



Our Special Educational Needs and Disability (SEND) Information Report.

Sept 2025 - 2026

At Blackwater Community Primary School is an inclusive school which values and respects the right of all children to learn. We recognise that all children have individual needs, that not every child learns in the same way or at the same rate and we aim to understand and provide for the learning needs of the children in our school, in order for all to make progress.

To do this we listen to and work in partnership with children and their parents / carers, use and develop our wide knowledge and experience of a range of Special Needs and Disabilities within the school, actively seek professional support when it is needed, be flexible and open to change in our learning environment and have a commitment to developing the whole child, recognising that emotional and social development are a vital part of the learning process.

All our staff are fully trained to support all children and their needs and we have a strong commitment to meeting the needs of any child. We embrace the fact that every child is unique and, therefore, the educational needs of every child is different; this is definitely the case for children with Special Educational Needs and Disabilities (SEND). We ensure that all children are equally valued by having equal access to a broad and balanced curriculum which is differentiated to meet individual needs and abilities. We ensure that we undertake training and gain advice specific to children with additional or special needs in our care in order to meet their individual needs.

Name of the Special Educational Needs/Disabilities Coordinator:

Evey Evison

Contact details: 01872 560570

eevison@blackwater.tpacademytrust.org

SEN Governor: Mel Brown

Cornwall's Local Offer

What is the LA Local Offer? Local Authorities (LA) and schools are required to publish and keep information about services they expect to be available for children and young people with special educational needs (SEN) aged 0- 25. This is known as the 'Local Offer'. The support which can be offered in our school is part of the wider Local Authority Offer, details of which can be found at localoffer@cornwall.gov.uk.

Cornwall's Local Offer can be found on the Cornwall Family Information Services (FIS) website:
<http://cornwall.childrenservicedirectory.org.uk>

The Graduated Approach

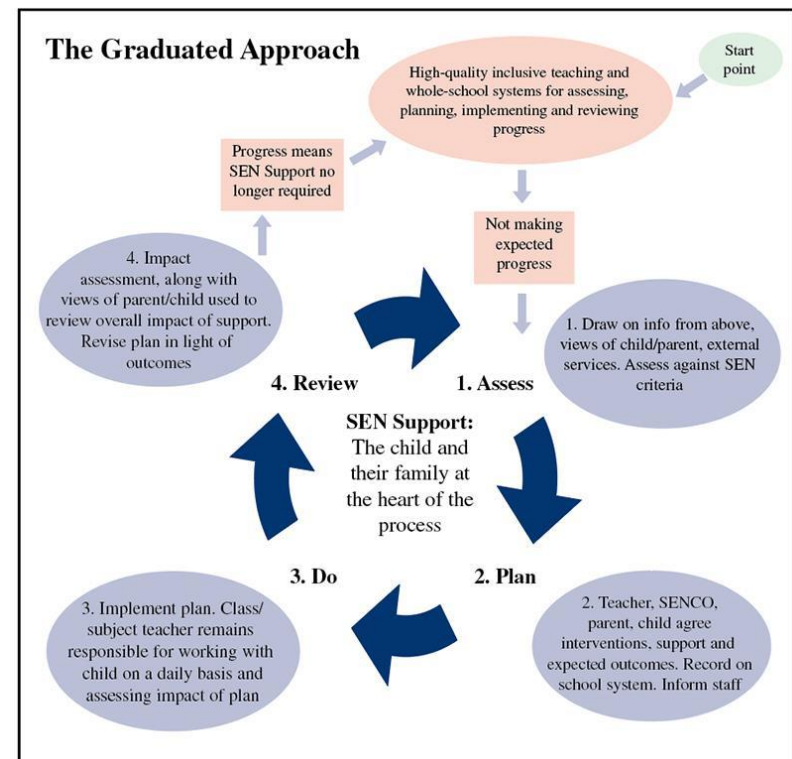
The graduated approach describes the process by which Blackwater Community Primary School identifies and manages children with SEND.

