



Introduction

At Blaise Primary and Nursery School, we are proud to be a welcoming, inclusive community where every child is valued, supported, and encouraged to reach their full potential.

Our vision – Creating success, laying foundations, thriving on challenge, and believing we can – underpins everything we do. We recognise that some children may need additional support to learn and thrive, and we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) have access to high-quality teaching, appropriate adaptations, and targeted interventions.

We aim to:

- Identify and assess children's needs early.
- Work in partnership with parents, carers, and external professionals.
- Ensure all pupils experience a broad, balanced, and engaging curriculum that supports both academic and personal development.
- Promote confidence, independence, and lifelong learning.

This report explains how we identify, assess, and support children with SEND and how we work with families and partners to help every child succeed.

Statutory Compliance

Blaise Primary and Nursery School's SEND Information Report is written in line with the statutory requirements of:

- Part 3 of the Children and Families Act 2014
- The Special Educational Needs and Disability Regulations 2014
- The Equality Act 2010, including the duty to make reasonable adjustments and publish an Accessibility Plan
- The Special Educational Needs and Disability Code of Practice: 0–25 years (January 2015)
- Supporting Pupils at School with Medical Conditions (DfE, 2014, updated 2017)

School context

At Blaise Primary and Nursery School is a welcoming, inclusive setting. Our aim is to ensure that all pupils, regardless of their specific need make the best possible progress.

We create a nurturing environment where staff are responsive to children's needs and create an environment where children feel secure and develop confidence and resilience to learn and achieve.

Our curriculum is stimulating, broad and creative where we aim to support children to develop and be equipped for the future.

School Vision

Creating Success; laying foundations; thriving on challenge; and believing we can.

We recognise that some children may need additional support to learn and thrive, and we are committed to ensuring that pupils with Special Educational Needs and Disabilities (SEND) have access to Quality-First teaching, appropriate adaptations, and targeted interventions.

What kinds of needs do we support at Blaise Primary and Nursery School?

The DfE broadly identifies four different areas of need. Our school currently provides additional to / different from provision for children with a range of needs, including:

- Communication and Interaction (including speech and language needs)



- Cognition and Learning (including dyslexia / dyscalculia)
- Sensory and Physical (including visual and hearing impairments)
- Social, Emotional and Mental Health

What should I do if I think my child has Special Educational Needs?

We would encourage parent/carers to contact the school at the earliest opportunity if you have any concerns.

If your child is about to start school and you think they have additional needs:

- Phone the school and give a brief overview of your child's needs.
- Arrange an appointment with the SENDCo (Mrs Robinson) or Acting SENDCo (Ms Thorn)
- Discuss whether your child might need a transition plan.
- Bring in all paperwork from your child's previous setting / reports from professionals such as: doctors, health visitors, speech and language therapists etc.

If your child is already in school and you think they may have additional needs:

- Arrange a meeting with your child's class teacher to talk about your concerns
- The class teacher will use the school's graduated response to identify the support needed.
- Following the graduated approach, a meeting will be offered with the SENDCo or Acting SENDCo.
- Bring any paperwork from doctors or other professionals you have seen to help the school understand your child.

How does the school know if a child has Special Educational Needs and Disability (SEND) or requires extra support?

The term Special Educational Needs and Disability (SEND) has 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 and need provision that is additional to or different from that given to other children.

At Blaise Primary and Nursery School, children are identified as having SEND through a variety of ways including:

- Liaison with pre-school/previous school, information sharing.
- Concerns raised by parents/carers.
- Concerns raised by teachers
- Tracking shows achievement or attainment that is well below the level expected for the age range.
- Liaison with external agencies (Speech Therapist, Occupational Therapist, etc.)
- Health diagnosis through Paediatrician or other professional services

Children with SEND are added to the school's SEND register, where they are closely monitored by their teacher as well as the Special Educational Needs and Disabilities Coordinator (SENDCO). The SEN register is reported to Governors.

How will the school support my child?

