Bushfield Road Infant School

Special Educational Needs Information Report 2025-2026

Head teacher	Mrs T Bass	SEN/D Governor	Mrs D James
SEN/D Co-ordinator	Mrs T Bass	Chair of Governors	Mr D Batley
SEN/D Assistant	Mrs K Turnbull	Local Authority	North Lincolnshire

At Bushfield we aim to develop each child to their full potential, providing a structured programme of learning or differentiated activities based on first hand experiences. Early identification of need and early intervention to support them is crucial, and at Bushfield Infant School we are wholly committed to the principles underpinning the new Code of Practice which include, 'The participation of children and parents in decision making, collaboration between Education, Health and Social Care services to provide support, high quality provision to meet the needs of children with SEN/D, and a focus on inclusive practice and removing barriers to learning'.

As an inclusive school, we strive to make all reasonable adjustments to meet the learning needs of all our pupils. Our SEN/D policy details how our school will do its best to ensure that the necessary provision is made to include any pupil who has SEN/D. Our school will have made regard to the 'Special Educational Needs Code of Practice' when carrying out its duties towards all pupils with SEN/D.

The school will ensure that parents are notified of a decision by the school that SEN/D provision is being made for their child. Partnership with parents plays a key role in enabling pupils with SEN/D to achieve their potential. Our school recognises that parents hold information and have knowledge and experience to contribute to the shared view of a pupil's needs and the best ways of supporting them. All parents of pupils with SEN/D will be treated as partners and supported to play an active and valued role in their child's education.

Pupils with SEN/D often have knowledge of their own needs and their views about what sort of help they would like to make the most of their education. They will be encouraged to participate in all the decision-making processes and where appropriate, contribute to the assessment of their needs, the review and transition processes.

We aim to:

- to create a secure environment that meets the needs of each child;
- to ensure that the special educational needs of children are identified, assessed, reviewed and provided for irrespective of race, gender or special need;
- to make clear the expectations of all partners in the process;
- to identify the roles and responsibilities of staff in providing for children's special educational needs;
- to provide relevant training, coaching and development for staff;
- to enable all children to have full and equal access to all elements of the school's creative curriculum;
- to review needs and provision for budgeting, planning and resourcing for SEN/D.

What is SEN/D?

At any time in their school life, a child or young person may have a Special Educational Need. The SEN Code of Practice 2015 defines SEND as: "A young person has SEND if they have a learning difficulty or a disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability 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 a mainstream schools or mainstream post-16 institutions."

Where children's progress is significantly below age related expectations, despite high quality teaching, targeted at specific areas of difficulty, provision of SEN support may need to be made.

Signs that children need help may include:
• a child asking for help
• concerns are raised by families, staff or the child's previous school
• progress and achievement requires extra intervention and support
• there is a change in the pupil's behaviour; they may be reluctant to engage with learning or complete tasks at home

Under the Code of Practice (2015), SEN/D is categorised into the following four headings:
• Communication and Interaction e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.
• Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
• Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
• Sensory and/or Physical needs e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

We follow the statutory guidance on supporting children with medical conditions.
• Personal care is provided in a dignified and discrete way to ensure all children feel included.
• Medicines are administered by office staff or key people working with the child following the completion of an administration of medication form. A Health Care Plan for this may also be decided upon with the child's parent.

Where children have medical needs and special educational needs, we will plan and deliver education provision in a co-ordinated way with their Education Health and Care plan (EHCP) if they have one.

SENDCo

In line with the Special Educational Needs and Disability Code of Practice (2015) and the mandatory standards identified within National SENDCo Award training, the SENDCo has 'an important role to play with the head teacher and governing body in determining the strategic development of SEN/D policy and provision. They will be most effective in that role if they are part of the school leadership team (Section 6:87).

