



## **SEND Information Report 2025-2026**

This document is designed to inform you of the types of support available for your child at Bowlish Infant School.

It will help you understand who can help you and your child and how support can be accessed.

The Special Educational Needs and Disability Co-ordinator at Bowlish Infant School is Mrs Nicole Spencer who can be contacted via the school telephone number 01749 342514.

The Special Educational Needs Link Governor is Mrs Hannah Johnson who can be contacted via the school office on 01749 342514.

Miss Rebecca Eldred is the Head Teacher at the school and can be contacted on 01749 342514.

**Report Date:** September 2025

**Review Date:** September 2026

**Signed:** Nicole Spencer

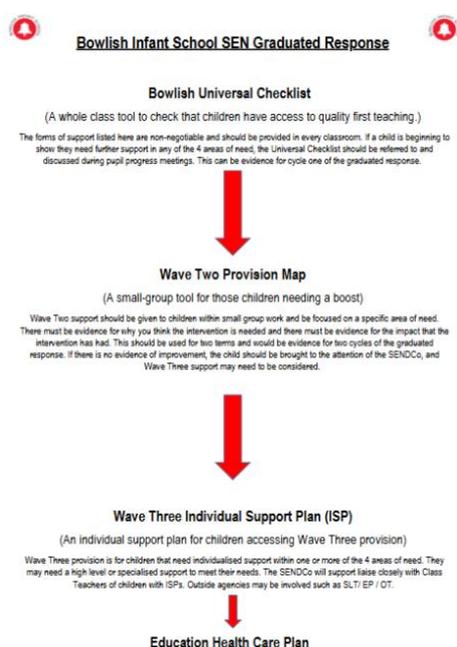
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### **How do we know if a child needs extra help?**

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEND into four broad areas of need: Cognition and Learning; Communication and Interaction; Sensory and Physical; and Social, Emotional and Mental Health. You can find more about the Somerset Graduated Response Tool at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/>

Before children start in Reception, there is close liaison with pre-schools and nurseries. All children throughout the school are monitored closely by their Class Teachers. If the Class Teacher has any concerns about the attainment, progress or behaviour of a child, they will follow our schools Graduated Response (See diagram below) and liaise with the Special Educational Needs and Disabilities Co-ordinator (SENDCo). The SENDCo will collect more information about the child and will, if necessary, refer to external agencies, with the consent of Parents.



A pupil's progress is continuously tracked. If you have any concerns about the progress your child is making, please ask to see their Class Teacher in the first instance. Teachers are available at the beginning and end of the day for brief discussions, or an appointment can be made if a more detailed discussion is needed.

### **What SEN Provision is made at the school?**

The school provides for a wide range of special educational needs. Provision will be made for any need unless an assessment, such as through an Early Education Health Care Plan, indicates that another setting would be more suitable to meet the needs of the child.

### **How will Bowlish Infant School support my child?**

Your child's education will be overseen by their Class Teacher. They will receive quality first teaching. This means that a range of teaching strategies are used, and appropriate learning objectives are set for all children with a curriculum matched to their needs.

Class work will be appropriately differentiated. This will be explained to you by your child's class teacher, but further support and clarification can be sought via the SENDCo.

Children in school will receive support that is specific to their needs. This may all be provided by the Class Teacher or may involve other staff in school. Children may work with Class Teachers, Teaching Assistants or External Advisers from outside agencies who visit the school. These adults would deliver specific programmes and interventions, either within small groups, or on a one-to-one basis. Intervention support may focus on:

- Phonological skills
- Extra individual and guided reading
- Fine and gross motor skills
- Speech and Language Therapy
- Handwriting
- Developing social and emotional skills
- Mathematical skills
- Communication skills

### **How will the curriculum be matched to my child's needs?**

All class work is differentiated to meet the needs of individual learners with appropriate levels of support and challenge. Observation, marking and assessment informs planning on a day-to-day basis to ensure that all activities are accurately matched to the needs of all children.

Teaching focuses on building on what your child already knows, can do and understand. Different ways of teaching may be implemented so that your child is fully involved in learning in class, such as through more practical learning activities.

