



Blisland Primary Academy

Our SEN information report/Local Offer

Date: May 2020

At Blisland Primary Academy. – all children are supported and educated to go beyond the clichéd term of potential. We have recently developed a school mission statement based around: Excite, Explore, Excel. The 3Es apply to all and we expect all children to experience these.

We are proud of our understanding of diversity related to SEN and how we endeavour to continuously listen to the voices of our pupils and parents and reflect on their needs. We are a strong advocate of inclusion and provide quality first teaching for all – always with high expectations.

As a school and trust, we have regular high-quality training and development to ensure we have the best and most update understanding of how we can best support our pupils – meaning provision remains of a high standard

Link to Special Educational Needs Policy (if available)
<https://www.blislandprimary.co.uk/Policies/SEND>

Link to Equality and Diversity Policy
<https://www.blislandprimary.co.uk/Policies/Equality>




Link to Accessibility Plan/Policy
<https://www.blislandprimary.co.uk/Policies/Equality>

Name of the Special Educational Needs/Disabilities Coordinator: Mrs Clare Semple




Contact details: csemple@bridgeschools.co.uk

The levels of support and provision offered by our school

1. Listening to and responding to children and young people




Whole school approaches The universal offer to all children and YP.	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>The views of all our pupils are valued and we have an active School Council, sports council and well-being council, who represent the voices and opinions of their peers relating to all aspects of school life.</p> <p>All pupils are involved in monitoring their progress towards their targets and this is enhanced by regular feedback on marking opportunities.</p>	<p>Where appropriate we use IEPs (individual education plans) which are written in a child friendly way and contain a targets suggested by the pupils.</p>	<p>Individual pupils are encouraged to voice their views through their Annual Reviews and also through the TAC (team around the child) process.</p>

2. Partnership with parents and carers




Whole school approaches The universal offer to all children and YP	Additional, targeted support and provision	Specialist, individualised support and provision
		
<p>We are committed to working in partnership with parents.</p>	<p>Parents and carers are informed and consulted if their child has some additional needs identified. When referrals to outside</p>	<p>Parents are invited to contribute to and attend all TAC (team around the child) and Annual Review meetings. Where</p>

<p>We hold termly parents evening when parents can discuss their child with the teacher.</p> <p>We issue annual reports for parents so they are well informed of their child's progress - they are given the opportunity to discuss these reports should they wish.</p> <p>Our school website is current and a source of information for all parents / carers.</p> <p>We actively encourage parents both face-to-face or through email and our web platforms to talk with us as regularly as needed so that we can work together to get support right.</p>	<p>professionals is deemed necessary, parent's permission is sort and advice is given</p> <p>Parents and carers are informed when their child is placed on the 'on-alert list' or SEN register (record of need)</p> <p>IEPs (individual education plans) are discussed with and signed by parents / carers.</p> <p>Mrs Semple is available to meet parents to discuss individual children.</p>	<p>salient and possible, other professionals such as health will be invited.</p>
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3. The curriculum

<p>Whole school approaches. The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Blisland Primary Academy provide a broad and balanced curriculum designed to enable the inclusion of all pupils.</p> <p>Lessons are carefully differentiated to ensure each pupil is appropriately challenged. As a small school, we ensure that coverage is met through having a 2-year rolling program for key curriculum topics/skills with a Year A and Year B approach</p>	<p>Pupils identified as requiring some additional support will be provided with targeted additional intervention support. This will happen during the school day at the most appropriate time for the child, so they do not miss important learning opportunities.</p>	<p>Pupils with a statement of special educational needs or an education health care plan will be carefully tracked and supported to ensure they are making acceptable progress towards their targets. This may be through additional support in lessons or through withdrawal from the main lesson to take part in a specific piece of work or therapy to enable them access to the curriculum at an appropriate level</p>

4. Teaching and learning




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>A wide range of resources are available for all children to use to support their learning – e.g overlays, IT support etc. Staff use a range of teaching styles and strategies to ensure all pupils are engaged and inspired in their learning. We actively promote outdoor learning through our forest school and each class has at least one ½ day session a week in forest school during the autumn and summer term (winter term is weather dependent) These sessions are linked to the rest of the curriculum where possible. All pupils are given feedback on their work and there is an expectation that they will respond to this.</p>	<p>Pupils identified as requiring additional support will be identified on target planning and will be placed on the class provision map. Phonics teaching is in small groups and may extend up to Year 4 to ensure all pupils are secure in this knowledge – we follow the read, write inc scheme. A range of IT programs/APPs are used to support learning. Booster groups are targeted to support specific learning enabling return to full class lessons.</p>	<p>Children will have targets that reflect their specific learning and other needs. These are regularly reviewed, updated and shared with parents / carers. 1:1 support is provided to support identified targets.</p>