The SEN/D Co-ordinator (SENDCo) responsibilities may include:
• overseeing the day-to-day operation of the school's SEN/D policy
• co-ordinating provision for children with SEN/D
• liaising with the relevant Designated Teacher where a looked after pupil has SEN/D
• advising on the graduated approach to providing SEN/D support
• advising on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively
• liaising with parents of pupils with SEN/D
• liaising with early years providers, other schools, educational psychologists, health and social care professionals, and independent or voluntary bodies
• being a key point of contact with external agencies, especially the local authority and its support services
• liaising with potential next providers of education to ensure a pupil and their parents are informed about options and a smooth transition is planned
• working with the head teacher and school governors to ensure that the school meets its responsibilities under the Equality Act (2010) with regard to reasonable adjustments and access arrangements
• ensuring that the school keeps the records of all pupils with SEN/D up to date

Our SENDCo is Mrs T. Bass. Please contact via the school office: 01724 842829
Our SEN/D Governor is Mrs D James. Please contact via the school office: 01724 842829

SEN/D figures at Bushfield Road Infant School

Bushfield Road Infant School and Nursery is an inclusive school, where every child matters. We embrace the fact that the needs of every child are different and aim to address them and support each child's development in the most appropriate way possible. We enjoy celebrating effort as much as achievement. As of September 2025, we have 18 pupils who are on the SEN/D register and receiving additional support. This equates to 12.4% of the main school population including 2 pupils with an Education, Health and Care Plan. We also have one pupil in our Nursery who has just been awarded an EHCP.

	School September 2025 (Main school only)	North Lincolnshire 2024/2025 (Scunthorpe South)	National January 2025 Census Primary
SEN Support	11% (16 pupils)	14.2%	14.8%
EHCP	1.4% (2 pupils)	2.8%	3.5%

SEN Primary Type of Need													
	MLD	SLCN	SEMH	SpLD	ASD	Other	PD	HI	VI	MSI	SLD	PMLD	NSA
SCHOOL September 2024	11.1% (2)	77.8% (14)	11.1% (2)	0%	0%	0%	0%	0%	0%	0%	0%	0%	0%

77.7% of the SEN Support cohort is currently recorded as SLCN, higher than national and local comparisons. However, the national/local data encompasses the whole primary sector as opposed to the specific infant sector. It is acknowledged that there are usually more speech and language needs presented within the Early Years/Key Stage 1 sector in comparison with the junior sector. Additionally, within the early years sector, the SEN list for SLCN often shows fluidity due to early intervention with speech and language support, some of which may be short term. At Bushfield Road Infant School, all pupils with speech and language needs access direct support from an outside professional (SaLT). A trained speech and language teaching assistant is employed by the school to administer assessments, deliver speech and language programmes set by SaLT and track progress. The high levels of discharge rates from SaLT evidences the impact of our early identification through the use of Language Link Assessments and the highly effective interventions put in place, led by Mrs Cross, TA with responsibility for Speech, Language & Communication have a significantly positive impact on the pupils with difficulties.

The school continues to purchase an SLA with EMTAS to provide effective weekly support for our pupils with English as an additional language which the school remains committed to providing for our pupils. Mrs Cross has recently submitted a survey response regarding the support being received.

Attendance

Good attendance is so important for the all-round development of children and can impact greatly on their progress. Our Learning Mentor and attendance officer are responsible for monitoring and supporting attendance. In order to monitor and support attendance we: §

- Carry out first day phone calls to establish pupil absence.
- Inform parents with a letter when their child's attendance falls below 95%.
- Send a further letter and arrange a meeting with parents when their child's attendance falls below 90%.
- Monitor lateness and work with parents if this is habitual.
- Have a daily breakfast club onsite.
- We follow the new attendance framework guidelines.

In order to support staff with the emotional and social development of children, we are able to seek:

- Specialist advice from an Educational Psychologist.
- Specialist advice from colleagues at CAMHS, the Behaviour Support Team and ASET.

Our school attendance was 91.8% as of July 2025 compared to 94.5% nationally (FFT Attendance Tracker)

The following table compares the attendance in each year group for children on the SEN/D register and those who are not.

	Reception	Year 1	Year 2
Not SEND	90.2%	92.2%	95.2%
SEND	91.3%	93.0%	90.4%
FFT National SEND	90.7%	92.3%	93.2%
Difference	+0.5%	+0.7%	-2.7%
EHCP	68.8%	N/A	85.4%
FFT National EHCP	85.4%	N/A	89.3%
Difference	-16.8%	N/A	-3.9%

The attendance of the children falling below national expectations will continue to be closely monitored next year.

