Bowbrook Primary School

Our Annual Special Education Needs & Disability Information Report

Policy Date-September 2025
Review Date-September 2026

Overview

Under legislation The Pupil and Families Act 2014, local authorities and schools are required to provide information on the provision for children and young people (CYP) with special educational needs so that parents, children and young people are clear about what is available for them. This information is set out in The Special Educational Needs and Disability Regulations 2014. Bowbrook School's Special Educational Needs Policy and Information Report aims to set out a clear pathway of how our school approaches the identification of Special Educational Needs and Disabilities (SEND) and the provision that the school makes for our children**.**

This Special Educational Needs & Disability Information Report should be read in conjunction with the school's SEND Policy and Accessibility Plan which is in line with the Equality Act 2010 and the Equality Information and Objectives Policy, along with our Bowbrook Primary School Provision Offer document which outlines the type of support we are able to offer for each area of need taking a graduated approach.

Bowbrook Primary School is an inclusive school that offers a broad, balanced and creative curriculum which aims to encourage all pupils to achieve their full potential, including pupils with SEND.

This document aims to provide a package of information to support parents, carers and young people's understanding of SEND Provision at Bowbrook Primary School. If your particular question is not answered here, please contact the school office to speak to **Miss. G Jones, the school's SENDCo (Special Educational Needs & Disabilities Co-ordinator)** who will happily discuss any issues further.

1. What is our current SEND profile?

Last academic year, our figures for children with SEND were:
EHCP: 8.8%
Sen Support including GSP: 11.44%
Wave 2 (monitoring): 7.92%
The overall percentage of EHCPs is above the national average and SEN support figures are slightly below the National Average for Primary Schools.

2. What is a Special Educational Need or Disability (SEND) and what types of SEND does the school provide for?

A pupil has SEND where their learning difficulty or disability calls for special educational provision. This means provision that is **different from**, **or in addition to**, that normally available to pupils of the same age.

The Special Educational Needs and Disability **Code of Practice** (2015) identifies Pupils SEND in four broad areas of need:

1. **Communication and Interaction.**

This could include:

- Speech, Language and Communication needs (SLCN) - pupils may have difficulty saying what they want to, difficulty understanding what is being said or do not understand or use social rules.
- Autistic Spectrum Conditions - may have difficulties with social interaction, language, communication and theory of mind (deleted problems with imagination).

2. **Cognition and Learning.**

This could include:

- General or Moderate Learning difficulties—pupils find difficulty with learning in some areas of the curriculum even with appropriate differentiation.
- Severe Learning Difficulties (SLD) where a pupil is likely to need support in all areas of the curriculum and there may also be difficulties with mobility and communication.
- Profound and Multiple Learning Difficulties (PMLD) - a pupil is likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
- Specific Learning Difficulties (SpLD) - affect one or more specific aspects of learning. This includes a range of difficulties such as dyslexia, dyscalculia and dyspraxia.

3. **Social, Emotional and Mental Health Difficulties.**

This could include:

- Social and emotional difficulties which may result in a pupil becoming withdrawn, isolated, or displaying challenging, disruptive and disturbing behaviour. These behaviours may reflect underlying mental health issues e.g., anxiety, depression, self-harm or eating disorders.
- Attention Deficit Disorder.
- Attention Deficit Hyperactive Disorder.
- Attachment disorder

4. **Health, Sensory and/or Physical Needs.**

This could include:

- A disability which prevents them from making use of the facilities usually provided in a school e.g., Vision Impairment, Hearing Impairment, Multi-sensory Impairment (combination of vision and hearing). These pupils are likely to need specialist support or equipment to access their learning. Physical disability - some pupils may need additional ongoing support and equipment to access all opportunities available to other pupils.

If a pupil has been identified as having a special educational need and/or disability, then their needs may fit into one or more of these categories.

