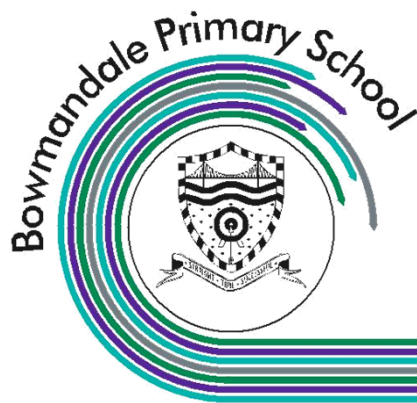




Straight... True... Successful

The Special Educational Needs Information Report 2025/26

Approved by:	Ellie Dunstan	Date:	September 2025
Last reviewed on:	September 2025	Next review date:	September 2026

Welcome to our SEND Information Report which is part of the North Lincolnshire Local Offer for learners with Special Educational Needs or Disabilities (SEND). All schools are supported to be as inclusive as possible, enabling the needs of children with SEND to be met in a mainstream setting wherever possible. The aim of this report is to highlight how Special Educational Needs support works in our school. This Special Educational Needs Information Report should be read in conjunction with the school's SEND Policy and Equality Policy, which can also be found on our website.

The four broad 'areas of need' are Communication and Interaction, Cognition and Learning, Social, Emotional and Mental Health Difficulties and Sensory and Physical Needs. These areas are broken down into more specific areas of need and our current cohort of SEND children, which makes up just over 15% of our school population, comprises the following types of need:

Communication & Interaction		Social, Emotional & Mental Health		Cognition & Learning			Sensory & Physical		
Speech, Language & Communication	AUTISM	Social, emotional & mental health	ADHD	Specific Learning Difficulty	Moderate Learning Difficulty	Severe Learning Difficulty	Physical Disability	Visual Impairment	Hearing Impairment
26.9%	11.5%	13.5%	3.8%	34.6%	7.6%	0%	3.8%	1.9%	1.9%

**Correct on 7/9/2025*

At Bowmandale Primary, we celebrate the fact that every child is different and therefore, the educational need of every child is different; this is certainly the case for children with Special Educational Needs or Disabilities.

If you have concerns about your child's specific needs, progress or emotional wellbeing, please speak to your child's class teacher in the first instance, or to Mrs. Lombard, the School's SENCO if you continue to have concerns or questions.

What is the Local Offer?

The idea of the Local Offer is part of the Children and Families Bill, which was implemented from September 2014 onwards as part of the SEND Code of Practice. The idea is for the Local Authority, schools and other agencies to make clear what is available at each level of support for children with SEND, disabled children and their families. In addition, it sets out those services which may be available to support families needing additional help to care for their child.

The Local Offer at Bowmandale Primary School

At Bowmandale Primary School, we strive to support all children to enable them to be mentally and physically healthy, to achieve their full potential and ultimately to be happy in their learning. In order to do this, many steps are taken to support them throughout their time at school. Quality First Teaching, which is well planned and routinely adapted, supported or scaffolded to accommodate children's individual needs, is the vital first step to achieving this. However, we recognise that for some children there may be occasions when additional or different support is needed to enable them to achieve their personal learning targets.

Bowmandale Primary School's learning offer is rooted in early identification and timely support. Where we identify that children are not making progress despite the high quality first teaching and adaptations that are in place, we will make further reasonable adjustments for those children. We take swift action to ensure that they have equal opportunities to fully access the curriculum, the environment and resources available to make good progress. This support is documented via a Graduated Response plan, which is based upon the 'assess, plan, do, review' cycles promoted by the code of practice 2014. Families are fully involved in decision making at every cycle of support.

How does Bowmandale Primary School know if children need extra help?

At any time in their school life, a child or young person may have a Special Educational Need. The SEND Code of Practice 2014 defines SEND as:

"A young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her. A child has a learning difficulty if he or she:

- a) Has a significantly greater difficulty in learning than the majority of others the same age;*
or
- b) Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in a mainstream school setting."*

Where children's progress is significantly below age related expectations, despite high quality teaching, targeted at specific areas of difficulty, provision of SEN support may need to be made.