At Bushfield Road Infant School we strongly believe that all our learners have gifts and talents and regard it as a privilege to develop and nurture the growth of each child. All children are special and may have varying levels of Specific Educational Needs (SEN) or Disability (D) which we aim to cater for within the daily routine. Some children experience greater difficulty in learning compared to most children of the same age. All pupils have daily access to well-planned and differentiated work that provides opportunities to challenge and extend every child's learning. Some will benefit from the extra help given by the support staff who are available to encourage and guide children towards achieving their full potential.

Pupils have Special Educational Needs (SEN) if they have a learning difficulty or a disability (D) which calls for special educational provision to be made for them. SEN/D can refer to a wide range of significant difficulties and is categorised into the following four headings:

- Communication and Interaction e.g. speech, language and communication needs (SLCN), Autism Spectrum Disorder (ASD), Asperger's Syndrome.
- Cognition and Learning e.g. Specific learning difficulties (SpLD), moderate learning difficulties (MLD), severe learning difficulties (SLD) global developmental delay, dyslexia, dyscalculia and dyspraxia, profound and multiple learning difficulties (PMLD)
- Social, Emotional and Mental Health difficulties (SEMH) e.g. attention deficit hyperactive disorder (ADHD), depression, eating disorders, attachment disorders.
- Sensory and/or Physical needs e.g. vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI), Cerebral Palsy (CP).

Identification and assessment of children with SEN/D

Throughout a child's education, they may have additional needs to their peers. These may be identified by school staff, by outside agencies working with the child or by parents/carers. In order to identify these as early as possible, we encourage parents/ carers to share information and concerns with us.

If a child is new to our school, we liaise with their previous school or setting and may also carry out baseline assessments on entry to identify any initial concerns or highlight any gaps in their learning. We use teacher assessment as well as accurate and focused assessments, including standardised testing to identify any concerns. However, additional and different assessment tools may be required when children are making less than expected progress.

How do the staff know if my child needs extra help?

Less than expected progress can be characterised as progress which:
- 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.

At Bushfield School and Nursery, a range of specific, more specialised assessments are used to assist in the identification of an individual child's needs in order to plan targeted programmes for them and to use as a benchmark for measuring the impact of subsequent interventions. These assessments may include:

- Assessment tool for Dyslexia screening
- Boxall Profile
- Sensory Profile
- British Picture Vocabulary Scale
- ASET Checklist
- Madeleine Portwood assessment of motor skills
- Wellcomm language assessment
- Language Link assessment

Progress in areas other than attainment is also considered e.g. where a child needs to make additional progress with social/emotional needs in order to be fully integrated into school life or make a successful transition to Key Stage 2. If behaviour is causing concern, it is always considered whether there are any underlying difficulties; if there are none, the class teacher would speak to parents/carers about any changes that might have happened at home or within the community.

Parents/carers are always informed if school staff consider that their child may need additional support. At first a 'Cause for Concern' form is completed by the class teacher and two cycles of intervention are completed in consultation with the SENDCo. Following this, it may be decided that the child needs to be placed on the Special Educational Needs Register and parents are asked to sign an acknowledgement form where possible. We also recommend that eyesight and hearing are checked to discount these aspects as possible underlying barriers to learning.

The identification and assessment of the SEND of pupils whose first language is not English, requires particular care. Where there is uncertainty about an individual pupil, teachers will look carefully at all aspects of a pupil's performance in different subjects and discuss with EMTAS specialist teachers to establish whether the problems they have in the classroom are due to limitations in their command of the language or arise from SEN.

SEN/D Provision

At Bushfield Infant School, we use a 'Graduated Approach' with five stages:

Graduated Approach

Stage 1 – Quality First Teaching

Stage 1 includes differentiated learning, class teacher support, teaching assistant support, same day / next day interventions and termly monitoring. A 'cause for concern' cycle may begin if a child has been identified as having a barrier to learning.

Stage 2 – SENDCo Support

At Stage 2, a child is placed on the SEN/D register and the Assess – Plan – Do – Review cycles start on their Individual Learning Plan (ILP). All of the elements of Stage 1 continue with SENDCo involvement, but their ILP states further additional provision (specific interventions, strategies and/or specialist resources) required. At least termly review meetings with parents will be offered and progress towards outcomes shared.

