

BOOKWELL PRIMARY SCHOOL

Annual SEND Report to Governors 2025

Annual Report to Parents and Governors on the Implementation of the Special Educational Needs and Disability (SEND) Policy in Practice.

Schools have a duty to report to parents on the provision for SEND and implementation of their disability equality scheme. Children with special educational needs have learning difficulties or disabilities that make it harder for them to learn than most children of the same age. These children may need extra or different help from that given to other children of the same age.

The Special Educational Needs Code of Practice 0-25 (2015) lies at the heart of Bookwell's SEND policy and sets out the processes and procedures that we follow to meet the needs of our children. The Code describes a graduated approach which recognises that children learn in different ways and can have different kinds of SEND. So increasingly, step-by-step support at Internal Action and Specialist expertise at External Action, can be put in place to help overcome the difficulties that a child may have. If further support is required, the school may request a statutory assessment of special needs, which may or may not result in an EHC Plan for the child. As with all children at Bookwell, it is essential that Quality First Teaching (Wave 1) is offered and targeted to support children's specific needs. This includes detailed lessons with clear differentiation and the identification of any children with additional needs highlighted. Provision analysis outlines additional Wave 2 and Wave 3 provision for individual children or groups. Examples of this provision include phonics groups, nurture intervention or Speech and Language support. In most instances the provision is carried out by the class teacher or teaching assistant. If external agencies are involved then the class teacher and / or SENCO (Special Educational Needs Co-ordinator) will have regular meetings to ensure that targets are being supported accurately.

Policies

The schools SEND Policy is reviewed annually.

Key Personnel

SENCo: Mrs S. Wolfenden

SEND Governor: Mrs L. Yardley

External Agencies

Speech and Language Therapists

SEND Specialist Advisory Teachers

CAMHS

Educational Psychology

Family Action Group

Liaison with Nursery and School Partners

Strong links exist with our local Nurseries and parents. Transition meetings take place between SENCOs when pupils move to Secondary School. This is to ensure accurate and efficient transfer of records and information in order to minimise the disruption of support levels for pupils. Separate transition and induction visits are set up for pupils with SEND where required.

September 2023

Number of Pupils on Roll:	191
Numbers of Pupils with SEND:	20
Percentage of SEND pupils:	10.5%
SEN support:	14
EHC Plan:	6

Parent Communication

Parents and carers are updated termly on their children's progress. The SENCo meets some of these parents personally with the child's class teacher. Otherwise, the class teacher meets parents and the SENCo is available for parent consultations on request.

What we offer:

- Wheelchair accessible building and disabled toilet
- We offer 5 withdrawal rooms
- iPads for pupils with SEND
- High quality support from trained adults
- Regular academic monitoring, termly reports to parents.
- Staff available to speak with parents/ carers daily. Regular termly meetings for parents/carers of a pupil on a Support Plan.
- Experienced Governing Body who oversee Pupil Welfare.
- Strong links with secondary feeder schools. Transition arrangements in place.
- In-school transition is smooth. Pupils and staff know each other very well.
- Strong links with specialist teachers and other professionals including Educational Psychology, Health Visitors and Specialist Teacher Service.
- Regular training to up-skill staff in order to support various needs. This includes 'Dyslexia awareness' and supporting children with Autistic Spectrum Conditions.

Progress of pupils with SEND

Key Stage 1:

Phonics screening 82.1% achieved standard

1/2 pupils that had SEND did not meet expected standard.

KS1 National Tests

Not statutory

KS2 National tests

4 children has SEND – one with an EHCP

The results were as follows

	Reading	Writing	Maths	Science
At Expected (SEN Support)	2	1	0	3
Did not meet expected level	2	3	4	1

Disability Duty

Under the Disability Equality Duty schools are required to take proactive steps to ensure any disabled pupils, staff and governors, parents/carers and others using the school are treated equally. Currently we have good facilities and access for disabled pupils within the physical environment as well as access to the curriculum. Additionally, we have disabled toilet facilities. The access plan focusses on access to the curriculum.