

BLEAN PRIMARY SCHOOL



SEN Information Report

Policy Review Date: March 2024

Headteacher: Mr I Rowden

Chair of Governors: Mr H Samuelson

Date of Next Review: March 2025

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1. What is the definition of SEND and the types of SEN does the school provide for?

At Blean Primary School we use the SEN Code of Practice (2014) definitions of Special Educational Needs and Disability. This is outlined below:

Definition of SEN

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty if he or she:

- (a) Has a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions. *SEN Code of Practice (2014, p 4)*

Definition of disability

Many children and young people who have SEN may also have a disability under the Equality Act 2010 – that is '...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities'. This definition provides a relatively low threshold and includes more children than many realise: 'long-term' is defined as 'a year or more' and 'substantial' is defined as 'more than minor or trivial' *SEN Code of Practice (2014, p5)*

Within the SEN Code of Practice (2014) the government classifies areas of need under four broad categories:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Physical and Sensory

Within these broad areas are many of the barriers to learning children commonly experience, some examples of this are set out in the table below. We are able to provide support for pupils both as part of our universal offer as well as through more targeted and specialist provision.

Our universal offer is underpinned by the Mainstream Core Standards document which sets out the adaptive teaching strategies and provision which all schools are expected to provide. We also respond proactively to the changing dynamics of the school community and offer support and provision which is tailored to this.

AREA OF NEED	CONDITION
Communication and interaction	Autism Spectrum Disorder (ASD) This is also referred to as Autism Spectrum Condition (ASC).

	Speech production difficulties (the ability to produce clear speech)
	Receptive language difficulties (understanding information received from others)
	Expressive language difficulties (not being able to communicate needs clearly or word order which may be disordered)
Cognition and learning	Specific learning difficulties, including Dyslexia, Dyspraxia and Dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention Deficit Hyperactive Disorder (ADHD) This can be defined as Inattentive ADHD where children find listening and attention a barrier but are not displaying impulsive or hyperactive behaviours or Combined Type ADHD where children also present with hyperactive and or impulsive behaviours in addition to difficulties with inattention.
	Oppositional Defiance Disorder (ODD)
	Attachment Disorder
	Pupils suffering from anxiety or other mental health conditions
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment
	Sensory Difference While this is not a recognised medical condition in the UK. Blean Primary School do recognise the considerable impact that a pupil with sensory difference can experience and make provision for this.

2. Which staff will support my child, and what training have they had?

All Teachers are teachers of pupils with SEND needs. While our Class Teachers have overall responsibility for the pupils in their class who may have SEND needs, we have a team of staff who work alongside Class Teachers and Teaching Assistants to provide further guidance, support and deliver interventions.

Meet our Inclusion Team



Miss Nicki Llewellyn
Assistant Headteacher
and Inclusion Lead



Mrs Justine Gibbens
Pupil Parent Mentor



Mrs Karen Epps
Intervention Support
Practioner



Mr Lewis Reddin-Tasker
HLTA Inclusion



Miss Olivia Clarke
Intervention Support
Practioner

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 six years' experience in this role and has been a qualified teacher for 17 years. Miss Llewellyn also is a designated Inclusion Leader of Education (ILE) with Kent County Council and supports other schools in the local area.

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 a Youth Mental Health First Aider 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 Practitioners

Mrs Karen Epps and Miss Olivia Clarke work 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.

HLTA for Inclusion

Mr Reddin-Tasker is one of our Higher Level Teaching Assistants (HLTAs) and works with Miss Llewellyn and pupils assessing and supporting needs as part of his wider role. Mr Reddin-Tasker is currently on sabbatical and so part of his role is being undertaken by both Mrs Epps and Miss Monica Gonzalez our HLTA responsible for teaching Spanish.

Training of Staff

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. The school also accesses training via EduCant – a collaboration of 6 local schools of which Blean is a member.

The Senior Leadership Team continuously monitors and reflects on the quality of provision to identify any staff who have specific training needs and incorporate this into the school's plan for continuous professional development.

The continual professional development planned and completed by staff for this academic year is outlined below. For further details of previous years please see appendix 1 at the end of the document.