Stage 3 – Outside Agency Support

At Stage 3, a Graduated Approach continues - Assess – Plan – Do – Review with all elements of Stage 1 and Stage 2. In addition to this, outside agency involvement will begin (e.g. Speech and Language Therapist, Occupational Therapist, Educational Psychologist, Downright Special, Hearing and Vision Team, Complex Behaviour Team, CAMHs, ASET). Outside agency assessments and multi-agency meetings may take place. At least termly review meetings with parents will be offered.

Stage 4 – Education, Health and Care Needs Assessment Request

At Stage 4, all elements of Stages 1-3 will take place, with the additional steps of:

- Evidence having being collected for an education, health and care needs assessment request.
- Request submitted to the Local Authority

Stage 5 – Educational Health and Care Plan (EHCP)

At Stage 5, a child will have an EHCP and will continue the cycle of Assess-Plan-Do-Review with multi-agency support if / when requested. An annual review will take place as well as termly meetings being offered.

Assessing and reviewing:

All children are subject to accurate and focused assessments every term. However, some children with SEN/D may also be assessed using the specialised assessments outlined above.

We track pupil progress every term.

We review and evaluate Individual Learning Plans every term. o We carry out a cycle of consultation meetings, based on the Graduated Approach and Assess-Plan-Do-Review model.



We hold Annual Review meetings for pupils with SEN/D who have an Education Health Care Plan (EHCP). Stage 4 – Education, Health and Care Needs Assessment Request

When children are assessed by external agencies (e.g. Educational psychologist), meetings take place with the parents/carers and the class teacher to discuss the findings and how best to address the child's need and meet targets.

When assessing children with SEN/D, we consider the child's recording need. If a child requires a reader, a scribe, additional time or rest breaks in the classroom environment then it will most likely be permitted during standardised tests and assessments as well.

Children who are on the SEN/D register are rigorously monitored and we continuously evaluate the effectiveness of provision by:

- Reviewing and evaluating Individual Learning Plans every term.
- Using assessment information, progress rates and pre- and post- intervention scores.
- Using attainment and progress data for children with SEN/D as part of the whole school tracking of children's progress every term.
- Hold termly pupil progress meetings with class teachers.
- Monitoring the SEN/D provision during learning walks.
- Monitoring the SEN/D provision and moderating assessment through book scrutiny.
- Gathering parent, staff and pupil voice regularly.

How are pupils and their parents/carers involved in decision making?

How will I know how my child is doing?

Involving parents/carers and children is central to our approach, and we do this through:
• Parents' Evenings or Open afternoons/ evenings which take place in the autumn and spring term for every child.
• Annual reports shared between the school and parents/carers on their child's progress. These formal reports will compare a child's attainment with national expectations and are written once per academic year.
• Parents/carers are informed throughout the termly review process of Individual Learning Plans and have the opportunity to share their views, wishes, feelings and future aspirations. Parents/carers will receive a copy of the Individual Learning Plan each time it is reviewed. For parents/carers of children holding an Educational Health Care Plan, this will be in addition to an annual review.
• Additional meetings may be set up as required or as requested by parents/carers to discuss particular aspects of a child's SEN/D. We particularly welcome information from parents/carers about how their child learns best in order that it can be shared with those people who teach their child.
• Parents/carers are given specific advice where necessary to support their child outside of school.
• Parents/carers are invited, where appropriate, to meet with other professionals/external agencies involved with their child to discuss progress and outcomes of assessments.
• A Learning Mentor is available upon request throughout the day for parents/carers to ring or meet face to face in a morning/evening as children arrive/leave school.
• Individual Learning Plan targets are discussed with children and they are asked to contribute their pupil voice termly. This is actively encouraged throughout the school and children are supported where necessary (age appropriate) to think of areas for development and how best to develop in these areas in school and at home.
• Pupil voice is gathered as part of SENDCo monitoring.
Alongside the above, informal discussions take place daily to celebrate individual successes. Our parents/carers appreciate the way in which class teachers and the SENDCo are easily contactable via the school office/telephone and via Class Dojo.

What is our approach to teaching pupils with SEN/D?

- Our Graduated Approach ensures that pupils are closely monitored and move throughout the stages if / when they need to. The continuous cycle of assessing, planning, teaching and reviewing is firmly embedded, which takes account of the wide range of abilities, aptitudes and interests of our children; the majority of our children will learn and progress within these arrangements.
- At Bushfield Road Infant and Nursery School, all children identified with SEN/D will have full access to and engage in activities available with children and young people in the school who do not have SEN/D. This will take account of all Health/Safety and Risk Assessment etc.
- Quality first teaching takes place in all classrooms with the setting of high expectations and the provision of opportunities for all to achieve.
- Provision for children with SEN/D is a matter for the school as a whole, as all teachers are teachers of children with SEN/D. Children with SEN/D will receive support that is additional to or different from the provision made for other children. All teachers take account of a child's SEN/D in planning and assessment and enable them to learn by removing the barriers to learning they may have.
- Some children require specific provision throughout aspects of the learning and / or their day where as other pupils require intervention and specific targeted work to achieve their targets. Intervention and / or provision is clearly outlined on their Individual Learning Plan.

- We work in partnership with all of our families and external agencies where appropriate to make high aspirations a reality for every child, taking specific action to create effective learning environments, secure children's motivation and concentration, provide equality of opportunity, use appropriate assessments and set suitable targets for learning.
- We acknowledge that not all children with disabilities necessarily have special educational needs. All our teachers take action however, to ensure that children with disabilities are able to participate as fully as possible in the school curriculum and statutory assessment arrangements. Potential areas of difficulty are identified and assessed at the outset. Teachers plan enough time for the satisfactory completion of tasks; plan opportunities, where required, for the development of skills in practical aspects of the curriculum.

How do we adapt the curriculum and environment to enable children with SEN/D to engage in all activities?

How will the curriculum be matched to my child's needs?

The curriculum is scaffolded to meet the needs of all our children and can be done in a variety of ways:

- Grouping (e.g. small group, 1:1, ability, peer partners/class experts)
- Content of the lesson
- Teaching style
- Lesson format (e.g. thematic games, simulations, role-play)
- Pace of the lesson
- Provision of alternative recording methods (e.g. scribing, use of ICT, mind mapping, photographs etc.)
- Outcomes expected of individual children
- Materials used
- Level of support provided
- Provision of alternative location for completion of work.

We receive advice and support from external agencies, both general and for individual pupils. Adaptations that may be used within the classroom are:

- Most advantageous positioning of children who are Visually or Hearing Impaired
- Use of coloured overlays and exercise books for children with scotopic sensitivity or dyslexic tendencies
- Alternative means of recording, e.g. laptops / iPads
- Use of writing frames and modelled examples
- Use of physical apparatus e.g. writing slopes, foot blocks, adapted paper and triangular pencils
- Use of sensory equipment e.g. black-out tents, stretch suits, peanut balls etc.
- Use of visuals to aid communication
- We endeavour to ensure that our class rooms are Autistic Spectrum Continuum friendly including use of visual timetables and personalised timetables as necessary, quiet work stations, areas of retreat and labelled resources.
- Provide quiet work areas for 1:1 or small group work.

Educational Visits

How will my child be included in activities outside the classroom, including school trips?

School trips are planned for all pupils to take part in, regardless of need.
A set procedure will take place:

- A risk assessment will be carried out and procedures put in place to enable all children to participate.
- If the risk assessment suggests that a high level of 1:1 support is needed, a parent or carer may be asked to accompany a child to ensure their safety.
- We are always willing to meet with parents/ carers to discuss an individual child's requirements.

Accessibility

The school has:

- Disabled access including ramps, single level pathways and entrances to allow access into the school building, which is on a single level
- Disabled toilet facilities and wash/shower room
- Wide doors, wide corridors and a low workstation at the front entrance

For more detailed information please ring the school and speak to a member of staff.

What expertise and training do our staff have to support children with SEN/D and how will specialist expertise be secured?