5. Self-help skills and independence

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Each class has a range of resources available to encourage pupils to be self-reliant.</p>	<p>Equipment is available to ensure self-help and independence are fostered through daily routines in school. Targeted interventions are provided.</p>	<p>Personalised visual timetables and tasks boards. Spot timers</p>




<p>Well-being and mindfulness is taught to enable pupils to understand their mental health to support with being more ready to learn. Each class has a visual timetable. Residential trips for KS2.</p>		
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6. Health, wellbeing and emotional support




<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>We actively encourage healthy lifestyles and have sugar smart leaders. Forest school is used to help children with their well-being Wide range of extra-curricular clubs Anti-bullying policy in place Playtime leaders (Sugar Smart) system used A wide range of playtime equipment is available for children to select from and use We have two trained members of staff in childhood mental health and can support/deliver sessions on well-being</p>	<p>Play time clubs available (Indoors quiet clubs for those who may have sensory issues or just need quiet)</p>	<p>Wide range of external professional services engaged in response to individual needs Specialist referrals made to school nurse where appropriate.</p>

7. Social Interaction opportunities

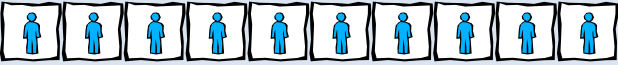
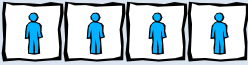

<p>Whole school approaches The universal offer to all children and YP</p>	<p>Additional, targeted support and provision</p>	<p>Specialist, individualised support and provision</p>

		
<p>Snack time in EYFS class Lunch times actively encourage communication and interaction Group and paired work Social skills are an integral part of our school</p>	<p>Social skills group for targeted pupils Buddy system and play time clubs</p>	<p>Specialist referrals made where necessary e.g. Speech and language service, neuro-pathway service (previously ASDAT)</p>

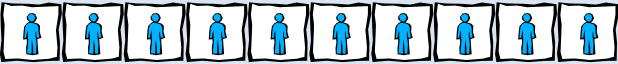


8. The physical environment (accessibility, safety and positive learning environment).

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>The building is old and can provide some accessibility challenges (e.g. big steps to the main building) which may make it an unsuitable environment for some physical needs Regular H & S checks Anti-bullying policy in place Resources for children are placed at a height where they are then accessible (e.g. hand-soap dispensers)</p>	<p>There are a number of team teach adults All staff hold a first aid qualification</p>	<p>Sensory areas have been created.</p>

9. Transition from year to year and setting to setting

<p>Whole school approaches The universal offer to all children and YP</p> 	<p>Additional, targeted support and provision</p> 	<p>Specialist, individualised support and provision</p> 
<p>Moving up day during summer term in preparation for September. Open afternoon. Opportunity to meet new teacher in class</p>	<p>Visits for new starters or new nursery/reception children Stay and play days (Twiglets) Year 6 transition programmes in place with feeder secondary schools.</p>	<p>Transition books Additional visits.</p>

10. The SEND qualifications of, and SEND training attended by, our staff

<p>To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community</p> 	<p>To enable targeted support and provision</p> 	<p>To enable specialist, individualised support and provision</p> 
<p>Trauma informed schools (TIS)</p>	<p>TQ Level 2 in child mental health</p>	

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
School Nurse	Our school nurse can offer help, advice and support with a wide range of childhood issues e.g. eating, sleeping, phobias, anxiety, bed wetting.	www.schoolnurseteamcornwall.org or talk to Mrs Semple who will be able to help you contact her.
ASD Team	This team will provide support and advice concerning strategies to support children with ASD.	Please discuss your concerns with Mrs Semple
Educational Psychologist	Work with the SENDCo and class teachers to observe, assess and provide programmes of support for specific children	Referrals through school Open advice line Wednesday 2 – 5 pm 01872 322888
Speech and Language Therapist (SLT)	Assess and then works with child in school on a targeted programme. The will model and discuss with class teacher or if there is a designated TA – then the TA will be trained. This is then continued in school and at home. The SLT will review and provide next steps.	Referrals made through school Advice can be sort through the helpline: 01208834488
Behaviour support	Sometime works directly with children in school to provide strategies and systems to implement in school. Also liaise with parents and carers.	Referrals can be made through school. Please contact Mrs Semple
CAMSHS	Offers support to children that have mental health needs	Referrals can be made through school. Please contact Mrs Semple

12. Pupil progress

Pupil's progress is reviewed often within a session and is tracked over time using evidence from sessions, work and tasks completed and observations. This is stored on our MIS (Arbor) pupil progress meetings are held to consider how well progress is being made and what we can do further. We will talk with parents about this so they are in the know and can be supported in the help they could give at home.

