

## SEN Information Report 2024-2025

### **Special Educational Needs and Disabilities**

#### **Coordinator (SENDCo)**

Rachel Bettley

### **Special Educational Needs and Disabilities Governor**

Anne Watkinson

### **SEND**

#### Special Educational Needs and Disabilities

Bempton Primary is an inclusive school that welcomes children with a wide range of special educational needs and disabilities. If a child with an Educational Health Care Plan applies, the school and parents will agree on strategies that meet the needs of the individual child.

The areas of need we currently provide for:

- Communication and language
- Cognition and learning
- Social, emotional, mental health
- Sensory/physical needs

### **Procedures for identification**

The Special Educational Needs and Disabilities Coordinator at Bempton, Miss Bettley, is available for guidance, support and information for existing parents and parents who are considering applying to the school.

When school feels that significant additional support is needed for a child with SEND this will be discussed with the parents. Together, school and parents will gather and share information and assessments that inform the child's needs. This information will inform the support required to help the child and this may be recorded in a document known as an individual provision map.

This document should include:

- Details of your child's strengths
- Details of any strategies being used to support your child in class
- Details of any extra support or interventions for your child
- Your child's learning targets
- The next date when your child's progress will be reviewed

Most children benefit from SEND support but children with more specific needs or who required further support may be referred to a specialist outside agency and/or apply for an Educational Health Care Plan.

## **Consulting with parents**

School will communicate regularly with parents, usually once a term, to discuss their child's wellbeing and progress. An annual review will also be held for children with EHCP's. We listen to what parents have to say, parental knowledge and understanding of their child's needs is essential to support the school in making the best provision. Any referrals to outside agencies will only be made with parental consent and parents will always be informed of the outcomes.

For pupils with SEND it can sometimes be more desirable that there is more frequent communication as it is vital that parents and school work together closely.

- Class teachers are available for brief discussions and sharing of information before and after school.
- More detailed and lengthier discussions and information sharing are available through appointment with the Class teacher, SENDCo and Head Teacher.
- Parent's evening
- Annual reviews with the teacher, SENDCo and parents
- Child's view is constantly considered but officially recorded for individual provision maps, for annual reviews and at pupil conferencing with the SENDCo and the SEND Governor.

All staff value communication with parents and children aiming to make them feel welcome and listened to.

## **Assessing and reviewing**

We aim for all pupils with SEND to make the expected rate of progress, in line with school targets. Children's progress is tested and monitored termly and tracked throughout each year and then year on year during their time at Bempton; this aids us with implementing interventions or additional support if progress is not being maintained. Assessment for learning is ongoing for teachers in the classroom and interventions are assessed throughout, to ensure they are having an impact on learning/needs.

## **Adaptations within the curriculum**

Bempton provides quality first teaching in every class to address the needs of the children.

Strategies that may be used include:

- Adapted questioning and tasks as appropriate
- Talking partners/the opportunity to discuss
- Visual support
- Chunking of the lesson/breaks/the opportunity to complete tasks at different times
- Relevant and easily accessible resources to support learning

For more specific needs an individual provision map will be produced and reviewed; this will include interventions and adjustments that are made to meet the individual child's needs. For children with a particular high/individual need there may be an EHCP in place, this will state specific targets and support.

## **Outside agencies**

If a child with SEND requires more specific specialist support the class teacher and SENDCo will discuss this with parents. With parental consent the SENDCo will then involve outside agencies for advice, assessment or interventions. School has established excellent working relationships with professionals from the outside agencies. Advice and suggested interventions or strategies are then acted upon in school.

Outside agencies available to school:

- Educational Psychologists
- Speech and Language Therapists
- Mental Health Team
- Hearing support teacher (SAPTS)
- Child and Adolescent Mental Health Service (CAMHS)
- Healthy Schools Team
- Acorn SEN Consultancy

## **CPD**

The SENDCo attends termly network meetings provided by the Local Education Authority to ensure SEND is always up to date with statutory guidelines and continuing professional development in SEND. The SENDCo and other staff provide training and sharing of good practice. Outside agencies also provide training opportunities for whole staff or targeted members of staff who need specialist training to support their role and continuing professional development.

## **Evaluating**

Bempton is an inclusive school that provides equal opportunities for all pupils' education and wellbeing, including children with SEND. This is reflected in our whole school ethos, SEND policy, the progress pupils make and their emotional well-being.

## **Transition**

When children with SEND leave Bempton to go to secondary we liaise with the secondary school to ensure transition is supported.

This will usually involve:

- An annual review with parents, class teacher, SENDCo, relevant support staff or outside agencies and the SENDCo from the secondary school, this will include the child's view
- Assessment data and relevant documents, such as individual provision maps are passed on electronically to the secondary school
- The head of year or relevant member of staff from the secondary school meeting with the year 6 teacher to discuss individual children
- Additional transition days to secondary if appropriate

## Arrangements for handling concerns

Should a parent have any concerns with regard to a child with SEND it is always best to approach the class teacher to try and address the issues immediately. Should the concern still be unresolved, parents are welcome to contact the following people for help, advice and support:

<b>Special Educational Needs and Disabilities Coordinator</b>	Miss Bettley
<b>Head Teacher</b>	Mrs Greaves
<b>Special Educational Needs and Disabilities Governor</b>	Anne Watkinson