2023/2024

Whole staff training on the Language Through Colour approach

Allergy and Anaphylaxis Awareness sessions.

Phonics Training delivered by Deputy Headteacher

TA CPD sessions around the following themes: behaviour, Multi-sensory approaches to support pupils who have difficulties associated with a profile of Dyslexia such as TRUGS and Toe by Toe and Inclusive PE. Further sessions planned for this academic year for Teaching Assistants include:

Further training on Autism awareness delivered by Dr Triantafyllopoulou.

Supporting children with Dyslexia delivered by Judith Goodrich from the Specialist Teaching and Learning Service (STLS).

Input on Adverse Childhood Experiences (ACES) delivered by the Headteacher.

Update on Nurture UK program and completing Boxall Profiles delivered by the Headteacher.

The Inclusion Lead and Pupil Parent Mentor completed Solihull parent Support facilitators training.

Where a pupil has more specific or complex needs (including medical needs) we may seek advice, support and training from external services such as the School Health Team or our Specialist Teaching and Learning Service (STLS).

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

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

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

They will pass the message on to our Inclusion Lead, Nicki Llewellyn who will be in touch to discuss your concerns.

You can also contact the Inclusion Lead directly by emailing senco@blean.kent.sch.uk

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.

If we decide that your child needs SEN support, we will formally notify you in writing and your child will be added to the school's SEND register.

Together we will produce an Individual Learning Passport (ILP) in which we will gather the views of both your child and yourselves as parents/carers.

4. How will the school know if my child needs SEND support?

At Blean Primary School we monitor the progress of all pupils throughout the year to review their academic progress.

We use a range of assessments with all the pupils at various points. These include:

- Baseline assessments of Early Years pupils carried out in term 1.
- Tracking of the progress of all Year R pupils through the Early Learning Goals along with regular phonic checks.

- Language and Speech Link Screening for Year R pupils to identify any potential language difficulties (and on a needs basis for other years)
- Phonics assessments each term from Year R to Year 2 (and on a needs basis for other years.)
- Year One Phonics Screening
- Teacher Assessments (3 x per year) in Reading, Writing and Maths (Years one to six) using our whole school assessment system.
- Spelling Punctuation & Grammar (SPAG) Teacher assessments (3 x per year) from years 2 to 6
- CATS (Cognitive Ability Tests) Reasoning Assessments in Year 5.
- Reading Tests three times during the year from Year 1 to Year 6.
- Maths Tests three times during the year from Year 1 to Year 6.
- Tables Check in Year 4

More detailed information about assessment at Blean can be found in our Assessment Policy and our Assessment Schedule on the school's website.

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/assessment>

If your child is not making expected progress, even if a special educational need has not been identified, we consider carefully the barriers to learning through a systematic process. This process is named the 'Graduated Approach' and involves cycles of assessment, planning, implementation and review to fully explore the profile of children and what they need to succeed. This is demonstrated visually below.

The class teacher working with the SENCO carry out a clear analysis of the pupils needs. Parents experience and the view of specialists may be sought at this point.



Where decided to provide a pupil with SEN support, the parents MUST be formally notified. The teacher and SENCO should agree in consultation with the parent the reasonable adjustments, interventions and support to be put in place with clear dates for review.

The effectiveness of support and intervention and the impact on the pupil's progress should be reviewed in line with agreed date. In light of reviewing the impact staff and parents make changes to provision and plan new steps.

The class teacher should remain responsible for working with the child in a daily basis. Even if not delivering the intervention Class Teachers still remain responsible for the child. Teacher's and Teaching Assistants should work closely to assess the impact of intervention and how they can be linked to classroom learning.

Class Teachers and Teaching Assistants (with support from the Inclusion Lead) write whole class provision maps which details all of the pupils who are receiving additional support, small steps outcomes and then review the impact of this after 12 weeks.

A whole school provision map available on the school website provides further details of the range of resources we have at Blean School to support children.

<https://bleanprimary.org.uk/kent/primary/blean/site/pages/learning/inclusion>

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, in consultation with parents, we will then 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 a range assessment tools which have been outlined in appendix 2. In addition to these, we use a range of tools and checklists along with classroom and playground observations.

We also have access to external advisors who are able to use specialist assessments where appropriate and in accordance with referral criteria.

