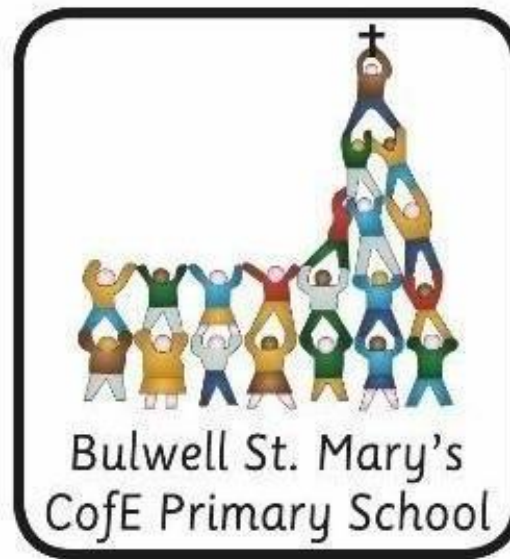




Bulwell St. Mary's C of E Primary School

SEND Information Report

January 2026

TRANSFORM TRUST
'Together we Achieve'



Vision

Creating & inspiring a community where everyone recognises their self-worth as a unique child of God. Here we aim to develop a love of learning that enthuses and ignites hope for the future.

As the Angel Gabriel said to St. Mary:

"Nothing is impossible with God." Luke 1: 37

Mission

To ensure every child flourishes and can explore life in all its fullness.

'I came to give life - life in all its fullness'

John 10:10

Values

We are proud to be a Take Care school where we live out our school values through the four main aspects of Take Care.

Bulwell St. Mary's is a proud Church of England school that develops Christian values and morals. We focus on 6 key values: Respect, Friendship, Courage, Honesty, Forgiveness and Creativity.



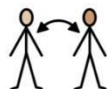
Take Care of Ourselves

Honour God with your body.
1 Corinthians 6:20



Take Care of Each Other

Love your neighbour as yourself.
Matthew 22:39



Take Care of Our Work

Let your good deeds shine out for all to see.
Matthew 5:16



Take Care of our School and World

God took the man and put him in the Garden of Eden to work it and take care of it.
Genesis 2:15



Respect

Do to others as you would like them to do to you.
Luke 6:31



Friendship

Dear friends, since God so loved us, we also ought to love one another.
1 John 4:11



Courage

Be strong and courageous, do not be afraid.
Joshua 1:9



Honesty

Let us tell our neighbours the truth, for we are all parts of the same body.
Ephesians 4:25



Forgiveness

If you forgive others their sins your heavenly Father will also forgive you.
Matthew 6:14



Creativity

We have different gifts according to the grace given to each of us.
Romans 12:6



This allows our children to grow as individuals and interact positively with each other in all situations they encounter. The values are a way of life rather than a set of rules to be followed which allows our children to become respectful, thoughtful, content and happy. Prayer and worship are an important part of our daily school life. Through getting to know Jesus our children learn the importance of love and respect for all, and how these values are reflected in their own behaviour and attitudes.

Our school motto is **'Where Your Journey Begins'**. We look forward to supporting you and your children along that journey.

Welcome to Bulwell St Mary’s C of E Primary School’s SEND Information Report. We are a mainstream school that welcomes all children, including those with special educational needs and disabilities. Guided by the Church of England’s Vision for Education, we support every child to develop **wisdom, knowledge and skills**, helping them grow as confident and capable learners.

We believe in **hope and aspiration** for every pupil, and we have high expectations for all. We make the adaptations needed to ensure each child can succeed and flourish.

As a church school, we value **community and living well together**. Every child’s voice, feelings and individuality are respected, and we work closely with families and professionals to create a nurturing, inclusive environment.

Above all, we are committed to **dignity and respect**. Every child at Bulwell St Mary’s is valued, included and recognised as unique. We celebrate differences and understand that each child’s educational needs are individual, especially those with SEND.

What kinds of Special Educational Needs are provided for at Bulwell St. Mary’s C of E Primary School?	The four main areas of need as outlined in The Code of Practice 2015: • Communication and Interaction Needs • Cognition and Learning Needs • Social, Emotional and Mental Health Needs • Sensory and/or Physical Needs
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How do we identify children with Special Educational Needs and Disabilities (SEND) and how do we assess their needs?

