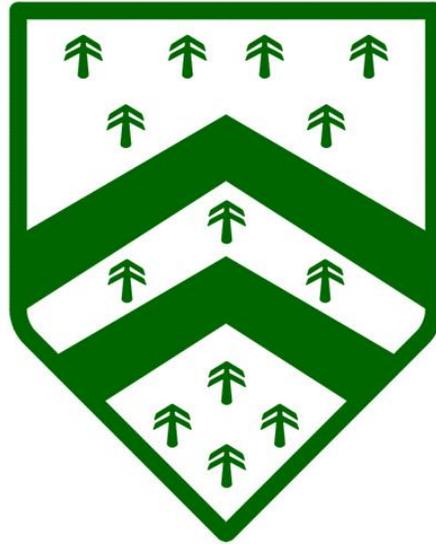


SEND Information Report

Bishop's Tachbrook CE Primary School



Our Vision Statement:

At Bishop's Tachbrook CE Primary School, everything we do, we do with love, always staying true to our IDEALS:

We **inquire** about the wonderful world God has created to **discover** and develop the gifts God has given us. We **encourage** each other and build each other up to **achieve** our full potential. We stay true to what is right: **loving** our neighbour as ourselves. We walk out into the world **shining** as a light for other people, knowing that God gives us the strength to make all things possible and create a positive difference in our community.

Approved by:

Date:

Last reviewed on:

Jan 2026

Next review due by:

Jan 2027

Introduction

All Warwickshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and Disabilities (SEND) and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be inclusive, with the needs of pupils with special educational needs and disabilities being met in a mainstream setting wherever possible.

The term **Special Educational Needs and Disabilities** has a legal definition referring to **children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age**. These children may need extra help from that given to others.

The four broad areas of need are :

- **Communication and Interaction (C&I)**, including autism, speech, language and communication needs;
- **Cognition and Learning (C&L)**, including moderate learning difficulties and specific learning difficulties;
- **Social, Emotional & Mental Health difficulties (SEMH)**, including children demonstrating attachment difficulties, anxiety and ADHD (attention deficit hyperactivity disorder);
- **Sensory and Physical Needs (S&P)**, including hearing impairment and sensory processing difficulties

Children may be identified as having more than one area of need.

What is the LA Local Offer?

Our **SEND Information Report** is underpinned by the **Local Offer** and outlines how we will support children with SEND at our school.

From September 2014, the Children and Families Bill states that all local authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs aged 0-25. This is referred to as the **Local Offer** and is intended to improve the choice for parents and to help parents in understanding the range of services and provision in the local area.

Warwickshire Local Authority Offer of provision for children with additional needs can be found at :

<http://www.warwickshire.gov.uk/send>

What can Bishop's Tachbrook CE Primary School offer you?

All children at Bishop's Tachbrook CE Primary School are treated equally regardless of age, gender, ability, culture, race, language, religion or sexual identity and have equal rights to an inclusive education.

We strive to ensure that every child achieves their full potential in all areas of the curriculum. We embrace the fact that every child is different and, therefore, the educational needs of each child will vary; this is certainly the case for children with Special Educational Needs. We aim to support children in their academic, social, emotional and personal development in the most appropriate way possible and are committed to narrowing the gap between children with SEND and their peers. This may include short-term interventions, opportunities for consolidation of learning, pre-teaching, adaptive teaching or, where necessary, a personalised curriculum designed to meet particular needs.

The term **Special Educational Needs and Disabilities** (SEND) has a legal definition referring to **children and young people with a learning difficulty or disability that makes it harder for them to learn than most other children and young people of the same age**. These children may need extra help from that given to others.

The four broad 'areas of need' are :

- **Communication and Interaction**, including autism, speech, language and communication needs; **Cognition and Learning**, including moderate learning difficulties and specific learning difficulties; **Social, Emotional & Mental Health Difficulties**, including children demonstrating attachment difficulties, anxiety and ADHD (attention deficit hyperactivity disorder); **Sensory and Physical Needs**, including hearing impairment and sensory processing difficulties. Children may be identified as having more than one area of need.

Who should you speak to if you think your child may have special educational needs?

If you have any concerns regarding their child's progress or well-being, then you should speak to your child's class teacher in the first instance. If you continue to have concerns, you can contact the school's Special Educational Needs & Disability Coordinator (SENDCo), Mrs Pepin.

How do we identify children and young people with SEND and assess their needs?

