



# ***Bampton Primary School SEND Information report 2024 - 2025***



## Our core objectives.



## In meeting our objectives we will:

- Promote inclusive teaching practices through professional development and training for educators, emphasising differentiation and universal design for learning.
- Foster a positive attitude and mindset among staff by highlighting strengths-based approaches and maintaining high expectations for all students, irrespective of ability.
- Facilitate collaborative planning and support systems involving general and special education teachers, support staff, and families in the creation and execution of individualised plans.
- Ensure an accessible learning environment by guaranteeing physical and sensory accessibility, furnishing assistive technology, and adapting classroom spaces to accommodate diverse needs.
- Engage the community through partnerships with families, support agencies, and advocacy groups, while consistently assessing and refining inclusive practices through data-driven decision-making and reflective practice.
- Establish high expectations at every level, implementing Rosenshine's Principles into universal provision.
- Value student voice and choice, and celebrate character development and achievements beyond academic success.

## Contact details:

Special Educational Needs and Disability Coordinator (SENDCO)	Mrs Caren Dickinson
Staff member with overall responsibility for pupils with Medical Needs	Mrs Lully Newman
Inclusion officer / Early Help	Mrs Hannah Gleeson
Where is the Local Authority's Local Offer published?	<a href="https://www.devon.gov.uk/education-and-families/sen-d-local-offer/">https://www.devon.gov.uk/education-and-families/sen-d-local-offer/</a>
Contact details for support services for parents of pupils with Special Educational Needs.	<p>Devon Information advice and Support (DiAS)</p> <p><a href="https://devonias.org.uk/">https://devonias.org.uk/</a></p> <p>01392 383080</p> <p><a href="mailto:devonias@devon.gov.uk">devonias@devon.gov.uk</a></p>

Questions	School Response
What kinds of special educational needs are provided for at Bampton	<p><b>Bampton school currently provides additional and / or different provision for a range of needs including:</b></p> <p><b>Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties</b></p> <p><b>Cognition and learning, for example, dyslexia, dyspraxia, Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD),</b></p> <p><b>Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy</b></p> <p><b>The SENDco, teacher and support staff provide support for all pupils across the four areas of need as laid out in</b></p>

	<p>the SEND Code of Practice 2014</p>
<p>What are the policies and processes for identifying children with SEND and assessing their needs?</p>	<p>Most children are supported with Universal Provision and Quality First Teaching. This is now referred to as Ordinarily Available Provision.</p> <p>We will assess each pupil's current skills and levels of attainment settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress is significantly slower than that of their peers starting from the same baseline, fails to match or better the child's previous rate of progress or fails to close the attainment gap between the child and their peers</p> <p>This may include progress in areas other than attainment, for example social needs.</p> <p>Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents.</p> <p>We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.</p> <p>During this process we will consider the MATs assess, plan, do and review document.</p>
<p>How does Bampton School evaluate the effectiveness of the provision for children with SEND?</p>	<p>Bampton teachers follow the graduated approach and the four-part cycle of assess, plan, do, review to track the progress of SEND pupils on their My Plans.</p> <p>The class teacher will work with the SENCO to carry out a clear analysis of the pupil's needs.</p> <p><u>This will draw on:</u></p> <ul style="list-style-type: none"> <li>The teacher's assessment and experience of the pupil</li> <li>Their previous progress and attainment and character development of the child.</li> <li>Other teachers' assessments, where relevant</li> <li>The individual's development in comparison to their peers and national data</li> <li>The views and experience of parents</li> <li>The pupil's own views</li> <li>Advice from external support services, if relevant</li> </ul> <p>The assessment will be reviewed regularly on the My Plan.</p>

