BLOSSOMFIELD

Infant and Nursery School
(incorporating Blossomfield Childcare)

SEN/D POLICY

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Date Reviewed: Nov 2026
Next Review Date: Nov 2027



Priya Kukadia and Amjad Hussain
Chair of Governors Chair of Governors

Educational Needs and Disability (SEND) Policy

In Solihull all schools are encouraged to provide appropriate support for those children with special educational needs and disabilities (SEND) who live in their area. In this school we support all children to achieve well throughout their school life.

Every pupil with SEN and disability in this inclusive school has an entitlement to fulfil his/her potential.

This is achieved by ensuring the health and well-being of all pupils as well as supporting them to make academic progress. We work in partnership with parents and carers, other schools, the local community and external support services and providers.

These outcomes are embraced in every aspect of school life; personalised teaching and learning approaches; access to technology across the curriculum; flexible learning pathways and out of hours learning activities; support for emotional well-being; flexible timetables; assessment systems that engage pupils in having a say about their progress and additional provision.

This special educational needs policy should read in conjunction with our school's local offer (also called the SEN Information Report) and our accessibility plan.

Special Educational Needs and Disability (SEND) Policy

Name of School: Blossomfield nursery and infant school

Date the policy was agreed by Governors: Nov 2026

Aims of this SEND policy
The aims of our special educational needs and disability policy and practice in this school are:-

(1) To ensure that children and young people with SEND engage in the full range of activities offered by the school alongside pupils who do not have SEND.
(2) To make reasonable adjustments for those with SEND by taking action to increase access to the curriculum and the environment
(3) To make every effort to secure special educational provision for pupils for whom this is required, that is "additional to and different from" that provided within the differentiated curriculum.
(4) To ensure a high level of staff expertise to meet pupil need, through well-targeted continuing professional development.
(5) To work in partnership with the Local Authority and outside agencies including health professionals.
(6) To work in partnership with parents/carers and children in order to help them to be the best they can be.

What are special educational needs (SEN) or a disability?
At our school we use the definition for SEN and for disability from the SEND Code of Practice (2014). This states:-

"SEN: A child or young person has special educational needs if he or she has a learning difficulty or a disability which calls for special educational provision to be made for him or her. A learning difficulty or disability is a ***significantly greater difficulty in learning than the majority of others of the same age.*** *Special educational provision means* ***educational or training provision that is additional to, or different from,*** *that made generally for others of the same age in a mainstream setting in England.*

*Disability: Many children and young people who have SEN may have a disability under the Equality Act 2010 – that is '…****a physical or mental impairment which has a long-term and substantial adverse***

effect on their ability to carry out normal day to day activities.' *This definition includes sensory impairments such as those affecting sight or hearing and long-term health conditions such as asthma, diabetes, epilepsy and cancer.*

(https://www.gov.uk/government/publications/send-code-of-practice-0-to-25)

How does our school know if children have special educational needs and need extra help?

We know children need help if:-

- Concerns are raised by parents/carers, teachers or the child's previous school or setting, or from information from the Local Authority or outside support agency regarding a child's level of progress or inclusion.
- Observation of the pupil indicates that they have additional needs in one or more of the four broad areas of need as described in the code of practice for SEND:-
    1. Communication and interaction
    2. Cognition and learning
    3. Social, mental and emotional health
    4. Sensory/physical
- Whole school tracking of outcomes over time indicates concern about progress or general well-being.

What should a parent do if they think their child may have special educational needs?

All parents will be listened to. Their views and their aspirations for their child will be central to the assessment and provision that is provided by the school.

If parents have concerns relating to their child's learning then please discuss these initially with your child's teacher. This then may result in a referral to the school SENCo whose name is Rachel Lee and who may be contacted through the school office. Amy O'Callaghan is Senco lead for Blossomfield childcare. Katy Morrison (acting Headteacher)is the Inclusion lead.

Parents may also contact the SENCo or the Headteacher directly if they feel this is more appropriate.

The kinds of special educational needs for which provision is made at the school

Children and young people with SEND have different needs, but all children with SEND are welcomed at our school, in line with the school admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the reasonable adjustments required to meet the SEND of pupils at this school.

For children with an Education, Health and Care Plan (EHCP), parents have the right to request a particular school and the Local Authority must comply with that preference and name of the school or college in the Education, Health and Care Plan unless:-

- it would be unsuitable for the age, ability, aptitude or SEN of the child or young person, or
- the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

Before making the decision to name our school in a child's EHCP, the Local Authority will send the school a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made. In addition, the Local Authority must also seek the agreement of school where the draft EHCP sets out any provision to be delivered on their premises that have been secured through a direct payment (personal budget).

Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

How will the school support a child with SEND?

All pupils will be provided with quality first teaching that is adapted to meet the diverse needs of all learners.

Pupils with a disability will be provided with reasonable adjustments (such as auxiliary aids and services) to overcome any disadvantage experienced in schools and increase their access to the taught curriculum.

The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that includes:-

- Classroom observations by the senior leadership team,
- Ongoing assessment of progress made by pupils with SEND;
- Work sampling and scrutiny of planning to ensure effective matching of work to pupil need;
- Teacher meetings with the SENCo to provide advice and guidance on meeting the needs of pupils with SEND;
- Pupil and parent feedback on the quality and effectiveness of interventions provided;
- Attendance and behaviour records.
- Reports from external agencies such as educational psychology

All SEND pupils have individual curriculum targets set in line with national outcomes to ensure ambition. Parents are informed of these half termly and also at events such as Parents' Evenings or Progress and provision review meetings. Parents are also asked to comment on their child's progress towards achieving the targets.

Pupils' attainments are tracked using the whole school tracking system and those 'off track' are identified very quickly. These pupils are then discussed in termly progress meetings that are undertaken between the class/subject teacher and a member of the SLT and if appropriate, the pupil themselves.

Additional action to increase the rate of progress will then be identified and recorded that will include a review of the impact of the teaching being provided to the child, and if required, provision to the teacher of additional strategies to further support the success of the pupil.

If we consider at this stage that special educational provision is required, we will contact parents to discuss this.

Action relating to SEN support will follow an assess, plan, do and review model:

1. **Assess:** Data on the pupil held by the school will be collated by the class/subject teacher in order to make an accurate assessment of the pupil's needs. Parents will always be invited to this early discussion to support the identification of action to improve outcomes.
2. **Plan:** If review of the action taken indicates that "additional to and different from" support will be required, then the views of all involved including the parents, will be obtained and appropriate evidence-based interventions identified, recorded and implemented by the class/subject teacher with advice from the SENCo.
3. **Do:** SEN support will be recorded on an inclusion plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil (where appropriate) will also be consulted on the action they can take to support attainment of the desired outcomes. This will be recorded and a date made for reviewing attainment.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the parents and the pupil (where appropriate)

As a result of the review process we may decide to involve outside agencies for specialist support.

The range of agencies that come into school can be found in the school's local offer (SEN information report).

The school will involve external agencies as appropriate including health and social services, community and voluntary organisations for advice on meeting the needs of pupils with SEND and in further supporting families.

For a very small percentage of pupils, whose needs are significant and complex and the SEN support required to meet their needs cannot be provided from within the school's own resources, a request will be made to the Local Authority to conduct an assessment of education, health and care needs. This may result in an Education, Health and Care Plan (EHCP) being created.

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

Teachers plan using pupils' achievement levels, adapting tasks to ensure progress for every pupil in the classroom.

When a pupil has been identified as having special educational needs, the curriculum and the learning environment will be further adapted by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily.

These adaptations may include strategies suggested by the SENCo and/or external specialists.

In addition if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help. All actions taken by the class teacher will be recorded and shared with parents.

For some children their curriculum may be very different from that of their peers. They may have the opportunity to work at their pace with shorter focused activities in line with their needs in the Family Room where there is a higher level of staff to children ratio, a smaller number of children and more sensory activities built into the routine of the day. The Family Room has access to the outdoors which for may children is their 'happy place'. For some children who are accessing a significantly different

curriculum from their peers, they may be assessed using the Engagement Framework or 'Cherry Garden'. Some children may use the Family Room as a 'break out' space for shorter period of time.

How will parents know how their child is doing?

Blossomfield has an 'open door' policy and parents can contact the school to make an appointment to discuss their child's progress or any concerns, however, parents with children identified as having SEND are invited formally into school at least 3 times a year to review their child's progress and provision. At these meetings parents have the opportunity to speak with both the class teacher, SENCo and if appropriate support staff and/ or specialist teaching staff.

Parents may also find a home-school diary or email communication a useful tool to use to communicate with school staff on a more regular basis, or a regular meeting with afterschool club staff.

Parents of all children receive an annual report in July which gives an overview of the child's progress over the year.

Parents are encouraged to comment and feedback on their child's half termly targets for reading, writing and maths.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at **http://www.blossomfield.solihull.sch.uk/**and includes links to websites and resources that we have found useful in supporting parents to help their child learn at home. In addition, the year group weekly newsletter includes a section that identifies learning opportunities for the following week.

