LITTLE BOWDEN PRIMARY SCHOOL



Welcome to our SEND Information Report

Working together to love learning!

Information for parents and carers
Academic year 2026–2027

Date of report: August 2026
Date of next review: August 2027
Governor Approval: November 2026

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SCHOOL AND SEND CONTACT DETAILS	
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SENDCo	Mrs. Amrit Kaur
SENDCo email	sendco@littlebowden.leics.sch.uk
Website	www.littlebowden.leics.sch.uk
Report date	August 2026
Review date	August 2027

1. WELCOME AND INTRODUCTION

At Little Bowden Primary School, we are committed to providing a broad, balanced and accessible academic and social curriculum for every child. We want all pupils to feel included, equally valued and a happy part of our school community.

Our motto is *"Working together to love learning!"* We believe that every teacher is a teacher of SEND and that all children should have the opportunity to achieve their full potential. We work in partnership with parents and carers to identify individual needs, plan appropriate support and regularly review progress.

Our commitment to inclusion and supporting pupils with Special Educational Needs and Disabilities (SEND) was recognised in our most recent Ofsted inspection in January 2025. Inspectors highlighted the positive impact of our early identification, classroom support and adapted learning:

"New systems have been introduced to help staff identify sooner pupils who may have special educational needs and/or disabilities (SEND). As a result, pupils with SEND are supported well in lessons. Staff are knowledgeable about the ways that they can offer additional help. Work is adapted carefully so that these pupils can access learning that is matched closely to their ability."

We are proud of our inclusive ethos and remain committed to ensuring that every child feels supported, achieves success and develops a genuine love of learning.



What is the SEND Information Report?

This report explains the support and provision available for children with special educational needs and disabilities at Little Bowden Primary School. It describes how we identify needs, work with children and parents, put support in place and review its impact. The report is reviewed annually and updated if information changes.

2. WHAT IS SEND?

What are special educational needs and disabilities?

A pupil has SEN if they have a learning difficulty or disability that calls for special educational provision to be made for them. This may mean that they have a significantly greater difficulty in learning than most children of the same age, or a disability that prevents or hinders them from making use of facilities generally provided in mainstream schools.

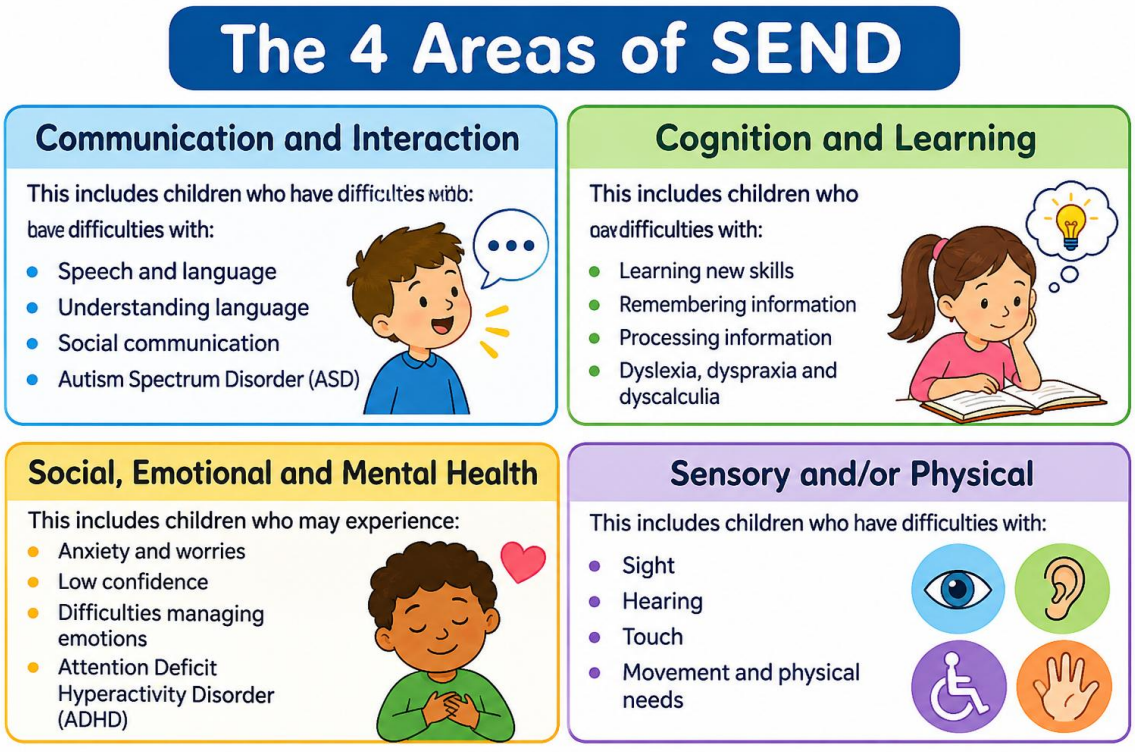
The four broad areas of need are:

Communication and Interaction

Cognition and Learning

Social, Emotional and Mental Health (SEMH)

Sensory and/or Physical needs



These broad areas help us understand the range of needs we plan for; they are not intended to fit a child into a category. A child may have needs across more than one area, and needs may change over time.