There are three levels of support and provision offered by our school:

1. Whole School Approaches – All children in the school receive this first wave of provision.
2. Additional, targeted support and provision – Some children who are not making expected progress may access some of this second wave of provision; and
3. Specialist, individualised support and provision – specific individuals with more significant needs may access additional provision through this third wave of provision.

There are 4 areas of need as defined in the Code of Practice (Jan 2015):

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



The levels of support and provision offered by our school

1. Listening to and responding to children and young people

Whole school approaches The universal offer to all children and YP. 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
The views and opinions of all children are valued and listened to throughout the school. Children's views are expressed formally through their regular school council meetings. Pupil conferencing takes place regularly where children's views and opinions about their work and school life is heard and acted upon. Children are encouraged to talk to any adult in the school about their ideas and concerns. Parent's Evenings, showcase days, drop in sessions. Children can make use of our happy and worry boxes, or our worry monsters when needed. Our PSHE curriculum and circle time highly values children's views and feelings.	Children have opportunities to work in small groups. We use Makaton, symbols, on body signing to help ensure all children are able to communicate their likes and dislikes. All children who are receiving extra support are aware of their next steps and part of the assessment process. Pupil conferencing for children with SEND or receiving additional support takes place regularly and their views about provision are taking into account when planning.	TAC/other meetings involved pupil voice Advocacy is available to children as necessary The voice of the child is recorded on the Support Plan through being part of the review meeting. Pupil Passports for all children on the Record of Need. Targets reviewed and set at meetings and any extra provision planned will reflect the views of the child.

2. Partnership with parents and carers

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
Blackwater School values its strong relationships with parents/carers and works hard to develop strong partnerships. We offer an open door policy. The school website contains up to date information about the curriculum, school events, staffing, clubs and other information of interest. A fortnightly written newsletter and hard copies of other information such as policies are available on request for those with no computer access. Parents/carers of all pupils are invited to attend parents evenings at least twice a year in order to share and discuss the progress and next steps for their child and termly showcase days are held for every class. A weekly celebration assembly is held so that Parents/Carers are aware of and can share in the successes of their children. Class Dojo APP is used to share home and school learning. Parents are encouraged to contact the school with any concerns or queries at any time through the class teacher, secretary or Headteacher.	Parents will be kept fully informed, by the Class Teacher, if their child is having additional support or provision, including the goals of this support and the progress made by the child. If there are concerns that a child may have Special Educational Needs then this will be discussed with parents and the class teacher, the next steps will be planned in partnership with parents and will involve the SENCO. Families are invited to attend specialist sessions such as the Family Learning Course, which look at ways to promote literacy and numeracy skills at home, Incredible Years Parenting Programme and also directed to any events held at the family hub or in other local venues, which may be of help. Families are encouraged to ask to be referred or signposted to other agencies, which may provide additional support, such as the Family Support Worker Service by the Head Teacher, SENCO. School planners are used as a form of communication between parents and staff where needed.	Parents are asked to contribute their thoughts, goals and feelings to TAC meetings, EHCP Reviews and Provision Map target setting. Targets reviewed and set at meetings and any extra provision planned will reflect the views of the Parents/Carers. Parents are encouraged to bring support to meetings if they want to, such as another relative, friend or a formal advocate through the Parent4Parents/SENDIASS service. Parents/Carers are encouraged to speak to the Class Teacher/SENDCO about any concerns they have regarding their child's additional needs or provision in between formal meetings. Where appropriate children will have a home/school communication book. Behaviour plans, care plans and any other school letters/forms aim to be written using simple language and to be jargon free. Parents/Carers are encouraged to ask for support from the SENCO/Class Teacher to complete or explain paperwork from other agencies if needed.

