



Blowers Green Primary School

**SEND Information Report
2025 – 2026**

Our School



Our School Vision

At Blowers Green Primary School, the well-being and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step outside of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

September 2025 Information

Blowers Green currently has 243 children on role (September 2025)

There are currently 39 children on SEND register with a range of needs from universal to specialist.

4 children (10%) require targeted interventions through Quality First Teaching and support planned by Class Teacher. (targeted need)

39 children (90%) have a significant and complex need that requires support over and above in class provision. (specialist need)

7 children that have an EHCP (Education, Health Care Plan) (3%).



Meet our SENDCO



The SENDCO is Mrs Martin

If you would like to contact Mrs Martin, please call school on **01384 685199** or email on info@blowersgreenprimaryschool.org.uk



Special Educational Needs

At Blowers Green Primary School, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference. We have a fully inclusive ethos. Our curriculum offer is broad and balanced and taught with an explicit and repetitive approach to enhance the retention of knowledge and skills for all children. We provide quality first teaching with a balance of experiences, visual models, worked examples and lots of opportunities to support learning ensuring success for all children.

The SENDCO ensures that teachers are aware of learner's individual needs and advises and supports them to provide the necessary resources and tools to enable these children to access their learning.

SEND is categorised into the following areas in the SEN code of practise 2014:

	<p><u>Cognition and Learning</u></p> <p>This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia</p>
	<p><u>Communication and Interaction</u></p> <p>This includes children with speech, language and communication needs (SLCN) and those who fall on the autistic spectrum (ASD).</p>
	<p><u>Social, Emotional and Mental Health</u></p> <p>This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties, e.g, anxiety, depression. Other children may have features of hyperactivity, concentration difficulties and/or impulsive behaviours or attachment disorder.</p>
	<p><u>Sensory and Physical</u></p> <p>This includes children with sensory impairment, visual impairment, hearing impairment or multi sensory impairments and physical difficulties which may require ongoing support and specialist equipment.</p>

Are disabled children also SEN?

The Equality Act (2010) states that a disability is:

'...a physical or mental impairment which has long term and sustainable adverse effect on their ability to carry out normal day to day activities.'

This definition includes sensory impairment such as those affecting sight or hearing and long term health conditions. Children with a disability that impacts on their learning and therefore requires special education provision will also be covered by SEND definition.

Learners at the Academy with medical needs are fully supported so they have full access to education, and enjoy the same opportunities as any other child.

How does Blowers Green support children with medical conditions?

Where children have physical or medical needs, the school will work collaboratively with parents, carers, healthcare professionals, school nurse, and/or our attendance officer, and where necessary create an individual health care plan to ensure the learner's needs are being met.

If you have any concerns regarding support for your child's medical needs please contact the Mrs Martin.

What are the arrangements for supporting children and young people who are looked after by the Local Authority and have SEN?

Over a third of looked after children have an identified special educational need. Blowers Green recognises that for looked after children, many of whom may have difficult circumstances to overcome, it is imperative that their needs are quickly and efficiently assessed and provided for so that the effects of any instability on their education is reduced to a minimum.

At Blowers Green we liaise closely with the relevant professionals, listen to both the learner and their carers wishes and support the Local Authority in implementing a Personal Education Plan (PEP) with focused outcomes as part of the child's care plan. The wellbeing and progress of the child are closely monitored and reported back during PEP meetings to inform future outcomes and support. We also acknowledge the positive impact regular contact between school and carers can have for looked after children.

At Blowers Green we believe it is important to have high aspirations for all children including looked after children and those with special educational needs.

The Designated Teacher for Looked After Children is Mrs Martin.



Identifying and Assessing Need

At Blowers Green Primary School, we work closely as a team and if staff have a concern about a child, they complete an information form and discuss concerns with parents. A child will then be placed on the monitoring register and we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.



Following the implementation of Quality First Teaching, should any child or young person be making less than expected progress given their age and individual circumstances, further assessment is required in order to ensure the correct support is put in place.

Identification of SEN may be characterised in the following:

- Significantly slower progress than that of peers starting from the same baseline
- Failure to match or better previous rates of progress
- Failure to close the attainment gap between the child and their peers
- Widening of the attainment gap

Assessment of a pupil for whom there are concerns about their progress should include:

- Known strengths and weakness
- What has previously worked/not worked
- Formal and informal testing results and observations
- Involvement of specialists, as appropriate, such as Speech and Language Therapist, Educational Psychology, STAPs support
- Factors outside of school e.g. home life, home language etc.

The information collected will consider information across all the domains of need; cognition and learning, communication and interaction, physical and sensory development and personal, social and emotional development and considered alongside national data and expectations of progress.

