

Bishop Martin C.E. Primary School



'Learning Together, Growing in Faith'

'Let your light shine before others, that they may see your good deeds' (Matthew 5:16).

Special Educational Needs Information Report

September 2025

Review Date: September 2026

Vision and Values

Our school motto statement '**Learning Together, Growing in Faith**' is underpinned by the gospel saying '*May Your Light Shine Before Others So They May See Your Good Deeds*' (Matthew 5.16). Our five Core Christian Values are: *Hope, Trust, Respect, Kindness* and in the centre of all four of these, *Love*. These values are represented, throughout school, by our Values Design. Rooted in the Bible Quotes around the outside of the design, the four Values of *Hope, Trust, Kindness and Respect* all flow towards the centre where our motto sits, surrounded by the heart representing Love. This design, it's meaning and symbolism and these Christian Values were agreed upon with all members of the family of Bishop Martin fully involved.



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Our Approach as a School

At our school, we are committed to providing high-quality, first teaching and targeted interventions to meet the diverse needs of all our pupils. Recognising that early identification and prompt action are crucial, we ensure that any concerns regarding a child's development or learning are addressed immediately. Our assessment processes are designed to regularly evaluate the effectiveness of our provision, ensuring that all pupils receive the support they need. We maintain high expectations for all staff, promoting a culture of inclusion where lessons are personalised to meet the individual needs of our pupils.

This policy outlines how we support children with special educational needs and/or disabilities (SEND) across our school. Our objectives are:

- **Access:** To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment, in line with the Equality Act 2010.

- **Inclusion:** To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND, fostering an inclusive school community.
- **Reducing Barriers:** To reduce barriers to learning by embedding the principles in the National Curriculum Inclusion statement, ensuring that all pupils have access to a broad and balanced curriculum.
- **Provision:** To use our best endeavours to secure special educational provision for pupils who need this, in accordance with the SEND Code of Practice (2015).

We are dedicated to creating an environment where all pupils, including those with SEND, can thrive and achieve their full potential.

Supporting the Four Broad Areas of Need

We recognise and support children across the four broad areas of need as defined in the SEND Code of Practice (2015):

1. Communication and Interaction – including Autism Spectrum Disorder (ASD), Attention Deficit Hyperactivity Disorder (ADHD), speech and language difficulties, and other communication challenges.
2. Cognition and Learning – including specific learning difficulties that affect one or more areas of learning, as well as difficulties with working memory, organisation, and study skills.
3. Social, Emotional and Mental Health – including challenges in managing relationships and emotions, bereavement, self-harming behaviours, and eating disorders.
4. Sensory and/or Physical Needs – including visual or hearing impairments and other physical or medical conditions that affect learning.

Our Commitments

To ensure all pupils thrive, we are committed to:

- Listening to families and pupils: Requesting, monitoring, and responding to parent/carers' and pupils' views to inform provision and planning.
- Staff expertise: Ensuring a high level of staff training and professional knowledge to meet the diverse needs of our pupils.
- Supporting medical needs: Supporting pupils with medical conditions to enable full participation in all school activities, in consultation with health and social care professionals.
- Collaborative partnerships: Working closely with the Local Authority and other professionals to meet the needs of all vulnerable learners.

Through these commitments, we aim to provide inclusive, personalised support that enables every pupil to reach their full potential.

What are Special Educational Needs (SEND) or a Disability?

At our school, we use the definitions of SEND and disability from the SEND Code of Practice (2015).

Special Educational Needs (SEN)

A child or young person has SEN if they have a learning difficulty or disability that requires special educational provision to be made for them. A child of compulsory school age, or a young person, is considered to have a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age, or

- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

By following these definitions, our school ensures that all pupils who need additional support or adjustments are identified, assessed, and provided with appropriate interventions to enable them to thrive alongside their peers.

Disability

Many children and young people who have SEND may also have a disability under the Equality Act 2010. A disability is defined as:

“...a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities.”

This includes sensory impairments (such as sight or hearing difficulties) and long-term health conditions such as asthma, diabetes, epilepsy, or cancer. Our school ensures that all children with disabilities are provided with reasonable adjustments to access learning and participate fully in school life.

How We Identify and Assess Pupils with SEND

As a caring school community, we know and value all our pupils. Identification and assessment of SEND are an ongoing process, built into everyday practice:

1. Monitoring Progress:

- Teachers carry out regular formative assessments and monitor progress.
- Termly pupil progress meetings with leadership team members help identify pupils making less than expected progress.
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2. Initial Support:

- The first response is high-quality, targeted teaching by the class teacher.
- If progress remains below expectations, the teacher discusses concerns with the SENCO.

