Blagdon Primary School

SEND Information Report

Policy

Reviewed by	SENCO	September 2026
Approved by	Local Governing Body (LGB)	30th September 2026
Next Reviewed		September 2027

SEND Information Report

This SEND Information Report was updated as of 18.09.2025 and will be reviewed and updated annually.

Blagdon Primary School is a welcoming and inclusive school with a vibrant community and a commitment to excellence for our staff and children. Our school is a nurturing environment where our children and staff feel secure.

Our learning environment is exciting and encourages all children to participate. Our curriculum is stimulating, broad, creative, relevant, and focused on the whole child so that they develop enthusiasm and confidence to learn and achieve as well as being well prepared and equipped for the future.

The term Special Educational Needs and Disability (SEND) is a legal definition. Children with SEND have difficulties or disabilities that make it harder for them to learn than other children of the same age. As a result, these children may need extra or different help from that given to other children.

What kinds of needs do we support at Blagdon Primary School?

The DfE broadly identifies four different areas of need.

Children may have:

- Communication and Interaction (Speech language and communication difficulties, including Autism)
- Cognition and Learning (Specific learning difficulties, including Dyslexia)
- Sensory and Physical difficulties/ disabilities (Hearing and Vision)
- Social, emotional and mental health difficulties (ADHD)

At Blagdon Primary School children are identified as having SEND through a variety of ways including:

- Child performing below age expected levels and interventions have not had impact
- Concerns raised by parent
- Concerns raised by teacher
- Liaison with external agencies or health professionals i.e. physical, speech, paediatricians
- Liaison with nursery school/previous school

Teachers will discuss any concerns with parents, and what can be done to assist children in getting back on track. Parents can find advice and information about how they can support their child on the school's website. It can be found at https://www.blagdonprimaryschool.com/

How will I raise concerns if I need to?

Talk to us: contact your child's class teacher or the SENCO – Hannah Neilan by email: hannah.neilan@blagdonprimaryschool.com

We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will school support my child?
Who will oversee, plan, work with my child and how often?

Our SENCO oversees the support and progress of any child requiring additional support across the school. The SENCO (Special Educational Needs Co-ordinator) for our school is Hannah Neilan and can be contacted by email hannah.neilan@blagdonprimaryschool.com or by telephone on 01761 462416.

The SENCO is responsible for co-ordinating the day to day provision of education for pupils with special educational needs at the school and updating the SEND register, a system for ensuring all the SEND needs of pupils in school are known. The SENCO works closely with the Governors', Senior Leadership Team (SLT), class teachers and support staff.

The class teacher has responsibility for all children in their classes including thought with SEND and will oversee, plan, work with and assess each child to ensure that progress in every area is made.

How do we assess the effectiveness of our SEND provision?

- The Governor with responsibility for SEND meets six times annually with the SENCO to discuss the needs of the children in school and to evaluate the provision. They also report to the Governors.
- The SENCO will regularly monitor provision and progress in place for children with SEND as well as assessing the impact of provision and next steps.

What expertise and training do our staff have to support children with SEND?

The school has a training plan for all staff to improve the teaching and learning of children including those with SEND.
Teachers receive SEN training from the SENCO or outside professionals as well as the SENCO receiving training from outside agencies.
This training has covered:

- Act 4 SEND – outcomes for children with SEND
- SSE – Areas of Broad Need
- Dyslexia – accommodations in the classroom
- SEND code of practice: teachers' role
- EEF (Education Endowment Fund)
- Nurture UK and Boxall Profile Training
- Enhanced Provision- Making sense of Autism training

The SENCO attends regular SENCO network meetings with Lighthouse Schools Partnership link schools.

Learning Support Staff receive SEN training from the SENCO or outside professionals.
This training has covered:

- The development of fine and gross motor skills.
- Attachment Training
- Dyslexia Friendly Classrooms
- Sensory Processing
- Speech, Language and Communication
- Talk Boost
- Boolean Maths – SEND
- Catch Up Literacy/Numeracy
- Nurture UK

What is our approach to the teaching and monitoring of children with SEND?

High quality adaptive teaching in a whole class, including:

- Small group work with teachers or TAs to meet the needs of individual children e.g. daily reading
- Small group intervention work led by teachers or TAs to fill specific gaps in children's learning e.g. pre-teaching, post-teaching
- Longer term interventions led by TAs – using evidence-based interventions.

If your child requires further support, additional to the above, where they require the support of a Learning support assistant (LSA) and may require support for usually more than 20 hours, you or the school may feel that you would like to request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which you can find out more about from the Local Authorities 'Local Offer' (or speak to your SENCO).

After the school has gathered information about your child, including some from you, they will then decide if the child's needs are complex enough to carry out a full assessment. If so, more information/reports will be gathered from various professionals (many of whom could already be involved with the child's needs). The authority will then review the case again and decide if an EHCP (Educational, Health, Care Plan) needs to be written.