All children and young people who are identified as having emerging difficulties should be recognised and responded to as early as possible. Whilst this information gathering is ongoing, we will ensure that steps are being taken to target the areas of concern that been highlighted through targeted interventions and teaching support. This early intervention may prevent the child or young person’s progress slowing further, the pupil’s response to this intervention may also provide a further insight into their specific needs.

How do we PLAN to support the child?

Having completed an assessment of the child or young person’s needs, the right information should be available to make an informed plan about how the pupil’s needs will be supported through SEN support within school and expected outcomes this will achieve. In consultation with the pupil, parents and involved professionals a Support Plan will be produced which will reflect the ‘additional’ and different provision which needs to be put in place as part of school based SEN Support.

When planning provision for a pupil with SEN, the class teacher and SEND team will consider the following:

- Do the identified outcomes match the provision required and the child or young person's identified needs?
- Who will deliver each aspect of provision? Do they have the necessary skill and understanding?
- Are parents fully aware of the planned support and interventions and, where appropriate has their involvement been sought to reinforce or contribute to progress at home?
- What will be the success criteria?

What do we then DO?

Additional provision/intervention is put in place for an agreed period of time. The class teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one to one teaching away from the main class, they still retain responsibility for the pupil.

They work closely with any teaching assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

How do we REVIEW the child's progress?

Any interventions put in place through SEND Support will be reviewed on a termly basis; the review will include all involved relevant professionals within school, parents, pupil views and any other relevant professionals.

The purpose of this review is to look at what is working and what is not working in relation to the plan that is in place. Evidence of progress (or lack of progress), provision that has worked well or not so well and observed or assessed changes in need must be brought to the review and discussed.

Progress should be measured by:

- Closing the attainment gap in relation to peers
- Prevention of the attainment gap becoming wider
- Small step progress based on the child or young person's previous baseline
- Demonstration of new skills
- Improved self-confidence, independent learning and/or behaviour
- Progress towards identified outcomes

For those children whose needs, outcomes and provision appear more complex than can be effectively managed through a SEND Support Plan a more detailed provision map will be created and further involvement of outside agencies may be sought.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.

Staff can access the Ordinarily Available Guidance (September 2024) to help support children's learning within the classroom.



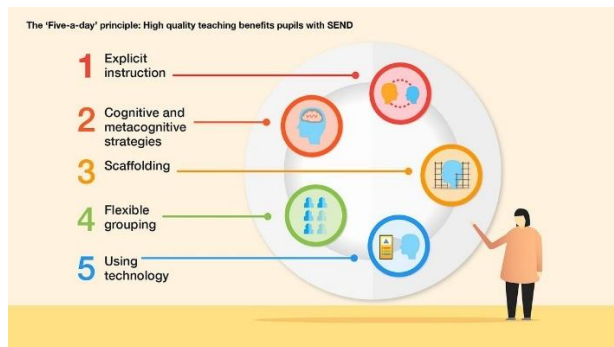
We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their learners' needs and plan individual timetables where necessary. When appropriate, staff are

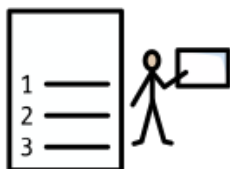
Our approach to teaching children with SEND

deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



We use the Ordinarily Available Guidance produced by the Local Authority to complement our teaching (September 2024).



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Positive behaviour
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.



Parent Consultations

At Blowers Green Primary School, we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

We hold drop-in sessions throughout the year and Mrs Martin is available at parents' evenings to discuss any concerns.

During these sessions we also gather parent feedback on SEN provision at Blowers Green, direct to training courses and support groups and offer opportunities to meet up with outside agencies.

For children who have an Education, Health and Care Plan, SEN Support Provision Plan or require specialist support (over and above what is ordinarily available) we will invite you in for further meetings a year in the Autumn, Spring and Summer term. These meetings are used to celebrate your child's learning, look at the progress they have made against the targets set, create new targets and discuss next steps. A copy of this will always be sent home after the meetings.

During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Learner's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Learners are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

How does Blowers Green evaluate the effectiveness of the provision made for each child with Special Educational Needs or Disability?

All teachers discuss the provision for children in their class through regular learner progress meetings with senior leaders. This allows them and senior leaders to not only monitor the progress of the children but also evaluate how effective the provision is overall and make any necessary changes going forward.

Staff at Blowers Green:

Review progress in SLT meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children' individual progress towards their goals at regular intervals, as a minimum every term.

Establish children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Ask our children if they feel the adjustment or intervention is helpful and makes a difference.