- The school follows a graduated approach to identifying and supporting children with SEND. This involves assessing children against nationally set criteria to check their progress and attainment, then planning and delivering appropriate actions and interventions with clear outcomes where children have been identified as not making sufficient progress; this is then reviewed by the class teacher.
- Regular pupil progress meetings with the Senior Leadership Team (SLT) and class teachers ensures children not making sufficient progress are identified early and appropriate provision is put in place to accelerate their learning; progress may be in relation to a child making significantly slower progress or attainment than their peers or not making the expected progress in relation to their previous rate. Both quantitative and qualitative progress will be recognised and celebrated in these meetings.
- Termly assessment, tracking & monitoring data is used to inform pupil progress meetings.
- Progress in other areas, such as social and emotional development, is also carefully monitored and support put in place where there are concerns.
- You will be informed as soon as possible if your child is still not making progress, despite additional interventions; concerns will be shared in detail and any additional support or involvement with outside agencies will be explained, discussed and agreed accordingly.

What are the different types of support offered for children with SEND at our school?

i) Class teacher input, via excellent classroom teaching (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, and teaching is built on what your child already knows, can do and can understand.

Different teaching methods are used and adapted so that your child is fully involved in learning in class, this may involve more practical learning or access to technology where appropriate. Specific strategies, which may be suggested by subject leads or the SENDCo, are in place to support your child to learn and your child's teacher will have carefully checked on your child's progress, identifying any gaps in their understanding/learning and recognising where extra support may be required to help them make the best possible progress.

Resources are accessible to all pupils such as writing slopes, alternative methods of recording or use of ICT. All classes have consistent, age appropriate visuals, including visual timetables, to support routine. Reasonable adjustments for pupils, including the provision of additional or personalised equipment, may be used.

ii) Classroom Support:

Specific strategies or interventions may be put in place to accelerate learning of individual pupils, including for SEMH. This might include targeted small group work, pre-teaching or peer collaboration which take place with trained staff either within the classroom or in a small group base. Progress will be monitored and reviewed regularly.

iii) Additional SEN Support

This means a pupil has been identified by the class teacher / SENDCo as needing some additional specialist support in school, often from a professional outside the school. This may be from Local Authority central services, such as STS (Specialist Teaching Service); IDS (Integrated Disability Service); EIS (Early Intervention Service), Sensory Services (for students with a hearing or visual need); or the Education Psychology Service (EPS).

What happens at this stage?

You will be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child's particular needs better and be able to support them more effectively in school. The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

iv) Specific Individual support

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and targeted intervention groups and whose learning needs are severe, complex & lifelong. This is usually provided via an **Education, Health and Care Plan (EHCP)**. This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching, possibly in a smaller group setting. Your child will usually require specialist support in school from an external professional, which may be via Local Authority services such as IDS, STS, EP Services, CAMHS or outside agencies such as the Speech and Language Therapy (SALT) Service.

What is an Educational Health Care Plan and when/how is this considered?

When a child is demonstrating a significant level of need or their needs are more complex and persistent than can be met by targeted interventions already in place, statutory assessment for an **Educational, Health and Care Plan (EHCP)** may be considered and recommended by supporting external professionals involved. The school, or parents/carers, can request that the Local Authority Services carry out a statutory assessment of a child's needs. This is a legal process which sets out the amount of support that will be provided for a child and is defined by a specific timescale and statutory procedures.

Once the request has been made to the Local Authority, including information from school and parents/carers, a decision will be made by a panel of professionals as to whether they think the child's needs are severe, complex and lifelong. If this is the case, they will ask an external profession, such as an Educational Psychologist, to carry out a **statutory assessment**, recorded in a detailed report outlining a child's needs with recommendations. If they do not think a child needs this, they will ask the school to continue with the current support and information will be sent to parents on the process of appealing the decision of the Local Authority.

If an EHCP is agreed, this will outline recommendations of long-term outcomes and short-term goals for a child, alongside how any support should be used and what strategies must be put in place.

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

- Your **child's class teacher** is responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need and liaising with the SENDCo as necessary. They will ensure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with Special Educational Needs. They are involved with the writing of individual targets and Personal Learning Plans (PLPs) or profiles, as well as meeting with parents to discuss progress termly. You should speak to them in the first instance.
- The **SENDCo (Special Educational Needs & Disabilities Coordinator)**, Mrs Pepin, is responsible for developing and reviewing the school's SEND Policy and coordinating the support for children with SEND. She will ensure that you are kept informed about the support your child is getting and the progress s/he is making through liaising with class teachers, coordinating regular meetings and monitoring reporting arrangements.

The SENDCo will also liaise with external agencies who may come into school to support your child's learning. Mrs Pepin will update the SEND register (a system for ensuring all of the SEND needs of pupils in our school are known) and make sure records of support and progress are kept up to date and shared with appropriate staff. Mrs Pepin is responsible for the day-to-day management of SEND support, including organising training for staff, and will ensure the Governing Body is kept up to date about issues relating to SEND. The responsibility of ensuring that SEND support, including interventions, take place and is monitored is given to class teachers.