- The EHCP will outline the support your child will receive from the LA (local authority) and how that support should be used and what strategies must be put in place. It will have long and short-term goals for your child.
- Top Up Funding can be applied for where children meet all criteria for a specific need. Funding may be spent in various ways in order to best meet your child's needs – i.e. LSA, resources, staff training etc.
- If required, the child may also attend support off school site at a specialist unit or be part of a duel placement with a Special School.

What specialist services and expertise are available at or accessed by the school?

- Special Educational Needs Learning Support Assistants who work with children in class and out of class, with focused adult support or in small groups with specific training.
- We work with a wide range of health professionals including Speech and Language, CAMHS, School nursing team, Occupational Therapists and Paediatricians.

- The school also has access to Advisory Teachers and Educational Psychologists when a child's needs require greater support.

Where specialist support is required, the professional will work with your child to assess their needs and will make recommendations, which may include:

- Making changes to the provision they need
- Set targets which will include their specific needs
- Suggest group or individual programmes under the guidance of the professional

How will I know how well my child is doing and how will you help me support my child's learning?

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCO and discuss how your child is getting on.
- 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.
- If your child is on the SEND register, their teacher will set individual SEND Outcomes which are monitored termly by the SENCO as well as being monitored using the school's assessment system. The SEND Outcomes set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) and it is expected that they will be met by the time they are reviewed.
- Parents are invited to a meeting (twice a year) to discuss their child's progress with the teacher and a meeting (once a year) to discuss the child's education in more depth with the SENCO.

How is extra support allocated to children and how do they move between the different categories in the Code of Practice?

- The school budget, received from North Somerset Council, includes money for supporting children with SEND.
- The head teacher decides on the budget for special education needs in consultation with the school governors, on the basis on needs within the school.
- The head teacher and the SENCO discuss all the information they have about SEND in the school including children who need or are getting support and children which are not making expected progress. They then decide what resources/training are needed. This is reviewed regularly. We may need to refer for outside support on how best to meet your child's needs and how to help them reach their full potential. For some higher level of needs, additional funding will be needed due to extra costs involved in supporting your child.

What support will there be for my child's overall wellbeing?

We will support the overall wellbeing of your child by:

- Involving all children in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.
- Ensure we follow procedures set out by the 'Administering of medication'. If your child has medical needs, they may have a health care plan. This plan may include administration of medication or medical techniques if these are an on-going need.

How will my child be included in activities outside the classroom including school trips?

- All children 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 is not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative provision will be provided in school.
- Where appropriate, social stories can be written to prepare your child for a change in routine, an out of school activity or a trip.

How accessible is the school environment?

- Key Stage 1, Sycamore Class and the lower level of the main school house is wheelchair accessible. The main school hall is wheelchair accessible through an alternative entrance to the main entrance.
- Willow Class (Year 3 and 4) is only accessible with the use of a step. However, where access is an issue for your child, the allocations of classrooms would be changed.
- We liaise with EMAS (Ethnic Minority Achievement Service) who assist us in supporting our families with English as an additional language.

How will the school prepare and support my child to join the school, transfer to a new school?

- We encourage all new children to visit the school prior to starting when they will meet their new Class Teacher and to be shown around the school. For children with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings. We would also visit them in their current school.
- We write social stories with pictures of the new learning environment with children if transition is potentially going to be difficult.
- When children are preparing to leave us for a new school, typically to go to Secondary education, we arrange additional visits.
- 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.

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 is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.
- Children who have SEND Outcomes will review their learning termly with their Class Teacher/TA or LSA.
- If your child has an EHC Plan their views will be sought before any review meetings.

How are parents involved in the school?
How can I be involved?

- We have an active PTA who always welcomes new members. They arrange many events throughout the year to build community and raise funds for the school.
- Parents are invited to attend Inclusion drop-in sessions, coffee mornings and meetings. These meetings are for any parents to attend, not just those with children who have SEND.
- Parents are invited into school three times a year to discuss and review their child's targets as drawn up in their SEND outcomes and will discuss the setting of new targets.
- Where a child has an EHC Plan their views will be sought before attending any review meetings.

Who can I contact for further information?
The first point of contact would be your child's class teacher to share your concerns. You can also arrange to meet Hannah Neilan (SENCO/Headteacher)

What do I do if I don't feel my concerns are being listened to?
Educating your child is about developing strong relationships which need to be honest and as open as possible. The person to share your concerns with initially is your child's class teacher. At some point, you or your child's teacher may wish to involve the SENCO. If you are still concerned, as a parent or carer you have the right to use the school's complaint process.

Who should I contact if I am considering my child joining the school?
Contact the school office (01761 462416) to arrange to meet the Headteacher, Hannah Neilan

Who can I contact for additional support?

North Somerset Local Offer
Click on link below to view North Somerset's Local Offer for Special Educational Needs and Disability.
https://nsod.n-somerset.gov.uk/kb5/northsomerset/directory/localoffer.page?localofferchannel=0

North Somerset Supportive Parents
http://www.supportiveparents.org.uk/services-in-nsomerset/

National Autistic Society – North Somerset Branch
www.nas-northsomerset.co.uk