



Billingham Primary School SEND Information Report



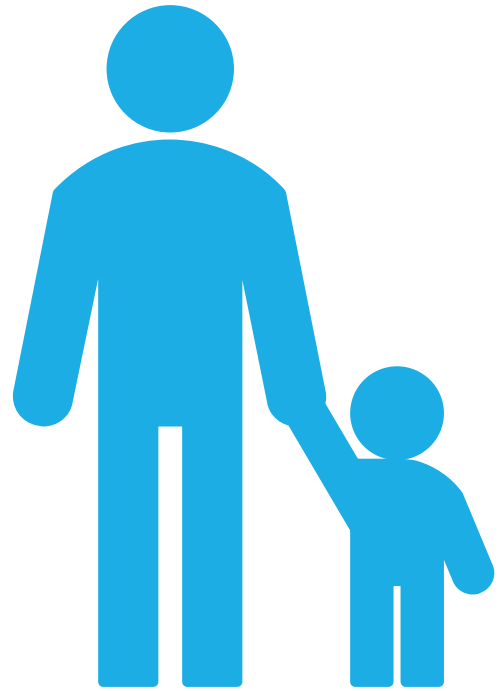
2025-2026

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Billingborough Primary School



At Billingborough Primary School we encourage all learners to be curious, creative and compassionate.

We are committed to providing a nurturing and supportive environment where every child is valued and encouraged to reach their full potential.

We believe that early identification of additional needs is key to ensuring that all students receive the tailored support they need to thrive.



What does Special Education Needs (SEN) mean?

In the 0-25 Special Educational Needs and Disabilities Code of Practice 2014 it states:

“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.

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.’



The 2014 Code of Practice identifies four areas of special educational needs.

These are:

Communication & Interaction

Cognition & Learning

Social, Emotional & Mental Health

Sensory and/or Physical



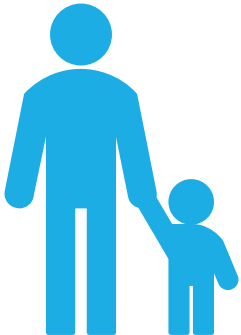
Who is responsible for Special Educational Provision?

The Headteacher, Mr T. Thorpe, is responsible for ensuring that the Special Educational Policy is implemented and managed.

The Special Educational Needs Co-ordinator (SENCo), Mrs V. McLeary, is responsible for co-ordinating the day-to-day provision of education for pupils with special educational needs and disabilities. She monitors the provision, liaises with outside agencies, and provides advice for parents and staff.

Class teachers are responsible and accountable for the progress and development of all pupils in their class, even where pupils access support from teaching assistants or specialist staff.

Becky Jackson is the member of the governing body who has specific oversight of the school's arrangements for SEN and disability.



What should I do if I think my child has special educational needs or a disability (SEND)?

If you have any concerns about your child's needs, please contact your child's class teacher. It is beneficial to identify a child's needs early so please make contact with us.

If staff have concern about your child's progress or needs, the teacher will contact you to discuss these concerns.

Your child may express concerns about their progress or needs and these views will need to be shared with staff and parents.



What happens when a concern is raised?

At Billingborough Primary School all staff follow the SEND Journey document.

Staff ensure that parents and carers are kept informed throughout the process.



