Bleasby Church of England Primary School



Special educational needs (SEN) information report

Approved by:	Alicia Price	**Date:** 9/07/26
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
Communication and interaction	Autism spectrum disorder (ASD)
	Speech and language difficulties
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
Social, emotional and mental health	Attention deficit hyperactivity disorder (ADHD)
	Attention deficit disorder (ADD)
Sensory and/or physical	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

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

Our special educational needs co-ordinator, or SENCO

Our SENCO is Russyn Cast.

She is also the head teacher but has had the role of SENCo since September 2024

She is allocated 2.5 hours per week to manage SEN provision.

Our special educational needs Governor

Our SENCO is Alicia Price.

Class Teachers

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching assistants (TAs)

We have a team of 7 TAs, including 4 higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision.

We have teaching assistants who are trained to deliver interventions such as Word Wasp, Power of Two and ELSA

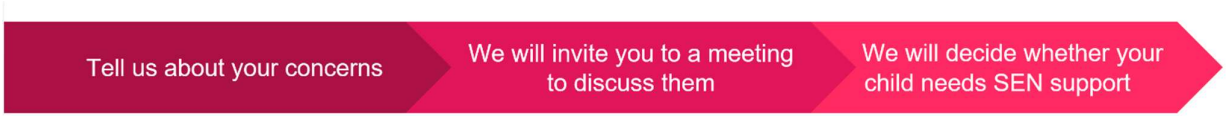
In the last academic year, TAs have been trained in Trauma Informed Practice, Lego Therapy and MeLSA

External agencies and experts

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- Speech and language therapists
- Educational psychologists
- Occupational therapists
- GPs or paediatricians
- School nurses
- Child and adolescent mental health services (CAMHS)
- Education welfare officers
- Social services and other local authority (LA)-provided support services
- Voluntary sector organisations

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



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

You can do this in person at pick up time or in a parents' evening or by sending an email via office@bleasbyprimary.org.uk

They will discuss your concerns with the SENCO, and one of them will get back in touch with you.

You can also contact the SENCO directly. head@bleasbyprimary.org.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.

We will make a note of what's been discussed and add this to your child's record. You will also be given a copy of this.

If we decide that your child needs SEN support, we will let you know and your child will be added to the school's SEND register.

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

Our class teachers get to know all of the children in their class, closely monitoring their progress and observing their interactions and learning behaviours in class. They will adapt their teaching to suit the different

needs of the class and will notice if a child is needing more adaptation than others or if they are finding a particular aspect of school life difficult.

Children's learning is assessed all of the time, but formally at the end of each term. The head teacher/SENCO meets with teachers each term to review all children's progress.

When we notice that a pupil is falling behind, we consider the possible causes, which could include a gap in learning, and decide on actions to address this. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil hasn't made expected progress at the next termly meeting, they will be added to the awareness list and adaptations to teaching put in place. The school will let you know at this stage.

The SENCO will gather information from previous teachers and from TAs that work with your child. If it is felt that adaptations and interventions significantly additional to those accessed by the majority of the class are needed for your child, we will ask you to join us for an initial SEND meeting. This will be a good opportunity to hear your perspectives from home and your opinions on your child's needs.

Following the meeting, the SENCO will decide whether your child needs SEN support.

