

Special Educational Needs and Disabilities (SEND) Information Report

Blean Primary School



Inclusion Team

SEND Governor:

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Inclusion Lead

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Approved by:	Full Governing Body
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To be reviewed on:	May 2026
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Next review due by:	May 2027
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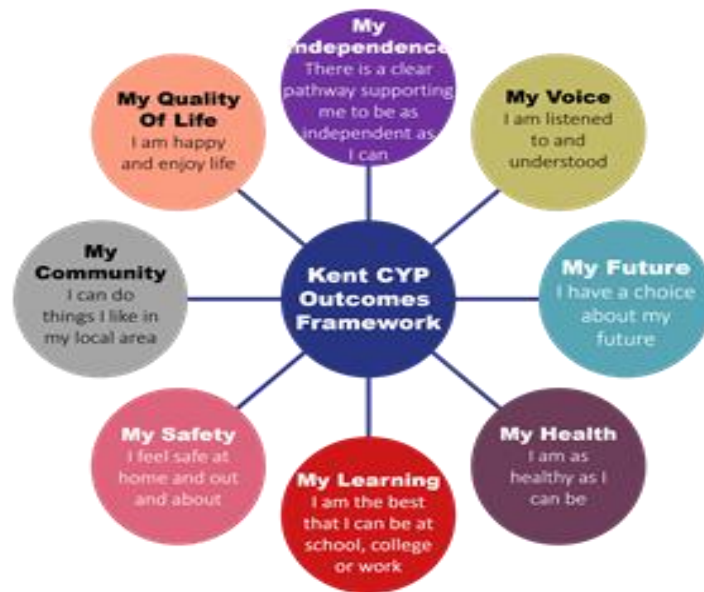
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Kent SEND Information Report

Dear Blean Primary School Parents and Carers,

The aim of this Information Report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school. This SEND Information Report is published on our school website and is updated annually, or during the year if significant changes occur.

As educational professionals, we are all working towards the ultimate goal of growing independent young people as they prepare for adulthood. All provision and support we provide is working towards achieving the Kent Children and Young People (CYP) Outcomes Framework:



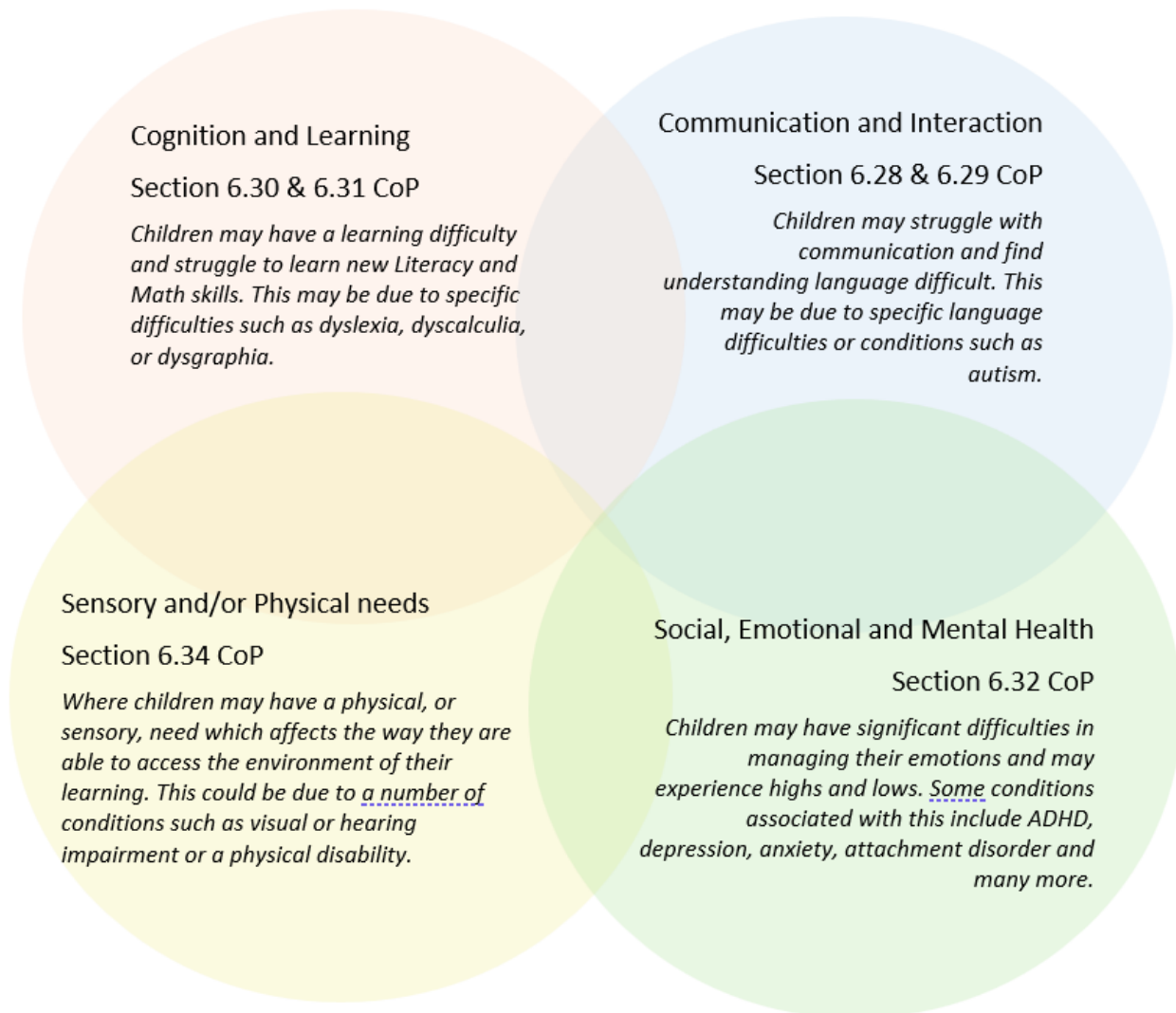
If you want to know more about our arrangements for SEND, read our SEND policy alongside this Information Report.