- As an inclusive school, we ensure that all children receive Quality-First Teaching within classrooms and alongside their peers.
- Class teachers will adapt classroom learning as necessary through a variety of strategies such as scaffolding, modelling, use of explicit questions, words mats, access to visuals and concrete



resources and use of technology.

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress is made.
- The class teacher will track the progress of pupils with SEND.
- Children may get extra support from the class teacher.
- The classroom might be modified to help children learn.
- Children may work in small groups.
- The child might need intervention out of class.
- The child might need a specialist (from another service) to come into school to support them.
- Children with SEND needs are named on the SEN register; their progress is also monitored by the SENDCo.
- The SENDCo and parent/carers may decide to make a referral to a specialist.
- The SENDCo may attend appointments with the parent/carers and child.

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

- The curriculum may be broken down into small steps.
- Classroom tasks will be adapted to meet the child's needs / targets.
- Learning may be focused on the child's interests.
- Learning may be focused on a specific area of need and be taught more frequently.
- The child might small group teaching.
- The child might need different and additional resources.

How are Governors involved, and what are their responsibilities?

Callum Wiggle is the governor responsible for SEND and meets regularly with the SENDCO. They also report to the Governors to keep all informed.

The Head Teacher and SENDCO report to the Governors regularly, to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.

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

- Teachers review children's support plans and share with SENDCo
- Teachers review support plans with parents
- Support plans will have children's personalised targets; what is happening to help them achieve their target and who will facilitate additional support / interventions
- Support plans are reviewed at least 3 times a year (this could happen as part of 'meet the teacher' evenings)
- Senior leaders look at academic and non-academic, data alongside class teachers and discuss how to help and support children
- Parent / carers with SEND children can request up to 3 additional meetings with their class teachers throughout the year on top of parent / carer meetings
- The SENDCO is available to discuss support in more detail and will arrange review meetings when required.
- If your child has complex SEND or has an Educational Health Care Plan (EHCP), an Annual Review meeting will be arranged to discuss your child's progress and review the outcomes and provision identified in the statement or EHCP. All participants will make formal written contributions to inform the review process.
- As a school we measure children's progress in learning against national expectations and age related / year group expectations. Class teacher assess each child, continually noting areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or



Reception through to Year 6, using a variety of assessment tools.

- Children who are not making expected progress are highlighted through Raising Attainment Meetings with the class teacher and members of The Senior Leadership Team. In these meetings, discussions take place concerning why individual children may be experiencing difficulty and what further support can be given to aid their progression.

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

We are an inclusive school; we welcome and celebrate diversity. We are very aware of how important it is for a child to feel safe and happy in school to meet their full potential. We aim to have a kind and caring ethos.

We believe that self-esteem is crucial to a child's well-being and from time to time children may be invited to take part in small group activities to help build their confidence and self-esteem.

All children are involved in 'Jigsaw' lessons which bring together Personal, Social, Health and Economic education, emotional literacy, social skills and spiritual development programme.

The school has a strong value-based ethos and uses a range of resources to promote confidence and independence including regular personal, social and health education across all age groups and classes.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; therefore, the class teacher is always a parent's first point of contact. If further support is required, the class teacher liaises with the SENDCO for further advice and support. This may involve working alongside outside agencies such as Bristol Autism Team, The Educational Psychology Service, Speech and Language Therapists or health professionals.

Our school Learning Mentor (Mr Holland) is able to work with individual children and support families to meet all needs. Additional members of the school staff, including trained ELSA practitioners, form part of the pastoral team supporting children's well-being, including children with SEND.

How does the school manage the administration of medicines?

The school has a policy regarding the administration and managing of medicines. This policy is available on request from the school office.

If your child needs to be medicated in school, all parent/carers must bring up-to-date medication instructions to the school office and sign a consent form to enable staff to administer

If your child needs prescription medication for a high risk or life-threatening condition e.g. epilepsy, parent/carers must notify the school immediately and provide a care plan from the child's health practitioner.

Staff requested to administer the medication will receive appropriate training and will keep a record of all medicines administered.

How does the school support behaviour?

