Our School SEND Offer

Our Universal Offer of SEND (Special Educational Needs and Disabilities)

Blenheim Primary School has an inclusive ethos and works in partnership with children, parents and other agencies to provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage, where needed.

All SEND provision is overseen and managed by the Senior Leadership Team in school and is co-ordinated by the SENDCOs. The SLT and SENDCOs monitor, review and evaluate all SEND provision on a regular basis throughout the year and report to the school governing body on how individual needs are being met and how SEND funding for pupils receiving support via EHCNAs is being spent. Funding may, for example, be spent on additional services. As an example, the school currently employs a Speech and Language Therapist and a Psychotherapist for children who need this additional support.

All our children are treated as individuals and the class teacher, alongside other support staff, plans an appropriately differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear Individual Learning and Health Care Plans are put in place and reviewed regularly. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Equality Act 2010 and SEND Regulations 2014 – Curriculum Accessibility

Blenheim Primary School is committed to meeting its duties under the **Equality Act 2010** and the **Special Educational Needs and Disability Regulations 2014**, ensuring that all pupils, including those with special educational needs and/or disabilities, can access a broad, balanced and inclusive curriculum.

In line with the Equality Act 2010, the school recognises disability as a protected characteristic and takes reasonable steps to:

- Eliminate discrimination, harassment and victimisation (the inclusivity of the school is pivotal to the inclusive ethos children are reminded of this in assemblies, circle time and through our PSED curriculum).
- Advance equality of opportunity for pupils with disabilities.
- Ensure pupils with SEND are not placed at a substantial disadvantage when accessing learning or wider school life.

At Blenheim, we are committed to continually increasing the extent to which disabled pupils can participate fully in the school curriculum, improving the physical

environment to ensure disabled pupils can access the facilities and services available, and enhancing the delivery of information so that it is accessible to all pupils, including those with disabilities. Parents and carers are also signposted to the Leeds Local Offer, which provides comprehensive information about services and support available for children and young people with SEND.

Reasonable adjustments are made to teaching, learning, assessment and the school environment to support access to the curriculum.

In accordance with the SEND Regulations 2014 and the SEND Code of Practice (2015), the school:

- Uses a graduated approach (Assess, Plan, Do, Review) to identify and support pupils with SEND.
- Adapts and differentiates the curriculum to meet individual needs.
- Ensures pupils with SEND are included in lessons, assessments, enrichment activities and educational visits wherever possible.
- Provides access to appropriate resources, assistive technology, alternative recording methods and additional adult support where required.
- Makes reasonable adjustments to assessments, including modified resources, additional time or alternative methods of demonstrating learning.

Curriculum accessibility is regularly reviewed through monitoring of pupil progress, review meetings, pupil and parent feedback and collaboration with external professionals. Accessibility is also considered when planning staff training, resource allocation and any changes to the school environment.

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress at parents' evenings and reviews. Where the child has more complex needs, parents are also invited to annual reviews which may involve other professionals. Parents are always welcome to request a meeting with the SENDCO should concerns arise. Parents are encouraged to engage in supporting learning in different ways, such as targeted homework.

An appropriate and accessible learning environment is provided within the school's means and confines of the building and is adapted where possible with additional funding, if available and necessary. The school has ramps to aid wheelchair access to some areas of school and three disabled toilets. Accessibility is always of prime importance when considering any building alterations. For further information please see our school's Accessibility Audit and Action Plan.

Many staff in school are trained and have worked alongside other professionals to develop their skills, knowledge and expertise in specific areas of SEND such as autism,

general learning difficulties and more complex needs. We have staff who have developed high levels of expertise in the delivery of Speech and Language Therapy and run several groups to further develop children's language skills. Since September 2018, we have a full-time in-house Speech and Language Teaching Assistant who delivers high-quality programmes under the supervision of the school's Speech Therapist and SENDCOs.

High priority is given to the emotional and social wellbeing of our children and we offer nurture groups and 1:1 support for children who may benefit.

Support is sought from other agencies where necessary to maximise learning potential. We regularly engage with Occupational Therapy, CAMHS and the School Nursing Service. We have very close links with Local Authority services such as School Improvement, Educational Psychology, Behaviour Support and the Complex Needs Team. Services such as Attendance Support, Family Outreach Workers and Counselling and Therapeutic Services can all be accessed via our Family Mentors.

High priority is given to the emotional and social wellbeing of our children, and we offer Nurture groups and 1/1 support for children who may benefit. Support is sought from other agencies where necessary to maximise learning potential. We regularly engage with Occupational Health Service, CAMHS and the School Nursing Service. We have very close links with Local Authority services such as School Improvement, Educational Psychologists, Behaviour Support and the Complex Needs Team. Services such as Attendance Support, Family Outreach Workers and Counselling and Therapeutic Services can all be accessed via our Family mentors; Julie Kirk and Katie Chadwick.

The following School Policies, available on the website, reflect the school's commitment to inclusion, safety and well-being of children and Inclusion:

Behaviour

Teaching and Learning

Safeguarding/Child Protection

Model Equalities Policy

To make an appointment to see the SENDCOs, Learning Mentor or Head teacher please ring the main school number 0113 2930808

Frequently asked questions from parents/carers

What do I do if I think my child may have special educational needs? Parents may contact the SENDCOs (Mrs Charlesworth-Russell (EY/Year 1) Mrs Carter (Years 2- 6) on 0113 2930808. Arrangements will be made for a meeting where school will listen

carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

How will school support my child?

