Bishop Sutton & Stanton Drew Primary Schools

SEND Information Report

(September 2026)

Last reviewed on:	September 2026
Next review due by:	December 2026

Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our schools.

If you want to know more about our arrangements for SEND, read our Trust SEND policy.

Please refer to the LSP SEND POLICY.

This can be found on our website here and on the LSP website.

The Federation of Bishop Sutton & Stanton Drew Primary Schools is a mainstream, inclusive Federation comprising two schools on two sites providing education for children aged 4-11. We currently have 7 classes at Bishop Sutton (1 per year group YR to Y6) and 3 classes at Stanton Drew (YR/1/2, Y3/4 and Y5/6).

At **The Federation of Bishop Sutton & Stanton Drew Primary Schools** we recognise that there are a number of children who may have Special Educational Needs and/or Disabilities (SEND), which can make it harder for them to learn than other children of the same age, and for whom specialist intervention and support may be required.

We welcome, value and respect the achievements of all children. We will always listen to and involve parents and children in the planning and review of their provision.

The purpose of this policy / report is to inform parents and carers about how we welcome, support and make effective provision for children with Special Educational Needs and/or Disabilities (SEND).

1. What does SEND mean, and what types of SEN does the school provide for?

SEND = Special Educational Needs and/or Disabilities

SEND covers a range of different needs, including learning, speech and language, communication, social, emotional, mental health, motor skills, sensory, physical.

Some children may have one specific difficulty or disability, a combination of more than one, or a range of needs. These difficulties can make it harder for them to learn than other children of the same age.

*"A child has a special educational need if they have a learning difficulty or disability which requires special educational provision to be made which is **different from** or **additional to** that normally available to pupils of the same age."* (*SEND Code of practice 2014*)

There are 4 broad areas of need, as defined in the *SEND Code of Practice 2014* :-

AREA OF NEED	**SPECIFIC EXAMPLES**
Communication and interaction	• Speech, language and communication needs (SLCN) • Autistic spectrum disorders (ASD)
Cognition and learning	• Specific learning difficulties (SpLD), including a range of conditions such as … - Dyslexia - Dyscalculia - Dyspraxia • Moderate learning difficulties (MLD) • Severe learning difficulties (SLD) • Profound and multiple learning difficulties (PMLD)
Social, emotional and mental health difficulties	• Attention deficit disorder (ADD) • Attention deficit hyperactivity disorder (ADHD) • Attachment disorder (AD)
Sensory and/or physical needs	• Vision impairment (VI) • Hearing impairment (HI) • A multi-sensory impairment (MSI) • A physical disability (PD)

2. Who will support my child?

The Federation's vision statement is "where every child can dream, believe and achieve".
As the vision runs through the school curriculum like a thread, it is everyone's responsibility to ensure all children work towards reaching their full potential.

All staff therefore share responsibility for supporting our children with SEND, although roles vary. Our staff have experience in dealing with a range of needs, and where training is needed it is provided through school INSET or sought externally.

Class Teachers
All Teachers are teachers of SEND.
Each Class Teacher is responsible for the progress and development of all children in their class, and for planning and adapting learning to meet the needs of all children in their class.
Class Teachers seek to provide high quality education for all children in their care, including managing universal provision, support and interventions within their class.

Your child's Class Teacher should always be the first point of contact for parents, as they are responsible for day to day support and have more specific detailed knowledge about your child. They can be contacted by email via the office, or by speaking to them in person at the beginning or end of a day.

Support Staff
Our Teaching Assistants and Learning Support Assistants provide in-class support, as directed by the Class Teachers. This may include group or individual interventions or activities.

Special Educational Needs Co-ordinator, or SENCo
The role of the SENCo is to oversee the provision and support across the school for all children with SEND – in essence the SENCo's role is to equip classroom staff to meet the individual needs within their class.

This role includes overseeing support strategies, resources, training, and screening, as well as discussing specific concerns with staff and/or parents.

