



Bilston C of E Junior School

Special Educational Needs and Disability (SEND) Information Report - September 2025

Our Information Report aims to explain how we support children with Special Educational Needs at Bilston C of E Junior School.

Definition of SEND

(taken from the Special Educational Needs Code of Practice 2015)

A child or young person has special educational needs if they have a learning difficulty or 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:

- has a significantly greater difficulty in learning than the majority of others of the same age,
- or
- 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 mainstream schools or mainstream post-16 institutions.

Disability: Many children and young people who have SEND may have a disability which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities’.

Our Aims for SEND Provision:

*Our vision is to empower children to make a positive impact on the world and to apply the following values in all they do: **Care, Co-operation, Honesty, Forgiveness, Respect and Resilience.***

At Bilton C of E Junior School we aim, with our best endeavours, to provide an inclusive education where all children will have access to a broad, balanced curriculum. We strive to provide an environment where pupils, parents and staff work in cooperative partnership, alongside external agencies and the Local Authority, to ensure that appropriate provision and reasonable adjustment is made so that the children can recognise and unlock their potential.

Who should I contact ?

Members of Staff

Mrs Alison Ravenhall	SENDCO	mrsravenhall@biltonjuniorschool.co.uk
Mrs Maria Smith	Home School Support	homeschoolsupport@biltonjuniorschool.co.uk
Mrs A Ravenhall	Medical Needs Team	office@biltonjuniorschool.co.uk
Mrs J Thomas,		
Mrs V Edwards		
Mrs Rebecca Ross	Head of School	head@biltonjuniorschool.co.uk
Mr Ed Newton	Executive Headteacher	

What kinds of SEND are provided for and how will we support a child with SEND?

At BJS we support children within the 4 areas of need:

-Cognition and Learning difficulties: how your child thinks, learns and understands the world.

-Communication and Interaction needs: how your child talks to, listens, plays and learns with other children and adults.

-Social, Emotional and Mental Health difficulties: how your child interacts with others, expresses their feelings and respond to problems in different situations, including changes in routines.

-Sensory and/or physical needs: how your child responds to their environment

Your child's needs may be supported in a number of ways

- All pupils will be provided with high quality teaching that is differentiated to meet the needs of all learners. The quality of classroom teaching provided to pupils with SEND is monitored through a number of processes that include:
- Small group targeted interventions; where a difficulty is identified and specialised intervention is thought will have an impact.
- Targeted Individual work where appropriate
- Personalised Provision or adaptations where deemed suitable, often from recommendations taken from an external agency or EHCP.

SEND Support

Children on SEND support will follow an Assess, Plan, Do, Review model, known as The Graduated Response:

1. **Assess:** Data on the pupil held by the school will be collated by the class teacher/LSA/SENDSCO in order to make an accurate assessment of the pupil's needs and areas of support identified to enable the child to make enhanced progress.
2. **Plan:** If review of the action taken indicates that "additional to and different from" the rest of the class is appropriate, evidence-based interventions will be identified, recorded and implemented by a trained staff.
3. **Do:** SEN support will be recorded on a plan that will identify a clear set of expected outcomes, which will include stretching and relevant academic and developmental targets that take into account parents' aspirations for their child. Parents and the pupil will also be consulted on the action they can take to support attainment of the desired outcome.
4. **Review:** Progress towards these outcomes will be tracked and reviewed termly with the pupil, and parents are invited to this meeting. Information from this review will be recorded and shared with everyone involved.

If children are still not making the expected progress despite the delivery of high quality interventions, advice will be sought from external agencies regarding strategies to best meet the specific needs of a pupil. This will be undertaken after parental permission has been obtained and may include referral to:

1. Local Authority Support Services
2. Specialists in other schools
3. Social Services
4. Health partners such as School Nurse and RISE (formerly known as CAMHS)

N.B. For a very small percentage of pupils, whose needs are significant and complex and the SEN Support required to meet their needs cannot reasonably be provided from within the school's own resources, a request will be made to the local authority to conduct an education, health and care needs assessment (EHCNA). This may result in an Education, Health and Care plan (EHCP) being provided.

Pupils with a disability will be provided with reasonable adjustments to increase their access to a broad, balanced curriculum, for example auxiliary aids and services to overcome any disadvantage experienced in school. Children with a disability will be closely monitored to ensure they are meeting their potential

How are children with Special Educational Needs Identified and Monitored?