3. Gathering Information:

- Decisions about making special educational provision consider:
 - Pupil progress data within the school.
 - National data and expected progress benchmarks.
 - Discussions with parents/carers and, where appropriate, the child.

4. Graduated Approach (Assess, Plan, Do, Review):

- This is a cyclical process where earlier actions and outcomes are reviewed and revised.
- It helps the school gain a deeper understanding of the pupil's needs and determine what support strategies help them make good progress.
- Support may draw on more detailed approaches or specialist expertise in successive cycles.

5. Determining SEND Status:

- If a pupil's needs can be met by adapting the school's core offer, they may not be considered SEND or placed on the SEND register.
- If the support required is additional to or different from the usual provision, the pupil is placed on the SEND register at “SEND Support”.

- The school then works to remove barriers to learning and implement effective special educational provision.

Parental Involvement:

Parents are encouraged to speak with the class teacher and SENCO about any concerns regarding their child's learning or development. Early and ongoing communication ensures that support is timely, personalised, and effective.

How do we evaluate the effectiveness of our SEND provision?

The Headteacher and leadership team regularly monitor and evaluate the quality of provision for all pupils. The school governors visit the school regularly. Budgets are closely monitored by the School Business Manager, Headteacher and Governors.

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work

How We Evaluate the Effectiveness of Our SEND Provision

The Headteacher and leadership team regularly monitor and evaluate the quality of provision for all pupils, including those with SEND. School governors visit the school to observe practice and ensure accountability. The School Business Manager, Headteacher, and Governors closely monitor budgets to ensure resources are used effectively to support SEND provision.

We aim to use evidence-based interventions with proven outcomes to ensure that pupils make measurable progress. The impact of SEND provision is evaluated through multiple methods, including:

- Analysis of pupil tracking data and assessment results during termly pupil progress meetings.
- Comparison against national progress data to ensure expected attainment levels are being met.
- Monitoring progress within intervention groups to assess effectiveness of targeted support.
- Progress against individual targets set for pupils on the SEND register.
- Review of pupils' work to evaluate learning, engagement, and application of skills.

This structured evaluation ensures that SEND provision is responsive, effective, and continually improving, enabling all pupils to achieve their potential.

How We Assess and Review Pupils' Progress Towards Their Outcomes

Pupil progress is carefully monitored and reviewed through termly pupil progress meetings, which include the leadership team. Progress is measured against national data, as well as pupils' age and individual starting points, to ensure accurate evaluation of their development.

Termly reviews and target-setting meetings are planned to coincide with parents' evenings and SEND catch-up meetings where possible. Some pupils may require more frequent reviews, particularly when assessments from external agencies are involved or when additional support is needed.

We use the graduated approach—a four-part cycle of Assess, Plan, Do, Review—to revisit and refine decisions and interventions. This cyclical process allows for a growing understanding of each pupil's needs and identifies what strategies are most effective in supporting progress and achieving positive outcomes.

Information about pupils' progress and support may be recorded in an Individual Learning Plan (ILP). This is a working document, updated regularly to reflect new insights, assessment information, and evolving strategies to meet the child's SEND.

Our Approach to Teaching Pupils with SEND

At Bishop Martin C.E. Primary School, we believe that every teacher is a teacher of every child, including those with SEND. All children have the right to access a broad and balanced curriculum, and our teaching is rooted in the principle that all pupils can achieve and thrive with the right support.

The first step in meeting the needs of pupils with SEND is always high-quality teaching, carefully differentiated to ensure that individual needs are met. Teachers and support staff are committed to creating inclusive classroom environments, which we believe is the key to securing good progress and eliminating underachievement.

We also recognise that there are times when some children require a more personalised curriculum. Support staff, including intervention teachers, work with small groups or individual pupils to provide targeted, intensive programmes of learning designed to meet specific needs. For children with an Education, Health and Care (EHC) Plan, provision is carefully matched to the child's outcomes, with appropriate in-class support and additional interventions as needed. This provision is monitored and tracked regularly through progress meetings, year group meetings, and teacher/TA briefings.

At Bishop Martin, every child is valued as an individual. Support and interventions for pupils on the SEND register are personalised, considering both their learning and wider needs. We take a holistic approach, encouraging participation in the wider curriculum, including enrichment and extracurricular opportunities, and working in partnership with families to ensure children are supported both in school and at home.

