



Bentham Community Primary School

SEND Information Report

(Special Educational Needs and Disabilities)

- **Date approved:** September 2026
 - **Review date:** September 2027
 - **SENCo:** Mr Richard Wright
 - **Deputy SENCo:** Mrs Emma Chapman
 - **Headteacher:** Mr Richard Wright
 - **SEND Governor:** Mr Chris Hawkins
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Welcome

Welcome to Bentham Community Primary School's SEND Information Report. We believe that every child deserves to feel welcomed, valued and successful. This report explains how we support children and young people with Special Educational Needs and Disabilities (SEND), how we work with families and the provision available within our school.

The report should be read alongside our:

- Special Educational Needs, Disability and Inclusive Education Policy
- Accessibility Plan
- Equality Objectives
- Supporting Pupils with Medical Conditions Policy

Together, these documents explain our commitment to ensuring every child can participate fully in school life and achieve their very best.

Our Inclusive Vision

"A nurturing family, learning together"

At Bentham Community Primary School we believe:

Every child belongs.

Every child brings their own strengths, interests, experiences and aspirations. We are committed to creating a school where every pupil feels:

- safe
- respected
- included
- challenged
- supported
- successful.

Children learn best when they feel that they belong. Our aim is not simply to support children with identified SEND, but to remove barriers so that every child can participate fully in learning and school life. Our school values underpin everything we do:

- **Be Proud**
- **Be Yourself**
- **Be Together**
- **Be Friendly**
- **Be Strong**
- **Be Bentham**

These values shape our approach to inclusion and help us create a community where diversity is celebrated and every child is encouraged to flourish.

What is SEND?

The Children and Families Act 2014 defines Special Educational Needs (SEND) as follows:

A child or young person has Special Educational Needs if they have a learning difficulty or disability which requires special educational provision to be made for them.

A child has a learning difficulty or disability if they:

- have significantly greater difficulty in learning than most other children of the same age; or
- have a disability which prevents or hinders them from making use of educational facilities generally available for children of the same age.

Special educational provision means educational support that is additional to, or different from, the support normally available within the classroom.

Not every difficulty is SEND

Children experience challenges for many different reasons. Sometimes pupils may need extra help because of:

- changes in family circumstances
- bereavement
- illness
- emotional wellbeing
- attendance
- English as an Additional Language (EAL)
- interrupted education
- temporary medical needs.

These children may benefit from additional support without having Special Educational Needs. Our first priority is always to understand the reason for any barriers to learning before deciding the most appropriate support.

Our Inclusive Approach

Inclusion is at the heart of everything we do.

We believe that:

- every child is unique
- high expectations should be maintained for every learner
- differences should be celebrated
- barriers should be removed wherever possible
- every teacher is responsible for every child
- children with SEND should participate fully in school life.

Children with SEND are encouraged and supported to take part in:

- educational visits
- clubs
- sporting activities
- performances
- residential visits
- leadership opportunities
- wider enrichment activities.

We believe inclusion benefits every member of our school community.

How do we identify children who may have SEND?

Children develop at different rates and every child learns differently. Teachers continually monitor children's learning, development and wellbeing as part of everyday classroom practice.

A concern may first be identified through:

- classroom observations

- teacher assessment
- discussions with parents or carers
- information from previous schools or nurseries
- health professionals
- external agencies
- the child themselves.

Parents know their children best.

If you have concerns about your child's learning or development, we encourage you to speak to your child's class teacher as soon as possible. Early discussion often enables concerns to be addressed quickly.

What happens if concerns are raised?

Where concerns arise, the class teacher will gather information about your child's strengths and any barriers they may be experiencing. The teacher may:

- review classroom practice
- adapt teaching approaches
- introduce additional classroom support
- discuss concerns with the SENCo
- arrange a meeting with parents.

Many children make excellent progress through carefully planned classroom adaptations and do not require SEND Support. Where concerns continue, the SENCo and class teacher will work together to decide the next steps. Parents will always be involved in these discussions.