When external advice is required, the SENCo will make referrals to other education and/or health professionals, and will arrange visits and ensure advice is shared and implemented.

For children with more complex needs, the SENCo oversees the requirements of Education Health and Care Plans (EHCPs), including arranging Annual Review meetings and making requests for Top-Up Funding (TUF).

Our Special Educational Needs Coordinator (SENCo) is Alison Sharp.
Alison is a qualified teacher, and has been in this role since 2008 at Bishop Sutton and since 2013 at Stanton Drew. She has also worked as a Class Teacher, PPA cover teacher, Teaching Assistant and Learning Support Assistant.

Alison is allocated 1.5 days a week to manage SEN provision, or 3 days per fortnight.
This is usually every Thursday and alternate Wednesdays.
She is contactable via the school office and is available, by appointment, for meetings with parents.

External agencies and experts

When appropriate we will work with external support services to meet the needs of our children with SEND and to support their families. Additional advice may be sought from a range of external educational or health professionals. Where there are more complex needs, children may have a number of outside professionals or specialists involved.

Parents are always consulted to see if they agree to the school seeking advice and/or acquiring additional support. The SENCo can then make a referral if school and parents agree. Parents may be invited to meet these professionals or speak to them on the phone, either before or after their visit. Targets set or reports written following these visits will be shared with parents and relevant staff.

We currently have access to the following :-

Education

- B&NES SEN Team - for children with or needing an EHCP
  (or Bristol SEN Team for children living in Bristol)
- B&NES Educational Psychology Service – for children needing an EHC assessment

- Educational Psychology Service (- bought in through North Somerset Services for Education)

- Advisor for Behaviour and Nurture (- through our LSP Academy Trust)
- Lead Teacher for SEND (- through our LSP Academy Trust)

- Act4SEND (Specialist Teacher / Assessor, bought in)
- Specialist Autism Support Service (SASS - based at Fosseway)

Health (- mostly dependent on GP address)

- Speech & Language Therapists (- school visits for language, B&NES Schools Team bought in)
- Speech & Language Therapists (- clinics for speech sound difficulties)

- Occupational Therapy
- Physiotherapy

- Community Paediatricians
- School Nurse

3. How will the school adapt its teaching for my child?

We will seek to provide high quality education for all children in our care across the Federation. We will make sure that all pupils have access to a broad and balanced curriculum in every year they are at our school.

Each Class Teacher is responsible for the progress and development of all pupils in their class, and for planning and adapting learning to meet the needs of all pupils in their class.

Some examples of what adaptations to learning may look like include …

- Adapting our teaching, for example, using a variety of techniques to deliver a task, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting tasks and/or resources to scaffold learning
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Creating supportive classroom environments
- Integrated emotional / pastoral support

The first step in meeting a child's individual needs is through Universal Provision.

There are occasions when a targeted intervention maybe required, or where more specialist and personalised support is needed for pupils identified as SEND.

This diagram below shows how the levels of support across the school for all, some and a small number of pupils.

<table>
<tr><td rowspan="3">
</td><td>Wave 3 - Specialist - a small number of pupils (EHCP and SEN Support)</td></tr>
<tr><td>Wave 2 - Targeted - some pupils</td></tr>
<tr><td>Wave 1 - Universal - all pupils</td></tr>
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1 - Universal Provision for all pupils

Universal Provision is defined as "high quality adaptive teaching within an inclusive environment". This is the foundation of good teaching and learning.

This is the ordinarily available provision which all children will have access to, and ensures that children have appropriate support through good teaching and learning. This extends into identifying emerging needs that may require additional support.

We are continuing to develop our Universal Provision, as part of a Trust-wide focus.

Please also refer to the "Universal Provision at BSSD" document which outlines this in more detail. This can be found by clicking the link here …
https://www.bishopsuttonstantondrew.co.uk/attachments/download.asp?file=196&type=pdf

2 - Targeted Support for some pupils

Some children will receive short term targeted interventions during the school year.

