

SEND INFORMATION REPORT POLICY



Owned and Written by	Janine Hobson Inclusion Manager	Date: December 2025
Approved by	Full Governing Body	Date: 24/03/2026
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Special Educational Needs & Disabilities [SEND] at Bushmead Primary School

At Bushmead children are empowered to be active, confident learners where they are inspired to be creative and excel.

We aim to meet the needs of individual children through highly effective teaching and learning.

There is an emphasis on early identification of needs through supportive and preventative strategies which reduce barriers to learning.

We work in a flexible way to develop effective partnerships with children and their parents/carers, the Inclusion Manager, specialist teaching staff both within the school and external professionals to ensure that the school can meet a broad range of special educational needs.

We aim to provide the structure and support needed to allow each student to be happy, successful and realise their full potential.

Through a broad curriculum, highly skilled staff and child-centred values, we provide a positive learning environment which promotes independence and achievement.

We undertake a rigorous system of monitoring children's progress, supporting academic achievement and personal achievement by making reasonable adjustments to remove barriers to learning and use a wide range of strategies to foster a culture of lifelong learning and independent living skills for all children.



Identification ...

identify and organise support for pupils with special educational needs through:

- information received from pupils' previous schools
- information from feeder nurseries and schools
- transition meetings with previous schools or placements
- carrying out baseline assessments in our foundation stage or when concerns have been raised
- monitoring how pupils progress through the National Curriculum at the end of every half term
- working with outside agencies to ensure we remove barriers to learning
- parental concerns shared with the school particularly at the home visits and welcome meeting
- provision mapping (Target and intervention tracking programme)
- specific assessments: e.g. BPVS, first language, ABC movement assessment and observations from outreach services, Local Authority and Learning Support Service.

Pupils may be referred by staff or families if there is some concern about their progress or development.



Concerns ...

parents/carers have concerns about their child's difficulties, they can speak with the following members of staff:

- the class teacher
- the Family Workers
- **Janine Hobson** (Inclusion Manager) inclusion@bushmeadprimaryschool.co.uk and the Headteacher
- Concerns can also be raised at Provision Plan review meetings 3x yearly for children on the SEND register.

We have twice yearly consultation evenings and end of year report, but parents/carers can talk to teachers or phase leaders at the end of the school day, speak to a member of staff on the telephone or ring to arrange a meeting at any other time.

3. Progress ...

Parents/carers will be informed about their child's progress within school:

- at Parents' consultation evenings
- through Learning Plans available on Provision Map
- through pastoral support and attendance support review meetings
- at Annual Review meetings for those children with an EHCP (educational, health & care plan)
- end of year reports

Some parents/carers may require more regular feedback about their child's progress in school and this may be done:

- by daily contact with the class teacher
- through home/school books
- at regular meetings
- on class Dojo



Support for families ...

aim to support parents/carers by offering:

- support and advice from the Inclusion Team, Family Workers and our Welfare Assistant
- parent workshop sessions held in school
- information about local support groups such as FLAG [Families in Luton Autism Group], DADS [Autism Group for Dads], Luton SEND Information, Advice & Support Service [SENDIAS].
- support and advice in setting targets for children
- referrals alongside families, to the Disabilities Team within Luton Social Care for specialist and targeted support



5. Well-being ...

ensure the wellbeing of pupils with special educational needs and disabilities in the following ways:

- pastoral support with key workers
- trained members of staff to administer medication

- using symbols to support communication and understanding
- social skills groups and friendship groups
- access to clubs or activities
- listening to the views and wishes of our pupils
- teaching our pupils how to stay safe
- our Inclusion Team (Inclusion Manager, Family Workers, Behaviour team and members of the SEND or leadership team (SLT)) meet weekly to discuss vulnerable pupils and plan appropriate actions/support
- where applicable, individual risk assessments
- targeted life skill and social skill development for children with EHCP's

Our school has the following policies in place:

- SEND policy
- Safeguarding policy
- Anti-bullying policy
- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Administration of medicines
- Ensuring a good education for children who cannot attend school because of health needs
- Intimate care Policy
- Use of force to control or restrain pupils



Teaching ...

Teaching will be adapted to support the pupil with special educational needs. We will:

- provide a relevant and differentiated curriculum
- organise and plan activities that will match a pupil's ability and build on previous learning targets

- involve pupils and parents/carers in the setting and reviewing of learning targets
- develop basic skills in order to help pupils become more independent learners
- plan small group interventions for pupils not on track
- organise, where appropriate, support in class
- Staff **will** receive regular training to keep informed / abreast of new developments when meeting the Code of Practice – 2014, expectation that all staff are ‘teachers of SEND’.
- follow the Rosenshine approaches to ensuring Quality First Teaching for all children **and the EEF 5 a day principles for supporting children with SEND in a mainstream classroom.**
<https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-high-quality-teaching-for-pupils-with-send>
- have SEND as a whole school focus for staff development and training



Support in school ...

There are different types of support available for pupils with special educational needs or a disability.

Some pupils will benefit from:

- 1:1 or small group intervention work to further develop basic literacy and numeracy skills
- 1:1 or small group work to develop speech and language skills
- small group work or 1:1 coaching around developing social skills and friendships
- 1:1 pastoral support to help manage emotional difficulties
- specialist equipment organised after consultation with relevant outside professionals
- high needs classroom for children who require a specialist environment and teaching, where applicable

Planned interventions may be carried out by the following members of staff:

- Teaching Assistants
- Teachers

- Inclusion Manager
- Family Workers
- Other staff deemed appropriate

Amy Clark, the Inclusion Manager, has many years of experience working with children who have special educational needs. She has achieved the National Award for Special Educational Needs Co-ordination and the National Professional Qualification for Senior Leadership



Playtimes, school clubs and trips ...

