



Bawdeswell Primary School
SEND Information Report
2025-2026

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Introduction

At Bawdeswell Primary school we constantly strive to provide the best possible education for all our children within a nurturing and fully inclusive environment. Whilst an inclusive environment benefits all children for those with special educational needs or disabilities it can have a significantly positive impact. Inclusion underpins all our decision making, considering what is broadly beneficial for all can be a game changer for some.

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible.

Special educational needs and disability code of practice: 0 to 25 years 2015

The kinds of SEN that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia and dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD) and anxiety.
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
- Moderate/severe/profound and multiple learning difficulties

Identifying pupils with SEN and assessing their needs

We assess each child's strengths, skills and levels of attainment when they join Bawdeswell Primary School, whether this is at the beginning of a key stage, a school year or within a school year. Class teachers make regular assessments of progress for all children and identify any child whose progress:

- Is significantly slower than that of their peers
- Fails to match or better their previous rate of progress
- Is failing to close any attainment gap between them and their peers
- Is widening the attainment gap

This includes progress in all areas including social and emotional development.

Slow progress and/or low attainment will not automatically mean a child is recorded as having SEN.

When deciding whether special educational provision is required, we start with the desired outcomes for each individual child, including the expected progress and attainment as well as the views and wishes of the child and their parents. We use this to determine any support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

If you have any questions or concerns please talk to your child's class teacher or the SENDCo, Jennie Sage.

Consulting and involving pupils and parents

We have an early discussion with the child and their parents when identifying whether they need special educational provision. These conversations make sure that:

Everyone develops a good understanding of the child's areas of strength and difficulty

We take into account the parents' concerns and the child's views

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Notes of these early discussions are shared with parents. For children with speech, language and communication difficulties alternative methods are used to ensure their voice is heard and included in decision making.

We always discuss with parents if it is decided that their child will receive SEN support.

Arrangement for Assessment and Review

We follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher works with the SENDCo to carry out a clear analysis of the pupil's needs. This will draw on:

The teacher's assessment and experience of the pupil

Their previous progress and attainment and behaviour

Other teachers' assessments, where relevant

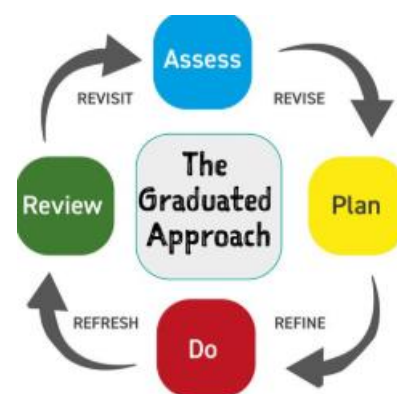
The individual's development in comparison to their peers and national data

The views and experience of parents

The child's own views

Advice from external support services, if relevant

The assessment is reviewed regularly.



Individual targets are set following this assessment. These are small achievable steps to support the child's progress. Parents and children are asked to contribute to these targets.

All teachers and support staff who work with the child are fully aware of each child's needs, their individual targets, the support needed, and any teaching strategies or approaches that are required. We regularly review the effectiveness of the support and interventions and their impact on the pupil's progress, updating targets or adapting support where needed.

Supporting with Transition

Transitions are significant in children's lives, whether these are small or large transitions. We support children through robust planning for transitions. We do this by:

- Sharing information with children about upcoming changes using class discussions or social stories

- Using pictures, drama or games to practice transitions

- Providing small group or 1-1 time to answer questions or discuss children's worries about transitions

- Sharing information with future settings or feeder settings

- Providing transition experiences such as open days or events

- Providing social opportunities and support to develop friendships for children joining the school.

If a child has an EHC plan, this will be reviewed and amended in sufficient time prior to moving between key phases of education. The review and any amendments is completed by the Local Authority by the 15th February in the calendar year of the transfer.

Our approach to teaching children with SEND

We set high expectations for all our children and we use assessment to set targets which are deliberately ambitious but always attainable.

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

High quality teaching within an inclusive environment is our first step in responding to pupils who have SEND. When meeting the needs of children we begin by considering how we can improve our daily teaching to make it as accessible as possible. Where a more individualised approach is needed this is adapted for those children.

We also provide the following interventions:

- Small group Maths Booster sessions

- 1-1 Maths Number sense sessions

- 1-1 Reading Sessions

- Small group and 1-1 phonics sessions

Pre and Post Teaching
Daily Precision Teaching
Individual writing support sessions
Speech and Language Support
1-1 Wellbeing and mental health support sessions
Social, Emotional and Mental Health Group Sessions

Adaptations to the Curriculum and Learning Environment

We make the following adaptations to ensure all childrens' needs are met with each year group and across all subjects:

Adapting our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing

Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Decisions on adaptations are made each lesson based on whole class and individual assessments by the class teacher, in consultation with the SENDCo when necessary.