- Advice and recommendations from a professional forum via LIFT (Local Inclusion Forum Team)
- Specialist teacher assessment /observations accessed through LIFT (Local Inclusion Forum Team)
- Special school outreach service accessed through LIFT
- Specialist Language assessment via referral to Speech and Language Therapy Service
- Cognitive assessment – Educational Psychologist
- Developmental assessment (up to 7 years) – Community Pediatrician
- Co-ordination and Perceptual Assessment – Occupational Therapist
- Autistic Spectrum Disorder (ASD) /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)
- School Health Assessment

After following at least one cycle of the graduated approach along with any recommendations from external professional and school-based assessments, we may identify your child with Special Educational Needs or as having a disability.

My child has been placed on the SEN Register- what does this mean?

Children who require SEN support will:

- Work towards a clear set of personalised targets, these targets are holistic and will include both academic and more holistic developmental targets.
- Targets are planned and reviewed by the Class Teacher supported by the Inclusion Lead.
- These targets will be shared with parents and careers and in an appropriate way with the child themselves.

The Special Needs Register is reviewed by the Inclusion Lead in conjunction with Class Teachers twice a year in December and June. If your child is able to make good progress using this additional and different resource (but would not be able to maintain this good progress without it) we will continue to identify them as having a Special Educational Need. If they are able to maintain good progress without the additional and different resources may no longer be identified with special educational needs. When any change in identification of SEN is made parents will be notified.

We will ensure that all teachers and support staff who work with your child are aware of the support to be provided and the teaching approaches to be used.

At Blean Primary School we understand that some children may not fully meet the criteria for SEN Support. However, they may still be receiving a large amount of support through Quality First Teaching alongside some targeted intervention. We monitor the progress of these children closely and use the process in school called 'Monitoring'. This allows us to be sure that any child who should be moved to SEN Support can do so as soon as necessary and those removed are maintaining progress.

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

As a part of the planning stage of the graduated approach, we will set outcomes for your child to work towards with support. These are usually small steps targets which address gaps in learning or holistic skills such as self-regulation or social skills.

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.

We will track your child's progress towards the outcomes we set over time and adapt our offer as we learn what your child responds to best.

This process will be continual. If the review shows your child has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

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 them.

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 2 – Parent Consultation
- Term Three – Report
- Term 5- Parent Consultation
- Term Six – Open Evening and Summative Report

In terms 2 and 5 additional parent consultations 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; this will not imply that the pupil has a special educational need. All such provision will be recorded, tracked and evaluated on a provision map.

If following this normal provision, improvements in progress are not seen, we will contact you to discuss the use of internal or external assessments which will help us to address these needs better. From this point onwards, the pupil may be identified as having special educational needs because special educational provision is being made and the parent will be invited to all planning and reviews of this provision. 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 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.

If your child has 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 your child. All of this information will be made available to you in advance.

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?

If your child has been identified to have special educational needs because special educational provision is being made for him or her, if appropriate, they will be consulted with and involved in the arrangements made for them as part of person-centred planning. As parents or carers, you are likely to play a more significant role in the earlier years with your child taking more responsibility and acting with greater independence in later years. The Individual Learning Passport has a section where your child's views are documented and this feeds into planning and support.

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.

We will adapt how we teach to suit the way your child 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.

We follow the Mainstream Core Standards advice developed by Kent County Council to ensure that our teaching conforms to best practice. More information on the Mainstream Core Standards can be found by accessing the link below:

<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 such as: group support, peer support, precision teaching, alternative methods of recording and use of assistive technology. 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.

Some examples of adaptive strategies are listed below:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, bespoke work, adapting the teaching style or content of the lesson, etc.
- Adjusting and adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Strategic deployment of trained adults to provide support either in small groups or where appropriate in more bespoke groupings.

We may also provide a range of research informed interventions, details of these can be found on the whole school provision map 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 your child, yourselves and staff. The assessment information from teachers which will show whether progress is being made. Progress includes areas other than academic e.g. social or emotional skills/physical skills.

The SEN Code of Practice (2014, 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

If your child has an Education, Health and Care Plan there will be an Annual Review of the provision made for them, 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 you.

