

Federation of Boldmere Schools



SEND Information Report October 2024

All Birmingham maintained schools try to ensure that they have a similar approach to meeting the requirements of pupils with special educational needs to ensure that they make the best possible progress at school.

Please click on the following link to access Birmingham City Council's Children's Website.

Here you will find the City's local offer.

<https://www.localofferbirmingham.co.uk/>

Our School

Our Vision:

The Federation of Boldmere Schools empowers all children to embrace learning; achieve their personal best; and build their social, emotional and physical wellbeing.

We embrace the fact that every child is different and we strive to support all children in the best way possible, and with the appropriate resources that we have at our disposal, to enable them to achieve. In order to do this, many steps are identified and actioned, where possible, so that children can be successful with their learning journey at their own levels of ability, through the design of our ambitious curriculum.

The wellbeing and development of each child underpins all that we do. Our aim is to develop children into confident and resilient learners, for them to develop a love of learning and to encourage them to explore opportunities to step out of their comfort zone whilst not neglecting the need to develop wider life skills that they can use to underpin their future development.

October 2024 Information

The Federation of Boldmere Schools currently has 688 children on role (307 at Boldmere Infant and Nursery School, 381 at Boldmere Junior School). The highest area of need at Boldmere Infant and Nursery School is Speech, Language and Communication Needs. The highest area of need at Boldmere Junior School is Moderate Learning Difficulty.

Across the Federation, there are currently 109 (15.8%) children on the SEND register, with a range of needs from universal to specialist (39 children at Boldmere Infant and Nursery School (12.7%) and 70 children at Boldmere Junior School (18.4%). The national average is currently 18.4%.

72 children (10.5%) currently receive 'SEN Support'; 23 children at Boldmere Infant and Nursery School (7.5%) and 49 children at Boldmere Junior School (12.9%). The national average is currently 13.6%.

37 children (5.4%) currently have an Education, Health and Care Plan (EHCP); 16 children at Boldmere Infant and Nursery School (5.2%) and 21 children at Boldmere Junior School (5.5%). The national average is currently 4.8%. 17 of our children with EHCPs are on role in the mainstream school, the other 20 children have a place in Boldmere Inclusion Base.

All 22 places in Boldmere Inclusion Base are commissioned by SENAR - <https://www.localofferbirmingham.co.uk/education-health-and-care-plan/senar/> Your child will only be able to access Boldmere Inclusion Base if this is the provision that is named in their EHCP and if they have a diagnosis of Autism as their primary area of need.



Meet our SENDCO

The SENDCo for the mainstream school is Mrs Jones.

Boldmere Inclusion Base (BIB) is led, and managed, by Mrs Preece, Assistant Head teacher.

Each of the schools have a dedicated team of support staff that lead intervention groups (under the strategic direction of the class teachers and SENDCo/BIB Lead) for a range of identified needs. They also work in collaboration with all staff and commissioned outside agencies at our school; ensuring pupils needs are being met.

Who can I contact for further information?

If you wish to discuss your child's educational needs, you should contact your child's class teacher in the first instance, via the school office.

If you would like to contact Mrs Jones, please call school on 0121 464 2338 (Boldmere Infant and Nursery School) or 0121 464 3656 (Boldmere Junior School) or email senteam@boldmere.bham.sch.uk





If you would like to contact Mrs Preece, please call school on the telephone numbers above, followed by Option 5, or email bib-contact@boldmere.bham.sch.uk



Special Educational Needs

At the Federation of Boldmere Schools, we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEN Code of Practice 2014:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



The majority of children's learning needs will be met through high quality teaching delivered by the class teachers. High quality teaching is vital and will allow children to make progress at their level. However, for some children, there are occasions when further additional support through the use of a range of resources and staff deployment, where possible, may be needed to help

Identifying and Assessing Need

them achieve their targets, whilst ensuring equity in the delivery of our curriculum.

The provision provided is different for every individual child and it is important to emphasise that, as much as possible, this provision is designed by the relevant Boldmere Schools' staff members working alongside the child, the child's family and, where necessary, outside agencies (e.g. an Educational Psychologist). The provision arranged will always be relevant to the individual child so that they can make as much progress as possible, whilst taking into account their very specific needs.