The SEND Journey 2025/26

BLUE = Teacher YELLOW = SENCo GREEN = Class teacher & SENCo

Stage 1 - QFT	Stage 2 - Monitoring	Stage 3 – SEND support	Stage 4 - EHCP
Area of need identified by the Class Teacher • Communication and Interaction • Cognition and Learning • Social Emotional Mental Health • Sensory and Physical Health	Teacher to meet with SENCo to discuss which assessments need to be carried out. Assessments (e.g. SNAP) are carried out by Teacher/TA. SENCo to be given results.	Referrals to external agencies may be submitted.	Collate all paperwork V-SEND needs to be completed
Teacher to discuss concerns with parent at a meeting (not parents evening) and prepares a half term intervention to support the specific learning area. Start Internal Referral Form paperwork - page 1	SENCo to action – meeting with parents/ observations etc	Child moved onto the SEN Register	Information is gathered and an application made for EHCP. There is no guarantee that an EHCP will be granted. Evidence of sufficient graduated approach must be gained. Reports from numerous professionals required.
Child's progress is monitored by class teacher/TA over one half term	Child added to monitoring section of SEN register	Child's progress is monitored by class teacher and SENCO for at least three cycles (terms). V-SEND Tool used at this point	
Complete the Internal Referral form – page 1 - Send form to SENCo	Child's progress is monitored by class teachers and SENCO over a 6-8 week block (half term)	Is the child making progress? If yes then remain at this stage. If no then move on to Stage 4	If an EHCP application is successful, then targets are set and reviewed regularly via the Annual Review process.
Is the child making progress? If yes then remain at this stage. If no then move on to Stage 2	Is the child making progress? If yes then remain at this stage. If no then move on to Stage 3		



Early Identification

Following the SEND Journey document the class teacher will share any concerns with parents/carers at the earliest opportunity. Together an appropriate programme of intervention and support is discussed and agreed upon.

Additional support may be given within the class setting, or by attending a programme of support according to the child's needs.

A Support plan may be written which uses a small-steps approach where staff will assess and monitor the child's progress in line with existing school practices.

High quality teaching, adapted for individuals, is the first step in responding to pupils who may have SEN.

Slow progress and low attainment will not automatically mean a pupil is recorded as having additional needs or SEN.



How will the school support my child if they have Special educational needs?



If your child is identified as having special educational needs, they will be placed on the SEND register.

At Billingborough Primary School we use the graduated approach to support children.

This includes **Assess, Plan, Do, Review**



ASSESS

A child's needs may be assessed formally through termly assessments following our usual school monitoring processes. If a child is well below their age-related expectations the Birmingham Toolkit may be used to show their progress and attainment.