Pupils are supported in less structured times, such as lunchtimes and playtimes in a number of different ways:

- trained midday supervisors who help set up games and activities
- pupils who take on the role of social time buddies
- key staff who will support pupils and help to resolve any incidents during social times
- a range of play equipment provided
- a safe place provided for pupils who **benefit from a calmer environment for their free time**
- access for some pupils to alternative provision during social times
- 1:1 support during social times, where applicable, to support individuals

We enable pupils to have access to after school clubs and school trips by:

- consulting parents about their child's needs
- carrying out risk assessments and planning appropriate support
- adapting planned activities
- providing necessary resources and equipment
- visiting and/or liaising with the places pupils are visiting and making suitable arrangements
- encouraging pupils' participation



Making decisions ...

involve our pupils in decisions that affect them in the following ways:

- seeking the pupil's views before Annual Review meetings
- giving pupils the opportunity to be at meetings which involve them
- sharing target setting with pupils and involving them in reviewing their progress
- Involving SEND pupils in trialling new programmes and resources for school
- making sure pupils with special educational needs or disabilities are represented on the school council



10. Resources ...

have a wide range of resources to support pupils in school:

- the school receives funding from the Local Authority for pupils with special educational needs, and extra funding is received linked to Education Health Care Plans
- **LSA are deployed to ensure the provision in EHCPs is being implemented and targeted interventions are offered where possible, to the close the gaps for children as quickly as possible.**
- pupils with an Education Health Care Plans are a priority for adult support
- the impact of SEND interventions is evaluated by the Inclusion Manager and Senior Leadership Team
- the area of SEND is also allocated an annual budget linked to the SEND Action Plan – from this funding we are able to purchase resources to support access to learning, such as IT resources, fine motor skill resources, Numicon etc.
- if appropriate, specialist equipment is hired or purchased when recommended by outside agencies such as Occupational Therapists, the Hearing Impairment Provision etc.



Outside services ...

school benefits from the support and advice from a wide range of external services:

- speech and language therapists
- occupational therapists and physiotherapists
- Local Authority Advisory Teachers [Learning Support]
- Educational Psychology Service
- Inclusion Support Service
- The Autism Spectrum Disorder Team [ASD Team]

- The Speech, Language and Communication Needs Team [SLCN Team]
- Child and Adolescent Mental Health Service [CAMHS]
- the Edwin Lobo Child Development Centre
- specialist nurses and the school nursing team
- outreach workers from the Luton Visual Impairment Provision [based at Chantry Primary], the Hearing Impairment Provision [based at Icknield Primary School] & Lady Zia Wernher School [special needs school in Luton]
- our local alternative learning provision based at St Matthews School which is called Next Steps

Parents are kept fully involved and receive written reports following any observations or assessments.



Staff training ...

in the school are supported to work with pupils with special education needs:

- staff have access to a range of online training
- whole staff training is provided in school by the Inclusion Manager and Headteacher
- external advisory teachers also provide staff with training when requested, as part of traded services with the Local Authority
- staff receive training from health care specialists in order to meet pupils' physical and medical needs
- staff receive training from the speech and language therapist service, physiotherapy and occupational therapy service to meet pupils' individual needs



Moving on ...

support pupils to move on to the next key stage in their education by:

- attending transition meetings with the SEND Coordinators at High Schools
- putting careful transition plans in place
- arranging and accompanying vulnerable pupils on extra transition visits
- passing on SEND information and paperwork
- completing pupil passports



Access ...

accessible is our school?

- People using wheelchairs can access most of our school building, apart from upstairs classrooms
- Pupils with physical disabilities, who cannot manage stairs, are placed in downstairs classrooms (year groups are moved)
- We have three disabled toilets, one with a shower facility
- We use picture communication systems for pupils with communication and language difficulties
- We have members of staff who are happy to translate for parents/carers if English is not their first language

Our school has the following policies in place:

- Policy for Equality [linked to our Disability Scheme and Accessibility Plan]
- Policy for Equal Opportunities



Contact details ...

Parents/carers can contact the following people for further information at our school:

- Class Teachers
- the Inclusion Manager, Janine Hobson

- **Phase leaders**
- the Family Workers
- Office Staff

Parents/Carers should contact the following people if they are considering an application for their child at our school:

- the Local Authority Admissions Team
http://www.luton.gov.uk/Education_and_learning/Schools_and_colleges/School%20admissions/Pages/default.aspx?utm_source=education_and_learning&utm_medium=carousel&utm_campaign=school_admissions
- the Special Educational Needs Assessment Team [SENAT]
<https://directory.luton.gov.uk/kb5/luton/directory/service.page?id=JEftR37V-68>

Parents can find the Luton Authority's Local Offer SEND information hub by visiting the Luton Borough Council website and clicking on the link to Luton Local Offer. <https://directory.luton.gov.uk/kb5/luton/directory/localoffer.page>

Complaints Procedure:

If a parent is unhappy with the school's provision to meet their child's special needs they may follow the arrangements set out below:

- In the first instance, any problem should be discussed with the Class Teacher, Head of Year and/or the Inclusion Manager.
- If the problem is unresolved the matter should be discussed with the Headteacher.
- If the problem remains unresolved the parent should contact the Governor with the responsibility for Special Needs.
- In the unlikely event that the matter is not dealt with satisfactorily, the parent may contact an officer from the Local Education Authority.