

## SEND Information Report 2026 – 2027

This report is written so that parents can find information about SEND.

### Blenheim Primary School

For further information on our SEND offer, please see our [SEND policy](#) and our [Accessibility Plan](#) (found within our Equality Report) and are both available on our website.

This report is written in accordance with the [Children & Families Act 2014 \(Part 69\)](#), the [SEND Code of Practice 2015](#), and [Schedule 1 of the Special Educational Needs and Disabilities \(SEND\) Regulations 2014](#).

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| <p><b>Our School</b></p>        | <p>We are Blenheim Primary School, a mainstream school with a nursery and Autism Resource Base.</p> <p>We have approx 640 pupils.</p>                                                                                                                                   |
| <p><b>Meet our SENCO</b></p>  | <p>The Special Educational Needs Coordinator (SENCO) is Miss Alexandra Johnston.</p> <p>If you would like to contact Miss Johnston please email <a href="mailto:info@blenheim.lihtrust.uk">info@blenheim.lihtrust.uk</a> or call the school office on 01702 474684.</p> |

## Special Educational Needs



### What is SEN?

SEN stands for Special Educational Needs. A child has SEN if they need extra help with their learning or development, compared to other children of the same age.



- Find it harder to learn things
- Struggle with communication or understanding
- Have trouble with behaviour or emotions
- Have physical or sensory difficulties (like problems with hearing, sight or movement)

A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age; or
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions (SEND Code of Practice 2015).

The school follow the guidelines outlined in the SEND Code of Practice and provide for the four categories of need:

|                                                                                     |                                                                                                                                                                                                                                                                                      |
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|    | <p>Cognition and Learning, including:</p> <ul style="list-style-type: none"> <li>• Learning difficulties;</li> <li>• Dyslexia &amp; dyscalculia;</li> <li>• Focus, attention, or memory difficulties.</li> </ul>                                                                     |
|    | <p>Communication and Interaction: including:</p> <ul style="list-style-type: none"> <li>• Autism (ASC);</li> <li>• Social communication difficulties;</li> <li>• Speech &amp; language difficulties (e.g. receptive language difficulties, selective mutism, tongue tie).</li> </ul> |
|  | <p>Social, Emotional and Mental Health: including:</p> <ul style="list-style-type: none"> <li>• Attention Deficit Hyperactivity Disorder (ADHD/ADD);</li> <li>• Anxiety;</li> <li>• Dysregulated behaviour</li> </ul>                                                                |
|  | <p>Sensory and Physical: including:</p> <ul style="list-style-type: none"> <li>• Physical needs (e.g. cerebral palsy, dyspraxia);</li> <li>• Deafness or hearing difficulty;</li> <li>• Blind or visually impaired.</li> </ul>                                                       |

Some children have more than one type of SEN.

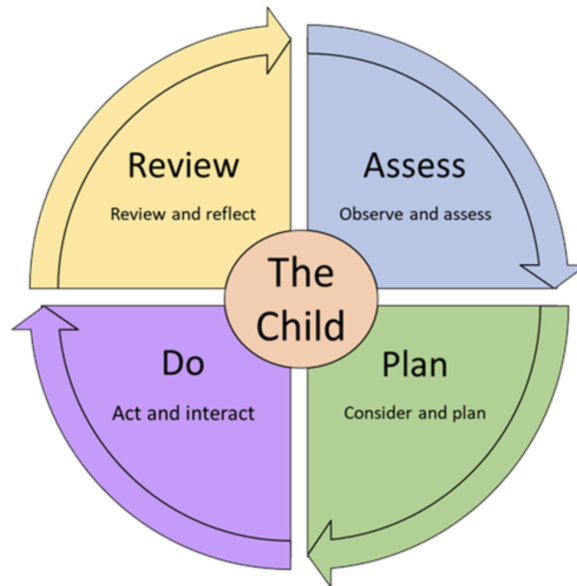
### Identifying , Assessing and Reviewing Need



We use information from nurseries or previous schools, classroom assessments and feedback from teachers and parents to help us understand how a child is doing.

If a child is not making expected progress, we will:

- Monitor their progress closely and make changes to support them using the **Assess – Plan – Do – Review** cycle.



- If progress is still a concern, the teacher will talk to the **SENCO** and share what has been tried and what happened.
- We will look at observations, assessments, and listen to both parents and the child.
- If needed, and with your permission, we may ask outside professionals (like speech and language) to help us understand your child's needs.

**Important:**

Slow progress doesn't always mean a child has SEND. Lots of things can affect learning and we look at the full picture.

If a child does need extra or different support from most others their age, we will add them to the **SEND register** and create an **Individual Support Plan** with input from you and your child. The support plan will be reviewed regularly in school and with yourselves three times each year to discuss progress and the next steps.

