



Bearwood Primary and Nursery School

School SEND Information Report

LEARNING, ENJOYING,
& SUCCEEDING
TOGETHER!

SCHOOL NAME:		Bearwood Primary and Nursery School	
TYPE OF SCHOOL	Mainstream	Phase	Primary
ACCESSIBILITY	Fully Wheelchair Accessible	Yes	
	Auditory/Visual enhancements	No auditory enhancement. Contrasting paintwork is used.	
	Other Adaptions:	None	
CORE OFFER	Are you currently able to deliver the 'core offer' as set out in BCP's Local Offer?	Yes	
POLICIES	Are the school's policies available on its website for:	SEN	Yes
		SAFEGUARDING	Yes
		BEHAVIOUR	Yes
		EQUALITY & DIVERSITY	Yes
DISABILITY LEGISLATION	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?	Yes	

School Ethos – Our commitment to SEND learners

At Bearwood Primary and Nursery School we are fully committed to:

- Promoting the inclusion of all children
- Believing that all children have a right to be educated with their peer group
- All children feeling celebrated and valued, regardless of their abilities, behaviours, gender, religion or ethnic background
- Supporting all children to learn and reach their full potential
- Believing that all teachers are teachers of children with Special Educational Needs and Disability (SEND)

We put support in place for all learners with SEND. The 0 – 25 SEND Code of Practice (2015) identifies 'four broad areas of [special educational] need and support:

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

RANGE OF PROVISION	Please indicate what your school has to offer (over and above your core offer) In each of the following areas:
	Areas of strength: We have high expectations of pupils with Special Educational Needs, we ensure that they receive high quality teaching from their class teacher which personalised to meet their needs. Each lesson starts from the premise that all children will make progress from their starting point. We have an inclusive approach and the aim is that every child will spend most of their time in class being taught by their teacher. We work closely with other professionals to ensure that advice is build into daily provision. Where appropriate, short-term interventions are provided to close learning gaps enabling children to access whole class teaching more effectively.

RANGE OF PROVISION cont'd	Specialist Facilities/Equipment to support SEND • A designated Teaching & Learning Assistant who delivers the Speech and Language programmes which are written by the Community Speech Therapists. • A designated Higher Level Teaching & Learning Assistant who delivers occupational therapy and physiotherapy programmes which are written by the hospital Children's Therapy Department. • A designated Higher Level Teaching & Learning Assistant who delivers Sensory Circuits • Two designated Teaching & Learning Assistants who deliver on Social, Emotional & Mental Health intervention programmes using 'Hamish & Milo' resources. • A designated Teaching & Learning Assistant who delivers short term intervention, usually 6 weeks which supports pupils in developing their confidence and provides a 'listening ear' service for pupils who might be experiencing specific difficulties. Input from Educational Psychologists/Therapists/Advisory Teachers/other specialist support services We ensure that we maintain close links with specialist services available through Hamwic Education Trust, BCP council and the Health Authority. These links ensure that we have the most relevant information, enabling us to meet pupils' individual needs. We prioritise visits from the Educational Psychologist according to the emerging needs of pupils. Speech and Language / Occupational Therapist and Physiotherapist visits are determined by the health Authority. The school 'buys' in support form specialist teachers to carry out specialist assessments of children as required. We work closely with Early Help, which provides help and support within the family home and also signpost families to agencies which can provide support e.g. parenting courses. CAMHS provide support to pupils who have not made the expected progress following SEMH support in school. Mosaic – we 'buy' in counselling services for pupils who have experienced significant bereavement. Outreach services – we work closely with local special schools who support us with their expertise and provide guidance for meeting the learning needs of specific pupils. For further details see the full 'SEND Policy' on the school website. Lunchtime and after school activity clubs are available to all pupils and are positively encouraged for pupils with additional needs.
INCLUSION	How do you promote inclusion within the school? (Including day and residential trips?) At Bearwood Primary and Nursery School we aim to promote the inclusion of all pupils. • We promote the early identification of pupils requiring additional support. • We work closely with parents and other agencies to achieve the best possible outcomes. • We ensure that all staff are fully aware of their roles and responsibilities with regard to Special Educational Needs and Inclusion, including the effective implementation of the Equality Act (2010) and the Special Educational Needs Code of Practice (2014). As a school we promote the inclusion of all pupils in learning through an adapted curriculum and the provision of equipment to enable access to the full curriculum. Occasionally children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working. For a few children, their work needs to be adapted to meet their individual needs. We promote the inclusion of all pupils on all school trips, including residential trips. To ensure that this is achieved, we carry out risk assessments and needs analysis audit related to a pupils' specific needs. We seek the views of parents and share with parents what steps we have taken to ensure that their child is able to access this aspect of the curriculum.