- The **Headteacher**, Cathryn Kilbey, gives responsibility to the SENDCo for all aspects of SEND but holds responsibility for the day to day management of all aspects of the school, including the support for children with SEND and ensuring your child's needs are met.
- The **SEND Governor**, Verity Howe, is responsible for ensuring the necessary support is given for any child with SEND who attends the school.

How do we involve you, as a parent of a child with SEND, in your child's education?

Parents as partners is central to the SEN and Disability Code of Practice (2015) and is essential to ensuring that your child achieves the best possible outcomes and is supported in the best way to reach their full potential.

- You are encouraged to make arrangements with the class teacher to discuss ongoing progress or share concerns throughout the school year, as well as attending regular more formal reviews to share information about what is working well at home and school, so that similar strategies can be used.
- Learning Celebrations are held during the autumn term and spring term. A written report will be shared with you during the summer term.
- If your child has a special education need (SEN), an individual **Personal Learning Plan (PLP)** or **One Page Profile** will be drafted by your child's teacher and shared with you, your child and the SENDCo, as well as outside agencies where appropriate, at an initial PLP meeting to gain everyone's views regarding their individual needs and suggested strategies to support them. Their current targets and interventions are added to the PLP and a copy is shared with you. Targets and strategies within the PLP are continuously reviewed by your child's class teacher each term and the SENDCo will regularly monitor this provision.
- PLP reviews will take place each term for you and your child's class teacher to discuss their current provision. For children with an Educational, Health and Care Plan (EHCP), the SENDCO and any outside agencies are also involved in these meetings. Children are either invited to attend these reviews or to give views prior to meeting.
- Home-school contact books may be used to support communication with you when this has been agreed to be useful.
- The SENDCo is available to meet with you and can be contacted via the school office.
- All information from outside professionals will be discussed with you with the person involved directly or, where this is not possible, in a report.
- Parents can access Warwickshire SENDIAS service (Specialist Educational Needs & Disabilities Information & Advice Service) <https://www.warwickshiresendiass.co.uk/> for impartial advice and information on matters relating to SEND.

How do we get your child's views and involve them in their learning?

- All pupils are invited to feedback on the comments they receive about their work from the teacher.
- Your child will be encouraged to share their interests, areas of strengths and difficulties during the PLP process and will either be invited to attend the PLP reviews or to give their views on support being offered and whether they feel they have met their targets.
- Children with an Educational Health Care Plan are asked to complete a written report prior to their Annual Review meetings where possible, which they are invited to attend part of with parents / carers.

How do we assess and review your child's progress towards outcomes?

- Ongoing formative & summative teacher assessments are completed, which feed into pupil progress meetings.
- Termly pupil progress reviews take place in school to track the progress of all pupils.
- Intervention monitoring sheets are completed and reviewed regularly by your child's class teacher / teaching assistant, stating a baseline and target/agreed outcomes and impact.
- Termly PLP reviews take place for children with SEND to review outcomes and agree new targets; you will then receive a copy of the PLP, alongside all appropriate staff in school following the review.
- The SENDCO monitors interventions and coordinates provision termly; this is shared with class teachers.

How is our school accessible for children with SEND?

- Our school is fully compliant with DDA requirements.
- The school is on a single-level with easy access and double doors and ramps. There is one disabled toilet and changing facilities in the EYFS and one in Key Stage 2.
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- Most classes have been modified for a child with a hearing or visual impairment
- After-school provision and extra-curricular activities are accessible to all children, including those with SEND.

What expertise and training do staff have to support children with SEND?

- The SENDCo has over 20 years experience of working with children in school and in role of SENDCO, including attending a range of SEN professional development training.
- The SENDCo works with a local cluster of SENDCos, to share training opportunities and expertise.
- The school currently employs thirteen teaching assistants (TAs), who hold a variety of qualifications and are involved in professional development training to deliver a variety of interventions and support the class teacher in delivering the curriculum.
- The school buys in to the following services : Specialist Teaching Service (STS), Educational Psychology Service (EPS), and Speech and Language Therapy (SALT) for advice and support.
- The school has staff trained in leading 'Early Support' meetings to offer Family Support.
- The school works closely with external agencies to provide assessments and programmes of work for children and to create medical/health care plans.
- Occupational therapy, physiotherapist and CAMHS referrals are requested as needed.

What admission arrangements are in place and how will we support your child to transition between schools?

