



Blossom Unit Policy

St Leonard's Primary School

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'Providing good soil from which our FRUITS can grow' – based on Matthew, 13:8

Curious Minds. Kind Hearts. Big Dreams.

Intent

Why do we teach our pupils:

Each of our children is a precious and unique individual, with God given talents and abilities, created to fulfil a special role in God's intricate plan for the world.

“For I know the plans I have for you”, declares the Lord, “plans to prosper you and not to harm you, plans to give you hope and a future”.’

Jeremiah 29:11

What is the aim of the SEND unit?

As an inclusive school, we understand that children need to be in the right learning environment to be able to achieve their full potential however this is not always possible for all children within the mainstream classes.

Blossom Unit is for children aged 4–11 (Reception to Year 6) with Speech, Language and Communication needs. Within the Blossom unit, there are two classes: Apple Blossom and Cherry Blossom with up to 8 children in each. We deliver a Semi-Formal curriculum in Apple Blossom and a formal curriculum in Cherry Blossom.

The Unit is able to meet the needs of individual children by providing personalised provision which has opportunities to build on their SEMH, Communication, Physical, Sensory and Independence skills but also ensures there is a focus on high academic ambitions.

The aim of the unit is to allow for an environment where children are able to flourish whilst also accessing parts of the mainstream day; children access a **minimum of 50% of time** within the unit (which is determined on an individual child basis). It is also the aim that children will access a formal curriculum during their time at St Leonard's. (See 'What does the curriculum look like?')

Children are able to learn and explore in an environment that is safe and nurturing with adults that they trust and have strong relationships with, alongside opportunities to access appropriate, yet challenging, mainstream lessons in order to flourish academically, emotionally and socially.

What do we want to achieve by the time children leave the SEND Unit?

High ambitions for the children will mean that they are accessing a formal curriculum by at least the end of Year 4. If children are not accessing a formal curriculum by the end of Year 4, we will look to call an early review to discuss the needs of the child and how this may not be the right environment for their needs. By the time a pupil reaches the end of Year 6 we aim for all pupils to academically, emotionally, physically, spiritually and socially have the necessary skills to achieve and lead a life that is fulfilled and enriched.

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How does the teaching in the SEND Unit impact on our aims for our pupils:

Aim:	What contribution does the SEND Unit make to this:
Faith – develop courage, resilience and patience, through their own personal faith in God, so they can retain hope and joy even during hard experiences. (John 1:12)	Children are given opportunities to develop their resilience skills within the learning environment. They are given time and opportunities to be able to achieve this, whilst also building on their patience skills. Explicit situations are taught where children can reflect and see themselves in the scenario, allowing them to build the skills first hand.
Relationships – flourish through strong relationships with themselves, each other, creation and God. (Luke 10:27)	Staff work hard to get to know the children when they start and focus on building strong relationships by providing a safe and welcoming environment, enabling children to trust adults and have the relationship flourish. The relationships that staff and children develop then help children build relationships with other children through demonstration of what a strong relationship looks like. Staff build in regular intensive play sessions, turn-taking activities and structured play to help develop these.
Uniqueness – have the self- confidence to understand their uniqueness and God-given purpose to become the person God created them to be. (Matthew 10:30)	Staff celebrate the uniqueness of each child within the unit and are able to understand each child's talents and gifts because of the strong relationships that have been built. Staff will use these talents alongside other areas of work to build children's confidence across disciplines. Staff provide opportunities for children to explore this uniqueness further in an environment where children feel safe to do so.
Intellect – develop a keen intellect and use this talent and ability wisely to protect and enhance themselves, their communities and the environment. (Proverbs 3:13)	Staff provide different opportunities for children to develop their intellect through a range of different ways. Children are given high quality teaching through a multi- sensory approach to ensure they can flourish. Through the strong relationships with staff, they are able to identify their strengths but also their weaknesses and are able to know how each child learns best providing a range of strategies and resources to help children achieve their full potential.
Treat themselves and others with dignity and respect maintaining a healthy body and thriving community. (1 Peter 2:17)	The relationships between staff and children are built on respect and trust and through this children learn to respect others and themselves. Regular practical/talking sessions are provided to help children see themselves in certain situations and learn how to manage and deal with these situations correctly.
Salvation – have a recognition that we need to seek forgiveness through Jesus to become friends with God. (Ephesians 2: 8-9)	Children are taught that they all make mistakes. Children are provided with opportunities where they can talk about what has happened and what they can do to fix it. Children are then given 'repair it' time to do so. This supports children in understanding that they can make mistakes but that they are still able to seek forgiveness.