3. The curriculum

Whole school approaches. The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
The curriculum is fully inclusive and allows all children, regardless of their ability and/or additional needs to access it completely. We have a creative curriculum, based on Curriculum Maestro that includes topic work designed to appeal to the interests of the children and related to their experiences and environment. There are regular trips to various places of interest and visitors/events within school to stimulate further learning. The wider curriculum of the school is supported by a range of after school clubs, school camps and activities and involvement in the community such as attending events at the local church. We also offer 'Wild Time' sessions as a whole school learning.	There are a range of small group interventions offered to children who may need to develop key skills and concepts. These interventions may be from published schemes or created within school to meet the specific needs of pupils and take place both inside and outside of the classroom with a range of adults. These interventions have clear targets and the Class Teacher, SENCO in the school regularly monitor the progress of the children within them. Groups of children may be given extra group support within class by a teacher or teaching assistant within lessons. Groups are carefully planned to meet children's needs. Some of our recent and current small group interventions include: Breaking Barriers (maths), Maths Factor (maths), TT Rockstars (maths), Spelling Shed (phonics), Teach your monster to read (phonics), Fun Fit (motor skills), Time to Talk (social skills), socially speaking and memory skills group.	The curriculum is adapted as much as required to support the needs/interests of individual pupils – including an individualised curriculum when this is needed. 1:1 adult support will at times be provided to ensure that children with SEND can access the full curriculum when this is needed. In some circumstances children will not have to take part in some subjects, tests or assessments due to the nature of their individual needs or they may receive 'access arrangements' such as extra time, a reader, a prompt, a quiet room etc. The school will provide specialist and individual support as needed and as advised/supported by Outside agencies. Some of our recent and current individual interventions include: 1-1 Optima, Draw and Talk, TIS sessions, Social and Emotional Support, Sensory Diets/OT plans,, Physiotherapy exercises, Speech and Language, Keyboard and mouse skills, Precision Teaching.

4. Teaching and learning

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is red dependent on additional funding) 
Teaching and learning is differentiated in each classroom to make sure that the learning needs of all children are met. Learning objectives for each lesson are shared and children are aware of their personal targets. Teachers make sure that learning is multi-sensory to take into account that children learn in different ways. Children work in ability groups, friendship groups, pairs and independently during the school day. Blackwater has good outdoor learning environments for all children. Effective Feedback and Marking is in place, we whole class feedback for English and maths. Children are required to respond to their next steps from teachers marking to further their learning. Staff development is a priority within the school and staff regularly attend training relevant to the needs of the children in the school.	Teaching assistants and class teachers work with small groups to ensure understanding, to foster independence and to keep children on task. Children who have difficulty with writing are encouraged to use alternatives on regular occasions to demonstrate their learning e.g. using ICT, voice recorders, film clips and verbally to an adult to scribe. Special examination arrangements are put in place for exams and tests (extra time, readers, scribes etc.) when needed. Class teachers and Teaching Assistants share lesson plans to ensure children with SEND have targeted support and provision which focuses on their specific needs. Children who are identified as needing additional support will receive targeted intervention from a teacher or Teaching Assistant to develop their understanding or key skills in a particular area. This will be reviewed regularly. Teachers and TA's are experienced and trained in supporting a range of SEND and additional training will be sought when this is identified as a need.	Work is differentiated to the appropriate level for each child and children may work from a highly individual and personalised programme within the classroom if this is needed, especially children with EHCP's. One-to-one or one-to-two support will be put in place for children with complex needs who need a high level of support. Adults supporting children with complex needs are given time to meet with appropriate agencies e.g. Educational Psychologist or Occupational Therapist to discuss targets, concerns and develop teaching and learning for that child. Specialised training is sought when needed for teachers and Teaching Assistants.

5. Self-help skills and independence

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
Across the school all children are encouraged to use the 5 B's in class when they need help in order to develop a high level of independence and self-help skills for learning and life. Each classroom has current 'working walls' which children are encouraged to access to support their learning across the week. Developing independence is a key priority and children are encouraged in a number of ways to become more skilled and confident in this area at an age appropriate level e.g. managing own clothing in KS1 and taking additional responsibilities in KS2. A range of supporting resources are available to all children to use in class e.g. dictionaries, number lines, whiteboards and numerous maths resources to encourage independence. Visual timetables are present in all classes. There is homework timetabled for children. Children are encouraged to take a role in assessing their own work at regular intervals through self-marking, verbal and written feedback, responding to next steps and the use of systems such as marking ladders.	Children have personalised support equipment that they are expected to use independently to support their own learning e.g. coloured overlays, writing slopes, pencil grips etc. There is a central bank in each class of dyslexia friendly resources that any child can access – coloured overlays, pencil grips, word banks etc. Writing frames and task management boards are used to support with understanding and following instructions. Additional adult support within class to promote and support with developing independence and self-help e.g. suggesting resources that might help with the task. Use of some interventions will support children to be more independent, such as socially speaking.	Adults working one-to-one with children will encourage children to be as independent as possible and join in with whole class activities as much as possible. Children who need one to one support will be encouraged to develop relationships with a range of adults to decrease reliance on just one person and spend time working independently as appropriate. Specific targets and additional work may focus on specific skills e.g. toileting, eating, dressing and danger awareness and other life skills for individual children.