You will be involved at every stage and kept informed throughout the whole process.

**Our approach to teaching curriculum adaptations for children with SEND**



The most important way we help children with SEND is through **high-quality teaching** that's adapted to meet the different needs in the class.

Teachers are responsible for every child in their class, including those with Special Educational Needs and Disabilities (SEND).

They change (adapt) how they teach and use special resources to help each child learn in the best way for them.

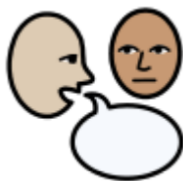
They aim to remove barriers that make learning harder for a child.

Teachers work closely with the SENCO and other specialists to plan the best support for each child. Sometimes, children will join small group interventions outside of the classroom. Others may need a personalised learning plan to help them progress.

We check all support regularly using the Assess – Plan – Do – Review cycle to check what’s working and to make changes if needed.

Some children have extra support, which could include:

|                                                                                    |                                                                                     |                                                                                      |
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|   |   |   |
| Emotional regulation strategies                                                    | Word banks                                                                          | Positive behaviour                                                                   |
|   |   |   |
| Ear defenders                                                                      | Timers                                                                              | Calm corner                                                                          |
|  |  |  |
| Mind maps                                                                          | Font and text sizes                                                                 | Assistive technology                                                                 |

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| Explicit instruction                                                                | Task planners                                                                        | Sensory supports                                                                      |
|  |  |  |
| Visual timetables                                                                   | Talk partners                                                                        | Social story                                                                          |

- Small group work or one-to-one help in areas like reading, maths, speech and language, or social skills;
- A personal timetable that includes breaks, quiet time or use of sensory rooms;
- Extra adult help in the classroom or outside at playtime; or

|                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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|                                                                                                                                         | <ul style="list-style-type: none"> <li>• Support from specialists or outside professionals.</li> </ul> <p>For children with more complex needs, children may access support through our specialist SEND provision.</p> <p>Blenheim Primary School has an Autism Resource Base (ARB) for 12 pupils. If you are interested in a place in our ARB, answers to Frequently Asked Questions can be found <a href="#">here</a>.</p>                                                                                                                                                                                                                                                                                           |
| <p><b>The role of parents</b></p>                      | <p>If your child has an EHCP we hold a big review meeting once a year (called an <i>Annual Review</i>).</p> <p>At this meeting, we:</p> <ul style="list-style-type: none"> <li>• celebrate your child's progress;</li> <li>• talk about what's going well and what else is needed;</li> <li>• set new goals; and</li> <li>• invite all the professionals who support your child.</li> </ul>                                                                                                                                                                                                                                                                                                                            |
| <p><b>The role of the child</b></p>                  | <p>At our school, we believe it's really important to listen to the child when we're planning support for children with SEND.</p> <p>We do this in different ways, such as:</p> <ul style="list-style-type: none"> <li>• Asking them simple questions, taking part in questionnaires about how they feel at school;</li> <li>• Watching how they learn and take part in learning and in activities with their peers;</li> <li>• Helping them think about and review their own progress; and</li> <li>• Inviting them to share their ideas in meetings — either by speaking, through pictures, a recording or drawing.</li> </ul> <p>For children with an EHCP, we always include their views in the annual review.</p> |
| <p><b>Support that is available for parents</b></p>  | <p><b><u>Local Authority Services</u></b></p> <p><a href="#">Southend Local Offer</a></p> <p>The Local Offer is a website that is written for parents and families. It helps them know 'what is out there' for youngsters with SEND in our local area. It includes:</p> <ul style="list-style-type: none"> <li>• Health services (e.g. contacts for the NHS speech and language team);</li> <li>• Schools including information about our school;</li> <li>• Leisure activities (e.g. SEN sports clubs) ; and</li> <li>• Contacts for SEN Charities.</li> </ul>                                                                                                                                                        |

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|                                                                                                                | <p>Local Support Services</p> <p><a href="#">SENDIASS</a></p> <p>This is a free service offering support and advice to parents and young people with SEND. The service is free. They offer a range of help:</p> <ul style="list-style-type: none"><li>● Information on local groups and services</li><li>● Information on SEND laws</li><li>● Information on local council procedures for SEND</li><li>● Help to prepare for meetings (so you have your say and feel heard)</li><li>● Contact: <a href="mailto:iass@southend.gov.uk">iass@southend.gov.uk</a></li></ul>                                                                                                                                                                                                                                              |
| <p><b>Staff Training</b></p>  | <p>Our staff know a lot about Special Educational Needs and Disabilities (SEND), but we are always learning more to give children the best support.</p> <p>We get training from our SENCO and from specialist professionals, like:</p> <ul style="list-style-type: none"><li>● Speech and Language Therapists (SALT)</li><li>● Educational Psychologists (EP)</li><li>● Occupational Therapists (OT)</li></ul> <p>We also use:</p> <ul style="list-style-type: none"><li>● School training days and staff meetings</li><li>● Online courses and webinars</li><li>● Sharing ideas and skills with each other</li><li>● Advice from outside experts</li></ul> <p>We work hard to make sure we are able to identify children's needs early and we aim to get the right help and training in place quickly.</p> <p>.</p> |

## Transition Support



We know that moving to a new class or school can be a big change, especially for children with Special Educational Needs and Disabilities (SEND). We work closely with families and other schools to make these changes as smooth as possible.

