

Bispham Endowed Church of England Primary School

Headteacher: Mrs M Warburton

Bispham Road, Bispham, Blackpool, FY2 0HH

Telephone Number: 01253 354672 Fax Number: 01253 596732

Email: admin@bispham-endowed.blackpool.sch.uk

School Website: www.bisphamendowed.co.uk



SEN Information Report and School's Contribution to the Local Offer

March 25

This SEN Information Report will be reviewed in March 2026

Bispham Endowed Church of England Primary School

Special Educational Needs Information Report and School's Local Offer

(In accordance with the Children and Families Act [2014], Regulation 51,
Part 3, section 69 – 3a)

This Special Educational Needs Information Report (incorporating the School's Local Offer) should be read in conjunction with the school's Policy for Special Educational Needs and Disabilities (SEND) which is available on the school website.

1. What kinds of special educational needs do we provide for?

Bispham Endowed Church of England Primary School is a mainstream primary school. We believe that every teacher is a teacher of every child or young person, including those with SEND (special educational needs and/or disabilities). If children are not able to 'learn the way we teach' then we must 'teach the way they learn'. Good practice for pupils with special educational needs is good practice for all.

Definition of Special Educational Needs and Disabilities

A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

These needs can be categorised in four key areas that may create barriers to learning:

Communication and interaction;

Cognition and learning;

Social, emotional and mental health difficulties;

Sensory and/or physical needs.

A pupil has a learning difficulty or disability if he or she:

Has significantly greater difficulty in learning than the majority of pupils of the same age;

Has a disability which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

The school's SENCO is Mrs Victoria Hewson. She can be contacted via the school office on 01253 354672 or by email victoria.hewson@bispham-endowed.blackpool.sch.uk.

Mrs Hewson has been in post since September 2020. She has achieved the NASC qualification.

3. How do we identify a child with Special Educational Needs or Disabilities (SEND) and how we involve parents and careers as we begin to follow the Graduated Response?

Sometimes a child comes to our school with a clearly identified additional need. During the transition into school, all efforts are made to ensure that staff who come into contact with the child, are fully aware of his/her special needs or disabilities and understand how best to support him/her.

If we notice that your child is not making progress, after the teacher's first quality teach then the teacher will begin the "Graduated Response." This is a strategy used in all Blackpool schools. It is a way of identifying needs and removing barriers and obstacles to learning. If the class teacher is concerned about progress then the parent/carer will be invited into school and conversation will be opened up between home and the teacher. These initial conversations are vitally important so that a solid partnership between home and school begin to be established. The class teacher will begin to act upon the "First Response," as stated in the Graduated Response. Strategies will be implemented to help the child, with the use of carefully planned intervention strategies and differentiated tasks, to help assist with the identifying of needs and the plugging of gaps within the child's knowledge. If after careful monitoring within a timely period, the child is continuing to display difficulties, then parent/carers will be invited in to meet with The SENDCo. Within this meeting the SENDCo will discuss the child being added to the SEN register, in order to support the child's development. This will mean that the child, parent/carer, SENDCo, class teacher will work together by putting in place a personalized plan, which will then be reviewed at least three times a year, with all of the stakeholders contributing. Within these meetings the SENDCo may suggest that it would be advisable to refer the child to the inclusion team. With consent from the parent/carer school would then be able to access support and advice from advisory teachers depending on the primary need that has already been identified in school. This will take place via an observation of the child within the class setting and conversations between our advisory link teacher and home. It may be appropriate, if deemed to be necessary to continue along the Graduated Response journey and consider an application for an EHCP (Educational, Health Care Plan.) For this process to be successful we would then require an Educational Psychology report, this would be organized by school and carried out by the Educational Psychologist that is assigned to our school. Close communication with parent/careers is vital at this stage as they will be asked to contribute their views and wishes for the child, not only in the short term but looking into the future and into adult life. The child will also contribute to this and it is important that no matter how old the child is, their voice is captured and documented for this process. This application then is reviewed by a panel of professionals from the local offer team and a decision is reached within a twenty week period. If successful then the child will be awarded additional support within the school day.

4. [How are children with special educational needs or disabilities supported?](#)

At Bispham Endowed, we have high expectations of all of our pupils.

We recognise that we all learn in different ways and therefore our staff undertake continuous training and development so that we make our pupils' learning as successful as possible. We are aware that whilst making the learning as accessible as possible we also look for opportunities to provide appropriate challenges (e.g. through questioning or activities) so that all pupils are learning, experiencing success and fulfilling their potential.