The class teacher or SENC may also suggest additional ways of supporting your child's learning.

The school organises a number of parent workshops during the year. These are advertised in the school newsletters and on our website and aim to provide useful opportunities for parents to learn more about how to support your child's learning. These are now available on the school website.

If you have ideas on support that you would like to have access to in order to further support your child's learning, please contact the SENCo or Community family mentor who will locate information and guidance for you in this area.

What support will there be for children's overall well-being?

Blossomfield offers a wide variety of pastoral support for children. These include:-

An evaluated Personal, Social, Health and Economic (PHSE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and

well-being. Please visit our website to see the topics that are included within this area of the curriculum. We currently follow a scheme of work called Jigsaw.

Pupils who find outside class times difficult are provided with alternative small group opportunities within the school and action is taken to develop their social interaction skills for example structured play activities at lunchtimes.

The school has gained Healthy School status which evidences the work undertaken within the school to support pupils' well-being and mental health.

The school is supported by a SOLAR mental health practitioner who may provide advice and support for children and their families.

The ASD lead may complete an observation.

The school participates in the Local Authority/Exeter University Health Related Behaviour Questionnaire and information from the results of this help us to improve support for children.

For information about pupils with medical needs please refer to the Medicines in Schools Policy.
https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2

What training do the staff supporting children and young people with SEND undertake?

In Blossomfield all teachers are teachers of children with SEND.

In the last three years school staff have received a range of training at three levels awareness, enhanced and specialist.

Training has been provided to (including some lunchtime supervisers and childcare) staff on:-

- Strategies to support children with demand avoidance
- How to support pupils on the autistic spectrum
- Strategies to support pupils with social, emotional and behavioural difficulties, including de-escalation strategies, and individual strategies
- Strategies to support children with epilepsy
- Speech language and communication difficulties
- Assistive technology

Training has been provided to specific staff on;

- De-Escalation techniques including positive behaviour
- Specific speech and language support techniques
- Support for children with anxiety and mental health issues
- Specific support strategies for children diagnosed with ASD

Specialist training has been provided to the SENCo at:-

- Termly LA network meetings, conferences and Synergy collaborative groups
- The school has regular visits from SEN specialist teachers who provide advice to staff to support the success and progress of individual pupils.
- The school also purchases Education psychology support for children, and staff from Community education psychology.
- Team Teach
- The Governor with specific responsibility for SEN has completed the SEN Governor training.
- Level 3 specialist senco for Early Years (Amy O Callaghan)
- **How will my child be included in activities outside the classroom including school trips?**
- Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities as far as is reasonable.
- The school ensures it has sufficient staff expertise to ensure that no child with SEND is excluded from any school provided activity as far as is reasonable.

How accessible is the school environment?

The following adaptations have been made to the school environment:-

- Disabled parking spot marked
- Hand rails have been installed for the access ramps
- One toilet has been adapted to ensure accessibility for visitors with a disability in KS1 and for children in FKS
- The FKS building is fully accessible
- Additional teaching rooms are used which are less stimulating environments to improve inclusion in the mainstream classrooms for vulnerable pupils, including the Family room and the Intervention room
- Decluttered classrooms and corridor spaces

Our Accessibility Plan describes the actions the school has taken to increase access to the environment, the curriculum and to printed information is available via the school website.

How will the school prepare/support my child when moving classes or joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:-

On entry:

- A planned induction programme is delivered in the Summer term to support transfer for pupils starting school in September.
- Parents/carers are invited to a meeting at the school and are provided with a range of information to support them in enabling their child to settle into the school routine.
- The FKS SEN lead meets with all new parents of pupils who are known to have SEND to allow concerns to be raised and solutions to any perceived challenges to be located prior to entry.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting set up with parents to identify and reduce any concerns.
- If the child is already involved with a specialist teacher or health visitor(for example EYSAT) they will provide inclusion advice and sometimes an Individual Support Practitioner to support the first few days in school
- Staff often attend meetings in previous settings to gain as much information as possible, or the LA transition organised meeting
- A child will sometimes have extra 'induction' visits with or without their parent or a support teacher to familiarise themselves with the setting. This often happens at the end of the school day.
- Some children benefit from a photo book which can be used over the holiday to remind the child what to expect

Transition to the next school

Blossomfield children usually move to either Sharmans Cross Junior school or Shirley Heath junior school, but parents have the choice of junior school.

In addition to the transition process offered to all children with SEND may;

Have additional visits in the summer term in a small group to their junior school

Create a photobook to remind them of key people, places with a familiar member of staff

In the summer term once places have been allocated the SENCO will meet with the junior school colleagues, and parents in order for any information to be shared. A formal meeting will convene for discussion about records and recommendations.

