

**Blandford St. Mary CE Primary School
Special Educational Needs Information Report.
2026-2027**

School name	Blandford St. Mary CE Primary School	
Address	Birch Avenue, Blandford St. Mary, Dorset, DT11 9QD	
Type of school	Mainstream – Part of the Diocese of Salisbury Academy Trust (DSAT)	
Contact details	Head Teacher	Mrs Rosaleen Beaver
	SENDCo	Mrs Katie Drake
	Governor responsible for SEND	Sarah Grenados
	Telephone(s)	01258 453331
	Email	sen@blandfordstmary.dsat.org.uk or office@blandfordstmary.dsat.org.uk
	Website	www.blandfordstmary.dsat.org.uk

**Information about
Blandford St Mary
Primary School**

At Blandford St Mary, we celebrate and nurture every child as an individual. We are committed to ensuring that all children are supported to achieve their potential and to participate fully in school life.

We believe that high-quality teaching, appropriately adapted to meet individual needs, is the foundation of our approach to supporting children with special educational needs and/or disabilities (SEND). Teachers take account of children's prior learning, strengths and individual needs when planning and delivering the curriculum.

Most children with SEND are supported at the SEN Support stage, in line with the SEND Code of Practice. Their needs are identified and supported through a graduated approach of Assess, Plan, Do and Review, which may include adaptations to classroom teaching, targeted interventions and additional support where appropriate.

Some children may have a medical diagnosis but have their needs met through our universal provision and reasonable adjustments. A diagnosis does not automatically mean that a child requires SEN Support or needs to be placed on the school's SEND register.

A small number of children have more complex needs and are supported through an Education, Health and Care Plan (EHCP). We work closely with children, parents and other professionals to ensure that provision is appropriate and that the support outlined in EHCPs is implemented effectively.

We recognise the importance of working in partnership with parents and carers and value their knowledge and understanding of their children. We aim to involve parents, children and relevant professionals at every stage of the SEND process and in decisions about the support provided.

Staff receive regular training and professional development to ensure that their knowledge and practice remain up to date and reflect current research, guidance and developments in SEND.

Our school provides support for children across the four broad areas of need identified in the SEND Code of Practice:

Communication and interaction

Cognition and learning

Social, emotional and mental health difficulties

Sensory and/or physical needs

How do we identify children with SEND and decide whether SEN Support is needed?

All teachers are responsible for identifying and responding to the needs of children in their class. We monitor children's learning, progress, wellbeing and development through ongoing assessment and observation.

A child may be identified as needing additional support through:

- information from parents/carers;
- discussions with previous settings or schools;
- teacher observations;
- assessment and progress information;
- concerns about communication, learning, social interaction, behaviour or emotional wellbeing;
- advice from health or other professionals.

Where concerns are identified, teachers will adapt teaching and provide appropriate support following the graduated approach of Assess, Plan, Do, Review.

If a child continues to experience difficulties despite high-quality teaching and targeted support, the class teacher and SENDCo will work with parents/carers to gather further information and consider whether SEN Support is required. Where appropriate, advice may be sought from external professionals.

If SEN Support is agreed, the child will be added to the school's SEND register and appropriate provision will be put in place.

The Assess, Plan, Do, Review cycle



Each review cycle uses assessment, monitoring and professional judgement to identify the child's strengths, needs and appropriate next steps. Depending on the outcome of the review, support may be adapted, continued, reduced or no longer required. Where further support is needed, appropriate provision and agreed outcomes will be put in place to help the child make progress.

Specific and measurable outcomes are identified where appropriate and progress is reviewed regularly. If a child has an Individual Learning Plan they are reviewed and updated regularly and/ or as the child's needs change, with new outcomes agreed when required.

Alongside this process, the SENDCo monitors the effectiveness of provision and interventions and considers the impact they are having on individual children's progress and outcomes.

	For a small number of children, their needs may be more complex and require a level of provision that cannot reasonably be provided through the resources normally available to the school. Where appropriate, a request for an Education, Health and Care needs assessment may be made to Dorset Council. Dorset Council will consider the evidence and decide whether an Education, Health and Care needs assessment is necessary. If an assessment is carried out, the Local Authority will then decide whether it is necessary for the child to have an Education, Health and Care Plan (EHCP).
Teaching children with SEND	All children at Blandford St Mary are entitled to high-quality teaching that is adapted to meet their individual needs. Teachers are responsible for the progress and attainment of all pupils in their class, including those with SEND. They use assessment, professional judgement and knowledge of each child to adapt learning and remove barriers to success. Adaptations may include: • scaffolding and additional modelling; • visual resources and prompts; • breaking learning into smaller steps; • adapted resources and recording methods; • specialist equipment or technology; • reasonable adjustments to support access and participation. The effectiveness of provision is monitored through ongoing assessment, discussions with children and families, reviews of interventions and collaboration between teachers and the SENDCo. We are committed to ensuring that all pupils can access the curriculum and participate fully in school life.
How will my child be involved in decisions made about their education?	We believe that children should be involved in decisions about their education and the support they receive. We will seek to understand each child's views, wishes and feelings in a way that is appropriate to their age, stage of development and individual communication needs. We recognise that every child is different and the way in which they are involved will be tailored to them. We will work with parents and carers to ensure that children are given meaningful opportunities to share their views. Depending on the child, this may include: • talking with a familiar member of staff about their learning, strengths, difficulties and the support they find helpful; • attending or contributing to meetings about their progress and support, where appropriate;

