



# Blue Hills Federation



## SEND LOCAL OFFER SEPTEMBER 2023

### The Blue Hills Federation

The Blue Hills Federation is a collective of three primary schools – Clunbury CE Primary School, Newcastle CE Primary School and St Mary’s Bucknell CE Primary School. All three schools share one Executive Headteacher and one Governing Body. When using the term ‘Blue Hills Federation’ within this policy, it is in reference to all three schools. When policy only applies to one school that school will be named specifically. Newcastle CE Primary School does not have a nursery or a preschool, therefore any references to nursery or pre-school do not apply to Newcastle CE Primary School.

### Our Vision

Proverbs 22:6 - Good News Bible

***‘Teach children how they should live, and they will remember it all their lives.’***

We are a caring Church Federation bringing together and serving many communities. We provide nurturing environments that facilitates learning for all. We encourage everybody to become confident, sociable and responsible citizens who achieve to the best of their ability in preparation for a fulfilling future.

### Our Values

Trust and Truth; Joy and Happiness; Love and Respect; Thankfulness;  
Friendship and Family; Perseverance and Resilience

**Review Date: September 2026**

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## Introduction / Overview

The Blue Hills Federation is a three school Federation found in South Shropshire, bordering with Powys and Herefordshire. We are three small rural primary schools providing education for children aged from 2 – 11, as two of the schools have pre-school or nursery provision on site. The third has close links with their local private feeder nursery.

The Blue Hills Federation is an inclusive federation, which encourages every pupil to meet their full potential through support and intervention tailored to the needs of each child.

## People who support children with Special Educational Needs and / or Disabilities

School based information	People	Summary of responsibilities
Who are the best people to talk to in this school about my child's difficulties with learning / Special Educational Needs/ Disability (SEND)?  And how can I talk to them about my child if I need to?	<b>Class Teachers</b>	<b>They are responsible for:</b> <ul style="list-style-type: none"> <li>Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (i.e. Quality First Teaching).</li> <li>Checking on the process of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCo as necessary.</li> <li>Ensuring that all members of staff working with your child in school are aware of your child's</li> </ul>

	<p><b>The SENDCo</b></p>	<p>individual needs and/ or conditions and what specific adjustments need to be made to enable them to be included and make progress.</p> <ul style="list-style-type: none"> <li>• Ensuring that all staff working with your child in school are supported in delivering possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.</li> <li>• Ensuring that the school’s SEND policy is followed in their classroom and for all the pupils they teach with any SEND i.e. every teacher is a teacher of SEND.</li> </ul> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Coordinating all the support for children with special educational needs (SEN) and /or disabilities and developing the school’s SEND policy to make sure all children get a consistent, high quality response to meeting their needs in school.</li> <li>• Liaising with all the other people who may be coming into school to help support your child’s learning e.g. Speech and Language Service, Educational Psychology and other external services.</li> <li>• Updating and monitoring the school’s provision map (this is a document overview, which records the additional support that your child is receiving and has had).</li> <li>• To provide specialist support for teachers and support staff in the school so they can help your child (and other pupils with SEN and /or disabilities in the school) to achieve their potential.</li> <li>• Supporting your child’s class teacher to write Pupil Plans.</li> <li>• Organising training needs for staff so they are aware and confident about how to meet the needs of your child and others in school.</li> </ul> <p><b>Ensuring you are:</b></p> <ul style="list-style-type: none"> <li>• Involved in supporting your child’s learning</li> <li>• Kept informed about the support your child is getting</li> <li>• Involved in reviewing how they are doing</li> <li>• Part of planning ahead or them</li> </ul> <p>They are responsible for completing additional intervention programmes and supporting your child within the classroom under the direction of the class teacher and or the SENDCo.</p> <p>They are responsible for monitoring the daily support that your child receives to ensure that they receive the support as stated within the provision map.</p>
	<p><b>Teaching Assistants</b></p>	