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 and or High Needs Funding.
- Reviewing the impact of interventions after 12 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion Lead
- Using provision maps to measure progress
- Holding an annual review (if they have an education, health and care (EHC) plan)
- Gathering holistic information such as Playground or classroom observations or wellbeing tool such as Boxall Profiles.

10. How will the school resources be secured for my child?

Where external advisors recommend the use of equipment or facilities which the school does not have, we will explore purchasing it via the notional SEN funding, or seek it by loan in liaison with health professionals. 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?

All clubs, trips and activities offered to pupils at Blean Primary School are available to pupils with Special Educational Needs either with or without an Education, Health and Care Plan. 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 you 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?

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:

At Blean Primary School there is:

- A Sound Field 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?

Your child's wellbeing and social and emotional development is integral to our values and vision in school. We use a range of strategies alongside teaching your child discreetly how to recognise, communicate and regulate their emotions.

Example from our core wellbeing offer include:

- PSHE (Personal Social & Health Education) Jigsaw PSHE
- 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
- Time out space to use when 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 trained Draw and Talk practioner.

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 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 e.g. Teddy Bears Picnic
- 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 a 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 teacher's 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

16. What support is in place for looked-after and previously looked-after children with SEN?

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.

17. What should I do if I have a complaint about my child's SEN 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 Miss Rosie Bransfield, 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 a 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.

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

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

School run a parent group termly to provide information and as well as support within the parent community and links with services in the local area.

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

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>

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

- [IPSEA](#)
- [SEND family support](#)
- [NSPCC](#)
- [Family Action](#)
- [Special Needs Jungle](#)

19. 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 SEN 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
- **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 SEN 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 children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision which meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages
- Appendix 1- Details of continual professional development over the previous 2 academic years.

2021/2022

Our Maths Lead introduced a Pre-Teaching program to Support Staff supported by the Inclusion Lead

A staff learning session was delivered by the Inclusion Lead where staff worked together to begin work on a SEL progression rubric. This was followed by sessions with Teaching Assistants in which the creation of an SEL toolkit was initiated.

In light of the changes to the DfE guidance around the teaching of early reading and phonics, a wide range of staff have received training from Nina Birch a literacy consultant her phonics program which we deliver.

An inset day was dedicated to challenging stereotypes around diversity and inclusion and staff worked together to look at the curriculum and challenge ideas such as implicit bias.

The guest speaker at the annual staff conference was Dr Debra Kidd, who spoke about creating diverse and inclusive curriculums which engage all children.

The Pupil Parent Mentor, Inclusion Lead, Deputy Headteacher, Class Teacher and Teaching Assistant have attended training from the Local Authority on supporting children with Anxiety Based School Avoidance.

We have accessed training through the Local Offer and have a member of staff who is being trained via STLS to become an Autism Champion.

Inclusion Lead completed a Post Graduate Diploma in Pastoral Leadership in Summer 2022.

A member of staff became a Draw and Talk practitioner.

2022/2023

Headteacher and Inclusion Lead delivered training based on Neurodiversity and Behaviour

School sought support from STLS to deliver training to all staff on Girls with Autism.

Nina Birch has continued to deliver training for staff on phonics and writing conferencing.

The guest speaker at the annual staff conference was Action Jackson- UK ambassador for happiness who spoke about wellbeing for both staff and pupils.

Kelly Hannagan delivered INSET on wellbeing to all staff.

Both Assistant Headteachers completed the Coaching in Schools accreditation to become educational coaches for both pupils and staff.

The Deputy Headteacher completed an accreditation to become a Senior Mental Health Lead.

The Deputy Headteacher and EYFS Lead became trained to deliver Supervision to support staff.

The Headteacher completed a Level 3 course in Counselling Skills.

The Maths Led completed a Maths Mastery Course.

Dr Debra Kidd continued to work with staff on curriculum planning.

Year group training on Maths Mastery.

Teaching Assistants had training on Infant and Junior Language Link through TA meeting sessions led by the Inclusion Lead.

An EYFS TA completed training for the Nuffield Early Language Intervention (NELI)

Inclusion Lead shared information around The Engagement Model with Key Stage One staff.

Appendix 2- 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