

SEND Information Report

November 2025

SEND Co: Mrs Antoinette Bayliss

Contact: 0151 724 1997

Email: sencoks1@bookeravenue-inf.co.uk

Local Offer Contribution:

<https://booker-avenue-infant-school.secure-primariesite.net/send-information-report-20-21-1/>

SEND Governor : Mrs Jan Devine and Mrs Hayley McGrath

Mission Statement

At Booker Avenue Infant School we believe that all children should be valued for their individuality. We will encourage and challenge our pupils to develop their full potential in a safe, stimulating and caring environment. All pupils will have access to a broad, balanced and enriched curriculum that will encourage independence and a love of learning.

Our Approach as a School:

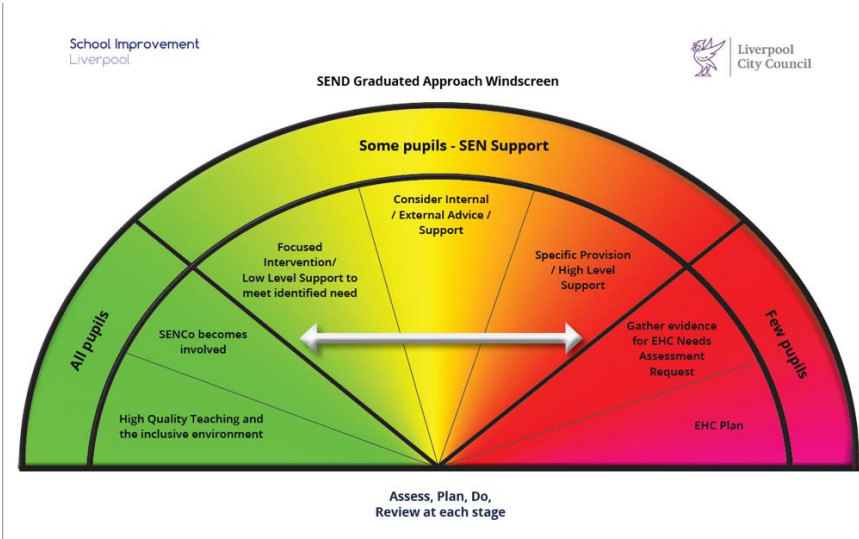
As per the Teachers Standards 2014, all teachers are responsible for every child in their care, including those with special educational needs. This is carried out by ensuring that High Quality First Teaching and an inclusive environment is embedded within every classroom within our setting.

High Quality First Teaching (QFT) and additional interventions are defined through our person-centred planning approach across the school. QFT and additional interventions act as a combined approach to our provision management arrangements.

These processes help us to regularly review and record what we offer all children or young people in our care as part of QFT, *and* what we offer in addition to this. We ensure aspirations are discussed with all of our learners and parents, maintaining child-led and centred approach. These discussions also serve to embed our high expectations amongst practitioners, ensuring QFT and the provision of a differentiated and personalised approach to teaching and learning is embedded as part of our everyday practice. This is a whole-school approach.

This report outlines how this practice underpins our approach within every classroom and throughout our pastoral care and support arrangements.

The Windscreen below illustrates the **Graduated Approach** that must be taken to support children who have or may have a Special Educational Need or Disability (SEND) within our setting.



The **Graduated Approach** is underpinned by ensuring that each child who has or may have SEND, is monitored and reviewed before planning for any next steps. This is called the **Assess, Plan, Do, Review** Cycle. This process underpins all our provision and ensures our provision is regularly reviewed and monitored to ensure positive outcomes for all pupils.

Each stage is detailed below:



Assess: All children are continually assessed by the class teacher. The Senior Leadership Team and SENDCo’s and subject leaders rigorously track the children through observation, monitoring and assessment as reported by the class teachers. If there are concerns about a child’s progress or a child needs additional support then this is identified and acted upon. Should a Class teacher have a particular concern about a child they will complete a concern sheet and raise the concern with the SENDCo. These children will be kept on a Watching Concern Register and monitored closely.

Plan: All teachers use QFT and plan and adapt activities to support all pupils in their class. If a child needs additional support this may be recorded on a target sheet, an IEP (Individual Education Plan), an IBP (Individual Behaviour Plan) or a Pupil Profile. For children in the Foundation Stage, Play Plans are used to outline additional support received through play-based interventions.

Do: This may mean small group intervention or individual support provided by teaching staff or learning support staff. Support may be on a daily or weekly basis depending on level of need and could last between 10 minutes up to thirty minutes depending on the Intervention. Some children will be withdrawn from class for specific interventions. This is for children where the support needed is in addition to, or alternative from in class opportunities.