In addition, all Boldmere Schools' pupils benefit from a range of Teaching and Learning styles; an adaptive, ambitious curriculum; a range of different learning materials (for re-enforcement and extension); intervention groups; assessment procedures that emphasise pupils' strengths and achievements; access to ICT; booster classes in Year 6 and a broad range of extra-curricular activities (including residential trips in Year 4 and 6).

How do Boldmere Schools know if children need extra help?

If concerns are raised by parents/carers, teachers or the child

If we have identified any barriers to learning

If less than expected progress is being made

If there is a change in the pupil's behaviour or progress

What should I do if I think my child may have special educational needs?

The class teacher is the initial point of contact for responding to parental concerns. The class teacher may then wish to discuss this with the SENDCO. However, it should be noted that school staff are not in any position to give a diagnosis of specific SEND, such as ASC or dyslexia, and parents may wish to seek the support of a specialist when these areas of need are to be considered.

How will the school support my child?

We follow a graduated response to identify the needs of your child. We will involve parents at all stages of the graduated response. We work closely as a team and a child will be placed on a monitoring register and we begin to follow the Graduates Response approach of 'Assess, Plan, Do, Review' (APDR)



In addition to high quality teaching, your child may need some extra support:

Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching/High Quality Teaching.

For your child this would mean:

That the teacher has the highest possible expectations for your child and all pupils in their class.

That all teaching is based on building upon what your child already knows, can do and can understand.

Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning. Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.

Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Access to a broad and balanced, ambitious curriculum that is fit for purpose and designed to meet the needs of our pupils, including those with SEND. So that there is equity in our curriculum delivery.

All children in school should be getting this as a part of excellent classroom practice when needed.

Specific group work within a smaller group of children

This means they have been identified by the class teacher as needing some extra support in school. This group, often called Intervention groups by schools, may be:

Run in the classroom or outside.

Run by a teacher or most often a teaching assistant who has had training to run these groups.

For your child this would mean:

He/ she will engage in group sessions with specific targets to help him/her to make more progress.

A Learning Support Assistant/teacher/Support Staff will run these small group sessions using the teacher's plan.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

The effective delivery of targeted interventions delivered at different timetabled points of the day/week, so that your child has access to the curriculum being taught which helps to ensure that our school is an inclusive one.

After a period of two blocks of 6 – 8 weeks* (two cycles of APDR), we will decide if a child needs to be placed on the SEND register and invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. This support will be documented on a One Page Profile.

**This time frame may be subject to change, for example, if attendance has impacted your child accessing more targeted support or we feel we need longer to assess their needs.*

Many of our children with Cognition and Learning needs will be monitored using the Birmingham Audit Continuum; this allows the children to have small step targets set and for us to be able to track their progress.

Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can. Please see Outside Agency section below.

Specified Individual support

This is available for children whose learning needs are severe, complex and lifelong.

This means your child will have been identified by the class teacher/SENDCO as needing a particularly high level of individual or small group teaching. Usually your child will also need specialist support in school from a professional outside the school. This may be from:

Local Authority central services such as the CAT Team, PSS or Sensory Service (for students with a hearing or visual need)

Outside agencies such as the Speech and Language therapy (SALT) Service or the Occupational Therapy (OT) Service.

In some cases, this may lead to the school, parent/carer or child (if over the age of 16) to request a SEND Support Provision Plan (SSPP) or EHC Plan (EHCP).

What is a SEND Support Provision Plan?

SEND Support Provision Plans (SSPP) are a document developed by Birmingham Local Authority, for schools and settings to use. Schools and settings do not have to use these documents but they are particularly useful for demonstrating the provision being put in place for children and young people where their needs are complex and require multi-agency involvement, but where the provision does not require an EHCP in order to support delivery within a mainstream setting.

The SSPPs are designed in a way that schools and settings, in partnership with parents, are able to build up a picture of need and provision over time.