6. Health, wellbeing and emotional support

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
Routine hearing and eyesight tests are carried out in KS1 and children are also weighed and measured as part of Government initiatives in Reception and Y6. Early Years children receive fluoride application and dental care advice for them and their parents from the Brighter Smiles programme. All TA's are trained in First Aid and in EYFS in Paediatric First Aid. Some staff have received whole school Thrive training. All Early Years and KS1 children have free fruit available to them and the opportunity to have a free school meal. Children under 5 also receive a free cup of milk per day and older children can choose to purchase it. The school actively promotes sport and healthy living as part of the curriculum with 2 hours of PE per week and a range of opportunities to participate in sports activities as extra curriculum activities. PSHE lessons, assemblies and activities are planned to promote emotional wellbeing and health. Our School Nurse Team is actively involved and attends various whole school events to provide support and advice and run open surgeries. All children are encouraged to speak to any adult about any worries or concerns they have or use our happy/worry boxes.	A range of adults trained in more specialist medical provision such as Diabetes and Epilepsy care. Various small groups to support the development of self-esteem, friendships, anger management and anxiety are provided and individually tailored to suit a wide range of needs. Pupil Premium money is used to support vulnerable children and provide additional provision when needed. Children can use the Rainbow room when they need to in order to calm down, reflect or have a quiet and safe space.	Individual Health Care Plans for children with specific medical conditions or intimate care needs. Individual programmes such as Draw and Talk or Therapeutic Play under the guidance of professionals such as the Educational Psychologist and Social Emotional and Behaviour Support Service. School attendance at all multi agency meetings when possible and contributing actively to meeting the goals set at these and working with professionals to support individual children and their families. The SENDCO is available to signpost and make appropriate referrals as needed for individual children and families to support with their health, well-being and emotions. The school nurse attends TAC or review meetings where necessary and provides individual support to children who need it, alongside necessary plans.

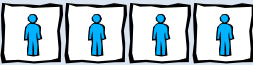
7. Social Interaction opportunities

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
Some staffed have received Thrive training and relationships are at the heart of our ethos. We have a relationship policy which supports promoting social interactions. The school promotes ongoing social interaction through regular PSHE lessons, assemblies, group work and the use of teaching materials such as Circle Time. All children in the school are invited to take part in a range of activities which promote social interaction e.g. charitable events, school camps, forest school, sailing, day visits, after school clubs, local community events and shared sport and drama activities with other local schools. Activities for social interaction are planned to meet and reflect the needs of all students on an equal opportunities' basis. Adults encourage all children to play, work together and support each other regardless of difference and promote this value throughout the school.	Various social skills groups e.g. Time for Talk are provided for children who need extra support to develop their social interaction skills or confidence	Individual adult support when needed to teach, support and promote successful social interactions with guidance from appropriate professionals e.g. ASD team. The use of Social stories to help individual children develop greater social understanding. Use of formal and informal visual communication systems such as Picture Exchange Communication System, Makaton and British Sign Language to support with communication for a wide variety of needs.