You can find our SEND policy on our website: <https://www.bleanprimary.org.uk/about-us/policies/>

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEND does the school provide for?

Our school provides for pupils with the following needs (as outlined in the SEND Code of Practice 2015):



Often you will find that children's needs overlap and are rarely confined to one area of need, which is why it is important to gain a holistic overview of your child.

More information about the Areas of Need can be found in the Special educational needs and disability code of practice: 0 to 25 years (link below).

[SEND Code of Practice January 2015.pdf \(publishing.service.gov.uk\)](#)

2. Which staff will support my child, and what are their key responsibilities?



At Blean Primary School, all staff are considered responsible for supporting the needs of pupils with SEND. Our staff are committed to regular, high-quality training to ensure that they have the knowledge and skills to better meet a wide range of pupil needs.

Below outlines key staff who will be supporting your child. Please note that this list is not exhaustive.

Meet our Inclusion Team



Miss Nicki Llewellyn
Assistant Headteacher
and Inclusion Lead



Mrs Justine Gibbens
Pupil Parent Mentor



Mrs Karen Epps
Intervention Support
Practitioner



Mrs Gemma Jarvis
Nurture Practitioner -
Evergreens



Miss Emily Cosier- Dimsdale
Nurture Teaching Assistant
Evergreens



Mr Liam Smith
Nurture Teaching
Assistant- The Nest and
Forest School Support

Our Special Educational Needs Co-ordinator, or SENCO

Miss Nicki Llewellyn is one of the schools Assistant Headteachers. She is the schools Inclusion Lead and SENCO. Within her role, Miss Llewellyn also is the Designated Teacher for Looked After Children and is the Pupil Premium Lead for the school.

She has seven years' experience in this role and has been a qualified teacher for 19 years. Miss Llewellyn also held the designation Inclusion Leader of Education (ILE) with Kent County Council supporting other schools with inclusion

Miss Llewellyn achieved the National Award in Special Educational Needs Co-ordination (Post Graduate Certificate) in 2020 and a Post Graduate Diploma in Pastoral Leadership in 2022. As part of her continuing professional development, Miss Llewellyn accesses training on a wide range of Special Educational Needs and is a member of NASEN (National Association of Special Educational Needs). She is an accredited education coach and is currently participating in the Nurturing Kent Program with Nurture UK to develop the schools nurture provision.

In February 2024, Miss Llewellyn became an accredited facilitator for The Solihull Parenting Group, 'Understanding Your Child's Behaviour.'

Miss Llewellyn works full time Monday to Friday and is available on 01227 471254 or senco@blean.kent.sch.uk

Pupil Parent Mentor

Mrs Justine Gibbens is the schools Pupil Parent Mentor. Her role is to engage with parents/carers to provide early intervention, support and guidance to increase engagement with the school and improve learning outcomes for pupils. Mrs Gibbens works closely with the Inclusion Lead to initiate, facilitate and encourage pupil participation during recreational sessions to ensure high levels of well-being.

In addition to this role, Mrs Gibbens has been an accredited Emotional Literacy Support Assistant (ELSA) since 2017 and along with Miss Llewellyn is also an accredited Solihull facilitator. The ELSA works with identified pupils in the afternoon sessions and liaises with parents and teachers. A dedicated and resourced room has been established for ELSA support work.

Intervention Support Practitioner

Mrs Karen Epps works alongside Miss Llewellyn to support children across the school with interventions and completing assessments to explore children's learning profiles. Mrs Epps also coordinates the reading intervention Building Reading Partnerships (BRP). As part of this role she provides training to new staff and monitors children's progress reporting this back to the Senior Leadership Team.

Nurture Team

From 2025, Blean Primary School have opened two nurture-based pathways to offer additional support for pupils with holistic, wellbeing and developmental support. These are overseen by the Inclusion Lead and are led by a team of staff who support pupils from both Key Stage 1 and Key Stage 2.