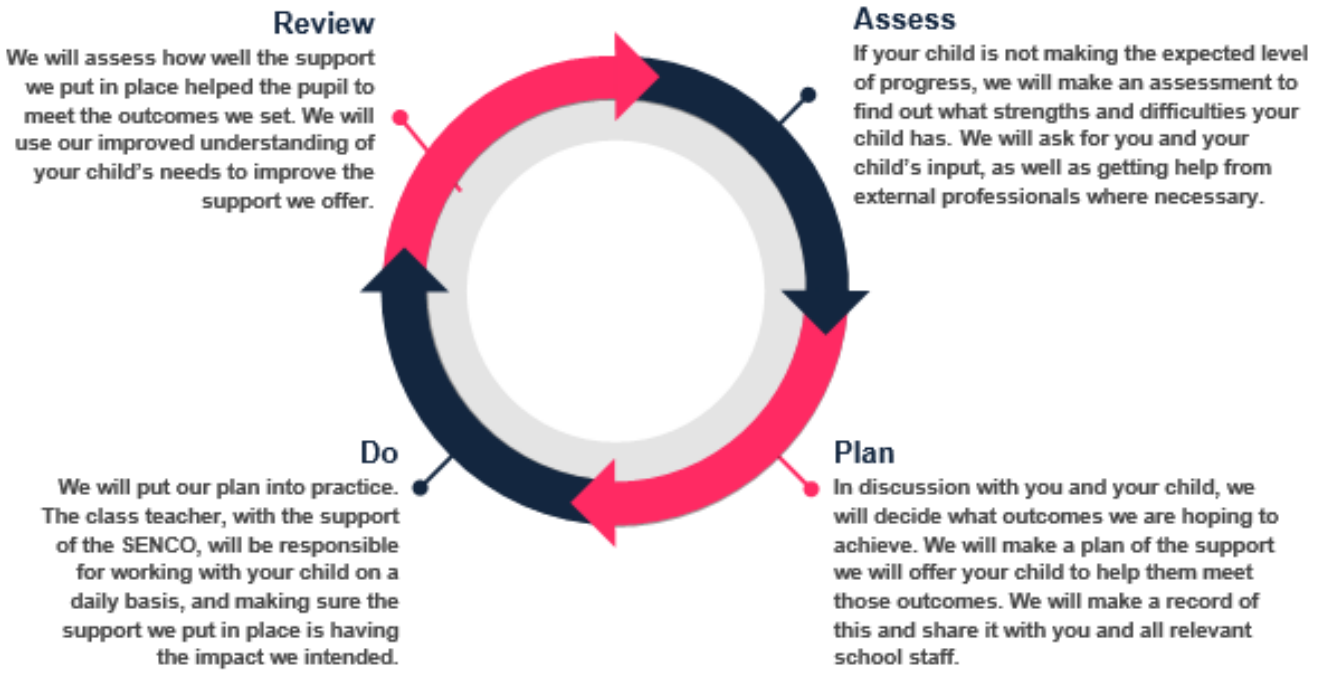
3. How will the school know if a child needs SEND support?

Through our Quality First Teaching (QFT) and learning, rigorous monitoring and assessments, pupils of all abilities can be identified and their learning needs met. With that in mind, at Bowbrook Primary School, we recognise that pupils make progress at different rates and not always in a steady linear pattern. Therefore, the early identification systems we have in place are essential as they allow pupils to reach their potential. The class teacher continually assesses each pupil and notes areas where they are improving and where the gaps in understanding/learning are and if further support is needed. As a school, we track pupils' progress from entry using a variety of different methods.

Pupils who are not making expected progress are picked up through regular Pupil Progress Meetings with all staff. In this meeting a discussion takes place concerning why individual pupils are experiencing difficulty (what their gaps are) and what further support can be given to aid their progression. If your child is discussed at one of these meetings parent/carers will be informed. This starts our **graduated approach** to enabling the right support for the individual.

We follow the 'Graduated Approach' to meeting the needs of pupils who have been identified as having a specific gap in their understanding/learning of a subject and need extra support.

The graduated approach is a 4- part cycle of **assess, plan, do, review.**



- Pupils might engage in 1:1 and/or group sessions with specific targets to help them to make progress. These would be during normal lesson times or during times of the day that do not interrupt a pupil's access to a broad and balanced curriculum.
- Teachers might make a pupil an in-class focus to ensure they understand the instructions of a task to achieve success in completing this and offer more on the spot feedback to help consolidate learning.
- Teachers will discuss pupils with the SENDCo and start to build a picture of any concerns.
- Nutshell documents might be used to identify traits and indicators of specific areas of concern.

Pupils who do not have SEND usually make progress quickly once the gap in their learning has been filled.

