



Bawnmore Community Infant School

Special Educational Needs and Disability (SEND) Information Report – September 2025

Bawnmore is an inclusive mainstream infant school with two form entry. We welcome all pupils and aim to cater for individual needs within a differentiated curriculum. Our Aims Statement is **To care, To enjoy, To learn, Together** and we are committed to providing the best education and school experience we can for all of our children. In April 2020 we became federated with Bilton Infant School and Bilton C of E Junior School as part of the Bilton Community Federation (BCF).

Staff involved in SEND	Responsibilities
<p>Special Educational Needs Co-ordinator (SENDCO): Mrs Gemma Colston Telephone: 01788 810065 Email: colston.g1@welearn365.com</p>	<p>Co-ordinating the support for children with special educational needs to ensure all children get a consistent, high quality response to meeting their needs in school</p> <p>Liaising with all the adults who may be coming into school to help support your child’s learning</p> <p>Ensuring that you and your child are involved in half-termly progress, target and support reviews. These will normally be led by your child’s class teacher and may be as part of a parents’ evening appointment, conducted virtually by telephone or video call, by email or in person at a review meeting</p> <p>Working with teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) achieve the best possible progress in school</p> <p>Attending networking meetings and disseminating information to staff</p> <p>Working as part of the Senior Leadership Team to track your child’s progress and ensure that the provision is making a good impact on progress</p> <p>Updating the school’s SEND Register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are comprehensive records of your child’s progress and needs</p>

	<p>Revising and updating the School Offer and SEND policy</p> <p>Implementing the BCF's SEND Policy in conjunction with other members of the Senior Leadership Team</p> <p>Evaluating school systems, provision and outcomes for SEND pupils</p> <p>Reporting to the SEND Governor regarding the general progress and support for the SEND children</p>
Class Teachers	<p>Ensuring that all children have access to Quality First Teaching (Universal Provision) and that the curriculum is adapted to meet your child's individual needs</p> <p>Monitoring the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work, additional support, adapting resources etc.) and discussing amendments with the SENDCO as necessary</p> <p>Sharing initial concerns with the SENDCO and completing an 'Early Concerns' form with parents where appropriate</p> <p>Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress. This may be done through Pupil Targets (previously known as an IEP) or a Pupil Passport. Additionally, Risk Assessments for relevant pupils on the SEND register are followed and shared with all staff working with that pupil.</p> <p>Ensuring that all staff working with your child in school are helped to deliver the planned work/programme, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources</p> <p>Ensuring that the school's SEND Policy is followed in their classroom, and for all the pupils they teach with any special educational needs or disability</p> <p>Completing appropriate assessment material, relevant to SEND pupils</p> <p>Ensuring that advice given by outside agencies regarding SEND pupils is acted upon</p> <p>Ensuring that appropriate SEND records (complying with school systems) are completed and kept up to date</p>
Teaching Assistants (TAs)	<p>Supporting children under the direction of the class teacher and/or school SENDCo in the classroom or outside the classroom to deliver specific focused interventions</p>
Head Teacher: Mrs Pam Davey	<p>The day to day management of all aspects of the school including the support for children with SEND</p> <p>The strategic overview for SEND: provision and intervention</p> <p>Giving responsibility to the SENDCo and class teachers but still being accountable for ensuring that your child's needs are met</p>

	Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND
SEND Governor	<p>Making sure that the school has an up to date SEND policy</p> <p>Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</p> <p>Making sure that the necessary support is made for any child who attends the school who has SEND and/or disabilities</p> <p>Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school</p>
General Information	
What kinds of special educational needs can be provided for at Bawnmore Community Infant School?	<p>Communication and Interaction (C+I), Cognition and Learning (C+L), Social, emotional and mental health difficulties (SEMH) and Sensory and Physical needs (S+Phy)</p> <p>The school policy is inclusion for all and we aim to take all reasonable measures to meet individual needs</p>
How does the school know if a child needs extra help?	<p>Liaison with Pre-Schools/Nurseries or identified through observations in the Early Years Foundation Stage (EYFS)</p> <p>Concerns raised by teaching staff or non-teaching staff</p> <p>Concerns raised by Parents/Carers</p> <p>Tracking information highlighting that a child's progress is below expectations</p> <p>There is a discrepancy between different areas of learning (e.g. writing is weaker than reading)</p> <p>Termly Pupil Progress meetings between Head Teacher and Year Group teachers (SENDCo to attend meetings where possible or notes of meeting shared with SENDCo)</p> <p>Observed behaviours</p> <p>Liaison with external agencies including health professionals</p>
What should I do if I think my child may have a special educational need or disability?	<p>Talk to your child's teacher and/or the SENDCo about your concerns</p> <p>If appropriate, a referral may be made to a specialist service e.g. Speech and Language Therapy. This may be made by parents through the child's GP or by the SENDCo or class teacher.</p> <p>Share strategies that you are using at home with school staff so there is a shared approach to supporting your child</p> <p>See your GP, and keep the school informed</p>