We use a number of individual and group interventions to support learning, including pre or post teaching catch up interventions.

In addition to the learning provision, there is also support available for children who have social or emotional needs or difficulties. Staff may work with individuals or groups using resources to help explore emotions, worries, friendships and social skills.

These interventions may be delivered by a teacher or a member of support staff, within a lesson or separately. This is not necessarily SEND provision.

3 – Specialist Support for a small number of pupils = SEN Support / EHCP

If a child needs something "additional to or different from" Wave 1 or Wave 2 provision in order to make adequate progress, then they will need to access provision at Wave 3.

Children needing this additional/different support (also called "SEN Support") will be added to our school SEND register.

4. How will the school know if my child needs SEN support?

All our Class Teachers are constantly monitoring and reviewing any children who aren't making the expected level of progress in their learning, or socially or emotionally, even with Universal Provision in place.

This is done through :-

- daily observations, checking for understanding, feedback and conversations with children
- regular assessment of children's academic levels in phonics, reading, writing and maths
- other assessment tools relevant to particular needs

If a child is not making the expected progress, even with Universal Provision, and short term targeted interventions in place, the Class Teacher will discuss this with the Headteacher and/or SENCo. Further observations may be made, or assessments or screening completed.

SEN Support

If a child needs something "additional to or different from" Wave 1 or Wave 2 provision in order to make adequate progress, then they will need to access provision at Wave 3.

Children needing this additional/different support (also called "SEND Support") will be added to our school SEND register, and will have an individual SEN Support Plan showing the provision in place to meet their needs.

Some children may have a previously identified need, but their needs may currently be met through our Universal Provision. These children will be kept on our school monitoring list, in case their needs change.

Education, Health & Care Plan (EHCP)

Children with more complex needs may need an Education Health & Care Plan (EHCP).
An EHC Needs Assessment can be requested from the Local Authority where the child lives.
Final decisions about whether an EHCP is appropriate are made by the Local Authority.

For children with an EHCP, the required provision is mapped out within the EHCP document. This provision may be delivered by the Class Teacher, an additional adult or a team of adults. Sometimes the provision can be through the use of a specific resource. EHCPs may come with additional Top-Up Funding alongside the use of existing staff and resources, to support the delivery of the EHCP provision.

The following is taken from the LSP document : "SEND register and SEND provision in LSP schools"

Your child's school is part of the Lighthouse Schools Partnership Multi Academy Trust. All Trust schools are working together to ensure that there is a consistent and agreed way to manage SEND This letter seeks to outline the agreed way of identifying needs to be met by the SEND Register.

The SEND Code of Practice 2014 uses this to define a SEN need or Disability:
'A child with SEN is a child in a school who has a learning need or disability that requires special provision to be made for them to access learning.

A child of school age has a learning need or disability if the child;
*• has a **significantly** greater difficulty in learning than the majority of others of the same age, or*
*• has a **disability** which **prevents or hinders** him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institution.'*

All schools in the Lighthouse Schools Partnership hold must make best endeavours to meet the needs of the SEND pupils within it's care. That is to make the best endeavours to ensure that pupils with a SEN need or disability are able to access learning and make progress.

*The majority of pupils will make progress within the **Universal Provision** without the need for additional support from the SEND register.*

What is Universal Provision?

*Universal Provision is another name for 'High Quality Teaching' and the resources available to **every** child within the school or classroom. For example, a child may have access to a pencil grip to help them hold their pencil correctly. A teacher may provide the child with visuals / scaffolding to support them in presenting their learning appropriately. A child who finds it tricky to concentrate may work best in a space within the classroom with less distractions. Most children will make progress in their learning through the offer of **Universal Provision.***

When will a child move onto the SEND register?