Evergreens

Evergreens Nurture Room provides a bespoke provision and support for pupils with complex and overlapping needs who are not currently able to access the National Curriculum and whole class learning in the same way as their peers use a stage not age approach.

Pupils in Evergreens present with significant social, emotional and developmental barriers to learning. In addition, the pupils may be working significantly below age-related expectations and are therefore unable to meaningfully access the full breadth of the National Curriculum without targeted, developmentally appropriate support.

Mrs Gemma Jarvis is our school's Nurture Practitioner, alongside Miss Nicki Llewellyn, she has completed training linked to Nurture UK Six Principles of Nurture, the Theory of Attachment and Boxall Profiles and running Nurture Groups. In January 2026, she also began a Level 5 qualification to become a Specialist SEND Teaching Assistant.

Mrs Jarvis is supported by Miss Emily Cosier- Dimsdale, one of our team of Teaching Assistants. She has supported the running of Nurture groups for over a year.

The Nest

The Nest is our soft start nurture space. It offers a gentle, supportive start to the day for pupils who may find coming into school challenging. The space promotes emotional wellbeing and developmental learning, providing a calm environment where children can regulate, reconnect and feel ready for the school day.

The approaches align with that of Evergreens but pupils attend for shorter more focused intervention sessions.

Within The Nest, pupils engage in activities that build turn-taking, oracy and active listening skills. Staff also facilitate short 1:1 learning tasks planned by class teachers, ensuring each child receives tailored support. The Nest is a safe, nurturing space where relationships grow, confidence builds, and children develop the social and emotional skills they need to thrive.

The sessions are run by Mr Liam Smith and Mrs Justine Gibbens who is able to also weave her knowledge of emotional wellbeing, emotional literacy and Solihull Principles to further support pupils within sessions.

Staff Training

Blean Primary School invests in a wide range of ongoing training opportunities for all staff (teachers, HLTA's and TAs) using a range of external training consultants and also via in house training from senior staff. Teaching Assistants access continued professional development from in house training at least 6 x year which is based on school need and staff voice; this training may be in house or delivered by external providers. The Senior Leadership Team continuously monitor to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.

Over the past 2 academic years staff have had training in the following areas in addition to annual safeguarding training:

2024/2025

- Autism Education Trust Training delivered by Dr Louise Malkin
- Dyslexia and Supporting Pupils with Independence in Writing delivered by Nina Birch
- Two identified Teaching Assistants have been completing training on Maths misconceptions via the Maths Hub.
- Understanding your Pupils and supporting complex behaviour- Emma Harrison District Lead of STLS.
- Writing Conferencing- delivered by Nina Birch and further embedded by our Writing Lead
- Input by our Key Stage Two Lead on the Five Big Ideas in Maths
- Further embedding and training on Language Through Colour

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- Understanding and using the Boxall Profile
- Nurture UK Whole School Nurture Training
- Changes to the KCC Localities Model

2025/2026

- Supporting Pupils with Complex Behaviour
- Embedding the Blean Curriculum Access Document
- Updates to the DfE Writing Framework
- Declarative Language
- Embedding the Blean Behaviour Curriculum and creating of the Stepped Boundary Guidance
- Pathological Demand Avoidance
- Oracy and Vocabulary

Teaching assistants (TAs)

We have a team of 25 TAs who are trained to deliver SEN provision and adaptive strategies in school.

All teaching assistants are trained to deliver a range of interventions and this training is updated and revisited regularly through dedicated TA meetings in addition to other training sessions.

Securing Specialist Expertise and Working with External agencies

Under the Kent Localities Model (2025), schools work collaboratively within their Community of Schools (CoS) to secure specialist expertise efficiently and in the right place at the right time. The model brings together specialist teachers, health professionals, and external agencies through a coordinated, locality-based system called the Professional Resources Group (PRG).

Our school secures specialist expertise through the following processes:

a. Community of Schools (CoS) collaboration

We participate in our local Community of Schools, a geographically aligned group of schools working together with shared SEND support systems. Through this group, we can access early, locality-based

consultation, guidance and professional advice to ensure children receive timely intervention. The advice follows a solution-based problem-solving approach to proactively support pupils.

b. Professional Resources Group (PRG)

Where a child has more complex needs and requires more specialist input, cases may be referred to the Professional Resources Group. This multi-agency conceptual group includes:

- Specialist Teachers
- Educational Psychologists
- NHS health partners
- Practitioners aligned to primary care networks

The PRG provides expert problem-solving, training recommendations and advice to schools as part of the locality support model.