<p>How will school staff support my child and evaluate the effectiveness of the provision?</p>	<p>Targeted classroom teaching, also known as 'Quality First' adapted teaching, based on the individual, identified needs of the child</p> <p>Support in small groups, 2-1 or 1-1 (interventions) when appropriate</p> <p>Interventions are time limited and have specific entry and exit criteria</p> <p>Provide appropriate resources to support all children, including specialised and specific resources for SEND pupils</p> <p>Pupil Targets (previously IEPs) and half-termly progress reviews for children on the SEND Register</p> <p>Reviews of progress are completed for some children by external agencies such as the Specialist Teacher Service (STS), Educational Psychology (EP), Speech and Language Therapy (SALT) and the Integrated Disability Service (IDS)</p> <p>Where necessary the school will seek to secure an Education Health and Care Plan (EHCP) to support a child's specific needs</p> <p>Annual Reviews for those with an Education Health Care Plan (EHCP)</p>
<p>How will I know how the school is supporting my child and how well s/he is doing?</p>	<p>Ongoing informal feedback initiated by staff or parents when appropriate</p> <p>Half-termly progress, target and support reviews are organised for children on the SEND Register</p> <p>Provision and progress is recorded on Pupil Target Sheets</p> <p>Formal Pupil Progress Parents' Evenings in the Autumn and Spring Terms, a written summary report in the Spring Term and annual report in July</p> <p>Reviews of progress are completed for some children by external agencies such as the Specialist Teacher Service (STS) and Integrated Disability Service (IDS) and are shared with parents by school staff</p> <p>Speech and Language Therapists, Occupational Therapists and Physiotherapists send reports directly to parents</p> <p>Annual Reviews for those with an Education Health Care Plan (EHCP)</p> <p>Face-to-face meetings, telephone, video call or email contact with the SENDCo</p> <p>Details of significant behavioural incidents are shared when appropriate</p> <p>Weekly diaries where appropriate</p> <p>2 weekly Pastoral Support Plans (PSPs) for identified children.</p> <p>Positive Intervention Plans (PIPs) for children who are regularly dysregulated</p>

<p>How will you help me to support my child's learning?</p>	<p>Parents are considered to be vital partners in the provision for their children</p> <p>We encourage you to work with your child on:</p> <ul style="list-style-type: none"> • Shared learning that is sent home to support the work being done in school • Sharing reading books that are sent home weekly • Learning Together - joining your child in class at least once a half-term for an assembly or interactive teaching session <p>We ask that you try to attend meetings that are offered in school to support parents to understand how key skills are taught. These meetings may be face-to-face or via a video conferencing platform</p> <p>Class teachers and SENDCO are available to talk to parents where possible when requested. This may take the form of a face-to-face meeting, email or telephone or video call</p> <p>Advice at reviews including sharing strategies for support at home</p> <p>Ongoing home school communication</p> <p>Access to Early Help support where appropriate and requested</p> <p>Providing you with strategies on how to support your child with their individual targets</p>
<p>How will I be involved in discussions about / planning for my child's education?</p>	<p>An Early Concerns Form will be completed and shared with parents at the first sign of difficulties</p> <p>Before a child is added to the SEND Register a discussion will take place with parents</p> <p>Class teachers alert parents to new interventions to be used to support their children</p> <p>Parents views are sought for all reviews and Annual Reviews, and provision is discussed half-termly</p> <p>Written permission is sought for all referrals to external agencies</p> <p>The SENDCo or Class Teacher will contact you where there are particular concerns</p> <p>Parents/carers are welcome to contact the school to make an appointment to share any concerns</p> <p>Where possible, the timing and format of review meetings is adapted to accommodate parent availability</p> <p>Parents with children on the SEND Register are invited to take part in half-termly Progress Reviews</p> <p>For those with an Education Health Care Plan (EHCP), parents will be invited to take part in a formal Annual Review meeting with a range of professionals</p>

