Special Educational Needs (SEN) Information Report

Blenheim Park Academy

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Welcome to our SEN information report. This document is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). The Local Offer is an online resource designed to support children and young people with special educational needs/ disabilities and their families. It describes the services and provision available within Norfolk for all children with Special needs/disabilities with or without an Education Health and Care Plan.

The Norfolk Local Offer can be found here: -
https://www.norfolk.gov.uk/children-and-families/send-local-offer

This report is reviewed annually and should be read in conjunction with our SEN policy and our Accessibility Plan. This report should tell you all you need to know about SEN at our academy. If you do have any questions, please contact us and we will be happy to help.

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 academy. If you want to know more about our arrangements for SEND, read our SEND policy. You can find it on our website at https://www.blenheimpark.norfolk.sch.uk/

You can ask a member of staff to make a copy/send you the policy. **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 academy provide for?
Our academy 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?
Special Needs at Blenheim Park Academy
At Blenheim Park Academy we are committed to working together with all members of our academy community.

We believe children are best supported where there is open dialogue between the home and the academy, where both sets of expertise are used in the best interests of the child. As parents/carers you can always speak to your child's class teacher or the SENCo (Special Educational Needs and Disability Coordinator) about any concerns you may have. We offer a friendly, caring and inclusive environment where social and emotional support is of great importance to developing the whole child. If you think that your child may have a special educational need, please speak to the class teacher in the first instance.

The best people to contact in the academy this year are: -
Claire Bunton – SENCO senco@greenpark.norfolk.sch.uk
Jill Graver – Executive Headteacher office@blenheimpark.norfolk.sch.uk
Di Parkinson – Family Support Advisor di.parkinson@admtrust.org.uk
Academy office 01485528368 or office@blenheimpark.norfolk.sch.uk

Our special educational needs co-ordinator, or SENCO
Our SENCO is Claire Bunton. She has 17 years' experience in the role of SENCO role and has worked as a teacher in Early Years, Years 2-5 and also been a Headteacher and Cluster Lead for SEND. She is a qualified teacher and has achieved the NPQ SENCO Award. She is a STEPS lead tutor. She works full time to manage SEN provision.

Class/subject 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 TAs, who are trained to deliver SEN provision. We have some teaching assistants who are trained to deliver interventions such as precision teaching. TA's also attend training as and when necessary, this can be for medical needs such as diabetes or for particular learning needs.

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;
- Dyslexia Outreach Service;
- 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?
For some children, SEN can be identified at an early age. We work together with nursey and pre-school providers and previous schools/academies to gather information during the transition process, making sure we have the necessary information to support the child. On entry into Reception we use recognised speech and language screening tools to determine support required. Some children and young people's difficulties become evident only as they develop. All those who work with children and young people are aware there may be emerging difficulties and respond early.

We recognise that parents/carers know their children best and we listen to and understand when parents/carers express concerns about their child's development. We are also aware that pupils may raise concerns about their own learning and that their pupil voice is particularly important.

We ensure that the assessments we use help us to build a 'picture' of the child and are relevant and that they will help to identify a range of strategies to support learning and development. Assessments we use include: -

- Conversations with parents/carers, pupils and academy staff;
- Transition documents and conversations from a previous setting;
- Observations by SENCo;
- Use of external services such as the Educational Psychology Support Service;
- SEN pupil progress meetings;

- Thrive assessments - we are a Thrive school and provide SEMH support for children.

In addition, where necessary the academy may seek advice and expertise from additional professionals such as: -

- The Dyslexia Outreach Service
- Health
- Speech Therapy
- Educational Psychologist
- Social, Emotional, Mental Health support

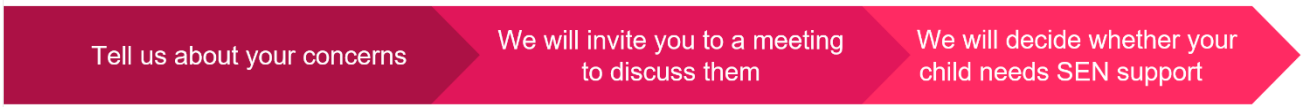
Working with Children and Families

The academy works with the parents/carers to support SEND children. We ensure that parents/carers are involved in all we do. This is achieved in a number of ways: -

- Through face to face meetings with the class teacher or SENCO;
- Parents/carers' evenings;
- Phone calls ;
- Through another meeting such as an Early Help Assessment and Plan (EHAP) ;
- Dojo communication .