Signs that children need help may include:

- a child asking for help
- concerns are raised by families, staff or the child's previous school
- extra intervention and support is required to enable successful progress and achievement
- a change in the pupil's behaviour; they may be reluctant to engage with learning or complete tasks at home

What should I do if I think my child may have Special Educational Needs?

If you have any concerns regarding your child's progress or emotional health and wellbeing, please speak to your child's class teacher in the first instance, or Mrs. Lombard (SENCO) if you continue to have questions or concerns.

How will Bowmandale Primary School support my child?

In line with the SEND Code of Practice 2014, we have a clear, **graduated approach to need** which is based upon early identification and provision which takes the form of a four-part cycle (**assess, plan, do, review**) through which earlier actions are revisited and revised to enable us to understand the child's needs more fully.

Class Teachers

In accordance with the SEND Code of Practice 2014, *all* teachers are considered to be teachers of SEND and as such, they are responsible for ensuring that the needs of children with SEND are identified and responded to appropriately.

All Class Teachers are responsible for:

- Identifying arising needs early and implementing a Graduated Response plan to address any gaps identified;
- Checking the progress of your child and identifying, planning and delivering any additional or different help that your child may need (this could be small group work or on a 1:1 basis);
- Deploying additional adults in the classroom who may deliver planned interventions; these often take the form of pre-teaching and consolidation of curriculum learning but may include or time-specific interventions such as spelling or reading programmes;
- Ensuring that the impact of time-related interventions is measured by using appropriate baseline assessments at the start and end of any programme of support;
- Working in close partnership with families to create and review all Graduated Response plans, Individual Education Plans (IEP) or Individual Behaviour Plans (IBP) on a termly basis;
- Providing copies of all Graduated Response plans, IEPs or IBPs for families on a termly basis as they are reviewed;
- Ensuring that the school's SEND policy is fully adhered to at all times.

We have a dedicated, trained and skilled team of Teaching Assistants who support children in a range of different ways to facilitate full access to the curriculum. This may include adapting children's learning to make it more practical or visual, undertaking pre-teaching or consolidation activities or delivering specific intervention programmes with small groups of children or individuals under the direction of the class teacher's (and/or SENCO).

A number of our Teaching Assistants work closely with the Speech and Language Therapist to facilitate all speech and language programmes for children. As such, they have all received recent and relevant specific speech and language training delivered by the Local Authority SALT team.

The SENCO

Mrs. Lombard is the school's SENCO and may be contacted via the school office should families wish to discuss their child's needs in further detail.

The SENCO is responsible for:

- Providing professional guidance to colleagues and working closely with staff, families and other agencies to ensure the correct provision is in place for children with SEND;
- Writing the SEND Information Report and SEND Policy which must be published on the school website and reviewed annually;
- Ensuring that all staff remain abreast of SEND reforms;
- Overseeing the day to day operation of the school's SEND policy;
- Coordinating provision for children with SEND;
- Advising on a graduated approach to need in providing SEND support;
- Advising on the deployment of the school's delegated budget and other resources to meet children's needs effectively;
- Liaising with, and seeking the views of, families of children with SEND where appropriate;
- Liaising with EYFS providers, other settings and professionals, including the Local Authority;
- Managing the transition process to and from the school;
- Ensuring that the school maintains accurate and up to date records of children with SEND;
- Working with the Headteacher and governors with regard to reasonable adjustments and access arrangements;
- Organising staff training and ensuring staff have up to date knowledge relating to SEND.

Our SEND action plan last year was successful in ensuring that all children were fully included in all aspects of school life and to ensure progress for children with SEND was in line with children with no special educational needs or disabilities.

The Pastoral Team

The school's Pastoral team is comprised of:

- Safeguarding Team – Mrs. Dunstan (Safeguarding Lead), Mrs. Joy & Mrs. Lombard (Deputy Safeguarding Leads);
- Learning Mentor, Counsellor & Mental Health Champion – Mrs. Joy
- Senior Mental Health Lead – Mrs. Lombard

The Pastoral Team is responsible for:

- Ensuring that the safety, welfare and safeguarding needs of all children are met at all times;
- Liaising closely with families and other professionals to ensure that safety, welfare and safeguarding needs are the highest priority;
- Through close partnership working with families, identifying and responding to the emotional wellbeing needs of children via a coordinated approach;
- Providing emotional support and counselling in the form of 1:1 provision to address identified areas of need;
- Developing Social and Emotional Learning skills through small group provision such as friendship groups, social skills groups, gardening club or outdoor learning;
- Signposting children and families to additional support where appropriate;
- Monitoring behaviour & attendance & working closely with children and their families to address needs relating to this;
- Supporting families via the Early Help Assessment Process.