Factors such as attendance and punctuality, health and welfare, English as an additional language, receiving pupil premium, being looked after, or being a child of a service person may affect progress and attainment but are not automatically SEND needs.

3. IDENTIFICATION

How are children identified as having SEND?

What should I do if I am worried about my child?

Please speak to your child's class teacher in the first instance. They work with your child every day and are best placed to discuss your concerns, share information about your child's learning and development at school, and agree with you what support or next steps may be appropriate.

Class teachers assess children's current skills and attainment when they join the school and at the end of each academic year. They also monitor progress regularly. A concern may be identified where a child:

- Makes significantly slower progress than other children with a similar starting point.
- Does not make progress at the same rate as previously.
- Does not close an attainment gap, or where the gap widens.

Children's social development is also taken into consideration.

Slow progress or low attainment does not automatically mean that a child has Special Educational Needs and Disabilities (SEND). Where a concern is identified, the class teacher will assess the child's needs and provide additional support within the classroom.

The class teacher will complete an Initial Concerns Form and share this with the SENDCo, Mrs Amrit Kaur, and inform parents. The impact of the support provided will be recorded and reviewed. If the support has not had the intended impact, the SENDCo may observe the child and advise on appropriate reasonable adjustments and possible next steps.

You can also contact the SENDCo, Amrit Kaur, by email at **sendco@littlebowden.leics.sch.uk**. The SENDCo will liaise with the class teacher in the first instance to ensure that appropriate classroom support is in place before considering any further steps.

4. LEVELS OF SUPPORT

What levels of support are available?

Quality First Teaching

All pupils are taught by their class teacher, who is responsible for their progress and development. Quality First Teaching is the first step in supporting pupils with SEND and is adapted to meet individual needs.

Additional and targeted support

Where a child needs support beyond the usual classroom offers, the class teacher may provide additional help and targeted interventions. These may take place in the classroom or in another workspace and may be delivered individually or in a group. Interventions may focus on cognition and learning, communication and interaction, social, emotional and mental health, or sensory and physical needs.