*The SEND Register is a register of provision. If a child is **not** making progress through the **Universal Provision** then the school will highlight the need for access to provision that is **'additional and different to'**. This provision is only available to pupils on the SEND register. A school will discuss the need to provide **'additional and different to'** provision via the SEND register with a parent/carer and child before moving a child to the SEND register.*

***The SEND register is all about provision** and as such there will be children / students with a diagnosed condition who may not need to access provision through the SEND register. This is because they are already making progress through the **Universal Provision**. There will also be children who receive provision from the SEND register for a short time and then move off the SEND register as they are able to make progress without the '**additional and different to'** provision.*

How will a school check that my child is making progress?
*All schools in the Lighthouse Schools Partnership formally review all children's progress at least twice a year through the collection of assessment data. Schools use this information as well as ongoing observational data to review whether a child is still making progress within the current provision being offered. Children with a diagnosis, medical need or those who have previously received provision via the SEND register but no longer need this kind of provision are held on a **SEND Monitoring List.***

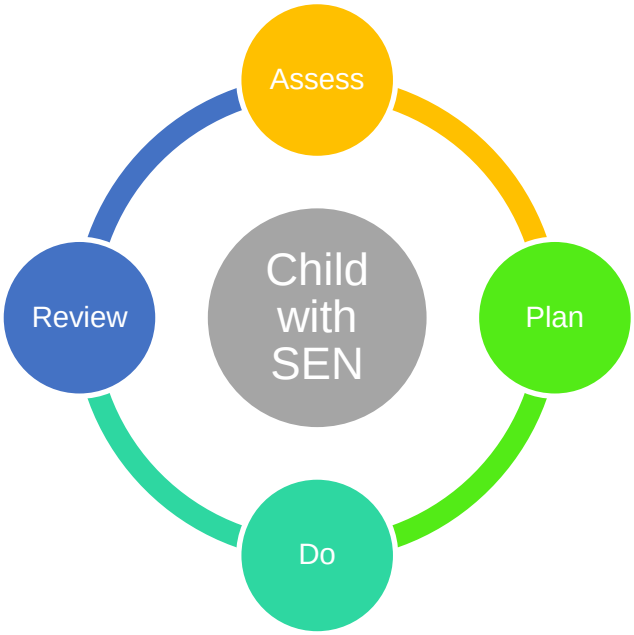
*If a child stops making progress again, then a discussion will take place with the parent /carer and child about being placed on the SEND register to receive **'additional and different to provision.'***

We hope that this clearly explains the process through which all pupils are supported to make progress within school. If you have any further questions, your school SENDCO will be able to help you.

5. How will the school measure my child's progress, and evaluate whether the support in place is working?

If a child does need further SEN support, our SENCo and your child's Class Teacher will work together to create a SEN Support Plan for them.

We will then take a graduated approach to meeting your child's needs.
The "graduated approach" is a 4-part cycle of assess, plan, do, review …



- Assess - assessing your child's needs
- Plan - planning what additional/different support or intervention can be given
- Do - putting that plan into place
- Review - reviewing the impact, and then planning again

Support Plans will be reviewed regularly, at least termly (3 times a year), in consultation with staff, parents and the child. The Class Teacher is responsible for reviewing and updating these Support Plans (in consultation with SENCo and other staff), and for sharing these with parents.

This process will be continual. If the review shows a child has made progress, they may no longer need the additional/different provision made through SEN support. For others, the cycle will continue and the child's targets, strategies and provisions will be revisited.

There may be times when we will ask to make a referral to an external professional, such as a Speech & Language Therapist or Educational Psychologist, to seek advice to ensure the school has the right support in place. Parental consent will always be sought before referring to external professionals.

6. How will I be involved in decisions made about my child's education?

We actively encourage a strong relationship between home and school and involve parents/carers as much as we can. You know your child better than anyone else, and it is important that we all work together to support them.

All parents/carers will be involved in discussions about their child's progress with the Class Teacher, through Parent Consultations in the first instance. These usually take place in Term 1 and Term 4.

