and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Oversee the deployment of the school's delegated budget and other resources to meet pupils' needs effectively;
- Ensure the curriculum promotes the inclusion of all pupils;
- Have overall responsibility for the provision and progress of pupils with SEND and/or a disability.

5.2 The SENDCo

The SENDCo will:

- Work with the Headteacher and SEND Governor to determine the strategic development of the SEND policy and provision in the school;
- Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHCPs;
- Provide professional guidance to colleagues and work with staff, parents/carers and other agencies to ensure that pupils with SEND receive appropriate support and high-quality teaching;
- Advise on the tiered approach to providing SEND support;
- Be the point of contact for external agencies, especially the Local Authority and its specialist education support services;
- Seek out and apply for relevant additional funding, where appropriate;

- Liaise with potential next providers of education to ensure pupils and their parents/carers are informed about options and a smooth transition is planned;

- Work with the Headteacher and governing board to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements;

- Ensure the school keeps the records of all pupils with SEND up-to-date and makes sure these are available to staff.

5.3 The SEND Governor

The SEND Governor will:

- Work with the Headteacher and SENDCo to determine the strategic development of the SEND policy and provision in the school;

- Help to raise awareness of SEND issues at governing board meetings;

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.

5.4 Class teachers

In line with the Teachers' Standards (2011), each class teacher will:

- Set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions;

- Know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively;

- Have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these;

- Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development;

- Have a clear understanding of the needs of all pupils, including those with special educational needs and disabilities and be able to use and evaluate distinctive teaching approaches to engage and support them;

- Monitor the progress and development of every pupil in their class and identify those who are falling behind, or may be at risk of falling behind;

- Work closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching;

- Work with the SENDCo to review each pupil's progress and development and decide on any changes to provision;

- Ensure they follow this SEND policy.

5.5 Parents/carers

Parents and carers are key partners in the SEND process. The policy might state that parents/carers will:

- Share information about their child's strengths, needs, medical conditions, and any concerns.
- Be involved in identifying SEND and discussing support strategies.
- Attend review meetings and contribute to planning and evaluating provision.
- Support agreed learning targets and strategies at home where appropriate.
- Communicate regularly with the school regarding progress, wellbeing, and changes in circumstances.
- Work collaboratively with school staff and external professionals involved in supporting their child.
- Be informed about their rights regarding SEND support, EHC needs assessments, and complaints procedures. The SEND code of practice: 0 to 25 years emphasises the importance of involving parents in decisions affecting their child.
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5.6 Pupils themselves (where appropriate)

The school will actively seek and consider the views of pupils with SEND. Pupils will be involved in decisions about their support and encouraged to participate in reviewing their progress in ways that are appropriate to their age, understanding and communication needs.

6. Types of SEND

Our school provides additional and/or different provision for a range of needs, including:

- Communication and interaction; for example, autistic spectrum disorder, auditory processing or speech and language difficulties.

- Cognition and learning; for example, dyslexia, dyspraxia.

- Social, emotional and mental health difficulties; for example trauma and attachment difficulties.

- Sensory and/or physical needs; for example, visual impairment, hearing impairment, processing difficulties.

- Moderate/severe/profound and multiple learning difficulties.

To support this range of needs, we may require support and guidance from external agencies and specialists, including outreach and dual placements with alternative provisions.

7. Identifying and assessing pupils with SEND

If we become concerned about a pupil's slowing or halted progress, when compared with other pupils starting at the same baseline, or a pupil's progress changes negatively, we may undertake more observations/assessments. Teachers will follow the 'assess, plan, do review' cycle. This may include progress in areas other than attainment; for example, social, emotional, behavioural needs and mental health difficulties.

We will use the following information to help identify pupils with SEND:

- The teacher's assessment and experience of the pupil;
- The pupil's previous progress and attainment and behaviour;
- Other assessments, where relevant;
- The individual's development in comparison to their peers and national data;
- The views and experience of parents/carers;
- The pupil's own views;
- Advice from external support services, if relevant.

A support plan may be put in place and be discussed as soon as possible with parents/carers, following an early discussion with the pupil (if appropriate). These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty;
- We listen and action (where possible) parents'/carers' concerns;
- Everyone understands the agreed outcomes sought for the child;
- Everyone is clear on what the next steps are.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required (through a support plan, if applicable). We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Reviews of support plans will take place at least once a term, in conjunction with the pupil and parents/carers.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support that is needed and whether we can provide it by adapting our quality first teaching in the classroom, or whether something different or additional is needed.

8. Supporting pupils' needs

We use a tiered approach in our approach to supporting pupils with SEND.

Universal (Wave 1)

This is the quality first teaching pupils will receive from their class teacher and teaching assistant and may include adaptation and reasonable adjustments to the curriculum/teaching/resources/equipment to match their learning needs.