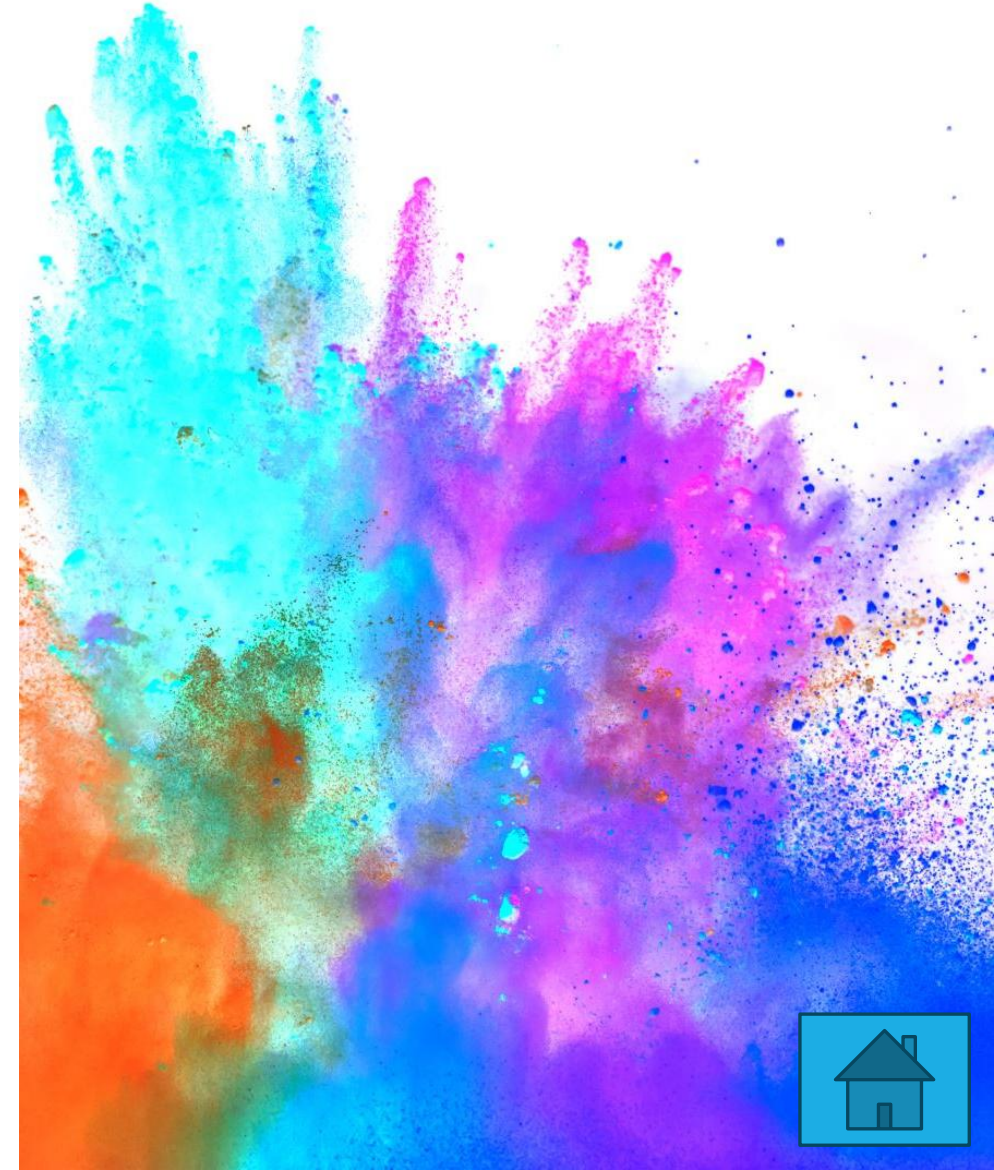
Parents understanding of their child's unique strengths and challenges are included in the assessment process including the insight they gain from their daily interactions.

Views of the child are actively sought to gain valuable insight into their feelings, strengths, challenges and preferences.

Class teachers and teaching assistants may share their observations as part of the assessment process.

The SENCo or outside agencies may observe pupils in their learning environment.

Specialist teachers and professionals from outside agencies may carry out assessments with parental consent.





PLAN

Following the assessment stage, an individual support plan will be written.

The support plan will have child friendly SMART (**S**pecific, **M**easurable, **A**chievable, **R**ealistic and **T**ime bound) targets.

These targets will be set by the teacher, with involvement from the child, parents and any outside agencies who are working with a child.

The support plan will include:

Your child's strengths and views

Your views and any agreed ways that you are planning to support your child at home.

Your child's areas of need.

Assessments, planned interventions, strategies and support to be put in place.



Do

Your child will work towards the targets on their support plan. The range of support and adaptations personalised to your child on their support plan will be put into action.

This could include:

- Adaptation of the classroom layout or seating arrangements
- Scaffolded tasks
- Visual supports
- Tasks chunked into smaller steps
- Use of assisted technology
- Adaptations of the learning task and/or learning time.
- Additional support during teaching time
- Emotional regulation support
- Opportunities for movement breaks and/or sensory activities



Review

Your child's targets and support plan will be reviewed at least 3 times a year. Parents and pupils will be invited to attend the review process, as will any outside agencies who have provided advice or support.

The purpose of the review is to:

- Evaluate the effectiveness of the support and interventions and their impact on the pupil's progress.
- Decide if further support is still required.
- Decide if more specialist support is required.
- Decide on the next set of targets.



Quotes from Parents

I am very happy with the support I am given as a parent – (Nursery parent).

I am very happy with all progress made [my daughter] is improving every day – (Y2 parent).