Parents/carers are invited to be involved with the implementation of our Assess, Plan, Do, Review Process where current actions are discussed and implementation agreed.

Children are also a vital part of the process and are involved with talking about their own needs, where they feel they need support and what the academy can do to support them. The child meets with the SENCO at regular points in the school year to review their own needs and to ensure that they are at the center of their learning journey.



If you think your child might have SEN, the first person you should tell is your child's teacher. Speak to your child's class teacher or send a message via Dojo. They will pass the message on to our SENCO, Claire Bunton who will be in touch to discuss your concerns.	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 formally notify you in writing and your child will be added to the academy's SEND register.

You can also contact the SENCO directly by visiting the academy office or by calling the academy.		

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

If the teacher notices that a pupil is falling behind, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra tuition to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO, and will contact you to discuss the possibility that your child has SEN. The SENCO will look at provision in place for the child and what needs to be put in place to support the individual.

Blenheim Park Academy offers a range of support for children and young people with Special Educational Needs (SEN), including universal support, targeted SEN support, and specialist SEN support: -

- Universal support - this is available to all children in the academy and is based on inclusive teaching approaches. Teachers differentiate learning to meet the needs of each child, which can include adjustments to the work.
- Targeted SEN support - this is for children who have received reasonable adjustments but have not made expected progress. Support can include IT resources, social skills groups, Thrive, and more.
- Specialist SEN support - this is for children whose needs cannot be met through universal or targeted support. At this point a formalised support plan would be put in place.

The SENCO will observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

The SENCO will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO will decide whether your child needs SEN support. You will be told the outcome of the decision in writing.

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

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

The academy uses cycles of 'Assess, Plan, Do, Review,' this is a graduated approach to supporting SEN pupils in the academy. For children working at 'pre-key stage' and not engaged in subject specific learning, we incorporate the Engagement Model as part of our APDR system: -

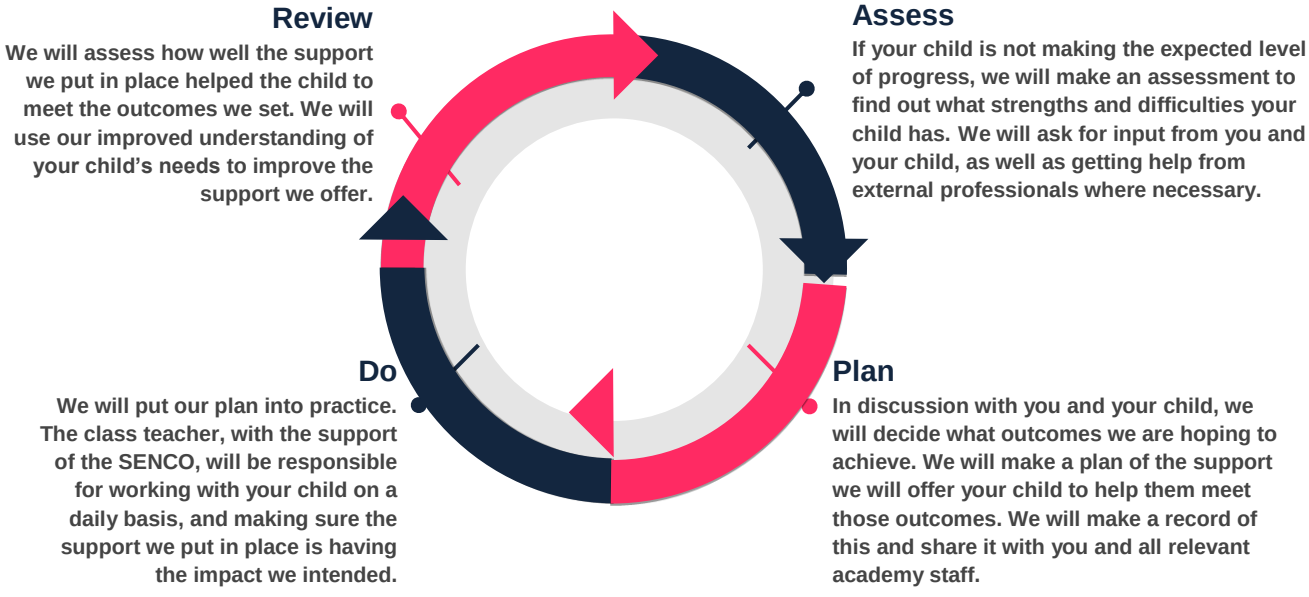
https://www.gov.uk/government/publications/the-engagement-model/the-engagement-model