Quality First Teaching

The most important support we provide for all children is excellent teaching. Every teacher is responsible for the progress and achievement of every child in their class, including children with SEND. High-quality teaching includes:

- ambitious learning for every child
- clear explanations
- adaptive teaching
- effective questioning
- appropriate scaffolding
- visual supports where appropriate
- opportunities for practice and retrieval
- flexible grouping
- promoting independence
- reducing unnecessary barriers to learning.

Additional interventions never replace excellent classroom teaching. Instead, they are carefully planned to complement learning taking place in class.

Examples of classroom adaptations may include:

- visual timetables
- word banks
- scaffolded learning
- adapted recording methods
- concrete mathematical resources
- additional processing time
- assistive technology where appropriate.

The Bentham Inclusive Classroom

Our classrooms are designed to enable all children to succeed.

You should expect to see classrooms where:

- high expectations are maintained
- relationships are positive
- children feel safe
- routines are predictable
- learning is well organised
- differences are respected
- independence is encouraged
- success is celebrated.

Teachers continually adapt learning so that pupils can access the curriculum whilst remaining appropriately challenged. Our aim is not to lower expectations but to remove barriers.

What is the Graduated Response?

If your child requires SEND Support, we follow the graduated approach described within the SEND Code of Practice.

This is known as:

Assess – Plan – Do – Review

This cycle helps us ensure support remains responsive to each child's changing needs.

Assess

We carefully identify your child's:

- strengths
- barriers to learning
- attainment
- progress
- wellbeing
- views
- family circumstances where relevant.

We may also seek advice from external professionals where appropriate.

Plan

Together with parents and, wherever possible, the child, we agree:

- the outcomes we are working towards
- the support to be provided
- classroom adaptations
- any additional interventions
- responsibilities of staff
- review dates.

Support is personalised to each child.

Do

The agreed support is put into practice.

Although teaching assistants and specialist staff may contribute to provision, your child's class teacher remains responsible for their learning and progress.

The SENCo team supports staff through advice, coaching and monitoring.

Review

Support is reviewed regularly with parents and pupils.

Together we consider:

- the progress made
- what has worked well
- any ongoing barriers
- next steps.

Support is then adapted where necessary.

This process continues for as long as it is required.

Working in Partnership with Parents and Carers

We believe that parents and carers are experts on their own children. The best outcomes are achieved when schools and families work together.

Parents and carers can expect us to:

- listen carefully to your views
- communicate openly and honestly
- involve you in decisions
- explain the support your child is receiving
- celebrate success together
- work collaboratively to overcome challenges.

You can help us by:

- sharing information about your child
- letting us know about any changes at home
- attending review meetings where possible
- encouraging good attendance
- supporting agreed strategies at home
- contacting us if you have any concerns

If you have concerns at any stage, we encourage you to contact us promptly. We are committed to building positive relationships based on trust, respect and shared responsibility.

Listening to Children

Children are at the centre of everything we do. We want every child to feel that their opinions matter.

We encourage pupils to talk about:

- what helps them learn
- what they find difficult
- what they enjoy
- their aspirations
- their friendships
- their wellbeing.

Pupil voice helps us ensure that support is meaningful, personalised and focused on what matters most to each individual child.

The Four Broad Areas of SEND

The SEND Code of Practice identifies four broad areas of need. These categories help schools plan support but do not describe every child's individual needs.

Communication and Interaction

This includes children who experience difficulties with:

- speech and language
- understanding language
- social communication
- interaction with others, including children with Autism Spectrum Condition (ASC).

Cognition and Learning

This includes children who may require support because of:

- moderate learning difficulties
- severe learning difficulties
- profound and multiple learning difficulties
- specific learning difficulties such as dyslexia or dyscalculia.

Social, Emotional and Mental Health (SEMH)

Some children experience emotional or mental health difficulties which affect learning.