In addition to this, we also work with other external partners to ensure pupils and families are able to access further support and advice. This includes:

- Early Help and Safeguarding Practitioners – Early Help Practitioners (via Early Help district conversations or through completing a request for support via the Digital Front Door- this will be completed by school staff alongside parents.)
- Speech and Language support via our School Link Therapist or advisory sessions
- Cognitive assessment – Educational Psychologist (commissioned by school)
- Developmental assessment (up to 7 years) – Community Pediatrician
- Autism /Attention Deficit (ADHD) /Social Emotional Mental Health (SEMH) Assessment via CYPMHS (Child & Young Person Mental Health Services) referral subject to criteria provided by the North and East London Foundation Trust (NELFT)
- Wellbeing support via the School Nurse Team and bodies such as CYPMHS and Project Salus.
- School Health Assessment

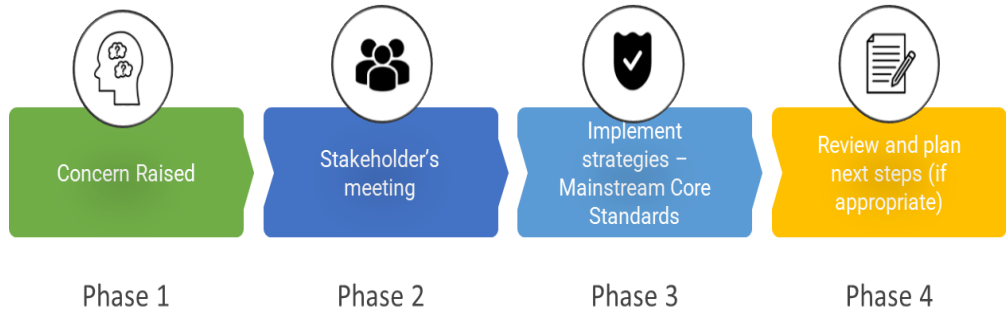
Supporting Children with SEND at Saplings Preschool

At Saplings Preschool, we also apply the Graduated Approach (Assess–Plan–Do–Review) to identify children’s strengths and any barriers to learning. Through ongoing observation and partnership with families, we put in place targeted interventions and adapt our environment to support each child’s progress.

If a child needs additional specialist input, we work with Kent County Council by referring to the Professional Resource Group (PRG) through our Early Years Adviser. The PRG brings together professionals who assess needs and recommend further support or services.

Our aim is to provide an inclusive environment where every child can participate, feel valued, and make progress.

3. What should I do if I think my child has SEND?



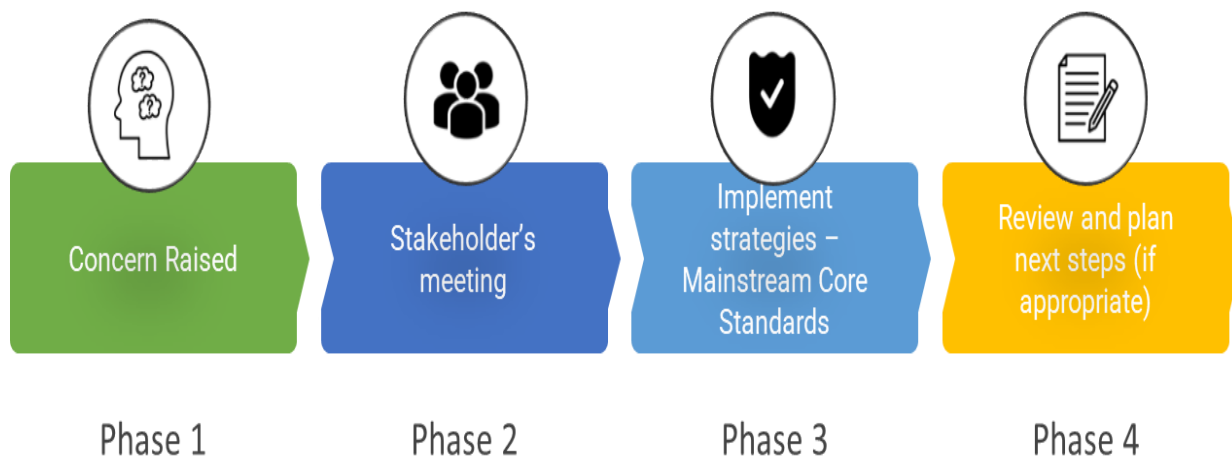
<p>Phase 1</p>	<p>If you think your child might have SEN, the first person you should tell is your child's teacher.</p> <p>You can arrange a meeting with your child's class teacher via the school office by calling 01227 471254 or by emailing office@blean.kent.sch.uk</p> <p>They will meet with you initially and where appropriate will pass information on to our Inclusion Lead, Nicki Llewellyn, who will be in touch to arrange any follow up meetings needed.</p> <p>You can also contact the Inclusion Lead directly by emailing senco@blean.kent.sch.uk</p>
<p>Phase 2</p>	<p>We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are. Together we will decide what outcomes to seek for your child and agree on next steps. We will make a note of what's been discussed and add this to your child's record.</p>
<p>Phase 3</p>	<p>We will implement the agreed strategies and monitor these over an agreed period of time. These are likely to be universal strategies set out in the mainstream core standards. A copy of this can be found here: https://www.kelsi.org.uk/data/assets/pdf_file/0005/117257/Special-educational-needs-mainstream-core-standards-guide-for-parents.pdf . This</p>

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	will initiate the 'Graduated Approach' where support will be continually reviewed. See next page for more details.
Phase 4	If we decide that your child needs SEND support, we will formally notify you and your child will be added to the school's SEND register. They will receive additional support and this will be reviewed using the assess, plan, do, review model.