	<p><b>Headteacher</b></p>	<p>As a school, we welcome daily dialogue between parents and T. A's on how a child's day has been and we do actively encourage this continued feedback.</p> <p><b>They are responsible for:</b></p> <ul style="list-style-type: none"> <li>• The day to day management of all aspects of the school, this includes the support for children with SEN and /or disabilities. They delegate responsibility to the SENDCo and Class teachers for supporting and monitoring the daily support that children receive but is still responsible for ensuring that your child's learning needs are met.</li> <li>• They must make sure that the Governing body is kept up to date about any issues in the school relating to SEND.</li> </ul>
	<p><b>SEND Governor</b></p>	<p><b>The governing body are responsible for:</b></p> <ul style="list-style-type: none"> <li>• Making sure that the school has an upto date SEND Policy.</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.</li> <li>• Making sure that the necessary support s made for any child who attends the school who has SEN and / or disabilities.</li> <li>• Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves their potential in school.</li> </ul>

## The Assessment Process

<p>What will happen if the school has a concern about my child?</p>	<p>Initially we monitor all children closely within the classroom. Termly assessments of all children in Maths, writing, reading and phonics. If a child is not making the expected progress, then subtle support will be put in place within the classroom. If a child is still not making expected progress then parents will be invited into school for a meeting with the class teacher to discuss further proceedings and possible referrals to outside agencies.</p>
<p>What can I do if I have a concern about my child</p>	<p>At all the school's within the Federation, we have an open door policy where you are welcome to come and talk to any member of staff before or after school about your concerns regarding any school issue or alternatively contact the school office to make an appointment.</p>
<p>How can the school access additional support for my child?</p>	<p>Initially a class teacher will discuss concerns with the SENDCo and set up a time for observations or simple assessments to be completed. From this, interventions will be put into place for the child by the SENDCo and monitored by both the class teacher and SENDCo overlooking the impact of the interventions. If the child is still not making expected progress then the school would refer to specialist outside agencies using a graduated response.</p>
<p>What will happen if my child is still not making</p>	<p>After following the route of implementing recommendations of the external agencies and the child is still not making progress then we would consider applying for an EHCP assessment. An EHCP</p>

the progress that you would expect?	assessment is where the child has a range of significant physical and or academic needs and relevant paperwork will be completed to see if they would benefit from additional support to enhance the support they already receive in the classroom. This process can take up to 26 weeks.
What will happen if my child is assessed and additional support is given?	If the local authority issues an EHCP for your child an Education, health and care plan will be put in place. This will mean that would child will have additional support within the classroom through carefully targeted interventions (dependent on child.) It also includes long term targets for your child that they will be working towards.
If my child has an EHCP how will this be reviewed and monitored?	This is monitored through a yearly meeting called an annual review. At this meeting the school, yourselves and any outside agencies, such as speech and language. You would review the long term targets on the child's EHCP and if the child needs additional support/less support, this would be the time for this opportunity. You may also discuss if the child needs any further assessments maybe needed. An annual review can be called at any point within the year; however for children in year six this will take place within the Autumn term to feed into the Secondary transfer process.
How will I be informed about the progress that my child is making?	Parents or carers will be informed of their child's progress through termly meetings (where needed). Parents will also be kept up to date through termly Pupil Plan's going home to parents with opportunity to discuss with the class teacher. All children have a minimum of one meeting a year with the child's class teacher and an annual report
How will my child's thoughts and feelings be recorded?	Their thoughts will be considered when writing the Pupil Plan's (reviewing and re writing). This will happen in a form of a discussion with the child and how well they feel they are doing and perhaps where they would like extra support.
What happens when my child moves into the next class or onto secondary school	When each child moves onto a new class we have two taster days for the children to experience the new classroom environment and to meet the staff within the classroom. The same process will happen when the year 6's move onto secondary school. There are several taster days set up throughout the year so each child is aware of their new surroundings.
What can I do if I feel that the school is not providing the best support for my child?	If you have a concern regarding your child, initially you should discuss this with the class teacher or SENDCo, the head teacher or SEN Governor. A meeting then will be arranged where we will discuss and try to resolve any concerns. If after the meeting you are still concerned then we would refer you to our chair of governors and you would then follow the complaints procedure which is outlined in the complaints policy.