We recognise that behaviour often communicates an unmet need. Staff seek to understand underlying causes whilst maintaining consistent expectations and supportive relationships.

Sensory and/or Physical Needs

Some children require support because of:

- hearing impairment
- visual impairment
- physical disability
- multisensory impairment
- medical conditions affecting access to learning.

Reasonable adjustments are made wherever required to enable children to participate fully in school life.

SEND Support

Our aim is always to help children become increasingly confident and independent rather than reliant on adult support, however, If a child requires support that is additional to, or different from, the provision normally available within the classroom, they may receive **SEND Support**.

SEND Support is carefully planned to help children make progress, overcome barriers to learning and develop independence.

Support may include:

- additional classroom adaptations
- targeted teaching
- specialist resources
- small group work
- individual support
- advice from external professionals where appropriate.

The type and level of support will always depend upon the individual needs of the child.

Parents and carers will always be involved in discussions before SEND Support is formally introduced.

SEND Support Plans

Children receiving SEND Support have an individual SEND Support Plan. The plan is developed collaboratively by:

- the class teacher
- parents and carers
- the child, where appropriate
- the SENCo.

Each plan identifies:

- the child's strengths
- identified barriers to learning
- agreed outcomes
- classroom adaptations
- any additional provision
- responsibilities of staff
- arrangements for reviewing progress.

SEND Support Plans are reviewed at least once each term through the Assess–Plan–Do–Review cycle. Plans remain flexible and are amended whenever necessary to reflect a child's changing needs.

Education, Health and Care Plans (EHCPs)

Most children with SEND have their needs met successfully through SEND Support. However, a small number of children with more complex or long-term needs may require an **Education, Health and Care Plan (EHCP)**.

An EHCP is a legal document issued by the Local Authority which sets out:

- a child's educational needs
- health needs
- social care needs, where appropriate
- outcomes
- the provision required to achieve those outcomes.

Where a child has an EHCP, Bentham Community Primary School will:

- deliver the educational provision specified within the plan
- work closely with parents and professionals
- review progress regularly
- hold an Annual Review every year
- prepare carefully for future transitions.

Having an EHCP does not change our expectation that every child will access an ambitious curriculum and participate fully in school life.

Working with External Professionals

Sometimes children benefit from specialist advice beyond the expertise available within school.

Where appropriate, we may work with professionals including:

- Educational Psychologists
- Speech and Language Therapists
- Occupational Therapists
- Physiotherapists
- School Nursing Service
- Child and Adolescent Mental Health Services (CAMHS)
- Early Help
- Children's Social Care
- Autism and Communication Team
- Vision and Hearing Support Services
- North Yorkshire SEND Services
- Health professionals.

External professionals work alongside school staff and families to help us understand a child's needs and improve outcomes. Parents will always be involved before referrals are made unless safeguarding procedures require otherwise.

Accessibility and Inclusion

We are committed to ensuring every child can participate fully in school life. Reasonable adjustments are made wherever required so that children with SEND can access:

- learning
- educational visits
- clubs
- sporting activities
- performances
- residential visits
- lunchtime activities
- leadership opportunities.

The school also maintains an Accessibility Plan, which explains how we continue to improve access to the curriculum, buildings and information for disabled pupils.

Supporting Emotional Wellbeing

Children learn best when they feel safe, valued and emotionally secure. We recognise that some children may need additional support with:

- confidence
- friendships
- emotional regulation
- anxiety
- resilience
- self-esteem.

Support may include:

- trusted adults
- pastoral support
- carefully planned classroom strategies
- opportunities to develop social skills
- advice from specialist services where appropriate.

Where emotional wellbeing concerns affect learning, we work closely with families to provide appropriate support.

Attendance

Good attendance helps children feel connected to school and supports both academic progress and wellbeing. Where a child with SEND experiences barriers to attendance, we will work in partnership with parents to understand the reasons and agree supportive strategies.

Our aim is always to help children attend school regularly whilst recognising that some pupils may require reasonable adjustments or additional support.