Implementation

What does the curriculum look like?

St Leonard's curriculum is a broad and balanced curriculum, which is highly ambitious whilst also taking into account each child's specific needs. We deliver two curricular: a Semi-Formal curriculum and a Formal curriculum; these are designed to ensure that each child experiences a curriculum that is appropriate for their needs.

The Semi-Formal curriculum is designed for learners who need support to build skills in order to progress to access the Formal curriculum. It will provide experiences and opportunities for children to develop their engagement, communication, confidence and independence. The Semi-Formal curriculum is from the Equals Curriculum. This includes the areas such as:-

- My Communication
- My Independence
- My Play and Leisure
- My Thinking and Problem Solving
- The World Around Me
- My Art
- My Music
- My Physical Well-Being
- Maths and English

The Formal curriculum will be based on 'Development Matters' for a child in EYFS and the National Curriculum for Years 1 upwards. This will directly mirror the curriculum delivered in the mainstream part of school to ensure that it is knowledge rich and that children receive their curriculum entitlement; however, it is planned so that children are cognitively able to access it.

When a child starts, it will be discussed which curriculum will be best suited for them and how, if needed, children will progress to access the Formal curriculum. When children are accessing a Formal curriculum, they will still have opportunities to develop their core skills focusing on the broad areas from their EHCPs.

What does learning look like?

Apple Blossom

Children accessing a semi-formal curriculum will be encouraged to explore their environment and the continuous provision within that. Through use of an adult they will develop skills surrounding their communication, self-help, independence, attention and social needs by intensive interactions which will also support their play skills. This will be done in a total communication environment. In addition to this, they will be given direct interventions such as Attention Autism, PECs and sensory circuits to further develop skills. Children will also begin their reading journey (see appendix) at an individualised level, allowing for children to access appropriate learning but remaining ambitious for all learners. Whilst children are accessing the semi-formal curriculum, links are continually made to the mainstream formal curriculum (see appendix) allowing them to begin their educational journey in all subject areas.

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Cherry Blossom

Children accessing the Formal curriculum will be able to enhance their core skills and consolidate learning within the continuous provision whilst also being taught discrete lessons. All the different areas of learning reflect the mainstream setting.

Area	What learning looks like?
Phonics	Children (who are still working at a phonics level) will access phonics sessions on a daily basis. Staff follow the SEND programme for Little Wandle and plan sessions based on the half termly summative assessments that take place with each individual child. This means that staff are aware of what GPCs need to become a focus and whether children need extra sessions of blending.
Spelling	Children (who are still working at a phonics level) will complete spelling sessions based on the “tricky words” in the Little Wandle scheme – this is a way of being able to include repetitive learning at a whole word level. Children who have completed the Little Wandle Phonics Scheme will move on to the Little Wandle Spelling programme and progress through that. Once children have completed the Little Wandle Spelling Scheme, they will move on to the Ed Shed spellings which is split into year group. Spellings will be taught and practised on an individual and personalised basis allowing all children to appropriately access at their level.
Grammar	Grammar is taught through English starter activities as a whole class. In addition to this, children access personalised and individualised grammar sessions that allow them to fill in any gaps that have been identified.
English	English is taught as a whole carpet session. Carpet sessions are short whilst remaining fun and interactive incorporating a multisensory approach. Children will then access activities through use of adaptive strategies to ensure they can access at their cognitive level but also ensure there is challenge and learning is stretched for those that need it.
Maths	Children are taught through a practical and multisensory approach. Sessions are provided on varying group number levels depending on the objective covered. A short carpet session with a teacher is delivered covering a quick recap/starter activity and then introducing the new concept or skill. Children are then expected to complete a follow up activity at a 1:1 level; this will generally be a practical activity but is based on the needs of the child. This allows children to be supported but also challenged throughout.
Music	Children follow the model music curriculum using the Charanga scheme. Children access the year group from the cycle that they are following to ensure coverage however, lessons are able to be adapted to the needs of the children.
RE	RE is delivered using Blackburn Diocese’s Questful RE scheme. Lessons are delivered through a variety of different ways including sensory stories, conversation, practical activities or writing activities. Children are able to talk about what they have learnt and reflect on how that impacts on them during each session.
Computing	Children access the year group from the cycle that they are following; however, lessons are able to be adapted to the needs of the children. Even when the children have developed secure computing skills for their given year groups, online safety is taught at their cognitive level as the pupils generally have a low level of awareness.
Art, DT, History, Geography, Science	Foundation subjects are taught on a whole class level using a multisensory approach. These will be taught following the appropriate Key Stage cycle, this

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	ensures coverage and curriculum entitlement. Children are then able to access activities adapted to their needs to ensure that they challenged as required.
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Children will have opportunity to access appropriate mainstream lessons; this will mean that they are challenged cognitively and also further develop their independence and communication skills.