HOW WILL I KNOW HOW WELL MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?	We understand the importance of working with parents. There are scheduled parent meetings in the Autumn and Spring terms and you can always ask for an additional appointment to speak to your child's class teacher or the SENCo at a mutually convenient time. You will receive a written report at the end of the Summer term with the opportunity to meet with the class teacher. We will always ask to see you if we have any concerns about your child's progress. If your child has an IEP (Individual Education Plan) their plan is reviewed with the class teacher, SENCo and parents/carers each term. If your child has an EHCP (Education, Health and Care plan), an annual review is held according to the guidance in the SEND Code of Practice.
SUPPORTING MY CHILD'S OVERALL WELLBEING?	Bearwood Primary and Nursery School use a trauma informed approach which focuses on building and maintaining trusted relationships. All pupils have a trusted adult in the school, this is usually their class teacher. Pupils are also able to gain support from a key adult within school should they need it. Some pupils need further support through SEMH intervention/or counselling. This might be in the form of a regular weekly one-to-one session where your child will be able to talk about any difficulties they might be having and learn additional skills to help them to cope with situations they may be struggling with; or it could be a one off session as required. We also make use of 'Hamish & Milo' intervention programmes for Social, Emotional and Mental Health aspects as well as whole class and intervention support around the 'Zones of Regulation' supporting children who may be dysregulated. Parent / Carer guides about these programmes are shared with parents and carers so that support can also be put in place at home. All adults in school alert the SLT if they feel that a child is not thriving.
ARRANGEMENTS FOR LAC PUPILS (LOOKED AFTER CHILDREN)	We ensure that LAC pupils are not disadvantaged in any way and that they access the same opportunities as their peers. Careful monitoring ensures that the pupil fulfils their potential. A PEP (Personal Education Plan) is reviewed termly for all LAC pupils to ensure that it reflects the learning needs of the pupil. The PEP sets short-term and long-term goals for education, plans for the future (including plans for a future career and personal aims) and how teachers, carers and social workers can help the LAC pupil meet their goals.
ACCESSIBILITY TO OUR SCHOOL	The school building is predominantly on one floor with only one room on a mezzanine floor, which is accessed via a flight of steps. However, we would make every reasonable adjustment possible to ensure that all members of our school community could be included. We have 3 disabled toilets, located in the office area, Key Stage 1 cloakroom and Key Stage 2 cloakroom.
PARENT SUPPORT / INVOLVEMENT / LIASON	How do you involve/support the parents and children/YP with SEND regarding identifying and meeting their needs. How do you communicate their progress and areas of difficulty? The class teacher has the responsibility of meeting the needs of SEND pupils within their class. A range of evidence is collected through the usual assessment and monitoring arrangements; if this suggests that your child is not making the expected progress, the teachers will decide whether additional and/or different provision is necessary. The class teacher would first approach parents if they had a concern about a child's progress. They would also be the first person that a parent could approach if they wish to raise a concern. When a child is identified, parents will be invited into a meeting to share their knowledge of their child to plan the next steps. Following this initial plan, targets will be reviewed formally each term; this is in addition to regular parent consultation meetings. Parents can ask for an update of their child's progress at any point by contacting the class teacher.

