



**Special
Educational Needs
Information (SEN
Information Report)
2025 - 2026**

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At Bleakhouse Primary School our vision is:

"we equip children with the skills and knowledge to thrive as independent learners. Through an inspiring curriculum, high expectations and in a caring, inclusive community, we enable all children to become well-rounded individuals who fulfil their potential and be the best that they can be"

We aim to identify a pupil's individual and specific areas of need early and make provision to meet their needs.

1. What kinds of support do we offer for pupils with Special Educational Needs?

- Quality First Teaching.
- Small group targeted interventions.
- Individual targeted interventions.

The types of SEN that we support at Bleakhouse Primary School are:

- Cognition and Learning Needs: how your child thinks, learns and understands their world.
- Communication and Interaction Needs: how your child talks to, listens, responds, plays and learns with other pupils and adults.
- Social, Emotional and Mental Health Needs: how your child shows their feelings, negotiates and solves problems in different situations and handles changes of routine
- Sensory and/or Physical Needs: how your child responds to their environment and learning using their senses and any diagnosed medical issues.

We support pupils through Quality First Teaching.

This means that:

- The teacher has the highest possible expectations for your child and all pupils in their class.
- A range of teaching strategies are used to ensure that your child is motivated and engaged in their learning.
- Your child's progress is constantly checked to ensure that the teaching and any additional resources meets their needs.
- Teachers adapt their teaching to meet the needs of different groups of learners.
- All children are able to access a broad and balanced curriculum where reasonable adjustments are made as necessary for the individual.

We support pupils through targeted group work.

This is where your child works with a smaller group of pupils, who are at a similar place in their learning, often called an intervention or group.

For your child this would mean:

- Working in small group sessions on specific targets or objectives to support their progress. Progress is constantly monitored to ensure that this small group work meets the children's needs.

We support pupils through targeted individual work.

For your child this would mean:

- Working one to one on specific targets to support their progress.
- These sessions use recommended strategies and advice from external professionals such as Speech and Language Therapists, Educational Psychologists and staff from the Communication and Autism Team.
- Progress is constantly monitored to ensure that one to one interventions are meeting the child's needs.
- The children's SEND Provision Plan will include arrangements that are additional to or different from the usual curriculum.

2. What facilities do we provide to help disabled pupils to access the school?

Resources identified to meet the needs of children with SEND are usually funded through the school's SEN budget or through the additional funding the school receives to meet aspects of a child's EHC Plan. The school will seek funding through the Local Authority Access Initiative Funding when a piece of more costly equipment is required. Many adaptations have already been made to the buildings to ensure they are accessible and the school makes any reasonable adjustment as necessary.

3. How are Special Educational Needs identified?

How do parents/carers raise concerns?

- Talk to your child's class teacher
- Speak to the Special Educational Needs Co-ordinator (SENDCo- Mrs Emma McGahey).
- Meet the SENDCo at parents evening to discuss their child's needs.

How does the school identify a child's Special Educational Need?

- Class teachers will raise concerns with parents/carers and the SENDCo following day to day teaching and observations or assessments.
- The class teacher completes an Initial Concerns form outlining the concern or area of need.

- The SENDCo will work with staff to ensure that those pupils who may need any additional or different support are identified at an early stage. Teachers with the SENDCo will discuss all the available information about a child alongside national data and expectations.
- Discussions will also be held with the child and their parents as soon as possible to gather their views of their child's needs.
- The progress made by all pupils is regularly monitored and reviewed. Children making less than expected progress in attainment or development will be monitored more closely.
- Advice from outside agencies may also be sought as necessary. Only with the agreement of Parents will a child be moved to SEN Support.
- All staff are responsible for identifying children with special education needs.