	• completing a pupil voice questionnaire or survey; • sharing their views through drawings, photographs, symbols or other visual methods; • using their preferred method of communication, including visual or communication aids where appropriate; • having their views represented by a trusted member of staff if they do not wish, or are unable, to attend a meeting themselves. We will take your child's views into account when planning, reviewing and adapting their support and will help them to understand decisions that are made about their education wherever possible.
How does the school make adaptations to the curriculum and environment for children with SEND?	Teachers use a range of evidence-informed approaches to support pupils with SEND and help them access learning successfully. These may include: • adapted teaching and resources; • scaffolding and explicit instruction; • visual supports and practical resources; • flexible grouping; • pre-teaching or overlearning of key concepts; • assistive technology; • sensory or environmental adjustments where appropriate. The learning environment may also be adapted through visual timetables, quiet workspaces, movement breaks, specialist equipment and other reasonable adjustments. Where more specialist advice is required, we work closely with parents/carers and external professionals to identify and implement appropriate support.
What expertise and training do staff have to support children with SEND?	Staff receive regular training and professional development to ensure that they have the knowledge and skills needed to support pupils with SEND effectively. Training is provided in response to the needs of pupils within the school and may include areas such as: • Autism and ADHD; • Speech, Language and Communication Needs (SLCN); • Social, Emotional and Mental Health (SEMH); • Attachment and trauma-informed practice;

- Intimate care
- Adaptive teaching and inclusive classroom practice;
- Medical needs and safeguarding.

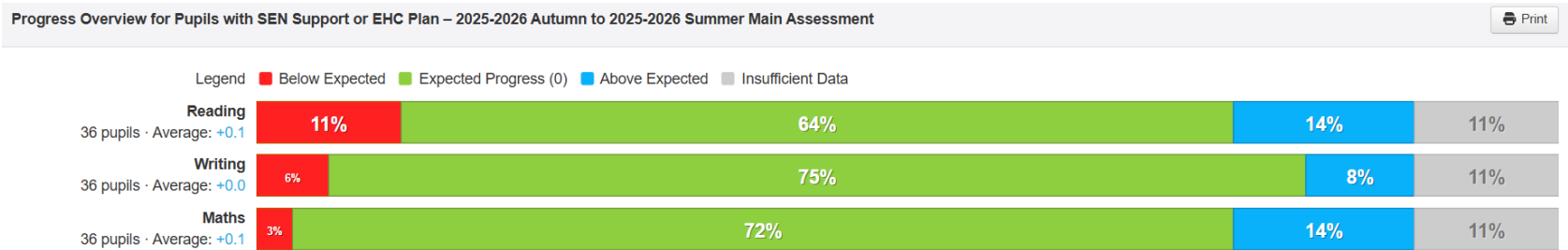
Where specialist knowledge is required, staff work closely with external professionals to ensure appropriate support is in place for individual pupils.

How do we measure the progress of children with SEND?

We recognise that children with SEND have a wide range of strengths and needs and that progress will look different for every child. We therefore monitor progress using a range of information, including academic attainment, progress from individual starting points, progress towards personalised outcomes, attendance, wellbeing and participation in school life.

The progress of children with SEND is reviewed regularly by class teachers and the leadership team. This information is used to evaluate the effectiveness of provision and to identify where adaptations or further support may be needed.

Where cohort sizes allow meaningful comparison, the school analyses the progress and attainment of children with SEND in reading, writing and mathematics. We also monitor progress towards individual outcomes for children receiving SEN Support and those with an EHCP.



Support for pupils transitioning between phases of education or schools.

We recognise that transitions can be an important time for all children, particularly those with special educational needs and/or disabilities. We work to ensure that transitions are carefully planned and tailored to the individual needs of each child.

Transition from nursery or pre-school

When a child with SEND is due to join our school, we work closely with parents and carers, nurseries, pre-schools and other professionals involved with the child to gather information about their strengths, needs and the support that has been successful.

Where appropriate, the SENDCo and/or relevant staff may visit the child in their current setting or arrange meetings with parents, carers and professionals. Additional visits to school may also be arranged to help the child become familiar with the environment and key members of staff.

Personalised transition arrangements may include additional visits, photographs or visual information, transition booklets, opportunities to meet key adults or other strategies identified as helpful for the individual child.

Transition between year groups

As children move into a new year group, they have opportunities to visit their new classroom and meet their new teacher before the end of the summer term.