Review: The class teacher reviews and sets new targets each term, these will be discussed with the child and parents. The SENDCo liaises with the class teachers, support staff and the Senior Leadership Team to discuss the progress. If progress slows or is limited then the child will be placed on the SEND Register and parents will be informed.

The efficacy of interventions is continually monitored. Where limited progress in furthering positive outcomes is evident, a responsive approach is taken. This may involve increasing the level of support or the changing the nature of the intervention.

Sometimes it may be necessary to seek more specialist support from outside agencies, e.g. the School Health Team (the School Nurse), Speech and Language Therapy, Special Educational Needs Inclusion Support Service (SENISS), Community Occupational or Physiotherapy services, Community Paediatrics, the ASD and ADHD Pathway or Educational Psychology Service. The SENDCo will discuss this with parents and make the necessary referrals.

Should the child make sufficient progress to bring them in line with their peers then they will be removed from the SEND Register and placed on a Watching Concern Register. This is to ensure that any further difficulties are quickly identified and any potential impact, minimised.

SEND Needs and Provision.

The national average for SEND is currently **19.6%** of which **5.3%** currently have an EHCP.

As of 10th November 2025, **30** of **295** children are receiving SEND or EHCP Support. This is currently **10%** of our school population and is a decrease of **1%** since November 2024.

Communication and Language remains the primary area of need within our setting.

Children and young people's SEND are generally thought of in the following four broad areas of need and support:

1. Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change overtime. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times in their life.

Children and young people with an Autism spectrum disorder are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication, social interaction and imagination, which can impact on how they relate to others. For examples of provision on offer at Booker Avenue Infant School for children with communication and interaction needs see below;

- Whole school visual timetables
- Visuals
- Personalised timetables
- Now, Next and choice Boards
- Social stories
- Black Sheep Narrative (Speech & Language Intervention)
- Bucket Therapy (Social Communication Intervention)
- Ginger Bear (Social Communication Intervention)
- Lego therapy (KS1)
- Barrier Games (Speech and Language and Social Communication Intervention)
- WellComm (Speech and Language Intervention)
- Nuffield Early Language Intervention (NELI)
- Individual Speech & Language Programmes
- Quiet spaces/sensory room
- Access to outside agencies/support.

2. Cognition and learning

Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

Specific learning difficulties (SpLD), affect one or more specific aspect of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

- Quality first teaching
- Differentiated curriculum planning
- ALS (Additional Literacy Support)
- AMS (Additional Maths Support)
- Precision Teaching
- Additional literacy
- Additional reading
- Booster Maths intervention
- Direct Phonics
- Visual, Auditory and Kinaesthetic learning activities
- Access to outside agencies/support

3. Social, emotional and mental health

Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder. We recognise the importance of positive mental health and the impact this has on learning.

- Quality First Teaching – maintain a positive and supportive environment for all pupils
- Whole school behaviour policy
- Whole school/class rules
- School/Class Reward systems
- Zones of Regulation
- Social Stories
- 'Feel Good Club' run by our Pastoral Lead
- Beautiful New Beginnings
- Small group support to foster peer engagement and interaction e.g. Lego Therapy
- Now, Next and choice boards

4. Sensory and/or physical needs

Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Children and young people with an MS have a combination of vision and hearing difficulties, which makes it even more difficult for them to access the curriculum or study programme than for those with a single sensory impairment.

Area of need could consist of;

Sensory and/or physical needs, Including Hearing Impairment, Auditory Processing Difficulties, Vision Impairment, Sensory Processing Difficulties or Dyspraxia.

Some examples of provision provided;

- Pencil grips/Finger spacers /writing slopes
- Coloured overlays
- Coloured paper/exercise books/wipe boards
- Wobble cushions
- Personalised Sensory Integration Plans
- Personalised Sensory Circuits
- OT Foundation and Hand Skills interventions
- Clever Fingers (Fine motor Resource)
- Fine motor/Handwriting intervention
- Sensory Service support accessing Teacher and Learning Support Assistants for the Deaf or Blind/ Partially sighted

- Multi- Sensory support
- Individual Physiotherapy support
- Sound absorbing panels to reduce noise levels
- Full disabled access/toilets/washing facilities
- Individual Occupational Therapy support
- Sensory room/quiet space

(Reference: SEND Policy)

Interventions delivered are documented on a **Provision Map**. On planning for additional SEND provision and intervention, a needs-led approach ensures that the nature of interventions planned for remains responsive to a given cohorts area of need.

