

# **Blofield Primary School SEND Information Report and Policy 2025-2026**



## Introduction

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Norfolk Local Offer outlines the provision available in our area across health, education and social care for children and young people with SEN. It can be found by clicking on the link below:

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

At Blofield, we strongly believe that every child is an individual with the potential to learn and develop both cognitively, emotionally and socially. Our role in education is to recognise the strengths of every child and to support them in areas they find more challenging in order to gain the skills to thrive and overcome barriers. This is achieved through the high expectations we have for all pupils and the building of positive relationships between school, children and their families. We strive for inclusion and achievement for all our children and value every member of our Blofield school community.

***'Pupils achieve well in this nurturing school'***

*(Ofsted, 2024)*

This document aims to identify the process of supporting a child in our school and the provision available.

If you are concerned about your child's learning, progress or emotional needs, the first person to contact is your child's class teacher. Following this, the class teacher will speak with the SENCo or you can email the SENCo via the following email address:

[senco@blofield.norfolk.sch.uk](mailto:senco@blofield.norfolk.sch.uk).

## Staff

Headteacher: Mrs Vicky Buxton

Special Educational Needs Co-ordinator (SENCo): Mrs Emma Coates

SEND Governor: Mrs Claire Petley

## What is SEN?

Children could be identified at any time in their education as having a Special Educational Need or Disability (SEND). The Code of Practice 2014 states:

“A child or young person has 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 most children of the same age; or
- 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.”

If your child is identified as having SEND, they will require support that is “additional to and different from” the adapted work provided for their class.

The areas of SEND are identified as:

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

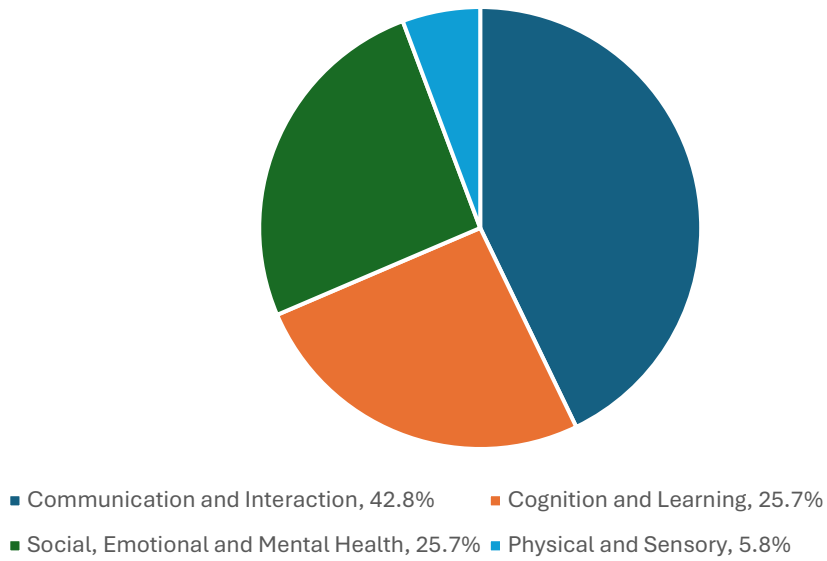
These are supported at Blofield Primary School.

### SEND Profile at Blofield Primary School 2025-26

At the time of writing, we have 35 children receiving SEND support, which is 15.8% of our pupils.

	Blofield Primary School	National
% of children receiving SEND Support without Education, Health and Care Plans (EHCPs)	14.0%	14.2%
% of children with an EHCP	1.8%	5.3%

### Areas of SEND in Blofield Primary School



### Funding at Blofield

The school receives funding directly from the Local Authority to support the needs of learners with SEND. This is described as a SEN memorandum (notional budget). The base level for funding for April 2025 to April 2026 is £70,261. We also apply to the local authority for higher needs funding for provision costing more than £6000, which is know as Element 3 Funding.

## How does Blofield identify and support SEND?

### Step One

During school life, many pupils experience delay or difficulties with their learning and do not make expected progress. This can sometimes be because of a specific special educational need. During this stage, we work together with families to find out why a child is not making the expected progress and agree on how best to support them. This can happen through the following:

- Discussions with the child
- Discussions with family
- Discussions with school staff, including the SENCo
- Liaison with external agencies
- EYFS and primary assessments
- Pupil progress meetings throughout the year with curriculum leads
- Using a range of assessment tools, including ones carried out by the SENCo

Children can be supported at this stage using strategies including:

- Visual timetables
- Writing frames and word banks
- Use of technology
- Coloured overlays
- Practical resources
- Access arrangements
- Talk buddies
- Visual prompts
- Positive behaviour charts
- Voice recording
- Adapted work
- Pre-teaching of concepts
- Extra movement breaks

## Step Two

If step one is unsuccessful and your child needs further support, the SENCo and class teacher will arrange for specific interventions to take place. These could be delivered 1:1 or in small groups. Support staff carry out a baseline assessment (where appropriate) at the beginning of an intervention and then run the intervention for a number of weeks. Progress and effectiveness will be measured throughout and formally at the end of an intervention. Class teachers will inform parents of specific interventions.