At different times in their school life, a child or young person may have a special educational need. The Code of Practice 2014 defines SEND as follows:

“A child or young person has SEND if they have a learning difficulty or a disability which calls for special education provision to be made for him or her. A child of compulsory school age or a young person has a learning difficulty if he or she:

- a) has a significantly greater difficulty in learning than the majority of others the same age, or*
- b) 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-16s institutions.”*

The class teacher monitors all children continually and assesses them half termly identifying any children who have not made the expected level of progress. Where pupils' progress is significantly below age related expectations, despite high quality teaching targeted at specific areas of difficulty, provision of SEND Support may need to be made.

Who is the Special Educational Needs Coordinator (SENCO) at Bulwell?	Miss Hornsby is the SENDCo/ Inclusion Lead/ Assistant Headteacher You can contact her via the school office on 0115 915 1506 or on sendco@bsm.nottingham.sch.uk
How do we consult parents and carers of children with SEND and involve them in their child's education	At Bulwell, we value the importance of building positive relationships with parents and families within our school community. • Your child's class teacher, in the first instance, is available after school to talk to you about your child's progress or any concerns you may have and also to share information about what is working well at home and school. The SENCO is also available to discuss any concerns or worries you may have. Please use the contact information above if you would like to arrange a meeting. • Miss Hornsby, Miss Short and Mrs Keward are our attendance officers. We available to speak to parents and carers. Miss Short and the team will support families who have poor attendance and they will work alongside parents and carers to improve this. • Mrs Farmer and Miss Short are ELSA mentors also supports children to access their learning and to have positive learning experiences in school, through bespoke sessions, interventions and lunch time club. Miss Short is also a Youth Mental Health First aider and Miss Hornsby is an Adult Mental Health First Aider. • Where a pupil is identified as needing SEND Support we will set individual targets and create a Learning Support Plan. Parents/Carers are informed and they are part of the review process at parents' evenings. • Information from other professionals will be shared with you and you will receive a copy of the report. • If your child has an Education and Health Care Plan (EHCP) you will be invited to an annual review.

How do we consult children with SEND and how do we involve them in their education?	All children, including those with SEND, are encouraged to share their views about their education, progress, and individual targets. Their voices are valued, and they are always treated with dignity and respect. Pupils work alongside their class teacher and support team to set and review their personal targets, ensuring they have an active role in their learning journey. Children with an EHCP are invited to contribute their views as part of their annual review. They may attend the meeting in person or provide their thoughts in advance so they can be shared on their behalf, ensuring their perspective is heard and honoured.
How do we assess and review children's progress towards their outcomes and how do we evaluate how effective their provision has been?	We aim to identify children with SEND as early as possible following a graduated response using the four part cycle of: <pre> graph TD Assess[Assess] --> Plan[Plan] Plan --> Do[Do] Do --> Review[Review] Review --> Assess </pre> Assess-We will assess the pupil's needs by taking into consideration all the information from discussions with the child, their parents/carers, the class teacher and assessments. Plan-The team around the child will plan any interventions and support that need to be put in place to meet the child's needs and for them to make progress.

Do-The team around the child will implement the support plan for an agreed period of time. The support plan could include: in class support, small group support, 1-1 support, specific interventions or outside agency support.

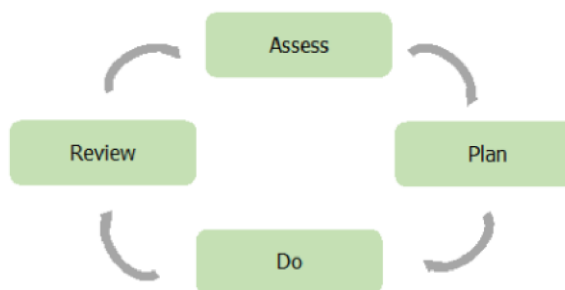
Review-The team around the child, including parents and the child, will meet to discuss the effectiveness and impact the interventions and support have had. A review of the progress the child has made will also take place and then the cycle will begin again if necessary to continue to provide appropriate support for the child.