### **How will I know how my child is doing?**

Parents' Evenings are held in the Autumn and Spring Terms and written reports are sent to parents in the Summer Term.

Classroom activities will be posted on the Class Dojo page so parents can see some of the learning taking place in the classroom.

Parents are invited into class for 'Learning Happy Hours', where they can participate in different curriculum themed activities alongside their child.

If your child has been identified as needing SEND support at school and has an Individual Support Plan (ISP) in place, your child's Class Teacher will meet with you termly to discuss, agree, and review their targets and next steps written on their support plan.

If your child has an Education, Health, Care Plan (EHCP) in place, there will be an annual review meeting which will involve all the agencies supporting the child and their parents in a discussion about progress made and the next steps to be taken.

Home/School contact books may be used if appropriate to share information between home and school.

You can ask to speak to your child's teacher whenever you would like further information about how your child is getting on in school or about ways that you can support them at home.

Communication between school and parents is vital in supporting all pupils, but even more so when a child has an additional need.

### **How will my child's medical needs be met?**

Children requiring medicine on a regular basis in school will have this need met. Through the school office, a Health Care Plan will be written to agree what action needs to be taken for a child with a medical need and

for more complex needs, a meeting with the SENDCo will be arranged. This agreement will be communicated to all members of staff working with your child to ensure that everyone knows what to do to help them.

If your child requires medicine during the school day for an illness they are recovering from, this can be done by school staff with your permission.

**What support will there be for my child’s wellbeing?**

As well as receiving support in lessons, the children are encouraged to talk with teachers and support staff in school about any concerns or anxieties they may have. We recognise that the personal, spiritual, moral, social and cultural development of pupils plays a significant part in their ability to learn and achieve. We therefore aim to provide an education that gives pupils the opportunities to explore and develop their:

- own values and beliefs
- self-awareness and emotional skills
- spiritual awareness
- high standards of personal behaviour
- positive, respectful, caring attitude towards other people
- understanding of social and cultural traditions
- appreciation of the diversity and richness of cultures.

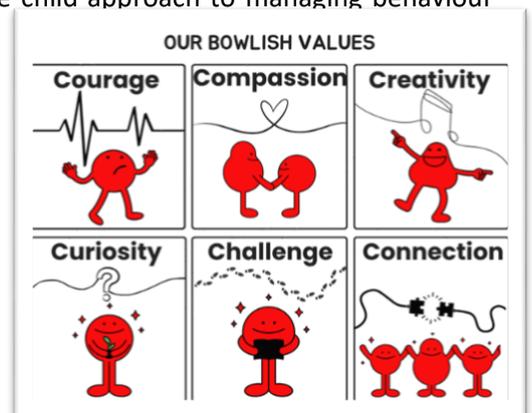


Our Positive Behaviour and Relationships Policy outlines our whole child approach to managing behaviour from the perspective of wellbeing first.

Our school Values promote and nurture wellbeing.

We support children through the teaching of PSHRE with the Jigsaw scheme of learning which gives children the opportunity to develop their emotional intelligence and life skills.

Other support may be given through social skills groups and Emotional Literacy Support (ELSA), which can be tailored to the needs of individuals, pairs or small groups. Social Skill groups can be run by Class Teachers or Teaching Assistants. If families need support outside of school, we our Parent and Family Support Advisor, Debbie Phillips, who will support families as needed within the home.



When a child’s social, emotional and mental health needs are causing concern, the school will work with other agencies, the parents and the child to provide provision and support which will enable the child to cope with learning in the setting. Meetings will be held to write and review Pastoral Support Plans which indicate what will be done to support the child and how successful the actions have been.

Children will be able to communicate their views in discussions with key staff, and their views will then be shared at meetings about them. All children in the school can share their ideas and views via the School Council.

**How accessible is the school environment?**

Two classrooms have ramp access. The interior of the school building has steps. If a child with mobility needs were to attend the school, additional facilities would be required to enable them to access some areas of the building.

Each classroom has an interactive whiteboard and word processing facilities with 'Communicate In Print' software, as well as other IT resources to enable children with additional needs to record their work more easily.