SEND Teacher

The school employs a specialist SEND Teacher who works with children to carry out specific assessments or tuition in relation to identified areas of need. This is done under the direction of the SENCO and in partnership with families.

SEND Governor

Mrs. Armitage is our SEND Governor.

The SEND Governor is responsible for:

- Making sure that the necessary support is given for any children with SEND who attends the school;
- Supporting and challenging the SENCO and Headteacher with regards to SEND provision within the school.

How will the curriculum be matched to my child's needs?

When a child has been identified as having a Special Educational Needs, we will provide support that is additional to, or different from, the adaptive approaches and learning arrangements normally provided as part of high quality teaching intended to overcome the barriers to their learning. This support is set out in the school's Provision Map, which details the support in place.

When providing support that is "additional to", or "different from", we engage in a four-part process:

Assess: This involves taking into consideration all the information from discussions with families, the child, the class teacher and from a range of assessments.

Plan: This stage identifies the barriers to learning, intended outcomes and details what additional or different support will be put in place to overcome the identified barriers. Actions are recorded on a Graduated Response planning document and will be reviewed at least termly with families.

Do: Providing the support or reasonable adjustments to remove or reduce barriers to learning, as set out in the plan.

Review: Measuring the impact of the support provided, and considering whether changes need to be made to the support. This stage then informs the next cycle. A joint decision is made at this point around the next steps.

There is flexibility in the approach to enable us to find the best provision for each individual child. Within each class, teaching and learning styles and classroom organisation can be flexible to ensure effective learning.



SEND Provision may involve:

- Teaching Assistants working with a pupil in a 1:1 or small focus group to target more specific needs, usually through pre-teaching or consolidation of learning in the classroom;
- The provision of specialist equipment e.g. writing slopes, concentration cushions, sensory toys or pen/pencils grips;
- Implementing advice that has been provided by specialists or professionals who may be working with the child;
- Time related interventions to address a specific area of need as set out in the Graduated Response plan, Individual Education Plan (IEP) or Individual Behaviour Plan (IBP);
- Delivery of a specialised programme as prescribed by an external professional such as a Speech and Language Therapist or Occupational Therapist.

All children would normally be expected to follow the National Curriculum at their own age appropriate level. **Only** when a child's needs are extremely complex, we would provide an individualised programme of work which is different from the child's age appropriate curriculum; this would be devised in collaboration with the Class Teacher, SENCO and always with the involvement of the family.

How will we know how my child is doing?

- Your child's progress is continually monitored by their class teacher; attainment and progress is formally tracked with the Headteacher and SENCO every term in reading, writing and maths. Attainment is recorded and monitored in all other subject areas.
- Your child's class teacher will discuss your child's progress at parent consultations, at SEND reviews and at any other time whereby there may be a concern regarding progress.
- Your child's annual report will share information about your child's attainment and progress.
- You will be invited to discuss your child's progress in relation to the targets set in their Individual Education Plan or Graduated Response plan each term, either as a meeting either

over the phone or in person. The plan takes into account the child's strengths, barriers to learning, assessment outcomes, their next steps and support.

- Appointments can be made to speak in more detail with the class teacher or SENCO by contacting the school office at any time.
- Targets are set in collaboration with the class teacher, the child and the family. The SENCO or external professionals may also contribute to target setting in some cases.
- If your child has an EHCP or if your child and family is currently being supported via our Early Help Process, your child's progress will always be discussed at these review meetings.

How will the school evaluate the effectiveness of SEND Provision made for pupils?