Transition

Moving between classes or schools can be exciting but may also create uncertainty for some children. We carefully plan transitions to ensure children feel confident and prepared.

Transition arrangements may include:

- additional visits
- meetings with parents
- transition booklets
- photographs of key staff and classrooms
- visual timetables
- personalised transition plans
- information sharing with receiving schools.

From September 2026 we welcome children from Nursery through to Year 6, enabling us to build strong relationships with families from the earliest stages of education.

For pupils moving to secondary school, we work closely with receiving schools to ensure support continues smoothly. Where children have an EHCP, transition planning forms an important part of the Annual Review process.

Staff Expertise

Every teacher at Bentham Community Primary School is a teacher of pupils with SEND.

All staff receive regular professional development to develop their knowledge and confidence in inclusive practice. Training may include:

- adaptive teaching
- Quality First Teaching
- communication and interaction
- Autism
- dyslexia
- emotional wellbeing
- behaviour and regulation
- safeguarding
- medical needs

- assistive technology
- current SEND legislation and guidance.

Where specialist training is required, we seek advice and support from external professionals.

Monitoring Progress

We continually monitor the progress and wellbeing of children with SEND.

Progress is reviewed through:

- everyday classroom assessment
- teacher observations
- discussions with parents
- pupil voice
- SEND Support Plan reviews
- progress meetings
- advice from external professionals where appropriate.

Success is measured in many different ways, including:

- academic progress
- confidence
- independence
- communication
- wellbeing
- attendance
- participation in school life.

Every child is unique, and progress is considered from their individual starting point.

How We Work with Families

Positive relationships with families are central to successful inclusion.

We aim to communicate regularly through:

- termly review meetings
- parents' evenings
- telephone calls
- emails
- meetings with the class teacher
- meetings with the SENCo where appropriate.

If concerns arise, we encourage parents to contact us promptly so that we can work together to find solutions.

What if I have a concern?

We hope that any concerns can be resolved quickly through discussion with your child's class teacher. If further support is required, you may speak to:

- the SENCo
- the Headteacher.

If concerns cannot be resolved informally, parents may follow the school's Complaints Procedure, which is available on the school website. We are committed to working positively and respectfully with families at every stage.

North Yorkshire SEND Local Offer

The North Yorkshire SEND Local Offer provides information about services and support available for children and young people with SEND and their families.

It includes information about:

- education
- health services
- social care
- transport
- leisure opportunities
- support groups
- preparing for adulthood.

Further information can be found on the North Yorkshire Council website.

Contacting the SENCo

If you would like to discuss your child's needs or have any questions about SEND provision, please contact us.

Headteacher and SENCo

Mr Richard Wright

Bentham Community Primary School

Telephone: **015242 61412**

Email: **headteacher@bentham.n-yorks.sch.uk**

Deputy SENCo

Mrs Emma Chapman

Telephone: **015242 61412**

Email: **emmachapman@bentham.n-yorks.sch.uk**

We are always happy to discuss any questions or concerns and will work with families to ensure every child receives the support they need.

Reviewing this Report

This SEND Information Report is reviewed annually by the Governing Board.

The report may also be updated sooner if there are significant changes to:

- legislation
- statutory guidance
- local authority arrangements
- school practice.

We welcome feedback from pupils, parents, carers and professionals to help us continue improving our provision.

Our Commitment

At Bentham Community Primary School, we believe that inclusion is about much more than meeting statutory duties. It is about ensuring that every child feels that they belong, is valued for who they are and is supported to achieve their full potential.

We work in partnership with families, governors and external professionals to provide an inclusive education where children are encouraged to be ambitious, develop independence and enjoy learning.

Whatever a child's starting point, our aim is the same:

Every child belongs. Every child can achieve. Every child deserves to flourish.

Appendix One

Frequently Asked Questions (FAQs)

My child is struggling. Does this mean they have SEND?