HOW WILL SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL AND THEN TRANSFER TO A NEW SCHOOL?	Transition into Nursery After admission information is received, the Nursery Teacher will make a home visit to talk about your child's interests and needs. Where relevant, contact with the Early Years SEND team will be made to access any additional support. Settling in sessions are also available for those who may require a gradual introduction into the Nursery setting. Transition into Reception A full transition programme is provided for all pupils in June / July before starting Reception, including many opportunities to meet with the Reception class teacher individually to share concerns or details of any SEND support required. The children will experience time in the Reception classroom with their parents/carers leading onto sessions without their parent / carers. The Reception class teacher and a Teaching Assistant will make a home visit to talk about your child's interests and needs. Additional 1:1 sessions for pupils with SEND are available and can be planned in as appropriate. A transition booklet / social story as well as accompanying videos are provided to support transition over the Summer holiday and to enable a positive transition experience. We link with pre-schools and nurseries in the area and share records of all children on the SEND Code of Practice. The Reception class teacher will also make additional visits to pre-school settings in order to observe and speak to the child's existing teaching team. Transition from/to other schools We link with other schools and secondary schools in the area and share records of all children on the SEND Code of Practice when they transfer. In particular cases, it is appropriate to arrange additional visits to ensure that a pupil is confident and has a positive transition experience. Where appropriate, children may also take part in 'transition intervention programmes' (e.g. Hamish and Milo) to support children's feelings of change and transition. Transition within school At the end of June / beginning of July, children have an opportunity to meet their new teacher and teaching assistant(s) for the following year for a whole morning. Class teachers complete a transition document about each pupil with additional needs. Information is shared about the level of support individuals have received, interventions, resources and the learning approaches which best suits the individual pupil. For pupils who find changing classes more challenging, social stories / transition booklets, pastoral support and where appropriate additional visits to their new classroom. It may also be appropriate for whole classes to have additional visits to their new classroom.
INVOLVEMENT OF CHILDREN AND YOUNG PEOPLE	How do you consult with pupils with SEN and involve them in their education, including planning for SEN intervention? At the beginning of each year, the SENCo meets with each pupil on the Code of Practice to gather their view on their learning and what is working well for them and even better if... The view of children with EHCPs and pupils who are supported by Pastoral Support are asked for their views about school and their learning as part of annual reviews and / or PEP meetings as appropriate. When new targets are written, there are shared with pupils.
EVALUATING SEN PROVISION	How do you evaluate the effectiveness of provision made for children and young people with SEN? Effectiveness of intervention programmes are evaluated at the end of each programme to measure the impact for the individual pupil. Pupil progress is tracked each half term to ensure that pupils with SEN are making progress in line with pupils without SEN. The monitoring of pupils' books, the quality of teaching and support are monitored to ensure that provision is meeting the needs of individual pupils.
SENCO contact details	Person responsible for SEND provision: Mrs Cheryl Smith (Acting SENCO) Bearwood Primary and Nursery School Barons Road Poole Dorset BH11 9UN Telephone: 01202 590703 Email: senco@bearwood.poole.sch.uk Mrs Olivia Lyster, SENCO, is currently on Maternity Leave.

WHAT TRAINING HAVE STAFF SUPPORTING CHILDREN AND YOUNG PEOPLE WITH SEND HAD?	The Acting SENCo, Cheryl Smith, is the Headteacher, an experienced leader and an experienced class teacher. She holds the National SENCo Accreditation Qualification (awarded in 2012) alongside a Masters in Teaching & Learning (also completed in 2012). The SENCo, Olivia Lyster, is an experienced class teacher and completed the National SENCo Accreditation Qualification in September 2023. All staff receive regular training and updates from the SENCo, the educational psychology service, local special schools, Hamwic Education Trust SEND advisor, and other outside agencies (SALT, OT). Recent training has included Trauma informed schools, mental health and well being, behaviour, Autism in the classroom, supporting pupils on Individual Education Plans – ensuring IEPs are effective, the graduated response to SEND. The school nursing team all provide training on epilepsy and use of epi-pen annually. Where appropriate, additional training in other medical needs (e.g. diabetes) is also put in place.
CONCERNS AND COMPLAINTS	Any complaints regarding SEND provision should be made directly to the SENCo who will respond by telephone or a face to face meeting within a calendar week. If parents are still concerned, then the Complaints Procedure as set out in the school prospectus should be followed.
OTHER INFORMATION	For further details, please refer to our SEND policy and School Prospectus, both available on our School Website. We welcome parents and carers to have a visit and discuss their child's needs further.
COMPLETED BY (Name and Position)	Mrs Cheryl Smith Acting SENCo
DATE COMPLETED:	September 2024
UPDATE	September 2025

What proportion of children currently at the school have SEND?

Currently there are 26/203 (12.8%) pupils who have Special Educational Needs.