4. What happens if the school identifies a need?

The same process is followed if a concern is raised by the school.



We strive to address needs as soon as they arise with the aim that targeted adaptive support closes the gap for children be that developmentally or academically. However, some pupils may continue to make less than expected progress, despite high-quality adaptive teaching and support. For these pupils, and in consultation with parents, we will use a range of assessment tools to determine the cause of the learning difficulty or need.

The purpose of these more detailed assessments is to understand what additional resources and different approaches are required to enable the pupil to make better progress and meet their potential.

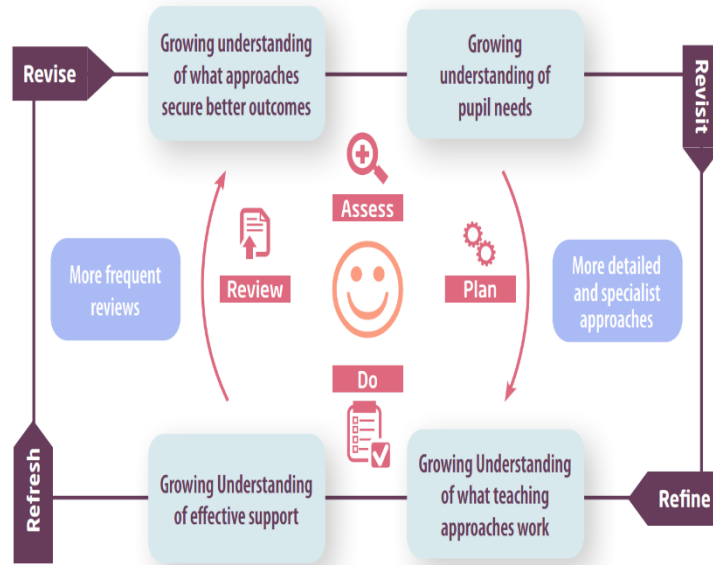
At Blean Primary School, we have experience in using the following assessment tools which have been outlined in appendix 1. In addition to these, we use a range of tools and checklists along with classroom and playground observations.

All our class teachers are responsible for the monitoring of all pupils who have been identified as having SEND. They also review those who are not making the expected level of progress in their schoolwork or socially.

5. How will the school measure my child's progress?

We will follow the 'Graduated Approach' to meeting your child's SEND needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



<p>Assess</p>	<p>If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for you and your child's input, as well as getting help from external professionals where necessary.</p>
<p>Plan</p>	<p>In discussion with you and your child, we will decide what outcomes we are hoping to achieve these may be to address gaps on learning or more holistic outcomes such as self-regulation or social skills. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.</p> <p>To support your child, we will put intervention in place that are beyond quality first teaching. This may take the form of targeted or intensive support.</p> <p>Targeted support includes short-term, evidence-based interventions for pupils who require additional support beyond quality-first teaching. These are usually small-group sessions designed to close gaps, boost confidence, or reinforce core skills.</p>

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	<p>Intensive Support</p> <p>Intensive provision is highly personalised and may involve intervention programmes delivered 1:1 or by specialist trained school staff, they may also include more targeted adjustments specified within an ILP or EHC Plan. Intensive support is designed for learners with more complex or persistent needs or where programmes need to be delivered by trained staff such as ELSA, Coaching or Drawing and Talking.</p> <p>Whenever we run an intervention with your child, we will assess their skills or knowledge before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress. We will also complete the same assessment or observation at the end of the cycle of provision to measure the impact.</p>
Do	<p>We will put our plan into practice.</p> <p>The class teacher and other key staff, with the support of the Inclusion Lead, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.</p>
Review	<p>We will assess how well the support we put in place helped the pupil to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer; this may mean the Plan, Assess, Do, Review cycle continues.</p>

6. How will I be involved in decisions made about my child's education?

We know that you're the expert when it comes to your child's needs and aspirations and want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.

All parents of pupils at Blean Primary School are invited to discuss the progress of their children at regular intervals throughout the year and receive written feedback via reports.

The cycle is:

- Term One – Meet the Teacher
- Term Two – Parent Consultation
- Term Three – Report
- Term Four- Parent Consultation

- Term Six – Open Evening and Summative Report

In terms 2 and 5, additional consultations for pupils identified on the schools SEN Register with the Inclusion Lead are offered, these are in addition to teacher consultations and 'in year' meetings to children with Personalised Plans.

In addition, we are happy to arrange meetings outside these times. As part of our normal teaching arrangements, all pupils will access some additional teaching to help them catch-up if the progress monitoring indicates that this is necessary.