I am very happy with the help and support I am receiving, [the school] have made a lot of alterations for my child – (Y3 parent).

I know the school are doing everything they can to get [my child] the help that he needs – (Y5 parent).

All teachers are giving so much support and their adapted methods have had a positive impact on [my daughter's] work and attitude towards learning - (Y6 parent).

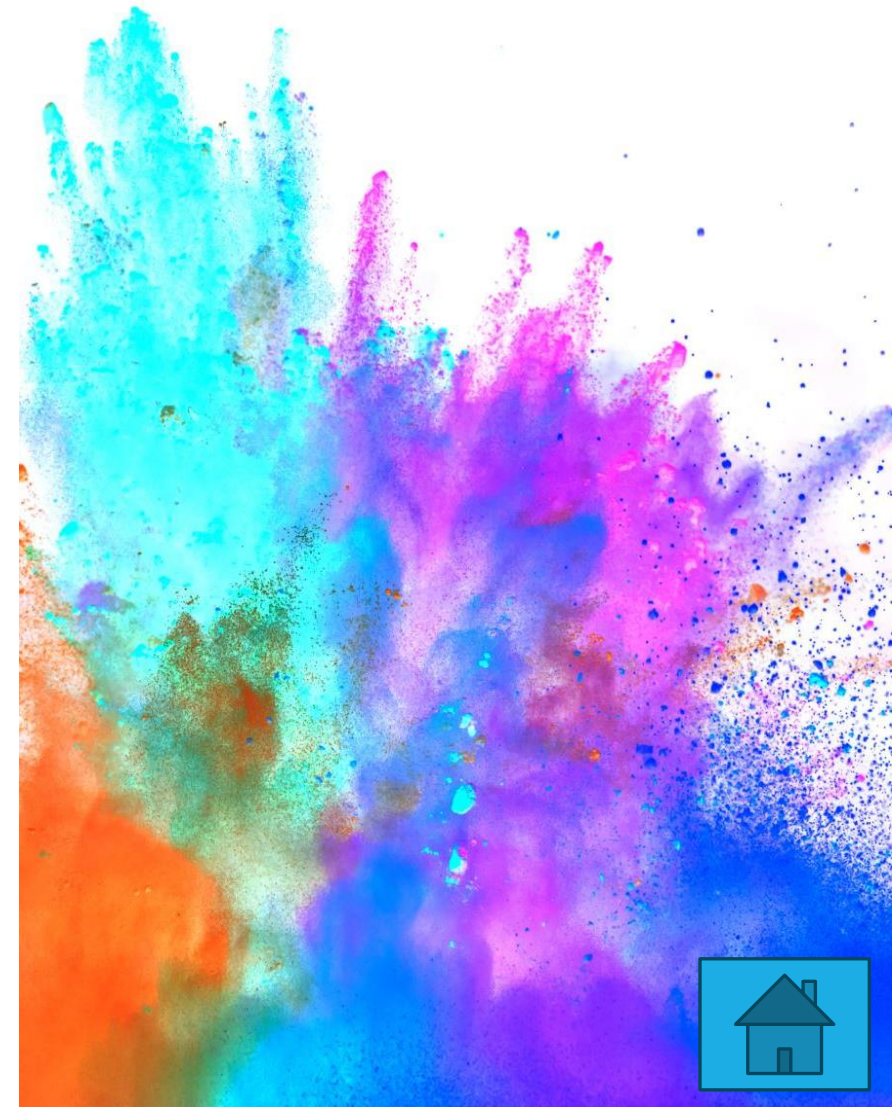


Who will support my child in school?

There is a team of staff who support children with special educational needs and/or disability in school including:

- ☐ Your child's class teacher
- ☐ Teaching assistants
- ☐ The SENCo
- ☐ The Headteacher
- ☐ The SEND Governor
- ☐ Outside agencies e.g. educational psychologist, occupational therapist, speech and language therapist.

