



Berkeley Primary School SEND Information Report 2025/26

This document provides information about the support Berkeley Primary School offers to children with Special Educational Needs and Disabilities (SEND). Berkeley Primary School aims to be as inclusive as possible and to support all children, including those with SEND, to reach their full potential.

At Berkeley Primary School we follow Gloucestershire's single graduated pathway for SEND, ensuring early identification of needs and a continuum of support for children in order to enable them to make progress. Please refer to our SEN Policy, which outlines the purpose, nature and management of special educational needs within our school.

The *Children and Families Bill* 2014 states that Local Authorities and schools are required to publish, and keep under review, information about services they expect to be available for the children and young people with Special Educational Needs (SEN) aged 0-25. This is the 'Local Offer'.

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

The Gloucestershire Local Offer can be found here:

<https://www.glosfamiliesdirectory.org.uk/kb5/gloucs/glosfamilies/family.page?familychannel=2>

Berkeley Primary School's SEND Information Report comes in the form of questions and answers.

What kinds of SEND needs does the school provide for?

Currently we support children with the following needs:

- Moderate Learning Difficulties
- Communication and Interaction Difficulties
- Social, Emotional and Mental Health difficulties
- Autistic Spectrum Disorder and Asperger's Syndrome
- Visual Impairment
- Specific Learning Difficulties
- Physical and Medical needs
- Hearing Impairment
- Sensory Impairment

In addition to these, there are areas which may impact on progress and attainment which are not SEN:

1. Disability (the SEND Code of Practice outlines the "reasonable adjustment" duty for all settings and schools provided under current Disability Equality legislation – these alone do not constitute SEN)
2. Attendance and Punctuality
3. Health and Welfare
4. EAL (English as an Additional Language)
5. Being in receipt of Pupil Premium Grant
6. Being a Looked After Child

7. Being a child of a Serviceman/woman
8. Being a traveller

How does our school know/identify that children have special educational needs (SEND)?

When children have already been identified with SEND, before they attend our school we liaise with the people who already know them, e.g. Nursery/pre-school staff, Family Support Worker, Health Visitor or the previous school, and use the information already available to identify what their SEND will be in our school and how best to manage it. Children in school are assessed regularly by the Class Teacher both formally and informally. Class Teachers meet regularly throughout the academic year with a member of Senior Leadership to ensure all children are making good progress. Children whose progress and achievement fall significantly below expected levels will be considered for SEND intervention by the Class Teacher and Special Educational Needs Coordinator (SENDCO).

What are the first steps our school will take if special educational needs are identified?

If Special Educational Needs or additional needs are identified, the Class Teacher or SENDCO will arrange a meeting with the parent/carer to discuss and plan the way forward. This may involve writing a plan of action. At this point permission may be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists, etc.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

In the first instance parents should meet with the Class Teacher as they know your child best and have primary responsibility for their progress. If you still have concerns you are welcome to meet with our SENDCO, or the Head teacher. If you are still concerned you can contact the SEND Governor.

How will our school include parents in planning and reviewing support?

If parents/carers have concerns about the progress, attainment or welfare of a child they should raise their concerns with the Class Teacher. If concerns continue the Class Teacher and/or the parent/carer should raise these concerns with the SENDCO. We will have an early discussion with the pupil and their parents when identifying whether a child needs special educational provision. These conversations will make sure that:

Everyone develops a good understanding of the pupil's areas of strength and difficulty

We take into account the parents'/carers' concerns

Everyone gives consideration to the views, opinions and wishes of the child

Everyone understands the agreed outcomes sought for the child

Everyone is clear on what the next steps are

Children on the SEND register will have either a My Plan or My Plan Plus. Three times a year (November, March and June) parents will be invited to meet with the Class Teacher to help review their child's targets and contribute to planning new ones. Parents will be sent copies of the "My Plans". For children who have an EHCP (Education, Health and Care Plan) an annual review will take place once a year, involving the parents, pupil and any professionals who are involved. Parents may arrange to discuss any concerns with the Class Teacher or SENDCO at other times, by appointment.

How will our school involve young people with SEND in their education?

Children have daily conversations with adults about their learning. Children are aware of their targets and their progress towards them. We involve children in the review process, by collecting their views on their strengths and needs (what helps them and supports them with their learning).

How will our school teach and support children with SEND?

Teachers are responsible and accountable for the progress and development of all the pupils in their class. Berkeley Primary school is committed to a 'quality first teaching' approach which means that lessons are differentiated appropriately (achievable work is set for pupils/groups depending to their ability) according to the levels of need within each class. Teachers identify specific work/interventions for pupils within their remit and, according to the specific needs of the children, identify different groupings, timetabled support from a teaching partner or access to different tools or materials. All classrooms display visual timetables, to support children in understanding what they are doing when and reduce anxiety levels. Children on the SEN Register will have specific targets and have their needs identified, support planned and steps for progress. Small group and individual sessions are also timetabled (according to the child's specific needs). These may take place in the classroom or in other learning spaces around school. We have a team of teaching partners who are experienced in and/or trained to deliver interventions. These interventions are listed at the end of this document.

