



Bandon Hill Primary School

SEN Information Report

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SEN Information Report

This report describes our school's provision for pupils with SEND. This report has been produced in accordance with and pursuant to the Equalities Policy of the Greenshaw Learning Trust, the SEND Policy of the Greenshaw Learning Trust, the Special Educational Needs and Disability (SEND) Code of Practice and relevant legislation, and the Funding Agreement and Articles of Association of the Greenshaw Learning Trust.

This report is the responsibility of: Karen Newsome

This report was reviewed and updated on: 14.01.26

This report was approved by the School Governing Body on: 21.01.26

**This report will be kept under review throughout the academic year. Where amendment is necessary due to operational or staffing changes that do not materially affect the nature of the report, the report will be updated by the: Karen Newsome*

SENCO:

Karen Newsome

Headteacher:

Rob Hopkins

SEN link governor:

Kamahl Brown

If you would like to discuss any concerns regarding your child(ren) and possible special educational needs, please speak with Karen Newsome in the first instance. Please contact them on office@bandonhillprimary.co.uk

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1. School Context

Bandon Hill Primary School is an inclusive primary school that works in partnership with children and their families to support needs across all four broad areas of need (Cognition and Learning, Communication and Interaction, Sensory and Physical, and Social Emotional and Mental Health). Any support follows the schools' graduated approach so that pupils, first and foremost, access high quality inclusive teaching within their classes. Where more support is required, pupils will access targeted and specialist support as detailed below. Our greatest area of need is Speech Language and Communication Needs (Communication and Interaction), SEMH and ASC and we therefore have a particular focus on building whole-school and whole-class approaches to support pupils with learning needs associated with these needs. We have been able to designate spaces within the school for pupils to access at appropriate times within the day to support their sensory and emotional regulation. Nurture & ELSA Provision provides targeted social and emotional support through a dedicated Nurture group and Emotional Literacy Support Assistants (ELSA) to help pupils manage anxiety, build self-esteem, and develop social skills. For pupils within the mainstream classes, the school offers "Quality First Teaching" alongside graduated interventions.

2. Whole-school approach to inclusive mainstream offer

We are committed to ensuring that all pupils have access to an inclusive mainstream offer alongside their peers, with a focus on maximising children's access to the broadest possible curriculum offer. As part of our generally available provision, all teaching staff receive professional development to build whole-class approaches that support pupils with a range of learning needs. For example, teachers plan their lessons to ensure that any lesson is sequenced in small steps to reduce cognitive load. Teachers will also build in the use of visuals into their resources to support children's understanding of key vocabulary and concepts. Teachers make resources available to the pupils to reference during the lesson to reduce any barriers pupils face due to their working memory. The 'I do, we do, you do' lesson sequence is prioritised for all children so that all children benefit from explicit modelling. All pupils on the SEN register have a pupil passport detailing the strategies to prioritise for particular pupils with special educational needs. All staff are required to know which pupils in their class(es) have a pupil passport and to actively engage in the information so that all staff know which pupils to prioritise for support.

3. Identifying pupils with SEN and assessing their needs

A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age. (SEN Code of Practice, 2015)

A learning difficulty is a significantly greater difficulty in learning than the majority of others of the same age.

A disability that requires special educational provision is a disability that prevents or hinders the pupil from accessing the educational provision generally provided for others of the same age.

Not all pupils with a disability will be identified as requiring special educational provision. Appropriate reasonable adjustments will be made to ensure we remove or prevent barriers experienced by all pupils with a disability.

Parents/carers are informed when pupils are added to or removed from the SEN register. When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and aspirations of the pupil and their parents/carers. We will use this to determine the support that is needed and whether this can be provided by adapting our core offer, or whether something additional is needed.

We work in close partnership with families and local settings. Many pupils with special educational needs will therefore be identified through the transition and induction process. Transition to school is carefully planned to give time for observations and assessments of children as they join the school. Where there are any concerns with regard to a child's development against developmental milestones, the school will speak with the parent to identify next steps. All pupils are also screened using Boxall profiling.

Class teachers make regular assessments of progress for all pupils and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match or better the child's previous rate of progress
- Fails to close the attainment gap between the child and their peers
- Widens the attainment gap
- demonstrates high levels of dysregulation

This may include progress in areas other than attainment, for example, social needs. Attendance and behaviour data might also be used to identify which pupils require additional support.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.

Where a parent/carer has a concern about their child, parents are asked to speak with the class teachers so that appropriate observations and assessments can be undertaken.

4. Our approach to teaching pupils with SEN within the classroom

Teachers are responsible and accountable for the progress and development of all the pupils in their classes.