The right approach for each child as an individual is considered (see child centered approach section). This may mean providing specific resources or teaching in a specific way. It may mean seeking external advice for more specific support. It may also mean seeking an appropriate placement at an alternative school/academy where the child's needs can be fully met.

We ensure that the right provision is in place for all children at our academy. Through our Assess, Plan, Do review process we: -

- **Assess** the individual needs of the child looking at strengths and weaknesses, the whole picture of the child, personal interests as well as taking in to account views of both the child and parents/carers.
- We **plan** the best way to support the individual, this may be through small group work, in class support, some one-to-one sessions, referral to a specialist, working with our pastoral team, family support and much more. We decide on three relevant actions that we aim to achieve. These are shared with the child and parents/carers.
- Our next step is to **do** what we planned to do, making sure that feedback is given to the class teacher, SENCO or pastoral team as required. We make any necessary changes to the plan as we move through the cycle.
- Finally, we **review** progress at the end of a six-week cycle. We believe that regular review is key to progression. At this point we decide whether progress has been made and actions achieved or whether the plan and actions need changing or whether a referral to an appropriate external agency may be required. The review process then feeds back into the assess section to begin a new cycle.

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 academy'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 will provide annual reports on your child's progress.

Your child's class/form teacher will meet you three times a year, linked to parents' evenings 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. 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 via Dojo.

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 no 2 children are the same, 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;
- Their views are incorporated into their Assess, Plan, Do Review profiles.

8. How will the academy adapt its teaching for my child?
All schools/academies have duties under the Equality Act 2010 towards individual disabled children and young people. They must make reasonable adjustments, including the provision of auxiliary aids and services for disabled children, to prevent them being put at a substantial disadvantage. These duties are anticipatory – they require thought to be given in advance to what disabled children and young people might require and what adjustments might need to be made to prevent that disadvantage. Schools/academies also have wider duties to prevent discrimination, to promote equality of opportunity and to foster good relations.

We ensure that staff are aware of pupil's individual needs and teach in a way that is appropriate for them. We make adaptations to ensure that all pupils have access to the curriculum and activities and support pupils to achieve their full potential despite any difficulty or disability they may have.

The curriculum can be adapted in many ways, here are some ways we may adapt the curriculum in our academy: -

- Altering the way that instructions are presented;
- Making adaptions to the physical or social environment - refer to our Academy Accessibility Plan which can be found on our academy website or through this link: - https://www.blenheimpark.norfolk.sch.uk/page/?title=Policies&pid=16
- Adapting materials or resources to suit the needs of the child;
- Altering the level of support or supervision/assistance;
- Modifying the process or task and managing expectation;
- Purchase of specialist equipment if required.

This website contains some really useful information for teachers: - http://blog.brookespublishing.com/5-types-of-instructional-adaptations-for-your-inclusive-classroom/

If appropriate, specialist equipment is purchased either through the academy SEN budget or through specialist grant/high needs funding from the Local Authority. We will endeavor to provide specialist equipment and work with health professionals such as occupational therapists and physiotherapists.

Your child's teacher is 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 academy.

We will differentiate (or adapt) how we teach to suit the way the pupil works best. There is no '1 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 include: -

- Differentiating our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 or small group basis when required
- We may also provide the following interventions - please note that this there are many bespoke interventions that can be used and this chart contains just a small sample: -

AREA OF NEED	**CONDITION**	**HOW WE SUPPORT THESE PUPILS**
Communication and interaction	Autism spectrum disorder (ASD)	Visual timetables Social stories Quiet space Calm down areas Work stations
	Speech and language difficulties	Speech and language therapy
Cognition and learning	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	Writing slope Technology Precision teaching
	Moderate learning difficulties	Practical equipment
	Severe learning difficulties	
Social, emotional and mental health	ADHD, ADD	Quiet workstation
	Adverse childhood experiences and/or mental health issues	Thrive Nurture groups
Sensory and/or physical	Hearing impairment	Sensory Support
	Visual impairment	Limiting classroom displays
	Multi-sensory impairment	Sensory diet Sensory circuits
	Physical impairment	Environment modifications Learning aids and/or assistive technology

These interventions are part of our contribution to Norfolk's Local Offer. The academy also has a Family Support Advisor who is available to support families.

