

## Blofield Primary School – Information Report 2022-2023

This document aims to identify the process of supporting a child in our school and the provision available. This may be because a child has a Special Educational Need (SEN) or disability.

**Children have special educational needs if they have a *learning difficulty that calls for special educational provision to be made for them.***

“Children have a **learning difficulty** if they:

- **have a significantly greater difficulty in learning than the majority of children of the same age;**
- **have a disability that prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area of the local authority;**
- **are under compulsory school age and fall within the definitions above or would so do if special educational provision was not made for them.” (Code of Practice September 2014)**

HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP AND WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

In Blofield School children are identified as having SEN through a variety of ways including the following:-

- Liaison with pre-schools and nurseries
- Child performing below age expected levels
- Child not making progress compared to children at the same baseline
- Child’s progress slowing
- Concerns raised by parent/carer
- Concerns raised by teacher: for example, behaviour or self-esteem is affecting performance
- Liaison with external agencies i.e. physical, sensory
- Health diagnosis through paediatrician

At present 9.6% of pupils are identified as having SEND

HOW WILL I RAISE CONCERNS IF I NEED TO?

- Talk to us – firstly contact your child’s class teacher and make an appointment to discuss your concerns.
- You can also contact the school’s SENCo (Special Educational Needs Co-ordinator) [senco@blofield.norfolk.sch.uk](mailto:senco@blofield.norfolk.sch.uk)

## HOW WILL SCHOOL SUPPORT MY CHILD?

### WHO WILL OVERSEE, PLAN, WORK WITH MY CHILD AND HOW OFTEN?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made.
- The school's SENCo, Mrs Prior, oversees all support and progress of any child requiring additional support across the school.
- Support staff working with your child either individually or as part of a group if this is seen as necessary. This support will be explained to you before it starts and regularly reviewed.

### WHO WILL EXPLAIN THIS TO ME?

- Class teachers will discuss your child with you and may ask the SENCo to join meetings

### HOW ARE THE GOVERNORS INVOLVED AND WHAT ARE THEIR RESPONSIBILITIES?

- The SENCo reports to the Governors every half-term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.
- One of the Governors is responsible for SEN and meets regularly with the SENCo. This is currently Mrs Claire Petley. They also report to the Governors to keep all informed.
- The Governors agree priorities for SEN spending with the overall aim that all children receive the support they need in order to make progress.

### HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

- All work within each class is differentiated so that all children are able to access it according to their specific needs. Typically, this might mean that in a lesson there would be different levels of work set, including individual differentiation. The benefit of this type of differentiation is that all children can access a lesson and learn at their own level and with regard to their learning style.

### HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs
- You are welcome, at any time, to make an appointment to meet with either the class teacher to discuss your child's progress or the SENCo. We can offer advice and practical ways that you can help your child at home.

- You will be invited to discuss your child with the class teacher in October and February
- If a specific programme and targets have been devised for your child, they will have an Individual Learning Plan. You will be invited to reviews every term where progress against targets and next steps will be discussed. This may be as part of Parent Consultations.
- If your child has an Education Health Care Plan, a formal meeting will take place to discuss your child's progress annually.

#### WHAT INTERVENTIONS ARE AVAILABLE?

- Support staff are trained in a number of different interventions and class teachers and the SENCo will decide which intervention is most appropriate for a child's needs
- Some interventions are delivered to an individual and some are for a small group
- Interventions which have recently been delivered include:  
Sound Discovery, Apples and Pears, Nessy, Talk Boost, 1stclass@number, Spelling Made Easy, SNIP Precision Spelling

#### HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- All children's progress in learning is measured against national expectations and age related expectations.
- The class teacher continually assesses each child and notes areas where they are improving and where further support is needed.
- Children who are not making expected progress are picked up through the rigorous termly monitoring. Appropriate interventions will be introduced to help children to reach their potential.
- If your child is on a specific learning plan targets will be set and assessed termly and discussed with you

## **WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?**

### WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- In September 2022, we have started to follow PATHS (Promoting Alternative Thinking Strategies) to support the emotional well-being of all our pupils.
- We are an inclusive school; we welcome and celebrate diversity. All staff believe that high self-esteem is crucial to well-being. If it is felt that a child would benefit from discussing issues with someone from outside the school, we have access to counsellors and children's mental health workers who are able to work with children and families.
- Support staff are trained in ELSA (Emotional Literacy Support Assistant) and children may be identified to work with them
- We take a strong stance against bullying of all types; see individual policy.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact.
- If further support is required, the class teacher liaises with the SENCo. This may involve working alongside outside agencies such as Health and Social Care.

### HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- We have a policy regarding the administration and managing of medicines on the school site.
- Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day, and the procedure will be explained.
- Staff with responsibility for managing medical needs will have regular training and updates of conditions and medication affecting individual children/young people.

### WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- As a school we promote positive behaviour.
- We aim to any support any child with identified behavioural needs and relevant interventions are put in place.
- After any behaviour incident we expect the child to reflect on their behaviour with an adult and take a restorative justice approach where appropriate.
- Attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported upon. Good attendance is actively encouraged.

## HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- We value and celebrate each child being able to express their views on all aspects of school life. This may be carried out through the School Council.
- Pupils' views are sought regularly regarding their experience of school.
- If your child has an EHCP or Individual Learning Plan, their views will be sought before any review meeting.

## WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE AT OR ACCESSED BY THE SCHOOL?

- Our SENCo attends termly SENCo meetings and appropriate training to ensure as a school we are aware and trained in current practices
- We work closely with any external agencies that we feel are relevant to individual children's needs within our school including:  
health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists;  
social care, including family support workers, social workers;  
Educational Psychologists and Behavioural Support Specialists  
Other local specialists and charities, e.g. Autism Anglia, Nelson's Journey

## WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND HAD OR ARE CURRENTLY HAVING?

As a whole staff and individual teaching staff and support staff have benefited from training in, for example:

- Dyslexia
- Dyscalculia
- Autistic Spectrum Condition
- Cerebral Palsy
- ELSA
- Talk Boost
- Behaviour Regulation

If a child joins our school with specific needs, we will always endeavour to provide training to staff who will be working with them

## HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM INCLUDING SCHOOL TRIPS?

- All children and young people are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.
- A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered

unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

#### HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- See the school Single Equalities Schemes and Accessibility Plan. We aim to make our school as accessible as possible within the constraints of the site.

#### HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL AND TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting when they will be shown around the school. For children with SEND we would encourage further visits.
- Our Reception class teacher visits children in their pre-school/nursery setting.
- High schools often visit children during the last half-term of Year 6 to discuss transfer and the children have organised activities at the new school.
- Thorpe St Andrew High School and Sixth Form, runs a programme specifically tailored to aid transition for the more vulnerable pupils.
- We liaise closely with staff when receiving and transferring children to different schools ensuring all relevant paperwork is passed on and all needs are discussed and understood.
- If your child has complex needs then an Education, Health and Care Plan review will be used as a transition meeting, during which we will invite staff from both schools to attend.

#### HOW ARE THE SCHOOLS' RESOURCES ALLOCATED AND MATCHED TO CHILDREN'S SEN NEEDS?

- We ensure that all children who have Special Educational Needs are met to the best of the school's ability with the funds available.
- We have a team of support staff who are funded from the SEN budget and deliver programmes designed to meet group and individual needs.
- The budget is allocated on a needs basis which is reviewed regularly.
- For some children, the school can access additional 'top-up' funding.

#### HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

- The school recognises that excellent teaching enables every child to make the best progress.
- The class teacher alongside the SENCO will discuss the child's needs and what support or teaching strategy would be appropriate.
- Support staff will always work under the close direction of a class teacher. We recognise that children/young people need to become independent learners and therefore staff may be assigned to more than one child/young person.

- Different children will require different levels of support in order to bridge the gap to achieve age expected levels.

#### HOW DO WE KNOW IF SUPPORT HAS HAD AN IMPACT?

- We use the Assess, Plan, Do, Review approach to monitor impact.
- We measure impact by looking at progress in any of the following areas:  
Communication and Interaction (speech and language)  
Cognition and Learning (e.g. English and Maths)  
Social, Mental and Emotional Health  
Sensory and Physical
- Verbal feedback from the teacher, parent and pupil contributes to evidence of progress.
- Children may no longer be considered to have SEN when they have made sufficient progress in any of the above areas.

#### WHO CAN I CONTACT FOR FURTHER INFORMATION?

- First point of contact is your child's class teacher to share your concerns.
- Look at our SEN policy on our school website <https://www.blofieldprimary.co.uk>
- Contact Parent Partnership <https://www.norfolksendpartnershiass.org.uk/>

This school information report is part of the Local Education authority Local Offer which has lots of information regarding SEND in Norfolk.

<https://www.norfolk.gov.uk/children-and-families/send-local-offer>

#### WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Contact the school for an appointment to meet the appropriate member of staff.  
[office@blofield.norfolk.sch.uk](mailto:office@blofield.norfolk.sch.uk)

Places are allocated by the Local Authority.

For contact details of Local Authority Children's Services personnel  
<https://www.schools.norfolk.gov.uk/>

To be reviewed September 2023