Teaching partners will support pupils in small groups when a group of children have been identified as needing support in the same area of learning, for instance to develop understanding of a mathematical concept or spelling strategy, promote friendship groups or develop social skills. Teaching partners will also support pupils on a 1:1 basis when their needs indicate that they need this level of support to facilitate academic or social inclusion. This may be for physical, academic, behavioural or sensory reasons (or a combination of these). Inclusion and independence is encouraged at all times, but we recognise that some children may need either short or long-term support to achieve this. If a child has an EHC plan this will state whether they need 1:1 support for some/all of the school day and the rationale and purpose for this. For children with an EHCP there is additional involvement of outside professionals whose advice is then targeted at the specific child in order to aid them in their next steps for learning.

How will we adapt the curriculum and learning environment for pupils with SEND?

We make the following adaptations to ensure all pupils' needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

- Adapting our resources and staffing

- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.

- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

- Grouping for some lessons

- Seating arrangements

- Sensory areas/'chill out' areas

- Using multi-sensory teaching methods to engage all learning styles

- Providing diverse extra-curricular activities and clubs to promote inclusivity and to celebrate a range of talents and interests

How have we made the school accessible to children with SEND?

Our school is on one level and is accessible by wheelchair. There is an accessible toilet. We aim to ensure that all SEND children have equal access to all aspects of school provision including extra-curricular activities. All

school trips including residential trips are all available to all pupils with any extra SEND provision being made where needed.

How will our school assess and review pupils' progress towards outcomes?

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class teacher will work with the SENDCO to clearly identify the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil
- Formal and informal assessment, both summative and formative
- Their previous progress, attainment and behaviour
- Other teaching partners'/ teachers'/specialists' assessments, where relevant
- The individual child's development in comparison to their peers and national data
- The views and experience of parents/carers
- The pupil's own views
- Advice from external support services, if relevant
- Classroom/pupil observations

All assessments and progress will be reviewed regularly.

All teachers and support staff who work with the pupil will be aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress. Berkeley Primary School will use intervention records to record progress over time.

How will the effectiveness of our SEND provision be assessed and reviewed?

The governing body reports annually on the quality of provision for, and the achievement of, pupils with SEND. The SENDCO reports annually to the governing body as part of the evaluation process.

We evaluate the effectiveness of provision for pupils with SEN by:

- Regular observations of teaching and teaching partner support by the Head teacher and/or SENDCO
- Reviewing pupils' individual progress towards their goals each term
- Reviewing the impact of interventions each term using intervention plans
- Using pupil questionnaires
- Monitoring by the Senior Leadership Team/SENDCO
- The SENDCO maintains a SEN/D Support List which identifies children with SEN or those needing monitoring. This list is reviewed termly by the SENDCO, Teachers, Head teacher and SLT.
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans
- Scrutiny of planning and pupils' work
- Monitoring by the SEND Governor
- The views of parents/carers and pupils
- Outcomes of My Plan, My Plan + and EHC Plans

Which other services do we use to provide for and support our pupils?

We will work with other agencies and professionals as required and appropriate to meet a child's needs. We currently work with the following agencies to provide support for pupils with SEN:

- Advisory Teaching Service
- Educational Psychology Service
- Special Educational Needs and Disabilities Advice Service (SENDIASS) for parent support
- Paediatricians
- Speech and Language Therapy
- Occupational Therapy
- School Nursing Service
- Children and Young People's Service for Mental Health (CAMHS)
- Health Visiting Service
- Family Support Workers
- Social Care
- Early Help Advisers

How does our school help with personal care where this is needed?

Within restrictions of resources available, additional support may be offered to help children who lack basic skills in personal care. Children who need additional support with areas such as toileting will have a Personal/Intimate Care Plan where appropriate.

How do we support social and emotional needs and what extra pastoral support do we offer to students with SEN?

The quality first teaching of PSHE, in all year groups, supports social and emotional learning, within classrooms. Pupils with SEND are also encouraged to be part of clubs to promote teamwork and friendship building. In addition, the SENDCO, alongside trained Teaching Partners, offer pastoral support and group activities to support children with social and emotional needs, to enable them to integrate as fully as possible into the life of their class and school. These interventions include Thrive, Build Happy, social skills groups and Social Stories. All children are encouraged to be open and to feel that they can share anxieties with adults in school. For some children, where a need is identified, a regular 'time to talk' session with an adult is timetabled. Any concerns are logged confidentially by staff on the CPOMS system. Where further support or advice is needed, the SENDCO may refer pupils to CAMHS (Child and Adolescent Mental Health Service) or for outside counselling support or play therapy. Parents/carers are encouraged to discuss any concerns, initially with teachers or teaching partners and if these concerns continue with the SENDCO/Headteacher.