4. How will school monitor the progress of pupils with SEN?

- Where an individual is identified as having SEND their needs will be assessed. This will start an Assess Plan Do and Review Process (Graduated Approach) to support children with SEND.
- This may involve asking for support from outside agencies such as Inclusion Support.
- SEN support will be planned (recorded on the SEND Plan) and implemented following the results of any assessment.
- This support and the child's progress against the set targets, will then be reviewed at least termly.
- Planning and reviewing to meet the needs of individuals will include discussions with the child and their parents.)
- The additional support the child receives is planned and monitored carefully by the class teacher and the SENDCo.
- Pupils with an EHC Plan will have annual reviews

5. What extra-curricular/enrichment activities can a pupil with Special Educational Needs and Disabilities access at school?

Bleakhouse Primary School is an inclusive school and all activities are available to pupils with SEN. There are various opportunities for SEND children to access a range of curriculum and extra curriculum activities including residentials, bike ability, school trips, dance clubs, multi sports clubs.

6. Who are the best people to talk to about SEN?

We always encourage you to speak to your child's class teachers about any concerns you may have about your child. However, if you have a specific concern about your child's learning, special educational or additional need then the SENDCo is available to speak to you. The SENDCo is responsible for supporting members of staff, parents, carers and pupils in meeting the additional needs of all pupils.

Our SENDCo is Mrs Emma McGahey

Mrs McGahey (who is working towards the qualification) can be contacted by arranging an appointment through the school office, (telephone number 0121 422 2841) or emailing generaladmin@bleakhouse.sandwell.sch.uk

What training do the staff in school have to support pupils with Special Educational Needs?

To ensure our staff have the skills and knowledge to support pupils with SEN there is a programme of on-going training, both in school and off-site.

Members of the support staff have been trained in a variety of learning and behaviour/emotional support interventions. Individual programmes from outside agencies are shared with the support staff by the professionals that have designed them. In the case of children joining the school who have an identified need training is arranged as necessary to ensure staff have the skills necessary to support the child. Staff also undertake training in different areas of need such Dyslexia and ASD in response to audits of need for the school.

7. How is the school increasing the extent to which disabled pupils can participate in the school's curriculum?

- Raising staff awareness of disabilities
- Staff training to support children with specific needs
- Raising pupil's awareness through assemblies and through the curriculum
- Raising Governors awareness of disabilities with Annual Review of Accessibility Plan
- Word processors are provided to students who require them due to medical or SEN need
- Access arrangements are in place to allow pupils with special educational needs or disabilities to access assessments e.g. readers/scribes/additional time

8. How is the school looking to improve the physical environment for the purpose of increasing the extent to which disabled pupils are able to take advantage of education and benefits

- Support staff with ensuring that all classrooms are clutter free

9. How does the school get more specialist help?

At Bleakhouse Primary School, if we feel a child needs more specialist help, we can work with a range of outside agencies. We may need your permission before some specialists will become involved with your child.

Agency or Service	Who they work with
Educational Psychology	Pupils with more significant and complex learning needs. Provide school staff with advice on teaching strategies, resources, individual and whole school training.
Speech and Language Therapy Service (SaLT)	Pupils who are referred by the GP or school who have specific speech or language needs. Provide school with advice on work that can be carried out in school as well as providing specific programmes in clinic.
Communication and Autism Team	Pupils with social and communication difficulties or a diagnosis of Autism. Provide individual and whole school training for staff with advice on teaching strategies, resources for pupils with Autism.
Sensory Support Service Pupils with visual or hearing impairments.	Provide school with advice regarding resources and strategies to support pupils with sensory impairments.
Health professionals	Provide advice and support for staff working with individual pupils with health needs: School Nurse. Physiotherapist. Occupational therapist. Child Development Centre.

10. How are the parents of pupils involved in the education of pupils with Special Educational Needs?

- Open door policy to listen to parents/carers about their concerns.
- Drop-in sessions frequently with the SENDCo.
- Parents evenings/ afternoons.
- Termly reviews for pupils with SEND Plans
- Annual reviews for pupils with EHCPs.