How We Adapt the Curriculum and Learning Environment

At Bishop Martin C.E. Primary School, we are committed to ensuring that every child has access to a curriculum and learning environment that meets their individual needs.

Quality First Teaching is at the heart of our provision. Teachers plan lessons that:

- Match tasks, support, and resources to the differing needs of pupils.
- Accommodate different learning styles (auditory, visual, kinaesthetic) to maximise engagement.
- Set personalised learning targets where appropriate, adapting our Inspire Curriculum to support individual progress.
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Teachers' practice is monitored by the leadership team to ensure that all pupils receive consistently high-quality teaching and inclusive provision.

Where pupils with complex SEND meet the definition of disability under the Equality Act 2010, the school fulfils its legal duties by making reasonable adjustments. These may include:

- Adapted seating, classroom layouts, or auxiliary aids.
- Additional adult support for specific activities.
- Adjustments to school trips, PE lessons, and extracurricular activities to ensure full participation.

Where safety or access is a concern, risk assessments are carried out in consultation with parents/carers, staff, and, where relevant, external professionals. This ensures activities are safe, inclusive, and appropriately resourced.

We also develop personalised risk assessments for pupils with:

- Physical disabilities that prevent independent access to the school environment. These plans are created collaboratively with the child, parent/carer, class teacher, and relevant healthcare professionals.
- Significant Social, Emotional and Mental Health (SEMH) needs that affect access to the mainstream learning environment. In such cases, temporary adaptations—such as reduced hours reintegration plans—are put in place to support the child in returning successfully to full-time education.

Through these adaptations, we ensure that all children, regardless of their needs, are able to learn, participate, and flourish as part of our school community.

What Additional Support for Learning is Available?

At Bishop Martin C.E. Primary School, we recognise that some pupils require additional support beyond high-quality classroom teaching to help them achieve their potential. This support can take many forms, depending on individual needs, and may include:

- Adult support in class to scaffold learning and encourage independence.
- Focused 1:1 or small group interventions targeting specific areas such as literacy, numeracy, social skills, or emotional regulation.
- Additional resources in class, including differentiated materials, sensory equipment, or visual supports.
- Access to technology and IT resources, such as laptops, tablets, or specialist software, to support learning.
- Use of auxiliary aids, tailored to individual needs, to remove barriers and promote participation.

We also work closely with a range of external agencies and professionals to ensure a coordinated, multi-agency approach for children whose needs are more complex. This partnership working strengthens the support available in school and ensures that provision is well-matched to each child's needs.

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND? How Do We Ensure Inclusion for Pupils with SEND?

At Bishop Martin C.E. Primary School, we are committed to giving every child the opportunity to achieve their potential and develop as a well-rounded individual. We take a whole-school approach to inclusion, ensuring that all learners can engage in activities together.

- Removing barriers: Any barriers to learning or participation in the wider curriculum are reviewed regularly, with staff discussing how best to overcome them.

- Reasonable adjustments: We always make reasonable adjustments so that all pupils can take part in school activities, regardless of their needs.
- Access to enrichment: Pupils with SEND are fully included in extracurricular clubs, school visits, and wider school opportunities, with support provided as required.

How Do We Support Pupils with SEND to Improve Their Emotional and Social Development?

We place high importance on pupils' emotional wellbeing and social development, recognising this as central to learning.

- Pastoral support: Staff know the needs of all children and provide a consistently high standard of pastoral care.
- Whole-school mental health approach: We work closely with CAMHS, embedding a proactive approach to mental health and wellbeing.
- Zones of Regulation & ROAR: These tools are used across the school to help pupils recognise, communicate, and manage their emotions.
- PSHE curriculum: Weekly lessons explicitly teach emotional literacy, resilience, and social development.
- Targeted interventions: Selected pupils receive additional support to develop interaction skills, build resilience, and strengthen wellbeing.

Supporting Medical, Behavioural, and Social Needs

- **Medical needs:** Staff are trained to meet medical requirements, and individual care plans are created in partnership with healthcare professionals where appropriate.
- **Behaviour support:** Our Behaviour Policy sets clear expectations, rewards, and sanctions, ensuring consistency across school. We have a zero-tolerance approach to bullying and address both behaviours and underlying causes.
- **Attendance & punctuality:** Attendance is closely monitored, and actions are taken to support families in improving attendance where needed.

What Expertise and Training Do Our Staff Have to Support Pupils with SEND?

At Bishop Martin C.E. Primary School, we are proud of the skills, knowledge, and dedication of our staff team in supporting pupils with SEND.

