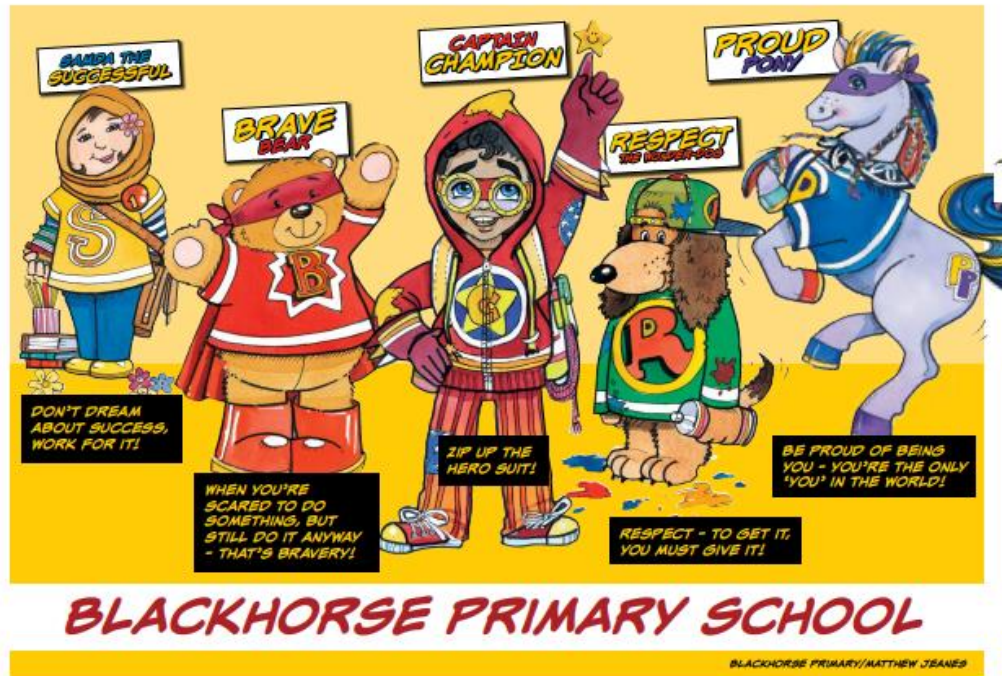




SEND Information Report

2025-2026

At Blackhorse Primary School we are committed to building champions through inclusivity and providing high quality education to every child. We believe that all children, inclusive of those identified as having Special Educational Needs or a Disability (SEND), have a shared privilege to an accessible, broad and balanced academic and social curriculum, and that they are fully included in all aspects of school life through an offer of universal access of extensive opportunity, expert tuition, purposeful practice and personal effort.



We are a friendly nurturing school that believes in developing the whole child. Our everyday practice and policy are compliant with the Code of Practice and our SEN/D policy and information report are written in collaboration with the Leaf Trust, Local governance and stakeholders. Our SEND Policy can be found [here](#) along with further documentation and signposting for SEND that you may find useful.

Deputy Head Teacher/Inclusion Lead: Jacqueline Taylor (NASENCO)

Jacqui.taylor@blackhorsepri.org.uk



SENCO: Claire Deacon (NASENCO)

Claire.deacon@blackhorsepri.org.uk



SEND Governor: Cheryl Cooper

office@blackhorsepri.org.uk

Through our Graduated Response of 'Assess, Plan, Do Review', we identify children's learning, physical, social and emotional difficulties at an early stage and we endeavour to work with you to help support each child. Further information on our Graduated Response can be found [here](#).