<p>How will the curriculum and learning environment be adapted and matched to my child's needs?</p>	<p>Teachers adapt learning and accommodate different learning styles to ensure good progress</p> <p>All teaching is based on building on what each child already knows, can do and can understand</p> <p>Progress is continually monitored by the Class Teacher and steps taken to address gaps or misunderstanding</p> <p>Work is marked and specific feedback is given</p> <p>Children's opinions are sought on what helps them to learn best</p> <p>Use of smiley faces/thumbs up at times, so children can indicate how happy they are with their learning</p> <p>Pupils earn Class Dojo's for showing the school values.</p> <p>Where appropriate, the following adaptations may be made. This is not an exhaustive list but should be taken as an indication of the types of adaptations that can be made:</p> <ul style="list-style-type: none"> • Pre-teaching of vocabulary; • Access to coloured overlays for reading or paper other than white to write on; • Resources such as word banks, writing frames, number lines, hundred squares, pencil grips, writing slopes etc.; • Alternative methods of communication e.g. ALDs Makaton or visual symbols; • Alternative methods of recording such as access to IT; • Simplification of language; • Access to a Communication Friendly Environment, visual timetables and prompts and practical apparatus is given; • Access to "fidget toys"/ sensory objects; • Teaching Assistant support
<p>How is the decision about how much/what support my child will receive made?</p>	<p>All children are treated as individuals</p> <p>Decisions about support include the class teacher, SENDCo, parents (where possible) and child (where appropriate) and normally follow a pupil progress meeting or provision review</p> <p>On-going discussions take place between the class teacher and SENDCo</p> <p>On-going discussions take place between the parents and SENDCo</p>

	<p>Additional support may be applied for in order to meet the needs of an individual child</p> <p>If there is an Education Health Care Plan (EHCP) already in place, discussions take place at the Annual Review</p> <p>Additional funding will be applied for from the Local Authority if staff, external agencies and parents feel it appropriate</p> <p>Information passed on by previous schools or settings is used to help identify appropriate support</p> <p>Recommendations from outside services such as the Specialist Teacher Service (STS), Integrated Disability Service (IDS), Educational Psychology Service (EPS) and RISE (specialist mental health services and neurodevelopment) are considered carefully and, where appropriate, implemented for specific children</p> <p>Children may be removed from the SEND Register if they have made sufficient and sustained progress, and parents and pupils (where appropriate) are involved in this decision</p> <p>Children are consulted about their learning and behaviour and they are actively involved in their own education</p>
<p>What specialist services and expertise are available at or accessed by the school?</p>	<p>School employs staff trained in Social and Communication group support</p> <p>School employs staff trained in implementing specific interventions e.g. Fischer Family Trust, Early Literacy Support, Precision Teaching</p> <p>School employs staff trained in behaviour support for children with Autistic Syndrome Disorder (ASD)</p> <p>School employs staff trained in Dyslexia strategies</p> <p>School staff trained in Team Teach– methods of decelerating and diffusing behaviour incidents</p> <p>School staff trained in allergy awareness and auto-injector use</p> <p>Specific training in supporting physical needs for individual pupils</p> <p>Specialist Teacher Service, for Learning and Behaviour Support (STS)</p> <p>Speech and Language Therapy (SALT)</p> <p>Educational Psychology Service (EPS)</p> <p>Integrated Disability Service (IDS) for specific pupils: Autism, Complex, Specific Language and Physical Needs Teams</p> <p>Support through the Early Help system</p> <p>Headteacher and SENDCO have gained the accreditation award.</p> <p>Where children have external support, specialist agencies provide training either onsite or externally to ensure pupils are supported well</p>