### Starting in Reception

- Our SENCO talks to the nursery SENCO and attends transition meetings with parents.
- Children may have extra visits to help them feel comfortable.
- We offer a phased start so children can settle in slowly.
- Parents can view our welcome video and transition booklets.

### Joining or Leaving During the School Year

- Our SENCO will speak with the previous or new school's SENCO.
- We may create an individual transition plan for your child.
- A meeting with parents and staff helps everyone understand what support is needed.
- Please see our mid-phase admissions procedure for more details.

### Moving to Secondary School

- Our SENCO meets with the SENCO from the new secondary school.
- Children may have extra visits to their new school.
- We invite the new school's staff to a transition meeting.
- Children with SEND get a personalised transition plan.
- Support may include help from our Emotional Wellbeing and Family Support Worker.

### Moving to a New Year Group

- Teachers meet to share information about your child's needs.
- Children take part in transition days in July to meet their new teacher.
- Some children get transition booklets, social stories or extra visits to help them prepare.
- All staff are given time to plan for your child's support.

### Preparing for Adulthood

- From early on, we help children learn important life skills like:
  - Road safety

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|                                                                                                                                | <ul style="list-style-type: none"> <li>○ Cooking</li> <li>○ Self-care</li> <li>○ Social and communication skills</li> </ul> <ul style="list-style-type: none"> <li>● We work with families to build independence step by step, getting children ready for the future.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <b>Outside Agencies</b><br>                   | <p>We work with the following agencies to provide advice and support for children with SEND:</p> <ul style="list-style-type: none"> <li>● Educational Psychologist</li> <li>● Speech Therapists</li> <li>● Behaviour outreach</li> <li>● Early Help School</li> <li>● Nurse</li> <li>● Specialist Teacher of the Deaf</li> <li>● Qualified Teacher for the Visually Impaired</li> <li>● Occupational Therapy</li> <li>● Emotional Wellbeing and Mental</li> <li>● Counsellor</li> <li>● Specialist Teachers</li> </ul> <p>When we need extra advice from an external agency, we will discuss this and gain consent with the child's parent or carer before requesting their services and will share feedback and advice with parents and carers.</p> |
| <b>Clubs and educational visits</b><br>     | <p>We make changes so that all children with SEND can take part in every part of school life — including clubs, school trips and residential.</p> <p>Some children may need extra help, like having an adult with them during activities. As an inclusive school, we do our best to make sure this support is in place.</p> <p>We always involve parents and carers in planning for these events and will review the support to make sure it meets your child's needs.</p> <p>More information about how we make sure pupils with a disability and/or SEN need access to our school, please see our <a href="#">Accessibility Plan</a>.</p>                                                                                                          |
| <b>Emotional and Social Development</b><br> | <p>At our school, we believe that children need to feel safe, happy and supported to learn well. We are a caring and inclusive school where emotional wellbeing is a key part of school life.</p> <p>Children learn about their feelings and relationships through:</p> <ul style="list-style-type: none"> <li>● A clear and age-appropriate PSHE (Personal, Social, Health and Economic) curriculum.</li> <li>● Relationship, Sex and Health Education (RSHE) lessons that are adapted when needed for children with SEND.</li> </ul>                                                                                                                                                                                                               |