	<p>All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.</p> <p>A record is kept of My Plans and intervention data.</p>
<p>What are the arrangements for assessing and reviewing children's progress towards outcomes?</p>	<p>Measuring impact for SEND pupils requires a multifaceted approach that encompasses both academic performance and holistic development. Across Alumnis progress is tracked through regular half termly assessments, ensuring that each student's growth is monitored and celebrated. Holistic evaluations consider social, emotional, and behavioural development alongside traditional academic metrics.</p> <p>Our targeted interventions provide entry and exit data to help us address specific needs, ensuring that support is personalised and effective. By continuously adjusting strategies based on comprehensive data, we can better support SEND pupils in achieving their full potential.</p> <p>My Plans are reviewed every six weeks. Termly data is reviewed for all pupils every term and targets are adjusted. If necessary provision is adjusted and additional support put in place.</p>
<p>What is our approach to teaching children with SEND and adaptations are made to the curriculum and the learning environment for children with SEND?</p>	<p>When Ordinarily available provision(universal provision) has not been enough, Targeted Special Needs provision becomes an integral component of ensuring every student receives the support they need to flourish academically and socially.</p> <p>Through targeted interventions tailored to individual needs, students with SEND may receive additional support beyond quality first teaching.</p> <p>Our approach to ordinarily available provision is set out in our Alumnis SEND strategy. These checklists are on display in all classrooms.</p>
<p>What additional support for learning is available to pupils with special educational needs?</p>	<p>We make the following adaptations to ensure all pupils' needs are met:</p> <p>Scaffolding learning and the curriculum to ensure all pupils are able to access it, for example, by resources,</p>

	<p>grouping, teaching style, content of the lesson, individual support etc.</p> <p><b>Adapting our resources and learning and teaching styles</b></p> <p><b>Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.</b></p> <p><b>Scaffolding learning, adjusting our questioning and teaching styles, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.</b></p> <p><b>Adaptations to the environment and curriculum:</b></p> <p><b>Children work in mixed ability groups;</b></p> <p><b>A wide range of resources are accessible to children;</b></p> <p><b>Independent learning is scaffolded and tailored to individual learning needs;</b></p> <p><b>Texts are chosen to ensure appropriateness for the learners;</b></p> <p><b>Activities and resources are given to support individuals;</b></p> <p><b>ICT is used where there may be an additional need</b></p> <p><b>Displays may be adapted for visual impairments;</b></p> <p><b>Additional equipment is used such as sound- field systems to promote and encourage good listening skills.</b></p>
<p><b>How are children with SEND enabled to engage in activities available with children in the school who do not have SEND?</b></p>	<p><b>Children with SEND are enabled to engage in activities with other children in school by making reasonable adjustments to activities, including providing adapted equipment, modifying tasks to suit their needs, offering additional support from teachers or aides, and ensuring all activities are planned with inclusivity in mind, allowing them to participate alongside their peers while receiving necessary accommodations; this practice is considered essential for an inclusive school environment.</b></p>
<p><b>What support does the school provide for improving emotional and social development?</b></p>	<p><b>Social and Emotional development is very important for all pupils. If a child has anxiety or is distressed they cannot learn effectively. School staff will take time to provide nurture support, adapt timetables and provide safe spaces for pupils needing additional emotional support.</b></p> <p><b>Bampton Primary school has a very nurturing approach based on the Relational approach. It gives clear guidance to all staff to build strong relationships with pupils enabling them to feel safe and happy in school.</b></p>