We work in close partnership with our feeder Infant Schools to ensure a smooth transition in order to continue to provide an effective learning environment for every child. Through discussion with our Infant school SENDCOs we will continue to provide appropriate support for each individual. [The SENDCO will attend transition Annual Reviews to support transition plans as requested.](#)

Through our internal monitoring if a child is considered to have an area of difficulty and require additional support, the class teacher will raise a Cause for Concern with the SENDCO. Interventions will be put in place by the class teacher, however, if the intervention is not showing to be effective Parents would then be invited in to discuss the next steps for the child; which may include being placed on the SEND register.

If you have a concern regarding your child's progress, please speak to your child's class teacher initially, they are the ones who know your child the best. Our SENDCO is available to join you if you require further information.

Our children with SEND are continually monitored through classroom observation; ongoing assessment of progress through in class and specifically targeted assessments; work sampling and scrutiny of planning to ensure effective matching of work to pupil need. Every class teacher understands their responsibility for the SEND children within the class and will through the review of assessment data which will enable a teacher to recognise a child's next steps. This not only supports information shared at parents evening, but which feed into targets set and agreed at our Target Review meetings.

Target Review Meetings:

These meetings take place three times a year (twice in Years 3 and 6), in addition to parents evening, and provide a valuable opportunity for children, parents, class teachers and the SENDCO to celebrate success and reflect on areas that need more support. The child is at the centre of these meetings and their voice is crucial in reviewing their progress and talking ownership of their targets. Meetings are held during school time and held virtually, to enable as many parents as possible to attend. If parents are unable to attend a comments sheet will be sent home with the new targets and any concerns a can also be raised during

Parents evenings. We endeavour to enable parental engagement as we recognise that this allows us to work together to provide the best outcomes for every child.

How will school support my child?

The school has a range of additional support structures which can be drawn from to aid your child accessing the curriculum:

- Learning Support Assistants (LSAs)
- Special Educational Needs and Disabilities Coordinator (SENDCO)
- Home School Support Worker
- Intervention programmes
- Liaison with external agencies
- Ongoing liaison between class teacher and SENDCO
- Target Review meetings in addition to Parents Evenings

Provision of additional resources

Our SENDCO oversees all support and evaluates the progress of all children requiring additional support across the school. She will then report on this progress to the school's leadership team; anonymised and collated progress data is also shared with the governing body, to ensure that pupils identified with SEND are making good progress and that expectations remain high.

How will I know how my child is doing and if the given support has had an impact?

Class teachers continually assess the progress of all children in their class, noting areas where children are improving against national expectations and where further support is needed. The impact of the extra support and intervention your child may be receiving will be formally evaluated termly and next steps for targeted support will be planned. Your views, the views of your child and staff who work with them, are greatly valued as part of this review process. This information will be fed back to you through our termly Target Review meetings, Parents Evenings and Annual Reports.

There are particular times, such as when we are reviewing the progress of any additional SEND support your child has been receiving, when their views will be integral to the process. We value and celebrate each child being able to express their opinions on all aspects of school life. Your child's teacher will be keen to develop a relationship with all children in their class and provide an environment where children can feel confident and able to share their views and concerns at any time.

If your child has an EHCP you will be invited to an Annual Review once a year. This is a child-centred meeting to review all areas of the child's development and discuss how we are preparing for their long term future.

Where a child makes sustained progress over time and no longer needs additional support to maintain this good progress, our team will discuss moving the child off the SEND register. Again, this decision is one that is taken collaboratively with parents and all those involved in supporting the child. The child will then go on to our monitoring and tracking register to ensure they continue to reach their potential.

How can I support my child's learning?

At our termly review meetings we will discuss ways you can support your child with their learning. During these meetings you will review the Targets your child will be working towards for the next term, you may also be provided with additional resources and ideas where appropriate so you can continue to support your child at home.

Daily reading and discussion is imperative, as well as the use of programs such as Spelling Shed, Literacy Gold, Times Tables Rock Stars and other online support programmes. These are considered vital in helping your child to be successful in their learning, building on areas the children have been learning in class.

What support will there be for my child's overall wellbeing?

We have a caring, understanding team looking after our children where all staff believe that children having high self-esteem is crucial to a child's well-being.

At our school, we are proud to be a myHappymind school. myHappymind is an award-winning programme that supports children's mental health and wellbeing through a series of science-backed lessons and activities. Its aim is to help children build resilience, develop positive habits, and learn lifelong skills to flourish both in and out of the classroom.

