BONSALL C.E. PRIMARY SCHOOL

SEND INFORMATION REPORT 25-26

Reviewed :	September 2026
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Review Frequency:	Every year
Reviewed By:	Quality of Education

Bonsall CE VA Primary School
SEND Information Report 2025 – 2026.

Introduction

Government legislation within the Code of Practice 2014 requires governing bodies of maintained schools to publish information on their website about the implementation of the governing body's policy for pupils with SEN.

'**A child or young person has SEN if they have a learning difficulty or disability which calls for special education provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:**

a) **Have a significantly greater difficulty in learning than the majority of others of the same age.**

or

b) **Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post 16 institutions.'**

The Children and Families Act 2014 with the included SEND system supports pupils and adults from 0-25 years giving children, young people and their parents/carers greater control and choice in decisions, ensuring needs are met. Changes have included:-

- Replacing Statements of Special Educational Needs with Education Health Care Plans (EHCP).
- Extending rights and protections to young people in further education and training and offering families personal budgets so that they have more control regarding the support they need.
- Improving cooperation between all services that support children and their families; requiring Local Authorities and Health Authorities to work together.
- Requiring Local Authorities to involve children, young people and parents in reviewing and developing provision for those with special educational needs and to publish a 'Local Offer' of support.

Our school and SEND provision.	Bonsall CE VA School is a small Church of England, Voluntary Aided School situated within a rural setting with 33 pupils currently on role who are taught in 3 mixed age classes in a morning, blending into 2 mixed age classes for some afternoons. At Bonsall CE VA Primary School we are committed to the provision of a high quality, broad and balanced curriculum which is differentiated and extended to meet the individual needs of all of our pupils.
The Special Educational Needs Co-ordinator.	Miss Kelly Burton, EYFS/KS1 coordinator, is the Special Educational Needs and Disabilities Co-ordinator (SENDCo). Miss Burton can be contacted through the school office on:- 01629 822573 info@bonsall.derbyshire.sch.uk
SEND Children on roll.	30% on roll in 2025 -2026 had access to additional programmes of intervention. 6 pupils were supported by staff from external agencies and were recorded at the SEN support level. 1 through their HCP, 1 received family support, 1 received advice from our

	Inclusion Officer and 3 received SAL support. In 2025 – 2026 there were 2 pupils in receipt of funding.
Identification and Assessment of Pupils with SEND.	Class teachers, additional staff, parents/carers and the learners themselves will often be the first to recognise a difficulty with learning. The use of school's data tracking identifies pupils who are not making expected progress and are not on track to reach their end of year target. Completed assessments will confirm difficulties and support the planning and introduction of intervention programmes and /or any adaptations that may be necessary. Links with external agencies will, as necessary, ensure referrals can be made and additional support can be accessed, as required.
Provision for pupils with SEND.	If a pupil is identified as having SEND, staff will provide a programme of support that is 'additional to' or 'different from' the adaptive approaches and learning arrangements normally provided as part of high quality teaching. When providing support that is 'additional to' or 'different from' staff engage in a four stage process: Assess; Plan; Do; Review.
a) The effectiveness of provision for pupils with SEND.	All pupils who access a programme of intervention are monitored closely with support from termly assessments which determine need, progress and future provision through a review meeting involving all teaching staff including SENDCo.
b) Arrangements for assessing and reviewing the progress of pupils with SEND.	Staff consider the child's profile so that interventions can be chosen to best support the child's needs. Interventions are planned for a time specific period. Assessments are carried out each term to identify progress. Termly Pupil Progress Review Meetings, with involvement from the child and the parents/carers, look in detail at results and discuss future provision and how progress can be supported within the home environment. At the end of the academic year a written report is sent to parents detailing progress. The class teacher, Headteacher and SENDCo are available for appointments to discuss progress at any other time during the year.
c) Approach to teaching pupils with SEND.	All SEND pupils have a Support Plan detailing their next steps. All pupils with SEND receive high quality teaching which is adapted, as appropriate. A bank of resources, and programmes tailored to the children's needs are used to enhance teaching and learning. School staff are, where appropriate, supported by staff from external agencies.
d) Adaptation of the curriculum and learning environment for pupils with SEND.	The curriculum has been reviewed in line with all regulations. Staff aim to ensure all pupils have full entitlement and access to a broad and balanced curriculum. Work is provided that is appropriate to need and accessible to the range of pupils that are taught. Programmes of study are adapted, according to need.

