

SEND Information Report

This SEND Information Report has been written in line with the Special Educational Needs and Disability (SEND) Code of Practice (2015) and reflects the current Ofsted Education Inspection Framework, with a strong focus on inclusion, quality of education, and impact for all pupils, including those with SEND.

Inclusive Vision

At Bowness Primary School, inclusion is embedded in everything we do. Guided by our vision, *“To be better than you have ever been before – Aiming High. A school where every child has the chance to shine and is prepared for a future of possibilities,”* we are committed to creating a safe, supportive and aspirational environment where all children are able to succeed, regardless of need or barrier.

We believe that every child is unique, and that effective inclusion is achieved by **identifying and removing barriers to learning**, adapting practice and providing personalised support that enables all pupils to access learning and wider school experiences. Teaching and learning at Bowness is carefully planned with our most vulnerable learners in mind, ensuring lessons are inclusive, scaffolded and responsive. A strong focus on **oracy** underpins our curriculum, enabling children to communicate their thinking, share their views and develop confidence as learners.

As a small, community-centred school, we place great importance on **strong relationships** and meaningful partnerships with parents, carers and pupils. We value parent and child voice as an essential part of understanding need, shaping provision and reviewing progress. By working collaboratively with families and listening to the lived experiences of our children, we ensure support is purposeful, child-centred and continually evolving.

Bowness is proud to be a school rooted in **positive regard**, where every child is valued, respected and supported to achieve their potential. We prioritise wellbeing alongside academic success, recognising that children learn best when they feel safe, understood and confident. Through high expectations, adaptive practice and a culture of care and inclusion, we ensure that every child is empowered to participate fully, develop independence and prepare for a future full of possibilities.

How we identify children with SEND

Children may be identified as having SEND through a range of processes including:

- Teacher observations and assessments
- Monitoring of progress and attainment
- Discussions with parents/carers
- Information from previous settings or schools
- External professional assessments

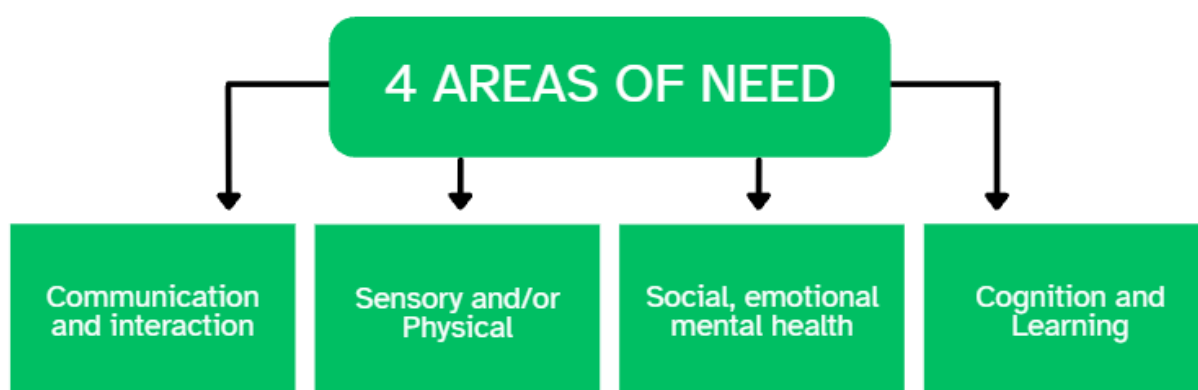
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CEO : Mr M H Tonge BEd MA NPQH NLE



Concerns are discussed with the **class teacher** and **SENCO**, and parents are involved at the earliest opportunity. Assessments may include observations, tracking data, screening tools and advice from external professionals, where appropriate. We follow a graduated approach in line with the SEND Code of Practice using Assess, Plan, Do, Review cycles to ensure needs are identified early and provision is matched appropriately.

SENDCO: Miss Thorpe



How we consult and involve parents of children with SEND

School-home communication is central to supporting all children. We recognise that parents and carers know their child best and hold insight into their strengths, needs and experiences. We are committed to working in close partnership with families, listening carefully to their views and ensuring open, honest and regular communication. By working together, we aim to provide timely, appropriate support that meets each child's individual needs and promotes their wellbeing, progress and inclusion.

We value strong partnerships with parents and carers. We involve parents by:

- Holding regular meetings to discuss progress and support
- Sharing targets, strategies and reviews
- Encouraging ongoing communication via meetings, emails and home-school communication
- Involving parents in decision-making about support and provision

At Bowness, we welcome parents to contact the class teacher or SENCO at any time if they have concerns or questions.