Any pupils who are falling behind, or struggling with any aspect of the curriculum, will be identified and discussed at half-termly pupil progress meetings with senior leaders. This means pupils whose progress is significantly slower than that of their peers starting from the same baseline, or pupils whose progress has slowed or halted when compared to the progress previously being achieved.

The pupil's class teacher will take steps to provide adapted learning opportunities that will support the pupil's academic progression. These will be discussed at the pupil progress meetings and advice and guidance from the SENDCo may be sought if needed, including observations to gather further information on the pupil's needs.

The pupil's progress will be carefully monitored by the class teacher and/or SENDCo and reported back at the next pupil progress meeting, to senior leaders.

If a pupil has been removed from the SEND Register, they may also fall into this category as continued monitoring may be necessary.
If a child has a diagnosis but no additional support is needed currently, we would continue to monitor them in case there are difficulties at a later stage.

Further information may be sought from parents/carers and they will be encouraged to share information and knowledge, where appropriate.

This process does not necessarily mean the pupil will be placed on the SEND Register.

Information, progress and the strategies being used will be shared with parents/carers at parents' evenings.

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 in school. This process will include assessing a pupil's needs, planning the most effective and appropriate intervention, providing this intervention and then reviewing the impact on a pupil's progress towards individual learning outcomes. These interventions will be focused and time-specific.

This tier may include a pupil receiving additional support from a member of staff, the purchasing of additional resources and/or additional interventions either in or out of lessons. Where possible, a pupil will remain in their classroom as much as possible, so they are still able to access, and benefit from, the quality first teaching provided by the class teacher.

The pupil will be added to the SEND Register, together with their area of need(s). This is to ensure that effective provision is put in place and barriers to learning are removed.

A support plan will be written which will detail the specific needs of the pupil, as well as the support being provided. This will be shared with the pupil and their parents/carers and will be reviewed half-termly by staff and senior leaders, at pupil progress meetings. NFER assessments and results (if appropriate) will be discussed at these meetings, as well as a pupil's individual targets. Support plans will be reviewed in terms of effectiveness and impact and plans adjusted accordingly; plans are flexible, which means targets can change, as well as the pupils receiving this support.

If we are concerned about a pupil's progress, we may seek advice and guidance from other professionals.

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 and Adolescent Mental Health Service (CAMHS), and Specialist Education Services (SES). The school may access these services through an Education, Health and Care Plan (EHCP).

9. Assess-Plan-Do-Review

This is an ongoing, four-part cycle to enable provision to be evaluated for impact and refined and revised as the understanding of the pupil grows. This cycle enables the identification of those interventions that are the most effective in supporting the pupil in order to achieve good progress and outcomes.

Assess

This involves clearly analysing the pupil's needs using the class teacher's assessments and experience of working with the pupil, details of previous progress and attainment, comparisons with peers and national data, as well as the views and experience of parents/carers.

Class teachers make regular assessments of progress for all pupils. This will be done through summative termly and annual assessments, including NFER and end of Key Stage SATs tests. As part of good teaching and learning, teachers will also make regular formative assessments in daily lessons.

The pupil's views and, where relevant, advice from external support services will also be considered. Any parental concerns will be noted and compared with the school's information and assessment data on how the pupil is progressing.

This analysis will require regular review to ensure that support and intervention is matched to need, that barriers to learning are clearly identified and being overcome and that the interventions being used are developing and evolving as required. Where external support staff are already involved, their work will help inform the assessment of need. Where they are not involved, they may be contacted if this is felt to be appropriate, following discussion and agreement from parents/carers.

Plan

Planning will involve consultation between the teacher, SENDCo (iff needed) and parents/carers to agree the adjustments, interventions and support that are required, the impact on progress, development and/or behaviour that is expected and a clear date for review. Parental involvement may be sought, where appropriate, to reinforce or contribute to progress at home.

All staff working with the pupil will be informed of their individual needs, the support that is being provided, any particular teaching strategies/approaches that are being employed and the outcomes that are being sought.

Do

The class teacher remains responsible for the progress of the child on a day-to-day basis. They will retain responsibility even when the interventions may involve group or one-to-one teaching away from the main class teacher. They will work closely with teaching assistants and plan and assess the impact of support and interventions and link these with classroom teaching, where possible.

Support with further assessment of the pupil's strengths and weaknesses, problem-solving and advising of the implementation of effective support will be provided by the SENDCo.

Review

Reviews of a child's progress will be made regularly as part of the pupil progress meeting process (these meetings take place termly). The review process will evaluate the impact and quality of the support and interventions. On a termly basis, it will also take account of the views of the pupil and, where necessary, their parents/carers.

The class teacher, in conjunction with the SENDCo, will revise the support and outcomes based on the pupil's progress and development, making any necessary amendments going forward, in consultation with parents/carers and the pupil.

