

Bitterne Church of England Primary School

Together we soar...



Information Report for Special Educational Needs and Disability (SEND) - 2026-2027

HOPE



COURAGE



CREATIVITY



We believe:

- all children should be valued regardless of their abilities and behaviours;
- all children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs;
- all teachers are teachers of children with special educational needs;
- all children can learn and make progress;
- all children should be challenged to achieve their full potential,
- all children benefit from a proactive team approach between home and school.

We believe in:

- effective assessment and provision for children with SEND;
- effective working partnerships with parents, children, the Local Authority and other external agencies;
- developing pupils' self-esteem, confidence and independence in preparation for the future.

Education Framework

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below).

- Learning difficulties
- Speech, language and communication difficulties
- Autism spectrum condition
- Attention Deficit Hyperactivity Disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health



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	What is available for all pupils?	What is available for targeted pupils?	What is available for individual pupils?
Teaching Approaches 	• All teachers are teachers of children with Special Educational Needs and Disabilities (SEND). Teachers will make provision within the classroom for children who require additional support. • Consistent routines and systems across the whole school. • Regular assessment of pupils' progress and setting 'next steps' in class learning scaffolded and differentiated class work. • Flexi grouping - Groups changed to reflect pupils' learning needs for each lesson -. • Structured classroom environment to support learning. • Dyslexia, ASC, ADD/ ADHD Friendly learning environment. • Teachers use a variety of adaptive teaching approaches, technologies and strategies to enable children to access the learning.	• Staff regularly assess targeted pupils to identify their next steps in learning and to plan for specific groups. • Small groups may be supported by either the class teachers, Higher Level Teaching Assistants (HLTAs) or Teaching Assistants (TAs) as appropriate.	• Detailed individual assessments may be used to identify the best teaching approaches for individual children and identify gaps in learning. • Learning tasks are adapted to meet the needs of individual children. • Staff will identify Key Objectives by gathering evidence from a range of sources and will develop and review achievable learning targets for individual pupils with Individual Education Plans (IEPs). • Additional positive support is put in place for pupils who are struggling to make progress.
Learning / curriculum approaches	Pupils have full access to the National Curriculum and Religious Education. Children in Year R will have full access	Intervention for small groups and individuals are planned with support	Parents and school meet more frequently when necessary to discuss





to the Early Years Foundation Stage Framework.

The School has created a concepts curriculum which builds on prior knowledge each year. This is adapted to the needs of all learners regardless of their abilities and needs.

Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.

Termly Parents' Meetings can be booked online or through the school office for progress updates.

Teachers are happy to meet throughout the year to discuss any concerns that parents may have about their child.

from the class teacher, phase leader or inclusion team.

Additional meetings with parents are held with a focus on learning. During these staff listen to parents' views and give further advice and training where requested about how to support their child further at home.

The school uses a variety of methods to identify underachievement, children who learn effectively but do so at a slower pace and special educational needs. These include:

- Assessments
- Discussions with parents
- Pupil Progress meetings
- Class teacher discussions with the Inclusion Team
- Consultations with outside agencies.

Makaton and British Sign Language is used as a complimentary language to further assist key students.

more individualised approaches for specific children.

The Inclusion Team may carry out further assessment when additional educational needs are identified and outside agencies may also be involved.

Parents will be consulted if outside agencies need to be involved.

Passports are created in collaboration with parents and the child for pupils who have a Special Educational Need.

Learning targets are written and reviewed by the pupil and class teacher/teaching assistants. These are shared with parents and discussed termly or at other times when requested.



	Dojo (a secure online APP) is used to support learning at home and to give curriculum updates, allowing parents to be actively involved in their child's learning. All pupils will have been introduced to Makaton through singing to support individuals.		Key staff will have Makaton training where needed to support specific identified needs of individuals who have an Education Health and Care Plan.
Support 	Bitterne CE Primary School is a fully inclusive school, where the whole school community respects the rights and needs of others. All staff are made aware of specific needs of a child and are advised on teaching strategies for High Quality teaching. The school has a dedicated Family Support Officer who helps strengthen the link between home and school, ensuring that every child and family has access to the right support when they need it.	The school has Higher Level Teaching Assistants who specialise in supporting pupils with specific needs and coaching other Teaching assistants. These include: • A SALSA who supports in - developing a pupil's speech, language and communication skills. • An Autism Ambassador http://www.ascambassador.org.uk/ • Staff trained through the Southampton Autism in School's project. • A HLTA responsible for monitoring pupils with traits of or a diagnosis of ADHD.	Children with SEND in school may also be supported by external agencies and parents are always consulted. The primary contact for these agencies is the Inclusion Leader and/or SENDCO, who will involve other staff members as appropriate and liaise with parents. Where a pupil needs significant support or has complex needs with intimate care or medical needs, staff will follow the guidance of the relevant NHS department. An Individual Health Care Plan may be created if requested by



	Teaching and support staff regularly receive training which is aimed at maximising participation, access and achievement of children with a variety of needs. Instructions are simplified and supported with visual and auditory aids where necessary with checks for understanding.	Targeted opportunities are given to access individual and small group work to develop independence and organisational skills. These can include working on targets agreed with the child and celebration for their achievement. Children with Additional Need have extra support within transition to ensure a clear understanding of the support that they require. Where pupils require some additional support with changing, toileting or temporary medical needs, staff and parents will agree one of the following: • Intimate Care Plan which is overseen by a Higher Level Teaching Assistant • Long-term / Short-term medical condition form which is overseen by the Business Manager	parents or medical professionals as explained in the Medical needs Policy.
Environment and physical resources	Bitterne CE Primary School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to	The school has one dedicated Nurture Room providing a structured programme of work to support identified children with their social and emotional needs. These provide children with	The Inclusion leader and/or SENDCO co-ordinates the liaison and multi-agency working to support children with disabilities and to provide any specialist



	include all members of the school community. The school supports individuals who rely very heavily on structure to manage change and unpredictable events.	opportunities to work cooperatively with their peers and manage their feelings. Sensory and Accessibility audits are performed when needed and reasonable adjustments are made. The school uses a range of resources such as standing desks and wobble stools to support children's needs.	equipment or adaptations that may be needed. A Higher-Level Teaching Assistant (HLTA) coordinates and liaises with NHS staff to implement occupational and physiotherapy programmes. The school has two large disability toilets with space for hi-low beds when allocated for identified children. Staff receive training to use equipment and procedures safely and according to policies.
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