In addition to accessing mainstream lesson opportunities, children are able to access mainstream playtimes and lunches, collective worship, church visits, performances and breakfast and after school clubs. This is all done on an individual child basis, carefully considering the needs of the child, adaptations will also be made if required.

What does the environment look like?

Each classroom is set up an Autism friendly environment with high quality visuals, reduced distracting stimuli, awareness of sensory overload and a clear and consistent visual timetable to support children's understanding and communication, improve focus, reduce stress and anxiety and enhance sensory stimulation. Both classrooms support children's regulation levels and independent skills through the use of Zones of Regulation. This will allow staff to continually check in on how the children are feeling and act accordingly. Both classrooms have sensory rooms designed for the needs of the children in the classes, this is a free flow breakout space where children can independently or with an adult go to regulate or have some reflection time.

The Apple Blossom environment will be a total communication environment allowing for all children to communicate their wants and needs. The classroom will also have continuous provision set up throughout to allow children to explore activities to develop their skills within the Equals Curriculum. Staff are there to guide, question and allow children to explore further in order to deepen their knowledge and independence.

The Cherry Blossom classroom will be set up with formal learning areas but also with continuous provision areas set up throughout. This will ensure that formal learning can take place but also allow time for consolidation, challenge and to develop core skills. Continuous Provision will also allow for children to regulate and reduce cognitive overload.

As a school, we are committed to a whole school approach towards providing an inclusive curriculum and environment. Therefore, we ensure that the staff within the unit are trained with the knowledge and skills required to effectively support and challenge the children. This training is also disseminated to staff within the mainstream, to ensure high-quality provision throughout the school and consistency when moving between the settings.

How do we ensure British Values are taught?

Teaching British values to children improves their spiritual, moral social, and cultural (SMSC) development. British values underpin what it is to be a British citizen in a modern and diverse Britain, and promote moral and cultural understanding that celebrates the diversity of the UK. Within the Blossom Unit, we promote British Values in both Apple Blossom and Cherry Blossom class. We closely link these to the areas of learning and development in both our formal and semi-formal curriculum.

The British Values are:

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- Democracy
- The rule of law
- Individual liberty
- Mutual respect
- Tolerance of those of different faiths and beliefs

British Value	What this means to us?	How we learn this value?
Democracy	Democracy is where we make decisions together. The fundamental elements that we teach our children are that everyone has equal rights and is treated equally, that each child's views matter, and that it is important that all children are given the opportunity to share and collaborate to make decisions together.	• Plenty for work on sharing and turn taking. • Supporting children to work towards a common goal. • Encouraging collaboration. • Encouraging children to make choices, using whatever communication methods they prefer. • Letting children have a say in our environment: toys, displays, sensory supports, communication tools, and decorations.
The Rule of Law	The Rule of Law is about understanding that rules matter in our society. And that's about understanding that there are some rules that we need to follow. At an earlier level, it's more about understanding cause and effect and that our actions have consequences. This also ties into distinguishing between right and wrong.	• Having simple, consistent class rules. • Ensuring that staff are held to the same level of accountability as children in following rules and modelling behaviour. • Understanding the nature of cause and effect – both in play (if I put this ball here, it will roll downwards) and in their own actions (if I hit that child it will hurt them and make them sad.) • Learning that actions have consequences. Within our classrooms, children sometimes have meltdowns. We use a relational approach to ensure that once a child has regulated we then work on building back our relationships (both with adults and peers) and working to restore what has gone wrong and build coping and self-regulation strategies for the future.
Individual Liberty	Individual Liberty focuses on freedom for everyone. The main point developmentally is to give children a positive sense of themselves. Promoting their self- confidence and self-awareness is really important, as well as giving them the language and context to understand their own emotions.	• Child-led play which supports children building on their own interests whilst also accessing learning through play, supported by specialist staff. • Allowing children to sometimes bend the rules of play. For example, playing with toys in ways in which they are not designed to be played with. Mixing up the colours and finger painting when a paint activity has been set up, moving in different (but safe) ways.