This may include extra visits to the classroom, meeting members of staff, photographs or visual information or other personalised arrangements to help the child feel prepared for the change. Each child, whether SEND or not will receive a social story for their new class.

Transition to secondary school

When children transfer to secondary school, we work closely with the receiving school to support a successful transition. Depending on the child's needs, this may include additional visits, meetings with key staff and opportunities for secondary school staff to visit the child at Blandford St Mary.

The SENDCo and Year 6 teacher will share relevant information with the receiving school and where appropriate, liaise directly with the receiving SENDCo or other relevant staff to ensure they have a clear understanding of the child's strengths, needs and the support that has been successful.

Children joining Blandford St Mary from another school

When a child with SEND joins Blandford St Mary from another school, we work with parents and carers, the previous school and where appropriate, other professionals to gather relevant information and plan for a successful transition.

Parents and carers are encouraged to visit the school and discuss their child's strengths, needs and any concerns with relevant members of staff. Where appropriate, additional visits or personalised transition arrangements may be put in place.

Where a child requires significant adjustments or additional provision, the school will work with parents, relevant professionals and where appropriate, the Local Authority to plan the support required.

	All transition arrangements are personalised to the individual child. We aim to ensure that children and their families feel prepared, informed and supported as they move into, through and on from Blandford St Mary Primary School.
What should I do if I think my child has SEN?	If you think your child may have special educational needs, please talk to us. Please speak to your child's class teacher first, as they know your child well and can discuss their learning, progress, strengths and any areas of difficulty. You can contact the class teacher by making an appointment through the school office. We will listen to your concerns and work with you to develop a better understanding of your child's strengths and needs. We will consider the information you share alongside our own observations, assessment and knowledge of your child. Where appropriate, we may put additional support or adaptations in place and monitor the impact of these over time. Not every child who experiences a difficulty or receives additional support will have SEN or need to be placed on the SEND register. If concerns continue despite appropriate support, the class teacher may discuss your child with the SENDCo. We will work in partnership with you and, where appropriate, your child and other professionals to consider whether SEN Support is needed. If your child is identified as requiring SEN Support, we will discuss this with you, agree appropriate outcomes and provision, and your child will be added to the school's SEND register. Their progress and the effectiveness of the support will then be reviewed regularly. We value parents' knowledge of their children and encourage you to talk to us as soon as you have a concern. Early conversations help us to understand your child's needs and respond appropriately.
How will I know how well my child is doing and how will you help me to support my child's learning and development?	Blandford St Mary values strong partnerships between home and school and believes that regular communication is essential in helping every child achieve their full potential. We operate an open-door approach and parents/carers are encouraged to speak with their child's class teacher if they have any questions or concerns. Appointments can be made through the school office at any time. All parents/carers receive a written report at the end of each academic year, outlining their child's progress, attainment and achievements. In addition, parent consultation meetings are held during the autumn and spring terms, providing opportunities to discuss progress and next steps for learning.

	If your child is on the SEND register, they will have a Pupil Learning Plan (PLP) which identifies their strengths, areas for development and the support they are receiving. PLPs are reviewed and updated throughout the year in July, October, December and April and copies are shared with parents/carers so that families are informed about their child's progress and can support their learning at home. Children with an Education, Health and Care Plan (EHCP) will also have a Pupil Learning Plan, as well as an Annual Review. The Annual Review brings together parents/carers, school staff and all professionals involved in supporting your child to review progress towards outcomes, discuss ongoing needs and agree next steps.
Admission Arrangements for Pupils With SEND	Blandford St Mary welcomes applications from all children, including those with Special Educational Needs and Disabilities (SEND). Pupils with SEND are treated no less favourably than their peers and are admitted in accordance with the school's Admissions Policy, which is available on the school website. We work closely with parents/carers, previous settings and relevant professionals to ensure that appropriate arrangements are in place to support a smooth transition into our school. Children with Education, Health and Care Plans (EHCPs) For children with an Education, Health and Care Plan (EHCP), school admissions are managed by Dorset Council's Learning and Belonging (SEND) Team. When naming a school in an EHCP, Dorset Council will consult with the school and parents/carers as part of the admissions process. If your child is due to transfer to a new phase of education, such as from an early years setting to primary school or from primary to secondary school, the Learning and Belonging (SEND) Team will contact you to discuss preferences and the transfer process. Further information can be found on the Dorset Council SEND Local Offer website. https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer
Accessibility and Specialist Facilities	Blandford St Mary is committed to providing an accessible environment for all pupils, staff and visitors. The school has: • an accessible toilet; • a designated disabled parking bay; • level access to the main reception area; • ramps providing access throughout the school; • a stair lift providing access to the library; • access to essential curriculum areas and play spaces.

	We continually review our provision to ensure that all members of our school community can access facilities, participate fully in learning and enjoy all aspects of school life.
--	---

For further information on SEN, please refer to the SEN Policy.

For complaints please refer to the Complaints Policy (accessible via the school website).



For information on the Dorset Local Offer please visit the website at; <https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>