The quality of provision for children with SEND is monitored through a number of processes which includes:

- Classroom observation by SLT, the SENCO or external professionals working with the school;
- Ongoing assessment of progress made by children with SEND;
- Work sampling and scrutiny of planning to ensure that provision is matched effectively to need;
- Teacher meetings with the SENCO to provide advice and guidance on meeting the needs of children with SEND;
- Pupil and parent feedback (qualitative provision) on the quality of provision via the annual parent survey, teaching & learning pupil questionnaires & IEP/ Graduated Response review discussions between teachers & families;
- Attendance & behaviour records will show comparisons between SEND and non-SEND children;
- Progress and attainment levels are compared to those of SEND children at a national level;
- Standardised tests and phonics scores are collated on a termly basis to show progression in finer detail;
- Audit of targets to ensure appropriate to ensure that SMART targets are set and achieved;
- Children working significantly below their own year group expectations may be assessed via the B-Squared programme which the school accesses via Outreach support from St Luke's School – in all cases where this is applicable, families are consulted prior to this being implemented;
- All qualitative and quantitative data relating to SEND children is shared anonymously with governors on a termly basis to ensure quality assurance.

How Can I Support My Child with their Learning?

At Bowmandale Primary School, we value the importance of building positive relationships with parents and families within our school community. Where a child is identified as requiring support that is additional to or different from the quality first teaching provision that is offered, we always consult families in the first instance and give parents an opportunity to be part of the planning and review process.

Class Teachers are best placed to provide appropriate advice and support regarding home learning and any additional support you can provide for your child at home. In the first instance, please contact the school office who will be able to arrange a mutually convenient time for you to speak to your child's class teacher regarding spellings or appropriate resources to enhance your child's progress towards their learning targets.

All class teachers provide weekly home learning activities and we provide home reading books which are changed three times weekly. These are supplemented by our online reading programme, Reading Plus (KS2), which is designed specifically to develop children's reading skills. The school also continues to invest in an online maths programme called Doodle Maths to supplement and build upon children's mathematical understanding.

The school runs a number of workshops for parents to support with your child's learning. Should you have any further questions relating to how you can support at home, please contact the school office who can signpost you to the right member of staff. We send termly curriculum newsletters home to share information about your child's learning for the term, linked to the National Curriculum. Extra information can also be found on the school's website or our APP.

What specialist services and expertise are available at or accessed by the school?

Once the school has identified the needs of SEND pupils, the SENCO and Headteacher decide what additional resources, training or support may be required.

In School Provision Includes:

- Literacy and maths interventions delivered by Teaching assistants, either to pre-teach or consolidate learning to address gaps;
- Online reading and maths programmes;
- Social and Emotional Learning (SEL) skills development offered by pastoral staff, such as 'Happy to be Me', 'Think Good, Feel Good', 'Liking Myself', gardening club or outdoor learning;
- Specialist programmes delivered by trained Teaching Assistants such as Speech & Language Therapy programmes or Occupational Therapy;
- 1:1 mentoring to build self-esteem, develop learning skills and enable children to meet their own personal wellbeing targets;
- Lunchtime nurture support provided by pastoral staff;
- Time related interventions delivered by trained Teaching Assistants, such as Precision Teaching.

Local Authority Provision

At times, it may be necessary to consult with external agencies to seek their specialised expertise. The agencies used by the school include:

- | | |
|---|---|
| • Autistic Spectrum Education Team (ASET) | • Speech and Language Therapy Service |
| • Children and Families Support Services | • Visual Impairment Service |
| • Educational Psychologist | • LAC Team (Support for Children Looked After) |
| • Behavioural Support Service | • External Specialist Teachers e.g. English as an Additional Language (EMTAS) |
| • EIO (Educational Inclusion Officer) | |
| • Hearing Support Service | |
| • Physical Disabilities Team | |

Health Provision:

- CYPMHS (Child and Young Person's Mental Health Service)
- School Nursing Team
- Occupational Therapy
- School Counselling Sessions
- Physiotherapy

What training do the staff supporting children have?

Mrs. Lombard, the SENCO, holds the National SEN Award for SENCOs and attends regular SENCO network meetings in order to ensure that all provision and support is based upon a robust evidence base. The school continues to participate in a 'Good to Great' Local Authority SEND Audit on a regular basis to enable us to secure the best outcomes for all of our children who have SEND.

All staff are trained in delivering the interventions they are personally required to deliver. These include:

- Supporting children with speech and language difficulties (SALT);
- Precision Teaching;
- Pre-teaching;
- RWi phonics programme;
- Social skills programmes such as Time to Talk or Circle of Friends;
- Toe by Toe systematic reading and spelling approach;
- Power of 2 systematic maths booklet to build skills sequentially;
- Executive functioning skills and strategies to address difficulties in this area.