e) Additional support for learning.	Support from Learning Support Assistants ensures focus can be placed on outcomes, allowing pupils to reach their set targets. Plans for provision from Education Health Care Plans are in place for pupils when, after assessment, the Local Authority agrees that the pupil requires a high level of additional provision.
f) Activities available for pupils with SEND.	All extra-curricular activities and educational visits are available to all children. Adaptations occur, as required. Adult support and resources are made available to ensure a positive learning environment. All medical needs are addressed. Teachers work closely with parents before trips to discuss specific needs of pupils with SEND. No pupil is removed from activities at Bonsall CE VA School unless there is a safety concern or it is at the request of parents or carers.
g) Support available for improving the emotional and social development for pupils with SEND.	Pupils' health and well-being are paramount and supported by the Safeguarding Policy. Bonsall CE VA School is a Forest School where focus can be placed on children with emotional and social difficulties. This ensures gains with independence, resilience and self-esteem resulting in pupils having a positive attitude towards learning. Interventions and support relating to 'Mindfulness' training are available, as needed. The planned support addresses barriers to learning which have arisen from social, emotional or behavioural difficulties.
The expertise and training of staff in relation to pupils with SEND.	The SENDCo supports class teachers in planning for pupils with SEND. The school provides relevant training to address the needs of those pupils with SEND, a health concern and /or a disability. The school is able to access a variety of services to ensure that the skills of the staff match the needs of the current pupils.
Accessibility for pupils with SEND.	Bonsall CE VA Primary School is a single storey Victorian building that is, as necessary, adapted to meet the needs of the children and their parents/carers. There is a disabled toilet. Medication can be stored safely. Internal access can be restrictive due to steps. The school has been adapted to support the needs of those with visual impairments. Motor skills are, as necessary, addressed in an inclusive manner. Equipment used to support learning is accessible to all pupils, regardless of need. Support, where appropriate, is accessed from the Local Authority and staff within involved external agencies.
Consulting and involving parents.	The school works closely in partnership with parents and carers. This is done by:- Ensuring parents feel welcome and involved, recognising their concerns and views will be listened to.

	Ensuring direct contact with the SENDCo can occur as required. Offering support, during all discussions which relate to SEND provision. Working effectively with all supportive agencies. Ensuring all information is available in an accessible manner. Making parents and carers aware of the Derbyshire Information, Advice and Support Service for SEND (DIASS) and other relevant accessible support services.
Consulting with pupils about their Special Educational Needs and Disabilities.	The involvement of pupils, when making decisions and exercising choice (SEN Code of Practice 2014), is encouraged. Where appropriate, all pupils are involved in monitoring and reviewing their progress. SEN pupils will have termly meetings to identify their own needs; set targets and self review their progress. Pupils with a Health Care Plan, EHC Plan or Care Plan will be involved in the relevant Annual Review, as appropriate.
Concerns about the provision for pupils with SEND.	Parents are encouraged to contact the child's class teacher if there are any concerns. Meetings can also be arranged with the SENDCo. Further support can, if necessary, be gained by contacting the Headteacher.
Outside agencies involved with pupils with SEND	According to the needs of the child, advice and support may be sought from specialists external to the school. Support will be requested where difficulties persist despite high quality interventions and appropriate adjustments. Outside agencies include: Education Psychology Service; Autism Outreach Service; Behaviour Support Service; Clinical Psychology Service; Support Service for Visual, Hearing and Physical Impairments; Speech and Language Service; Departments within NHS; Child and Adolescent Mental Health Services; and Social Services. The SENDCo makes referrals to these external agencies, as needed, following discussion with parents/carers and the Inclusion Officer. If the pupil's progress remains a significant concern despite provision of an individual programme the school may request an Education Health Care Plan Assessment (EHCP) from the Local Authority.
Arrangements for supporting pupils with SEND in transferring between phases of education.	All at Bonsall CE VA School recognise that transition can be difficult for a child with SEND. If a child is moving to another school, staff will contact the school and ensure that the school knows about any special arrangements or support that needs to be in place for the child. Staff will make sure all records are passed safely to the new school. At Bonsall CE VA Primary School successful transition programmes support the children entering the Foundation Stage; changing class for the next academic year and transferring to Anthony Gell School and additional secondary schools where positive and supportive links have been established. Where necessary, extra support regarding transition is planned. This

	may include additional visits supported by pupil mentors and meetings with SENDCo, Family Support Worker, pastoral leader, parents and school.
Support for parents of pupils with Special Educational Needs and Disabilities.	Support can be accessed from:- Your child's class teacher. Headteacher – Mrs. Rebecca Smart. SENDCo - Miss Kelly Burton SEND Governor – Ian Valbur Derbyshire Parent Partnership – 01629 533660 parent.partnership@derbyshire.gov.uk
Derbyshire's Local Offer	The Local Authority has responsibility for the Local Offer which outlines the services and support available to pupils with SEND in Derbyshire schools. It can be viewed at: www.derbyshiresendlocaloffer.org