Blackhorse Primary School: Resource Base

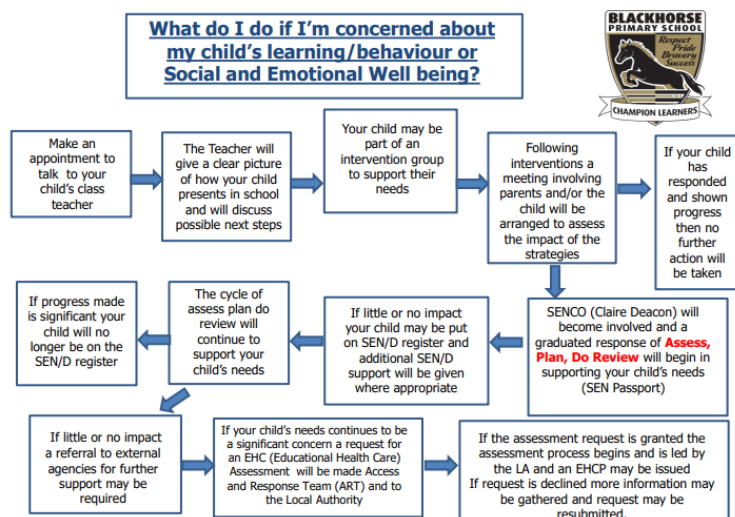
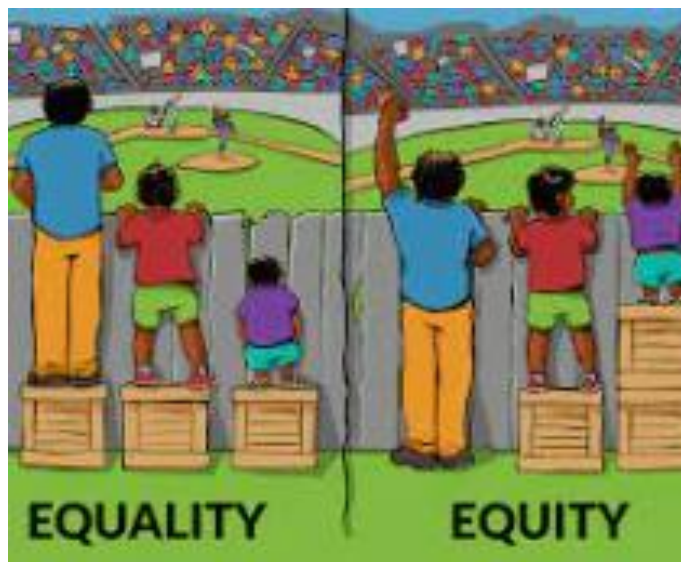
We are proud to have a **specialist provision**, in the form of our Resource Base. This is a LA commissioned provision designated for autistic children and/or children with social communication difficulties. The role of

our Resource Base is to facilitate and support inclusion for these children into their mainstream classes supporting them to be independent and to thrive.

The Resource Base has a 22 place allocation and each Resource Base pupil has a place in a mainstream class and within the Resource base. We provide two classes in the resource base one for Key Stage 1 provision and the other for key stage 2 provision. Through our strong model of inclusion our aim is for resource base children to include with their peers within mainstream. Click [here](#) for more information around our resource base.

How do we recognise that a child needs extra help?

Your child's class teacher continually assesses how they are progressing with their learning in all areas of the curriculum and in their social and emotional wellbeing. In addition to this we formally assess our children's progress in reading, writing and maths three times a year. If a child is working below expected levels or is making slower than expected progress, we will consider whether they need may extra help and your child will be discussed during a Pupil Progress Meeting (PPM) with a member of the senior leadership team in order to support their needs within the classroom and in and around school.



SEN/D is defined as any education or training provision which is additional to or different from that generally made for others within a main stream school provision

If you have any concerns relating to your child's needs or progress please contact their class teacher in the first instance. Please [click here](#) to access the flow chart.

How will I know that the school will support my child?

At Blackhorse Primary School, we are committed to ensuring that every child, including those with Special Educational Needs and Disabilities (SEND), receives the right support to thrive.

You can be confident that your child will be supported because:



- **Clear Identification and Early Support**

- In line with the **SEND Code of Practice (2015)**, we identify children's needs early and provide high-quality teaching alongside targeted interventions.