At Bushfield Road Infant School and Nursery we are committed to developing the ongoing expertise of our staff and are proud to have:

A head teacher who is a qualified and experienced SENDCo and holds a National Award in Special Educational Needs Co-ordination
Our SENDCo attends termly SENDCo networking meetings
Our Early Years Lead attends Early Years SENDCo updates
Teaching Assistants who are trained to deliver a range of interventions
A teaching assistant with a specialism in speech and language and communication to deliver SaLT programmes and assessments
Qualified First Aiders and Paediatric First Aiders
Teaching and non-teaching staff who have completed Safeguarding and Prevent training
Teaching and non-teaching staff who have completed Team Teach training
Liaison with St Luke's Outreach programme
PEEP

Under the SEN Code of Practice legislation, schools and academies need to offer high quality professional development and training to the work force. All staff are responsible for pupils with SEN/D and all staff have regular training in regards to Special Educational Needs. Staff have had specific training regarding ASD, Dyslexia, Speech and Language and Social, Emotional and Behavioural difficulties. Within school we have several members of staff who have areas of expertise such as ASD, Speech and Language and physiotherapy.

At Bushfield Road Infant School and Nursery, staff have received CPD this year in the following:

What training have the staff supporting children with SEND had?

- Little Wandle
- TeamTeach
- Precision Teaching
- SEND Quality first teaching
- APDR Developing Best Practice
- APDR provision implementation
- Diabetes training

At Bushfield Road Infant School and Nursery, we also engage with a range of professionals and external agencies, including:

- Local Authority Educational Psychology Service
- Speech and Language Therapists
- Autism Spectrum Education Team (ASET)
- Children and adolescent mental health service (CAMHS)
- Behaviour Support Team (2-12)
- Complex Behaviour Team
- Physical Disability Team
- Vision Impairment Team
- Hearing support
- Occupational Therapists
- St Luke's Outreach Team
- Children's Safeguarding Service
- Children's Centre
- School Nursing Team
- Physiotherapy
- Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS)
- Local Authority Support Services – Inclusion, Pastoral and the Education Welfare Officer

Some of these services are paid for through a Service Level Agreement with the Local Authority or they are paid direct to the outside agency.

Finance and budgeting

How are the school's resources allocated and matched to pupil's Special Educational Needs?

The notional SEND funding for 2025/2026 is £137,990

At Bushfield Road Infant School and Nursery, we allocate our SEN/D budget for:

- Staffing, including external agency support
- Equipment and facilities to meet the needs of all children requiring additional support either recommended by the school or by external agencies supporting the pupil.
- The resources we provide to support children with SEN/D include coloured overlays, sensory equipment, coloured exercise books, ICT software and writing aids e.g. pencil grips or tripod pencils.
- The facilities our school have to support children with SEN/D include a disabled toilet, wheelchair access and 'safe haven' for quiet retreat.
- Alternative provision to support an identified child to overcome barriers.
- Training to ensure that staff have up-to-date knowledge and are appropriately equipped to meets the needs of pupils with SEN/D and to deliver interventions effectively
- Staff release time to attend meetings, report writing, multi-agency working, SEN/D reviews and Early Help meeting

The impact of interventions and provisions for pupils with SEN/D

The SENDCo closely monitors the impact of intervention and provision each term. As a result, staff training needs can be identified and individual pupils can be identified for further assessment and / or monitoring.

Statutory assessment

We aim for all pupils to take part in the statutory assessments within school, but there may be some circumstances which mean that individuals do not participate in these. We communicate closely with parents / carers in advance to gather their views and ensure they fully understand procedures and decisions.

The following assessments were compulsory in the academic year 2024-2025:

- Year 1 phonics screening test
- Year 2 phonic screening resits

Pupil outcomes 2024/2025:

GLD

14.3% of pupils with SEND achieved a good level of development at the end of Reception (at least expected in all prime, literacy and maths goals).

Phonic Screening 2025

Number of pupils in Year 1 with SEN/D	2	Number of pupils in Year 2 with SEN/D who resat the check	9 and 1 disapplied
% of pupils in Year 1 with SEN/D who met the threshold	50%	% of pupils in Year 2 with SEN/D who met the threshold	16.6%

End of KS1 Attainment

16.7% of pupils with SEND in Year 2 achieved the expected level in maths.
0% of pupils with SEND in Year 2 achieved the expected level in reading.
0% of pupils with SEND in Year 2 achieved the expected level in writing.

