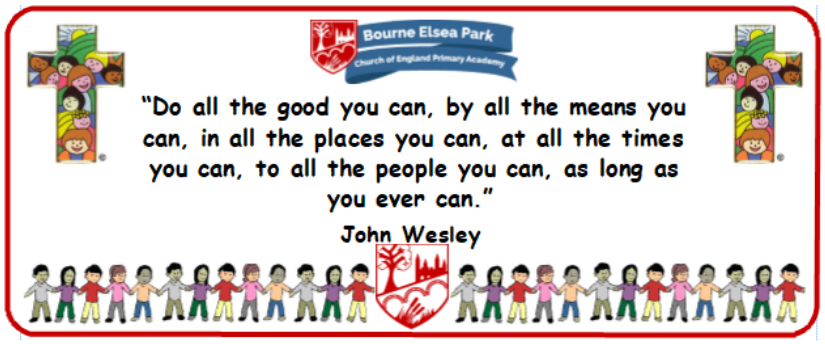
Bourne Elsea Park C of E Primary Academy
SEND Information Report
Autumn 2025

Special Educational Needs and Disability (SEND) Provision at our Academy

1. What kinds of special educational needs does the school make provision for?

Bourne Elsea Park Church of England Primary Academy values the individuality of all children. We believe that all children were made in the image of God and have individual needs. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter.

Our school aims to be an inclusive school where Christian Values are central to all we do. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equality of opportunity must be a reality for our children. We do this through the attention we pay to the different individuals and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.



We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers need to be able to provide a differentiated curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs and Disability with the staff working together for the benefit of the children;
- Children with Special Educational Needs and Disability should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents/carers of the children with Special Educational Needs and Disability;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs and Disability Code of Practice'

At Bourne Elsea Park C of E Primary Academy, children's special education needs are generally thought of in the following four broad areas of need and support:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory and/or physical needs



Our SENCO oversees provision within our school and an effective team of TAs (Teaching Assistants) provide additional support. We offer many forms of additional provision. This can include additional in-class support; additional out-of-class support; one-to-one support; flexible groupings (including small group work); access to specific resources; and access to a wide range of outside agencies.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Our SENCO co-ordinates SEND provision, liaising with school staff, parent/carers and specialist advisors from the Local Authority and Health Service. There are clear guidelines set out in the SEND Code of Practice, which indicates what are considered Special Educational Needs, and as a school, we work closely with these guidelines when identifying children with SEND.

The school recognises the importance of the early identification and assessment of SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We have a robust tracking system which helps us to pick up on additional need quickly.

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as possibly having SEND in order to gauge their level of learning and possible difficulties
- inform and engage with parents/carers about their child's progress and development and the circumstances under which they are being monitored.

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher and TAs, where appropriate, working with the SENCO, will assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEN, this will be discussed with parents/carers and with parental consent the child's name will be added to the school's SEN register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. Having a disability does not mean that a pupil will automatically be added to the SEN register, but this would be considered in discussion between the family and staff.

We also work closely with previous schools or educational establishments to identify any special educational needs children may have prior to them joining us, in order to ensure they receive the correct support from the start.

Pupils' needs will be assessed using a variety of sources: the class teacher's knowledge and assessment of the pupil's progress and attainment; comparisons with peers and national data; SEN assessment tools; the parents'/carers' views and experience of the child; the pupil's views and if appropriate, the views of an external support service.

The school operates an 'open door' policy and encourages parents/carers to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher. The SENCO is also contactable through the school office.

3. a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs and disabilities?

The effectiveness of our provision for children with SEND is evaluated through the process of rigorous tracking, data analysis, scrutiny of planning and work and the involvement of school/curriculum consultants and OFSTED.

b) How will both the school and I know how my child is doing and how will the school help me to support their learning?

Monitoring progress is an integral part of teaching and leadership at Bourne Elsea Park C of E Primary Academy. Staff, parents/carers and pupils are involved in reviewing the progress of children with SEND.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the class teacher, SENCO and Senior Leadership Team at key assessment points throughout the year in Reading, Writing and Mathematics.
- At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and the results are published nationally.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The class teacher, SLT & SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular work scrutiny and lesson observations will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Bourne Elsea Park C of E Primary Academy believes that a close working relationship with parents/carers is vital in order to ensure

a) early and accurate identification and assessment of SEND leading to the correct intervention and provision

b) continuing social and academic progress of children with SEND

c) personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through progress reports, parent's evenings and review meetings. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

c) What is the school's approach to teaching pupils with special educational needs and disabilities?

Our school aims to be an inclusive school. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. We aim to have inclusive classrooms where all children are supported through needs-led friendly strategies and peer support.