We know that some pupils experience barriers to their learning, either because of a special educational need, a disability, because of gaps in their learning, because English is a new language to them or because there may be difficulties in their home life. Some of these barriers are temporary but others are more long term.

Through our continuous assessment for learning in the classroom and close monitoring of the progress of all our pupils, we will notice and make adjustments to our teaching so that we get the pace of learning right for your child.

If your child needs some 'precision teaching' to master a particular skill or a longer term intervention so that they have an opportunity to practise those aspects which are more difficult for them e.g. language development, literacy development or being in social situations, these will be provided by appropriately trained staff. We will always talk to you first if we think that your child would benefit from an additional intervention.

In the new Special Educational Needs and Disability Code of Practice, there are four broad areas of needs:

Communication and Interaction – children with speech, language and social communication needs (SLCN) and children with an Autism Spectrum Disorder (ASD).

Cognition and Learning – children who learn at a slower pace than their peers, even with appropriate differentiation. This could include moderate learning difficulties (MLD), specific learning difficulties such as dyslexia, dyscalculia and dyspraxia (SPLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD).

Social, Emotional and Mental Health Difficulties – children who may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated and/or displaying challenging, disruptive or disturbing behaviour. This area also includes those children who may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attention disorder.

Sensory and/or Physical Needs – children who may have a disability which prevents or hinders them from making use of the educational facilities generally provided. This may include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) or physical disability (PD).

These four broad areas give an overview of the range of needs that should be planned for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children often have needs that cut across all these areas and their needs may change over time.

At Bispham Endowed, we strive to provide support based on a full understanding of a child's particular strengths and needs. We seek to address them using well-evidenced interventions targeted at areas of difficulty and, where necessary, specialist equipment or software.

There are some children with Educational Health Care Plans or who are following the graduated approach in order to provide evidence towards an Educational health care plan, that require input towards supporting their executive functioning skills. Class teacher and Senco identify those children who maybe finding life within the classroom challenging and possibly need an alternative approach to meeting their needs by closely monitoring progress, talking to parents, completing ABC charts and knowing our children well to identify if they are flourishing.

For the children who require small group learning and a nurture based experience, we offer an intervention group called "The Rainbows." This group runs 4 afternoons a week and is planned for by our SEN teacher. The sessions are structured around the Nurture principles and curriculum topic work, which allows the children to be submersed into a subject and thus enabling time to allow new information to be stored into the long term memory. For some of our EHCP children who find being in a mainstream classroom too overwhelming and would be more suited to an enhanced provision, we offer "The Cocoon." This enables children who's needs can not be met within a mainstream classroom the opportunity to remain here at Bispham Endowed in our very bespoke unit. A place in The Cocoon is offered to a child based on conversations with parents, SLT , outside agencies, teachers, the authority and where appropriate the child. Children in the Cocoon are offered a bespoke education planned for at a suitable level with adaptations to cater for individual learning needs.

5. How does Bispham Endowed develop its teaching and adapt the curriculum so that children with special needs are included?

At Bispham Endowed, we have high expectations and strive to provide an inclusive learning environment that meets the needs of all children, enabling them to reach their true potential.

We are aware that children may have different ways of learning – and adapt the curriculum to meet a combination of styles.

Teachers adapt their lessons so that all children, including those with special educational needs or disabilities, can experience success. Adaptation is the process by which differences between learners are accommodated so that all pupils in a group have the best possible chance of flourishing in their learning. We are very committed to not capping the learning of our children and we adapt our lesson using varieties of different resources to help them reach their full potential. Clear learning objectives and success criteria are identified for individual pupils and groups of pupils, creating personalised learning. Pupils and staff are fully involved in deciding next steps in children's learning - our marking policy celebrates children's successes and identifies next steps.

The school's Leadership Team (LT) and subject leaders ensure that observations of teaching are undertaken and that teaching staff implement our teaching and learning policy consistently. This approach enhances the teaching and learning of the children, by assisting in the monitoring of our school's provision and progress, enabling us to plan for improvement. Regular pupil progress meetings between teaching staff and the LT/Phase Leaders, assist in identifying children's specific learning needs, and any subsequent interventions that may be needed or planned.

6. How do I know how my child is progressing towards any targets set?

Pupil progress data is submitted several times throughout the school year. The Leadership Team (LT)/Phase Leaders and the class teacher analyse the data looking for any anomalies or concerns. Data for groups of vulnerable children are scrutinized. These include groups such as: SEND (children with special educational needs and disabilities), 'Our Children' (looked after children), FSM (children who are eligible for or have in the past, had free school meals), EAL (children with English as an additional language), G&T (more able, gifted and talented children).