Transition through school
The transfer of information is important at every stage. As children on the SEND register move through school, provision map and records will be passed to the new teacher. Transition meetings take place between teachers to discuss individual needs, intervention strategies, levels of support needed, preferred learning styles as well as the pupil's strengths. The SENDCo keeps a central record of all information regarding pupils on the SEND register.

Transition from Bushfield Road Infant School
When a pupil moves to another school, SEND records will be sent to inform the new schools of the individual's needs. Where a pupil has an EHCP or a learning plan, the SENDCo of the receiving school will be invited to a review meeting the term before they transfer. Before the end of Year 2, the Year 2 teachers and the SENDCo will meet with the Year 3 teachers and the SENDCo of the Junior School that the pupil will be attending.

In preparation for this, we ensure that:
• Good links are established with the junior school, where the majority of pupils transfer to.
• A detailed transition process for vulnerable reception and year 2 pupils may be put in place. Parents are involved in this process throughout, including visits.
• The school engages all year 2 pupils in dedicated transition days and additional support is put in place where necessary. This may include additional transition days, nurture sessions, social stories and transition books.
• All records of pupils leaving either Year 2 or mid-year are sent on with a notification or signature on receipt

Transition to Bushfield Road Infant School
For all children with previously identified SEN/D entering our school, we ensure everyone involved is informed and prepared for their start. On entry to our school this involves:
• An initial phone call to discuss needs and gather background information will take place between parents and the school administration team.
• Parents/carers and new pupils are always offered to look around the school prior to their start date and meet the SENDCo whenever possible.
• Information is gathered from previous schools and external agencies in order to fully understand any additional needs a pupil has prior to their start date. • Documentation is transferred securely between schools.

• A baseline assessment may be carried out during the settling in period.

Who can parents or carers contact for further information?

What should I do if I think my child may have special educational needs?

For more information or to raise any concerns:

• The first point of contact for any parent/carer should be the class teacher.

• An appointment with our SENDCo, Mrs T Bass can be made through the school office.

• Our school welcomes the involvement of Special Educational Needs and Disability, Information, Advice and Support Service (SENDIASS) to support families within the school setting.

• Any formal complaint must be addressed using the appropriate 'Complaints Procedure'

Contact details of support services for parents of pupils with SEND

You can contact the SEND Section for North Lincolnshire Council on 01724 277665 or Parent Partnership will support you through any difficulties on 07717587621.

Other agencies

- Speech and Language- 01724 203755
- Autism Team- 01724 872938
- CAMHS- 01724 408460
- Complex disabilities team- 01724 298222

North Lincolnshire Local Offer

Local Authorities are required to publish a 'Local Offer' which sets out support that is available for children and young people with SEN/D in the local area.

North Lincolnshire's Local Offer tells you how to access services in this area and what to expect from these services. You can find the Local Offer on the council website: Please see the local offer website for more information on different services available: https://www.northlincslocaloffer.com/

Complaints

Complaints about SEND provision in our school should be made to Mrs T Bass (SENDCo). They will 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

We are proud of the steady progress and grateful for all the help and support given.

For further information about SEN/D please contact our SENDCo, Mrs T Bass.

Bushfield Road Infant School

Bushfield Road

Scunthorpe

DN16 1NA

01724 842829

Bushfield Road Infant School is proud to work in partnership with professionals and external agencies.

I have experienced the staff I have liaised with at Bushfield Infants to be warm and friendly and keen to do their best to support their pupils. They appear to have a very good knowledge of specific pupils, have shown genuine care and understanding of their needs and appreciate the value of the necessity to support their emotional wellbeing in order for them to thrive.

Dr Samantha Berridge, Clinical Psychologist CAMHS

This school is an excellent example of how a school works in partnership with our service. The school has a teaching assistant employed full time to carry out our Speech and Language therapy programmes on a regular basis. The staff work very hard to meet the individual needs of the pupils.

Jo Lawson, Team Leader SaLT Complex SEND & Paediatric dietetics

Whilst supporting a variety of children in the school with behaviour, social and emotional difficulties over the past few years, the advice and guidance that I have offered has always been welcomed and implemented to help support them. The staff work well together and support each other when working with children with additional needs.

Sarah Wilson-Clark, Specialist Teacher Behaviour support Team