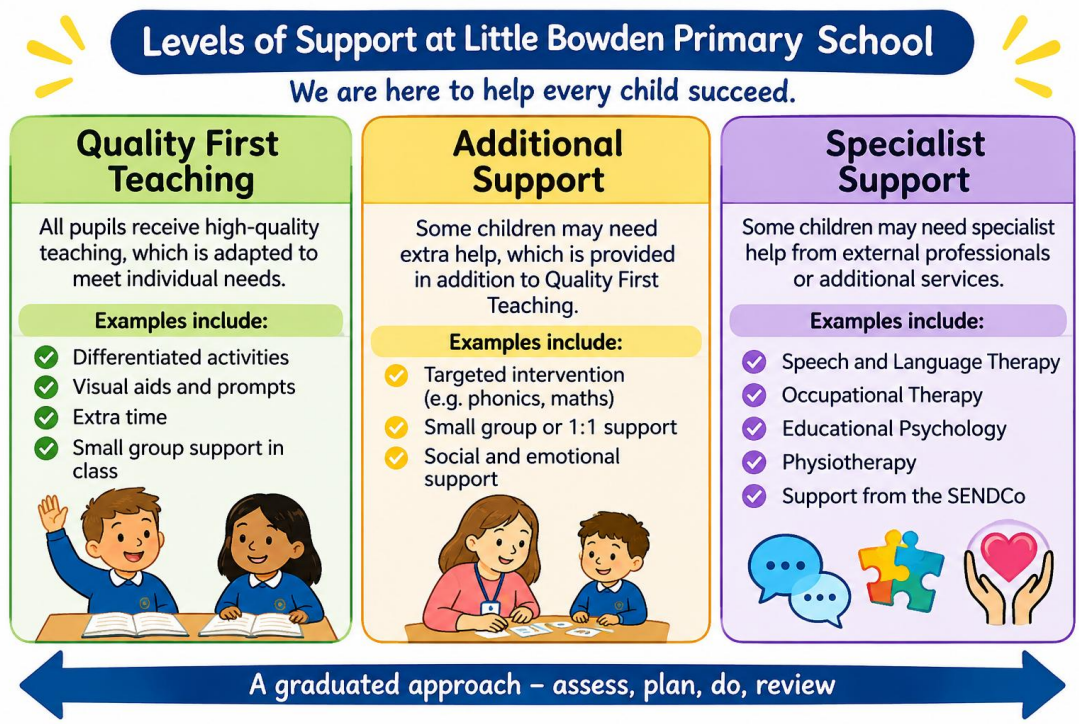
SEND register and SEND support

Where concerns continue and a child needs special educational provision, parents will be contacted to discuss whether the child should be added to the SEND register. The school uses a graduated approach and works with parents, the pupil and relevant staff to agree outcomes and support.

Specialist involvement and statutory assessment

Where a child continues to make less than expected progress despite evidence-based support matching their needs, the school may consider involving specialists. Parents are involved in decisions and specialist agencies are contacted only where parents agree.

If the provision required cannot reasonably be provided from the resources normally available to school, the school may, in consultation with parents, consider requesting SEND Intervention funding or an Education, Health and Care (EHC) needs assessment from the Local Authority, where appropriate.



5. CURRICULUM AND LEARNING ENVIRONMENT

How will the curriculum and learning environment be adapted?

We adapt provision to help pupils access learning. Depending on individual need, this may include:

- Adapting the curriculum through grouping, one-to-one work, teaching style or lesson content.
- Additional resources or staffing.
- Recommended aids such as laptops, coloured overlays, visual timetables or larger font.
- Longer processing time, pre-teaching key vocabulary or reading instructions aloud.
- Use of an additional workspace outside the classroom when possible.
- Accessibility arrangements set out in the Disability and Equality Scheme and Accessibility Plan.

6. COMMUNICATION WITH PARENTS AND CARERS

How will I be involved and kept informed?

We will involve you and your child in early discussions when considering whether additional special educational provision may be needed. We want everyone to develop a shared understanding of your child's strengths and difficulties, take account of your concerns, agree the outcomes we are working towards and be clear about the next steps.

Teachers maintain regular contact with parents to discuss children's progress. Parents can also access our online SEND platform, **Provision Map**, where half-termly learning plans can be viewed. Records of early discussions and any subsequent communication are added to your child's pupil record.

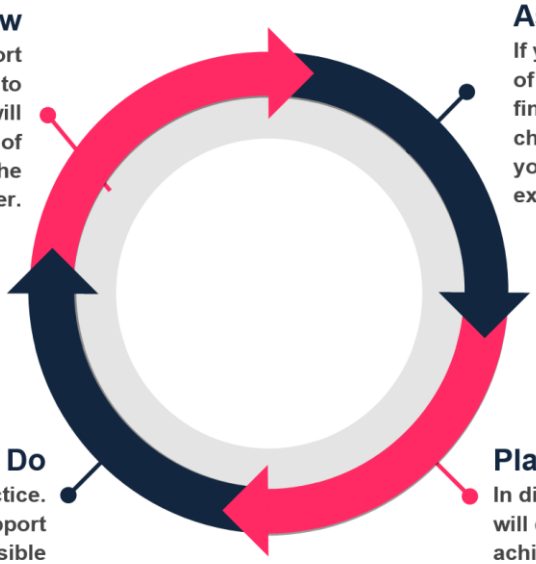
Your views and experiences (parent voice), your child's views (pupil voice), teacher assessments and advice from external support services, where appropriate, all contribute to the assessment and review of your child's needs and the support they receive.

7. ASSESSMENT AND REVIEW

How is progress reviewed?

We use the graduated four-part cycle: assess, plan, do and review. The class teacher works with the SENDCo to analyse the pupil's needs, agree outcomes and support, put the plan into practice and review whether it is working. Individual learning plans and assessments are reviewed regularly.

- Reviewing each pupil's progress towards their goals each term.
- Reviewing the impact of interventions each term.
- Gathering pupil voice through questionnaires and discussions.
- SENDCo monitoring and learning walks.
- Using provision maps to measure progress.
- Holding annual reviews for pupils with EHC plans.



Review
We will assess how well the support we put in place helped the child to meet the outcomes we set. We will use our improved understanding of your child's needs to improve the support we offer.

Assess
If your child is not making the expected level of progress, we will make an assessment to find out what strengths and difficulties your child has. We will ask for input from you and your child, as well as getting help from external professionals where necessary.