Schools and settings must involve parents and carers in the planning of provision and so if a school is planning to record the provision, they are putting in place in a SSPP then parents should be involved in this process.

What is an Education Health Care Plan?

Education, Health and Care Plans (EHCP) replaced Statements of Special Educational Needs in September 2014.

The EHCP brings together the education and health and social care services that are necessary to meet a child or young person's needs. The plan places the child/young person and their family, at the centre of the process, describing the needs and outcomes to be achieved and the support required to achieve them.

An EHCP can start from birth and potentially last until the young person is 25 years old.

How do I get an EHCP?

If your child fails to make good progress in their mainstream school, even with additional support, an EHCP may be necessary. However, an EHCP assessment will usually only apply to children with the most complex, severe and life-long needs in a mainstream school, or children who require a specialist school or setting.

Any professional working with your child can make a referral for an EHCP assessment. Parents and the child (if over the age of 16) can also make a request. The range of support that has already been provided will need to be evidenced.

What happens to children who do not have an EHCP?

Children without an EHCP must be educated in a mainstream nursery, school or college. Schools, colleges and nurseries have specific funding to support children and young people with SEN.

Who can support parents through this process?

You can get independent support through any assessment process from Birmingham Parent Carer Forum / SENDIASS
<https://www.localofferbirmingham.co.uk/contact/>

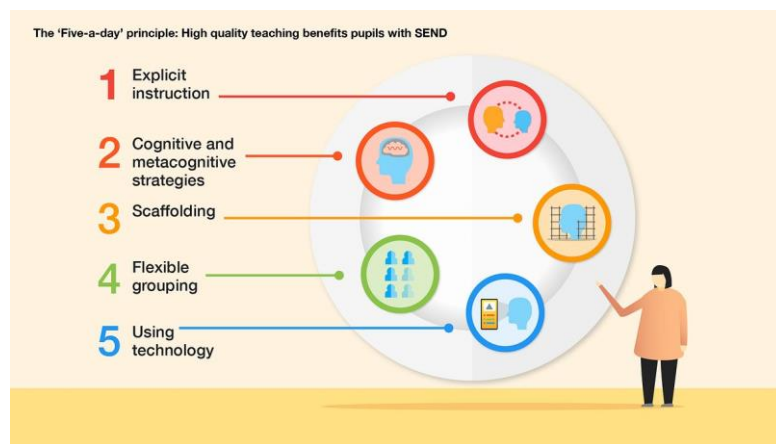


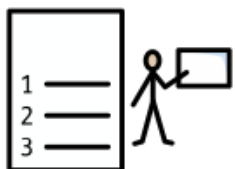
Our approach to teaching children with SEND

We are an inclusive school. Wherever possible, children are taught alongside their peers in flexible teaching groups.

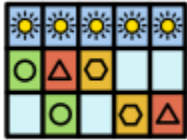
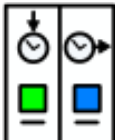


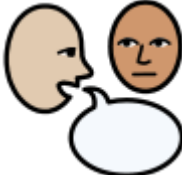







Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.





Curriculum adaptations

		
Visual timetables	Task boards	Peer mentoring
		
Assistive technology	Talk partners	Peer marking
		
Self-assessment	Word banks	Positive behaviour
		
Ear defenders	Timers	Explicit instruction

We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment.

We also seek advice and equipment from outside agencies as and when the need arises.

How does your school support children with

medical needs?

If a pupil has a medical need then a detailed Care Plan is compiled, usually by the School Nurse. This may involve support from the school nurse in consultation with parents/carers.

Care Plans are discussed with all staff that are involved with the pupil.

Staff receive regular asthma and epi-pen training delivered by the school nurse.

Where necessary, and in agreement with parents/carers, medicines are administered in school but only where a signed medicine consent form is in place to ensure the safety of both child and staff member.

Please see the school website for the The Federation of Boldmere Schools Medical Policy.

What support will there be for my child's overall wellbeing?

