

SEND information report - 2024-2025

What is SEND?

The Code of Practice (2015) states that a child or young person has a special educational need or disability if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools

The Local Authority Local Offer:

The *Children and Families Bill* has introduced in 2014. From this date, 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 (SEN) aged 0-25.

This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area. The Devon Local offer can be accessed at: <https://new.devon.gov.uk/send/>

The SEND Information Report:

The SEND Information Report uses the LA Local Offer to meet the needs of pupils with SEND as determined by school policy, and the provision that the school is able to meet.

What type of special educational needs do pupils currently at Bowhill Primary School have? The school is successfully including and supporting pupils with a wide range of SEND including difficulties with: cognition and learning; communication and interaction; social, emotional and mental health; and sensory or physical needs.

How does the school identify pupils needing additional support?

At Bowhill Primary School, children are identified as having SEND through a variety of ways including the following:

- Liaison with the previous educational setting
- New starter information from parents.
- Tracking information – is the child performing below age expected levels and have barriers to learning been identified?
- School based assessments carried out initially by the class teacher with support from the SENDCo Assistant and the SENDCo.
- Further school based assessments are carried out by the SENDCo and wider team where concerns raised.
- Concern raised by school staff.
- Concern raised by parents.



- Concern raised by pupil
- Liaison with external agencies
- Health diagnosis

What should I do if I think my child needs more help in school?

- If you have concerns about your child's progress, you should speak to your child's class teacher initially.
- If you continue to be concerned that your child is not making progress, you may speak to the SENDCo on 01392 206585 or admin@bowhill.devon.sch.uk
- The school SEN Governor (Dr Susannah Cornwall) can also be contacted for support.

How will I know about support planned for my child?

At parents' evenings, or other additional meetings, teachers discuss progress with parents and agree plans for extra support. The Headteacher and SENCO also meet with parents as necessary. Some children will have a more detailed SEND Support Plan the content of which is discussed and agreed with parents, and other professionals where appropriate. The SEN Support Plan will be reviewed term with all involved to ensure that the child is making as much progress as possible. If your child has a SEND Support Plan then they are identified on our schools SEN register and this will be made clear to parents at the time of the meeting. As well as termly meetings children with an Education, Health and Care Plan (EHCP) have an annual review meeting where progress over the year is discussed in detail. At times of transition to other schools additional meetings, and support plans are put into place for children and their families. In all the above meetings the support of parents in their child's learning is welcomed and seen as an important part of helping the child make as much progress as possible.

What sort of extra support might my child have?

The school aims to include every child in as much learning as possible alongside their peers in the mainstream classroom. Class teachers plan lessons and adapt their planning according to the specific needs of all groups of children in their class and will ensure that your child's needs are met. It is recognised that some children may need additional or different provision for varying amounts of their timetable therefore;

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies may be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- The school also uses approaches to support additional Social, Emotional and Mental Health needs, including help from the PSA.

How will I know if my child is doing well?

In addition to parents' evenings, the school encourages informal conversations between staff and parents so that success can be celebrated and problems discussed at an early stage. Parent's involvement in the SEN Support Plan reviews will enable reflection upon successes within the plan. The children and their parents are seen as key players in ensuring successful support for children with SEND, and regular contact is seen as highly important in this. In addition to this, all children receive a written Annual Report on their progress.

How will my child be included in school activities?

All children with SEND are taught within or alongside a mainstream class and are involved in all aspects of school life; this includes: class assemblies, outings, residential trips and school run clubs.



The school currently operates a specialist provision for some children who are identified as having communication and interaction needs. Children with SEND play a full and active part in school life.

Who supports children with SEN and disabilities at Bowhill Primary School?

All staff at Bowhill Primary School support children with SEND but the following may be individually involved in supporting your child;

- Special Educational Needs Co-ordinator (SENCO)
- Assistant to the SENDCO
- Speech and Language Therapist
- Governor with responsibility for SEND
- Educational Psychologist
- Physical Difficulties Teacher
- Communication and Interaction Team
- Pastoral Support Advisor
- Inclusion Team
- Attendance Improvement Officers
- Alternative provision providers.

The school has also has access to referrals into, and resulting support from, the following services:

- Sensory support
- Occupational Therapy
- Speech and Language Therapy
- Autism Assessment Team
- School Nurse
- Multi-Disciplinary assessment team
- Multi-Sensory Impairment team
- Physiotherapy (Vranch House)
- SEMH (Social, Emotional & Mental Health) Support Team
- CAMHs (Child and Adolescent Mental Health service)
- Communication and Interaction Team
- Health professionals
- Social workers
- Virtual Schools

As a school we also work closely with a number of service providers from wider health services and from within the Early Help arena such as Family Support Workers.

How is the school equipped to meet the needs of children with SEN and disabilities?

- The school is fully compliant with Disability Discrimination Act (DDA) requirements.
- The school has easy access and double doors where appropriate and areas for development are identified on the schools accessibility pan.
- There is access to an accessible toilet, and changing facilities.
- We ensure wherever possible that equipment used is accessible to all children regardless of their needs.
- Dedicated sensory areas.
- Specialist equipment and resources.



- After-school clubs provided by xxx Primary School are accessible to all children, including those with SEND.
- We have a number of experienced adults who are on hand to support children's emotional needs.

How are parents of children with SEND supported in the school?

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

- The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you either directly with the professional involved or, where this is not possible, in a report.
- SEND support plans will be reviewed with your involvement on a regular basis.

How can I get more information about SEN in Exeter and Devon?

Devon Information Advice and Support (DIAS) <http://www.devonias.org.uk/> provide general advice and support on many aspects of education of children with SEN and disabilities and can be of particular help at times of transition from primary to secondary school. Advice on the support provided by Devon Local Authority for children with SEND can be accessed from within their Local Offer information which can be found at <https://www.devon.gov.uk/education-and-families/sendlocal-offer/>

Teachers and the SENDCo can direct parents to other organisations and services that can provide additional support for SEND.

What should I do if I am worried or unhappy about the support my child is receiving in school?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with their child's class teacher and seek to resolve any concerns. If a parent believes that their concern has not been resolved to their satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the SENDCo who will investigate matters further. Where an issue is not satisfactorily resolved, parents should then take up the matter with the Headteacher.