8. The physical environment (accessibility, safety and positive learning environment).

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
The school environment is accessible to everyone including those pupils with SEND. There is disabled parking available on site. All areas are accessible by wheelchair and there are ramps and handrails to support with slopes. Steps are clearly marked. There are disabled toilets and showering facilities in the school. The school buildings are safe and secure and during the school day the grounds are supervised by adults when in use by children. Members of the public must sign into reception before entering the main school building. We have our own accessibility plan. Risk assessments and safety policies are in place to ensure all children are safe in and outside of school. There is a named child protection and safeguarding officer and deputies, and person responsible for children in care. Reports of any aggression or bullying are dealt with immediately and effectively. There are clear and simple whole school rules and behaviour systems in classrooms which support children to feel safe and rewarded. The school promotes a positive learning environment inside and outside the classroom with a focus on developing areas to be inviting, engaging, positive and supportive of a wide range of learning.	The school has a number of adults who are 'Team Teach' trained which allows them to handle children in a safe way should a child be putting themselves or others at risk. There is a room which children can use during the day with adult supervision should they need a quiet and safe space. Quiet areas are also available in all classrooms for children who may need to access them. Equipment such as pencil grips, left-handed pens and scissors, reading rulers, writing slopes, large keyboards, wobble cushions, sensory baskets, fidget toys and chewellery are all available to use within classrooms.	The use of specialised individual equipment as advised by professionals to support with individual needs e.g. scallop chairs, radio microphones, weighted blankets, specialised ICT equipment/programmes, sensory balls. Individual adult support where required to allow children to take part in all activities and learning in safety and confidence e.g. PE, Outdoor visits, moving from different parts of the building, managing the school day and individual behaviour. Individual risk assessments when needed. Use of the Sensory/Intervention room and other areas in the school to support individual children's sensory needs/diets. Individual teaching areas when required to support needs of individual children e.g. a quiet and visually unstimulating table area or re-arrangement of classroom layout. Some children may use an individual workstation with screen to minimise distractions.

9. Transition from year to year and setting to setting

Whole school approaches The universal offer to all children and YP 	Additional, targeted support and provision 	Specialist, individualised support and provision (Some of this is dependent on additional funding) 
All children who enter our Reception are offered a home visit to introduce them to staff and find out about their particular needs and interests. This also is true for any new children in the school within year groups. The children are offered opportunities to visit and settle with their parent/carer. Children in the Nursery have regular opportunities to visit the main school and become familiar with the environment e.g. using the PE hall, library, lunch hall and attending performances and some assemblies. There is a strong transition plan for children moving from Nursery to Reception, Reception to Year 1 and so forth. All children will visit their new classrooms and teachers before they start their new year in September. All teachers meet in the summer term to discuss and 'hand over' their class to the next teacher. We have strong links with the local secondary school and children visit regularly for events and activities such as Sports sessions. Staff from the local Secondary school visit Year 6 and talk about their transition to the school. All Year 6 children and parents are invited to attend several open days and evenings at the secondary school to get to know the environment and key staff members	The SENCO makes sure that all teachers are aware of any children with SEND in their new class and have all appropriate information needed to plan support. Transition meetings are held between teachers and SENCO. Each class have a Class Story with key information and strategies/support needed that are passed on to new classes. Transition to a new class or to secondary school is carefully planned to include extra visits, social stories and regular opportunities to discuss it for those groups of pupils who may need this. The school SENCO meets with the SENCO at the local secondary school to discuss children with SEND and share information. A transition group led by a TA may be planned in Year 6 to meet the needs of children who may need extra support for the transition to secondary school due to anxiety, social communication needs or others	The SENCO meets with teachers to discuss individual children and plan resources/support for the next academic year. New teachers are invited to TAC's/Annual Reviews which are held in the second half of the summer term. Where necessary individual transition programmes are put in place to support children with moving to a new class or secondary school. Meetings with parents and the SENCO at the local secondary school will be arranged if this is needed. The SENCO and other support staff at the local secondary school will be invited to attend any EHCP Reviews/TAC meetings in Year 6 Communication passports are made for those children who have complex needs and/or struggle to communicate.