If you think your child might have SEN, the first person you should discuss this with is your child's teacher.
You may also want to put your concerns in writing to our SENCo.

If your child has a SEN Support Plan, reviews of these will usually take place in Terms 1, 3 and 5. Class Teachers will share these with parents/carers, either within Parent Consultations or at a separately arranged meeting.
Our SENCO may also attend these meetings to provide extra support.

If your child has an Education Health and Care Plan (EHCP), a separate Annual Review meeting will be held once a year, led by the SENCo, involving other professionals wherever possible.

7. How will my child be involved in decisions made about their education?

Children who have a SEN Support Plan will be consulted through the year by their Class Teacher and/or Support Staff, and their views will be recorded in their SEN Support Plan.

Children who have an EHCP Annual Review will be invited to share their views, either before or at the meeting.

8. How will the school resources be secured for my child?

The school has a specific SEND budget which can be used …

- for ensuring adequate staffing hours
- for buying in external support from other professionals
- for interventions, including online subscriptions
- for purchasing specific equipment or resources, if these are not already in school
- for securing further training

For children who have an Education Health and Care Plan (EHCP), the school will liaise with the Local Authority to ensure that the required Top-Up Funding is in place to fulfill the provision mapped out within the EHCP.

9. How will the school make sure my child is included in activities alongside children who don't have SEN?

All of our extra-curricular activities and school visits are available to all our children, including our before and after-school clubs.
All children are encouraged to take part in wider curriculum opportunities, such as services, plays and sports events, and to attend school trips, including our residential trips in Years 5 and 6.
No child is ever excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure they can be included.

10. How will the school support my child's mental health, and emotional and social development?

Wellbeing is essential for every one of us, and we care about our children, families and our staff by making sure it is a high priority. As our vision is for children to dream, believe and achieve, this is as important personally and socially as it is academically.

We provide support for children to progress in their emotional and social development in the following ways:

- We use the Jigsaw scheme in our PSHE lessons across all classes.
- We use Zones of Regulation across all our classes. The Zones of Regulation is a framework for teaching children strategies for emotional and sensory self-management and uses consistent language across the school for describing emotions and feelings.
- We are working towards the National Nurturing Schools Programme, as part of a Trust-wide initiative. This includes using Boxall profiling as a way of assessing individual children's social / emotional development.

- We run a "Nurture Club" at lunchtimes at Bishop Sutton, which is a quieter indoor space for children who can become overwhelmed by the freedom of the larger outdoor spaces. (Similar arrangements can be put in place at Stanton Drew, if needed.)
- We have recently (September 2025) introduced "Early Birds" at Bishop Sutton, which is a small group space for specific invited children who struggle with the transition into school each morning. (Similar arrangements can also be put in place at Stanton Drew, if needed.)
- We have recently (September 2025) repurposed one of our smaller rooms at Bishop Sutton into a dedicated nurture space. This is used primarily for working with specific children who need a more bespoke approach to developing their emotional literacy. Ann Collins is our trained ELSA (Emotional Literacy Support Assistant) who leads these sessions.

Measures in place to prevent bullying are …

- Anti-bullying policy
- Anti-bullying week
- PSHE and e-safety lessons
- School values and assemblies

11. What support will be available for my child as they transition between classes or settings?

Between years
To help your child be prepared for a new school year we:

- Arrange meetings between the current teacher and the next year's teacher towards the end of the summer term, when your child's needs can be discussed
- Arrange for your child to spend additional time with the new teacher in the summer term
- Provide visuals, to support your child at home during the summer holidays

Between schools
When your child is moving on from our school, we will ensure that all relevant information is passed on to the new setting.

For children in Y6, who will be leaving us, our SENCo and Y6 Teacher will liaise with staff from the Secondary School, to discuss the needs of all the children who are receiving SEN support. Enhanced transition will take the form of extra visits to the Secondary School, or extra visits by Secondary staff to our Primary School.