Internal processes for monitoring quality of provision and assessment of need include: learning walks; pupil progress meetings; data analysis; book scrutiny; and lesson observations.

As part of the **Assess, Plan, Do, Review (APDR) cycle**, SENCO's work alongside the Senior Leadership Team, Class Teachers and Learning Support Assistants to plan for interventions that are specific to a given cohort's need. For this reason, provision maps remain a fluid working document and are adjusted for accordingly in line with the **APDR cycle**.

Co-producing with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Virtual, telephone or face to face meetings	Parents, Class teachers, Head teacher, SENDCo	When required or requested
Parent's evenings	Parents, Class teachers	Autumn and Spring Terms
SENDCo Drop-in sessions	Parents, SENDCo	Once per term
Target reviews	Parents, child, Class teacher SENDCo	Once per term
Stay and Play sessions	Foundation Stage Parents, children, Class teacher, Learning Support staff	Autumn Term
EHAT (Early Help Assessment Tool) Reviews	Parents, SENDCo, Class teacher, Outside agencies	Every 12 weeks
Meetings after assessment visits i.e. from Educational Psychologist, Speech Language Therapists (SLT), outreach support staff.	Specialist from Outside Agencies	When required
EHCP (Educational Healthcare Plan) Reviews	Parents. SENDCo, Class Teacher, Local Authority	Annually
Transition Programmes for children with SEND when transferring from Nursery or to Juniors.	Parents/Children/Infant SENDCo/ Junior SENDCo/ Head teacher if required/ Outside agency if required	Summer Term

Staff development and Qualifications

We are committed to developing the ongoing expertise of our staff. Currently all teachers are fully qualified and have various qualifications including QTS, Degrees and Masters. Support staff are qualified with qualifications including degrees, HLTA and NVQ. They have also had training in various areas enabling them to support children and deliver interventions where required. Training to support Quality First Teaching is always a whole school priority.

All staff in the school receive training to meet the needs of all the children attending the school at any point in time. During the academic year 2024 - 25 whole staff training has included:

Training for small groups of support staff has included:

- Developing an awareness of ASD friendly strategies (liaising with ASD Advisory teachers, SENISS and the Educational Psychology Service).
- SALT - Information Carrying Words; Blank Questions and Narrative Training; and Bucket Therapy.
- Continuing to embed Makaton (Core Vocabulary 1-4) throughout the setting. Makaton training included developing practitioner's awareness of the merits of Makaton in developing essential communication skills such as attention and listening, comprehension, memory, recall and organisation of language and expression.
- Educational Psychologist and SENISS advice to support practitioners in the scaffolding and mediating learning opportunities for children with additional needs.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes. This includes the chance for them to gain independence and be prepared for adulthood from the earliest possible age.

Every class has the support of a Learning Support Assistant (Nursery/EYFS full time and KS1 each morning and either two/ three afternoons according to need). They work alongside the class teacher supporting small groups and individual children. These interventions are focused on supporting outcomes detailed within an Individual Education Plans (IEP's) or Pupil Profile. They also run intervention groups which are organised and overseen by the SENDCo

Within the context of the Foundation Stage, three Learning Support Assistants deliver interventions within their class based setting. Each is responsible for supporting children with Pupil profile/IEP's developing core aspects of development including Speech and Language, Social and Emotional development and Occupational Therapy support. In addition, support sessions are carried out daily to support identified children's basic numeracy and literacy skills.

Finance

Our notional SEND Budget this year has provided:

7

Completed by:
L Brown and A Bayliss

School Name: Booker Avenue Infant School

- Additional support services within school
- Commissioned external services
- Additional teaching resources
- Training to support identified needs
- Staff training
- Building modification and resources
- 1:1 support

A full list of our external partners who we work with can be found in our contribution to the Local Offer. Extending our school approach, we commission using an outcomes-based approach. This enables us to hold our partners and ourselves to account.

- We believe this has benefited our children and their families in the following ways:
- Staff knowledge and expertise
- The level of support available to individual and small groups of children
- Implementation of increased intervention programmes

School External Partnerships and Transition Plans

Our academic assessment for children and young people with special educational needs is moderated through our cluster of schools and neighbouring partners.

This year, we worked with our feeder partners to welcome **7** children with special educational needs or disabilities. Of these, **2** currently has an Educational Health Care Plan. In addition, we supported **17** children and young people transition to the next phase in education. Booker Avenue Infant and Junior Schools work closely together as part of the Local Authority (LA) to engage in the LA Transition Programme to ensure effective transition for Year 2 pupils into Year 3.