Boldmere Schools have Wellbeing Teams and offer a wide variety of pastoral support for pupils who are encountering emotional difficulties. Members of staff such as the Class Teacher, Learning Mentors, Playground Leader, Support

Staff (including an Emotional Literacy Support Assistant and staff trained to deliver 'FUN FRIENDS' and 'FRIENDS for Life') Assistant Head /Head of Schools and SENDCO are readily available for pupils who wish to discuss issues and concerns.



Parent Consultations

How can I let the school know I am concerned about my child's progress in school?

If you have concerns about your child's progress you should speak to your child's class teacher initially.

If you have further concerns that your child is still not making progress (and your concerns are not being addressed) you should speak to the year group leader, then the SENDCO or BIB Lead (if your child attends Boldmere Inclusion Base), then the Assistant Head, then the Head of Schools and finally our Executive Head Teacher.

After following all school processes, in the unlikely event that you have further concerns you can speak to the school SEND Governor, who will bring your concerns to the attention of the FGB.

How will the school let me know if they have any concerns about my child's learning in school?

The teacher will keep you fully involved in discussions about the planning for your child's learning. This may be through:

Discussions before/after school

Parents' evenings, when progress is reviewed formally

Formal meetings

At our Boldmere Schools we work closely with parents and carers and recognise that they have much to contribute to our support for children with SEND.

How do you keep parents of children and SEND involved?

We share information about what is working well at home and school so similar strategies can be used.

Meetings can be arranged to discuss your child's progress or any concerns/worries you may have.

All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.

Targets will be reviewed, with your involvement, on a regular basis (at least termly, usually in line with parents' evenings)

For children who have an Education, Health and Care Plan (EHCP), SEN Support Provision Plan (SSPP) or require specialist support (over and above what is ordinarily available) we will invite you in to review their plans each year (or every six months if your child is under five) These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps.

This year, we are going to begin to host coffee morning/afternoons, where parents can meet up and support each other in a safe environment. During

these sessions we will gather parent feedback on SEN provision, direct to training courses and support groups and offer opportunities to meet up with outside agencies.
During the year a parental questionnaire is sent out to gain views on the school and the SEND provision.



Child Consultations

Pupil's views are very important; pupils have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school.

Children are fully involved – at an age appropriate level - and their views feed directly into all policies, procedures and daily teaching of children with SEND.

Pupils are given regular opportunities to:

<p>Self-assess how they are doing</p>	<p>Attend meetings and help decide the support needed.</p>	<p>Feedback and Review progress/interventions.</p>



Evaluating Provision

Review progress in SLT meetings/Pupil Progress Meetings and discussing next steps.

Discuss and share ideas in staff meetings to ensure up to date research and policy is in place.

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term.

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals.

Asking our children if they feel the adjustment or intervention is helpful and makes a difference.

Monitoring by the SENDCO.

Regularly using a tracking tool to update targets and measure progress.

What are the roles & responsibilities of the Special Educational Needs and Disability Leader/ Co-ordinator (SENDCO):

Our SEND team is responsible for the operation of the Special Educational Needs Policy and co-ordination of specific provision made to support individual children identified with SEND. They liaise with staff to monitor the pupil's progress and, if necessary, plan further interventions. We regularly have

contact with a wide range of external agencies that are able to give more specialised advice, where we feel this is appropriate.

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disabilities (SEND)?

Class/subject/group teacher

Responsible for:

Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and informing the SENDCO, as necessary.

Writing targets and sharing and reviewing these with parents at least once each term and planning for the next term.

Ensuring that all staff working with your child in school are helped to deliver the planned work for your child, so they can achieve the best possible progress.

This may involve the use of additional adults, outside specialist help and specially planned work and resources.

Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND.

The SENDCO

Responsible for:

Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school in collaboration with external agencies and commissioned support (where allocated budget permits this)

Ensuring that you are:

- involved in supporting your child's learning
- kept informed about the support your child is getting
- involved in reviewing how they are doing

Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.

Updating the school's SEND provision management (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.

Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

Executive Head Teacher / Head of Schools / Assistant Head Teachers

Responsible for:

The day to day management of all aspects of the school, this includes the support for children with SEND.