- We regularly monitor your child's progress and adapt support where needed.
- **A Graduated Approach**
 - We follow the *Assess – Plan – Do – Review* cycle set out in the Code of Practice. This means we work with you and your child to set goals, put in place the right support, review how well it is working, and make changes if necessary.
- **Personalised Provision**
 - Support is tailored to your child's needs, whether that's through adaptations in class, small-group work, or individual programmes.
 - Teachers and teaching assistants receive training to ensure strategies are effective and inclusive.
- **Working in Partnership with Families**
 - The Code of Practice highlights the importance of involving parents and carers. At Blackhorse, you will be invited to regular meetings to discuss your child's progress and next steps.
 - Your views, and your child's views, are central to planning support.
- **Access to Specialist Support**
 - Where needed, we work closely with external professionals (e.g. educational psychologists, speech and language therapists) to ensure your child has the best possible opportunities to succeed.
- **An Inclusive School Ethos**
 - Blackhorse Primary is proud of its inclusive values. We celebrate inclusion and difference and ensure that all children feel safe, valued, and part of the school community.

When might a child be added to the SEND register?

Every teacher in our school is a teacher of SEND and if at any point a teacher feels that a child may need additional SEND support/provision the schools Special Educational Needs Co-ordinator (SENDCO), Claire Deacon may also become involved. Our 'Graduated Response' explains our approach in further detail and can be found [here](#).

At Blackhorse we hold 'SENDCO Surgeries' three times a year. This is an opportunity where Class teachers, specialist SEND TA's, SENDCO and Inclusion Lead meet together to discuss barriers to learning that they may be concerned about in class. From this your child may be monitored through a [graduated response of assess, plan do review](#) of adapted provision or supporting strategies to support. If concerns continue and a SEND need is identified (this could be through slow progress or external agencies assessment) an [Individual Provision Map](#) (IPM) may be introduced. An IPM is coproduced between the child, parents, class teacher and SENDCO. In this instance the class teacher and or SENDCO will meet with you to discuss the individualised provision and review this plan. As parents you will also receive a [letter informing](#) you that the school have added your child to the SEND register.

If your child has already been identified as having a Special Educational Need (SEN) before they join us, the SENDCO at their previous setting should contact the school and we will then liaise together to support the

transition between settings and aim to ensure that the provision within the school can meet the needs of the your child.

For some children, with more complex needs an Education, Health and Care Plan may have already been issued before they start school; we recognise that children can experience difficulties with learning, behaviour or social skills at any time in their school life and we aim to work together to support his/her needs. Once a child is identified as having difficulties in learning or in the areas of social, emotional or issues of mental health the school will support them through SEN Support and may place the child on our Special Educational Needs register.

Through the [South Gloucestershire Local Offer](#) the school may also invite external agencies to observe or assess individual children's needs; these may include Occupational Therapists, Educational Psychologist, Speech and Language Therapist and occasionally more individualised professional support where necessary.

What should I do if I think my child has SEND?

In the first instance you should arrange a time to talk to your child's class teacher about your concerns. They may carry out some further observations or assessments, or may arrange for your child to have some support in a small group to target an area they are finding difficult.

If there are still concerns following this, you and the class teacher may wish to discuss your child's difficulties with the school SENCO or the Deputy Headteacher and Inclusion Lead (Jacqui Taylor).

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

Teachers at Blackhorse support access to learning through quality first teaching strategies. When class teachers are planning their lessons, they think about the needs of *all* the children in the class. They may adapt and differentiate their plans in order to enable all pupils in the class to access the lesson and make progress in skills and knowledge. For further information on our curriculum please click [here](#).

How will I know how my child is doing?

If your child has been identified as SEND and has an IPM then you will be invited to meet with your child's class teacher at least three times a year to review their progress and their targets.

In some instances there may be additional individualised support for a child transitioning from school to home though a home school link/diary put in place or sometimes a phone call, text or email may also be a support to both you and your child.

How will you help me to support my child's learning?

We welcome parents into school and provide opportunities for you to come into school and find out about ways of supporting your child's learning in different areas of the curriculum these may be in the form of; Phonics and Reading workshops, Parents Evenings, IPMS Reviews etc. In addition, your child's class teacher/SENDSCO/Family Link can work with you to suggest ways and strategies to help your child with specific areas of need including reading, writing, spelling, maths or social/emotional skills.

What support will there be to support my child's overall well-being?

At Blackhorse we take an interest in all our children's social and emotional well-being. If you are concerned about your child's emotional wellbeing please arrange to meet with your child's class teacher initially. At playtimes and lunchtimes there are staff on duty to ensure that all children are kept safe and interact with their peers and that they are supported to enjoy their playtimes.