Regularly use a tracking tool to update targets and measure progress.

Hold regular reviews for children who are on Education Health and Care Plans, SEND Support Provision Plans and those requiring specialist support.

Hold annual reviews for children with Education Health Care Plans.
Termly



Staff Training


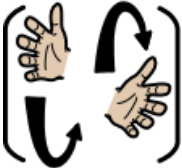


At Blowers Green, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Autism	Makaton	Phonics (Fast Track)	Team Teach

			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language + Wellcomm
			
De escalation	Attachment and Trauma	Reading for those who struggle	Sensory needs



Transition Support

Nursery to Reception

We hold a parent and carer session in the summer term for our new reception starters, providing parents with the opportunity to meet with the class teacher and SENCO.

We hold two 'taster' sessions follow in the second half of the summer term in preparation for their September start. Transition to Reception, and then into each successive year-group, is supported by meetings and taster sessions in each new class.

End of Year transition

When children move up a year, we provide transition sheets which include photos of the teacher and TA.

We hold 2 transition sessions during the summer term allowing the children to go up to their new classroom and meet their teacher.

Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Learning Plans.

Secondary Transition

We work closely with the local secondary schools that the children will move on to after Blowers Green Primary. Primary and Secondary school staff meet throughout the year to discuss relevant information about the transition and the children.

The local secondary schools organise transition events and taster days. If your child needs more support with transition, we will arrange this in conjunction with his/her new school.

Written information is passed on to all secondary schools about the children. This includes information about academic levels, friendship groups etc. Also, any special needs paperwork, such as special needs reports and SEND Support plans, will be sent on. Year 6 school reports will be sent to all secondary schools for all children.

Mid-Year new starters

When we are aware that learners joining us from other settings have identified special educational needs, we arrange a meeting with the family to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND:

Learner and School Support,
 Communication, Interaction, Physical and Sensory Team,
 Dudley Educational Psychology Service,
 School Health Advisory Service,
 Speech and Language Therapy,
 Visual and Hearing impairment team.

We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will call you in for a meeting to share the advice.

Dudley Local Offer	https://www.dudley.gov.uk/residents/dudley-local-offer/about-the-local-offer/
Special Educational Needs and Disabilities (SEND) Assessment Team	https://www.dudley.gov.uk/residents/start-for-life/send/ Ladies Walk Centre, Ladies Walk, Sedgley, Dudley, West Midlands, DY3 3UA. Telephone: 01384 814360. Email: senteam@dudleygov.uk
The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS)	https://dudleyci.co.uk/dudley-special-educational-needs-disability-information-advice-and-support-service
Communication, Interaction, Physical and Sensory Advisory Service (CIPS)	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/communication-interaction-physical-and-sensory-advisory-service-cips/
Dudley educational and child psychology service	https://www.dudley.gov.uk/residents/learning-and-school/information-for-parents/dudley-educational-and-child-psychology-service/
Integrated Early Years Referral	https://www.dudley.gov.uk/residents/early-years-and-childcare/early-years-referral/






Clubs and Trips

All our extra-curricular activities and school visits are available to all of our children, including our before and after-school clubs.

All children are encouraged to go on our trips and residentials.

All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc.

	<p>All children are encouraged to apply for roles of responsibility in school e.g. school council, prefects, eco team etc.</p> <p>No child is ever excluded from taking part in these activities because of their SEN or disability.</p> <p>Please read the school's accessibility plan for further information about the steps we have taken to prevent disabled children from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.</p>
 <p>Complaint Procedure</p>	<p><u>What are the arrangements for handling complaints from parent and child with SEND about the provision made at the school?</u></p> <p>Blowers Green works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting learners needs.</p> <p>Your first point of contact is your child's class teacher and/or phase leader.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the Assistant Heads or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher.</p> <p>If you are not happy with the response, then you may contact the governors through the school office.</p> <p>Mrs. P Hazlehurst – Chair of Governors Mr. M Fish– SEND Governor</p> <p>All complaints are taken seriously and are heard through the School's complaints policy and procedure.</p> <p>Further information can be found in our SEND policy – https://www.blowersgreenprimary.org.uk/content/?pid=24&contentid=4</p>
 <p>Dudley Local Offer</p>	<p>The Dudley Local Authority Local Offer can be found at https://www.dudley.gov.uk/residents/dudleys-local-offer/</p>
 <p>Feedback</p>	<p>“We are pleased with how our child has settled into Y2 and the support put in place for him.”</p> <p>“I would like to thank the teachers of Blowers Green Primary School for being so supportive and kind to our child and our family.”</p>