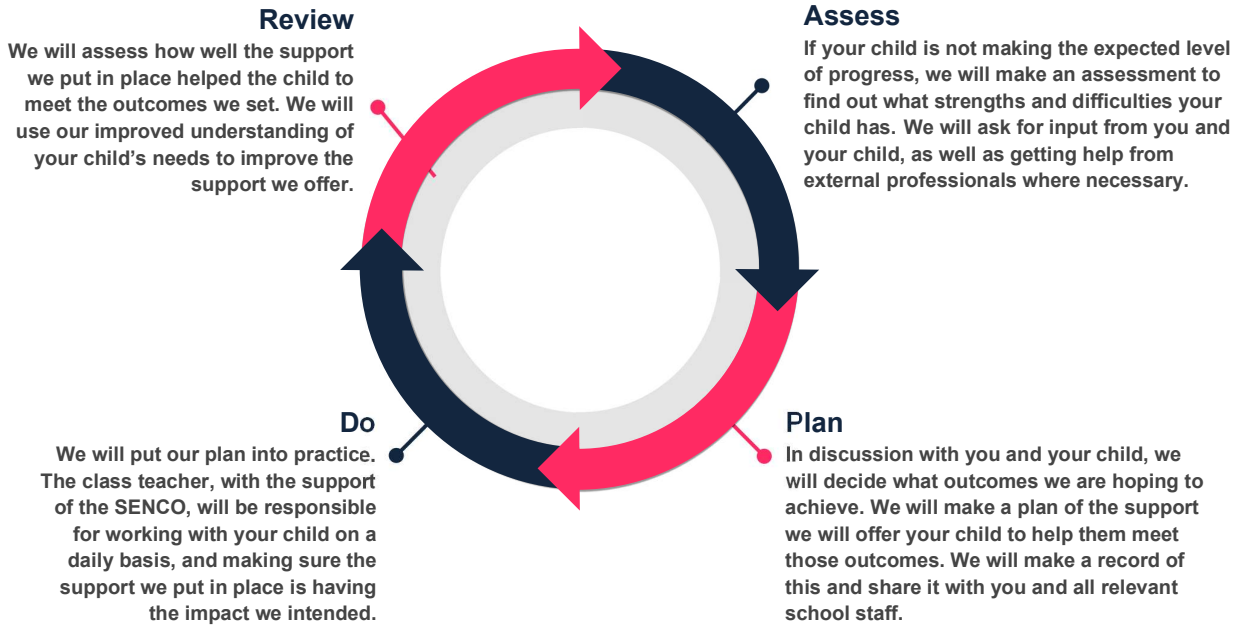
If your child does need SEN support, their name will be added to the school's SEND register, and the school will work with you to create a SEN support plan for them.

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

Teachers carry out on-going assessment for learning through questioning, observing and marking children's work. They also carry out formal assessment against the national age related expectations each term – this enables us to formally monitor progress.

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them 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 track your child’s progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil 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 provide an annual report for each child at the end of the school year, reflecting on their achievements, academic progress and their development socially.

Your child’s class teacher will meet you for a review meeting three times a year to:

- Set clear outcomes for your child’s progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO may also attend these meetings to provide extra support.

We know that you’re the expert when it comes to your child’s needs and aspirations. So we 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 your child.

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.

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, and you will be given a copy.

If you have concerns that arise between these meetings, please contact your child’s class teacher. Either in person at pick up, or via an email to office@bleasbyprimary.org.uk.

7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child’s age and level of competence. We recognise that all children are unique, so we will decide on a case-by-case basis, with your input.

We may seek your child’s views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey

8. How will the school adapt its teaching for my child?

Your child's teachers are responsible and accountable for the progress and development of all the pupils in their class.

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 the pupil 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.

These adaptations may include:

- Grouping and positioning the children in different ways depending on the lesson and the child – some children focus better on their own, without distraction, others benefit from a friend to work with, sometimes a target group enables the teacher to give additional input to a smaller group.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Providing additional resources, for example maths manipulatives, word banks.
- Providing more structure or smaller steps to the task.
- Using recommended aids, such as laptops, scanning pen, visual timetables, larger font.
- When possible, an additional adult will mean more targeted support can be given to the children.

We may also provide the following interventions:

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Now and next small step instructions. Calm space/calming routine
	Speech and language difficulties	Photographs Signs and Symbols Makaton Talking activities
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Word Wasp Toe by Toe Banana Milkshake Precision Teach
	Moderate learning difficulties	Precision teach Pre/post teach MeLSA

	Severe learning difficulties	Bespoke curriculum where needed, matched the theme of learning in the class.
Social, emotional and mental health	ADHD, ADD	Quiet workstation Focus object Movement breaks
	Adverse childhood experiences and/or mental health issues	ELSA Lego Therapy
Sensory and/or physical	Hearing impairment	
	Visual impairment	
	Multi-sensory impairment	
	Physical impairment	Ramps and accessible toilet

These interventions are part of our contribution to Nottinghamshire's local offer.

9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals with you at each review meeting.
- Reviewing the impact of interventions after each half term or set sequence of sessions
- Termly pupil progress meetings between the SENCO/head and class teacher.

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

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More teaching assistant hours
- 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 apply for additional funding from our family of schools allocation from the local authority.