	<p><b>Bampton Primary School has a dedicated School Inclusion officer who can also support families and children who are struggling.</b></p>
<p><b>What expertise and training do staff have to support children with SEND and how is specialist expertise secured?</b></p>	<p><b>Staff supporting children with Special Educational Needs (SEND) typically receive comprehensive training in areas like identifying different types of learning difficulties, implementing differentiated instruction, managing challenging behaviours, and utilizing assistive technology.</b></p> <p><b>Our SENCO (Special Educational Needs Coordinators) will liaise with external professionals like speech therapists, occupational therapists, and educational psychologists to access tailored support for individual children's needs.</b></p>
<p><b>How do we secure the equipment and facilities needed to support pupils with SEND?</b></p>	<p><b>All teachers contribute to the whole school and class provision mapping. This clearly highlights resourcing needs. There is a designated budget to ensure that pupils with SEND have the equipment and facilities to facilitate their needs. Through on-going monitoring and evaluation, we regularly assess the effectiveness of provision and make plans for future resourcing needs. The SENDCO meets with external professionals such as the Advisory teachers and Educational Psychologists to identify specialist equipment and resources required for pupils.</b></p> <p><b>Teachers are constantly reviewing new technology and programs available to support pupils with SEND in and out of the classroom.</b></p> <p><b>Some pupils with an Educational and Health Care Plan have additional resources to deliver support specified in their plans.</b></p>
<p><b>How do we consult with the parents of children with SEND and involve them in their child's education?</b></p>	<p><b>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</b></p> <p><b>Everyone develops a good understanding of the pupil's areas of strength and difficulty</b></p> <p><b>We take into account the parents' concerns</b></p> <p><b>Everyone understands the agreed outcomes sought for the child</b></p> <p><b>Everyone is clear on what the next steps are</b></p> <p><b>Notes of these early discussions will be added to the pupil's record via CPOMS and given to their parents.</b></p>

	<p>We will formally notify parents when it is decided that a pupil will be placed on the SEND register.</p>
<p>How do we consult with children with SEND and involve them in their education?</p>	<p>Pupil voice is essentially listening to the views, experiences and opinions of children in school. The main purpose of pupil voice is to evaluate how well something is going to drive future improvements. Pupils with SEND will have regular opportunities to share their views. These will be added to CPOMS and recorded in TAF Review paperwork.</p>
<p>What are the school's arrangements for handling complaints from parents of children with SEND about provision?</p>	<p>Parents are invited to speak to the Headteacher. Should complaints be upheld, the Headteacher will support staff to implement appropriate provision.</p>
<p>How do we involve outside agencies in meeting children's SEND and supporting their families?</p>	<p>Bampton School consults with outside agencies to support children with special educational needs (SEND) and their families in a number of ways, including Consultations and Referrals. For example, the Advisory teacher for the Deaf visits regularly to guide the school on how to support the Hearing Impaired pupils. Some agencies contact parents at home and support families at home also. Bampton School also uses referrals through the Early Help system to provide support for families. Bampton School requires parental permission before involving external agencies. Bampton school has regular TAF meetings with parents. The other agencies are often invited to attend TAF meetings to offer advice and support.</p>
<p>How will children be supported when moving to a new class or when joining or leaving the school?</p>	<p>When moving to a new class, joining or leaving a school, children are typically supported through transition activities like visits to the new classroom or school. Meetings between current and new teachers to discuss individual needs take place and children meet the new teacher as often as possible. For children who may struggle with change, social stories can be used to help them understand what to</p>



	<p>expect.</p> <p>Depending on the child's needs, additional support like a buddy system or extra meetings with the new teacher may be provided.</p>
<p>Where can I find out more information regarding services available for children with special educational needs or disabilities?</p>	<p>Please see the Devon Local offer for more information</p> <p><a href="https://www.devon.gov.uk/education-and-families/send-local-offer/">https://www.devon.gov.uk/education-and-families/send-local-offer/</a></p> <p>A glossary of SEND terms is included in the appendices of the SEND Code of Practice (page 278)</p> <p><a href="https://www.gov.uk/government/publications/send-code-of-practice-0-to-25">https://www.gov.uk/government/publications/send-code-of-practice-0-to-25</a></p>
<p>Who are the best people to talk to in our school about my child's difficulties with learning, special educational needs or disabilities?</p>	<p>In the first instance, you should talk to your child's class teacher about your concerns. The class teacher will liaise with the SENDCo (Special Educational Needs Co-ordinator). The SENDCO may organise a TAF meeting to discuss concerns with the family and teachers. If after a period of time you continue to have concerns, you should request a meeting directly with the SENCo.</p>

**Impact:**

<p>What has gone well this year?</p>
<p>In February 2024 Bampton school was rated GOOD by Ofsted in all areas. Bampton school is proud of the inclusive environment it provides. All enrichment activities, trips and clubs have been very well attended by all pupils including children with SEND. SEND Attendance has improved and parents understand the importance of children attending school.</p>

