



# Bilton Infant School



## SEND Information Report 2025–26

This report explains how we identify, support and review the needs of pupils with special educational needs and disabilities (SEND) at Bilton Infant School. It should be read alongside our SEND Policy and our Reasonable Adjustments document and it complements Warwickshire's Local Offer:

[www.warwickshire.gov.uk/send](http://www.warwickshire.gov.uk/send)

We are a highly inclusive school. Every child is valued, every child is known and every child is supported to succeed. Our values of Care, Honesty, Respect, Co-operation, Forgiveness and Resilience guide everything we do.

### **1. Our Approach to SEND**

We believe children learn best when they feel understood, included and encouraged. All teachers are teachers of SEND and work closely with the SENDCo, Mrs Sabrina Gordon, to ensure provision is ambitious, well planned and responsive. We use a graduated response to identify needs and put effective provision in place. The Assess–Plan–Do–Review (APDR) cycle sits at the heart of our practice and ensures support is continually refined.

### **2. The Categories of SEND we Provide for**

We support pupils with needs across the four categories set out in the SEND Code of Practice:

- communication and interaction
- cognition and learning
- social, emotional and mental health
- sensory or physical needs

This includes, for example, autism, ADHD, speech and language needs, dyslexia, working memory difficulties, dyspraxia, emotional and mental health needs, physical disabilities, hearing impairment or vision loss. Some pupils have diagnoses; others do not. We base provision on need, not labels.

### **3. Identifying Children with SEND**

We aim to identify needs as early as possible. Some children join us with needs already recognised through nurseries, paediatricians, early years SEN teams or health visitors. In these cases, we meet parents before the child starts, liaise with previous settings and ensure support is put in place immediately.

For other pupils, needs become evident over time. Teachers continually observe learning, track progress and consider whether emerging patterns suggest a barrier. Parents are encouraged to share concerns at any time with the class teacher or SENDCo — you do not need to wait for formal meetings.

When a concern is raised, we begin with the support available through **Universal Provision** and monitor closely. Identification is not based on a single test; it is based on a rounded view of the child over time. If concerns persist, the child moves into **Monitoring** so that we can understand their needs more fully. If needs appear significant or sustained, we move into **SEND Support**. For a very small number of children whose needs are complex and long term, the school and family may request an **Education, Health and Care Needs Assessment**.

The stages of the graduated response are explained in full in Section 6.

## **4. Working in Partnership with Children and Families**

Strong communication with families is central to our SEND practice. We have an open-door approach and encourage parents to talk with teachers or the SENDCo whenever they have questions or concerns. Partnership is not limited to formal meetings; ongoing dialogue ensures children thrive.

### ***Termly review meetings***

Parents of children on the SEND register attend a termly review meeting as part of the APDR cycle. These meetings:

- review progress against SEND targets
- gather parent and pupil views
- celebrate successes
- identify new next steps
- agree any changes to provision

Notes from these meetings form part of the SEND Targets.

### ***Regular ongoing contact***

In addition to formal review meetings, staff maintain regular contact with families as needed. This may include informal conversations, emails or arranged meetings to ensure that support remains joined up.

### ***Pupil and Carer voice***

Pupils and parents / carers are involved in decisions about pupil support. They contribute their views through discussion, simple reflection tasks, pupil passports and SEND Target reviews. Older pupils often participate directly in their meetings. Their voice is central in shaping strategies that work for them. We also gather formal feedback from pupils and parent/carers each year to help us improve our provision.

## **5. The Assess – Plan – Do - Review (APDR) cycle**

The APDR cycle forms the backbone of SEND provision at Bilton Infant School. It ensures that support is systematic and continuously refined.

### ***Assess***

We gather information from teachers, parents, pupils, assessments, classroom observations and external specialist reports. We consider not only barriers to learning but also strengths and interests.