10. The SEND qualifications of, and SEND training attended by, our staff

To enable all children to have access to the curriculum, information and guidance, physical environment, school and wider community 	To enable targeted support and provision 	To enable specialist, individualised support and provision (Some of this is dependent on additional funding) 
The SENCO is an experienced teacher and part of the Senior Leadership team and has completed the National Award for SEN qualification. The SENCO is part of the Truro SEN TPAT cluster. The SENCO attends cluster, trust, County network and EP meetings termly.	A number of staff trained in Team Teach, paediatric first aid, Little Wandle SEN., Numicon, Memory Skills, Time To Talk, Socially Speaking, Funfit, Phonological Awareness and Draw and Talk.	TA's trained in; - Speech and Language Therapy - Makaton PECs and use of visuals - Sensory processing/needs - Visual Impairments - Hearing impairments - Diabetic monitoring and administration - Phonological Awareness - Memory Skills

11. Services and organisations that we work with:

Service/organisation	What they do in brief	Contact details
Educational Psychology Team	Educational Psychologists are specialists in learning, behaviour and child development. We work directly with children and young people as well as providing expert advice to their parents, carers and other adults who teach and support them. In Cornwall Council, Educational Psychologists (EPs) work for the Children's Psychology Service which is part of the Children's Early Help, Psychology & Social Care Services.	Dr Helen Stivaros 01872 327484

Speech and Language Therapy Team	The Speech and Language Therapy Team works with children, young people and their families in order to help children who have difficulties with communication or with eating, and drinking	Telephone: 01208 834600 Website : www.cornwallft.nhs.uk/ Parent organisation: Early Help Hub
Paediatric Occupational Health	Paediatric Occupational Therapists assess functional and sensory needs and work with parents and carers to enable children to become as independent as possible. This is likely to include a course of activities designed to increase range of movement, co-ordination and sensory awareness.	Telephone: 0300 123 101 Website : www.cornwall.gov.uk/.../otchildren
Paediatric Physiotherapists	Paediatric Physiotherapists assess movement abilities and plan individual treatment programmes to encourage development and independence. They show parents and carers how to carry out exercises	Children's Community Therapy 01872 254531
Vision Support Service	Vision support offer a range of services including specialist teachers for those with a visual impairment, specialist teaching to use assistive technology, mobility and orientation training, functional vision assessments as well as advice on a range of subjects to do with children's vision.	Contact name Theresa Maunder Contact position Professional Lead Vision Support Team Telephone 01726 61004 E-mail vision.support@cornwall.gov.uk Website Cornwall Council vision support team link
Early years inclusion team	If pre-school children have significant learning, physical, emotional or social needs they may be supported by the Early Years Inclusion Service (EYIS).	Senior Locality SENCO Early Years Inclusion Service Children, Schools and Families Cornwall Council Tel: 07817384858 Email: Janet.Lacy@cornwall.gov.uk

Autistic Spectrum Team.	The Autism Spectrum Team supports young people with autism of school age	Telephone 0300 1234 101 E-mail specialeducation@cornwall.gov.uk Website www.cornwall.gov.uk/.../default.aspx
Early Help Hub	A single point of access for professionals, families and young people to access services	Telephone 01872 322277 E-mail earlyhelpclub@cornwall.gov.uk
Health visiting team	Offers health support, services and signposting to families	Telephone 01872 221400 E-mail cpn-tr.ChildrensCMC@nhs.net Website www.cornwallft.nhs.uk/ Parent organisation Early Help Hub
Hearing support team	Work in partnership with parents, and school to support for children with sensory impairment	Contact name Mrs Annie Etheridge Contact position Professional Lead Hearing Support Team & Sensory Lead Telephone 01726 61004 E-mail hearing.support@cornwall.gov.uk Website Cornwall Council - Hearing Support Team

CAHMS	The Child Adolescent Mental Health Service provide advice and support for schools in providing for children experiencing difficulties such as anxiety. They will also provide and coordinate support for more complex difficulties such as self harming or diagnosing condition such as ADHD.	01872 221400
CLEAR Counselling Service	Enable children and young people who have experienced an abusive relationship to flourish in a therapeutic environment.	01872 261147
Dreadnoughts	Dreadnoughts is a service that offers counselling for any children with emotional, physical or behavioural needs.	01209 218764
Cognition and Learning Team	The Cognition and Learning team will support children who have been screened as having a risk of Dyslexic type difficulties. They will advise teachers on appropriate targets and teaching as well as identifying any additional needs the children have which need to be met. They will provide training / resources for the school when needed. They can also screen children for dyslexia and dyscalculia when requested.	Jo Davidson Cognitionandlearning@cornwall.gov.uk
Education Welfare Officer	Our Education Welfare Officer works with the school, children and families to make sure that children are attending school regularly by supporting, identifying and meeting any needs which are preventing this.	01726 822485
Family Workers	The Early Help Hub Family Worker team work with any family who would like a range of support from housing and finance to how to manage difficult behaviour at home. They can also signpost families to other support that may be available.	01872 322277