Training is reinforced at regular intervals as needs arise to ensure that staff are fully competent at using specific programmes or whole school approaches to supporting SEND or emotional wellbeing.

A small number of staff have received training in Mental Health First Aid and Mrs. Joy, our Learning Mentor is a qualified counsellor who is trained in delivering a range of pastoral interventions such as 'Happy to be Me' and 'Think Good, Feel Good'. Many Teaching Assistants have undertaken significant training around positive mental health and relational approaches, which supports our holistic approach to managing behaviour (please see our relationships and behaviour policy).

All staff have received training around unmet attachment needs, emotion coaching and the impact of early childhood trauma. This has supported all adults in school to recognise that all behaviour is communication and is often an indication of other factors that may be affecting children emotionally. A number of staff have also undertaken training around mindfulness and emotional wellbeing.

All staff have received training around the school's graduated approach to need and all staff are fully informed about the specific needs of the children they work directly with. This academic year, all teaching staff have received training around supporting autistic children to access PE and also around executive functioning skills.

How will mental health, social and emotional development be supported?

Children at Bowmandale very much value the relationships they have with adults, with the vast majority feeling that they have an adult who listens, and adult they can talk to and an adult who cares about them (teaching and learning questionnaire 2024/25). At Bowmandale we place a huge emphasis on a relational approach in supporting our children's mental health and emotional wellbeing.

"Everyone looks after me."

View taken from 2024/25 teaching questionnaire when asked what makes children feel safe at school.

For children who are struggling to self-regulate or who may be experiencing social and emotional difficulties, all staff in our school are trained in the use of de-escalation strategies and emotion coaching approaches. These techniques are designed to verbally support children in a calm and consistent manner in order to enable all children to feel safe and valued. Adults work closely with children using a relational approach to support children to de-escalate in a safe space to ensure the safety of themselves and others.

Mrs. Lombard has undertaken DfE funded Senior Mental Health Lead training in order to support with the school's approach to improving wellbeing outcomes and supporting positive mental health in schools.

We recognise that some children may have extra social and emotional needs that need to be addressed. As such, we have introduced a whole school approach to wellbeing to ensure that all staff are equipped to recognise the signs of poor mental health and emotional wellbeing. The school offers a wide variety of pastoral support for pupils who are encountering emotional difficulties and we pro-actively work across the school to prevent bullying of any form.

Strategies to support emotional wellbeing and mental health include:

- A whole school PSHE (& RSE) curriculum that aims to provide our children with the knowledge, understanding and skills they need to enhance their emotional and social development and wellbeing;
- All adults are readily available for pupils who wish to discuss issues and concerns.
- All children have named a nominated key adult, with whom they would wish to discuss their worries and concerns if they need to;
- Teachers and Senior Leaders pro-actively teach the children about aspects of emotional wellbeing and mental health through assemblies;
- Our Learning Mentor works with small groups of children and with individuals to try to resolve issues;

- Our Learning Mentor runs regular intervention sessions to support with social and emotional difficulties (such as specific counselling sessions, self-esteem, anger management, building confidence and developing friendships);
- Our Learning Mentor works extensively with families and outside agencies, both on an informal basis and via the Early Help Assessment process;
- Outdoor Learning sessions with small groups of children led by the Learning Mentor to develop social and emotional learning skills;
- Our Learning Mentor and another full time support staff member facilitate daily nurture support for children who find play and social skills tricky;
- We operate a buddy system whereby children from Years 5 and 6 support other children in their play and to resolve any issues they may have.
- We work closely with WMIM and offer termly 'Gravity' group sessions to support small groups of children who may require a little extra support with their emotional wellbeing and confidence.

The school's relationships and behaviour policy has clear rewards and consequences, and teaches children to take ownership of their own behaviour through a Restorative Practice approach. In respect of anti-bullying, we have a clear policy in place which is accessible to families via the school's website. We raise awareness of anti-bullying frequently through assemblies, PSHE and through anti-bullying week which takes place each November.

How do we provide for pupils with specific medical needs?

Pupils with specific medical needs are provided with a detailed Care Plan, which is compiled in partnership with medical professionals, families and where appropriate, with the children themselves. A copy is provided for all staff involved with the child and the plan is amended annually and any other time that a change is required. We have dedicated staff who have received basic First Aid Training at Work and a number of staff who hold a Pediatric First Aid qualification.