A professional discussion takes place, LT/Phase Leaders and class teacher will look at the steps that need to be taken in order to support a child or group of children who is not achieving their targets, or a child who is exceeding their targets. The LT/Phase Leaders will look at any interventions that need to be put in place in order to improve the outcomes for any identified children.

Targets in reading, writing and maths are set continuously and reviewed on a regular basis for all children. However, some children with special educational needs and disabilities may have a personalised plan on which more specific targets are set and reviewed on at least a termly basis.

Progress towards meeting targets, can be discussed with class teachers at the Parent/Carer-Teacher Consultation Evenings in the Autumn and Spring terms and for our SEND children an additional parent meet in the summer term to discuss transition into the next year group, phase or provision. However, if parents/carers are concerned about their children at any point in the school year, they are encouraged to make an appointment with the class teacher or SENDCo (special educational needs co-ordinator) at any time.

7. How is my child supported when entering or leaving Bispham Endowed?

Children start in our Reception classes when their 5th birthday falls between 1st September and 31st August of a particular academic year. The maximum number of children normally admitted to each year group is sixty. Parents and carers of new Reception children are invited to visit school prior to applying for a place, to look around and hear about the life and work of our school.

Children may be admitted to other year groups if places are available. Such non-routine admissions take place on a Monday or at the beginning of a new half term if that is more appropriate. Visits to the school prior to such an admission are encouraged.

Our local secondary schools make arrangements to see their pupils before transfer and our children visit their new high school during their last term with us. Any children with special educational needs,

disabilities or medical conditions, are offered the opportunity to make additional visits so that they are well prepared and feel comfortable in their new secondary school. Throughout the whole year we work closely with our colleagues in these schools, and we are involved in many shared activities. This helps to ensure that our children's transfer to secondary education is as smooth and problem free as possible.

8. How does Bispham Endowed request any additional services and expertise that may be needed?

For children with identified special educational needs and disabilities, Bispham Endowed follows an 'assess, plan, do, review' cycle from the Graduated Response. There may be occasions, with the agreement of parents/carers, when we need to request additional services and expertise through a referral system. These include the following: -

BLACKPOOL SEND – INCLUSION TEAM – for physical and medical needs, sensory: hearing and visual impairment, cognition and learning, speech and language, autism/severe learning difficulties, behavior concerns, early years SEN/LD including portage, special support assistant co-ordination. The Inclusion Co-ordinator is Abi Palmer.

SCHOOL NURSING TEAM – (for medical advice).

SPEECH AND LANGUAGE THERAPY – for referrals and re-referrals to speech and language therapy.

EDUCATIONAL PSYCHOLOGY – Kathryn Robinson is our designated Educational a m

PMHW- The Primary Mental Health Care Worker is available for the SENDCo to speak to with concerns regarding a child's emotional well being. Verbal permission from the parent needs to be granted before any discussions can take place. This service is used to help sign post a way forward for children who present with SEMH (social , emotional and mental health)

If you need to contact an agency or service regarding SEND, please speak to the SENDCo (Victoria Hewson) via the school office (01253 354672) who will give you more information about specific referrals.

9. How is the success of special educational provision evaluated and reviewed? How are children and their parents/carers involved?

Pupil progress is scrutinised by the SENDCo each time attainment data is submitted by teachers. The success of provision for those children with special educational needs and disabilities is dependent on how well they are progressing. If no or very little progress is being made for either individuals or groups of children, the teaching staff identify possible reasons why, may consult with the SENCO and decide on what measures need to be taken to improve provision. This could involve reviewing teaching and learning strategies, making adaptations to the curriculum, reviewing intervention strategies and sourcing additional resources.

Some children with special educational needs and disabilities may have a personalised plan on which specific targets are set and reviewed on at least a half-termly basis.

A pupil's progress can be discussed with class teachers at the Parent/Carer-Teacher Consultation Evenings in the Autumn and Spring terms. However, if parents /carers are concerned about their children, they are encouraged to make an appointment with the class teacher or SENDCo (special educational needs co-ordinator) at any time.

10. How does Bispham Endowed make sure the facilities they offer are available to everyone?

The Disability Discrimination Act 1995 defines a disabled person as one who has “a physical or mental impairment which has a substantial and long-term adverse effect on a person’s ability to carry out normal day to day activities”.