Parents will be actively supported to contribute to the graduated cycle of Assess, Plan, Do and Review.

For those pupils with a higher level of need and where external agencies are involved, we will set out information about their needs and support in an Individual Learning Passport (ILP) or an individual provision plan. When writing and reviewing your child's ILP, you will be invited to share your views on your child's provision as well as their strengths and interests. This is then reviewed and shared with parents 3 times a year. If during cycles of the graduated approach we feel it is appropriate to adapt or change the provision your child is receiving, your class teacher will contact you directly to discuss this.

In addition to this, parents of pupils with an Education, Health and Care Plan will be invited to 'In Year' meetings and to attend an Annual Review, which, wherever possible will also include other agencies involved with the pupil. Information will be made accessible for parents.

We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible. It is also useful to have updates from medical professional so that we can adapt support as soon as your child's needs change.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff. If it is necessary to change your child's ILP, you will be provided with a new copy.

If you have concerns that arise between these meetings, please contact your child's class teacher in the first instance. You can book an appointment via the soon office on 01227 471254 or by contacting office@blean.kent.sch.uk

7. How will my child be involved in decisions made about their education?

When a pupil has been identified to have special educational needs because special educational provision is being made for him or her, if appropriate, the pupil will be consulted with and involved in the arrangements made for them as part of person-centred planning. Parents are likely to play a more significant role in the earlier years with the young person taking more responsibility and acting with greater independence in later years. The Individual Learning Passport which sets out information about the pupil has a section where the pupil and parent views are documented and this feeds into planning and support.

The level of involvement will depend on your child's age and individual needs. We recognise that no two pupils are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey



8. How will the school adapt its teaching for my child?

High-quality teaching is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum in every year they are at our school.

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We will adapt how we teach to suit the way the pupil works best. There is a universal approach to adapting the curriculum, we work on an individual basis to make sure the adaptations we make are meaningful to your child.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice:

<https://www.kelsi.org.uk/special-education-needs/special-educational-needs/the-mainstream-core-standards>



In meeting the Mainstream Core Standards, the school employs some additional teaching approaches, as advised by internal and external assessments e.g. one to one and group support, peer support, precision teaching, alternative methods of recording, use of ICT software. These are delivered by additional staff employed through the funding provided to the school as 'notional SEN funding'. There is an emphasis on developing independent learners.

We will adapt our approaches to how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child and are guided by the Mainstream Core Standards in the first instance.

These adaptations may include:

➤ Adapting our approaches, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.



➤ Adapting our resources and staffing



➤ Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.



➤ Teaching assistants or support staff will support pupils appropriately depending on their presentation of need



➤ Scaffolding lesson materials

We may also provide a range of research informed targeted (structured and short term) or intensive (personalised and led by trained staff specialist) interventions, details of these can be found on the whole

school provision map which can be found on the Inclusion and Equality area of the website. These interventions are part of our contribution to Kent's local offer.

9. How will the school evaluate whether the support in place is helping my child?

Each review of the Individual Learning Passport will be informed by the views of the pupil, parents and class teacher and the assessment information from teachers which will show whether adequate progress is being made. Progress includes areas other than academic e.g. social or emotional skills/physical skills.

The SEN Code of Practice (2015, 6.17) describes inadequate progress thus:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between rate of progress
- Widens the attainment gap

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals set out in your child's ILP or personalised plan if they have an EHC plan.
- Reviewing the impact of interventions after 12 weeks using measurable outcomes such as: entry and exit data, pupils progress and pupil voice where appropriate.
- Using pupil questionnaires
- Monitoring by the Inclusion Lead and other leaders via learning walks and monitoring fortnights.
- Using provision maps to measure progress
- Gathering holistic information such as Playground or classroom observations or wellbeing tool such as Boxall Profiles.
- Adaptions in practice evaluated via observations and discussions with staff, families and pupils.



For pupils with an Education, Health and Care Plan there will be an Annual Review of the provision made for the child, which will enable an evaluation of the effectiveness of the special provision. The provision plans, which identify longer term outcomes, supporting strategies and small steps targets will also be reviewed through 'In year meetings' with parents.

10. How will the school ensure my child has appropriate resources?

For some pupils with complex needs, medical or other external specialists may recommend the use of equipment or facilities which the school does not have. Where this occurs, we will explore purchasing it via the notional SEN funding, or seek it by loan in liaison with health professionals or via the Local Authority. Specialist equipment may include Specialist Chairs/Seating, Specialist desks/Sensory equipment. The school has purchased two specialist chairs (Breezi , Teezi Chairs) from its own resources. More routine equipment e.g. sloping desks /sit n move cushions will be available from the schools' own resources.

For highly specialist communication equipment the school will seek the advice of the KCC Communication and Assistive Technology team.

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

The school will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority

11. How will the school make sure my child is included in activities alongside pupils who don't have SEND?



The expectation is that all schools providing an inclusive provision for all pupils. It may be necessary for some pupils to receive interventions in addition to a broad and balanced curriculum.