In order to support the transition of children with SEND the following is carried out:

- Our Foundation teachers attend a Transition Forum where they meet with staff from pre-school settings where they are able to discuss and pass on any relevant information regarding the new intake and their needs.
- Parents are invited to visit school and meet the SENDCo and class teacher. Your child will be able to visit and stay for a short session before starting school. If you feel that your child requires more than one visit, then this can be arranged with the SENDCo.
- In September children are admitted for morning or afternoon sessions to allow for a 'settling-in' period. This lasts for three days followed by two days of a shortened school day including lunch. The children then complete full days along with the other year groups in school.
- We will contact any specialist services that support your child and ask you to invite them to a Team around the Family [TAF] meeting at school to ensure that we are working in partnership to achieve the best outcomes for your child.
- We support pupils moving to new settings and classes by making opportunities available to them to informally visit the new setting.
- When appropriate a personal plan will be written this will include a booklet of photographs of people and areas which your child may encounter in his/her new setting (a social story).

- We closely monitor children and young people's destination data.

Complaints

Our complaints procedure is published on the school website www.bookeravenue-inf.co.uk

This year we have not had any formal complaints regarding SEND.

What has worked this year

- Capturing pupil voice to demonstrate that children and young people feel supported and happy in their setting. All About Me forms are used to capture this. Where children are pre-verbal, practitioner observation support their completion.
- Transition plans ensured smooth transition for children starting school and moving through the school into new year groups.
- Changes to home/ school communication to ensure parents and practitioners have an opportunity to share positive regarding their child's development and areas where they feel their child needs more support.
- Effectiveness of provision in narrowing the gap between pupils identified as SEND Support and their peers.
- Continuation of Counselling and Therapies including Brighter New Beginnings. Implementation of the Feel Good Club and accessible resources for parents in order to support their Social, Emotional and Mental Health.
- Promoting parent access to specialist Educational Psychology forums to support all parents regardless of SEND need in the areas of emotional literacy, behaviour, sleep and eating.
- Use of the Early Help Assessment Tool (EHAT) to promote positive outcomes for all of our families through a co-ordinated, multi-agency approach. Team Around the Family (TAF) meetings (every 12 weeks) ensures accountability of any next step for any given partners involved with a family.
- Embedding range of OT programmes. Access to Community OT and Sensory Service to access specialist advice and equipment in order to support children with additional physical needs and ensure that our environment is fully accessible.
- Implementation of literacy and maths intervention for identified pupils.
- Continued review of the entry and exit criteria for interventions. This included refining the baseline and end assessments to measure progress in the areas of Speech and OT.
- Analysis of EYFS, KS1 phonics and SATs scores to monitor progress of ALL pupils. Use of data to review success of given interventions in securing improved outcomes for all.

- Review of the efficacy of interventions and where limited progress in furthering positive outcomes is evident, modify our approach.
- Use of Makaton Champions to raise the profile of Makaton across the school and support social inclusion. Embedding Makaton with the EYFS setting through story, song and rhyme.

Further Development

Our strategic plans for developing and enhancing SEND provision in our school next year include

- Support staff training and intervention to improve outcomes for vulnerable groups, including the lowest 20% of readers identified. Embedding Jolly Phonics as a whole school approach to further attainment in the area of phonics.
- Continuing to embed speech and language based interventions which promote vocabulary acquisition amongst children for whom this remains a difficulty.
- To provide training for relevant staff in Gestalt language processes and how to support language acquisition for children with this process.
- Developing an inclusive, whole-school approach to augmented methods of communication, building on previous awareness of the use of Makaton, communication devices and PECs.
- Provide workshop for parents on areas of need requested from parent feedback.

Completed by:

- Nuffield Early Language Intervention (NELI)
- Developing the skills of 1:1 practitioner in their ability to modify learning opportunities to ensure they are accessible for children with additional needs through the use of scaffolding and mediation.
- Phonics training for new members of staff, as well as refresher courses for those who have moved year groups.
- Increase parental involvement in additional transition visits, Stay 'n' Play and SEND Drop-in sessions and workshops.
- Enhanced, needs led approach to meeting the Social, Emotional and Mental Health needs.

The voice of the child, parents and staff practitioners have been included in completing this report.

Relevant school policies underpinning this SEND Information Report include:

- SEND Policy
- Mental Health and Wellbeing Policy
- Marking Policy
- Behaviour Policy
- Teaching and Learning Policy
- Medical Conditions Policy
- Intimate Care Policy
- Health and Safety Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: Monday 17th November 2025