- Classroom interventions: Staff are trained to deliver a range of evidence-based interventions in reading, writing, and maths to ensure children make strong progress in core subjects.
- Specialist programmes: Following advice from external agencies, staff also implement targeted programmes to support:
 - Speech and language development
 - Social skills
 - Handwriting and fine motor skills
 - Emotional regulation and wellbeing
- Qualified SENCO: The school SENCO holds a teaching qualification and has successfully completed the National Award in Special Educational Needs Co-ordination (NASENCo Award).
- Trauma-informed practice: The SENCO is also a trauma-informed practitioner, ensuring staff approaches are rooted in understanding the impact of trauma and attachment on children's learning and wellbeing.
- Ongoing CPD: All staff access regular training opportunities to build expertise in SEND, both through internal CPD and external providers, ensuring provision reflects current research and best practice.

- External agency support: Where specialist support is required, we consult with parents first before making referrals to external agencies such as Speech and Language Therapy, CAMHS, Educational Psychology, or Occupational Therapy. Parental consent is always sought before referrals are made.

Through this ongoing investment in training and expertise, we ensure that staff are well-prepared to meet the diverse needs of all children in our care.

How Will We Secure Specialist Expertise?

At Bishop Martin C.E. Primary School, we recognise that some pupils require specialist input to meet their individual needs. When this is the case, we work in partnership with families and external agencies to ensure that pupils receive the most appropriate and effective support.

The school has access to a wide range of specialist services, including:

- School Improvement Lancashire SEND Team – providing advice, training, and guidance on inclusive practice.
- Specialist Teaching Service – offering targeted support for pupils with specific learning difficulties.
- Educational Psychology Service – supporting assessment, intervention, and strategies for pupils with more complex needs.
- Behaviour Support Service (Golden Hill) – offering expertise in managing challenging behaviour and supporting pupils' social and emotional development.
- Sensory Advisory Service – providing support for pupils with visual or hearing impairments.
- Occupational Therapy and Physiotherapy Services – helping pupils with physical, sensory, or motor skill difficulties.
- Mental Health Support Teams (CAMHS) – delivering support for pupils with mental health needs, including anxiety, trauma, and emotional regulation.
- Speech and Language Therapy Service – supporting children with communication, language, and speech needs.

We ensure that:

- Parental consent is always obtained before referrals are made.
- Agencies are involved in the graduated approach (assess–plan–do–review) to ensure their expertise is embedded in classroom practice.
- Advice from specialists is shared with staff and implemented consistently across the school.

This collaborative approach ensures that children receive the right support, at the right time, from the right professionals.

How Will We Secure Equipment and Facilities to Support Pupils with SEND?

At Bishop Martin C.E. Primary School, we are committed to ensuring that all pupils with SEND have the resources and facilities they need to thrive. The school has an excellent track record of supporting pupils with SEND through the provision of high-quality resources, equipment, and adaptations.

Where specialist equipment or facilities are required beyond the school's delegated budget, we will explore appropriate sources of funding, such as:

- High Needs Funding (HNF) applications through the Local Authority.
- Requesting an Education, Health and Care (EHC) needs assessment to secure additional support where necessary.

This ensures that no child is disadvantaged due to a lack of appropriate equipment or facilities.

How Are Pupils with Medical Needs Supported?

Pupils with complex or ongoing medical needs are fully supported to access school life.

- An Individual Health and Care Plan (IHCP) is created collaboratively between the Inclusion and Intervention Lead, parents/carers, and, where appropriate, health professionals.
- Designated staff are trained to administer and supervise medication safely.
- All medical support follows the Trust policy, Department for Education (DfE) guidelines, and the School Medical Policy, ensuring consistent, safe, and compliant procedures.
- Parents are supported throughout the process and encouraged to be active partners in planning their child's medical care in school.

How Do We Consult Parents of Pupils with SEND and Involve Them in Their Child's Education?

We believe that strong home-school partnerships are vital in ensuring the best outcomes for pupils with SEND.

- We operate an open-door policy, encouraging parents to meet with the SENCO at any time to discuss concerns about progress or provision.
- We share ongoing feedback with parents and hold formal meetings through:
 - Termly SEND Catch-Up Meetings
 - Parents' Evenings
- At these meetings, we:
 - Review children's progress.
 - Share next steps in learning.
 - Discuss strategies for supporting learning at home.
- Parents are also invited to meet termly with the class teacher to review their child's Individual Support Plan (ISP) and provision.