11. How will the school make sure my child is included in activities alongside pupils who don't have SEN?

All of our extra-curricular activities and school visits are available to all pupils within the given age range, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including residential trips.

All pupils are encouraged to take part in special events in schools

No pupil is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included. However, we also recognise that some children find these events and stressful and ask you to discuss this with us if this is the case for your child.

12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- Applications for admission at 'normal time' are made through the local authority. As long as the applications do not exceed our pupil admission number, your child will be offered a place.
- Pupils/students who have an Education, Health and Care Plan (EHCP) where the school is named will be admitted.
- The following groups of children will be given special consideration by the governors: Children whose particular medical needs, mobility support needs, special educational needs or social circumstances are supported by written evidence from a doctor, social worker or other relevant professional at the time of application, and where it can be demonstrated that Bleasby C of E Primary is the only school that can meet these needs. The Local Governing Body will consider the written evidence provided to decide whether the application warrants the awarding of a 'special consideration' place. Admission under special consideration will have priority over all but the first of the oversubscription criteria.
- Our oversubscription criteria are: 1) Looked after children, 2) Children within catchment, 3) Children with a sibling already in school, 4) Distance from the school as the crow flies.
- In-year applications are made directly to the school. An offer of a place will be dependent on there being space in the appropriate class and the school being under capacity.

13. How does the school support pupils with disabilities?

- 'Belonging' is one of the core aspects of our school vision. As a school we have an ethos of inclusion and equity, through role modelling and learning activities, we develop that sense of us all being unique and important parts of one community in the children.
- When activities are planned, how they will be fully accessed by all of the children is carefully considered before going ahead with the planning.
- Our school is single storey, with ramps and wide doors. We have a disabled toilet and changing space.
- Railings on ramps are painted yellow to ensure visibility.
- We work with the local authority to provide resources and adapt teaching for children with a sensory impairment.
- We work with the local health trust and inclusion service to provide resources for children with a mobility impairment.
    - Our accessibility plan can be found on our website

14. How will the school support my child's mental health, and emotional and social development?

We provide support for pupils to progress in their emotional and social development in the following ways:

- Provision of 1:1 or group ELSA sessions
- Provision of 1:1 Draw and Talk sessions
- Weekly RSHE lessons in class and fortnightly class worship meetings (pupil voice)
- We have a robust approach to bullying. Please see our Anti-Bullying Policy on the school website

15. What support will be available for my child as they transition between classes or settings, or in preparing for adulthood?

Between years

To help pupils with SEN be prepared for a new school year we:

- Have a transition meeting between the two teachers to ensure the new teacher has a good understanding of your child and how best to support them before they start in their class.
- Hold a transition day where all children can experience their new class.
- Where it is appropriate for your child and some of the children in the class will be remaining the same, we will begin some transition activities over the Summer Term to increase familiarity.

Between schools

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting.

Between Phases:

The SENCO of the secondary school will meet with the class teacher, and in some cases, the SENCO. They will discuss the needs of all the children who are receiving SEN support.

All pupils may be prepared for the transition by:

- A visit from the head of year to our school
- A day and a half transition visit to the secondary school

SEN pupils may be prepared for the transition by:

- Being offered an additional visit to the school
- Being offered a woodland nurture visit

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

The designated teacher for looked after and post-looked after children is also] our SENCO. Her role is 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 SEN. 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?

Complaints about SEN provision in our school should be made to the SENCO/head teacher in the first instance.

Please see the complaints policy on our school website.

If you are not satisfied with the school's response, you can escalate the complaint.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEND Code of Practice.

If you feel that our school has discriminated against your child because of their SEN, 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
- 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 SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Nottinghamshire County Council's website where they publish information about the local offer:

Nottinghamshire's SEND Local Offer

Our local special educational needs and disabilities information, advice and support (SENDIAS) services are listed here:

YourNotts

Local charities that offer information and support to families of children with SEN are:

Your Notts Directory of Services

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

- IPSEA
- SEND family support
- NSPCC
- Family Action
- Special Needs Jungle

19. Glossary

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **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 SEN 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
- **Differentiation** – When teachers adapt how they teach in response to a pupil's needs
- **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 (EHC) 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 SEN
- **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 that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. 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 that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages