



Bletchingley Village  
Primary School

## **SEND Information Report for Bletchingley Village Primary School**

Welcome to our SEND information report, which is part of the Surrey Local Offer for learners with Special Educational Needs and Disabilities (SEND). As set out in the SEN Code of Practice (Chapter 6.79), all governing bodies of maintained school and maintained nursery schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEND. This information is updated annually.

Bletchingley Village Primary School (BVPS) is a mainstream, inclusive setting with a specialist SLCN centre for children with speech, language and communication needs. At BVPS we value all members of our school community and are committed to working collaboratively with all stakeholders.

Please find below contact details if you would like to contact us in relation to SEND:

School Office: 01883 743337

Headteacher: Mrs Denise Coady

[head@bletchingleytlit.co.uk](mailto:head@bletchingleytlit.co.uk)

SENCO: Mrs Suzie Whittick

[senco@bletchingleytlit.co.uk](mailto:senco@bletchingleytlit.co.uk)

SEND Governor: Mrs Andrea Jensen

[a.jensen@bletchingleytlit.co.uk](mailto:a.jensen@bletchingleytlit.co.uk)

### **Our approach to teaching learners with SEND**

We aim to provide an environment which is inclusive, caring and stimulating, with high expectations of achievement and behaviour for all pupils. Class teachers are committed to meeting the needs of all the children in their class through high quality, adaptive teaching. This is to ensure that every child's work is appropriately challenging, ensuring good progress while also fostering the development of learner resilience and independence.

Class teachers also make arrangements for children to have additional support within the class to ensure they don't fall behind, and to help them catch up. However, if a child has complex special educational needs or disabilities, they may need provision that is additional to or different from that given to other children. The class teacher and SENCO will plan and monitor this provision, which may include specialist teaching, working in small groups, or individually with a teacher or teaching assistant.

We fully comply with the requirements outlined in the Special Educational Needs Code of Practice (2014). We are committed to developing the knowledge and skills of all staff to enable them to support the needs of all children within the school, including those who may have additional difficulties with:

- Cognition and Learning
- Communication and Interaction
- Social, Emotional and Mental Health
- Sensory and/or Physical

### **SLCN Centre**

We are privileged to have an SLCN centre. The children who attend the centre access learning across both the centre and the mainstream class. They also have access to an intensive level of speech and language therapy and specialist teaching, either individually or in groups, which is necessary to meet their needs and the objectives of their Education Health Care Plan. They enjoy the same activities as their mainstream peer group, as well as outings and other whole school events.

We make reasonable adjustments to our practice to comply with the Equality Act (2010). Our Admission Policy arrangements for children with an Education Health Care Plan (EHCP) do not discriminate against those with special educational needs. We will follow the school admission procedures.

### **How we identify SEND**

At different times in their school life, a child or young person may have a special educational need. The Special Educational Needs Code of Practice defines SEN as:

**“A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

- (a) Have a significantly greater difficulty in learning than the majority of others of the same age: or**
- (b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions”**

At BVPS we recognise the importance of early identification and aim to ensure that effective systems are in place to identify children who may be facing difficulties with any aspect of learning or social development. We identify the needs of each pupil by considering the needs of the whole child, which are broader than just the special educational needs of the child or young person. This in turn will lead to a plan to address those needs. For further information, please refer to our SEND policy, which can be found on the school website:

[Bletchingley Village Primary School & Nursery - School Policies and Documents](#)

We track the progress of all our learners and as professionals we regularly discuss any concerns we have, as well as celebrating achievement. Teachers follow a robust and continuous cycle of 'assess, plan, do and review' (see below), which informs their planning, enabling them to plan carefully for the needs of individual children. We also have systems in place to use data to support tracking.

Where pupils' progress is significantly slower than that of their peers, or fails to match their previous rate of progress, despite high quality teaching targeted at specific areas of difficulty, it may be that the child has SEND. Information will be gathered, including seeking the views of parents and the pupil, as well as from teachers and assessments.

We monitor children's attainment and progress in their learning, behaviour and social development, from school entry and we quickly identify children who are not making the progress we would expect.

We carry out some assessments ourselves to help identify what is preventing the child from making progress. We also refer to outside agencies to help us identify and address more complex needs.

### **What should you do if you think your child may have Special Educational Needs and Disabilities?**

If you believe your child is not reaching their full potential due to a possible and as yet unidentified learning need, we are available to discuss any concerns you may have. We will keep you fully informed to ensure your child is given timely and appropriate support. We liaise closely with preschool settings/health services/previous schools to make sure we are aware of any needs that have already been identified.

We actively encourage parents and carers to tell us if they know or think their child may have a special educational need. Parents should talk to their child's teacher in the first instance, and a meeting with the SENCO can be organised where necessary.

### **Support for children with Special Educational Needs and Disabilities**

Each learner identified as having SEND is entitled to support that is '**additional to**' or '**different from**' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified.

When providing support that is '**additional to**' or '**different from**' we engage in a four-stage process: Assess, Plan, Do and Review.

**Assess** – this involves taking into consideration all the information from discussions with parents or carers, the child, the class teacher and assessments.

**Plan** – this stage identifies the barriers to learning, intended outcomes, and details what additional support will be provided to help overcome the barriers. Decisions will be recorded on a Provision Map or Individual Support Plan and will form the basis for regular review meetings.

**Do** – providing the support as set out in the plan

**Review** – measuring the impact of support provided, and considering whether changes to that support need to be made. All those involved - learner, parents or carer and teacher - contribute to this review. This stage then informs the next cycle, if necessary.

This additional support, 'intervention', will be tailored to meet the child's needs, and will target the area of difficulty. This support may be provided in class or in another area of the school, on a 1:1 basis or as part of a small group of learners with similar needs. These 'interventions' may be run by a teacher or a trained teaching assistant and can happen in or outside of the classroom. The support provided, and its impact in class, will be monitored closely and shared regularly with the child and their parents or carers.

While the majority of learners with SEND will have their needs met in this way, some may require an Education Health Care (EHC) Plan. Assessment for whether a child meets the threshold for an EHC plan will be carried out by the Local Authority.

### **Our arrangements for involving parents of children with SEND in their child's education**

Parental involvement is crucial; we believe the best way to support a child's education is to have a positive, open and transparent home school partnership. We have an open door policy and warmly invite parents to take part in many and varied school activities. We hold a number of special events and sharing afternoons throughout the year so parents can join in with their child in the classroom.

Parents of all pupils are given the opportunity to meet with their child's class teacher to discuss progress each term. Additional meetings can also be arranged on request. We understand that in-person meetings can be challenging for some to get to, and are happy to consult with parents by telephone, email or using Microsoft Teams. We hold Annual Review meetings once a year for pupils with an Education Health Care Plan so that progress can be discussed and targets reviewed.

We provide support for parents and signpost them to external support. The curriculum for each class is shared on the school website.

### **How we involve children with SEND in their education**

There are regular meetings between class teachers, the head teacher and the SENCO to discuss individual progress and, where additional needs are identified, to plan the level and type of support required. Additional support and specific interventions to accelerate progress are planned on a termly basis and monitored and reviewed each half term to evaluate their effectiveness and value for money. Parents are involved in this process through discussion with the class teacher of short-

term targets when children have an Individual Learning Plan. Referrals are made to involve external agencies with parental permission.

Children are involved in the creation of their Individual Learning Plans at a level appropriate for their age and understanding. They work together with their class teacher to discuss and decide targets that will make a meaningful difference to their learning or wellbeing, which are then discussed with them on a regular basis. This cycle works well alongside our overall school ethos that children are engaged in their own learning and understand what they need to do to improve.

### **Assessing the Impact of Intervention**

The interventions used will be those that are proven to make a difference for most learners.

A baseline assessment will take place at the beginning of an intervention – this will provide the point of reference for measuring progress made by a child – and a target outcome set. Regular reviews will take place to ensure that the intervention is having the intended effect. Should progress be less or greater than anticipated, adjustments will be made to the intervention. In some cases, where progress is greater than anticipated, it may be decided that the child no longer requires intervention.

Where difficulties persist despite high quality interventions and appropriate adjustments, advice and support may be requested from other professionals, with the parent's consent. This might involve: Speech and Language Therapy services, Occupational Therapist, Advisory Support Teacher, Educational Psychologist or health services such as a Paediatrician.

### **Opportunities for Enrichment**

We believe all learners are entitled to the same access to extracurricular activities and are committed to making reasonable adjustments to ensure participation for all. Please contact us if your child has any specific requirements for enriching activities within the curriculum (e.g. educational visits or outdoor learning) or for extra-curricular activities (e.g. clubs).

### **Preparing for Next Steps**

Transition is a part of life for all learners, whether that involves moving to a new class, or moving to a new school. We recognise that transition is an important time for all children, but especially so for a child with SEND. We work with parents, children and staff to ensure these transitions run as smoothly as possible.

Planning for transitions within the school will take place during the summer term. Arrangements for transition to a new Primary School or to Secondary School will be planned according to individual need.

When a pupil with SEND moves to a new school, information will be shared with the SENCO at their next school. This information will outline needs and support that has proven effective. Where possible, children will visit their new school on several occasions and, in some cases, staff from the new school will visit the child at BVPS, or staff from BVPS will accompany the child on visits to their next school.

## **Specialist expertise**

The school is also committed to accessing training and advice for special educational needs that occur less frequently. Teaching staff are trained to support the particular needs of the children they work with. We have access to a range of specialist support services, including:

- Educational Psychology
- Specialist Teachers for Inclusive Practice (STIP)
- Primary Mental Health Team
- Child and Adolescent Mental Health Services (Mindworks)
- Surrey SEND Information, Advice and Support Service (SSIASS)

## **Accessibility**

We believe that every child should have access to a broad, balanced, relevant and differentiated curriculum. This should take account of their individual strengths and needs and should allow each child to fulfil their potential.

The aims of our accessibility policy are:

- To increase the extent to which disabled pupils can participate in the curriculum.
- To improve the physical environment of the school to enable disabled pupils to take better advantage of education, benefits, facilities and services provided.
- To improve the availability of accessible written information.

Please follow this link to see our accessibility policy:

[Bletchingley Village Primary School & Nursery - School Policies and Documents](#)

Our accessibility action plan is available at:

[Bletchingley Village Primary School & Nursery - School Policies and Documents](#)

## **Admission procedures for pupils with SEND**

As a former Surrey LA School, Bletchingley Village Primary School's admission arrangements fall within the current LA policy. These can be found at:

<https://www.surreycc.gov.uk/schools-and-learning/schools/admissions>

They have a section which explains procedures specifically for pupils with an Education Health and Care Plan. A booklet explaining the process can be found at:

[https://www.surreycc.gov.uk/data/assets/pdf\\_file/0011/238934/FINAL-Final-Pre-16-SEND/Admissions-Guidance-2022-Intake.pdf](https://www.surreycc.gov.uk/data/assets/pdf_file/0011/238934/FINAL-Final-Pre-16-SEND/Admissions-Guidance-2022-Intake.pdf)

## **Parent Partnership**

Parents are able to seek independent help and advice about all aspects of SEND from the following services:

Surrey's Local Offer - <https://www.surreylocaloffer.org.uk>

Family Voice Surrey - <http://www.familyvoicesurrey.org>

Surrey SEND Information, Advice and Support Service (SSIASS) - <http://www.sendadvicesurrey.org.uk/>

**If you would like any further information or would like to visit our school, please contact the school office to book an appointment with Mrs Whittick (SENCO).**

**Appendix:**

**SEND Numbers on roll**

**2024-2025**

	Children identified as 'K'			Children with EHCP				Total SEND	
	Boys	Girls	Total	Boys		Girls		Total	
				M	C	M	C		
<b>Reception</b>	5	1	<b>6</b>					<b>6</b>	
<b>Y1</b>	2	3	<b>5</b>	1		1		<b>7</b>	
<b>Y2</b>	6	1	<b>7</b>		4	1	1	<b>13</b>	
<b>Y3</b>	5	3	<b>8</b>	3	2			<b>13</b>	
<b>Y4</b>	4	5	<b>9</b>	3	4	2	1	<b>19</b>	
<b>Y5</b>	2	4	<b>6</b>		5		1	<b>12</b>	
<b>Y6</b>	3	4	<b>7</b>	4	1	2	1	<b>15</b>	
								<b>37</b>	<b>85</b>

**2023-2024**

	Children identified as 'K'			Children with EHCP				Total SEND
	Boys	Girls	Total	Boys		Girls		Total
				M	C	M	C	
<b>Reception</b>	2	3	<b>5</b>	3	1	1	1	<b>11</b>
<b>Y1</b>	6	1	<b>7</b>		4	1	1	<b>13</b>

<b>Y2</b>	6	7	<b>13</b>	3	1			<b>4</b>	<b>17</b>
<b>Y3</b>	4	6	<b>10</b>	4	3	1	1	<b>9</b>	<b>19</b>
<b>Y4</b>	3	5	<b>8</b>		6		1	<b>7</b>	<b>15</b>
<b>Y5</b>	3	6	<b>9</b>	4	1	1	1	<b>7</b>	<b>16</b>
<b>Y6</b>	2	6	<b>8</b>	1	2	2	1	<b>6</b>	<b>14</b>
								<b>45</b>	<b>105</b>

**2022-2023**

	Children identified as 'K'			Children with EHCP				Total SEND	
	Boys	Girls	Total	Boys		Girls		Total	
				M	C	M	C		
<b>Reception</b>	4	3	<b>7</b>		4	1	1	<b>6</b>	<b>13</b>
<b>Y1</b>	8	2	<b>10</b>		1		1	<b>2</b>	<b>12</b>
<b>Y2</b>	5	6	<b>11</b>	2	4		1	<b>7</b>	<b>18</b>
<b>Y3</b>	3	4	<b>7</b>		5			<b>5</b>	<b>12</b>
<b>Y4</b>	5	7	<b>12</b>	2		1	1	<b>4</b>	<b>16</b>
<b>Y5</b>	4	7	<b>11</b>	1	2	1	1	<b>5</b>	<b>16</b>
<b>Y6</b>	8	5	<b>13</b>	3	1	4	2	<b>10</b>	<b>23</b>
								<b>39</b>	<b>110</b>