10. Adaptations to the curriculum and learning environment

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENDCo will consult with the pupil's parents/carers for other flexible arrangements to be made.

Support is deployed effectively to ensure the curriculum is differentiated where necessary. We set appropriate individual targets that motivate pupils to do their best and celebrate achievements at all levels.

The school's curriculum is regularly reviewed to ensure that it promotes the inclusion of all pupils. Where possible this is made multi-sensory to tailor to the needs of our children.

We make the following adaptations to ensure all pupils' needs are met:

- Adapting our teaching/curriculum to ensure all pupils are able to access it; for example, by grouping, 1:1 work, teaching style, content of the lesson, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc;
- Adapting our resources and staffing appropriately;
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font etc;
- Transition is tailored to meet individual needs (including from pre-schools and to secondary schools);
- School clubs, school visits and residentials are available for all pupils, with support provided if needed;
- Opportunities to demonstrate pupil leadership and be elected as a school councillor/road safety officer/playground buddy/digital leader etc. available for all pupils;
- Regular whole or individual staff training is carried out in response to pupils' needs, such as for dyslexia.
- Entitlement to support with tests, where appropriate (extra time/scribe);
- Accessible building and facilities (ramps, disabled shower, one-story building).

11. Additional support for learning

The school has strong relationships and links with external support services in order to fully support our pupils with SEND and school inclusion.

We will seek advice from external agencies, if required. **Referrals to external agencies will usually take place after at least 12 weeks (a whole term) of the assess-plan-do-review cycle in school.**

The school may refer for the following reasons:

- The pupil has made minimal or little progress despite the additional support that has been provided by the school;
- The school feels specialist advice or assessments would be helpful;
- The school wants to consider possible causes for the pupil's difficulties (this may be a case of "ruling out" as well as "ruling in").

Consent from parents/carers will always be obtained prior to any referral. Discussions with professionals will be anonymised when consent has not been sought, if general advice and guidance is required.

12. Expertise and training of staff

The school provides regular training and professional development for staff regarding SEND and teaching pupils with SEND. We aim to keep all staff up-to-date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. The SENDCo and Head Teacher attends relevant courses, updates and conferences and will

facilitate/signpost relevant training opportunities for staff. This professional development may be provided "in house" or by external professionals.

Staff receive support to ensure they are providing an appropriately differentiated curriculum and relevant training is provided to enable them to support pupils' needs. Examples include PECS (Picture Exchange Communication System), "Talk Boost" and dyslexia awareness.

13. Facilities and resources for pupils 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 pupils in school. Some pupils 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/or staff training.

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

Allocation of support staff time is based on need. The amount of time available to each class varies from year to year, according to the number of pupils identified as requiring extra support and the extent of their needs.

14. Education, Health and Care Plans (EHCPs)

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

A parent/carer, a child aged over 16 and/or the SENDCo or Headteacher at school can request that the Local Authority carries out an assessment of a pupil's needs. This may or may not lead to an EHCP.

The application for assessment for an EHCP will require information from a variety of sources, including:

- Parents/carers
- Staff
- SENDCo
- Social Care
- Health professionals

Information will be gathered relating to the current provision provided, action points that have been taken, and the preliminary outcomes of targets set. A decision will be made by the Local Authority about whether or not the pupil is eligible for an EHCP. Parents/carers have the right to appeal against the Local Authority's decision not to initiate a statutory assessment leading to an EHCP.

Further information about EHCPs can be found via the Local Authority's SEND Local Offer (https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0).

Following an assessment, an EHCP will be provided by the relevant Local Authority (this is dependent on a pupil's main address), if it is decided that the pupil's needs are not being met by the support that is ordinarily available.
The school and the pupil's parents/carers will be involved in the development and production of the plan.

Parents/carers have the right to appeal against the content of the EHCP. They may also appeal against the school named in the plan if it differs from their preferred choice.

Once the EHCP has been completed and agreed, it will be kept as part of the pupil's formal record and reviewed at least annually by staff, parents/carers and the pupil (where appropriate). The annual review enables provision for the pupil to be evaluated and, where appropriate, for changes to be made.

15. Supporting pupils moving between phases

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

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

The SENDCo liaises as early as possible with the pre-school, to identify children with SEND who are likely to attend the school. It may involve the SENDCo visiting the pre-school to observe and meet children, offering support and guidance to the pre-school staff, as well as starting early dialogue with parents/carers about the move to mainstream school. We feel this means future pupils' needs can be identified by the school early.

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

We will share information with the school or other setting the pupil is moving to. The SENDCo will liaise with high schools and arrange face-to-face meetings to discuss relevant pupils.

Our pupils 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 pupils with

SEND in the Summer term of Year 6. This may include additional transition days and support from external professionals.