## Our Provision for pupils with SEND

### Communication and interaction: 1. Speech, Language and Communication Needs (SALT)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions</li> </ul>	<ul style="list-style-type: none"> <li>• Staff model correct language to all children.</li> <li>• Any guidance given to school in regards to speech and language both class teacher and SENDCo will be</li> </ul>	<ul style="list-style-type: none"> <li>• Specific interventions as suggested by the speech and language specialists.</li> <li>• Staff who are ELCAN trained.</li> </ul>

<p>alongside the class teacher and support assistant to implement in the school.</p> <ul style="list-style-type: none"> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<p>implemented into the child's education.</p> <ul style="list-style-type: none"> <li>• Encourage children to share ideas with class or small group work.</li> </ul>	
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**Communication and interaction: 2. Autistic Spectrum Disorder (ASD)**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they</li> </ul>	<ul style="list-style-type: none"> <li>• Visual timetables are used within the classroom and children are prepared in advance when there are changes to the daily routines, as appropriate to age and stage of the child.</li> <li>• Pre-teaching new vocabulary to the children before they encounter this in the classroom.</li> <li>• To give child a straight instruction to do something and in smaller chunks rather than a list.</li> </ul>	<ul style="list-style-type: none"> <li>• Social stories/comic strip conversations</li> <li>• Visual timetables</li> <li>• Quiet places for reflection and calming down.</li> <li>• Personalised coping strategies</li> </ul>

<p>are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</p> <ul style="list-style-type: none"> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>		
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**Cognition and Learning: 1. General / Moderate Learning Difficulties**

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Children are encouraged to work within a small group with the support of an adult.</li> <li>• Children are given work which is carefully differentiated.</li> <li>• Pupils are encouraged to use resources to support their learning such as word banks, number lines and bead strings.</li> <li>• Specific interventions with key markers identified by Schonell spelling and New Salford reading assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Additional spelling practice</li> <li>• Children are encouraged to read daily</li> <li>• Letters and sounds programme</li> <li>• Touch typing activities such as the BBC dance mat.</li> </ul>



## Cognition and Learning: 2. Specific Learning Difficulties E.g. Dyslexia, Dyscalculia

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to work with an adult in a small group where possible. For some activities children will be grouped within the ability levels.</li> <li>• Pupils receive specific interventions to address the skills they need to access the curriculum. Pupils are encouraged to work within the classroom environment with support when appropriate.</li> <li>• Pupils are encouraged to develop their own strategies to support them in any situation or difficulty they may come across in their learning for example to use phonic mats to support spelling, numicon/cuisinere/base10 in maths.</li> <li>• Pupils are encouraged to use resources to support their learning for example by using their word books, ACE dictionary, number lines etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Alphabet arc activities</li> <li>• Memory games such as Pullmans or brain box activities.</li> <li>• Hickey dyslexia programme</li> <li>• Wave 3 materials</li> <li>• Touch typing activities e.g. dance mat on BBC website</li> <li>• ACE dictionaries</li> <li>• Coloured overlays/reading rulers</li> <li>• ICT games</li> <li>• IDL dyslexia program</li> <li>• Dyslexia friendly environments</li> <li>• Oxford Maths catch up scheme.</li> </ul>

## Social, Mental and emotional Health (SEMH)

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to work with an adult in a small group where possible and are encouraged to share their ideas with others and adults.</li> <li>• Adults will model behaviours of how to take turns, share and negotiate with peers within specific environments.</li> </ul>	<ul style="list-style-type: none"> <li>• Emotional 5-point scale</li> <li>• Nurture area – somewhere quiet for a child to reflect</li> <li>• Circle of friends</li> <li>• Mindful kids intervention books.</li> <li>• No Worries program.</li> </ul>



<ul style="list-style-type: none"> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are given clear guidance and expectations for expected behaviours. All staff are aware of these and reinforce the same consistent expectations alongside being sensitive to individual needs.</li> <li>• Parents are aware of the behavioural expectations that we have so they can reinforce these at home. This supports every child with a consistent approach.</li> </ul>	<ul style="list-style-type: none"> <li>• Specific behaviour reactions and seating arrangements.</li> <li>• Social skills board games</li> </ul>
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## Sensory and/or Physical