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trip and represent the school at sporting and other events.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included. In line with the Equality Act 2010, the school will use its best endeavours to anticipate needs before they arise and make reasonable adjustments. This may include reviewing the environment, teaching practices, procedure and policies to ensure that we identify barriers in advance and work collaboratively to remove them before pupils are affected and to strive for all pupils to have equity of experiences at school.

Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity. We will seek to make reasonable adjustments and we will liaise with parents to consider how we can overcome any potential barriers. Where appropriate an individual risk assessment will be written.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?



We are an inclusive setting and welcome children to our school from all backgrounds, experiences and abilities. Please see our website for further detail on admissions:

<https://www.bleanprimary.org.uk/about-us/policies/>

13. How does the school support pupils with disabilities?



You're disabled under the Equality Act 2010 if you have a physical or mental impairment that has a 'substantial' and 'long-term' negative effect on your ability to do normal daily activities.

In line with statutory expectations, we produce an Accessibility Plan every 3 years. This plan details how we adapt not only the school site but also the curriculum, access to wider opportunities and information for parents and carers.

Some adaptations to the physical environment include:

- A Sound Field (auxiliary support) system in one classroom in each year group and also in the School hall
- A Disabled toilet with shower
- Automated doors to the entrance of the school and at planned points throughout the building along with widening of paths and ramping to ensure access to our 'Studio' where music and drama lessons take place.
- Posts have been installed by the flight of stairs in the main corridor to allow safe access for wheelchair users.
- A purpose-built care suite which includes a bed and hoisting equipment.
- The outside areas of the EYFS and Key Stage 1 areas have been developed to support active learning.
- Our library is a vibrant environment and is used to promote a love of reading.
- School is proud to have a designated sensory room.

You can find the most current Accessibility Plan by clicking the link below.

<https://www.bleanprimary.org.uk/about-us/policies/>

14. How will the school support my child's mental health and emotional and social development?

At Blean Primary School we understand that an important feature of the school is to enable all

pupils to develop emotional resilience and social skills, both through direct teaching for instance:

- PSHE (Personal Social & Health Education)
- Whole school Nurture approaches linked to the Six principles of Nurture which are embedded throughout in the school.
- A 'worry box' in classrooms
- Promotion of Learning Mindset throughout the school
- Speaking and Listening
- Social skills groups
- A Social Emotional Learning (SEL) Curriculum based in Zones of Regulation and an accompanying toolkit to support all children development.

and indirectly with every conversations adults have with pupils throughout the day.

For some pupils with a greater need for help in this area we also can provide the following:

- Learning Coach (member of staff to act a mentor)
- Access to Cloud Zone (staffed supportive environment during lunchtime)
- Access to the school's trained Emotional Literacy Support Assistant (ELSA) Social Stories
- A dedicated safe space to use when upset or dysregulated
- Referral to Early Help or CYPMHS- Child & Young Person's Mental Health Services (subject to referral criteria)
- Referral for support to the Schools Health Service. Through Mental Health support (The Inclusion Lead is a trained Youth Mental Health First Aider.)
- The school has a member of staff who is a trainer Draw and Talk practitioner.
- Access to our bespoke Nurture Provisions via referral through our tiered approach to wellbeing- The Nest or Evergreens.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support.

We have a Pupil- Parent Mentor who engages with parents/carers to provide early intervention, support and guidance to increase engagement with the school and improve learning outcomes for pupils. The Parent- Pupil Mentor works closely with the Inclusion Lead to initiate, facilitate and encourage pupil participation during recreational sessions to ensure high levels of well-being.

15. What support is in place for looked-after and previously looked-after children with SEND?



Miss Nicki Llewellyn is the schools Designated Teacher for Looked After Children. She liaises closely with staff to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

16. What support will be available for my child as they transition between classes or settings or in preparing for adulthood?

At Blean Primary School we work closely with the educational settings used by the pupils before they transfer to us in order to seek the information that will make the transfer as seamless as possible.

Arrangements include:

- Teacher (and Inclusion Lead where appropriate) visits to Nursery
- Transition Days within school stay and play sessions
- Where a pupil has been identified with Special Educational Needs prior to starting school, we work closely with Pre-school settings, Specialist Teachers/Health Professionals and parents to gather



information and to plan for additional support needed. This may include: additional visits, transition meetings, supports such as Social Stories/Visual supports.

- Within school and between phases, we identify children who may be vulnerable at transition and work with parents to put in additional supports e.g. Social stories, additional visits.



We also contribute information to pupils' onward destination by providing information to the next setting.

We have:

- Transition days for children at local secondary schools
- Visits from secondary school teachers to meet with transferring children and class teachers.
- If appropriate, we set up an additional transition meeting to involve parents, pupil, Inclusion Lead and secondary SENCO at which further supports may be planned
- Annual Review Meetings (for pupils EHCP) are also used to plan for and support transitions.



