



SEND Information report

Our Leader for Inclusion and SENDCo
(Special Educational Needs and
Disability Co-ordinator):

Mrs Charlotte Tong

ctong@blakeleyheath.staffs.sch.uk

Our SEND governor:

Mrs Lisa Beasley

Beasley.l@blakeleyheath.staffs.sch.uk

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What is SEND?

What are special educational needs and disability?

A special educational need can be a number of different things. For example, your child may be having problems with reading, maths or behaviour, which we could help by putting extra support in at school and by working in partnership with yourself. It may also be due to a disability which makes it harder for a child to access some of the lessons that the school provides for the majority of children. For some children this may be a temporary difficulty, while others may have a long term need for support.

You can see more details of SEND in our SEND policy.

What should I do if I think my child may have special educational needs?



If you believe your child has special educational needs the first point of call is your child's class teacher. They will liaise with the SENDCo to discuss whether the child needs to go on the SEND register and receive additional support or if they are able to make good progress with the support given the class as a whole with no additional provision.

You can, of course, contact the SENDCo directly to discuss any concerns you have.

You can see more details of SEND in our SEND policy.



How do we identify SEND?

Our starting point is to meet with your child's nursery or yourselves before your child joins us in Reception. If your child should join us later than reception often our staff will speak with your child's previous school.

We ask whether parents/carers have any concerns about their children, or if their child has any additional needs. This helps us to plan how we will support your child once they start school.

We continue to assess and monitor all through the child's time in school so that we can look out for any special educational needs that might arise later on.

We also work with specialist services, for example Educational Psychologists and Speech Therapists. They can provide expertise in identifying need.

We follow Staffordshire's guidance for the identification of SEND.

You can see more details on how we identify children with SEND in our SEND policy.

How will school support all children at Blakeley?



We know that high quality first teaching will make the greatest impact on the progress of children. We make sure that all Teachers and Teaching Assistants have a clear understanding of the learning needs of the children in their class.

The Blakeley Senior Leadership Team works closely with teachers and support staff to provide effective teaching and support for all children in a variety of ways.

These include:

- Carefully differentiated planning which ensures that all children are able to make progress
- A wide variety of teaching approaches, including modelling, providing visual support material, use of physical concrete materials to support all learners
- Using rigorous assessments that help teachers to track pupils' progress and identify gaps in their understanding
- Planning and implementing intervention to target the specific needs of the child
- The use of specific resources to support, motivate and challenge



How do we support children with SEND?

Alongside the provision put in place for all of the children at Blakeley, we provide additional support for those on the SEND register. This becomes part of our Plan, Do, Review cycle:

- **Plan:** We use the information we have about each child who has been identified as having SEND to plan a personal programme of SEND support. This is your child's Individual Support Plan (ISP) and will include targets. These are taken from class observations, assessments or external agency advice. You will be asked to meet with your child's class teacher to discuss these targets and review previous targets.
- **Do:** We adapt lessons to incorporate work on these targets and support children to fully embrace a broad and balanced curriculum. We will plan tailored intervention to support your child to make progress towards these targets. We deliver a range of interventions tailored to the need of the individual child (for example speech and language) to support the progress and reduce the impact on learning. We use tailored resources to support the specific needs of the individual.
- **Review:** We will assess your child's progress against these targets using the assessments to inform new targets or update interventions put in place.

New ISP targets will be set and reviewed termly.

How do we ensure children with SEND enjoy a broad and balanced curriculum?



We provide a curriculum that is broad, balanced, motivating and accessible to all children.

We work hard to ensure that all of our children achieve in lots of different ways as well as academic learning – for example, in drama, sport, music, dance, showing leadership and taking on responsibilities.

We encourage children with SEND to play a full part in the life of our school. We arrange educational visits and extra curricular and make sure that all of our children have the opportunity and access to take part. We do a risk assessment and when necessary make reasonable adjustments to plans and arrangements to make sure that all children can attend.

Interventions your child may take part in are a maximum of 20 mins per afternoon to ensure that they have access to the broad range of subjects taught in topic. Interventions are well taught by a trained Teaching Assistant and will focus on the need of the individual child.

Our Inclusion Leader monitors the quality and effectiveness of these interventions every term.

How do we adapt the curriculum to meet the needs of our children?



We adapt the curriculum to include children with SEND, for example:

- Providing time out for a student with emotional needs
- Providing a visual timetable and clear explanations of tasks for children with communication needs
- Providing assistive technology to support recording of work
- Additional staff provide support for learning in the Classroom and sometimes in small groups away from the main part of the lesson for a short period of time.
- Sensory breaks for children that need support regulating their sensory needs
- Tailored rewards to support behaviour needs
- Use of the nurture base at lunch time to support social and emotional needs

How do we support children with transition when joining or leaving our school?



When a child comes Blakeley, a member of staff will collect information and records from the child's previous school and from the family. We always encourage parents to visit our school before the transition. We plan carefully to help children to feel safe and to settle in.