See below how Bowness Primary School supports our children through the tiered Wave system:

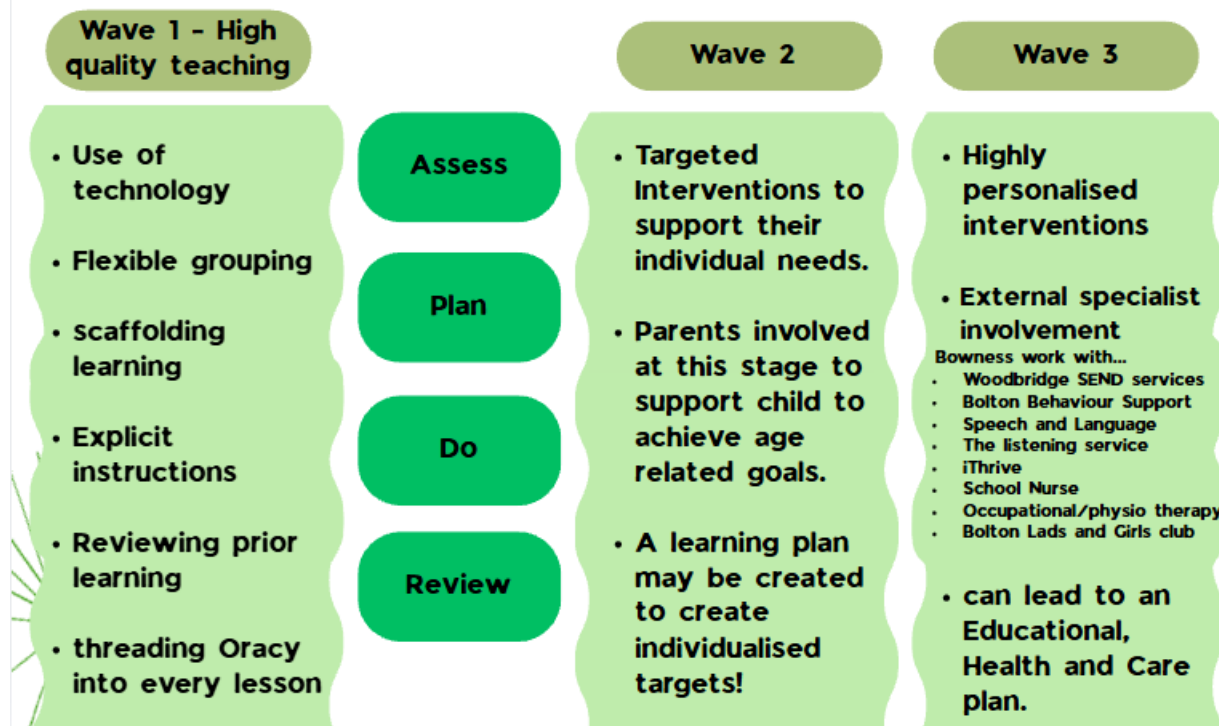


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SUPPORTING PUPILS WITH SEND



How we consult and involve pupils with SEND

Pupil voice is central to our approach to supporting children with SEND at Bowness. As a small, community-centred school, strong relationships are one of our key strengths, and we recognise that truly knowing and listening to our children is crucial to their success. We value pupils' views, experiences and aspirations, and ensure they are actively involved in decisions about their learning wherever possible. We believe that children should be key drivers in their education, developing confidence, self-awareness and a sense of responsibility for their own learning journey.

Children with SEND are supported to share their views in age-appropriate ways. This may include:

- One-to-one conversations with all staff (or key adults), Check ins, interventions and group work
- Pupil voice activities
- Contributions to support plans or annual reviews
- Supported reflection on what helps them learn best

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How we assess and review progress

At Bowness, the assessment and review of children's progress towards outcomes is an ongoing and inclusive process. High-quality teacher assessment takes place daily to inform teaching, support and next steps for all pupils. Teachers then ensure that scaffolding is put in place to support, and gradually removed to build up independence. When a child is identified as requiring SEN Support, individual targets are set and reviewed termly through their learning plan, ensuring support remains responsive to their needs. For children with an Education, Health and Care Plan (EHCP), progress towards outcomes is formally reviewed through annual review meetings. Parents and pupils are actively involved at every stage of this process; their views, insights and aspirations are valued and used to shape targets, provision and future planning.

Inclusive teaching and learning

A central feature of our approach is the principle of Inclusive Design. Lessons begin at a point where the most vulnerable learner can experience early success, helping pupils to feel secure, confident and ready to engage. From this shared starting point, challenge is deepened in carefully planned steps so that all pupils encounter high expectations and are supported to think with increasing sophistication. This approach promotes both equity and high ambition across the curriculum. Equally important is the emphasis placed on teachers using models, representation, manipulatives and scaffolds to help pupils see how ideas connect. Oracy is also prioritized to support children with communication and language needs.