Bispham Endowed Church of England Primary School aims to be an inclusive school and provide equal opportunities for all. The Governors are keen to provide an education for all children wherever possible within a mainstream education setting. Children who are defined as disabled within the act are admitted according to the Local Authority’s admission policy considered in conjunction with the school’s Inclusion Policy. Upon admission the needs of each child are carefully and sensitively assessed by the class teacher and the school’s SENDCO working closely with other agencies such as the Local Authority, Social Care and the Local Primary Care Trust and appropriate provision is made. As a school, Bispham Endowed strives to make every reasonable adjustment to enable pupils, parents and carers, staff and visitors to take a full and active part in the everyday life and work of our school. Ramps at the front of the school, in the inner quadrangle and into the Burnside Pavilion facilitate wheelchair access to the building. The school has two disabled toilets suitable for adults and children and adaptations for physically disabled children have been made in three sets of children’s toilets so far. The front entrance to school has automatic doors and the administration block has a low level ‘reception’ window and wide doors to all rooms.

Ongoing adjustments are made to the building as part of our daily work. For example, the office team readily provide assistance for sensory impaired and other disabled visitors to school. The school’s Disability Equality Scheme, which includes its accessibility plan, is in place and improvement work has already been undertaken. Other alterations and improvements to the building which will make the school more easily accessible for people with disabilities will be made in the next few years as part of the overall plan to improve the building through minor works projects. The Physical disabilities and impairment strand of the Blackpool Inclusion team are invited into school for specific children to ensure that correct adjustments are made.

11. What expertise in relation to special educational needs, is available at Bispham Endowed? How is staff training identified?

The identification of staff training needs is an ongoing process which is included in the annual appraisal cycle. If specific training of staff is identified in order to support particular pupils e.g. children with Type 1 Diabetes or those with epilepsy, this is organised as soon as the need is identified. Support of such children is monitored carefully by the SENDCO. The school nurse or appropriate professionals provide additional training to staff when necessary to meet the needs of children with medical conditions. A large number of staff have basic first aid training with additional training provided for nominated Senior First Aiders. Designated staff have had training to use the defibrillator we have in school. The SENDCO has the NASC qualification.

12. How are extra-curricular activities at Bispham Endowed made accessible for children with special educational needs?

All staff and volunteers involved in the delivery of the sessions are made aware of any children who may encounter difficulty in accessing the club and allowances are provided accordingly.

Clubs vary from term to term, season to season and may include some of the following: netball, football, choir, Bible class, athletics, healthy eating, art, library, recorders. The teachers in charge of these intervention groups have access to the SEND documents relating to the individual children. Parents and carers are regularly informed of clubs and activities for children with special educational needs and disabilities within the community.

13. If I'm not happy about the provision made by Bispham Endowed for children with special educational needs, how do I make a complaint?

Bispham Endowed follows the Local Authority's School Complaints Procedure which can be found on our website.

In brief, if you are not happy, the following procedure should be followed: -

- Stage 1 (informal) – speak to the class teacher, SENDCo or Headteacher. Usually, this results in the resolution of any issues you are not happy with.
- Stage 2 (formal) – speak or write to the Headteacher who will acknowledge your complaint within 5 working days and will fully investigate your complaint. She will then work with you to help resolve the issues you've raised.

At Bispham Endowed, we strive to develop a good relationship with our parents/carers as we are all concerned about the children's needs, happiness and welfare. If after Stage 2, you are still unhappy, you can request a copy of the School's Complaints Procedure from the school office.

14. How do I find out how the Local Authority supports children with special educational needs or disabilities?

For information on how the Local Authority supports children with special educational needs or disabilities, please see the area wide Local Offer

<https://www.blackpool.gov.uk/Residents/Education-and-schools/Local-offer/Local-offer-home.aspx>

Blackpool's area wide local offer includes information about:

- Education, health and social care provision for children and young people with SEN;
- Details of how parents/carers and young people can request an assessment for an EHC plan;
- Arrangements for identifying and assessing children and young people's SEN, including arrangements for EHC needs assessments;
- Other educational provision such as sports or arts provision;
- Post-16 education and training provision;
- Apprenticeships, Traineeships, and Supported Internships;
- Arrangements for travel to and from schools, post-16 institutions and early years' providers;
- Support to help children and young people move between phases of education (for example from early years to school, from primary to secondary) and prepare for adulthood;
- Sources of information, advice and support in the local authority's area relating to SEN including information provided under clause 32 of the Children and Families Bill, forums for parents and carers, and support groups;
- Childcare, including suitable provision for disabled children and those with SEN;
- Leisure activities;
- Support available to young people in higher education, particularly the Disabled Students Allowance (DSA) and the process and timescales for making an application for DSA; and
- Arrangements for resolving disagreements, mediation, and parents'/carers' and young people's rights to appeal a decision of the local authority to the Tribunal in respect of SEN and provision. This information should also include routes of complaint and redress for health and social care.