### 1. Hearing Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils usually work within a small group with the subtle support of an adult.</li> <li>• The adult will repeat the ideas and comments of other children when the class are discussing ideas, in a clear and audible voice.</li> <li>• Pupils are encouraged to develop independence in maintain and wearing hearing their aids if appropriate and these are monitored daily in a subtle and unobtrusive way.</li> <li>• Pupils are encouraged to ask for ideas to be repeated or to be explained again if they have not heard or understood them.</li> <li>• Specific alternative communication systems used as appropriate to the needs of the child.</li> </ul>	<ul style="list-style-type: none"> <li>• Ensuring pupils sit near to the front of the classroom or at specific sides.</li> <li>• Following advice from the sensory inclusion services.</li> <li>• Pupils are encouraged to wear hearing aids if appropriate and an amplification loop can be worn by the adults.</li> </ul>

<p>progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</p> <ul style="list-style-type: none"> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Risk assessments as advised by external services. E.g. Occupational Therapy</li> </ul>	
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### Sensory and/or Physical

### 2. Visually Impaired

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to sit near the front of the classroom so they can physically see any visual information that is displayed.</li> <li>• Any information that is displayed on the whiteboard is presented using a clear and large font. If this is not possible then the pupils are given a copy of the information that is to be displayed.</li> <li>• If the pupil has a significant visual impairment, then the teacher will ensure that furniture and resources stay in expected places so they are easy to find.</li> <li>• Clear pathways around school.</li> <li>• Specific alternative communication systems used as appropriate to the needs of the child.</li> <li>• Risk assessments as advised by external services. E.g. Occupational Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing pupils with documents in a larger font.</li> <li>• Using different coloured paper to print worksheets and tasks onto.</li> <li>• Using a different coloured background for the interactive whiteboard.</li> </ul>

## Sensory and/or Physical

## 2. Physical Difficulties

How we identify needs, assess and review progress	How we adapt teaching to ensure access to the curriculum	How we provide support and intervention for those with identified needs
<ul style="list-style-type: none"> <li>• The class teacher will monitor the child in the classroom through observations and monitoring class work.</li> <li>• The SENDCo will observe the child in the classroom setting and set up interventions alongside the class teacher and support assistant to implement in the school.</li> <li>• If the interventions are not successful as informed from Pupil Plan targets, then alternative related interventions will be put in place or if appropriate a referral can be made to an external agency. E.g. Behaviour Support Team, Autism West Midlands, Spectra.</li> <li>• Following significant external agency involvement, the SENDCo will continue to monitor the child's progress and if they are still not making expected progress then an Education health and care needs assessment will be completed (this would be after at least 12 months of reviews).</li> <li>• Pupils will be regularly reviewed through classroom assessments both formative and summative.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils are encouraged to sit with the rest of their class or small group to listen to ideas of others. Where appropriate a fidget toy will be provided to keep them focused on task.</li> <li>• Pupils are provided with the resources to assist with functional mobility such as pencil grips, laptops, wobble cushions etc. so they are able to complete tasks.</li> <li>• When pupils are completing physical activities e.g. P.E. or outdoor learning, they are encouraged to participate in the same way as their peers. If this is not possible they are provided for with the necessary equipment so they are able to participate.</li> <li>• When using tools and resources it is modelled by an adult prior to use and specialist tools are used where appropriate with support.</li> <li>• Clear pathways around school.</li> <li>• Risk assessments as advised by external services. E.g. Occupational Therapy.</li> </ul>	<ul style="list-style-type: none"> <li>• Pencil grips / tri-grip pencils</li> <li>• Laptops</li> <li>• BBC Dance mat touch typing programme</li> <li>• Interventions as suggested by the occupational therapy team</li> <li>• Fiddle toys</li> <li>• Cool kids</li> <li>• Slant boards</li> <li>• Assistive technology e.g. Voice recorders</li> </ul>