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|                                                                                                                                        | <ul style="list-style-type: none"> <li>• Class discussions, assemblies and small group sessions like Lego Therapy.</li> <li>• Opportunities to talk to trusted adults, such as our Learning Mentor, Miss Overaa.</li> </ul> <p>If a child is struggling with their emotions or behaviour, we:</p> <ul style="list-style-type: none"> <li>• Listen carefully to their views.</li> <li>• Talk with parents or carers about any concerns.</li> <li>• Use screening tools like the Strength and Difficulties Questionnaire (SDQ) to help us understand what support is needed.</li> <li>• We follow clear systems to support behaviour and create Behaviour Support Plans or offer small group or 1:1 support as needed.</li> <li>• Work with specialists, such as a counsellor, nurture teacher, educational psychologist, CAMHS or the Behaviour Outreach Team.</li> </ul> <p>We have a Mental Health Lead and a SENCO who work closely with our Designated Safeguarding Lead and other staff to make sure the right support is in place.</p> <p>We teach children how to keep safe online and offline (<a href="#">safeguarding policy</a>) and follow our <a href="#">Anti-Bullying Policy</a> to make sure all children — especially those with SEND — are included, protected and listened to.</p>                                                                                                                                                                                                                                                                                  |
| <p><b>SEND and Looked after Children (LAC)</b></p>  | <p>Some children live with foster carers or in care because their parents cannot look after them. This is called being <i>Looked After</i>. It might be for a short time or long term. These children are cared for by the local council and decisions about their care are made by social workers and the courts. For more information see the NSPCC (<a href="https://learning.nspcc.org.uk/children-and-families-at-risk/children-in-care">https://learning.nspcc.org.uk/children-and-families-at-risk/children-in-care</a>)</p> <p>At our school, we know that being looked after can affect how a child learns and feels. We work closely with foster carers, social workers, the Virtual School, and—when possible—parents, to make sure every child feels safe, happy and supported.</p> <p>We have a Designated Teacher (Ms Sam Taylor) who is responsible for children who are looked after. This person works with the SENCo and other staff to make sure the child's needs are met.</p> <p>Each Looked After Child has a Personal Education Plan (PEP), which helps track their learning and well-being. If they also have Special Educational Needs or Disabilities (SEND), they will have an Individual Support Plan too. These two plans work together to help the child make progress in learning and personal development.</p> <p>Being a Looked After Child and having SEND does not mean that a pupil is behind in their learning. For example, a LAC pupil who is very able at maths and English but has social difficulties may be identified as having SEND.</p> |

## Complaints Procedure



If you have any concerns or worries, first please speak to the class teachers. Alternatively, you may speak directly to the SENCO.

If you wish to make a complaint, please follow the school's [complaints procedure](#).

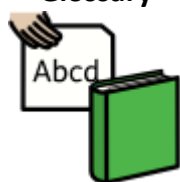
If you are unhappy with the Local Authority or school's responses you can contact the SEND Mediation and Disagreement Resolution Service.

- This service is free, private, and independent from the council.
- It helps parents and young people talk things through with the Local Authority or school.
- Call them on 0800 064 4488.

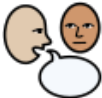
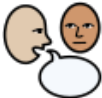
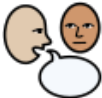
If you still don't agree with the Local Authority's decision, you can ask the SEND Tribunal to look at your case.

- This is a government group that deals with SEND appeals.
- You can also contact them if you think your child has been treated unfairly because of their disability.
- Email: [send@justice.gov.uk](mailto:send@justice.gov.uk)
- Telephone: 01325 289 350

## Glossary



|                                                  |                                                                                                                                                |
|--------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
| <br>SEND                                         | Special Educational Needs and Disabilities                                                                                                     |
| <br>SENCO                                        | Special Educational Needs Coordinator                                                                                                          |
| <br>SEND register                                | A record of children who have SEND in the school and the kind of support they may require.                                                     |
| <br>SEND support Plan                            | A SEND support plan provides a more coordinated and personalised planning approach to meeting a child's SEND supporting them to make progress. |
| <br>EHCP                                         | Education, Health and Care Plan                                                                                                                |
| <br><a href="#">SEND Code of Practice (2015)</a> | Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities  |

|                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                   |                                                                                                                                                                                        |                             |                                                                                                                                   |                                                                                                                  |                                                                                                                                                            |                                                                                                    |                                                                                                                                       |                                                                                             |                              |                                                                                                     |                                                                                |
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| <br>Intervention                | The term 'intervention' refers to a short-term focused teaching approach that will typically have a specific set of outcomes that have been planned for a child with additional needs.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                   |                                                                                                                                                                                        |                             |                                                                                                                                   |                                                                                                                  |                                                                                                                                                            |                                                                                                    |                                                                                                                                       |                                                                                             |                              |                                                                                                     |                                                                                |
| Graduated Response approach                                                                                      | The graduated approaches practice involves meeting pupils' SEND needs through implementing the the assess, plan, do, review cycle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                   |                                                                                                                                                                                        |                             |                                                                                                                                   |                                                                                                                  |                                                                                                                                                            |                                                                                                    |                                                                                                                                       |                                                                                             |                              |                                                                                                     |                                                                                |
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| <br>EYFS                      | Early Years Foundation Stage                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                   |                                                                                                                                                                                        |                             |                                                                                                                                   |                                                                                                                  |                                                                                                                                                            |                                                                                                    |                                                                                                                                       |                                                                                             |                              |                                                                                                     |                                                                                |
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