At Blofield, we offer the following programmes run by qualified support staff, if deemed appropriate:

<b>SEND Area</b>	<b>Potential Support</b>
Communication and Interaction	Talkboost Early Years and KS1 NELI (Nuffield Early Language Intervention) Pre-teaching vocabulary Lego Therapy Black Sheep Press Resources e.g. Clicker
Cognition and Learning	Apples and Pears Catch-up Literacy Toe by Toe Nessy 1 <sup>st</sup> Class@number SNIP Precision Spelling Little Wandle SEND Programme
Social, Emotional and Mental Health	ELSA sessions Language for Behaviour and Emotion Intervention Benjamin Foundation sessions Circle of Friends Social stories Lego Therapy
Sensory and Physical	OT programmes Touch typing Specialist equipment

Sometimes, it is more appropriate to follow 1:1 interventions specifically designed for the child.

## Step Three

If these short-term interventions and adjustments do not have a significant impact on narrowing the gap, children will be recorded as needing 'SEN Support' and an Individual Learning Plan (ILP) will be created. These are reviewed termly alongside the child and families. Pupil and family voice is considered very important.

Once a potential special educational need is identified, a graduated approach will be put into place:

1. Assess
2. Plan
3. Do
4. Review



Within our school, we can assess using:

- Sandwell diagnostic maths test
- Single Age Spelling Test
- Yarc Reading Comprehension
- British Picture Vocabulary Scale (vocabulary delays and underlying cognitive ability)
- Salford Reading Test
- Nessy Screening Test

If assessments and observations indicate that specialist advice and support is needed, outside agencies may become involved. These have previously included:

- Educational Psychology and Specialist Support Service – including Educational Psychologists, Learning Support teachers and SEMH practitioners
- The Neurodevelopmental Service – provide assessments for ADHD and ASD
- Occupational Therapy
- Benjamin Foundation – work with children with SEMH difficulties
- Behavioural Support Specialists
- Speech and Language Therapists
- Paediatricians and School Nurse team
- Early Help – supporting families and children
- Autism Anglia
- Access Through Technology – provide communication technology
- Specialist Resource Bases – for short-term placement and outreach work
- Nelson’s Journey – bereavement service
- Schools and Communities Team

Our SENCo has termly meetings with external agencies (Team Around the School Meetings) and submits Identification of Needs Descriptors in Educational Settings (INDES) annually for children to Norfolk County.

#### Step Four

Formal assessment will occur in conjunction with specialist services, following the legal assessment procedures outlined in the Local Offer by Norfolk Local Authority:

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

If a child continues to display high levels of need, the school or families can request the local authority to carry out a needs assessment for an Education, Health and Care Plan (EHCP).

## Social, Emotional and Mental Health

Our 'Mental Health Lead' for school is Mrs Tivey who is the Year 5 class teacher. In recent years, we have introduced OPAL (Outdoor Play and Learning) to encourage creativity, positive social skills and kind play. We have integrated PATHS (Promoting Alternative Thinking Strategies) into our PSHE curriculum to support the emotional well-being of all our pupils. Additionally, throughout the year, each class will experience being outside for Forest School sessions.

For those who would benefit from 1:1 time with an adult regarding their mental health, we have access to both ELSAs (Emotional Literacy Support Assistants) and counsellors from the Benjamin Foundation. If further support is needed, please discuss with your class teacher.

## Transition

We encourage all new children to visit the school prior to starting. 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 and Acle High School run 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.

## Have Your Say

Blofield Primary School is our community school. This report details our annual offer to learners with SEN. To be effective it needs the views of all: parents/carers, learners, governors and staff.

If you have any comments or concerns, please contact Mrs Coates (SENCo) on the email address found in 'useful links and email addresses'.

The school hopes that any concerns will be resolved through discussion with the class teacher, SENCo or Headteacher. If they cannot be resolved in this way, parents can follow the complaints procedure found on the school website.

## Useful Links and Email Addresses

- Policies regarding medicine administration, behaviour, accessibility, anti-bullying, complaints, safeguarding and equality, among others, can be found on our website - <https://www.blofieldprimary.co.uk/page/?title=School+Policies&pid=107>
- Norfolk SENDIASS - <https://www.norfolksendiass.org.uk/>
- Local Authority Children's Services Personnel - <https://www.schools.norfolk.gov.uk/>
- Special Educational Needs and Disabilities (SEND) Local Offer - <https://www.norfolk.gov.uk/children-and-families/send-local-offer>
- Just One Norfolk – <https://www.justonenorfolk.nhs.uk/>
- SEND Code of Practice – <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- Autism Education Trust – <https://www.autismeducationtrust.org.uk/>
- Family Voice Norfolk - <https://www.familyvoice.org.uk/>
- SENCo (Mrs Emma Coates) – [senco@blofield.norfolk.sch.uk](mailto:senco@blofield.norfolk.sch.uk)
- Office (Blofield Primary) – [office@blofield.norfolk.sch.uk](mailto:office@blofield.norfolk.sch.uk)
- Headteacher (Vicky Buxton) – [head@blofield.norfolk.sch.uk](mailto:head@blofield.norfolk.sch.uk)