We support all children, including those with SEND by using high quality teaching strategies which include modeling, breaking information up into smaller 'chunks', repeating instructions, checking for understanding and allowing time to respond.

Staff also receive professional development on strategies that are particularly beneficial for children with particular needs, such as working memory.

Teachers are made aware of pupils' strengths, needs and appropriate adaptations and adjustments via the pupil passport. The passport guides teachers to know which strategies to prioritise for each pupil and/or which adaptations or adjustments are required to ensure the pupil can access the learning. Pupil passports are reviewed termly by our Inclusion Lead in partnership with the pupil. The pupil passport is shared with parents and carers and they are invited to meet to discuss and review the contents.

5. Adaptations to the curriculum for pupils with SEN

At Bandon Hill Primary School we prioritise flexible grouping for the majority of the school day. The focus on high challenge, high support through the high quality inclusive teaching means that pupils are encouraged to engage with the resources that are made available and the modelling that takes place through the teaching. Where appropriate, pupils can have access to a laptop to be able to use accessibility tools. Pupils receive intervention support so that pupils accessing the laptop have the skills to use it effectively and efficiently.

6. Targeted interventions

At Bandon Hill Primary School, we have the following interventions, along with others that change half termly::

A-List (for pupils whose reading age is below the expected standard and where it is identified that they cannot yet decode so that they can build their decoding skills and improve their reading).

Verbo (for pupils whose foundational speech, language and communication skills are not yet secure which makes it difficult for the pupil to pay attention, play, take turns etc)

Little Wandle Catchup. Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

7. Specialist interventions

At Bandon Hill Primary School, we work in partnership with a range of external agencies. They support the planning and delivery of specialist interventions. This might include mentoring, specialist speech and language therapy sessions focused on speech sounds or access to specialist mental health support.

Where appropriate, teachers are made aware of the focus of any intervention so that they can support pupils to generalise the skills learnt back to the classroom.

Interventions are reviewed at least every half-term to check the impact against the intended outcome. Where the intervention is not having impact as expected, changes will be made to the intervention.

8. Partnership working and pupils' access to external (incl. specialist) agencies

We are committed to working in partnership with all external agencies. Predominantly this support from Cognus. Referrals will be made to specialist agencies when it is clear that additional advice from experts in other fields would be beneficial to inform the support that is in place in school. Our focus when seeking specialist advice is to build opportunities to tailor the pupils' support so that they are then able to access as much of the curriculum as possible alongside their peers. Recommendations from other professionals might, for example, inform strategies that are prioritised within a pupil passport or the focus of a specific intervention. Recommendations from other professionals enhance the offer provided within the school's graduated approach.

8. Adaptations to the learning environment

We have sensory spaces available across the school. These are located at either end of the school and are timetabled for the delivery of interventions recommended by the Occupational Therapist every afternoon. In the morning these spaces can be made available to pupils who require a movement break as agreed as part of the passport review process.

9. Adapted curriculum pathways

All children in our school access an appropriately adapted and differentiated curriculum and access the full broad, balanced curriculum. Pupils are also sometimes identified for the adapted pathway if they have an Education Health Care Plan and assessments indicate that they would benefit from the curriculum

10. Assessing and reviewing pupils' progress

All leaders are responsible for the progress of all pupils. All assessment points across the school include pupils with special educational needs and all leaders are responsible for analysing the engagement and outcomes of all pupils, including pupils with special educational needs, and making adjustments to systems and practices to positively impact all pupils, including pupils with special educational needs. Where more targeted or specialist support is required, leaders will work in partnership with the SENCO to review pupils' progress. Assessment and review is therefore built into whole-school processes.

Where pupils are accessing targeted or specialist support, their progress against identified targets will be reviewed.

For a small number of pupils who require a more bespoke pathway, the SENCO will work in partnership with teachers to assess and review progress against individualised targets.

11. Consulting and involving pupils and parents

All parents of pupils with special educational needs are encouraged to attend and participate in all activities for parents and families. In addition to the activities aimed at all parents, Bandon Hill Primary School also runs SEND coffee mornings. These coffee mornings are an opportunity to ask the school any questions. Wherever possible, the school will also invite other professionals to join the coffee mornings so that parents can gain a wider understanding of the services in the local area.

12. Training for staff

Our Inclusion Leader is an experienced teacher who has completed her NPQSENCO qualification. The school prioritises time for the Inclusion Leader to be able to work alongside other staff in the school to build expertise in the classroom, for example, through coaching so that all teachers build their confidence and competence. There is also a team of Teaching Partners who receive regular training with a particular focus on verbal scaffolding and adult-child interactions.