Transition to a new class

- Class hand-over meetings where teachers and support staff make sure that the new teacher and Teaching Assistant (TA) have a clear understanding of the needs of all children.
- We also provide an opportunity for parents and their children with SEND to meet the new teacher and TA before the start of the school year.
- Parents and children will be able to visit the new classroom and get to know the new adults who will be teaching and supporting them.

Mid-term admissions

- Support for coming to a new school – e.g. learning, friendships and well-being
- Meet pupil and parents
- Assess needs
- Liaise with previous school
- Go through classroom routines and weekly timetable
- Give the child a pupil buddy

Primary to Secondary transition

- Attend Induction days at the new school with a member of staff from Blakeley
- Hold Transition meetings with parents and teams from both schools
- Invite Visits to our schools
- Secondary SENDCO attends Year 6 Annual Reviews and transition meetings



How do we support children's health and general well-being?

The school takes the personal development and well-being of children very seriously. This is reflected in our Blakeley Values. We also know that some children with SEND are particularly vulnerable when it comes to making and keeping friendships.

We offer a variety of support with this including:

- Targeted playground activities, buddies and play leaders on the playground. We also offer a nurture base at lunch times staffed by trained Teaching Assistants to support and develop social skills.
- We address many of these issues in our PHSE (Personal Health and Social Education) curriculum.
- Some of our children need timetabled social skills lessons to promote positive play and to learn about feelings and emotions.

Our positive behaviour system encourages children to manage their own behaviour, identify when they need support and know who they can go to to seek help. We have a zero tolerance of bullying and talk about all aspects of bullying in assemblies and lessons: we have very little bullying in our school but when it does occur we work with the children involved to make sure that it does not happen again.

We provide expert help for any child who is experiencing any difficulties with behaviour or relationships from well-trained staff or outside agencies if appropriate.

How do we develop the skills, knowledge and expertise of staff at Blakeley?



All staff at Blakeley have regular training and guidance to meet the needs of our children. Every year we do an analysis of staff training needs which includes knowledge and expertise about different SENDs and plan inset and training accordingly. All staff have annual meeting with their line manager to highlight any needs for development or training.

We provide school based or arrange local or nationally organised training for our Teaching Assistants and Teachers who are working with children with particular SENDs. This may include training in; Immediate Maths Intervention, Catch-Up Maths, Precision Teaching, Autism Awareness, Medical Needs, Speech and Language.

Wherever possible we will meet with experts to provide training to advise our staff in carrying out the most appropriate support for your child. These experts may be health professionals, educational professionals or you yourselves.

We use the eight national Teaching Standards to develop the knowledge, skills and confidence of all of our Teachers as part of their professional development. Our Teaching Assistants also have professional standards which are monitored throughout the year.

What do school leaders do to make sure that all children achieve their potential?



Our leader for inclusion as part of the Senior Leadership Team has overall responsibility for SEND and Inclusion. This means that we regularly discuss SEND issues in Senior Leadership Team meetings.

Our Inclusion Leader also manages the day to day provision. She plans the programmes of support for individuals and small groups of pupils with SEND. She keeps a list of children we identify as having a SEND.

She also keeps a record of the provision of all the different ways that we provide extra support (for example, support for reading, communication and maths) for children with SEND.

We carefully monitor the progress and well-being of children with SEND and the quality of our provision, including teaching and support. For example senior leaders observe lessons and hold discussions with teachers and support staff.

If something is not working well, we change and improve our provision. We make sure that support is well matched to a child's needs. We also make sure that the provision is well resourced and effective.

What do governors do to ensure that school is held to account?



The Governing Body challenges us to make sure we constantly improve the quality of provision for children with SEND and the outcomes that they achieve.

We have several parents on the governing body and one of their roles is to represent the views and concerns of all parents, including those with children with SEND.

We have a Governor who takes a particular responsibility for SEND – [Lisa Beasley](#). She meets with our Inclusion Leader once a term and makes visits to classrooms looking at learning and teaching, looks at books and monitors the provision planned for the children with SEND.

We fully involve our Governors when we review and revise our SEND policy and our Information Report annually.

How do we work in partnership with parents and carers?



We know that the active involvement of parents/carers in supporting the education of their child is one of the most important factors in ensuring a child's success and achievement.

We will always involve parents and children in planning and reviewing progress for their child's ISPs as you will meet with your child's class teacher each term to discuss this. In the even that your child has an EHCP you will be invited to a yearly review of this plan alongside other professionals working with your child to set yearly targets, review progress and discuss the provision.

We of course offer the chance for you to see the progress your child is making in termly parents evenings in addition to this.

On whole school parents evenings you will receive a letter from Mrs Tong inviting you to meet with her to discuss your child's provision if you so wish.

If you wish to discuss your child's needs or concerns at any point please contact [Mrs Tong](#) directly or through the school office.