The class teacher will plan an individual support plan which will be overseen by the SENDCO and any other professionals involved with the child. The programme will be delivered by teachers and support staff and will be reviewed regularly by teachers and the SENDCO, the contents of this programme will be shared with parents at parent consultation evenings or at reviews with the SENDCO.

How will the curriculum be matched to my child's needs?

As well as individual support plans, which may be delivered on a one-to-one or small group basis, all pupils have access to a broad, balanced and ambitious curriculum that is adapted and differentiated to meet individual needs. Teachers plan learning using inclusive approaches, ensuring appropriate scaffolding, targeted support, flexible task design and suitable resources are in place so that pupils with SEND can access the same curriculum as their peers, make progress from their starting points and achieve positive outcomes. Children may also be grouped to access targeted support or specific resources.

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

In addition to normal reporting arrangements, there will be Parent Consultation Evenings where there will be opportunities for parent/carers to discuss their child's progress with class teachers. Parent/carers themselves can be involved in supporting their child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home. School will always endeavour to offer parent training or learning events to aid this process and would welcome suggestions from parents.

What support will there be for my child's overall well-being?

Blenheim prides itself on having a caring and supportive ethos. We have an inclusion team who makes sure that our children have the highest levels of pastoral care possible. This support may include sessions with our family mentor. We enjoy working partnerships, working with many agencies. All our staff are trained in Child Protection procedures and we also have four members of staff as well as the Head Teacher who are specially designated to ensure the safeguarding of all children.

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

Parents can feel confident when they approach school with a problem. Parents will be invited to air their concerns and from this school can access a range of services to

provide support. This may involve referral to targeted resources such as counselling, TAMHS or family support. Where education is the issue our SENDCO has access to specialists such as Educational Psychology, Speech and Language Therapists, Complex Needs Team and the STARS team (Autism). We recognise the importance of early diagnosis and intervention. We have close links with the School Nurse who is available to train staff when children have specific medical issues and links with many other support agencies.

What training have the SENDCo's had?

Our SENDCo's have attended the 'New SENDCO' training provided by Leeds City Council entitled 'The Role of the SENDCO in Managing SEND in an Inclusive School.' One SENDCo has also completed the MA level credits certificate in Special Needs Education. Our SENDCOs meet with the SENDCOs of the other schools which make up the Lantern Learning Trust to share good practice and discuss current issues. Our Family Mentor and support staff are skilled in behaviour management. Through in house training and input from outside providers we also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area. Staff have attended extra training to support their own learning and have become specialised in areas of need such as:

Autism

Dyslexia awareness

Spelling

Numicon

Cognition and Learning strategies

Speech and Language

Phonics

Reading Interventions

New curriculum

Restorative practice

Webster Stratton Behaviour Management

Safer Working Practice

Makaton

Sensory needs

ADHD support

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

At Blenheim Primary our aim is to ensure all children with SEND can access all activities and school trips enjoyed by their peers. Parent/carers may be involved in planning of activities and ratios to ensure safety and inclusion wherever possible. Most children with complex needs will attract extra high needs top up funding and this will be used where possible to employ extra staff to promote independence but to also support with inclusion at all times.

How accessible is the school?

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where possible with additional funding if necessary. Children who need additional specific equipment and facilities will have their needs met to the best of our ability, sometimes through an application for additional funding. Please see the Accessibility Audit and Policy for further information.

How will the school help my child transfer to the next phase of education?

Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school. Nurture provision is planned to ensure children make all transitions smoothly and confidently. Clear, professional links will be made with the next provision via the SENDcos and individual transition plans will be made.

How are school resources allocated and matched to the children's SEND needs?

Additional support in school is funded by the Inclusive Mainstream fund. The school can apply for an EHCNA (EHCP) if felt that a child's needs are above what is ordinarily offered. This will be done in consultation with parents/carers and other professionals. The school uses the additional funds to put appropriate support in place to meet the specific needs of a child. This may take the form of a key worker to support the child to access a personalised timetable, develop independence and access all areas of the curriculum.

How is the decision made about what type and how much support my child will receive?

A comprehensive assessment of the child's needs will take place alongside other professionals involved with the child and family and views of parents will be taken on board. From this, the best package of support will be tailored to each individual child and reviewed by the Head Teacher and the Senior Leadership Team and will be implemented accordingly.

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

The Governing Body have the correct amount of parent governors to act as a link between the school and all parents. Parents are kept informed about teaching and other events through regular newsletters, open evenings and open days. The school holds information sessions to show parents our methods of teaching phonics, reading and maths. Parents are invited into the school for regular information sessions, celebration assemblies and various performances and concerts throughout the year. Teachers and SENDcos will arrange individual meetings with parents if a specific area of progress needs to be discussed. Parents are very welcome to make appointments at mutually convenient times with SENDcos to discuss their child's needs further.

Who can I contact for further information?

Who would be the first point of contact if;

1- I am considering applying for a place and my child has SEND?

Contact the school office and ask to speak to the school SENDcos (01132930808) who will have a discussion with you about your child's needs and whether these needs can be met at our school.

2- I wish to discuss something about my child?

Contact the Class teacher.

3- I want information about other support services?

Family Mentor, SENDCO's

4- I want information about the local authority's Local Offer?

School website, Leeds City Council Website or use the link below

For further information about what Leeds City Council provides through its 'local offer' please follow this link- https://www.leedslocaloffer.org.uk/