### ***Plan***

Targets and provision are agreed with parents and the child. For pupils at SEND Support or with EHCPs, these are recorded in the child's SEND Targets. Planning includes classroom adaptations, interventions, nurture support and any external recommendations.

### ***Do***

Teachers implement the agreed strategies every day. Interventions are delivered by teachers or teaching assistants, but responsibility for progress remains with the teacher. Adaptations are made in-class so that support is meaningful and consistent.

### ***Review***

Progress is reviewed termly at the review meeting with parents and the pupil. Targets are evaluated, and new next steps are agreed. If progress is limited, we adjust provision or involve external agencies.

The APDR cycle continues for as long as the child benefits from additional support.

## **6. What each Stage of the Graduated Response looks like**

We follow four stages:

**Universal → Monitoring → SEND Support → EHCP**

### ***Universal Provision***

Universal provision describes the high-quality, inclusive teaching that all pupils receive. Teachers make thoughtful adaptations/adjustments that help remove barriers for a wide range of learners. These include visual supports, structured routines, vocabulary teaching, scaffolded tasks and flexible ways of recording learning.

All classrooms follow the strategies set out in the Universal Provision section of our Reasonable Adjustments document, ensuring consistency across the school. Teachers track progress through regular assessment and meet with families routinely. If a child continues to struggle despite these reasonable adjustments, we move to Monitoring.

## ***Monitoring***

Monitoring helps us understand emerging needs and decide whether difficulties are short term, developmental or more persistent.

What Monitoring looks like:

- The teacher provides increased adaptations and monitors their impact.
- Parents and teachers discuss progress during routine meetings or earlier if needed.
- The pupil's voice is gathered in a way suited to their age.
- The child is **not** on the SEND register.
- The SENDCo may observe, suggest strategies or provide resources.
- External professionals may observe, suggest strategies or provide resources with parental consent.

Some children need only a short period of Monitoring. If needs remain significant or sustained, we move to SEND Support.

## ***SEND Support***

A pupil moves to SEND Support when they require targeted, structured and sustained intervention that is additional to or different from universal provision. At this stage, they are placed on the SEND register.

What SEND Support looks like:

- SEND Targets are created outlining strategies and interventions.
- Targets are shaped by assessment information, pupil views, parent views and specialist advice where relevant.
- Teachers deliver the agreed support; teaching assistants may deliver interventions under teacher direction.
- The child takes part in time-limited, evidence-based interventions to boost progress.
- Parents attend termly APDR review meetings.
- The child is encouraged to share their views and reflect on what is helping them.
- External professionals may observe, suggest strategies or provide resources with parental consent.

A child may remain at SEND Support for as long as needed. If they make sustained progress, they may move back to Monitoring or Universal Provision.

## ***Education, Health and Care Plan (EHCP)***

A very small number of pupils require more extensive support than the school can provide from its own resources. In these cases, the school and family may agree to request an Education, Health and Care Needs Assessment.

What EHCP provision looks like:

- The EHCP sets out the pupil's needs, outcomes and legally required provision.
- Annual reviews are held, involving parents, the pupil, teachers, SENDCo, external professionals and the local authority.
- SEND Targets continue each term alongside the EHCP to support day-to-day progress.
- Specialist involvement is usually ongoing.
- Pupils remain on the SEND register.

## **7. How we Assess and Monitor Progress**

Teachers assess understanding daily and use this information to shape teaching and support. The SENDCo monitors progress through:

- termly data reviews – Pupil Progress Meetings
- learning walks and classroom observations
- discussions with children and staff
- reviews of intervention impact
- examination of SEND Targets and Pupil Passports

For pupils working significantly below age-related expectations, we use smaller-step assessments to track progress with precision.

Findings feed directly into the APDR cycle.

## **8. How we Adapt Teaching and the Curriculum**

Inclusive teaching is the foundation of our SEND practice. Adaptations might include breaking learning into smaller steps, using visuals, structuring language carefully, offering alternative ways to record work or providing additional practice opportunities.