For children in Preschool, who will be joining us, our SENCo and Reception Teacher will liaise with staff from the preschool settings. The Reception Teacher will arrange a series of visits in the summer term, with additional visits arranged for individual children as necessary.

12. What support is in place for looked-after and previously looked-after children with SEN?

Tim Eustace (Designated Teacher for LAC and PLAC) will work with Alison Sharp (SENCo) and other staff, to make sure that all teachers understand how a looked-after or previously looked-after child's circumstances and their needs might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEN. We will make sure that any PEP and any SEN Support Plans or EHC plans are consistent and complement one another.

13. How does the school make sure the admissions process is fair for children with SEN or a disability?

Our Admissions Process is handled by Bath & N E Somerset Council Admissions, who operate a fully inclusive policy. Prospective pupils with a disability, an identified need or an emerging need will not be regarded differently from other pupils.

When entering Reception Year, the LA has a legal responsibility to ensure that all prospective pupils whose EHC Plan names our school will be admitted before other school places are allocated.

14. How does the school support children with disabilities?

Our site at Bishop Sutton has full wheelchair access, disabled toilet facilities and disabled parking bays. Our site at Stanton Drew has partial wheelchair access.

Our schools are well resourced with facilities which include:

- Well-equipped classrooms
- Indoor and outdoor learning areas, play areas and quiet areas
- Additional small group teaching rooms
- Spaces for meeting with families and professionals

We ensure that wherever possible equipment provided is accessible for ALL children.
Specialist equipment can be ordered for individual children if required.

We always try to make alternative provision to enable ALL children to access clubs, school trips and residential visits.

Please also refer to the School Accessibility Plan, which can be found here …
https://www.bishopsuttonstantondrew.co.uk/page/?title=Policies&pid=103

15. What should I do if I have a complaint about my child's SEN support?

If you have any worries or concerns about your child, the first person you should speak to should be their Class Teacher.

Our SENCo, Alison Sharp, or the Headteacher, Tim Eustace, are also available by appointment.
They can be contacted by phone or email via the school office.

Our Governing Body also have a responsibility to ensure and monitor SEND provision.
Our SEND Governor is Nikki Jones.

We strive to build positive relationships with all parents and carers - however, from time to time parents, carers or others connected with our school may have a concern they need to raise.

If a parent/carer has a concern or complaint to make it should, in the first instance, be directed to the Headteacher, Tim Eustace, either verbally or in writing.

If the parent/carer is not happy with the outcome of this, we have a clear complaints policy and procedures which aims to resolve any issues quickly and fully. Parents/carers should follow the guidance outlined in the Complaints Policy which is available on our school website or by request from the school office.

16. What support is available for me and my family?

If you have questions about SEN, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

Please explore our SENCo padlet (online noticeboard) which shows a wide range of links and information to support parents of children with additional needs. Some of these are national websites / organisations, while some are local services and so access may depend on home address.

- https://padlet.com/pSharpsenco/pSharpsenco

For more information about the services which are available to children, parents and families within the local area, please see the Local Authority website, Google B&NES Local Offer or use the links below (depending on home address) …

- B&NES : https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send
- Bristol : https://www.bristol.gov.uk/bristol-local-offer
- N Somerset : https://n-somerset.gov.uk/my-services/children-young-people-families/send-hub-local-offer

Every local area has a SENDIASS (= Special Educational Needs and Disabilities Information Advice and Support Service), which offers impartial information advice and support for parents.

- B&NES : https://www.sendiasbathnes.org.uk
- Bristol / N Somerset : https://www.sendandyou.org.uk

Other useful local information can also be found at …

- B&NES Parent Carer Forum : https://banespcf.co.uk/
- Bristol Parent Carer Forum : https://www.bristolparentcarers.org.uk/
- B&NES Autism Support : http://www.fossewayschool.co.uk/specialist-autism-support-service
- Bristol Autism Support : https://www.bristolautismsupport.org