Staff working with children who have specific medical needs have undertaken training to enable them to fulfil their roles fully and safely. All staff are trained in the use of Epipens and asthma medication; this is refreshed on a regular basis. Additional online training has been offered to relevant staff members around epilepsy, asthma, diabetes and anaphylaxis.

All medication administration procedures adhere to the DfE guidelines and are detailed in our medical needs policy and first aid policy, which can be found on our website. Lesley Lombard is the School's Medical Needs Officer; please contact the school to talk with her in more detail if you wish to discuss your child's medical needs.

How will my child be included in activities outside the classroom, including school trips?

Activities and school trips are available to all children and we undertake the following measures to ensure that this can always happen:

- Risk assessments are carried out and procedures are put in place to enable all children to participate and be included;
- If it is deemed that an intensive level of 1:1 support is required, an extra member of staff with appropriate training may be asked to accompany a child during the activity;
- The school ensures it has sufficient staff expertise through training to ensure that no child with SEND or medical conditions is excluded from any school provided activity.

How will my child be involved in decisions regarding their provision?

Children with a Graduated Response plan, an Individual Education Plan or an Individual Behaviour Plan are given opportunities to discuss their strengths, preferred activities and targets with the adult who knows them best. Children with an EHCP have an opportunity to discuss their progress and provision in greater detail with a member of staff and we involve children in their own reviews as part of a child-centred approach where appropriate and according to the child's wishes.

All children participate in an annual teaching and learning questionnaire which gathers children's more general views on the quality and type of provision they receive. School leaders routinely gather pupil voice by chatting to small groups of children about different aspects of their learning.

How do you ensure the that the school environment is accessible to all children?

As a school, we are always happy to discuss specific requirements of individual children at any time. We ensure that all children, regardless of any need or disability, are able to fully access the curriculum and school environment at all times.

Facilities we have at present include:

- Ramps into some parts of the school and ground-level thresholds in others to help to make the building accessible and inclusive to all;
- A disabled toilet with hand rails to aid accessibility;
- A specially designed changing station for children who wear nappies as a result of their special educational needs;
- A disabled parking space located next to the school reception;
- A medical room which is locked to ensure that personal medicines and information are kept secure.
- The school liaises with families on an individual basis to ensure that appropriate personal plans are put in place to support children with medical needs or mobility difficulties.
- Brightly coloured marking on steps and above doorways as appropriate to support children who are visually impaired.
- Texts and books with different coloured backgrounds or in large print as appropriate to support visually impaired children.
- Specific individual risk assessments to ensure that children with an injury or disability can access the school's facilities safely and with dignity.

Please refer to the school's accessibility plan and equality policy for a more detailed outlines how we ensure equal treatment for all children, staff and stakeholders.

How will the school prepare and support my child when joining Bowmandale Primary School?

All staff at our school understand what a stressful time moving schools can be, therefore we employ a range of strategies to enable the pupil's transition to be as smooth as possible.

Please refer to the school's admissions policy for further information.

Arrangements include:

- Conversations between the previous or receiving schools prior to the pupil joining/leaving;
- Where appropriate, EYFS staff attend the pre-school feeder review meetings before transition starts;
- Concerns about particular needs discussed with the SENCO, who will arrange a further meeting with families or the previous setting, as appropriate;
- EYFS offer opportunities for home visits for all children who are new to the Foundation Stage;
- All new-to-Foundation pupils attend transition days where they spend part of the day with their new class teacher. New starters attend a story session with their parents in the summer term prior to starting school in September. The children are all given a book bag containing a story book;
- Mrs. Lombard is always willing to meet families prior to their child joining the school.
- Teachers within the school setting transfer detailed information about children when moving between year groups to ensure that teachers receiving new children are able to fully meet the needs of children with a special educational need or disability.

How will the school prepare and support my child when transferring to another class or school?

Transition is part of life for all learners, whether that involves moving to a new class or to a new school. We recognise that transition can be a worrying time for all children, but especially so for a child with SEND. Consequently, we always work closely with families, pupils and staff to ensure that these transitions run as smoothly as possible.