The Reasonable Adjustments document sets out the adaptations used consistently across the school. Teachers also make personalised adaptations based on SEND Targets or external advice. Subject leaders work closely with the SENDCo to ensure curriculum pathways remain accessible and ambitious.

## **9. Additional Interventions**

Some pupils benefit from specific interventions. We offer interventions that cover all four areas of SEND (communication & interaction, cognition & learning, social, emotional & mental health, sensory / physical difficulties).

Interventions may focus on:

- phonics or early reading
- handwriting
- numeracy

- fine or gross motor skills
- oral language and communication
- emotional regulation
- social interactions

Interventions are time-limited and reviewed regularly so that pupils do not miss essential classroom learning. The SENDCo monitors their impact and adjusts provision when needed.

## **10. Working with External Professionals**

With parental consent, we work with a range of agencies when specialist advice or assessment is required. These may include:

- The Specialist Teaching Service
- Educational Psychology
- Integrated Disability Services
- NHS Speech and Language Therapy
- Child and Adolescent Mental Health Services (CAMHS/RISE)
- The Mental Health Support Team (MHST)
- School Nursing (Connect for Health)
- Local authority behaviour or emotional health teams
- Counselling or therapeutic services recommended through Early Support

Recommendations are built into classroom practice and SEND Targets.

## **11. Mental Health and Emotional Wellbeing**

Emotional wellbeing is essential for learning. We follow a graduated approach that provides support at increasing levels depending on need.

### ***Wave 1 — Universal support***

All pupils follow the Jigsaw PSHE curriculum. Assemblies, theme days and displays reinforce positive mental health messages. Worry boxes, calming toolkits, check-ins and access to The Ocean Room, Beach Hut or Wellbeing Garden help pupils manage emotions throughout the week. Playtime support and weekly celebrations contribute to a positive culture.

### ***Wave 2 — Additional targeted support***

Some children need extra help at certain points. All staff trained in Emotion Coaching and Zones of Regulation help pupils recognise and manage their emotions. Additional support may include drawing and talking, friendship groups, emotional regulation work or confidence-building tasks. Mental Wellbeing lunchtime club offers pupils additional support. Parent workshops offer further guidance.

### ***Wave 3 — Specialist support***

A small number of pupils require more intensive support. We work closely with:

- MHST, including our named Educational Mental Health Practitioner
- Educational psychologists
- School Nursing (Connect for Health)
- Behaviour and emotional health teams
- CAMHS/RISE

Some parents can access low-level CBT-style support through MHST.

## **12. Transitions**

Transitions are carefully managed:

- **Into Reception:** liaison with nurseries, parent meetings, information sharing and additional visits where helpful.
- **Between year groups:** teachers meet to share information; pupils receive booklets or extra visits.
- **To junior school (KS2):** SENDCo liaises with receiving schools; extra transition sessions are arranged; annual reviews include KS2 staff for pupils with EHCPs.
- **Mid-year moves:** we meet with families before starting to plan support immediately.

## **13. Safeguarding and SEND**

Pupils with SEND may be more vulnerable to safeguarding risks. Staff receive training to recognise these vulnerabilities and respond appropriately. The SENDCo is a Designated Safeguarding Lead (DSL) and works closely with the other school DSLs to ensure concerns are identified early.

## **14. Evaluating our SEND Provision**

We evaluate provision through observations, data analysis, audits with the Specialist Teaching Service, audits with our SEND Governor, pupil voice and parent feedback.

## **15. Complaints**

If parents have concerns, they should speak first with the class teacher or SENDCo. If the issue remains unresolved, the school's Complaints Policy explains the next steps.

## **16. Support for Families**

Parents can contact the class teacher, SENDCo or Child and Family Support Worker at any time. Newsletters include updates on local SEND support. Warwickshire's Local Offer provides extensive information about local services.

SENDIAS provides independent, impartial advice for families.