To support transitioning between year groups or key stages, careful consideration is given to vulnerable pupils to support them with this change as much as possible. As part of our universal school offer, class teachers complete handover meetings for all pupils. There are additional meetings with the Inclusion Lead to ensure all information and strategies are shared.

Further support for pupils with SEND needs includes:

- use of social stories which are shared with parents to read over the summer break
- transition meetings with the class teacher, SENCO and parents
- additional visits to key staff in during term 6 to build relationships

17. What support is available for me and my family?

If you have questions about SEND, or finding things difficult, please get in touch to let us know. We want to support you, your child and your family.

The Kent Local Offer also provides information about a range of support services such as Independent Support Kent, Family Advice Service for disabled children and their families, Kent Parent Carer Forum. Parents can access this link via the school website which also provides links to information and advice on a range of SEN.

<https://www.kent.gov.uk/education-and-children/special-educational-needs>

Information, Advice and Support Kent (IASK) offers confidential and impartial information, advice and support to children and young people with special educational needs and disabilities, and their parents. They empower parents to play an active and informed role in their child's education. Information about this service can be found at www.kent.gov.uk/iask and for the current IASK support leaflet please click the link below.

http://www.kent.gov.uk/data/assets/pdf_file/0009/12420/About-the-Kent-Parent-Partnership-Service.pdf

They can be contacted on

HELPLINE: 03000 41 3000

EMAIL: iask@kent.gov.uk

Local charities and organisations that offer information and support to families of pupils with SEND are:

SNAAP - <https://www.snaap.org.uk/>

For us Too- <https://www.forustoo.org/>

Kent Family Hub- <https://www.kent.gov.uk/education-and-children/kent-family-hub>

National charities that offer information and support to families of pupils with SEND are:

➤ [IPSEA](#)

➤ [SEND family support](#)

➤ [NSPCC](#)

➤ [Family Action](#)

➤ [Special Needs Jungle](#)

In addition to our Solihull Understanding your Child's Behaviour courses, we also facilitate a parent support group once a month. This is led by parents and the school and all are welcome. Please contact Miss Llewellyn for more information.

18. What should I do if I have a complaint about my child's SEND support?

The normal arrangements for the treatment of complaints at Blean Primary School are used for complaints about provision made for special educational needs (refer to Complaints Policy). We encourage parents to discuss their concerns with:

- Your child's class teacher
- Key Stage Leads: EYFS Leader- Mrs Lorraine Watson, KS1 Lead Mrs Helen Coleman, KS2 Lead, Mrs Anna Todd
- The Inclusion Lead/SENCO – Miss Nicki Llewellyn
- Assistant Head Teachers- Mrs Lynda Prior and Miss Nicki Llewellyn
- Deputy Headteacher- Miss Kara Satterley
- Headteacher- Ian Rowden

to resolve the issue before making the complaint formal to the Chair of the governing body.

If the complaint is not resolved after it has been considered by the governing body, then disagreement resolution service or mediation service can be contracted. If it remains unresolved after this, the complainant can appeal to the First-tier Tribunal (Special Educational Needs and Disability), if the case refers to disability discrimination, or to the Secretary of State for all other

cases.

There are some circumstances, usually for children who have an Education, Health and Care plan where there is a statutory right for parents to appeal against a decision of the Local Authority. Complaints which fall within this category cannot be investigated by the school.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion or suspension
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please use the link to read further about KCC's Mediation support and appeals process-
<https://www.kent.gov.uk/education-and-children/special-educational-needs-and-disabilities/education-health-and-care-plans/mediation-support-and-appeals>

19. Supporting documents

- *Equality Information and Objectives Policy*
- *Child protection and safeguarding policy*
- *Behaviour Policy*
- *Accessibility Plan*
- *Attendance and punctuality policy*
- *SEND policy*
- *SEN & Disabilities Code Of Practice 2015*
- *Mainstream Core Standards*



20. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEND to access assessments or exams
- **Adaptive Teaching Strategies** -When teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- **CAMHS** – child and adolescent mental health services
- EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.
- **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- **Graduated approach** – an approach to providing SEND support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil

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- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEND in the local area
- **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support pupils with SEND
- **SEND information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEND
- **SEND support** – special educational provision which meets the needs of pupils with SEND
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages

Appendix 1

Further detail on assessments used to explore the profiles of pupils who may have SEND needs

- Wide Range Intelligence Test (WRIT)
- Dyslexia Portfolio Screening Tool
- Salford Reading assessment (accuracy & comprehension)

- York Early Reading Assessment
- York Assessment of Reading Comprehension (YARC)
- Phonological Awareness Battery (PHAB)
- British Picture Vocabulary Test (BPVS)
- Detailed Assessment of Handwriting (DASH)
- Sandwell Early Numeracy Assessment
- Sandwell KS2 – KS3 numeracy Assessment
- Dyscalculia Screening Assessment.
- CTOPP – Comprehensive Test of Phonological Processing
- The Boxall Profile