In addition to normal reporting arrangements, there will be the opportunity for parents to meet with their child's class teacher and the SENCO to review the short term targets and to discuss the progress your child has made. Obviously, we also encourage an "open door" approach whereby class teachers and the SENCO are accessible at the end of the day.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally and tracked by the SENCO every term in reading, writing and maths. Through parent consultations and end of year reports, teachers will share their attainment against age related expectations and the level of progress they have made.
- At the end of each key stage (at the end of Year 2 and Year 6), all children are required to be formally assessed. This is something the government requires all schools to do and the results are published nationally.
- Where necessary, children will have a Learning Support Plan based on specific targets set to meet their individual needs with the intention of supporting and accelerating their learning and to close the gap. Progress against these targets will be reviewed regularly, evidence of judgments assessed and a future plan made.
- The progress of children with an EHC Plan (Educational Health Care Plan) will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will monitor the progress made by SEND children in their class work and any intervention that has been put into place Review Do Plan Assess

	• Regular book looks and lesson visits will be carried out by the SENCO, subject leaders and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is excellent.
How will we support children with SEND who join our school?	We recognise that transition can be difficult for some children with SEND so we take steps to ensure their transitions are as smooth as possible. • We will work closely with your child's nursery or school setting and gather as much information as we can about your child from all the professionals involved. • We will arrange to meet you and your child in your home setting if appropriate. • We will invite you to come and visit Bulwell St. Mary's C of E Primary school with your child.
How will we support children with SEND as they move to a new year group?	We understand that changing classes, year groups and teachers can be daunting for some children with SEND. • We will create transition booklets containing photos of your child's new class, teacher and teaching assistants. • We will ensure your child has additional visits to their new class if necessary. • We will pass on information to the new team around your child to ensure they are fully aware of your child's SEND. • Your child will spend transition week with their new class before the Summer holidays. • You will be able to meet the team around your child during transition week.
How will we support children with SEND when they transfer to secondary school?	When your child has been allocated a place at a secondary school, our SENCO will start to liaise with their SENCO. • We will meet with the SEN team at the secondary school to share information and discuss the provision and support that we have put in place for your child. • We will arrange extra visits to the secondary school if necessary.

	• We will arrange for outside agency support (The Autism Team and Learning Support Team) to be put in place if we feel that your child would benefit from this. • We will create transition booklets to support you child so they can become familiar with the new buildings, routines and timetables.
How do we help to support and prepare children for adulthood?	We prepare children for adulthood by helping them grow in confidence, independence and resilience. Our curriculum, underpinned by our Church of England vision and PSHE teaching, supports children to develop positive relationships, make good choices and understand the world around them. We offer pastoral support through our Wellbeing Mentor, ELSA provision, Young Carers support and close work with the Mental Health Support Team (MHST). These help children manage emotions, build life skills and feel secure. We also promote British Values—democracy, the rule of law, individual liberty, mutual respect and tolerance—so children learn to become responsible, respectful citizens ready for life beyond school.
How do we teach children with SEND?	All children are part of a mainstream class and have access to high-quality first teaching alongside their peers. When a learner is identified as having SEND, we provide support that is additional to or different from the differentiated approaches and learning arrangements normally used in class. This ensures that any barriers to learning are addressed through personalised, targeted support. We also have three flexible intervention rooms—the Ark, Den and Oasis—which children with SEND can access for calm, focused learning, small-group work or additional support as needed. All support is planned and reviewed using the graduated response cycle to ensure it meets each pupil's individual needs.



How do we adapt the curriculum and learning environment for children with SEND?

Children's needs are identified and reviewed regularly to enable us to meet their individual needs. The curriculum at Bulwell is designed to engage all learners and to promote learning together and preparing our children to be 21st Century citizens. The school environment, including classrooms are continuously adapted to meet the varying needs of the children. We have a well-being space where interventions take place and are developing a sensory room. All of these spaces are calm, quiet and can be adapted to meet the needs of the children who are using them. Each classroom has a quiet space or a reading area where children can go independently for time out or to self-regulate. Some children may require an individual workstation within their classroom and this would enable them to access the high-quality teaching from their class teacher whilst having a space of their own.

What additional support for learning is available in school for children with SEND?