In addition, general information about the curriculum and learning opportunities is published on the school's website to ensure parents have access to key information.

How do we consult pupils with SEND and involve them in their education?

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centred approach to information gathering and the cycle of assess, plan, do, review. All children contribute to their plan and targets are put into child friendly statements.

How do we handle complaints from parents of children with SEND about provision made at the school?

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at Bishop Martin C.E. Primary School, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher. If concerns are still unresolved parents may wish to engage with the school's complaints procedure, which can be found on the school website at <https://www.bishopmartin.lancs.sch.uk/>

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

The SENCO attends termly multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.

We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, Mental Health Support Team, ASD outreach, ADHD outreach, speech and language therapy, physiotherapy services and occupational therapy.

We have a particular duty in ensuring that 'Looked after Children' are given the appropriate support and care to help support their progress and engagement with learning. When 'Looked after Children' attend our school we do our utmost to ensure they fulfil their potential. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

What support services are available to parents?

What Support Services Are Available to Parents in Lancashire?

If you have spoken with school staff about your child's needs but still have questions or concerns, there is independent help available.

Lancashire SEND Information, Advice and Support Service (SENDIAS) offers free, confidential, and impartial advice to parents and carers of children and young people with Special Educational Needs and/or Disabilities (SEND).

This service can help you:

- Understand your rights under the SEND Code of Practice
- Prepare for meetings with school or the local authority
- Understand Education, Health and Care Plans (EHCPs)
- Access support and mediation if needed
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You can contact Lancashire SENDIAS directly:

 **Tel:** 0300 123 6706

 **Email:** information.lineteam@lancashire.gov.uk

 **Website:** <https://www.lancashire.gov.uk/children-education-families/special-educational-needs-and-disabilities/>

How do we support pupils moving between different phases of education?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- For pupils starting Reception in September we do home visits and visit their current nursery setting, we have planned visits to school to meet their new classroom, teacher and friends.
- Parent/carers are invited to a meeting in school to help their child to settle into the school routine.
- The SENCo can meet with new parents of pupils who are known to have SEND.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting can be arranged with parents.

Transition to the Next School or Setting

We understand that change can be difficult for all children, especially those with SEND. We are committed to supporting every pupil and their family to ensure a smooth and successful transition, whether between year groups or to a new school.

Transition Within School

- Transition meetings are held at key stages (e.g., from EYFS to Key Stage 1 and from Key Stage 1 to 2). During these meetings, the SENCO and current class teacher share key information with the next teacher.
- Each year group has a transition support team, and children work in small groups to prepare for their next class.
- Children identified as requiring additional support receive an enhanced internal transition plan, which may include extra visits, visual timetables, or social stories.
- Transition to Secondary School (Year 6 to Year 7)
- A transition event is held for all Year 6 pupils.
- For pupils with SEND, the SENCos of both schools meet to share key information and ensure that provision continues smoothly.
- Where needed, an enhanced transition plan is created in collaboration with parents, the pupil, both schools, and any relevant professionals.
- Pupils may make accompanied or supported visits to their new setting — these can be virtual or in person, depending on need and availability.
- For children with EHCPs, the Year 6 annual review is used to plan transition arrangements.

Transition from Another Setting

- Parents are encouraged to visit our school prior to entry.
- Additional individual visits for the child can be arranged to support a positive start.
- The SENCO liaises with the previous setting to ensure all key information is transferred.
- Records of pupils who leave mid-phase will be transferred within five working days of the school being notified of their new setting.
- Support from Outside Agencies
- Where necessary, we work with outside agencies such as educational psychologists, speech and language therapists, or specialist advisory teachers to support the transition process.

Admission Arrangements for Children with Disabilities

Bishop Martin C.E. Primary School welcomes all children, including those with disabilities, and is committed to meeting their needs wherever possible. Children with disabilities are admitted in line with our whole-school admissions policy, which applies equally to all applicants. We follow the School Admissions Code 2021 and comply fully with the Equality Act 2010. Where the school is oversubscribed, we apply our published oversubscription criteria fairly and consistently.

We are committed to making any necessary reasonable adjustments and providing appropriate auxiliary aids or services to ensure that no child with a disability is placed at a substantial disadvantage compared to their peers.

We strongly encourage parents or carers of children with disabilities to contact the school prior to application or admission. This allows us to work together to understand your child's needs and plan effectively for a successful and supported start to school life.

Lancashire's Local Offer and Our Contribution

Lancashire's **Local Offer** provides clear and accessible information about the services and support available in the local area for children and young people aged 0–25 with Special Educational Needs and/or Disabilities (SEND), as well as their families.