### **What specialist services are accessed by Bowlish Infant School?**

When a child has a specific need, we can access support from the following external agencies:

- Educational Psychology Service
- Hearing Support Team
- Vision Support Team
- Autism and Communication Team
- Inclusive Communication
- Speech and Language Therapy Service (SLT)
- Occupational Therapy Service (OT)
- Health Service
- School nurse
- Physiotherapy Service
- English as an Additional Language Support Service (EMAS)
- Social, Emotional and Mental Health support
- Children and Adolescents Mental Health Support (CAMHs)
- Special Educational Needs Information Technology Advisory Service (SENATAS)
- Team Around the School (TAS)
- Family Intervention Support/ Children's Social Care
- Somerset Parent/Care Forum

You will be asked to give permission when the school feels it might be necessary to involve an outside agency for your child except when it is in relation to a safeguarding concern.

The focus of involving other agencies is to add value and impact to the provision that the school is already providing.

### **What training do staff at the school have which may support my child?**

All teachers at the school have Qualified Teacher Status and have regular in-school training and development as well as the opportunity to attend a range of courses from external providers.

The SENCD0 attends meetings within the Shepton Mallet cluster of schools to develop practice to support pupils with additional needs. She also attends training provided by the Local Authority to keep fully informed of SEND priorities and good practice for supporting pupils with additional needs.

All members of staff have participated in the 'Partnership for Inclusion of Neurodiversity in Schools' (PINS) project and are neurodiverse aware. We have developed our school environments with sensory and neurodiverse needs in mind and have carefully consider how our policies are inclusive of children with neurodiverse needs.

Some members of staff have received 'Somerset Total Communication' training which ensures that the school is a supportive environment for young children which is especially beneficial for children with a communication need.

All members of staff are trained in safe de-escalation and handling by 'Team Teach' and in November, moving to Dynamis. This training is refreshed through staff meetings and formal update training takes place every three years.

If children attend the school with a specific allergy, staff members receive training on using EpiPens. This training takes place yearly for the duration of child's attendance at the school.

Teaching Assistants play a key role in supporting pupils with additional needs. Training is given to enable them to understand the needs of children and how to support them effectively.

Mrs Emma Baber has completed training as an 'Emotional Literacy Support Assistant' (ELSA). She plans and leads sessions with individual children or small groups to develop their social and emotional awareness and skills. She has trained in Lego Therapy, which helps children with the skills involved with social interaction, turn-taking, sharing, collaborative problem solving, language and motor skills.

Mrs Baber is trained to support pupils with hearing needs and to pupils with a specific literacy intervention which focuses on improving the child's reading and spelling.

Mrs Baber and Mrs Spencer have received training in 'Move to Learn, Learn to Move' which is an evidence-based intervention which helps develop outcome measures for children with coordination difficulties.

All Teachers and Teaching Assistants have received training on 'Talk Boost' and are able to lead this intervention with children who will benefit from developing their speaking, listening and social skills.

All Class Teachers have trained in 'Number Sense' to help support children whose additional need is linked to maths. This intervention can be carried out as a whole class and in small groups and focuses on developing instant recall of number facts and applying strategies for solving mathematical calculations.

### **How will my child gain access to additional support and resources?**

The school budget has an amount indicated within it for SEN support across the school which may be used on staffing and resources. A key factor to supporting pupils with additional needs is to work towards them becoming more independent learners and additional adult support needs to be used carefully to ensure that independence is developed.

If a child requires additional support which is significantly more than other pupils, due to their special educational need, an Education Health Care Plan application will be considered as an action to ensure that the child receives the appropriate support, and additional funding may be allocated to the school specifically for this child.

### **Will my child be able to access activities outside of the classroom?**

The school will always want to provide equal access to a broad and balanced curriculum and extra-curricular activities. Every effort will be made to ensure that all children have access to school visits outside of the classroom as well as before and after school clubs.

When planning educational visits which occur during the school day, teachers will consider the needs of all pupils in their class. If a child has an additional need which requires them to have additional 1:1 support in school, that support will be available to them for the duration of the visit. For some children it might be necessary to have two adults supporting them during the visit to reduce risks in relation to their health and safety.