What happens to pupils if the gap in their learning/understanding of a subject continues to widen?
If your child is not making progress, more detailed assessments and/or testing take place. These are then discussed between the class teacher and the SENDCo. A plan of further support is then formulated.

For your child this will usually mean:

- A time-limited, targeted small group **intervention** is introduced, under the supervision of the class teacher and or Sendco.
- There is a start and end assessment for the intervention to monitor progress. The class teacher will be aware of this to be able to support the specific area within normal classroom lessons as well.
- That a TA (who has had training to run these groups) or class teacher will run these groups outside of normal lesson time e.g. assembly time.
- The impact of these interventions is very closely monitored and adapted if necessary.

What happens if the gap continues to widen still?
If it is thought that a pupil could have a recognised Special Educational Need or Disability (SEND), it will be necessary to carry out a more in-depth assessment. This assessment may be completed by a specialist from an outside agency such as The Educational Psychologist Service, SALT or Specialist teacher.

In addition to this, as a school we work closely with any external agencies that we feel are relevant to individual pupil's needs, including: - Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, pediatricians, speech & language therapists; occupational therapists; social services including - Locality Teams, social workers and early help support workers.

The class teacher and SENDCo will gather information from a variety of sources, including parents, the pupil, teachers, TAs and other professionals and will set targets and determine a programme of intervention.

For your child this will mean:

- A programme of intensive intervention that can be delivered within a small group or on a 1:1 basis.
- The programme is usually delivered away from the classroom and runs alongside specific strategies used within the classroom.

What happens if all of the above doesn't work?

For the small number of pupils who continue not to make progress as expected following the three above steps, we, together with parents/carers, may agree that a multi-agency assessment is necessary. This may result in additional resources which the school is unable to offer without further funding and an application for an Educational Health Care and Needs Assessment (**EHCNA**) may be considered.

4. How will the school measure a child's progress?

At Bowbrook Primary School, we measure pupils' progress in learning against National and Age-Related Expectations (ARE). The class teachers continually assess each pupil and note areas where they are improving and where the gaps in understanding/learning are. As a school, we track pupils' progress from entry, using a variety of different methods.

We do however understand that progress can look different for certain children and so ensure that we don't just take scores from formal assessments, particularly for children with potential SEND. We ensure that when measuring progress, we look at all areas of a child's education, in line with the Code of Practice 2015 which states that an appropriate education should enable them to:

- achieve their best
- become confident individuals living fulfilling lives, and
- make a successful **transition** into adulthood, whether into employment further or higher education or training.

As part of the planning stage of the graduated approach, we will set specific **outcomes** that we want your child to achieve; these may be academic or may be related to SEMH difficulties which could be causing a barrier to learning. We will then run interventions or implement support specific to the outcomes and track the pupil's progress towards these outcomes over time.

This process will be continual. If the review shows a pupil has made progress, they may no longer need additional provision made through SEN Support. For others, the cycle will continue and targets, strategies and provisions will be revisited and refined.

5. What are the different types of support we provide?

Our provision is grouped into four levels of support.
Universal: provision that is readily available to all pupils
Targeted: provision that is in addition to universal to support initial gaps in learning
Specialist: provision that is more specialist and needs careful consideration of specific needs.
Specialist Resource Provision that is bespoke specialist support within a dedicated learning area.

Our first approach for all our pupils across all levels is Quality First 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 work in each class is pitched at an appropriate level so that all pupils are able to access, according to their specific needs.
- Typically, this might mean that in a lesson there would be different levels of work set for the class to ensure support and also stretch and challenge; this can also be individually differentiated. This ensures that pupils can access the learning but also strive for challenge.
- In addition, there are TAs available to each class during parts of the day where support is provided for groups or individual pupils who have been identified, this can be timetabled support or support that is needed based on the teacher's daily assessment of all pupils.

- Interactive displays, learning walls are in all classrooms and school resources are accessible to all pupils. Specialist equipment/workstations to give better access to learning. All areas of the school are also accessible to all pupils.
- Specific strategies (which may be suggested by the SENDCo or outside professionals) are in place to support your child to learn.
- Your child's teacher will have carefully checked progress and will have decided that there is a gap in their understanding/learning and that some extra support will be needed to help them make the best possible progress.

All pupils in school should be receiving this as a part of excellent classroom practice.