Arrangements include:

- All children take part in our annual transition days, which take place at the end of the Summer term over 2 days. Our Year 6 pupils also take part in a number of transition activities with their chosen Secondary School;
- Additional visits are arranged for pupils, who may need extra time in their new school for a variety of reasons;
- Secondary School staff visit pupils prior to them joining their new school;
- The Year 6 class teachers and SENCO meet with the SENCO from the Secondary Schools to pass on information regarding SEND pupils;
- Where a child has more specialised needs, a separate meeting would be arranged with the class teacher and the Secondary School SENCO, the parents/carers and where appropriate, the pupil;
- The annual review meeting in Year 5 for children with an EHCP begins the process of transition, whereby parents are supported to make decisions regarding secondary school choice.

Further information for parents and carers can be accessed here:

<https://localoffer.northlincs.gov.uk/parents-and-carers/transitions-step-by-step-guide/>.

What support is in place for children who are looked after and children who were previously looked after?

Our school's Designated Teacher for Children Looked after (CLA) is Mrs. Lombard. Please refer to the school's CLA policy for further information about how Children Looked After are supported within our school.

How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated each financial year. The money is used to provide additional support or resources dependent on children's individual needs; these are planned and recorded via the school's provision mapping document.

The Headteacher and SENCO discuss all the information they have about SEND in the school, including the children getting extra support already and the children identified as not making as much progress as would be expected. From this information, they decide what resources, training and support is needed.

- Additional provision may be allocated after discussion between the class teacher and Headteacher at Pupil Progress Meetings, or if a concern has been raised at another point during the year.
- If any concerns are highlighted following assessments, Mrs. Lombard will investigate further support, programmes of work or advice from other professionals and make any necessary referrals.
- Any individual Pupil Premium payments are used to support that individual child's learning.

What should I do if I'm concerned about the welfare of a child?

The Governors of the school are responsible for entrusting a named person, Mrs. Dunstan, to monitor Safeguarding and Child Protection procedures. She is our Designated Safeguarding Lead (DSL). Mrs. Lombard and Mrs. Joy are our named Deputy Designated Safeguarding Leads (DDSL).

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about anything regarding your child's schooling, please do not hesitate to contact the teacher in the first instance, or make an appointment with Mrs. Lombard.

If you require any additional, non-biased advice and guidance regarding SEND, the Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) provides a free, impartial and confidential service to families of children with SEND between the ages of 0-25 years. They also support children and young people with SEND. They can be contacted at:

Hewson House
Station Road
Brigg
DN20 8XJ
Telephone: 01724 277665
Email: help@nlendiass.org.uk

Website: <https://www.nlendiass.org.uk/>

Our school website also signposts families to other information and services:

<https://www.bowmandale.n-lincs.sch.uk/send/>

For information on the Local Offer from the council:

<https://localoffer.northlincs.gov.uk/>

Please also refer to the school's complaints procedure should you wish to make a complaint regarding any aspects of your child's educational provision.

This report details our annual offer to learners with SEND. To be most effective it needs the views of all: families, staff, children and governors. Should you wish to make any comments at all regarding this document, please contact Mrs. Lombard (SENCO) via the school office.

ACCESSIBILITY PLAN FOR BOWMANDALE PRIMARY SCHOOL

I. Access to the Curriculum

Target	Strategies	Time-scale	Responsibility	Success Criteria
To identify children allocated to Bowmandale Primary School who require provision to be made	Visits to feeder nurseries by EYFS staff. Additional visits or communication to be made by EYFS staff and the SENCO should this be required to support children.	May to early September each Year	EYFS Staff & SENCO	Provision set in place ready for when the children start school
To establish and maintain close liaison with families	Parent/ carer of children with a disability or medical condition are invited to review an IEP, care plan or other support plan with the class teacher or SENCO	Termly for IEPs or for medical needs, annually	Teaching staff, SENCO	Families feel involved in supporting their child
To increase confidence of all teaching staff in differentiating the curriculum to meet needs of all learners	Access CPD if required, provision of training as identified	On-going and as required	Headteacher Deputy Head SENCO	Raised staff confidence in strategies for differentiation and increased pupil participation
To ensure that support staff and additional adults have specific training on disability issues and medical conditions	Access CPD as and when required Partnership working with families Information sharing with all agencies involved with child	As required	Headteacher SENCO	Raised confidence of support staff Parents fully informed, all staff aware of individual's needs
All educational visits (including residential visits) and extra-curricular provision to be accessible to all	Early planning, Risk Assessments and pre-visits as appropriate; individual risk assessments where necessary; trained staff attending visits	As required	Headteacher SENCO Class teacher	All pupils in school able to access all educational visits and take part in a range of extra-curricular activities as appropriate
Ensure PE accessible to all	Gather information on accessible PE and disability sports, involve external services to enable children with disabilities to access PE & equipment appropriately, complete individual risk assessments where necessary; access to health care plans, Reasonable adjustments made for PE	As required	PE Co-ordinator SENCO	All to have access to PE
To establish and maintain close liaison with external agencies	SENCO to make contact with relevant professionals and make adjustments/ review with staff as appropriate	Ongoing	SENCO	The school is better informed to meet the needs of the child