- We follow the local authority admission guidelines: [School admissions - Warwick District Council](#).
- All children transferring to our school are offered induction/transition visits. Your child's needs and appropriate transfer arrangements will be discussed and arranged on an individual basis.
- Meetings / discussions with your child's previous school SENDCo and/or class teacher will take place as appropriate.
- Our school have established excellent links with our main KS3 transfer schools, where clear systems for transition have been set up. This often includes additional enhanced transition visits with your child and SENDCo/yourself before County transfer day. Links are established with other secondary schools to ensure transition arrangements are appropriate for individuals. The SENDCo from the secondary transfer school will ideally visit your child in our school during the summer term.
- Our school pastoral lead is available to support your child with transition as appropriate.

How do we evaluate the effectiveness of the provision made for your child?

- Termly assessment/tracking and pupil progress meetings are held to analyse data and outcomes are used to inform provision e.g. to access a targeted group or any individual support.
- Termly evaluations of the impact of interventions are carried out with your child's class teacher and SENDCO/SLT, using baseline assessments to agree outcomes.
- Termly PLP reviews are held to discuss effectiveness of provision with your involvement (see information in previous sections)
- Annual reviews are held for children with an Educational, Health and Care Plan, involving parents, pupils and external agencies
- A designated SEND Governor meets termly with the SENDCo to monitor the provision and outcomes of SEND across the school
- Pupil voice and parent questionnaires are analysed to audit and improve our provision

How will we support your child's social and emotional development?

We recognise that some children have increased Social, Emotional and Mental Health (SEMH) that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety or difficulties in communicating. All classes follow a structured PSHE (Personal, Social, Health and Economic) curriculum to support this development (see Wider Curriculum section on our website for further information).

i) Universal Provision

Our school has an '**IDEALS-based approach**' that recognises all children showing our values in and around school. We encourage a positive learning environment where your child will be valued and listened to in spaces created to support their needs.

The **Thrive approach** is used within our school, working with children to support optimal social and emotional development.

In addition to these approaches, the following programmes and strategies are used with all children:

- Emotion coaching is used across the school, especially when helping children to recognise and regulate emotions.
- Class teachers adapt their teaching to ensure the SEMH needs of pupils are catered for; this may include well-being sessions in class, adapting language used, allowing learning breaks, giving specific responsibilities or Thrive-based activities to help manage anxiety and well-being.
- Zones of Regulation and 5-Point Scales are used across the school, through worship, PSHE and small group or 1:1 sessions (these are shared with parents for children working 1:1 on regulation interventions).
- The 'Health and Relationships' scheme is delivered to the whole school as part of assemblies and PSHE lessons.
- The 'Taking Care – Keeping Children Safe' programme is used with all children across the school, which teaches protective behaviours within a network of trusted adult support.
- Emotional Regulation programmes are displayed and delivered in all classes.
- Many of our teaching assistants are lunchtime supervisors, resulting in continuity between class and playtime.
- Children are encouraged to take part in social activities or supported emotionally during break times and lunchtimes by our Well-being and Peace Ambassadors.
- Friendship benches are provided and explained to the children at playtimes.
- Well-being days are organised for pupils and staff, with a specific focus each term based on national themes or in response to the needs of pupils at the school

ii) Targetted provision

For children who continue to find aspects of SEMH difficult, we offer nurture-based activities and specific programmes with trained pastoral staff. Lunchtime pastoral provision can be accessed to support pupils, including those with SEND. If your child requires a higher level of support with SEMH, they may be offered 1:1 Thrive sessions with a trained practitioner, play therapy or counselling sessions in school. These sessions enables us to work in a targeted way with your child, to help them re-engage with their learning.

Adult and peer mentors are used as deemed necessary. Other interventions include:

- Social skills groups, which are delivered by teaching assistants to support identified children with developing their use of social language and turn taking, whilst supporting self esteem and well-being.
- The 'Volcano in My Tummy' programme supports children with understanding & managing feelings.
- The 'Being Me - Emotional Well-Being Journal' is used to support identified children and 'Positive Journals' are used to support self-esteem between home and school.
- Positive behaviour plans are written with parents to support children displaying high levels of anxiety or dysregulation.
- Two members of staff are trained as Mental Health First Aiders.
- The school subscribes to STS and Warwickshire Educational Psychology Service for further advice and support.
- With permission from you, other external support services can be accessed where there are further concerns.

What arrangements are in place for handling complaints about the SEND provision made at the school?

If you wish to raise a concern about the support your child is receiving, you should initially meet with your child's class teacher. If you still have concerns, then the SENDCO or Headteacher should be contacted. If the matter is not resolved, the SEND complaints procedure is in line with the school's complaints procedure. Further information is also available at <https://www.warwickshire.gov.uk/send>.

*This report should be read in conjunction with Bishop's Tachbrook CE Primary School **Special Educational Needs & Disability (SEND) Policy** and **Accessibility Plan**.*