6. Who do you go to if you are concerned about your child?

If you have any concerns about your child, the first point of contact is their class teacher, however you can also arrange an appointment with SENDCo (Special Educational Needs Coordinator) or Headteacher, Mr S Aiston.

What we do:

- Mr Aiston, our Headteacher and **Miss G Jones, our SENDCo,** oversee all support and progress of any pupil requiring additional support across the school.
- The class teachers will oversee, plan and work with each pupil with SEND in the class to ensure that progress in every area is made.
- There may be a teaching assistant (TA) working with the pupil either individually or as part of a group; if this is seen as necessary by the class teacher. The frequency of these sessions will be explained to parents/carers when the support starts.

Our Governors (their involvement and responsibility):

- Mrs Nicola Tribe is responsible for SEND. They ensure that pupils receive the support they need to make progress and be integrated into school life.

7. How will the school let you know if they have any concerns about your child and how will we involve you throughout the process of support?

Once a gap in a pupil's understanding/learning has been identified that isn't addressed through QFT and initial additional support, parent/carers are consulted. This usually takes place after assessments and reviews are formally completed, once a term. During the Parent's Evening the pupil's progress is discussed with parents/carers.

If any further information is needed, the class teacher, SENDCo and the Head Teacher are always available to discuss the needs, support and progress of your child.

We pride ourselves on building positive relationships with parents and carers and last year, 100% of SEND parents shared that they would recommend Bowbrook School during our parent survey.

Once a pupil is on our special needs register, additional termly review meetings are offered to parents to review targets in the APDR cycle and discuss next steps. During this meeting, we will suggest new targets

to work on following assessments of current interventions/provision in place. We share these with you and value your input on how you feel your child is progressing as well.

If the pupil is making progress academically against national/age expected levels, and the gap is narrowing, they are catching up to their peers or expected age levels and next steps are planned. For pupils who have made sufficient progress that they have closed any gaps, a discussion would be held with parents to propose they be moved off the SEND register.
However, if progress has not been made and the gap is widening, alternative next steps are made; this may mean the involvement of outside agencies to seek further specialist advice.

In addition to these meetings, we offer an open-door policy where parents are welcome any time to make an appointment to meet with either the class teacher, SENDCo or Headteacher to discuss how your child is getting on if you have any concerns.

8. What training have the teachers and other staff had to enable them to support children with Special Educational Needs effectively?

We have members of staff who are trained in delivering intervention programmes, as well as staff who are trained in prevention to endangerment. Further Professional Development and Training for staff is arranged in line with current needs and the School's Development Plan focus. We also have close links to the surrounding schools and the schools within the Trust that support us through their expertise and staff.

Last year, our staff team were trained in the following:

- Adaptive Teaching techniques based on the EEF's 5 a day principles

Key staff members received the following training:

- Down syndrome Training
- Gestalt language processing
- Attachment and Trauma
- NPQSEN
- PACE
- Physical Intervention training
- SEND L3 TA Training

This academic year, we will undertake whole school training in RADY, Trauma Informed Strategies and other areas in line with our School Development Plan. This year Bowbrook Primary School will part of the ELSEC (Early Langauge Support for Every Child) project, where key members of staff will be trained to screen and use Early and Key Stage 1 Talkboost to support communication.

9. How is your child supported at times of transition?

Prior to starting school, all Reception pupils and their parent/carers are invited into school on several occasions to familiarise themselves with the environment, staff and routines and home visits are arranged. We have meetings with all feeder nurseries and plan additional transition for any children who may need additional support.

Similarly, we encourage all new pupils transferring to us to visit the school prior to starting where they can meet their class teacher and be shown around the school. For pupils with SEND we would encourage further visits to assist with the acclimatisation of the new surroundings.

Each year, we plan transition periods towards the end of an academic year and provide additional transition opportunities for pupils who may need them. We have also sent transition booklets home for children to look at over the summer to keep themselves familiar with their new classroom and staff members.

10. What activities are available for children identified with SEND, in addition to the curriculum?

All pupils are included in all parts of the school curriculum as well as extra-curricular activities and we aim for all pupils to be included on school trips and clubs. We will provide the necessary support to ensure that this is successful.
A risk assessment is carried out for off-site activities to ensure that everyone's Health & Safety is not compromised. In the unlikely event that it is considered unsafe for a pupil to take part in an activity, then alternative activities would be considered for the whole cohort to ensure inclusion for all.