for pupils with additional needs				
To review the curriculum regularly to ensure that children have access to all parts	This is covered by the Teaching & Learning, SEND Policy and Medical Needs Policy	Curriculum review cycle	All staff	Any review will ensure that the cohort needs are met
Ensure pupils needs' can be met using IT equipment or other resources following identification when required.	Use referral to EP, OT, Paediatrics service and their recommendations.	Ongoing	SENCO, IT technician	Children have timely access to relevant, supportive and cost effective equipment to meet their needs.
Ensure accessibility of access to all equipment	Alternative equipment in place to ensure full access Liaise with outside agencies as appropriate	Ongoing and as required	SENCO Subject Coordinators Class teacher	Equipment available to meet the needs of children as appropriate

2. Access to the physical environment

Target	Strategies	Time-scale	Responsibility	Success Criteria
All access points to the school accessible	Make arrangements for external access to Y5 and Y6 classrooms, complete individual risk assessments as appropriate	On-going and as required	Headteacher Deputy Head SENCO	All areas are accessible to all.
Regular review of needs for current pupils	Review of IEP, EHCP or SAP, HCP	Termly or as required	Class Teacher & SENCO	All current pupils are able to access all areas of the provision required for learning.
Learning areas accessible to all	Regular review of layout of classroom to ensure meets the needs of the children using the space at the time Reasonable adjustments made for PE	As required	PE Co-ordinator SENCO	Children are not excluded from learning opportunities because they cannot access around the classroom or equipment
Ensure adequate signage and external access for visually impaired people	Appropriate signage, brightly coloured markings and risk assessments	Ongoing	Headteacher Governing Body	Signage meets requirements of Health and Safety Policy
Ensure that all disabled pupils can be safely evacuated	Develop a system to ensure all staff are aware of their responsibilities Personal Evacuation Plan shared with appropriate staff	As required each September	Headteacher	All disabled pupils and staff are aware of procedures in the event of a fire alarm
The school is aware of the access needs of	Be aware of staff, governors and parents access needs and meet as appropriate,	As required	Headteacher Governing Body	Healthcare Plan in place for disabled pupils and all staff

disabled pupils, staff, governors, parent/carers and visitors	consider access needs during recruitment process, Personal Evacuation Plan shared with appropriate staff			aware of pupils' needs as appropriate, school is accessible for all
Ensure hearing equipment in classrooms to support hearing impaired	Liaise with hearing impaired unit on the appropriate equipment; ensure staff are appropriately trained and competent	Ongoing	SENCO Parents HI Support Service	All children have access to the equipment
Maintain continence facilities	Provide designated changing area and appropriate equipment for children who may need this for medical or SEND reasons	As required	Caretaker Class teacher	Continence facilities are maintained
Provision of wheelchair accessible toilets	Maintain wheelchair accessible toilets with clinical waste bins	Ongoing	Caretaker SLT	School will be fully accessible to wheelchair users

3. Access to information

Target	Strategies	Time-scale	Responsibility	Success Criteria
Availability of written materials in alternative formats for parents/ carers	Admin aware of services available through local authority Ensure all necessary documentation is available on the school website	As required	Admin IT	All parents receive information in a form that they can access
Availability of written materials in alternative formats or enlarged print for children	Modify documents as appropriate	As required	Class teacher Outside Agency	Staff produce their own resources for children in their class Visually Impaired Support