Hearing Support	Can access the needs of children with hearing difficulties. Provide support and advice to staff and parents/carers	01726 61004
SEN Assessment and Provision Team	Carry out the process of statutory assessment and maintaining Education Health Care plans for children with SEN. Provide advice and guidance to ensure a child's SEN is identified and met	01872 322482
SENDiASS	The Parent Partnership provides independent, impartial, confidential, and free guidance and information to parents and carers of children with special educational needs, so they can make informed choices about their child's education.	01736 751921

Pupil progress

We assess and review pupils' progress towards outcomes in a variety of ways;

- Observations
- Learning Journeys in the Early Years
- Insight Teacher Assessment software
- Questioning
- Feedback and Marking, with clear next steps for children.
- Distance Writing
- NFER assessments
- Individual Provision Maps through Edu-key Provision Map
- Year 1 Phonic screening check
- End of KS1 assessments/SATs
- End of KS2 assessments/SATs
- EYFS baseline and profile using Tapestry
- Intervention feedback
- Optima assessments 6 weekly
- Individual assessments such as dyslexia screening.

Information from these assessments is feedback to parents at parents' evenings and pupil reports.

How we know how good our SEN provision is?

The Senior Leadership team regularly monitor all our provision, with the SENCo specifically looking at SEN through monitoring teaching and learning, planning, children's books, pupil conferencing and analysing the progress of SEN children.

If you wish to complain

We work very hard to ensure we meet the needs of all children in our school. However, if you do wish to complain about our SEN provision, you should firstly speak to the SENCO / Headteacher and lastly the chair of governors.

Answers to Frequently asked Questions

How does your school know if children/young people need extra help?

There are several ways that the school will know if a child needs extra help. This may come from observations by the teaching staff in the classroom, regular data analysis which may identify a child who is making less than expected progress, concerns raised by Outside agencies e.g. Paediatrician or a previous school, listening to the concerns of parents or through discussion with the child who may identify that they are needing help in a particular area.

What should I do if I think my child may have special educational needs?

Please speak to your child's class teacher first and make an appointment to see the SENCo. Together we can discuss your concerns and make a plan for the next steps in identifying and meeting your child's needs.

Who is responsible for the progress and success of my child in school?

We believe that everyone has a role in and responsibility for the success of all children within the school. From the Governors, Head Teacher, SENCo and teaching staff to the parents and child, the best progress is made when everyone works together. The progress and success of your child within the school will be monitored closely and action taken quickly when needed.

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

Teachers will adapt the curriculum to meet individual children's needs on a daily basis. Where possible children are taught together with different groups working on different levels of skills or knowledge with various levels of support which will change over the week/term. Children may be provided with alternative means of presenting their knowledge e.g. using a computer or different ways of accessing the lesson e.g. learning through play. Children may also be taken for small group or 1:1 work with familiar adults to reinforce key learning or develop specific skills such as understanding the importance of turn taking. In some cases, a highly individualised curriculum will be developed with support from Outside Agencies. Attention will also be paid to the interests and strengths of children in the class and work planned which will develop these.

How will school staff support my child?

School staff will support your child by having high expectations of all children, making sure that they understand and provide for individual children's needs, providing a high level of pastoral care and by being flexible and creative in their approaches. All staff are expected to take responsibility for meeting the needs of all children and ensuring that they meet their full potential.

How will I know how my child is doing and how will you help me to support my child's learning?