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		Encouraging risky play and exploration, such as muddy play and Forest School activities.
Mutual Respect	There should be an environment that encourages tolerance of all faiths, cultures, races and views, along with an understanding and celebration of our differences and similarities.	- Learning about the place we live and different places around the world. - Learning about our similarities and differences. - Exploring similarities and differences through art, literature and music. - Exploring the concept of same and different (how are these toy vehicles different? How are they the same?) - Celebration each other's achievements and learning about each other's interests and abilities. - Providing a total communication environment. - Exploring children's views and understanding of other people's views through P4C sessions.
Tolerance of those with different faiths and beliefs	Students should be taught how to respect those from different backgrounds. For example, giving pupils regular opportunities to learn about different cultures and beliefs will reinforce messages of respect and tolerance in British values. This will also allow them to understand that others may have religions and beliefs that differ from their own and to respect these differing viewpoints.	- Take time to help children understand our similarities and differences. - Learn about each other's family traditions. - Create a calendar of cultural events and incorporate these into our activities. - Find stories about children who have a range of experiences. - Learning about different faiths and enjoying exploring different celebrations

How is Cultural Capital built into the curriculum?

'Cultural capital is the essential knowledge that children need to be educated citizens, introducing them to the best that has been thought and said, and helping to engender an appreciation of human creativity and achievement.' (DFE, 2014)

It is widely accepted that a person's level of cultural capital is a huge indicator of how well they are able to succeed academically and engage in wider society. We need to ensure that along with teaching the content of the curriculum, we are enabling students to function as well-informed individuals well after they leave school. This is why, teachers, subject leaders and Senior Leadership Team ensure that there is a broad and balanced curriculum whilst also allowing children to access a variety of experiences which inspire awe, wonder and curiosity of the world and things that they may not otherwise experience in their everyday lives.

In the unit, we provide children with visits to our Forest School area, invite visitors in to share a variety of experiences and professions, access variety of external PE sessions such as dance and fishing, watch pantomimes and display their art work in our own exhibition.

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In Cherry Blossom, they are able to become gardeners to the seeds in Apple Blossom and can also take on other roles from the mainstream such as student council or an eco-representative.

Impact

What does assessment look like?

Semi-Formal curriculum

Children will be consistently assessed using the Equals Framework, this will happen numerous times during a half term to ensure that children progress to a formal curriculum as soon as they are ready. This is tracked using MAP.

Formal curriculum

Formative assessment is the main form of assessment used in the unit. The use of questioning to check for understanding allows for misconceptions to be addressed in the moment and for re-teach to take place where necessary. Every lesson has a plenary where the children's understanding and retention for the lesson is assessed. This shapes the planning for the next lesson. Work in books and records of observations evidence children's learning in each subject. Discussions with pupils about what they have learned and remembered is another indication of the progress they have made in each subject.

In EYFS, summative assessments take place using Development Matters and for Year 1 and above, summative assessments in Maths and English are carried out using the assessment progression statements. These assessments allow for secure starting points for the following half term in Reading, Writing and Mathematics. They are split into smaller chunks to allow staff to monitor and track the smaller steps of progress. For foundation subjects, an assessment progression document is used for each subject, with each objective highlighted at the end of a unit. These are split into substantive and disciplinary skills allowing for children to learn the substantive knowledge around a certain unit whilst developing the individualised disciplinary skills needed for each subject.

Due to small numbers within the unit, each child is assessed against all the objectives. However, because formative assessment is rigorous during lessons, any child not achieving as expected, will be subject to intervention during the lesson in order to close any gaps. In addition to this, children will be given pre teaches etc to help with their learning. Pupils exceeding expectations will be challenged and given opportunities to achieve at greater depth.

What does monitoring look like?

The unit is subject to the same monitoring as the mainstream part of school, this means that subject leaders are responsible for high standards in their subject area in both classrooms and through both curricular. They are required to closely monitor their subject to ensure high quality teaching but are also aware of how the children access their subject through adaptive teaching and different SEND strategies and how the semi-formal curriculum feeds into their specific subject area. This will ensure there are high standards throughout all parts of the school. This monitoring is done in a variety of ways:-

- Data collection
- Book looks
- Learning walks
- Pupil voice
- Lesson observations

In addition to this, class teachers meet with members of the Senior Leadership Team termly to discuss children's progress in pupil progress meetings. This is where discussions about barriers to learning will take place and from these meetings actions will be implemented. The Senior Leadership Team also conduct learning walks, book looks and observations to ensure high standards are maintained.