At Blackhorse we pride ourselves on our inclusive and pastoral support as such we have a wide range of support for our children and our families available including:

- **Emma Touzalin our Family Link Support.** Emma works with parents and families to signpost and offer early intervention support. This may be in the form of an Early Help Assessment Plan (EHAP) or offering advice on day to day support e.g. bedtime routines etc. For more information please visit our [website](#) or contact Emma directly: Emma.Touzalin@blackhorsepri.org.uk or Phone or text Emma's school mobile: 07544 028 142
- **Sara Aladheff our School Councillor.** Sarah works in school for 9 hours a week and is a trained therapeutic councillor she works with children individually in many different ways supporting issues such as trauma, attachment and child wellbeing and mental health and supports children through a referral process through the schools pastoral team.
- **Pastoral Team: Supporting Nurture and SEMH intervention (Meadow Class):** Meadow class offers a nurturing approach to learning. If children are identified as requiring this support they may then attend Nurture intervention for part of their learning, for more information please visit <https://blackhorse-ps.primarysite.media/playlist/meadow-class-channel>



If your child has medical needs, they may have a Health Care Plan drawn up by the School Health Nurse. This plan may include the specific needs of the child, administration of medication or medical techniques that may need to be known.

What specialist services or expertise accessed by the school?

Our staff have access to regular training in SEND and have a wide experience of meeting the varying and often complex needs of pupils with a range of special educational needs. Blackhorse Primary School also employs a Speech and Language therapist through TALK speech Therapy for children who may require additional support in this area.



Should you require any further information or support in these areas then please contact the school office/SENDSCO or DHT.

The school may also call in support from the local authority's Educational Psychology Service and/or Education Health and Care Assessment Team, along with specialist services through the NHS, charities etc to request additional support in a particular field.

What training have staff supporting pupils with SEND had, or are they having?

Staff supporting pupils with SEN/D are given training on children's specific needs. This may be provided by specialist staff or therapists involved with the child.

All staff have annual training from the school nurse on medical needs, so that they are aware of emergency action to be taken for pupils who have conditions such as epilepsy or severe allergies.

Some staff have training every three years on safe physical intervention through TEAMTEACH.

How will my child be included in activities outside of the classroom?

At Blackhorse we are extremely proud of the [extensive opportunities and extra-curricular](#) clubs offered to all our children with clubs running after school and at lunchtimes. The clubs are run by school staff and external providers and are fully inclusive offering a range of skills and opportunity including musical theatre, art and sport.

If your child needs individual support, school staff will aim to provide this (although this cannot be guaranteed, as staff give their time on a voluntary basis). Some clubs are run by outside agencies/professionals. Therefore it is advised that talk to the club leader about your child's specific needs. Please ask at the office for details should you require any specific information.

There are a range of curriculum trips offered for every year group. These are carefully planned to ensure that every child can be included. All pupils are invited to the trips and if your child is in the Resource Base these opportunities will also be discussed with you.

Year 6 and Year 4 children may also take part in residential visits. The venues for these are carefully researched to ensure that the accommodation and activities are suitable for everyone. All pupils in the year group are invited and the activities are inclusive.

How accessible is the school environment?

The school is built on two levels with a lift to enable access to the upstairs classrooms. There are three accessible bathrooms including two with changing beds.

The school is designed to have a lot of natural light. Every classroom has window blinds. All the corridors and classrooms are carpeted in order to reduce the noise levels to meet the sensory needs of the pupils with autism and walls are also painted neutrally with darker coloured door frames. All doors have braille labels.

Every classroom has a visual timetable to support all pupils and equipment in classrooms is labelled using both words and visuals.

The playground and school field are accessible for wheelchair users.

The school regularly liaises with external agency support such as the Vision Impairment Team/Hearing impairment team who advise on how to continue to make our school accessible for all.

Please see our [School Accessibility Plan](#) here.

How will the school support my child in starting school and moving on?

There are multiple opportunities throughout the year to support children moving into Blackhorse and moving on through their journey to secondary school.