We aim to keep you fully informed of your child's progress within school and be open and approachable as to ways we can work together to support your child's progress. Parents/Carers are invited to attend regular Parent's Evenings, open mornings, and open afternoons at school where information about their child's progress, targets and ways that this can be supported at home will be shared. The class teacher and/or SENCo will also be happy to meet with you at other times to discuss your child's progress and the different ways this can be supported- just make an appointment. Some children will have a daily or weekly home/school contact book. If your child has an Individual Provision Map, then this will be reviewed at least twice a year and you will be involved in the process. If your child has an Education Health Care Plan this will also be discussed annually at their Review.

What support will there be for my child's overall wellbeing?

We are strongly committed to promoting the wellbeing of the whole child at Blackwater and place a high emphasis on children's social, emotional and physical development as well as academic. When needed we will put in place resources and support which meet these needs as well as seek guidance and support from Outside Agencies e.g. CAMHS or the School Nurse.

How do I know that my child is safe in school?

All visitors to the site must sign in with Reception and adults working with children will have CRB checks or supervision. The school grounds and building are secure, and children are always supervised in outside areas. If there are particular risks associated with your child's individual needs e.g. poor risk awareness, then this will be taken in to account by the school at all times and extra support provided where needed e.g. closer supervision at playtimes. Individual risk assessments will be made when necessary. There are a number of staff who have Team Teach training who are available when needed to ensure that children do not put themselves or other children at risk through dangerous behaviour. Children with medical needs will have a Care Plan and this will be reviewed regularly. Children with toileting needs will also have an Intimate Care Plan.

What specialist services and expertise are available at or accessed by your school? We have a wide range of specialist services and expertise available to the school (please see above) and have good links with these. We will always seek additional advice and support when needed and will match this to children's needs including seeking out new agencies that can support a particular child. We can also offer advice and support for families to access additional services outside of school to support with a range of special needs.

What SEND training have the staff at school had or are having?

Staff at Blackwater have had a wide variety of SEND training and different staff members have different areas of expertise. Training and experience in working with children who have Autism, Dyslexia, Speech difficulties, Sensory Processing needs, Developmental Co-ordination Disorder and children with a range of social and emotional needs are current strengths. We have two trained TIS practitioner and 2 more in training. All teaching staff receive regular training by the SENDCo and relevant training from Outside Agencies is sought and welcomed when there is a need.

How will my child be included in activities outside the classroom including school trips?

We actively encourage all children to attend outside activities, trips and camps and these are planned and organised with the needs of all children in the group considered. Visits will be planned to places which are fully accessible to the children who are attending, and additional adult support or resources will be provided for those who need this in order to meaningfully participate. The school performs risk assessments for activities and trips and will visit beforehand or discuss the needs of the group before attending.

How accessible is the school environment?

The school environment is easily accessible. There is one disabled toilets on site and disabled parking available.

How will school prepare and support my child through the transition from key stage to key stage and beyond?

The SENCo and class teachers meet regularly before changes to classes to plan for this for individual children. Extra visits to their new classroom, opportunities to get to know new adults, Social Stories and exploring new buildings will be planned when needed. There will also be discussion between the teachers, SENCo and parent in order to pass on information and ensure as smooth a transition as possible. This continues when the children move up to Secondary School when they will be given frequent opportunities to visit and discuss their concerns as well as opportunities for parents and SENCo's to meet, discuss and plan for the change ahead.

How are the school's resources allocated and matched to children's special educational needs?

The school receives a budget to meet the needs of children within the school who have SEND and has its own SEND budget set by the Head and Governing Body. The resources are allocated based on individual need and vary from child to child and over time according to the child's current needs. Children who have an Education Health Care Plan will have resources which are matched to meet the outcomes and provision identified on these.

How is the decision made about what type and how much support my child will receive?

The type and amount of support your child will receive will depend on their individual needs at the time. Support can vary widely from having an adult to support with an aspect of learning e.g. maintaining concentration on tasks to using a specific resource such as an individual laptop. The decision as to what type of support and how much of this is needed will be made by the Class Teacher, SENDCo and Head in discussion with you and with advice from Outside Agencies e.g. Educational Psychologist if this is appropriate. This will be reviewed at regular intervals over the year and changed to match your child's most current needs.