They delegate responsibility to the class teachers and SEN Team but are still responsible for ensuring that your child's needs are met.

They ensure that the Governing Body and in particular the appointed Governor who has been given the responsibility of SEND provision, are kept up to date

about any issues in the school relating to SEND.
 Keeping up to date with changes related to SEND provision.
 Working in collaboration with SENAR to ensure any additional funding required is appropriately allocated to meet the needs of the individual child; SEND funding is incredibly challenging and an area that has not been funded appropriately for many years, which is a major issue.

SEND Governor

Responsible for:

Making sure that the necessary support is made for any child who attends the school who has SEND.

How will my child’s learning/development be assessed?

Your child’s progress is continually monitored by the class teacher and tracked appropriately in school, by leaders at all levels.

In Year 1 all children are required to be formally assessed in the Phonics screening check.

In Year 2 students may take optional SATs.

In Year 4 all children are required to be assessed using the Multiplication Tables Check (MTC)

In Year 6 all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and are the results that are published nationally.

The progress of children with an SSPP / EHC Plan is formally reviewed at an Annual Review with all adults involved with the child’s education.

The SENDCO will also check that your child is making good progress within any individual work and in any group that they might take part in.

As a Federation, your child will be assessed against age related expectations (ARE). We may also use a more sensitive assessment tool (Birmingham Literacy and Language and Maths Toolkits) to show smaller but significant steps of progress. We also use the Engagement Model and the Autism Progression Framework, where necessary.



Staff Training

At Boldmere Schools, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

The senior leadership team within school are constantly moderating needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during staff meeting sessions.

			
Play Therapy	Lego Therapy	Child Development	Bucket time
			
Autism (Level 1)	Makaton – Level	Phonics	Team Teach
			
Specific Learning Difficulties	Complex Needs training	Nurture support	Speech and Language
			
De escalation	Attachment	Reading for those who struggle	Sensory needs



Transition Support

How will we support your child when they are joining / leaving school or moving to another class?

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

We will contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.

We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

Children are given many opportunities for transition in the final half term. If school believes further transition support is necessary, it will be given.

Information will be passed on to the new class teacher in advance and at this

time targets will be shared.
 Current class teachers are given time to discuss all children with new class teachers
 If your child would be helped by a book to support them understand moving on then it will be made for them.

When moving from Infants (KS1) to Juniors (KS2):
 In addition to the above, we hold transition meetings between current class teacher (Year 2), new class teacher (Year 3), SENDCo and parents.

In Year 6:
 The teaching staff/SENDCO will liaise with the Secondary School SENDCO to plan transition (usually in the summer term).
 Where possible your child will visit their new school on several occasions and, in some cases, staff from the new school will visit your child in this school.

Mid-Year new starters
 When we are aware that pupils joining us from other settings have identified special educational needs, we liaise with the current setting to enable us to gain a greater understanding on the support we need to put in place.



Outside Agencies

We work with the following agencies to provide support for children with SEND. This means children have been identified by the class teacher/SENDCO as needing some extra specialist support from a professional outside the school.

Directly funded by the school using delegated funds:



Educational Psychology Service (EPS)
 Pupil and School Support
 Communication and Autism Team (CAT)
 Sensory Service for children with visual or hearing needs
 Traded Speech and Language Therapy (SALT)
 Physical Difficult ies Support Service (PDSS)

Provided and paid for by the Health Service but can be delivered in school:

NHS School Nurse
 NHS Occupational Therapy
 NHS Speech and Language Therapy (SALT) – The Balanced System

For your child this would mean:

The specialist professional might work with your child to understand their needs and make recommendations.
 This will help the school and yourself understand your child’s particular needs better and be able to support them better in school.
 That you may choose to seek the support of an external professional to our school, to further assist you in understanding the needs that your child may have.
 The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