The programme is built around five key modules: Meet Your Brain, Celebrate, Appreciate, Relate, and Engage. Each module helps children to:

- Understand how their brain works and how to manage their emotions.
- Develop gratitude practices that promote positivity and happiness.
- Recognise and celebrate their own strengths and achievements.
- Build strong, supportive relationships with others.
- Learn strategies for focus, concentration, and goal-setting.

As a myHappymind school, this approach is embedded into everyday school life. Lessons, assemblies, and class discussions reinforce the key principles so that children can practise them regularly. The language and strategies from myHappymind are used consistently across school, helping to create a nurturing environment where every child feels valued, supported, and confident in managing their own wellbeing.

We believe that by embedding myHappymind into our culture, we are giving our pupils the tools they need not only to succeed academically but also to thrive socially and emotionally—both now and in the future.

To support the Social, Emotional Mental Health we can make a referral to our pastoral team who will triage right time support.

Mrs Ross, the assistant Heads of School and a team of LSAs support the Lunchtime supervisors, allowing the children to access familiar adults to resolve any issues that may arise and support a positive lunchtime experience. Disagreements are resolved with a 'Think and repair approach (TaR). The SEN provision is a quiet space available by invitation to provide a calmer space as we recognise some pupils find this unstructured time of day challenging.

Promoting Inclusion and Diversity

At our school, we are committed to creating an inclusive and welcoming environment where every child feels valued, respected, and celebrated for who they are. We believe that diversity enriches our school community, and we work hard to ensure that all pupils, families, and staff feel a strong sense of belonging.

We promote inclusion and diversity by:

- Embedding respect and equality into our curriculum, assemblies, and daily routines.
- Celebrating differences, including cultural, religious, and individual identities, through events, themed weeks, and classroom learning.
- Adapting teaching and learning to meet the needs of every child, ensuring all pupils can access the curriculum and thrive.
- Providing targeted support where needed, so that every child is given the opportunity to succeed.
- Promoting pupil voice, encouraging children to share their views and experiences, and involving them in shaping a respectful school culture.
- Challenging discrimination and prejudice whenever it arises and teaching children the importance of fairness, kindness, and empathy.

By modelling and teaching inclusivity, we prepare our pupils to become respectful, compassionate, and responsible citizens in an increasingly diverse world.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be a parents' first point of contact. If there is a Social/emotional concern the teacher will liaise with Home School Support and SENDCO for further advice and support. This may involve working alongside outside agencies.

Our dedicated Home School Support Worker is available to support and advise both our children and their families as part of our early [support](#) offer. Mrs Smith is available to contact via the school office, via her email address (homeschoolsupport@biltonjuniorschool.co.uk) or can be approached at the school gates as the children come into school. Mrs Smith is able to support families in obtaining help from other professionals or organisations where appropriate. Both Mrs Smith and Mrs Ravenhall have strong links to our SEND children and provide continued emotional and social support for those that need it, listening to their views and putting in place additional measures of support where appropriate.

What specialist support does the school receive?

- The school is able to access advice and support from a range of outside agencies including Integrated Disability Service (IDS), Occupational Therapy (OT), Speech and Language Specialist (SaLT), Educational Psychologists, RISE, Children's Community Autism Support Services (CCASS) and the School Nurse. Accessing advice and support from specialist agencies will always be done in close consultation and with the agreement of parents.

How will you support my child during transition?

We have close working relationships with the staff of the local Infant Schools and Secondary Schools. When receiving and transferring children to different schools we ensure all relevant paperwork is passed on and all needs are discussed and understood. In the Summer Term Mrs Ravenhall meets with SENDCOs of the Secondary Schools to discuss the needs and 'normal working practice' for each individual on the SEND register, as well as children who have previously been on the SEND register, have a recognised disability or medical need.

We encourage all new children to visit our school prior to starting when they will be shown around the school and meet key members of staff. For children with SEND we would encourage further visits to assist with the acclimatisation to the new surroundings.

We monitor all children closely during their time with us and understand that some develop later than others emotionally and may need additional support during times of change/transition. When children are preparing to leave us for a new school; typically to go to secondary education, we can support in arranging additional visits which are accompanied by familiar members of staff. The children are given opportunities to talk about how they feel and extra support around transition may be extended.

We liaise closely with the parents/carers of children with SEND and listen to the views of the child themselves as part of the transition planning process to ensure that you and your child are confident and as assured as possible to achieve a successful transition.

As part of the EHCP Annual Review process in year 5 options for the next phase of education will be discussed, with the support of outside agencies where appropriate. In the Autumn Term of Year 6 children with an EHCP will have their plans reviewed and targets revised in order to recognise the needs of their Secondary development. Both child and parent will be able to express a preference for Secondary Placement, which will be considered by the Local Authority.