It includes details on support from **education, health, and social care services**, and offers guidance on identifying SEND, getting support, and understanding the SEND system.

You can explore Lancashire's Local Offer here: www.lancashire.gov.uk/send

How We Contribute

As part of our statutory duty, **Bishop Martin C.E. Primary School** contributes to Lancashire's Local Offer by sharing up-to-date information about:

- The types of SEND we support
- How we identify and assess children with SEND
- The support and interventions we provide
- Key policies, including our SEND Policy and Accessibility Plan
- Contact information for our SENCO
- Transition arrangements and links with external agencies

This information is published both on our **school website** and the **Lancashire Local Offer** website, helping parents and carers make informed decisions about support and school placement.

If you need support accessing the Local Offer or would like more information about how our school contributes, please contact our SENCO or the school office.

Who Can I Contact for More Information or If I Have Concerns?

We want to work in partnership with you to support your child's needs. If you have any questions, concerns, or would like more information about the support your child is receiving, please don't hesitate to get in touch.

For general queries or initial concerns:

- Your child's class teacher – they are your first point of contact for day-to-day matters and progress.

For SEND-specific concerns:

- Mrs S Hewitt – SENCo (Special Educational Needs Coordinator)
enquiries.bmskem@ldst.org.uk

For more serious concerns or if your issue remains unresolved:

- Mrs A Barron – Executive Headteacher
enquiries.bmskem@ldst.org.uk

If you wish to make a formal complaint:

- SEND Governor – Mrs B Trainor is the school governor responsible for SEND. She can be contacted via the school office.

We take all concerns seriously and will work with you to resolve any issues as quickly and supportively as possible. You can also view our Complaints Policy on the school website for full details of the process.

Bishop Martin C.E Primary School Offer

Universal Offer – Support for All Pupils

This is the provision available to all pupils as part of our inclusive and nurturing school environment:

- **Quality First Teaching** – high-quality, differentiated classroom teaching for all
- **Adaptive Teaching** – lessons are tailored to meet the needs of all learners
- **Learning Mentor & Pastoral Support** – available to all pupils for emotional and social wellbeing
- **Broad, Balanced & Engaging Curriculum** – designed to excite and include all learners

- **Open Door Policy** – we work closely with families and welcome communication
- **Free Breakfast Club** – available for eligible pupils (e.g. those in receipt of Pupil Premium)
- **After-School Club** – available daily (paid per session)
- **Extra-Curricular Clubs** – range of enrichment activities available throughout the year
- **Parental Workshops and Support** – to strengthen home-school partnerships
- **Transition Support** – support provided at key transition points (e.g. into Reception or Year 7)

Additional Support – Targeted Help for Some Pupils

This level of support is provided for pupils who need something more than universal provision, often in line with SEN Support plans:

- **Targeted Learning Mentor & Pastoral Interventions**
- **Priority Access to The Nest** – our nurturing provision space
- **Access Arrangements for Tests** – e.g. readers, scribes, rest breaks
- **Parenting Support & Contracts** – where additional support is agreed with families
- **Enhanced ICT Resources** – software, devices or adaptations to support specific needs
- **Strengthened Home-School Communication** – including daily check-ins or home-school books
- **Individualised Timetables** – tailored to the pupil's needs
- **Medical Needs Support** – in line with individual healthcare/care plans
- **Speech & Language Therapy Support** – delivered by school staff following SaLT advice
- **Physiotherapy/Occupational Therapy** – school support based on external guidance
- **Toileting Support** – in accordance with personal care plans
- **Adapted Diets** – in line with medical or allergy requirements
- **Administration of Long-Term Medication**
- **Enhanced Transition Arrangements** – including extra visits or social stories
- **Access to Sensory Room** – for regulation or therapeutic purposes

Exceptional Support – Highly Personalised Provision

This level of support is provided for a small number of pupils with highly complex or persistent needs, often as part of an Education, Health and Care Plan (EHCP):

- **Reduced Timetables** – agreed with parents and reviewed regularly
- **Staggered Start/Finish Times** – to support emotional regulation or anxiety
- **Risk Assessments & Positive Handling Plans**
- **Personal Workspaces** – quiet, low-stimulation areas for focused work
- **Highly Modified Curriculum** – personalised learning adapted to developmental stage
- **Individualised & Intensive Support Programmes**
- **1:1 Class-Based Support** – allocated where required to meet specific outcomes