What access do our SEN pupils have to facilities and extra-curricular activities available to all children?

All of our extra-curricular activities and school visits are available to all our pupils, including school clubs. All pupils are encouraged to go on school trips including any residential trip(s). All pupils are encouraged to take part in sports day/school plays/special workshops, etc. No pupil is ever excluded from taking part in these activities because of their SEND. Under The Equalities Act children with medical conditions should be properly supported so that they have full access to education, including school trips and physical education. Berkeley Primary School complies with its duties under this act and upholds an ethos of inclusion for all pupils. Specialist

advice, support and training is sought whenever needed. Risk Assessments are undertaken where needed and additional support provided where necessary to ensure positive inclusion.

How do we welcome children on entry into our school and support them with transitions?

If a child transfers to us from another school we liaise closely with their previous school to establish needs and previous interventions and support. The child will be offered the opportunity to visit the school in advance, either with parents or to spend some time in the receiving class. Parents will have the opportunity to meet with the class teacher at an early stage to develop links and ensure school is fully informed of the child's history and needs. When we transfer, we forward all the documentation and data, and will contact the receiving school in advance to share key information.

On transfer to secondary school the class teacher and SENDCO always meet with the year group tutor or SENDCO to discuss needs. Induction days and transition plans are encouraged for all children and additional arrangements may be made for children with SEND. The school follows county protocol if we have to manage a transfer to another school following an exclusion.

What special arrangements are made for exams?

During SATs or other formal assessments we may offer additional support such as: a scribe, additional time or working in a familiar location with an appropriate adult. This is all dependent on the child's needs and the most recent criteria for providing reasonable adjustments.

What expertise and training do staff have?

Our SENDCO has 30 years of teaching experience, in a range of primary schools. She holds the NASENCO (National Award for Special Educational Needs) qualification. The SENDCO is allocated 3 days a week to manage SEND provision and inclusion. All teachers and teaching partners receive Continuing Professional Development (CPD) to support children with SEND on a regular basis. Our staff have attended training on, Safeguarding Children and Young People, dyslexia, Autism, ADHD, intervention programmes for curricula and social skills development, Emotion Coaching, and First Aid. We have a team of teaching partners, including qualified teachers who are trained to deliver SEND provision. These support staff have been trained in the Thrive Approach, social stories, attachment, FIZZY, supporting sensory needs, Total Communication and Makaton. The SENDCO will support the Class Teacher in planning and resourcing for children with SEND in their class and specialist support is employed for any areas of need that arise.

What role do the governors have? What does our SEND governor do?

Governors have an overview of the SEN Policy and are involved in monitoring provision and resources for SEND children. The SEN Governor will visit the school to liaise with the SENCo and Headteacher.

Where can you find our SEN policy?

All our policies can be found in the parents section of our website www.berkeleyprimary.org.uk

Our Policy is due for review in Autumn 2026

What can you do if you would like further information or have any concerns?

In the first instance discuss concerns with the class teacher, however if you feel that they are still unresolved, ask to meet with the class teacher and SENCo and/or Headteacher.

Concerns can be taken further in the form of a formal complaint if you remain dissatisfied. See our Complaints Policy for further information (on website).

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. Complaints about provision made by an EHC Plan or refusal to issue an EHC Plan can be made to the First Tier Tribunal as a complaint against

the Local Authority. In all cases mediation is advised to reconcile differences at the earliest stage possible. Berkeley Primary School is committed to providing a happy, inclusive and successful education for all pupils and seeks to work with parents/carers to achieve this outcome.

Who can you contact for more information?

Contact the school office on 01453 810254 or admin@bps.cbat.academy to arrange a meeting with the Head teacher, Miss Alex Robbins or contact the SENDCo Mrs Rachel Carrick at sen@bps.cbat.academy. The Governor with responsibility for SEND is Helen Cerullo.

Other support and information for parents can be found by contacting Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) Gloucestershire.

sendiassglos.org.uk/ or Freephone: 0800 158 3603 or <https://carersgloucestershire.org.uk/gloucestershire-sendiass/>

Interventions currently used

Wave 1 Interventions (Inclusive Teaching)	Wave 2 Interventions (Additional Interventions – time limited)	Wave 3 Interventions (Highly Personalised Interventions)
Differentiated curriculum planning	Additional Reading	Outside Agencies (e.g. advisory teachers)
Differentiated work appropriate to a child's level	Individual and group phonics Support	Speech and Language Therapy
Appropriate resources – word banks, pencil grips, visual aids etc.	Small Group work (English and Maths)	Fizzy
Visual timetables	1:1 Maths/English	1:1 support from individual TP
Structured Class routines	Social Skills groups	Social stories
In class support from Class TA	Reward Systems	Thrive
In class ICT	Focused Marking	Build Happy Lego
Social Development - PSHE, Circle Time		NESSY
		Personal behaviour plans
		Play therapy