



SEND Inclusion Award (SENDIA)

Verification Report

School name:	Blean Primary School
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Award verifier:	Malcolm Goddard
Award adviser (if applicable):	Malcolm Goddard
Date of verification:	16/1/26

Commentary on the evidence provided:

This was a final verification for a school led school. The advisor had previously verified the school for the WAS and LPPA award. The evidence presented at final was clear and accurately addressed all of the KPIs. It was primarily electronic and uploaded to awardplace supplemented with some printed documents and documents accessed on the school website.

The presentation was clear and a key source of evidence addressing what the school does well, what had improved or changed and next steps including clear evidence of impact. It had enabled the school to crystallise what had changed over time, celebrate their strengths and identify the improvements made through the award process. The stakeholder responses to all 4 award questionnaires were integrated into the presentation from the start and end of the process.

The school had used the SSEFs for each stakeholder group and integrated the initial findings into their action plan. They self-identified that 16/18 areas previously amber had progressed, many to green. All groups showed a positive picture but the staff group in particular showed very strong positive improvement in responses with all areas improved and green at the end of the process. Leaders had reflected on those areas where scores were still lower and integrated these into their next steps.

Oral evidence from stakeholders (including 6 parents, a group of 6 teachers, the SEND governor and a group of 7 pupils on the SEND register), during the learning walk including visits to classrooms, interventions and the two nurture rooms, all triangulated well with the presentation and wider evidence base. The leader and other colleagues working with the adviser were able to expand on answers on request during the presentation, tour and throughout the day to add detail and colour. The advisor was able to observe effective practice in all of the schools' classes and two nurture spaces giving a clear insight of the school's approaches and ownership by class teams to supporting pupils with SEND.

Stakeholders all had very positive views of the school and recognised improvements and increased capacity built over the award process built on to longer term effective practice. Their responses reflected an embedded culture where SEND was the responsibility of all under the leadership of a skilled and dedicated SENCo, actively supported by other leaders, who knew the strengths and needs of the school community exceptionally well.

Strengths identified during verification:

There is clear and effective leadership of SEND provided by an experienced, knowledgeable and sufficiently senior SENCo who shares her expertise and knowledge freely to support colleagues, parents and pupils and is well supported by the rest of the leadership and staff team.

All staff at the school know and embrace their role as "teachers of SEND" and the staff teams in each class and year group provide effective support to all pupils with additional needs and those where there may be barriers to learning. This support is mainly met in class through quality first teaching with reasonable adjustments.

The SENCo and wider staff team are highly effective at identifying need at an early stage, (including now in the newly added funded nursery provision) making adjustments and engaging support from outside agencies. This includes engaging fully with, and working with parents to find solutions.

The school continue to invest in the capacity to support needs in each class through having dedicated class TAs and through additional specialist staff beyond the classroom who provide additional more specialist support when needed. Identification processes are clear and owned by teachers who have to demonstrate they have taken the right QFT steps in their class first when seeking a referral.

Classroom practice is highly effective and consistent including the use of visual timetables, calm corners, zones of regulation and a wide range of reasonable adjustments made in the classrooms.

The staff in each class work effectively as a team to support individual need and build independence in even the youngest pupils enabling them to thrive. Teachers and support staff work interchangeably to provide support and build independence responding to needs as they present.

The school is warm and welcoming of pupils and families and seeks to work in close partnership with them as equal partners in the development of their children. They provide a wide range of support to all parents but particularly those with SEND through workshops, drop ins and regular informal contact. Parents identified many examples where the school had gone "the extra mile" to provide help and support.

There is a strong sense of belonging at Blean which has built a high level of stability among the staff team because of a shared culture and clear root values. This benefits all pupils (and their families) but particularly those with the most need and challenge.

All staff know all pupils well and what they need to thrive, creating a safe space to learn and develop. Blean continues to be a happy nurturing school where those with additional needs are valued for their difference and where the school strive to meet the needs of each individual through

doing the basics well and through developing innovative solutions to the increasing levels of challenge.

Impact:

The school leadership have used the award process highly effectively to review their provision and approaches, listen to their stakeholders and ensure their practice is responding to the changing needs of their school during a period of significant change within Kent and an increasing level of need particularly around SEMH needs within the school and beyond.