The school has a **Graduated Approach** to the management of Special Educational Needs.

Quality First Teaching

Class teachers will:

- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately differentiated work to meet each child's needs and aid the pupil's academic progression.
- set suitable learning challenges, responding to pupils diverse learning styles.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators
- closely monitor any pupil who has been identified as possibly having SEND in order to gauge their level of learning and possible difficulties
- inform and engage with parents/carers about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEND list
- formally record that the child is under observation and parents will be informed of this.
- share information about progress and development with the parents/carers at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCO as needed for support and advice

SEN Support

Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENCO, should assess whether the child has a significant learning difficulty.

Where it is determined that a pupil does have SEND, this will be discussed with parents/carers and with parental consent the child's name will be added to the school's SEND register. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so overcome barriers to learning and enable the child to make progress. Identification of a disability would be discussed with the child's family and may lead to the child being placed on the SEND register if this affects their progress in one of the 4 areas of need and support listed above.

d) How will the curriculum and learning be matched to my child/young person's needs?

We endeavour to ensure all children's needs are met through Quality First provision in the classroom. Teachers work hard to ensure work is adapted for children, providing appropriate support and challenge. We aim to deliver a stimulating and exciting curriculum in a multi-sensory way that engages all children and where necessary, children are supported by a TA. We also aim to make sure our learning environment meets all our children's needs.

Some individual targets are supported within lessons by the class teacher or a TA, others may be supported through a specific intervention programme which may be delivered by a trained TA or, in some occasions, by other staff from outside agencies.

Every effort will be made to educate pupils with SEND alongside their peers in a mainstream classroom setting. Where this is not possible, the SENCO will consult with the child's parents/carers and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. This may be through the provision of additional support or equipment. At times, some children will require an individualised curriculum which may be delivered outside the classroom in a different manner.

e) How are decisions made about the type and amount of support my child/young person will receive?

Decisions about the type and amount of support your child needs will be based on their progress and how we can best meet their needs within our school environment. Pupils who make good progress or those who exceed expectations will access the curriculum with lower levels of support than pupils who make less than expected progress. We will consult with you about the best fit to support your child. Other agencies may carry out assessments with your child which will inform our provision planning. If we need to access expertise that is not already in the school we will consult with you beforehand and gain your permission to do so.

f) How will my child/young person be included in activities outside the classroom, including school trips?

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any trips, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents/carers to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of after school clubs, providing that the health and safety of themselves and other pupils is not compromised.

g) What support will there be for my child/young person's overall well-being?

The social and emotional wellbeing of our pupils is a priority, and we have worked to develop and maintain a strong community ethos. The PSHE and SRE curriculum provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have two mental health first aiders in school, one of whom is a trained Senior Mental Heath Lead, who provide additional pastoral support. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents/carers are consulted. We may identify that your child would benefit from involvement from other outside agencies and would ask for your permission to do so.

Pupils who have ongoing medical needs may have a Healthcare or Intimate Care Plan. The SENCO is responsible for ensuring that a plan is produced in partnership with the parents/carers, medical

professionals and child. The plan will be shared with staff who work with your child, including Midday Supervisors. If your child needs medication for a short term, please contact the front admin desk who will arrange for you to complete a medicine administration form.

4. Who is the school special educational needs and disabilities co-ordinator (SENDCO) and what are their contact details.

Mrs R Bradley is the SENDCO for Bourne Elsea Park and she co-ordinates the day-to-day provision of education for pupils with SEND. She can both be contacted through the school office.

5. a) What training have staff supporting special educational needs had and what is planned?

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs and Disability. Some training may be delivered to key staff rather than all staff.

Recent training across the trust has included sessions on:
Epipen and anaphylaxis training
Epilepsy training
Diabetes training
Suction care
PEG and button feeding
Play therapy training
Mental Health First Aid
Solution Focussed Training
Restorative Practice
Elklan training
Makaton Level 1 and 2
De-escalation and physical intervention training
Physiotherapy and Occupational therapy programme training
Drawing and Talking training
Safe handling training
Self-Harming
Supporting a child with Hearing Impairment
Team Teach – de-escalation and physical intervention training
Attachment Training
Making Sense of Autism
Regulation and De-escalation (BOSS)



Future planned training across the trust includes:
Mental Health First Aid
Physiotherapy and Occupational therapy programme training
Team Teach - de-escalation and physical intervention training
Asthma policy and procedures in school

Our SENCO meets regularly with SENCOs from other local schools at SEND briefings where advice and strategies can be gathered and exchanged.

b) What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEN pupils and aid school inclusion. Bourne Elsea Park C of E Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is responsible for liaising with the following:

- Local Authority advisors including those for Specialist Teaching Service, Behaviour Outreach Support Service, Working Together Team, Sensory Education Support Service, Physical Development Outreach Service, Pupil Reintegration Team
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including the Children and Young People's Nurses, Healthy Minds and Child and Adolescent Mental Health Service (CAMHS), Specialist Consultants and Specialist Nursing Team for more complex medical issues
- Educational Psychologists
- Social Services
- Outreach services including Voluntary Services and charities, including a range of counselling Services

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Reasonable adjustments have been made to improve accessibility. Our school is a single story building and is wheelchair accessible with disabled toilets and a hygiene suite large enough to accommodate changing and physiotherapy. We have a designated disabled parking space in the car park.

We strive to ensure that equipment/activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility. Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEN funding, seek it by loan, or ask the Local Authority for additional financial support.

7. What are the arrangements for consulting parents/carers of pupils with special educational needs? How will be I involved in the education of my child?

We offer an 'open door' policy where you are welcome any time to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

The progress of all children is monitored termly. In both the autumn and spring terms, Parental Consultation Evenings are held to discuss how children are doing; this may include a review of an IEP. In the summer term, all parent/carers receive an end of year written report, detailing progress within all areas of learning and parent/carers are invited to discuss this with their child's class teacher. In the summer term, parents/carers of children with an IEP, will be invited into school to review their current IEP.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

Wherever possible we endeavour to involve children in the setting and reviewing of their targets. We actively encourage all children to participate fully in all aspects of school life.

The views of children are sought through pupil interviews, questionnaires and consultation of and contribution to the school council.

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

If there is a complaint related to SEND provision within the academy, the following procedure will be adopted:

- Parents/carers are encouraged to discuss the problem with the class teacher

- If the problem is not resolved at this stage, the parents/carers should make an appointment to discuss the problem with the SENDCO. The class teacher may or may not be present at this meeting. The Headteacher or another member of the Senior Leadership Team may be present if requested at this meeting. The concern may be reported to the CEO/Executive Headteacher, if the problem is unresolved.

- If parents/carers continue to be dissatisfied, then a complaint should be made in writing to the named SEND Governor. Parents/carers also have the right to discuss their problems with a Local Authority representative, with or without members of the school staff present.

- We would always aim to resolve any dispute satisfactorily within our Academy Trust.

Further information can be accessed via the school website.

10. How does the Board of Trustees and Local Governing Body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and disabilities and supporting the families of such pupils?

Bourne Elsea Park C of E Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENDCO is responsible for liaising with the following:

- Local Authority advisors including those for Specialist Teaching Team, Behaviour Outreach Support Service, Working Together Team, Sensory Education Support Service, Physical Development Outreach Service
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including Children and Young People's Nurses, Healthy Minds and Child and Adolescent Mental Health Service (CAMHS), Specialist Consultants and Specialist Nursing Team for more complex medical issues
- Educational Psychologists
- Social Services

- Outreach services including Voluntary Services and charities, including a range of counselling services

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Parents/carers can gain important advice and support from Liaise, contact details below.
The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Lincolnshire.

The SEND Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays. The SEND Local Offer can be accessed through Smart phones, tablets as well as the internet at:

https://www.lincolnshire.gov.uk/send-local-offer

12. How will the school prepare my child to:

i) Join the school?

The SENDCO and Early Years Team liaise closely with other settings and outside agencies with regard to the transition of SEND children from Early Years settings into school. The SENDCO liaises closely with other settings where a pupil is admitted to Abbey Academies Trust at any point throughout their primary years.

ii) **Transfer between phases of education (e.g. primary to secondary)?**

- Discussion about transition for pupils with an EHC begins at the year 5 review meeting for transfer to KS3.
- Plans for those pupils with SEND requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
- Extra visits to schools can be arranged for pupils with SEND, where appropriate
- A member of staff from the local secondary schools visits to discuss SEND children and may be invited to their review meetings as appropriate.
- At the end of Year 6 all SEND records are transferred to the receiving secondary school.

13. Where can I access further information?

Information about Lincolnshire's Local Offer can be found at:

https://www.lincolnshire.gov.uk/send-local-offer

Useful telephone numbers

- Liaise 0800 1951635, liaise@lincolnshire.gov.uk
- LA SEND: 01522 552222
- Social Services: 01522 782111
- School Admissions: schooladmissions@lincolnshire.gov.uk
- National Autism Society www.autism.org.uk
- Grantham Autism Information Network www.gain-grantham.co.uk
- The Children and Young Peoples Nurse (CYPN) 01522 843000
- Healthy Minds Here4You Line 0800 234 6342