Additional support for learning

We have 5 teaching assistants who are trained to deliver interventions such as Read Write Inc, Precision Teaching and Wellcomm Speech and Language.

Teaching assistants support children on a 1:1 basis when a child's needs are either complex, highly personal or individual.

Teaching assistants support children in small groups when children have similar needs and/or their learning benefits from a group situation.

We work with the following agencies to provide support for children with SEND:

Speech and Language
Occupational Therapy
Portage
Educational Psychology
Sensory Support
NHS

Expertise and Training of Staff

Our SENDCo has 11 years experience in this role and has worked as both a teacher, deputy head and head of school. They are allocated half a day week to manage SEN provision.

We have a team of 5 teaching assistants, including 2 higher level teaching assistant (HLTAs), who are trained to deliver SEN provision. This training is constantly reviewed and updated.

In the last academic year, staff have been trained in Precision Teaching and whole class adaptations and support, including the scaffolding hierarchy from the Education Endowment Foundation. One staff member is training to become a Thrive Practitioner.



We use external agencies such as Mental Health support and specialist staff for Speech and Language support.

Securing Equipment and Facilities

Should a child requires specialist equipment to meet their specific need, we explore a variety of sources including other schools within the Trust and the Access Through Technology Team to source these. We use our allocated SEN budget to ensure children have the right equipment to meet their needs.

Evaluating the Effectiveness of SEND Provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each half term

- Reviewing the impact of interventions after 6-12 weeks

- Collecting child and parent views

- Monitoring by the SENDCo

- Using provision maps to measure progress

- Termly meetings between SENDCo and teachers.

- Holding annual reviews for pupils with EHC plans

How Children with SEND are Support to Access all areas of School Life

All of our extra-curricular activities and school visits are available to all our pupils, including our after-school clubs.

- All pupils are encouraged to go on our residential trips
- All pupils are encouraged to take part in sports day/school plays/special workshops, etc.
- No pupil is ever excluded from taking part in these activities because of their SEN or disability.
- All children regardless of their SEN need or disability is given equal access to the school through the admissions process.
- All school facilities are accessible for someone with a disability. Some outside areas, such as the wildlife garden, require additional reasonable adjustments to be made to ensure they are safe. These are subject to individual risk assessments.
- Our accessibility plan can be requested from the school office.

Support for Emotional and Social Development

We provide support for children's emotional and social development in the following ways:

Pupils with SEN are encouraged to be part of the school council

Pupils with SEN are also encouraged to be part of school clubs to promote teamwork/building friendships etc.

We have a strong school culture surrounding social and emotional wellbeing.

We have a Pastoral Manager who works with staff, families and children to support emotional and social development.

We have a zero tolerance approach to bullying.

Working with Other Agencies

We work closely with other professionals to meet the needs of children with SEN, including speech and language therapists, occupational therapists and specialist support teachers. We work alongside them within school, within the children's homes or at neutral locations, depending on the needs of the individual child and their family.

We use external educational psychology services to assess children with high needs and take advice around meeting those needs.

When children are looked after by the Local Authority and have SEND we work closely with social workers and other professionals working with the family to ensure a joined up approach to support.

Complaints about SEN Provision

Concerns about SEN provision in our school should be made to the class teacher in the first instance, who may involve the SENDCo in discussions. We would hope that concerns can be

resolved quickly. However, if concerns are not resolved the individual will then be referred to the headteacher and the school's complaints policy.

Parents of children with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their child. They can make a claim about alleged discrimination regarding:

Exclusions

Provision of education and associated services

Making reasonable adjustments, including the provision of auxiliary aids and services

Contact details for Raising Concerns

SENDCo and Head of School – Jennie Sage

Email: head@bawdeswellprimary.org.uk

SEN Governor – Jane Ewing

Email: jewing@bawdeswellprimary.org.uk

Support Services for Parents of Children with SEND

If parents have any concerns about their child and would like to talk to someone independently they can contact the SENDIASS service on 01603 704070.



The Local Authority Local Offer

Our contribution to the local offer is: [Bawdeswell Community Primary School - SEN](#)

Our local authority's local offer is published here: [Norfolk's Local Offer Website-
www.norfolk.gov.uk/SEND](http://www.norfolk.gov.uk/SEND)