The school made highly effective use of the award questionnaires to identify areas where improvement could be made and then follow these up. The improvements made were reflected in the second set of questionnaires across all groups but the changes were particularly large among staff and governors showing the impact of the responsive actions taken by leaders and increased understanding of the why behind the practice in place.

Nurture provision at the school has been enhanced with the achievement of the “National Nurturing Schools Award” in July 25 and the setting up of two new nurture provisions within the school, “The Nest” and “Evergreens”. Leaders have strong oversight to ensure these provisions meet need and support integration for some of the schools most vulnerable pupils.

Leaders recognise and respond to the barriers that SEND and other pupils face and come up with creative solutions to overcome these. Good examples are

- Soft starts where a variety of different approaches are in place tailored to individual needs of pupils who would otherwise find coming to school hard which would impact on their attendance
- Lunchtime provision where pupils have a wide range of choices including a supervised quiet area, indoor space and film club and a separate space to eat promoting emotional safety.

The highly innovative furniture options available to Yr 5 and 6 pupils encourage choice, create a home from home feel and support collaboration. They enable pupils to be more independent and work with different people in different spaces across the day.

The school continue to provide a wide range of support and training for parents both on an informal and formal basis. They regularly run a L2 Solihull 10-week course in “Understanding Your Childs Behaviour” which is well attended by parents. A significant proportion of the school’s parent body have attended this course over the years. This is exceptional and highly unusual practice for a primary school.

Following the initial questionnaires staff have been involved in extensive CPD to support their practice, build even greater consistency and understanding and develop their talents as a staff and in response to individual need. The class teacher/teaching assistant agreements in place in each class are an example of exceptional practice and are reviewed regularly to ensure this key partnership is working as effectively as possible to the benefit of the pupils in the class.

Staff and leaders are well supported by governors who see SEND as an important aspect of the school’s provision and culture. The SEND governor meets regularly with the SENCo and keeps governor colleagues informed. Inclusion is strongly embedded in the monitoring and reporting processes of leaders and governors.

Put simply, at Blean Primary School the provision for SEND pupils is very strong and has improved further because all teachers at the school own the SEND needs in their classrooms, the adults in each class work in highly effective teams, and they are ably supported by an extremely knowledgeable and experienced SENCo who models best classroom practice and is always willing to listen, share her expertise and continue learning to the benefit of the whole school community.

Areas for development:

- 1) Continue to develop your work around increasing pupil voice opportunities for SEND and other vulnerable groups. This might include:
 - setting up a “combined vulnerable groups” focus group of pupils for the SENDCo to meet with regularly.
 - the SEND governor attending at least one of these meetings annually as part of a governor week
 - the SEND governor conducting exit interviews with SEND pupils leaving the school at transition to understand their experience of support at the school
- 2) As planned consider how to identify and integrate benefits of flexible furniture/seating in Yr 5/6 classes into Yr 3/4 classes building on what already also happens in Yr 1/2. Consider how approaches adopted build independence and choice for all pupils but particularly those with SEND.
- 3) Leaders and governors to deliberately monitor and evaluate how the nurture provisions are used and how effective they are at integrating pupils into their mainstream classes. This might include how pupils are supported back to class but also how class staff work alongside them in the nurture provisions to identify and implement strategies that are effective in the nurture provisions back into class and provide a bridge. You may wish to develop case studies which set out the rationale and short/long term goals for each pupil which can then be reviewed periodically with the SEND governor.
- 4) Identify a short set of questions (which might be based on some of the award questions) to ask each SEND family on an annual basis on a rolling programme. This could then be completed at a review meeting or parents evening or followed up by the school’s admin team with any SEND parents who don’t complete over the years rolling programme so you always have a full picture of SEND parents views and how these change over time.
- 5) Produce a short data summary which can be shared with governors, staff and parents identifying the progress and colours against each question from the SSEFs which also shows key achievements over the award period and next steps. This will support you when you come to reverification to identify where you came from and could be updated annually for governors.
- 6) As planned update your ILP format to integrate the changes and developments you are making in practice and desire to enhance parent and pupil voice in the process whilst keeping them manageable for staff to write and update regularly.

Verifier recommendation:

The school should receive the SENDIA award for a period of 3 years as they meet all of the evidence requirements.

Head teacher comments:



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