We have a large range of high quality interventions delivered by experienced staff members. These include:

- Phonics
- Dyslexia support – Snip Literacy and Toe by Toe
- Pre teach for Maths, Reading and Writing
- Attention and Listening
- Speech & Language
- Makaton signs & symbols
- Sessions with our school based well-being mentor
- Sensory sessions
- Proprioception

	• Dough Disco • ELSA (Emotional Literacy support) • Five Minute Box • Attention Autism – What’s in the Box • BSM SPACE Curriculum in the Ark and Den Provision • Sensory Circuits
How will staff across the school support my child?	The Class Teacher: Responsible for... • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities coordinators (SENCO) know as necessary. • Writing individual targets and an Individual Learning Support Plan and sharing and reviewing these with parents once each term. • Ensuring that the school’s SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. The SENCO: Miss Hornsby Responsible for... • Providing professional guidance to colleagues and works closely with staff, parents and other agencies. • Writing SEND Information Report which must be published on the setting website and updated annually. • Overseeing day to day operation of the school’s SEND policy. • Co-ordinating provision for children with SEND. • Advising on a graduated approach to provide SEND Support. • Liaising with parents of pupils with SEND regularly.

- Liaising with a range of external agencies including the autism team, school health, educational psychology, behaviour support, learning support team and paediatricians.
- Managing the transition process all the way through to secondary.
- Ensuring school keeps the records of pupils with SEND up to date.
- Working with head teachers and school governors with regards to reasonable adjustments and access arrangements.

The SEND Governor: Mrs Maureen Pates

Responsible for...

- Making sure that the necessary support is given for any child with SEND who attends the school.
- Supporting and challenging the Head teacher and SENCO with regards to SEND within the school.

How are the staff in school supported to work with children with SEND and what training do they have?

All staff are trained to deliver quality first teaching to all children, including those with SEND. Once the school have identified the needs of the children with SEND, the SENCO and Senior Leadership Team decide what training and support is required. We have ongoing CPD opportunities for all staff throughout the year. We work closely with outside agencies to provide training and support to school staff.

Our current training has included:

- Well-being interventions
- Makaton-using signs and symbols
- Supporting pupils with social and communication difficulties– autism – all SEND team
- RPI-Physical intervention
- Basic First Aid
- Paediatric First Aid
- PECS
- Emotion Coaching
- Adaptation training
- Work Station Training
- What's in the Bucket and ASC training.

	• Speech Therapy • Routes to inclusion • Provision Map writing • HLN Writing • Scaffolding learning • Personalised Curriculums • Adaptations to lessons • Gesalt language development
How will equipment and facilities to support children with SEN be secured?	The school budget, received from Transform Multi Academy Trust, includes money for supporting children with SEND. The Head Teacher decides on the deployment of resources for Special Educational Needs in consultation with the school governors on the basis of needs in the school. The Head Teacher and the SENCO discuss all the information they have about SEND in the school and use this to decide what resources, training and support is needed. HLN funding: Some children will be identified as requiring further specific additional support so the SENCO will apply to Nottingham City Council for additional funding called Higher Level Needs funding (HLN). EHCP: Some children will have an Education, Health and Care Plan (EHCP) which will outline any additional support specific to the needs of the child. The effectiveness of the support provided through the EHCP will be reviewed annually.
How are children with SEND able to engage in activities available with children in school who do not have SEND?	We believe that all learners are entitled to the same access to extra-curricular activities and are committed to making reasonable adjustments to ensure participation for all. Any additional support or necessary adjustments are recorded on a risk assessment for that activity. All children are encouraged to participate in a range of school trips, activities and residential trips. An individual risk assessment is compiled by our SENCO & with the team around the child. All staff must read and sign the risk assessments before activities take place. Our Primary Parliament use pupil voice to gather information about the views of all children in school.

What support will there be for my child's social and emotional development and overall wellbeing?

The emotional health and well-being of every child at Bulwell is extremely important to us. We work closely with the whole team around a child to ensure we meet their individual needs. We recognise that some children have extra emotional and social needs that need to be developed and nurtured. All classes follow a structured PSHE curriculum to support this development. However, for those children who find aspects of this difficult we offer.

