

SEND information Report 2026-27

At Richard Bonington Primary School, all staff are committed to providing the best education and opportunities for children with Special Educational Needs and/or a disability (SEND). Our school prides itself on its friendly and caring atmosphere. Our aim is for our children to be happy, confident, motivated and independent learners and we support them in every way to be the best they can be. We see the development of your child as a partnership between home and school and enjoy working closely with our families to help the children reach their potential. This is reflected in our motto "Together we make a difference".

1. What kinds of special educational needs does the school make provision for?

We welcome children with a wide range of SEND, including:

- cognition and learning needs,
- sensory and physical needs,
- communication and interaction needs,
- social, emotional and mental health needs

We follow the SEND Code of Practice, ensuring that all children have access to high-quality teaching, adaptations where needed and inclusive learning environments.

2. How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

- Teachers and teaching assistants get to know their pupils well. They observe and monitor pupils' learning and well-being continuously.
- We gather information from parents/carers, from the child and, where appropriate, other educational settings, health and care services.
- We use teacher's experience of working with the child and their termly assessments and monitoring.
- Parents/carers should raise their concerns with the class teacher in the first instance and then the teacher will involve the SENCO (Special Educational Needs Coordinator) when appropriate.

3.a) How does the school evaluate the effectiveness of its provision for pupils with special educational needs?

- We work as a team with the parents and child.

- Pupil progress reviews with teachers, senior leaders and SENCo.
- Tracking progress, interventions or strategies used.
- Regular updates and reviews with parents/carers.
- Informal discussions, phone calls or emails as preferred with parents
- Discussions with pupils.
- Monitoring of teaching and learning.
- Liaison with external educational, health and care agencies

3.b) How will both the school and I know how my child is doing and how will the school/setting help me to support their learning?

- Termly meetings with parents/carers will involve reviewing current provision, identifying outcomes and next steps for the child and give ideas of how parents can support their child with achieving these.
- We follow an Assess, Plan, Do, Review structure to ensure the child is making progress and if not, we adapt support and strategies.
- Staff will also signpost parents to external services that may be useful.

3.c) What is the school's approach to teaching pupils with special educational needs?

- We are an inclusive school. We provide quality first teaching, learning opportunities and resources that are matched to the needs of the child. Teaching is adapted to meet children's needs.

3.d) How will the curriculum and learning be matched to my child's needs?

- We ensure all children receive a broad and balanced curriculum.
- The curriculum is adapted to meet the needs of the children. The knowledge gained from assessments, discussions with parents and experience of teaching the child will support planning for the curriculum and learning.
- Teachers strive to recognise the child's strengths and use these to create engaging, enjoyable learning opportunities which support their areas of development.

3.e) How are decisions made about the type and amount of support my child will receive?

- Regular progress reviews are held between leaders and teachers
- Meetings between the teachers and the SENCO
- Discussions with parents/carers.

- Moderation across the Family of schools where additional funding is required.
- Applications for Higher Level Need funding form the local authority when needed.

3.f) How will my child be included in activities outside the classroom, including school trips?

- Pre-visits and risk assessments are completed.
- We aim to make reasonable adjustments to mitigate risks to enable the child to take part in the activity.
- Additional members of staff are used if required.
- Parent's/carer's views are sought through a planning meeting.

3.g) What support will there be for my child/young person's overall well-being?

- We offer a happy, caring and supportive environment. Teachers and TAs are always available for children to talk to.
- We have a trained ELSA (Emotional Literacy Support Assistants) who works directly with children struggling with their emotional wellbeing.
- We teach children to understand and manage emotions through our PSHE & RHSE curriculum and help them to develop their skills in communication, interaction with others and their self-confidence.
- Links are also made with other services, such as the Mental Health Support Team, Healthy Families Team and the Gedling Area Partnership. We also have a Senior mental health lead in school.

4. Who is the school's special educational needs co-ordinator (SENCO) and what are their contact details.

- Mrs Jayne Birkle
- Contact via: admin@rbps.org.uk

5.a) What training have staff supporting special educational needs had and what is planned?

- All teachers and teaching assistants have regular training on teaching children with SEND, including Autism, ADHD, dyslexia, speech, language and communication needs and Attachment and Trauma.
- Termly SEND Staff meetings are used to train staff and update their knowledge and understanding.
- Other training from outside agencies is given when specific needs arise.
- Training needs are also identified for support staff e.g. Midday supervisors, this is delivered where appropriate.

5.b) What specialist services and expertise are available or accessed by the setting/school?

- Healthy Families team
- NHS and Equals Trust SALT (Speech And Language Therapy),
- Educational Psychology,
- School's Inclusion Support teams
- Community Paediatricians,
- MHST
- CAMHS (Child and Adolescent Mental Health Service),
- Other medical practitioners eg. Physiotherapists and occupational therapists,
- Family SENCO,
- Inclusive technologies,
- Health Related Education Team,
- Gedling Area Partnership (GAP)- SEMH team
- Physical Disability Support Services (PDSS),
- Integrated Children's disability Services (ICDS),
- Early Help Unit (Family Service and Social Care)
- Family Hubs
- Be U Notts

6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school?

- All areas of the site can be accessed by wheelchair users, with a ramp leading up to the large playground.
- There is an access toilet in the centre of the school building and a separate access toilet in the key stage 2 area.
- There is a lift to access the upstairs rooms and Foundation stage unit.
- We work with the Occupational Therapy, physiotherapy services and PDSS (physical disability support service) to support pupils with physical disabilities by accessing appropriate equipment and making adaptations to the building as required.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child?

- Parents and carers are welcome to make appointments with class teachers initially or the SENCO to discuss their child's needs
- Termly review meetings with teachers and where appropriate the SENCO or outside agencies.
- Parent/carer questionnaires.
- Parents evenings each term.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

- Pupil discussions with the head teacher, subject leaders, SENCO or class teacher.
- Completion of activities such as All about me books and feelings charts.
- Pupil questionnaires.
- Representation on the School Council.
- Involvement in reviews and target setting.
- Through ELSA and Pastoral TA support

9. What do I do if I have a concern or complaint about the SEN provision made by the school?

- Approach the class teacher first.
- If the problem is unresolved then make an appointment with the SENCO.
- If your problem is still unresolved then follow the school complaints procedure.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?

- The SEN governor meets regularly with the SENCO to ensure the school's SEN policy is adhered to.

11. How does the school seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

- During review meetings and multi-agency meetings
- Literature is sent out via Dojo or email whenever school receives information for parents
- Information stands at parent's evenings, when possible, e.g. healthy families team and Mental Health Support Team.

12. How will the school prepare my child/young person to:

i) Join the school/setting?

- Through visits to school, transition booklets, communication between parents, staff and other agencies where needed.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

- Through carefully planned transition programmes, extra visits to new classes or schools, transition booklets for the children and for the teachers, communication between parents/carers, staff and where needed, outside agencies.

iii) Prepare for adulthood and independent living?

- By teaching a relevant curriculum incorporating skills such as problem solving, good communication, resilience and the ability to work with others.
- By ensuring pupils achieve their full potential academically, intellectually, socially, emotionally and physically in a safe and happy environment.
- Financial education through our PSHE curriculum and high-quality maths and English teaching.

13. Where can I access further information?

By arranging a visit to the school, speaking to the SENCO or head teacher, visiting the website to access our policies and guides for parents.

Admin@rbps.org.uk

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