Transferring to the next class
In addition to the transition process offered for all children with SEND may;
Spend time in their new classroom each week during the summer term
Teaching assistants may 'swap' so they can get to know the child in their current classroom environment
Parents are introduced to the new class teacher at the summer review and progress meeting (if appropriate)
Create a photobook to be shared with parents over the summer holidays for familiarisation of the new class

Transferring to a new school within FKS or KS1
Some children move house which requires them to move school. For children with EHCplans and therefore complex needs Blossomfield would endeavour to support the child's transition to a new setting through a series of transition visits over a period of time where possible. A meeting with staff from the new setting and parents would be convened and information shared. Records may be taken in person to the new school, if appropriate.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources that includes:-

(1) A proportion of the funds allocated per pupil to the school to provide for their education called the Age Weighted Pupil Unit.
(2) The Notional SEN budget. This is a fund devolved to schools to support them to meet the needs of pupils with SEND.
(3) The Pupil Premium funding provides additional funding for pupils whose parents are in receipt of certain benefits, who are in the care of the Local Authority or whose parents are in the Armed Services or who have been adopted since 2005.
(4) For those pupils with the most complex needs, the school may be allocated additional educational needs funding from the Local Authorities High Needs SEN Funding allocation. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities. The range of support offered is identified on the provision maps which are available to view on the school website. These target the broad areas of need:-
    - Cognition and learning
    - Behavioural, emotional and social
    - Communication and interaction
    - Sensory and/or physical

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class teacher, SENCo.

http://www.councilfordisabledchildren.org.uk/media/409191/cdc_funding_briefing_for_parents_-_final.pdf

How is the decision made about how much support each child will receive?

- For pupils with SEN but without an EHCP, the decision regarding the support provided will be taken at joint meetings with the SENCo, class teacher and parent.
- For pupils with an EHCP, this decision will be reached in agreement with the Local Authority and parents when the EHCP is being produced or at an annual review.

How will I be involved in discussions about and planning for my child's education?

This will be through:-
- discussions with the class teacher or SENCo;
- during termly review and progress meetings;
- meetings with support and external agencies.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs, please contact the following:-

- Your child's class teacher;
- The SENCo Mrs Lee
- Childcare Senco lead Amy O Callaghan
- The Headteacher and Inclusion lead, Mrs Morrison

For any complaints, please refer to the school complaints procedure which can be found on the school website.

Support Services for parents of pupils with SEND include:

SENDIAS Solihull Special Educational Needs and Disability Information and Advice Service

https://www.family-action.org.uk/solihullsendias/

Information on where the Local Authority's Local Offer can be found

Solihull's Local Offer can be found via this link:-

http://socialsolihull.org.uk/localoffer/

The Special Educational Needs and Disability Regulations 2014

Schedule 1: Information to be included in the SEN information report – in Solihull this is also known as the school's SEN Offer.

1. The kinds of special educational needs for which provision is made at the school.
2. Information, in relation to mainstream schools and maintained nursery schools, about the school's policies for the identification and assessment of pupils with special educational needs.
3. Information about the school's policies for making provision for pupils with special educational needs whether or not pupils have EHC Plans, including:-
   (a) how the school evaluates the effectiveness of its provision for such pupils;
   (b) the school's arrangements for assessing and reviewing the progress of pupils with special educational needs;
   (c) the school's approach to teaching pupils with special educational needs;
   (d) how the school adapts the curriculum and learning environment for pupils with special educational needs;
   (e) additional support for learning that is available to pupils with special educational needs;
   (f) how the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with children who do not have special educational needs; and
   (g) support that is available for improving the emotional, mental and social development of pupils with special educational needs.
4. In relation to mainstream schools and maintained nursery schools, the name and contact details of the SEN Coordinator.
5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured.
6. Information about how equipment and facilities to support children and young people with special educational needs will be secured.
7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.
8. The arrangements for consulting young people with special educational needs about, and involving them in, their education.
9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school.
10. How the governing body involves other bodies, including health and social services bodies, Local Authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils.
11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with Section 32. (Section 32 refers to the Local Authority's duty to provide information on mediation).
12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living.
13. Information on where the Local Authority's local offer is published.

Glossary

(A glossary of terms is included in the appendices of the SEND Code of Practice)

DfE:	Department for Education
EHCP:	Education, Health and Care Plan
LA:	Local Authority
SEN:	Special Educational Needs
SEND:	Special Educational Needs and/or Disability
SENCo:	Special Educational Needs Coordinator (also written as SENCO)