As a school we have a very positive approach to all types of behaviour, our Relational policy is followed by all staff and pupils. This policy is available on request from the school office and is published on our school website.

An individual plan may be drawn up to support children who may be experiencing difficulties in managing their behaviour, relevant support put in place, and targets set for improvement. The school may also seek support and advice from relevant wider professionals.

After any behaviour incident we support the child to review the incident with an adult. This helps us to reflect on the



situation, what the child is communicating to us, what support can be given and how we can stop the situation happening again.

Behaviour incidents are monitored on a regular basis and parents/carers will be informed if repeat incidents occur as per our relational policy.

The Behaviour Lead and SENDCo, review behaviour data and records, discuss children requiring further support and make referrals to wider professionals where required.

At Blaise Primary and Nursery School we have a positive handling policy. This is available on request from the school office.

How does the school support attendance?

The attendance of every child is monitored by an Assistant Headteacher, Head Teacher and Learning Mentor. Lateness and absence are recorded, monitored and followed up.

Good attendance is encouraged and rewarded throughout the school, both for classes and individuals.

Children and families are supported to improve their attendance where needed.

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 often carried out through the School Council. All children are encouraged to stand for election.

The School council often have questions they are tasked to take back to class and discuss. During this process all children, including children with SEND, are encouraged and supported to contribute and their views are valued.

The school also carries out pupil voice surveys periodically in which all children are encouraged to participate.

Children may be involved in discussing, reviewing and setting their IEP (Individual Education Plan) targets with their parent/carers and class teacher, as appropriate.

Where appropriate, children are given the opportunity to attend annual reviews. As part of this all children are supported to provide contributions about their progress, long term goals and any concerns they may have.

Strategies that encourage pupil voice (e.g. worry box) are used; these are checked regularly and acted upon.

Personal, Social and Health Education PSHE forms part of Blaise's core curriculum offer and we follow the [Jigsaw](#) programme this promotes inclusion, reduces prejudice, promotes self-image.

What specialist services are available to the school?

Services in school include:

- SENDCO
- Deputy / Acting SENDCO
- Specialist Teaching Assistants, i.e. for speech and language, emotional needs/vulnerability, social skills, English and maths interventions.
- Teachers and Teaching assistants are trained in supporting children with Social, Emotional and Mental Health needs (including trained ELSAs – Emotional Literacy Support Assistants).
- Learning Mentor



- Attendance Lead

External agencies include:

- Early Years Portage and Inclusion Team
- Educational Psychology
- Occupational Therapy
- Bristol Autism Team
- Physiotherapy
- Speech and language Therapy
- CAMHS (Child & Adolescent Mental Health Service)
- PMHS (Primary Mental Health Specialist)
- Education Mental Health Practitioner
- [SAY \(SEND and You\) - support for young people, children and their parents/carers](#)
- School Health Nurse Team
- Community Paediatricians
- Social Care
- Bristol Parent Carers
- North Star outreach
- Link Forward
- Families in Focus

Where appropriate, school will liaise with families to complete and submit referrals as required.

What training have staff had / are staff having?

- Speech and Language programmes
- First Aid
- Makaton training
- Wellcomm
- Attachment and Early Trauma training
- Jigsaw
- Precision Teaching
- ELSA Training (Emotional Literacy Support Assistants)
- Adverse Childhood Experiences Training
- Dingley's promise
- Safeguarding and Child Protection
- Word aware training
- PDA and anxiety
- Zones of regulation
- Lego Therapy
- Attention Autism Training
- Unlocking Letters and Sounds (Phonics)
- Sensory needs
- Making Sense of Autism
- Autism in girls



- Adaptive teaching and scaffolded learning

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

All children are included in all parts of the school curriculum, and we try to ensure that all children are fully included on school trips. We aim to 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 will not be compromised. On the rare occasion that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

A variety of after school clubs and a lunch club are offered at the school and all pupils are welcome to attend.

How accessible is the school environment?