Do
We will put our plan into practice. The class teacher, with the support of the SENCO, will be responsible for working with your child on a daily basis, and making sure the support we put in place is having the impact we intended.

Plan
In discussion with you and your child, we will decide what outcomes we are hoping to achieve. We will make a plan of the support we will offer your child to help them meet those outcomes. We will make a record of this and share it with you and all relevant school staff.

8. SPECIALIST SERVICES AND EXPERTISE

What specialist services and expertise can the school access?

According to a child's needs, the school liaises with or can access:

- Leicestershire Specialist Teaching Service
- Leicestershire County Council Inclusion/Attendance Team
- Leicestershire County Councill SENA
- Autism Outreach Team (AOT)
- Educational Psychologist
- External counsellor
- Speech and Language Therapist (allocated through the NHS)
- Family Support Worker and Pastoral Lead
- GP and paediatrician
- Occupational therapists and physiotherapists
- Oakfield Short Stay behavioural support team
- Child and Adolescent Mental Health Services (CAMHS)

The SENDCo is supported by the Assistant Headteacher, Headteacher and Inclusion Team. Staff receive regular continuing professional development through external agencies to keep practice current and relevant to children's needs.

9. EMOTIONAL AND SOCIAL DEVELOPMENT

What support is available for emotional and social development?

Our Pastoral Lead, **Amrit Kaur**, plays an important role in supporting pupils' social, emotional and mental health needs. We recognise that children need to feel happy, safe, valued and supported to achieve their full potential. We provide a range of pastoral support and interventions to help pupils develop positive relationships, build confidence and improve their emotional wellbeing.

Support may include:

- **Pastoral sessions:** Individual or small-group sessions to support pupils with their emotional wellbeing, social skills, confidence and relationships.
- **Chill Out Club:** A supportive and welcoming environment where pupils can relax, develop friendships and build positive relationships with their peers.
- **ELSA (Emotional Literacy Support Assistant):** Targeted support to help pupils understand and manage their emotions, develop resilience, build self-esteem and develop strategies for coping with difficult situations.
- **Forest School:** Outdoor learning opportunities that encourage teamwork, communication, independence, confidence and positive mental health through exploration and practical activities.
- **Transition support:** Additional support may be provided when pupils are moving between classes, key stages or preparing for a new school environment, helping them to feel confident and secure.
- **Early identification and support:** Staff work closely with pupils and families to identify any emerging concerns and put appropriate support in place as early as possible.

10. INCLUSION AND ACTIVITIES

Will my child be able to take part in trips, clubs and activities?

We are committed to ensuring that all pupils, including those with Special Educational Needs and Disabilities (SEND), can participate fully in all aspects of school life. All extra-curricular activities, school visits, residential trips, before- and after-school clubs, competitions and sports days are open to every pupil. No child is excluded because of their SEND.

We recognise that some pupils may need additional support or reasonable adjustments to take part. We work with parents and carers, staff and external professionals, where appropriate, to identify and put suitable arrangements in place, ensuring that barriers to participation are removed wherever possible.

We promote kindness, respect and understanding, encouraging pupils to celebrate differences, develop friendships and feel valued, included and part of our school community.

Anti-Bullying

We have a **zero-tolerance approach to bullying** and are committed to ensuring that every child feels safe, respected and valued within our school. We encourage pupils to speak to a trusted adult if they are worried about anything, and all concerns are taken seriously.

Staff work proactively to promote positive relationships, kindness and respect, while helping pupils understand the impact of their words and actions. Any reported incidents of bullying are investigated and dealt with promptly and appropriately, in line with our school policies.

Further information about how we prevent and respond to bullying can be found in our school Behaviour Policy.

11. TRANSITIONS

How are transitions supported?

Our SENDCo and Pastoral Team work closely with parents and carers and the receiving school or setting to ensure a smooth and positive transition for pupils with SEND. This includes supporting families with transition paperwork, liaising directly with new settings and sharing relevant information to ensure appropriate support is in place.

Where needed, the Pastoral Team provides a programme of transition sessions over a six-week period, helping children become familiar with their new environment, build confidence, develop relationships and learn strategies to adapt to changes. Additional transition meetings, visits to the new setting, opportunities to meet new teachers and transition booklets may also be arranged to help pupils feel prepared, confident and reassured.

12. CHILDREN'S VIEWS AND DECISION MAKING

How children contribute to decisions

Children's views are an important part of our assessment and review process. We gather pupil voice through questionnaires, discussions and individual conversations, taking account of each child's age, communication needs and preferences.