<p>What support will there be for my child's overall well-being?</p>	<p>A positive ethos where praise is used to reinforce good behaviour</p> <p>A nurturing environment</p> <p>Zones of Regulation programme to provide pupils with the appropriate language to talk about their emotions and strategies to regulate their behaviour</p> <p>Where appropriate, a medical health care plan will be drawn up by the school in consultation with the child's parents, Consultant or specialist nurse for the administration of medicines. Where appropriate, Connect4Health (the school nursing team) will be involved in this process</p> <p>Use of the Protective Behaviours Programme with all children to develop a positive self-view and emotional literacy</p> <p>Access to a Communication Friendly Environment (CFE)</p> <p>Positive intervention plans (PIPs) for children with higher level SEMH</p> <p>Friendship benches in the playground</p> <p>Staff on duty to support children to find someone to play with and to facilitate games and interaction</p>
<p>How accessible is the school both indoors and outdoors?</p>	<p>Site is ground floor only and fully wheelchair accessible with ramped access and sliding door to main entrance</p> <p>One disabled parking bay outside the main entrance</p> <p>Disabled toilets in the Reception unit, Key Stage 1 area and Rainbow Room. This includes a raised changing bed in the Key Stage 1 toilet.</p> <p>Access to a quiet, low arousal room</p> <p>A high fence surrounds the part of the school to which children have access during the day</p> <p>Additional adult staff where pupils have less awareness of safety boundaries</p> <p>Tables and chairs at a variety of heights</p> <p>Visual signs and notices around the building</p> <p>Display board in foyer with photographs of staff</p> <p>Staff and visitors wear lanyards identifying them and their role</p> <p>Meetings with, and reports from, STS, IDS, physiotherapy and occupational therapy would inform the adjustments and provision for children with particular sensory and physical disabilities</p>

<p>How will my child be included in activities outside the classroom, including school trips?</p>	<p>Teaching staff make pre-visits to venues to ensure suitability and prepare for any adaptations necessary</p> <p>Risk assessments are carried out prior to any off-site activity</p> <p>Sites/attractions are chosen based on the learning outcomes and the accessibility for pupils in the cohort</p> <p>Additional adult support if appropriate</p> <p>Differentiation of the activities</p> <p>Specific arrangements put in place by trip providers to accommodate needs where necessary</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The SENDCO, and majority of Teaching Assistants and Midday Supervisors are funded through the school's general budget including the delegated funding</p> <p>Specific Teaching Assistant hours, training and resources are purchased where applicable from a pupil's Health and Care Plan (EHCP) funding</p> <p>The budget is allocated on a needs basis</p> <p>The distribution of the Teaching Assistants is allocated to support as many children with SEND as possible and is reviewed regularly</p> <p>The SEND budget is overseen and managed by the School's Head Teacher, Business Manager, SENDCO and Governing Body</p>
<p>How will the school prepare and support my child to join the school or transfer to a new school?</p>	<p>Meetings with parents of children with particular needs to ensure we meet the child's requirements to access our school site and facilities</p> <p>Children coming into Reception are usually invited to workshops, music sessions and Summer Fayre in the Summer Term before entry</p> <p>New Parents' Evening for parents of children joining us in Reception</p> <p>Transition visits</p> <p>Home visit in the week before pupils start in Reception</p> <p>Reception staff liaise with Pre-Schools/nurseries</p> <p>Transition planning completed and shared with new school and parents</p> <p>Information for new Reception parents to complete, sharing information about their child</p> <p>Careful planning with external professionals re: support required before entry, where appropriate</p> <p>SENDCO or Class Teacher attends transitional review meetings when invited by agencies or Pre-Schools</p> <p>Receipt of paperwork from Pre-School or previous school if joining us in Year 1 or 2</p>

	<p>Assessments completed on entry to school</p> <p>Pupil Passports will be created for pupils where this is appropriate</p> <p>Transition meeting between the Year 2 teachers and Year 3 staff from Bilton Junior School</p> <p>Transfer of reports, reviews, assessments, information from SENDCO to SENDCO of receiving school (recorded on transfer sheet and signed by both parties)</p> <p>Creating a "Moving on" book with photographs when appropriate, for child to take home and share with family during the holiday</p> <p>Continuation of Early Support system if it is in place</p> <p>Additional opportunities to visit new school setting, according to individual need</p>
<p>A complaints procedure is set out in the Warwickshire Complaints Policy which has been adopted by our school</p>	