9. How will the academy 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 each term through the APDR process;
- Reviewing the impact of interventions after 6 weeks and reviewing the impact of APDR targets at the end of each term;
- Monitoring by the SENCO
- Parents' Evenings and parents/carers' meetings;
- Holding an annual review (if they have an education, health and care (EHC) plan).

10. How will the academy 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 academy will cover up to £6,000 of any necessary costs. If funding is needed beyond this, we will seek it from our local authority.

11. How will the academy make sure my child is included in activities alongside pupils who don't have SEN?
All pupils are encouraged to go on our school trips, to take part in sports days, school performances, workshops and PE lessons.

No pupil is ever excluded from taking part in these activities because of their SEN or disability and, in collaboration and with support from parents/carers where appropriate, we will make whatever reasonable adjustments are needed to make sure they can be included.

12. How does the academy make sure the admissions process is fair for pupils with SEN or a disability?
Please see our admissions policy. Admission of a children with an EHCP will initially be in consultation with the academy through the EHCP coordinator.
https://www.blenheimpark.norfolk.sch.uk/page/?title=Admissions&pid=12

13. How does the academy support pupils with disabilities?
The academy supports all pupils including those with disabilities through our universal offer. Where a child requires more support, this will be structured to meet their needs and to enable the pupil to be included. For some children, enhanced support will be required. This will be planned by the Local Authority and academy staff in conjunction with the pupil and parents/carers to ensure that support available meets the needs of the pupil. It is likely that pupils will have an EHCP and as a result all parties ensure, where appropriate provision required in Section F of the plan is executed.

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14. How will the academy support my child's mental health, and emotional and social development?
We are a Thrive academy.

What is Thrive?

Thrive is a systematic approach to the early identification of emotional developmental need in children so that differentiated provision can be put in place quickly by the adults working closely with the child. It is preventative, reparative, pragmatic and easy to use. We provide support for pupils to progress in their emotional and social development in the following ways: -

- Pupils with SEN are encouraged to be part of the school council or Eco Committee ;
- Pupils with SEN are also encouraged to be part of school life to promote teamwork/building friendships;
- We provide extra pastoral support for listening to the views of pupils with SEN through our SEN and pastoral support team;
- We have a 'zero tolerance' approach to bullying.

We believe that all children should be free from any form of bullying and this is inclusive of all children with special education needs and disabilities. Please read our Inclusion and Behaviour policy which can be found on the academy website of through this link: -
https://www.blenheimpark.norfolk.sch.uk/page/?title=Policies&pid=16

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

Arrangements are made at all points of transition, this could be moving from class to class at the end of each academic year, or between key stages or even between schools/academies.

The class teacher and/or SENCo will meet with the receiving school/academy or teacher/SENCO to ensure all records are passed on. There will also be discussion about the child's needs and an exchange of information around what works well for the child in order to make the process as smooth as possible.

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

The SENCO is also our Designated Teacher for looked after and previously looked after children and they 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?

If you are unhappy with the support your child is getting, you should discuss your concerns with the class teacher first (or key person if in early years). Teachers and parents/carers working together can often provide solutions to any concerns you may have. If you are still unhappy, you should contact the academy office to get a copy of the Trust complaints procedure.

If you are not satisfied with the academy's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

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 academy 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 the Norfolk Local Offer which can be found here: - https://www.norfolk.gov.uk/children-and-families/send-local-offer

Support for Families

You can also talk to Norfolk SENDIASS - https://www.norfolksendiass.org.uk/ who can provide information and support for parents/carers of children with special educational needs. If your child has a statement or Education, Health Care Plan, you can also contact your Special Educational Needs Caseworker.

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

- Just One Norfolk https://www.justonenorfolk.nhs.uk
- Local Authority SEND and Inclusion line on 0333 313 7165.

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

Term	What it means
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	Aan 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.