Some staff also receive additional training in a particular specialism, such as teaching assistants who are trained as Emotional Literacy Support Assistants. We also have three members of staff who are level 2 Team Teach trained with a particular focus on de-escalation.

We commission additional support from the Speech and Language Therapy team. In addition to caseload work, the Speech and Language Therapist works in partnership with the Inclusion Leader to develop and deliver training to build whole-class approaches that support pupils with speech, language and communication.

13. Evaluating the effectiveness of SEN provision

We evaluate the effectiveness of provision for pupils with SEN by:

- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions after 6 weeks
- Using pupil questionnaires
- Monitoring by the Inclusion Leader
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

14. Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs. All students are encouraged to go on all of our residential trips. All students are encouraged to take part in all aspects of school life including sports day, the school

production and assemblies. No student is ever excluded from taking part in these activities because of their SEN or disability. We monitor and track which pupils are accessing the enrichment offer to ensure that we identify and remove any barriers to participation.

15. Support for improving emotional and social development

We provide support for students to improve their emotional and social development in the following ways:

- Our PSHE curriculum
- Access to calm lunchtime clubs that are supervised by our emotional literacy support assistants
- Support for families through our family support worker
- Nurture

The support provided will be informed by the pupil's specific needs and will be provided in agreement with the pupil.

All pupils with special educational needs are encouraged to be part of the School Council as well as to take part in any and all extracurricular activities.

There is a zero tolerance approach to bullying.

16. Pupils with disabilities

The London Borough of Sutton manages admissions through two primary routes, depending on whether the child has an Education, Health and Care Plan (EHCP):

- Pupils with an EHCP: Admissions are coordinated directly by the Sutton SEND Team. Parents do not apply through the standard mainstream process; instead, the school is consulted by the Local Authority to ensure it can meet the specific needs outlined in the plan. If Bandon Hill is named in the EHCP, the child is granted priority admission.
- Pupils without an EHCP: Applications are made through the standard Sutton primary admissions process. However, Bandon Hill gives priority to children with a professionally supported medical or social reason for attending the school. Parents must provide evidence from a doctor or social worker at the time of application.
- Fair Access & Adjustments: For any school-led assessments or entrance criteria (where applicable), the school makes "reasonable adjustments" to ensure disabled pupils are not disadvantaged.

17. Complaints about SEN provision

Complaints about SEN provision in our school should be made to the Inclusion Leader or Headteacher in the first instance. They may then be referred to the school's complaints policy.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

19. Contact details of support services for parents of pupils with SEN

1. Sutton Information, Advice and Support Service (SIASS)

SIASS is the statutory service providing free, confidential, and impartial advice on all matters related to SEND. They are particularly helpful with Education, Health and Care (EHC) plans and tribunal support.

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- Phone: 020 8323 0462
- Email: sutton@siass.co.uk
- Website: www.siass.co.uk

2. Sutton Parent Carer Forum (SPCF)

A parent-led group that works with the Local Authority and Health services to improve local provision. It is an excellent way to connect with other parents and stay informed about local SEND developments.

- Email: infosuttonsendforum@gmail.com
- Website: www.suttonparentsforum.org.uk

3. Cognus (Sutton SEND Service)

Cognus delivers education services on behalf of Sutton Council. This is the team you contact regarding EHC Needs Assessments and specific school placements.

- SEN Team Phone: 020 8323 0454
- General Enquiries: 020 8323 0450
- Email: sen.team@cognus.org.uk
- Website: www.cognus.org.uk

4. Sutton SEND Local Offer

The "Local Offer" is a central hub for all services, activities, and support available in the borough for children with SEND.

- Phone: 07508 985274
- Email: localoffer@sutton.gov.uk
- Website: [Sutton Information Hub - SEND](#)

5. PlayWise

A local Community Interest Company (CIC) providing practical support for families with children aged 0–8 who have additional needs, including help with diagnosis pathways and home interventions.

- Phone: 020 8770 4812
- Email: info@playwise.org.uk
- Website: www.playwise.org.uk

6. Together for Sutton

A partnership providing a "single point of access" for professional advice, including welfare benefits, housing, and social care issues that often impact SEND families.

- Phone: 020 8254 2616
- Website: www.togetherforsutton.org.uk

7. Home-Start Sutton

Offers home-visiting and group support for families with young children, including those experiencing the stress of a new diagnosis or long-term disability.

- Phone: 020 8647 6501
- Email: admin@homestartsutton.org.uk

Important Note: If you are navigating the EHC plan process for the first time, SIASS is usually the best first port of call for independent legal guidance.