16. Admission arrangements

The admission arrangements for all pupils are in accordance with national legislation, including the Equality Act 2010. This includes pupils with any level of SEND, those with Education, Health and Care Plans and those without. Please refer to the admissions information contained on our website (https://blundeston-ce-vc-ps.secure-primarysite.net/admissions/).

17. Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term;
- Reviewing the impact of interventions/support plans at pupil progress meetings with senior leaders;
- Using pupil perception questionnaires;
- Monitoring activities carried out by the SENDCo and senior leaders (and the evaluation of this monitoring);
- Encouraging external agencies to monitor and evaluate the success of suggested interventions;
- Using information contained in reports from other professionals;
- Holding annual reviews for pupils with EHCPs.
- Conversations with parents.

18. Support for improving social and emotional development and mental health

Both teachers and support staff have received training in the values of nurture and how this can be implemented when working with children. We have implemented a whole school approach to nurture to provide a safe and caring environment for children to learn.

Our nurture ethos is underpinned by the six principles of nurture:

- Children's learning is understood developmentally
- The classroom offers a safe base
- Nurture is important for the development of self-esteem
- Language is understood as a vital means of communication
- All behaviour is communication
- Transitions are significant in the lives of children

19. Complaints about SEND provision

At our school, we are always looking to improve our practice – it is a guiding principle of our school. Concerns about SEND provision in our school should be made to the class teacher in

the first instance, as they will know the pupil the best. If concerns are not resolved in a reasonable amount of time, parents/carers can make an appointment to see the SENDCo. If appropriate, they will be referred to the school's Complaints Policy and Procedure.

The parents/carers of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding exclusions, provision of education and associated services and making reasonable adjustments, including the provision of auxiliary aids and services.

20. Support services for parents/carers of pupils with SEND

These include:

- SENDIASS (SEND Information, Advice and Support Service) (www.suffolksendiass.co.uk)
- National Autistic Society (www.autism.org.uk)
- School Nurse
- GP/paediatrician/health specialist
- Mental health support team

21. Parents/carers

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 pupils' 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.

Class teachers are available for parents/carers to share any day-to-day concerns at the beginning and end of the day. Parents/carers can share their views in more depth at parents' meetings and can arrange to meet with the SENDCo to discuss their concerns further.

Parents'/carers' views will be sought when completing referrals to speech and language, the educational psychology service, CAMHS etc.

Parents'/carers' views will be needed if the school decides to ask for a needs assessment for an EHCP and at annual reviews of EHCPs.

The school will communicate with parents/carers in the following ways:

- Informal conversations/meetings with staff
- Class Dojo
- Termly parents' meetings (Autumn and Spring terms)
- 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
- Emails via the school office
- Support plans with opportunities for parents to feedback

We can support parents/carers in the following ways:

- Sharing strategies and approaches with parents/carers;
- Supporting training in specifics areas, such as PECS (Picture Exchange Communication System);
- Helping parents/carers to complete forms linked to their child's needs, such as Disability Living Allowance;
- Providing parents/carers with the opportunity to meet with other professionals involved in supporting their child.

22. Safeguarding and child protection

We are vigilant around all children, but recognise that children with SEND may be more vulnerable with regards to child protection. Please see our Safeguarding and Child Protection Policy for our approach to dealing with child protection concerns.

23. The Local Authority/school local offer

Suffolk County Council's Local Offer is published online https://www.suffolklocaloffer.org.uk/

24. Monitoring arrangements

This policy and the SEND Information Report will be reviewed and approved by the governing board annually. It will also be updated if any changes to the information are made during the year, or if further advice and guidance is received.

25. Links with other policies and documents

This policy links to these policies/documents:

Accessibility Plan and Policy
Anti-Bullying Policy
Blundeston SEND Offer
Complaints Policy and Procedure
Equality and Diversity Policy
Management and Administration of Medication in School
Online Safeguarding Policy
Safeguarding and Child Protection Policy

SEND Identification Flowchart 2026/2027

Step 1- Refer to QFT strategies

Step 2- Raise concerns about child in Learning conversations with HT/DHT (SENCO made aware)

Step 3- Place the child on a support plan to monitor impact of interventions (see SENCO for intervention ideas if needed- child added to monitoring list) Discuss support plan with parents

Step 4- Discuss impact of this at next learning conversation/SENCO.
Is it working? What else can we try? Complete another cycle of APDR

Step 5- Discuss at next Learning conversation Add to SEN register, notify parents their child has been added to the SEN register

Step 6- CT/SENCO to seek support from external agencies (with permission from parents)

Step 7- EP assessment/EHCP application

Appendix A
Glossary of terms

CAF	Common Assessment Framework (early help)
CAMHS	Child and Adolescent Mental Health Services
EHCP	Education, Health and Care Plan
PECS	Picture Exchange Communication System
SEND	Special Educational Needs and Disability
SENDCo	Special Educational Needs and Disability Coordinator
SES	Specialist Education Services