Bosmere Community Primary School, Needham Market

SEN Information Report

2026-2027

Reviewed: October 2026 **by Mrs S Thorpe** **Next Review Date: December 2027**

How is a child identified as having Special Educational Needs?

Under the Code of Practice, children with additional needs fall into four categories. These are:

· Communication and interaction
· Cognition and learning
· Social, emotional and mental health
· Sensory and physical

Parents may raise a concern about their child with the class teacher, or a class teacher may identify a concern.

The class teacher will then establish a programme of support for the child and closely monitor progress.

If the concern remains, and progress continues to be an issue, the SENCo may be consulted to offer advice or carry out additional assessments.

Some children may require specialist support from other agencies at this stage, and a referral can then be made for further assessment.

If the outside agency offers support, a support plan will be drawn up involving all those working with the child. The child's name will be added to the SEN register.

Who should I talk to about my child's difficulties, Special Educational Needs or Disability?

All teachers are responsible for the learning of the children in their class. Your child's class teacher is the first person you should speak to if you have any concerns. They will be able to discuss with you how your child is doing and if they share any of your concerns.

At Bosmere, we hold two parents' consultation evenings each year, one in the Autumn Term and one in the Spring Term. However, don't feel that you have to wait until these times to talk about how your child is progressing. You can make an appointment with the class teacher at any point.

Class teachers all adapt learning to allow children to access the content of lessons. This is part of the everyday quality first teaching that we expect in our school. If the class teacher feels your child is not responding to the support being put in place they may discuss your child with other teachers within the phase. Support may be put in place using teaching assistants or intervention groups run by teachers. Phases may also consult Mrs S Thorpe, the school SENDCo (Special Educational Needs Coordinator) to seek advice about interventions and programmes that may be available to help.

Teachers are constantly assessing and reviewing children's learning and progress. The teacher's then plan the next steps needed to enable children to move forwards in their learning. As part of this process, teachers will identify any gaps in children's knowledge and address this. As this happens on a daily basis for all children, you will not always be informed at this stage. If a teacher has concerns even after support and different strategies have been put in place, they will ask to meet with you to discuss these and look at ways to help and support both your child and yourself.

If you continue to have concerns about your child then please contact Mrs S. Thorpe through the school office to arrange an appointment.

How will the school monitor and share the progress of my child?

Progress is continually monitored by the class teacher.

Reading, writing and maths are formally assessed each term throughout Key Stage 1 and Key Stage 2 and the data entered onto our tracking system.

Progress is reviewed formally every half term by each phase, with the Head Teacher. Any children highlighted at this stage will be targeted for additional support and then closely monitored.

If children continue to make unsatisfactory progress then phases will consult with previous teachers and ask the advice of the SENDCo to consider other interventions and programmes that could help. Outside agencies may also be consulted.

If your child is on the SEND register and has a support plan, individual targets will be set for your child and progress reviewed with you once a term.

The progress of children with an Education, Health and Care Plan will be formally reviewed at an Annual Review including all those involved in the child's education.

Learning walks, work scrutinies and lesson observations are carried out by the SENDCo and members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

What types of support are available for children?

All children receive support from their class teacher to move their learning forwards, through high quality teaching and regular monitoring of progress.

All staff have high expectations, and adapt their planning and resources to enable children to be fully engaged in their learning.

A range of specific small groups, run by either a teacher or teaching assistant, operate to close any gaps that may be identified. These may include:

- Small group work based on gaps in children's learning e.g. reading support, specific writing skills.
- Use of intervention programmes e.g. Rapid Catch Up, Speechlink, Gym Trail (fine and gross motor skills).
- Small group/individual work on speech and language targets, social skills, Lego therapy.
- Specialised small group or 1:1 interventions may be run for those children requiring more specific support, possibly under the guidance of outside agencies, such as occupational health.

Who provides support for the children with Special Educational Needs?

Teachers are responsible for teaching all children in their class including those with additional needs.

Cover Teachers, HLTAs and Teaching Assistants may work with either individual children or small groups.

Some Teaching Assistants are trained to provide speech and language support, and liaise with the speech and language therapist.

The Local Authority also provides support to schools. This can be through:

- SES – Specialist Education Service
- Psychology and Therapeutic Services
- SENDiass (Special Educational Needs and Disability information, advice and support services)
- SALT (Speech and Language Therapy)
- SENDAT (Special Educational Needs outreach service)

We also work closely with health professionals, including:

- School Nurse
- Occupational Therapy
- Physiotherapy
- CAMHs (Children and Adolescent Mental Health Services)

How can I let the school know that I am concerned about my child's progress?

In the first instance, speak to your child's class teacher about any concerns you may have. If your concerns continue, speak to the SENDCo

If you require any further information, talk to the SENDCo – Mrs S Thorpe, to the Head Teacher – Mr B Shaw or to the SEND Governor – Sue Osborn.

What do I do if I have a complaint around children with Special Educational Needs or Disability?

If you have a complaint around children with Special Educational Needs, please refer to our Complaints Procedure Policy.