- Sessions with our school-based well-being mentor.
- Social awareness games and activities
- Well-being interventions
- ELSA (Emotional Literacy Support Assistant) sessions with our trained ELSA member of staff
- Lunch time and play time support
- Drawing & talking
- Individualised programmes of work specific to the child – monitored by the Routes to Inclusion framework
- Access to external agencies and professionals to follow their advice
- All Teaching Assistants trained in how to support pupils' well-being
- The Safeguarding team who work closely with the whole team around each child

The school benefits from a Behaviour Policy with clear rewards and consequences and in each class the exact same rules are applied. In respect of Anti Bullying, there is a policy in place that has been drawn up with staff and pupils and is accessible to Parents. As part of the curriculum, the school plans activities during Anti Bullying week and each year sets out to parents its core principles regarding inappropriate behaviours and bullying.

How does school manage the administration of medicines?	Any pupils with additional medical needs are well catered for at Bulwell St. Mary's C of E Primary School. All medical requirements are requested from parents prior to admission and these are added to the child's information file on Arbor and Meditracker. All medicines are labelled and kept in a locked cupboard that are accessible to appropriate members of staff. Written records are kept of all medicines administered to children. For those pupils needing medicine regularly, we complete an individual health care plan which is reviewed annually.
What are the admission arrangements for children with a disability?	Please refer to the Nottingham City admissions policy https://www.nottinghamcity.gov.uk/schooladmissions and Bulwell St. Mary's C of E Primary School's Admission Policy for the current academic year.
How accessible is the school for children with disabilities?	• The school is fully compliant with the Disability Discrimination Act (DDA) requirements. • The school is on a split-level with access, double doors. • We ensure wherever possible that equipment used is accessible to all children regardless of their needs. The SENCO help to manage the SEND budget, used to ensure that all pupils have access to the very best equipment. • After-school provision is accessible to all children, including those with SEND. • Extra-curricular activities are accessible for children with SEND. • The school has an outside learning area. • Disabled parking spaces are available in the school car park. • The school has an up to date accessibility plan which is considered each year and whenever there is building work. Please refer to the school website for a copy of the accessibility plan.

Which outside agencies provide support to meet the needs of children with SEND in school and to support their families?

Local Authority provision available:

- Autism Team
- Educational Psychology Service
- Behaviour Support Team
- Visual Impairment Team
- Learning Support Team
- Hearing Impairment Team
- Speech and Language Therapy
- Ask Us Nottinghamshire

	Health Provision available: • School nurse • Occupational Therapy • Physiotherapy • CAMHs (Child and adult mental health service) • School counselling sessions • Paediatrician support Transform Trust Provision available: • SENCO network meetings • CPD opportunities for all staff We work closely with families to help signpost them to additional services and support. If an outside agency is considered to provide support to a child then we will always obtain written parental consent. Parents/carers will be kept informed of any feedback and we will share written reports where appropriate. Parents/Carers of children with SEND can also access the 'Ask Us Nottinghamshire' website www.askusnotts.org.uk and helpline 0800 121 7772 for specialist information and advice.
How can I make a complaint about the SEND provision at school?	We always try to do our very best to work with parents/carers and listen to any concerns you may have. We therefore ask that you contact your child's class teacher first and if you feel the matter is unresolved you can also speak to Mrs Jess (Acting SENCO) or Mrs Burge (Head Teacher). However, if a parent/carer continues to be unhappy about the provision for their child then a formal complaint can be made to the Chair of Governors (Karen Slack).
Who support services can I contact if I need help, advice or support for my child with SEND?	• Ask Us Nottinghamshire: www.askusnotts.org.uk or call them on 0800 121 7772

	• The Nottingham City Council Local offer: https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7 • The Government guide for Parents and Carers: https://www.gov.uk/government/publications/send-guidefor-parents-and-carers • The National Autistic Society: https://www.autism.org.uk/about/family-life/parents-carers.aspx
Who can I contact in school and talk to if I have concerns about my child?	• The Class Teacher • Miss Hornsby (SENCO) • Mrs Burge (Head Teacher) • Mrs Graham (Deputy Head Teacher) • Mrs Burge, Mrs Graham, Mrs Short, Miss Hornsby, Mrs Barnes(Safeguarding Team) • Mrs Short, Miss Hornsby, Mrs Keward (Attendance Team)