How accessible is the school environment?

The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school has ramps at specified fire exits. We have a medical room in order to provide a safe place for the administering of any medicines needed. Ensuring the school environment and its facilities are as accessible as possible it is kept under regular review by the leadership team and the school's Governing Body. This is known as the Accessibility plan which can be found on the school website.

For further information regarding admission arrangements for disabled pupils, please refer to the schools admission policy on the website. For further information regarding SEND you can go to the following link <https://www.warwickshire.gov.uk/sendspecialistsettings>

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

We adopt an inclusive practice and promote equal opportunities for all which means that all children are included in all parts of the school curriculum. [In consultation with parents](#) reasonable adjustments will be made to ensure that trips are accessible for all.

A risk assessment is carried out prior to any off site activity to ensure no-one's health & safety will be compromised. An individual Risk Assessment may be put in place if we feel a child needs an extra level of support.

What if my child has medical needs?

Please see our separate 'Supporting Children in School with Medical Conditions Policy'

What training do the staff supporting children and young people with SEND undertake?

We run an ongoing programme of training; this has included Autism Awareness, Thrive, Team Teach, Equality Duties, particularly in relation to Disability and Attachment, Speech, Language and Communication needs, the role of the LSA.

Mrs King, Mrs Khan, Mrs Thomas, Mrs Edwards and Mrs Talbot are fully trained to run the MOVES programme created by NHS Occupational Therapy.

Staff Training in myHappymind

As a myHappymind school, all of our staff undergo training to ensure the programme is delivered consistently and effectively across the whole school. This training gives staff a deep understanding of the science behind the programme, as well as practical strategies to support children's wellbeing and resilience in the classroom and beyond.

Through the training, staff learn how to:

- Use the myHappymind language and strategies in everyday interactions.
- Reinforce positive habits such as gratitude, reflection, and celebrating success.
- Support children in managing their emotions and building resilience.
- Embed wellbeing practices into lessons, routines, and the wider school culture.

As every member of staff is trained, the myHappymind approach is truly whole-school. Whether in the classroom, on the playground, or during lunchtime, children experience a consistent, nurturing environment that promotes their mental health and emotional wellbeing.

This shared commitment ensures that myHappymind is not just a programme, but a way of life at our school.

Mrs Ravenhall our SENDCO is fully qualified with the National Award for SEN Coordination qualification and has completed a 2 year Post Graduate Diploma in Specific Learning Difficulties and Inclusion. She has also undertaken the Speech and Language Classroom Communicators programme run by Warwickshire NHS Speech and Language department. Mrs Ravenhall attends termly Warwickshire SEND meetings to ensure she has the latest information regarding SEND in the Local Authority and is part of Warwickshires SEND and Inclusion Programme and Change Programme.

What should I do if I have a complaint?

The first person to contact is your child's class teacher who knows your child best through the school office: office@biltonjuniorschool.co.uk

If your concern remains, then please contact the school's SENDCO through the school office to arrange a meeting.

If you feel that your concern is not resolved, you can take your concern to the Head of School Mrs Rebecca Ross or the SEND Governors.

The school's formal complaint policy can be found on Bilton Junior School's website under 'School Information', 'Policies.'

If you have a complaint regarding the EHCP application process, initial contact should be made with SENDAR. The SENDCO will attend mediation as required.

Support Services for parents of pupils with SEND include:

SENDIAS (Tel 02476 366054) or visit their website www.familyaction.org.uk/wpps

School Nursing Team (Now known as Connect for Health) (tel: 03300 245 204 or email connectforhealth@compass-uk.org)

Our Home School Support Worker also works closely with the local Targeted Support Officers in order to be able to offer a coordinated approach to supporting children and their families where there is a multi-agency involvement. You can also look at the Family Information Service (tel: 01926 742274 or visit their website www.warwickshire.gov/contactusfamilyinformationservice)

Link to Local Authority's Local offer: <https://www.warwickshire.gov.uk/send>

Glossary of terms:

SEND - Special Educational Needs and/Disabilities. A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. (SEND Code of Practice 2014)

SENDSCO–Special Educational Needs co-ordinator – is a qualified teacher in a school who has responsibility for co-ordinating SEN provision.

EHCP- Educational Health Care Plan an EHC plan is a legal document that describes a child or young person's special educational, health and social care needs. It explains the extra help that will be given to meet those needs and how that help will support the child or young person to achieve what they want to in their life