	<p>We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we will either share the report with you or arrange a telephone call/meeting to share the advice.</p>
 <p>Clubs and Trips</p>	<p>All children are encouraged to go on our trips such as educational day trips, residentials/overnight stays at school.</p> <p>All children are encouraged to take part in sports day, school competitions, school assemblies, performances and workshops. These may need to be adapted where children have significant sensory needs.</p> <p>All children are encouraged to apply for roles of responsibility in school e.g. School Council, House Captains, Mental Health Champions, Prefects.</p> <p>How will my child be included in activities outside the classroom including school trips? Activities and school trips are available to all.</p> <p>Risk assessments are carried out and procedures are put in place to enable all children to participate. If it is deemed that an intensive level of 1:1 support is required, a parent or carer may be asked to accompany their child during the activity.</p> <p>How are Boldmere Schools accessible to children with SEND? The building is accessible to children with physical disability via ramps. Please see the school's accessibility plan, which is available on our web site. We actively work with Physical Difficulties Support Service (PDSS) to ensure that Physical Management Plans are in place, where required. We ensure that equipment used is accessible to all children regardless of their needs. After school provision (with prior arrangements) is accessible to all children including those with SEND. Extra-curricular activities are accessible for children with SEND.</p>
 <p>Complaint Procedure</p>	<p>Your first point of contact is your child's class teacher and/or year group leader.</p> <p>If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to one of our Assistant Heads. If they cannot solve your issue, then an appointment can be made to speak to the Head of School.</p> <p>If you are not happy with the response, then you may wish to follow the Complaints Procedure. This can be obtained via the school website. Please follow the procedure and the school will endeavor to resolve your complaint accordingly.</p>



Birmingham Local Offer

The Birmingham Local Offer:

The Birmingham Local Authority Local Offer can be found at <https://www.localofferbirmingham.co.uk/home/parents-and-carers/>

SENDIASS

Birmingham SENDIASS is a self-referral service that provides information, advice and support to children under 16, young people (16-25) and the families of children and young people who have, or may have, special educational needs.

Contact:

Phone: 0121 303 5004

Email: sendiass@birmingham.gov.uk

Write to: SENDIASS, PO Box 16270, Birmingham, B2 2HN



Feedback

This is an inclusive school with a family feel and community spirit (Ofsted, November 2023)

Staff support pupils with special educational needs and/or disabilities (SEND) exceptionally well. All children get off to a flying start in the outstanding early years classrooms. (Ofsted, November 2023)

The school identifies pupils with SEND quickly. The support these pupils receive is a strength of the school. (Ofsted, November 2023)

The Boldmere Inclusion Base provides excellent provision for pupils with a diagnosis of autism spectrum condition. They benefit from expert adult support within the base, and when joining the rest of the school. (Ofsted, November 2023)

Throughout the school, staff receive training to ensure that all pupils with SEND are included, happy and make good progress. (Ofsted, November 2023)

Parents of pupils with SEND appreciate that staff keep them informed and involved. (Ofsted, November 2023)

The school is highly inclusive, with dedicated and skilled staff. It is committed to ensuring that all pupils succeed and flourish. This includes those with complex needs in the specially resourced provision for pupils with special educational needs and/or disabilities (SEND). (Ofsted, November 2024)

Highly effective training ensures that staff have the appropriate subject knowledge to deliver the curriculum and accurately assess pupils' needs. This includes identifying pupils with SEND. (Ofsted, November 2024)

The school uses additional resources effectively in order to support pupils in the specially resourced provision. These pupils benefit from a bespoke curriculum tailored to their individual needs and targets. (Ofsted, November 2024)

Staff within the school also support pupils with SEND effectively and ensure that

these pupils access the same curriculum as their peers. (Ofsted, November 2024)

The school identifies and supports pupils who find reading difficult. Well-trained staff, who are experts in teaching early reading, ensure that these pupils quickly become confident and fluent readers. (Ofsted, November 2024)

'The additional transition opportunities that were put in to place for my child meant that he settled quickly and has made a great start to the year.'
(Parent)

'Year 5 had been my daughter's best year. She's happy to go to school. She's enjoying her work and her confidence has massively improved within herself.'
(Parent)

'I feel that my son has become a lot better with his reading and his vocab seems excellent.' (Parent)

'I know that my son has got so much support in place already and for that I am immensely grateful' (Parent)