Pupils are encouraged to share their views before or during review meetings, either by attending and contributing themselves or with support from a trusted adult. If a child does not wish to attend, their views can be shared through a completed questionnaire, written or drawn contributions, or feedback gathered by their class teacher or the Inclusion Team. We ensure that every child has an opportunity to express their feelings, wishes and aspirations and that their views are considered when planning their support.

13. STAFF SUPPORTING PUPILS WITH SEND

Staff who support pupils with SEND

Our SENDCo is **Amrit Kaur**, is supported by the Assistant Headteacher, Headteacher and Inclusion Team to ensure pupils receive appropriate support to meet their individual needs.

The SENDCo regularly accesses local SEND Hubs, professional networks and external training opportunities to keep up to date with current guidance, best practice and developments in SEND. This ensures that the school's provision reflects current approaches and meets the changing needs of our pupils.

All staff receive regular continuing professional development (CPD), including training and guidance from internal and external agencies. Training needs are identified to ensure staff maintain up-to-date knowledge and develop their skills in supporting a range of special educational needs and disabilities.

Our teaching assistants and support staff work closely with class teachers and the SENDCo to deliver targeted interventions and individualised support. Ongoing training and professional development help ensure staff have the knowledge, confidence and skills to support pupils' learning, communication, social and emotional development.

14. SUPPORT AND RESOURCES

How support and resources are arranged

The class teacher and SENDCo work together to identify the support, staffing and resources needed to meet each pupil's individual needs and enable them to access learning. Decisions are based on the pupil's identified needs, progress, assessments and the effectiveness of existing support.

This may include allocating additional adult support, providing specialist equipment or resources, adapting the learning environment, accessing specialist advice or arranging further staff training. These decisions are regularly reviewed to ensure that provision remains appropriate and effective.

Where a pupil's needs cannot reasonably be met through the resources normally available within school, we discuss next steps with parents and carers. This may include seeking additional support through local authority SEND Intervention funding or requesting an Education, Health and Care (EHC) needs assessment where appropriate.

Any applications for additional funding are considered in line with local authority guidance and eligibility criteria. We work closely with families and relevant professionals to ensure that pupils receive the support they need to make progress and access school life fully.

15. USEFUL CONTACTS AND SUPPORT FOR FAMILIES

Where can I find further help and information?

Local support – Leicestershire

- **Leicestershire Local Offer:** Provides information about local SEND services, education, health, social care, activities and family support. Visit the Leicestershire Local Offer.



- **SENDIASS Leicestershire:** Offers free, impartial and confidential advice to parents, carers and young people aged 0–25 about SEND, including EHCPs, assessments, school support and resolving disagreements.
  - Telephone: 0116 305 5614 (Monday–Friday, 9am–3pm)
  - Email: info@sendiassleicestershire.org.uk
  - Website: www.sendiassleicestershire.org.uk.

- **Leicestershire SEND Hub:** A parent carer forum representing families of children with SEND and helping to improve local services. Visit Leicestershire SEND Hub.

16. COMPLAINTS

What if I have a complaint about SEND provision?

If you have any concerns about your child's SEND provision or support, please speak to your child's class teacher in the first instance. They will be able to discuss your concerns and work with you to identify appropriate next steps.

If further support or advice is needed, an appointment with the SENDCo can be arranged. We value positive partnerships with parents and carers and aim to address concerns promptly and effectively.

If your concern remains unresolved, please refer to the school's Complaints Procedure, which is available on the school website or from the school office.

17. GLOSSARY

Glossary

EHC Plan	An Education, Health and Care plan describing a child's needs and the provision the local authority must secure.
EHC Needs Assessment	An assessment by the local authority to decide whether a child needs an EHC plan.
Graduated Approach	The assess, plan, do and review cycle used to identify needs, provide support and check its impact.
Local Offer	Information published by the local authority about services and support for children and young people with SEND and their families.
Reasonable Adjustments	Changes made to reduce or remove substantial disadvantage for a disabled person.
SENDCo	Special Educational Needs and Disabilities Coordinator – the member of staff who oversees SEND provision in school.
SEND Support	Special educational provision provided by a school to meet a pupil's individual needs.
Transition	A move between classes, year groups, schools, phases or other stages of education.

18. RELATED SCHOOL DOCUMENTS

Related school documents

- SEND Policy
- Behaviour Policy
- Disability and Equality Scheme
- Supporting Pupils with Medical Conditions Policy
- Accessibility Policy / Accessibility Plan

This report is reviewed annually by the school and updated if information changes. Please contact the school office if you need a paper copy or further information.