Not necessarily. Children experience difficulties for many different reasons, and not all difficulties indicate Special Educational Needs or Disabilities (SEND). The first step is always to discuss any concerns with your child's class teacher. Together, we will explore what support may be helpful and monitor your child's progress before deciding whether SEND Support is appropriate.

I'm worried about my child. Who should I speak to first?

Your child's class teacher is usually the best first point of contact. If further advice is needed, the class teacher will work with the SENCo team to discuss the most appropriate next steps. We encourage parents to raise concerns early so that support can be put in place as quickly as possible.

How will I know if my child is receiving SEND Support?

You will always be involved in discussions before your child is placed on the SEND Register.

We will explain:

- why additional support is needed
- what support will be provided
- what outcomes we are working towards
- how progress will be reviewed.

How often will I meet with school?

Parents are encouraged to communicate with school whenever they have concerns. If your child receives SEND Support, you will normally meet with school at least once each term to review progress and agree next steps. You are welcome to request additional meetings if required.

Will my child be taken out of class?

Our priority is always for children to learn alongside their peers whenever possible. Some children may receive short periods of additional support individually or in small groups where this is considered beneficial. Any additional provision is carefully planned so that children continue to access a broad and ambitious curriculum.

Does having SEND mean my child will always need extra support?

Not necessarily. Children's needs change over time. Some pupils require additional support for a short period, while others benefit from longer-term provision. Support is reviewed regularly and adjusted according to individual need.

What if my child needs specialist support?

Where appropriate, we may seek advice from external professionals such as Educational Psychologists, Speech and Language Therapists or Occupational Therapists. Parents are always involved in decisions about referrals unless safeguarding procedures require otherwise.

What is an Education, Health and Care Plan (EHCP)?

An EHCP is a legal document issued by the Local Authority for children whose needs cannot be met through SEND Support alone. Most children with SEND do not require an EHCP.

Will my child still be expected to achieve highly?

Yes. We have high expectations for every child. Our aim is to remove barriers to learning rather than lower expectations. Support is designed to help children access an ambitious curriculum and achieve their individual potential.

Can my child attend school trips and clubs?

Absolutely. Children with SEND are encouraged and supported to participate fully in all aspects of school life, including:

- educational visits
- residential visits
- clubs
- performances
- sporting activities
- leadership opportunities.

Reasonable adjustments are made wherever necessary.

What happens when my child moves to a new class or school?

We carefully plan transitions. Additional visits, meetings, visual supports and personalised transition arrangements may be put in place where appropriate. We work closely with receiving schools to ensure information is shared and support continues smoothly.

How can I support my child at home?

One of the most valuable things you can do is talk regularly with your child about school and celebrate their achievements. We may also suggest practical ways to reinforce learning or

support agreed outcomes at home. Working together helps children make the best possible progress.

How will my child's progress be measured?

We look at much more than test results. Progress may include learning, confidence, independence, communication, wellbeing, attendance and participation in school life.

What should I do if I disagree with a decision?

We encourage parents to discuss concerns with us as soon as possible. Most issues can be resolved through open and honest conversation. If concerns remain, you may speak with the SENCo or Headteacher. We will always try to give a reasoned rationale for the decisions we make. If you continue to have concerns then please note that Information concerning the school's Complaints Procedure is available on our website.

Where can I find further advice?

You may find the following organisations helpful:

- North Yorkshire SEND Local Offer
 - SENDIASS (Special Educational Needs and Disabilities Information, Advice and Support Service)
 - Contact
 - IPSEA
 - National Autistic Society
 - Dyslexia Action (or other relevant organisations).
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Appendix Two

Our Inclusive Promise

At Bentham Community Primary School, we promise every child that they will be:

- ✓ welcomed
- ✓ listened to
- ✓ respected
- ✓ challenged
- ✓ supported
- ✓ encouraged
- ✓ included
- ✓ celebrated.



“Every child belongs. Every child can achieve. Every child deserves to flourish”.