Early Years transition starts as soon as a child's placement is confirmed. The Early Years Team (EYFS) and SENDCO visit every pre-school setting to meet children and key workers in the Summer Term. There are meetings for parents of all new Reception children in June and the children are invited into school on two or three afternoons during the summer term, where we support parents through workshops (such as Phonics

and School Readiness) and networking opportunities while their children explore their new school environment! We also offer stay and play sessions for children in the autumn term to support parents in choosing the right primary school for their child.

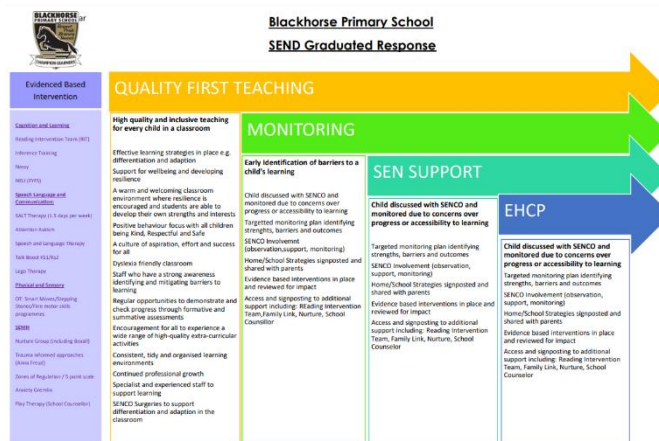
If your child has been identified as having SEND, the Reception Class Teacher and/or SENDCO will make links with your child’s pre-school setting. We will meet with you to discuss your child’s needs and any ways we can help your child to settle into school. This may involve an enhanced individualised transition plan, which we would work in partnership to support.

When your child is due to move onto their next phase of Secondary School, we will make links with the school so that we can share information and begin the transition process. All Year 6 pupils are prepared for transition through class and group activities. For some pupils it may help to carry out these activities in smaller groups with an adult or occasionally on a 1:1 basis through an enhanced transition plan; here some children may benefit from additional visits to their secondary school and we can help to arrange this. Some children may also benefit from individual visits to their secondary schools supported by Blackhorse staff.

How are the school’s resources allocated and matched to pupils’ SEND?

Children whose needs have been identified through an Education, Health and Care Assessment and have been issued with an Education Health Care Plan may receive additional funding to support their provision (Section F). This money is spent on providing additional staff, equipment and resources to support a child’s needs and to enable them to access learning independently and successfully.

The needs of children who are on the SEND register are met from within the school’s overall budget and through the notional SEND funding formula of £6000. The school follows a [Graduated Approach](#) to supporting pupils based on their needs. For more information on this please see [click here](#).



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

If your child has a special educational need you will be invited to meet with your child’s class teacher and/or the SENCO at least three times a year. This is in addition to any universal opportunity to come into school.

If your child has an Education, Health & Care Plan, they will also have EHCP Annual Review meeting when everyone involved with your child will be invited to discuss their progress and plan for their education. You will be invited to write a contribution to the review meeting should you wish to do so and your child will have an opportunity to share their views through a variety of means to reflect their need.

Who can parents contact for further information?

Your first point of contact for any concerns should always be your child’s **Class Teacher**. Our website also holds a lot of signposting and useful information covering a wide spectrum of need, for further information please click here: [SEND at Blackhorse](#).

If you have a query about SEND procedures in school or about getting further advice, you can contact the SENCO (Claire Deacon) or DHT (Jacqueline Taylor) via the school office: office@blackhorsepri.org.uk

How are children admitted to the Resource Base?

Decisions about Resource Base admissions are made by the Local Authority through the 0-25 team and all children placed within the resource must have an Education Health and Care Plan with a primary need of Autism or Social and Communication difficulties. .

As part of the process of drawing up an Education, Health and Care Plan or at your child's Annual Review Meeting, you can express a preference for the primary school/type of setting you would like them to attend.

Parents are very welcome to contact or visit the school to see if you feel it would meet your child's needs or visit <https://www.blackhorseprimary.org.uk/send-inclusion/> and <https://www.blackhorseprimary.org.uk/topic/resource-base> for more information.



Learning Knows No Bounds