Adaptations to our learning environment include:

At Bowness Primary School, classroom environments are designed to support, inspire, and celebrate learning across the curriculum. Displays and learning spaces should be purposeful, interactive, and inclusive, helping children access knowledge, develop independence, and feel proud of their progress.

All inclusive learning environments include:

- Visual timetables and other visuals personalised to the classes needs or an individual's needs.
- Support basic skills with clear, accessible resources
- A quiet reading area or a safe space that children are able to use when needed.
- Zones of regulation displayed in each classroom and used by staff and children alike.
- Neutral colours, calming, natural, clean environment to ensure a safe space for children.
- Encourage independence by providing models, prompts, and scaffolds

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How we evaluate our SEND provision

We are committed to continuously reflecting on and reviewing our SEND provision to ensure it remains effective, responsive and appropriate for the needs of **every individual child**.

Key Methods of Evaluation:

- **Progress Monitoring:** Tracking student progress against tailored Educational, health and care plans (EHCP), SEN support plans and individual targets.
- **Intervention Evaluation:** Assessing the impact of interventions on learning and wellbeing.
- **Monitoring & Audits:**
 - **Learning Walks & Book Scrutinies:** Focused checks on the quality of teaching and curriculum access.
 - **Data Analysis:** Regular Pupil Progress meetings
 - **External Audits:** Utilizing inspections and audits from external agencies, such as the Local Authority, to validate practices.
- **Stakeholder Feedback:**
 - **Parental/Pupil Questionnaires:** Gathering views from children and families about the support received.
 - **Staff Voice:** Gathering insights from Support Assistants and teachers on the effectiveness of interventions.

Transition for children with SEND

At Bowness, we recognise that transitions are particularly important for children with SEND and that many children benefit from a more personalised and carefully planned approach. We have a strong transition offer which may include enhanced transition support, additional settling-in sessions, visits, meetings with key staff and the sharing of detailed information to ensure continuity of support. At Bowness every child on the SEND register has a pupil passport which is a child centred document, capturing key information which is used for transition. We work closely with parents, pupils and, where appropriate, other professionals to ensure transitions between phases of education are well supported. Although our pupils are at primary age, we remain mindful of preparing children for future pathways by supporting independence, confidence, resilience and participation in school life, ensuring outcomes reflect each child's aspirations and strengths.

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How children with SEND engage in all activities

At Bowness Primary School, inclusion is embedded in everything we do. Guided by our vision, *“To be better than you have ever been before – Aiming High. A school where every child has the chance to shine and is prepared for a future of possibilities,”* we ensure that children with SEND are fully supported to engage in all aspects of school life alongside their peers. We recognise that success looks different for every child and are committed to removing barriers to learning so that all pupils can access curriculum opportunities, enrichment activities and wider school experiences. Through high-quality teaching, appropriate adaptations, thoughtful planning and strong relationships, we promote equity, ensuring every child is supported to achieve, participate and thrive.

Emotional and Social development at Bowness

At Bowness Primary School, supporting children’s emotional and social development is a key part of our inclusive approach. We recognise that wellbeing is fundamental to learning and success, and we provide a range of pastoral support to ensure children with SEND feel safe, listened to and valued. All staff are trained in positive regard, ensuring that every child is treated with respect, understanding and high expectations, and we share a consistent approach through whole-school training in the Zones of Regulation to support emotional awareness, self-regulation and communication of feelings. Children’s views are actively sought and listened to through trusted relationships with staff, regular check-ins and pupil voice opportunities. Robust anti-bullying measures are in place, and we proactively promote a culture of kindness, inclusion and respect so that all children, including those with SEND, feel confident, supported and able to thrive socially and emotionally.

External professionals working with Bowness

At Bowness Primary School, we recognise the importance of working collaboratively with a range of external professionals to meet the diverse needs of children and young people with SEND and to support their families effectively. We work closely with health and social care services, local authority support teams and voluntary sector organisations, valuing the expertise and guidance they offer. Open communication and partnership with external agencies enable us to develop a joined-up approach, ensuring support is timely, personalised and responsive. We believe that collaboration is essential in securing the best outcomes for our children and strengthening the support we provide as a school community.

Handling complaints

At Bowness, we value strong and open relationships with parents and carers and encourage any concerns about SEND provision to be raised as early as possible. In most cases, concerns can be resolved quickly through discussion with the class teacher or the SENDCo, who knows your child and their needs best. If a concern remains unresolved, parents and carers may contact the Headteacher, who will work with all involved to find a positive and fair solution. Where issues cannot be resolved informally, a formal complaint can be made in line with the school’s complaints procedure. We ask that all communication is respectful and constructive so we can work together in the best interests of the child. Further details about each stage of this process can be found in the school’s Complaints Pol

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