

SEND at Blowers Green Primary School

What is SEND?

Special Educational Needs and Disabilities

Some children may find learning more challenging than others and need additional support to help them reach their full potential. These challenges might include difficulties with:

- Expressing themselves clearly
- Interacting and communicating with others
- Reading, writing, or understanding maths
- Following lessons or instructions
- Managing emotions and behaviour
- Sensory processing or physical mobility

These challenges can act as barriers to learning. Schools work to identify each child's strengths and needs through ongoing assessment and observation. When a child needs extra help, they may receive support under one of the following categories:

- SEN Support
- An Education, Health and Care (EHC) Plan

What is SEN support?

SEN Support is the first level of additional help provided in school for children with special educational needs. It involves:

- High-quality, adaptive teaching tailored to the child's needs
- Targeted interventions to support specific areas of difficulty
- Regular reviews of progress and provision
- Collaboration between teachers, the SENDCo, parents/carers, and the child

Support is personalised and may include changes to how lessons are delivered, the use of specialist resources, or small group/1:1 teaching. The aim is to help the child access the curriculum, make progress, and feel confident in their learning.

What are EHC plans?

An Education, Health and Care (EHC) Plan is a legal document for children and young people aged 0–25 who have more complex or long-term needs. It provides extra support beyond what is usually available through SEN Support.

If your child has significant difficulties with learning, communication, physical development, or emotional wellbeing, they may already be going through an EHC needs assessment.

An EHC Plan:

- Describes your child's needs across education, health, and social care
- Sets out the support needed to meet those needs
- Lists the goals your child is working towards
- Ensures services work together to provide joined-up support

The plan is created in partnership with you, your child, school staff, and professionals from other services. It is reviewed every year to make sure it continues to meet your child's needs effectively.

At Blowers Green, we use a 'wave' system to determine the type of support best suited to each child.

Wave 1	Wave 2	Wave 3
Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching.	Wave 2 is a specific, additional and time-limited intervention provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of children with similar needs.	Wave 3 is targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include one to one or specialist interventions.

How will the school decide what type of support my child receives?

We understand that every learner's needs are different—and that these needs can change over time. That's why we carefully assess each child to identify the type of support that will help them thrive.

Support is reviewed regularly to make sure it's working well. If something isn't helping as expected, we'll make changes. Your views are an important part of this process, and we'll work closely with you to ensure your child receives the right support at the right time.

How do I know if my child needs SEN support?

If your child is not making expected progress for their year group, they may benefit from SEN support. This means they will receive additional help in school to support their learning and development.

Before placing your child on SEN support, the school will talk with you to explain their needs and discuss the best way forward. We believe working together is the best way to help your child succeed.

How will my child be supported at Blowers Green Primary?

Class teachers are responsible for the progress, attainment, and development of all learners in their class. High-quality, adaptive teaching is the first step in meeting individual needs, supported by reasonable adjustments and in-class assistance from teachers or teaching assistants.

Where pupils require more targeted support—for example, with literacy, numeracy, handwriting, or spelling—they may join a small focus group led by the teacher or teaching assistant. These interventions are time-limited, typically lasting a term, and are reviewed regularly to assess impact and inform next steps. All interventions are recorded on Provision Map, which tracks support, duration, and outcomes.

Termly Pupil Progress Meetings allow class teachers and the Senior Leadership Team to review pupil progress and identify any emerging needs. If a pupil is not making expected progress, the school follows a graduated approach:

- **Assess:** Gather information from assessments, observations, and input from parents and the pupil.
- **Plan:** Identify tailored strategies, adjustments, and interventions.
- **Do:** Implement the plan, with the class teacher overseeing delivery.
- **Review:** Monitor progress and adapt provision as needed.

Where further expertise is required, and with parental consent, referrals may be made to external agencies such as Learning Support Services, Speech and Language Therapy, or Paediatricians. These professionals may carry out assessments and provide tailored recommendations to support both school and home.

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

If your child is identified as having special educational needs, their class teacher will ensure they receive high-quality, adaptive teaching that helps them access the curriculum. This may include changes to how lessons are delivered, the use of specific resources, or adjustments to the learning environment.

Additional support may be provided through small group or one-to-one sessions led by a teaching assistant or teacher. These are carefully planned to meet your child's individual needs and are reviewed regularly to check progress.

Every learner with identified SEN will have an Individual Learning Plan (ILP). This sets out personalised targets based on their specific area(s) of need. The class teacher monitors progress weekly, and the SENDCo oversees provision throughout the year to ensure it remains effective. We value your involvement. ILPs are shared with parents and carers, and your child will help create a One Page Profile—a simple document that captures their voice, preferences, and the support they feel helps them best.

Where needed, learners may be provided with specialist equipment such as writing slopes, pencil grips, concentration cushions, or adapted scissors. These tools are chosen to support access and engagement and are reviewed to ensure they are making a difference.

If you have any questions or would like to discuss your child's support, please speak to their class teacher or contact Mrs Martin, our SENDCo.

How will I know how well my child is doing?

At Blowers Green Primary School, we closely monitor each learner's progress and attainment using a range of assessments. This helps teachers make timely adjustments to teaching and support, ensuring every learner—including those with special educational needs (SEND)—can access the curriculum and make progress.

We believe in working in partnership with families. Progress is formally discussed during parent consultation evenings, and class teachers are available at the end of the school day for informal conversations or to address any concerns.

In addition, Mrs Martin, our SENDCo, meets with parents and carers regularly to review support strategies, discuss progress against individual targets, and plan next steps together and is also available during parents evenings. This collaborative approach ensures that families are actively involved in their child's learning journey and that support remains tailored and effective.