11. How does the school apply for an Educational Health Care Plan?

If we believe that a pupil needs extra educational provision, an EHC Plan referral can be made describing the child's learning difficulties and how they are to be addressed. This referral will be done with support from the parent and the Local Authority. Pupils with EHC Plans have their plans reviewed annually in accordance with the procedures laid down by the local authority.

12. How are pupils with Special Educational Needs involved in their own education?

All pupils are involved and encouraged to take part in their own learning journey, for example:

- Developing and achieving targets.
- All pupils are encouraged to speak to members of staff if they have concerns or worries.
- Pupil voice.
- Pupils are encouraged to attend interventions (when appropriate) to support them in achieving their best both academically and personally.

13. How is the governing body involved in supporting families of pupils with Special Educational Needs?

At Bleakhouse Primary School, we have a designated governor with responsibility for SEN who liaises with the SENDCo to ensure that the Governors are informed about provision, progress and well-being of our pupils with SEN. To ensure confidentiality any feedback or reports do not name individual pupils.

If you have concerns about how school deals with your child regarding any SEN issues you can discuss these with the Headteacher or the Governing Body. The name of our SEN Governor is Mrs Sheida Ahmed

If you want to discuss any issues with our SEN Governor, she can be contacted by arranging an appointment through the school office.

The Role of the Governing Body

The school Governing Body have a specific responsibility to: -

- Ensure that arrangements are in place in school to support children with medical conditions (please see the Medical Conditions Policy).
- Ensure SLT consult with health and social care professionals, pupils, parents to ensure that children with medical conditions are effectively supported.
- Ensure that there is a named Governor who has specific responsibility for the oversight of the school's arrangements for SEN and Disability.
- Ensure the necessary provision is made for any pupil who has Special Educational Needs.
- Ensure that pupils' needs are made known to all who are likely to teach them.
- Ensure that teachers in the school are aware of the importance of identifying, and providing for those pupils who have Special Educational Needs.
- Consult and work with the LA Local Offer arrangements.
- Ensure that a child with Special Educational Needs joins in the activities of the school together with pupils who do not have Special Educational Needs, so far as is reasonably practical and compatible with the child receiving the special educational provision their learning

needs call for, the efficient education of the pupils with whom they are educated and the efficient use of resources.

- Ensure that parents are involved in the decision making process in relation to SEND provision being made of their child.

Governors will have regard to the Special Educational Needs and Disability Code of Practice: 0 to 25 years (D.f.E., 2014), the Disability Discrimination Act and the Equality Act.

14. What support services are available to help parents/carers with pupils with Special Educational Needs?

Support Services for Parents of Children with SEN

Sandwell Information Advice and Support Service (SEND IASS) is able to offer advice and support to all Parents of children with SEN. Their contact details are:

Sandwell SEND Information and Advice Support Service (SEND IASS),
West Bromwich North Family Centre,
Connor Road,
West Bromwich,
B71 3DJ
Tel: 0121 289 2566
Email: sandwellsendiass@barnardos.org.uk

The school is happy to advise Parents of support that may be available for Parents with children with specific needs on an individual basis.

15. How will we support your child through transitions?

- The school works to support children with SEND as they join the school and as they leave the school to make the move to their next school.
- Visit to existing school/setting or home visit where relevant.
- Transition days — staggered at times of the day to meet the needs of the child e.g. after school, during class time.
- The SENDCo and class teachers discuss the needs of each child with the previous/ next school.
- Resources are organised so that they are in place for when the child joins the school.
- Individual transition programmes are arranged and supported by the school as necessary.
- Such programmes have included additional visits made by or to the children.

- The SENDCo invites receiving schools to Annual Review Meetings and prioritises attending these at other schools when necessary.
- Change of Year Group teacher: your child's new teacher will be informed of general information about your child as well as strategies to support their academic and personal development.

16. How can parents/carers find Sandwell's Local Authority's Local Offer for SEN?

The LA Local Offer is available on the council website [Sandwell Local Offer | Family Information Service Hub](#)

E. McGahey

October 2025 (due for renewal October 2026)