No pupil is ever excluded from taking part in activities because of their SEND and we will make whatever **reasonable adjustments** are needed to make sure that they can be included. DISCUSSION P

11. How do we ensure access to the facilities for all of our pupils?

This section links to our accessibility plan which can be obtained on request. Our school site is wheelchair accessible through all entrances, including the main entrance, with a disabled toilet large enough to accommodate changing. New building work is completed under consultation regarding accessibility.

12. How do we support the emotional and social development of children with SEND?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that pupils having high self-esteem is crucial to their well-being. We have a caring and understanding team looking after your children.
The class teacher has overall responsibility for the pastoral, medical and social care of every pupil in their class, so this would be the parents' first point of contact. If further support is required, the class teacher liaises with the SENDCo for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

13. What are our arrangements for supporting pupils who are Looked After by the Local Authority?

Looked after pupils (or previously Looked After Pupils) have a right to expect the outcomes we want for every pupil – that they should be healthy, stay safe, enjoy themselves and achieve, make a positive contribution to society and achieve economic well-being. To achieve these five outcomes for looked after pupils, we as a school demonstrate the strongest commitment to helping every pupil to achieve the highest educational standards he or she possibly can. This includes supporting their aspirations to achieve in further and higher education. We work closely with Virtual Schools to monitor the pupil's development both academically and socially through a similar review process to SEND. Looked-after

pupils will have a personal education plan (PEP) to review their progress within a setting. If a looked-after pupil has SEND, we will ensure that the PEP and any SEND/EHC plans are aligned, consistent and compliment one another. Our LAC Designated Teacher (DT) is **Mr S Aiston**

14. What support is available for families?

If you have any questions about SEND or need support/advice, please get in touch to let us know. We want to support you, your child and your family.

We would encourage parents/carers to educate themselves on the SEND Code of Practice and the ways in which schools are required to identify and support children with SEND. You can seek free, objective and up to date advice and support from organisations such as IASS and this can be found on the following link: https://www.cabshropshire.org.uk/iass-education/

To see what support is available to you locally, have a look at the Shropshire **Local Offer** which can be found on their website: https://www.shropshire.gov.uk/the-send-local-offer/

There are many charities that offer advice and support. Below are some that we have used as a school:
Parent and Carer Council Shropshire (PACC)
Autism West Midlands
The Autism Eductation Trust
Caudwell Children
NSPCC
SEND family support
IPSEA

15. Who can I speak to if I have any further questions, concerns, complaints or compliments about the provision for pupils with Special Educational Needs and Disability?

Any concerns or complaints regarding SEND should be raised following the school's Concerns & Complaints Policy which is available on our website.

The first point of contact would be your child's class teacher; they will be happy for you to share any concerns you may have.
The next point of contact should be the SENDCo, Miss G Jones or the Headteacher, Mr S Aiston.
All appointments can be made via the school office.

Bowbrook Primary School,
Squinter Pip Way,
Bowbrook,

Shrewsbury.

SY5 8PY

T: 01743 816891
E: admin@bow.318education.co.uk
http://www.Bowbrookprimary.co.uk/

Glossary

- **Annual Review** – an annual meeting to review the provision and targets in a pupil's EHC plan.
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have.
- **EHCNA** – the needs assessment is the first step on the way to securing an EHC plan. The school or parents submit a request to the local authority who then do an assessment to decide whether a child needs an EHC plan.
- **EHCP** – this is an education, health and care plan which is a legally binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- **Graduated approach** – an approach to providing SEN support in cycles which are continually planned, conducted, reviewed and amended to identify the needs and best support for the individual.
- **Intervention** – a short term, targeted approach to teaching a pupil with a specific outcome in mind, usually linked to an identified gap in their learning.
- **Local Offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area.
- **Outcome** – a target for improvement for pupils with SEND. These targets don't necessarily have to be related just to academic areas.
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENDCo** – the special educational needs/disabilities coordinator.
- **SEND** – special educational needs and disabilities
- **Code of Practice** – the statutory guidance that schools must follow to support children with SEND.
- **Transition** – when a pupil moves between years, phases, schools or life stages.