- The majority of the school site is wheelchair accessible with a disabled toilet, changing area and a shower
- The school building is accessible to all with ramps at several entrances and fire exits.
- We endeavour to use a range of IT resources to allow children to communicate such as iPads, laptops and microphones.
- We have a Learning Mentor who is able to support and signpost parents/carers to relevant outside agencies.
- We can support parents/carers with completing paperwork or provide paperwork in different languages on request.
- Staff in Nursery and Reception use Makaton signs to support communication.

How will the school prepare and support my child when joining or transferring to the school?

We encourage all new children to visit the school prior to starting and provide Reception children the opportunity to visit on two occasions to meet their new teacher. We offer home visits to children starting in Nursery and Reception and to individual children where appropriate.

Information sharing is essential in supporting the school to provide appropriately for all pupils. We liaise closely with pre-school settings, visiting these wherever possible before children start school.

When pre-school children are identified with SEND, transition meetings are arranged with the preschool SENDCO, key worker or Early Years Area SENDCO.

All children with SEND are encouraged to visit Blaise Primary School on several occasions to assist with a smooth transition. We also aim to visit them in their current school and create photobooks to aid the transition process.

We deploy strategies (for example sharing social stories) with children where transition is identified as challenging.

When children are preparing to leave us for a new school, typically to go on to Secondary education, we arrange an enhanced transition, to include additional visits and, where possible, invite the SENDCO of the receiving school to attend the year 6 annual review.

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.

The SENDCO and support staff create and update support plan profiles for all individuals with additional needs to inform new teachers and schools of key information relating to the individual.



<u>How does the school evaluate the effectiveness of the provision made for children and young people with SEND?</u>
The school uses a range of monitoring processes to evaluate the effectiveness of its provision such as: • book looks • lesson visits/observations • learning walks • academic and non-academic data analysis • pupil conferencing • pupil, parent and staff surveys • governor visits • work with the Local Authority, School Improvement Team and Inclusive Learning Service
<u>How does the school support children and young people who are Looked After by the Local Authority and have SEND?</u>
As well as everything detailed above, a child who is looked after by the Local Authority also has a Designated Teacher within the school setting. This Designated Teacher will advocate for the child and complete Personal Education Plans regularly with families, the child and professionals. The SENDCo and Designated Teacher work closely together.
<u>Who can I contact for further information?</u>
• The first point of contact is your child's class teacher • Ms Thorn is the school Acting SENDCO (who has completed the NASENDCo qualification) • Mrs Robinson is the school SENDCo and an Assistant Head Teacher • Look at the SEND policy on our website • Bristol's Local Offer Website - https://www.bristol.gov.uk/bristol-local-offer • SEND and You (previously known as "Supportive Parents") – www.sendandyou.org.uk • Contact IPSEA (Independent Parental Special Education Advice) - www.ipsea.org.uk • Bristol City Council SEN team: 0117 922 3700 If you wish to make a complaint, we would ask that you follow the schools complaints policy which is accessible via the school website http://www.blaise.bristol.sch.uk/ If you are unable to access the website please contact the school office for further details.
<u>How does the school contribute to the Local Offer?</u>
We contribute to Bristol's local offer by actively engaging with the Inclusive Learning Service and participating in our locality SENCo cluster groups. Through this partnership, we contribute to the city-wide strategy by: • Enabling the identification of strengths and challenges across the city to form a city-wide offer of support so all children in Bristol can receive consistent and high-quality provision. • Sharing strategies and ideas that are working well in our school so that other children in Bristol can benefit too. • Engaging with our training opportunities and access to signposting for services across Bristol to make sure that our provision reflects current strategies at a local level and positively impacts our school.
<u>Who should I contact if I am considering Blaise Primary School for my child?</u>
Please contact the school office (0117 377 2424) to arrange to meet Ms Thorn-(Acting SENDCo) and/or other relevant members of staff.
We will always be happy to discuss with you how we can best meet your child's needs
<u>Linked Policies</u> • SEND Policy



- Accessibility Plan
- Relational Policy
- Anti-Bullying Policy
- Safeguarding Policy
- Supporting Pupils with Medical Conditions Policy