When teachers plan visits and complete risk assessments, if it is felt that significant risk to your child cannot be reduced enough, the teachers will discuss this with the SENDCo/Head Teacher. The SENDCo/Head Teacher would then talk to you to explain the risk assessment and see if you can work together to identify further ways to reduce the risks so that your child can attend the visit. If a child's behaviour is unpredictable and dangerous,

it may mean that they are unable to attend trips; this decision would be made by the Headteacher in collaboration with the SENDCo.

Wrap Around Care and clubs are accessible to all children. For some children with additional needs, coping with clubs or wrap around care may be a challenge. If your child has 1:1 support in school during the day and some support at the club is required, you may be required to pay for additional staffing.

### **What is an Education, Health and Care Plan Assessment?**

If your child is receiving significant SEND support in school, outside agencies and are not making expected progress, despite the necessary Plan, Do, Review cycles taking place, the school or you, can request that the Local Authority (LA) carry out a statutory SEND assessment.

After the request has been sent (with a lot of information about your child, including some from you), the Local Authority will decide whether they think your child should receive a statutory assessment. If this is the case, they will ask you and the professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with support at SEND support level and ensure that a plan is in place so that your child makes as much progress as possible.

If the Local Authority decides that your child's needs meet the criteria for an Education Health Care Plan, this will be written with the involvement of an Education Psychologist and other adults supporting your child, including yourself.

The Educational Health Care Plan will outline the provision that your child requires to progress, the strategies which must be put in place and how often additional support should be provided within school. It will also have long and short-term goals for your child. The funding band for your child will be approved alongside the EHC Plan. An EHC Plan is a legal document.

### **How will Bowlish Infant School support my child's transition when they first start school?**

Before starting in the Early Years Foundation Stage, induction days help the new children familiarise themselves with the EYFS staff and school in advance. Children and parents are invited to induction activities such as a Teddy Bear Picnic, stay and play session and a classroom visit. The EYFS teachers and when appropriate SENDCo, will visit pre-school settings to meet the children and talk with pre-school staff to gather any information to support the transition.

To ensure smooth transition into Reception, if your child is identified as having special educational needs prior to starting school a School Entry Plan (SEP) meeting will be held. Parents, school staff, pre-school staff and any external professionals supporting your child will be invited. Your child's interests, strengths and needs will be discussed, as well as actions required so their additional needs can be met when they start school. Actions may include your child attending extra visits to the Reception Class and staff attending training. Transition booklets including photographs and simple information about Bowlish Infant School will be produced for your child to look at before they start school. This will ensure that your child is familiar with the people and places in the school.

### **How will Bowlish Infant School support my child when moving to another year group?**

Information about your child will be shared with their new teachers.

New teachers will visit your child in their current class, to see them working and start to get to know them.

All children spend the whole day in their new class on 'All Change Day'. This provides an opportunity to familiarise themselves with their new classroom and get to know their new teacher and classmates. Your child may have additional opportunities to visit their new classroom and teacher. They will also be given a transition

booklet which will have photographs, symbols and text to introduce them to their new classroom, new staff and routines.

When moving to a new year group, children who have been identified to need SEND support will have a 'One Page Passport' document created to ensure that information about them is shared with the new class teacher. Parents and the child will be asked to provide information for the passport to ensure that their new teacher knows how they like to be helped and what they find difficult.

### **How will Bowlish Infant School support my child's transition to St. Paul's Junior School?**

Before going to St. Paul's Junior School, children in Year 2 make several visits to help make their transition a smooth one. In the Summer Term prior to transition, all children are invited to join an after-school 'Explorers Club' at St. Paul's, where they can explore the school and meet the staff.

Children identified as having specific SEND needs or may find the transition a more challenging time, will be invited to join a nurture group. The nurture group will visit St. Paul's school with members of Bowlish staff and engage with a variety of different activities to help them get use to the school environment and staff, prior to their classroom visit. These sessions will run weekly for 4 to 6 weeks prior to 'All Change Day'.

All children visit their new Junior School on 'All Change Day' to meet their new teachers and classmates.

