

Bagthorpe Primary School

SEND Information Report

1. Who is our SENCO?

Our Special Educational Needs and Disability Co-ordinator is Mrs Shelley Jenner-Dyer, who may be contacted via our office telephone number - 01773 782843

2. What kinds of Special Educational Needs can be met at our school?

If any pupil in our school has a barrier to learning, we will make sure that there are the best opportunities for them to take part in every aspect of school life.

Barriers to learning may include:

- Communication and Interaction (Speech and language difficulties or Autism Spectrum)
- General learning difficulties both moderate and severe and including, for example, dyslexia
- Social, emotional and mental health difficulties such as ADHD or attachment disorder
- Problems with sight or hearing, or other physical disabilities

Alternatively, your child may have a different, less common disability or medical condition that causes a barrier to learning.

3. How does the school identify and assess children with special educational needs?

Where a need is already identified, we will aim to gather information from you, the parents/carers, other professionals and previous settings, before children start their time with us. We regularly review progress, talk to parents/carers and children and make observations on how your child is doing in class. These all help us to see any difficulties your child might have and would generally lead to informal chats first with all involved before a more formal process is started where needed. More details can be found in the school SEND policy, Section 8.

4. How will the school involve me in my child's progress, provision in school and how I might help at home?

We want parents/carers to feel fully involved in every stage. Sharing information is vital and will be done through:

- Informal chats or phone contact and an invitation to come into school if needed if something arises between more formal meetings
- Regular more formal contact to discuss progress including parents' evenings, additional review meetings (where necessary), structured conversations, (where necessary) and written school reports
- Sharing ideas about how you can help your child at home through communication in Home/School diaries.

5. How will the curriculum and learning be matched to my child's needs?

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's school record.

The aim of formally identifying a pupil with SEN is to help school ensure that an effective curriculum/provision is put in place and so remove barriers to learning. The support provided consists of a four-part process:

- Assess
- Plan

Source: Crossley, Nicola and Hewitt, Des (2021) Inclusion: A Principled Guide for School Leaders: Routledge

- Do
- Review

This is an ongoing cycle to enable the provision/curriculum to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

6. Who are the best people to talk to in this school about my child's difficulties with learning/SEN or disability?

As parents/carers know the child best, we want you to share any information and concerns you may have with us.

The class teacher: The first person to chat to is your child's class teacher as they are responsible for making the day to day provision and for making sure that the school's SEND policy is followed in their classroom.

SEND team: Sometimes the class teacher will want to take your concerns to the school's SEND team, which comprises of the SENCO, or Special Needs Coordinator, Mrs Shelley Jenner-Dyer, and our support staff (Teaching assistants and care assistants) that help manage interventions and individual learning plans. The SEND team are responsible for making sure that your child's special educational needs are met, and that you are involved in supporting your child's learning and in reviewing progress.

Head teacher: If your child has a specific learning or physical disability and you would like your child to come to our school, the best person to talk to initially is the Head teacher, Mr David Walton. He will work with you to make sure that we can meet your child's needs.

7. How will we support a child with special educational needs with emotional and social development?

We want each child to make progress socially, emotionally and with their learning. We will always talk to parent/carers and children if extra activities are needed in the short or long term. This may lead to giving some extra 1:1 or group work provided through one of the following possibilities:

- Targeted Learning Support
- Social and Emotional Support
- Nurture groups
- Sure Start
- School Nurse
- Speech and Language Support
- Counselling
- Other external agencies; for example: SFSS (Schools and Families Specialist Services), SBAP (Schools Behaviour and Attendance Partnership), Primary Mental Health Team.

8. Who will listen to my child and make sure their views are considered?

All children are given opportunities to talk about how they feel they are doing and about what would help them most. For your child with SEN, in addition, there will be times to chat with a member of staff:

- Informally; this will happen during or at the end of supported work with a teacher or TA, or at other times when the child feels they need to talk.
- More formally; this will happen during review meetings where there will be an opportunity for your child to share views and feelings.

9. How are staff supported and trained where needed to meet the needs of your child?

Within our family of schools, once each term we meet to discuss our training needs. The Family SENCO organises training events across the schools either in-house or using external providers.

The SENCO supports all staff and will organise individual training or support where necessary. Sometimes this may involve seeking the advice from external agencies or professionals.

The training which the staff receives is responsive to the needs of the children with whom they work. Recent training has included:

- ADHD training
- Intreroception training
- Self regulation training
- Autism in the early years
- Clickr training
- Positive Play training
- Speech and Language support
- Cognition and Learning support
- Dyslexia training
- Emotional Literacy Training (ELSA)

More information can be found in the SEN policy, Section 13

10. How does school make sure my child with SEN can access the building and equipment?

Bagthorpe Primary School complies with all relevant accessibility requirements. The school building is fully wheelchair accessible and has disabled toilet facilities. For further information, please refer to the school's Access Plan. Our school is committed to making reasonable adjustments wherever possible. This may include:

- Contacting the local authority to see if adaptations to the building are required
- Ensuring that the right equipment is available to meet every child's needs
- Where specialist equipment is needed, contacting the Local Authority Physical Disability Support Service team to assess needs and provide advice and/or equipment.

11. What do I do if I have a concern or complaint about the SEN provision made by the school?

Where appropriate, the first person to speak to is the class teacher. Occasionally you may need to speak to the SENCO directly. We always try to resolve any concerns as soon as they are raised. Should it be difficult to resolve concerns, the more formal process outlined in our school's Complaints Policy should be followed.

12. How will the school prepare my child to join the school?

For pupils joining this school, the following identification and planning processes will take place:

- The SEND team will liaise with the SENCO/member of staff from the previous school/setting.
- All pupils with SEN and/or a disability will be identified through discussion with staff at the previous setting during the year prior to transition.
- Parents will be involved at all stages, and invited to school for an initial Transition meeting.

- Where it is helpful, members of staff may attend a review meeting and, where necessary, carry out observations at the previous setting.
- If the pupil is receiving additional support, the SEND team will liaise with the setting and seek recommendations regarding the type of provision the pupil will require at the next key stage.
- Additional visits will be arranged for pupils with SEND if required, prior to admission**.**
- Parents/Carers may meet with the SENCO from the previous school and Mrs Jenner-Dyer in order to ensure that all provision is in place prior to your child attending the school.
- Where necessary, photograph books and social stories may be provided in order to support transition.

13. How will the school transfer between phases of education?

Transition between year groups/key stages: Review meetings will be held, where appropriate, between the current teacher, new teacher and SENCO to discuss transition between year groups. A transition plan will be formed to support the pupil's move between classes. This may include visits to the new class, transition booklets etc.

Transition to another school: The SENCO will liaise with the SENCO/member of staff from the receiving school. The SENCO at the receiving school will be invited to the final review meeting where appropriate and always for pupils with an EHCP. The SENCO and class teachers will identify pupils who would benefit from additional visits and these will be arranged with the staff of the receiving school.

14. What else is available for my child with SEN in this area?

There are lots of different organisations, networks, support groups and charities that offer advice, play activities, support and information. You can find what is available in this area at:

www.nottinghamshire.sendlocaloffer.org.uk.

Parents/carers can gain advice and support from Parent Partnership: www.ipsea.org.uk.

Updated: 25/09/2025 by S Jenner-Dyer (SENCO)