13. How we know how good our SEN provision is

We hold regularly meetings about of SEN provision for our children alongside TAC and Annual review meetings. We also ensure that the parent and child have a voice which is listen to. When working with outside services, we respond to their advice immediately. If children are making progress towards targets, family are happy and the outside professionals deem us to providing what the child needs, we know we are providing the necessary provision.

14. If you wish to complain

Please talk to Mrs Semple or Mrs Louise Gilbert if you have a complaint. If you have further complaint, you can complain to our trust

Cornwall's Local Offer can be found on The Cornwall Family Information Services (FIS) website:

<http://cornwall.childrensservicedirectory.org.uk>

Answers to Frequently asked Questions

Below are examples of questions that parents may ask. Schools are encouraged to create their own questions and answers with parent/carers and young people.

1 How do people in school know if a pupil needs extra help? Staff information share regularly to ensure we are all aware of a child's need. We also have systems (Arbor) that will notify us of a child's need or a change in their need.

2. What should I do if I think my child may have special educational needs? In the first instance you are advised to talk to your child's teacher. Please contact the office to make an appointment. You can also talk to the SENDCo or a member of the senior management team. We are all committed to ensuring your child is happy and making progress.

2. Who is responsible for the progress and success of my child in school? We believe that school and home working in partnership is the most effective way to ensure that your child makes the most of the learning opportunities offered at Blisland Primary

3. How is the curriculum matched to my child's needs? Your class teacher will ensure this through differentiation. It may be the work is slightly different; there may additional resources available or support from teaching assistants

4. How do school staff support me/my child? Staff are always available and keen to listen. We will give you information that can support you and child in a timely fashion. We will also direct you to support or services where this is needed or deemed beneficial.

5. How will I, and my child, know how well they are doing? Our school is committed to working in partnership with parents to ensure the best outcomes for your child. We strongly encourage you to attend the termly parent's evenings and you are welcome to make an appointment at any time to see your child's teacher to discuss their progress
6. How can you help me to support my child's learning? We will provide you and children with some tasks which can be learnt at home for additional support. You will be informed of your child's progress regularly (including termly consultation meetings). Here we can guide you through your child's progress and what else could be done to support them.
7. What support is there for my child's overall wellbeing? Our staff are trauma informed trained, two members of staff have TQ level 2 in childhood mental health and well-being. We throughout the week have PSHE sessions where wellbeing and mindfulness is a focus. We also have a well-being council made up of children who are able to support their peers. All staff and governors at Blisland School are committed to ensuring your child is safe, happy and thriving during their time with us. If you have any concerns, please see your child's class teacher, or Mrs Semple. Most members of staff have first aid qualifications, and all are trained in child protection. Please ensure you let us know if your child has any additional needs, medical social or academic.
8. How do I know that my child is safe in school? The well-being and safety of all children is our first thought and consideration. All staff are CRB checked, trained in safeguarding. We have a wide range of staff who are first aid trained. We also are trained in trauma and mental health and can monitor the children's mental safety too. If incidents occur, the parents or the right agency are informed immediately.
9. How is my child included in activities outside the classroom including school trips? Class visits and trips are an integral part of our curriculum and all children are expected to attend if that is the plan for their class that day. Longer residential trips are also very valuable but can incur a cost which means they can be attended at parent's discretion. Please contact the school if financing a trip is causing you concern. The school does have the right to refuse a place on a trip if a child poses a threat to their own safety or others. However, we will endeavour to accommodate all pupils and make all necessary arrangements to try and make this possible.
10. How accessible is the school environment?
11. How will school prepare and support me/my child through the transition from key stage to key stage and beyond? We will inform you of changes at the earliest opportunity and give you information about these changes. Children will have opportunity as a collective to be involved in the changes. We also understand that every child is different and that some children may need more support and time when transitioning across year groups and key stages. When this is the case, we will work closely with parents and the child to ensure we best meet their needs and address worries.
12. How are the school's resources allocated and matched to pupils' special educational needs? The school has a wide range of resources support additional needs such as ear defenders, sensory resources and overlays to name a few. Children are given the chance and are

sometimes assessed to see if given resources are beneficial. Other resources such as specific apps (e.g. Articulation station) are purchased. We listen and respond to professional advice (SLT, OT Ed Psych) about any other resources that may be of help. We obtain these centrally through the academy trust where possible.

13. How is the decision made about what type and how much support each pupil receives? In the simplest of cases, the class teacher is capable of assessing what can make a difference for the child's academic and emotional well-being. Where additional help is needed, experienced colleagues or our SENCo is able to support or assess the needs of the child. If more specialist advice is needed, referrals will be made to the right service.

14. Who can I contact for further information? Where possible, it is always best to have a conversation with the child's class teacher first. Where this is not possible, or you have further concerns which haven't been addressed, Mr Avery (Head) or Mrs Semple (SENDCo) can support or get you in touch with the right person for support or information.