In the Summer Term an 'Art afternoon' is arranged where the Year 3 children from St. Paul's visit Bowlish Infant School. This provides an opportunity for our Year 2 children to pair up with the St. Paul's Year 3 children to work creatively together.

If your child is identified as having a SEND need or has an EHCP in place, prior to transition your child will be discussed with the SENDCO of the receiving Junior School. A School Entry Plan Meeting will be held with parents, Infant and Junior School staff and any external professionals supporting your child. This ensures that your child's transition is as smooth as possible. Transition booklets containing photos and information about their new school will also be provided.

We make sure that all records about your child are passed on to their new school as soon as possible to ensure that receiving staff are fully informed.

### **How will Bowlish Infant School support my child's transition to Specialist Provision?**

If your child has an EHCP in place and a specialist school is named on their plan as their next placement, the SENDCO will liaise with the new school alongside the parent. It is important that parents make initial contact with the new school to ensure they are aware of what your child's needs are and the support you require.

Bowlish Infant School will support with transition by:

- arranging an initial transition meeting with parents to discuss what they would like this to look like e.g., possible visits, transition booklets required, support from current staff.
- Then the SENDCO will contact the Specialist Provision Setting to share any relevant information. It is the responsibility of the Specialist Provision School to arrange a School Entry Plan (SEP) meeting and any onsite visits prior to the transition.
- Bowlish school staff will attend the SEP meeting and make sure that all records about your child are passed on to their new school as soon as possible to ensure that receiving staff are fully informed. If your child has additional 1:1 adult support in class and you would like that adult to support your child during transition activities, this Bowlish will work to make this possible, following discussion and as arranged with the Head Teacher / SENDCO. This will only be possible with appropriate notice and not on All Change Day.

Please note, it is the responsibility of the new setting to arrange transition dates and meetings.

### **What should I do if I feel that my child isn't getting the support that they need?**

It is hoped that the open lines of communication would mean that you are happy with the support that your child is receiving. We value the views of parents and always want them to be engaged with the education and support of their child.

If you feel that you aren't happy or confident in the actions being taken by the school, please come in and speak to the Class Teacher, the SENDCo or Head Teacher. It is always best to address concerns as early as possible so that both parties can work together towards a solution.

Sometimes it may not be possible to reassure you through a meeting with school staff, and we may have differing views. This may mean that you will choose to have your complaint dealt with via the school complaint procedure, which is published on the school website.

At every stage through the process the child's needs are a priority and no matter what the situation is between parents and the school, the members of staff at the school will continue to put the needs of the child first.

### **How does Bowlish Infant School Monitor and Review provision for children with SEND?**

Provision for children with SEN or disability will be monitored through;

- Observations of lessons, small group or individual support
- Discussions with Class Teachers during Pupil Progress Meetings
- Discussions with Class Teachers and SENDCo during half-termly meetings
- Discussions with Teaching Assistants who regularly support pupils with SEN
- Analysing progress data from specific learning interventions
- Reviewing the progress made on Provision Map targets or Individual Support Plans using Assess, Plan, Do, Review cycles.

The School Leadership Team review progress and attainment data for all children. The data for children with SEND will be analysed to consider whether the school is meeting the needs of the pupils and that they are making progress in relation to their starting points. The attainment data is compared to the National data for SEND to ensure that the school SEND pupils attain at least in line with the national SEND data. Where there are areas of concern from data analysis the School Leadership Team will put in place an action plan to improve the outcomes for pupils with SEND.

### **How can I gain further support and advice?**

The following websites can provide support and advice to parents of pupils with additional needs;

- Somerset SEND Local Offer: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/>
- Somerset SENDIAS: <https://www.somerset.gov.uk/send/somerset-sendias/>
- Somerset Graduated Response Tool: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/graduated-response-tool/>
- Somerset Parent Carer Forum: <https://somerseparentcarerforum.org.uk/>
- Somerset Wise Workshops: <https://somerseparentcarerforum.org.uk/home/wise-up-workshops/>
- Partnership for Inclusion of Neurodiversity in Schools: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/schools/partnerships-for-inclusion-of-neurodiversity-in-schools/>