Support may be given in class, through small group work, by enhanced adult support (which may be inside or outside the classroom) and from a specialist outside agency.



What training and experience do staff have?

All teaching and non-teaching staff have been trained and are regularly up-dated on:

- ❑ Safeguarding
- ❑ PREVENT
- ❑ First Aid
- ❑ Keeping Children Safe in Education
- ❑ Online Safety

All teachers and teaching assistants are experienced in working with children with a wide range of abilities.

We have an experienced team of Tas who are compassionate, creative and proactive.

All teaching staff have Qualified Teacher Status and have undertaken regular SEND training in school. This is delivered by the SENDCo and outside agencies. Individuals and groups have training in the following areas:

- BOSS - Understanding behaviour as communication, Attachment Awareness
- ADHD awareness
- Lego therapy
- Autism outreach – Autism awareness, PDA, Sensory profiling and sensory awareness
- Specialist teaching team – dyslexia and dyscalculia training

The SENCo has completed the National Qualification for the Co-ordination of Special Educational Needs award.



Who else might be involved in supporting my child?

At Billingham Primary School we are fortunate to receive advice and support from a range of Outside Agencies to support your child if needed.

These include:

The Working
Together Team

The Specialist
Teaching Team

Occupational
Therapist

Educational
Psychologist

Social Workers

The Behaviour
Outreach
Support Service
(BOSS)

Dyslexia
Outreach Service

Physiotherapist

School Nursing
Team

Early Help
Workers



What support will there be for my child's emotional and social wellbeing?

At Billingborough Primary School we are an inclusive and welcoming school.

All staff understand that the self-esteem and happiness of children is crucial to their wellbeing.

A range of techniques are used in lessons to promote speaking, listening, empathy and other social rules.

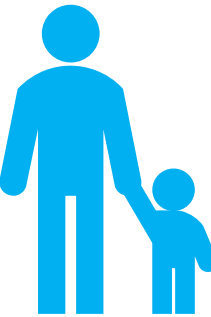
Scenarios that the children may experience are explored, and problem-solving strategies are developed.

The Zones of Regulation are used throughout the school. Children are taught and encouraged to recognise, name and understand their emotions and learn tools to handle strong feelings.

Self-regulation strategies from the BOSS toolkit are also used to help children regulate their emotions.

We have a clear behaviour policy which is adhered to by all staff.

All child protection issues are reported to the school's Designated Safeguarding Lead.



How do we support pupils with medical needs?

At Billingborough Primary School, we are committed to ensuring that children with medical needs receive the support they require to fully participate in school life.

We work closely with parents, healthcare professionals, and relevant external agencies to develop individual healthcare plans tailored to each child's specific needs.

We make reasonable adjustments to create a safe, inclusive, and nurturing environment where every child can thrive and feel supported in their learning journey.

The school complies with the Equality Act 2010 to support children with medical conditions and those who are disabled.

Where children have an Education, Health and Care Plan the SEND Code of Practice is followed.



What is an Educational, Health and Care Plan?



An Education, Health and Care Plan (EHCP) is a legal document that outlines the specific educational, health, and social care support a child or young person with special educational needs and disabilities (SEND) requires to help them achieve their full potential.

An EHCP is designed for children and young people who need more support than what is typically provided through standard SEND support in school.

The school or parents/carers may request an Education, Health and Care needs assessment. The L.A. considers the request.

If an EHCP is approved the plan is created which sets out the child's needs, the support they require, and the outcomes they are working towards. An EHCP ensures that the necessary resources and interventions are in place to help the child succeed in their education and development. It is regularly reviewed to ensure it continues to meet the child's evolving needs.

Children with an EHCP will continue to be monitored through the school's tracking system and will have additional review meetings.



Who can I contact for further information?

Contact:

- Your child's class teacher
- SENCo – Vicky McLeary
- The Headteacher – Tom Thorpe

Telephone number: 01529 240437

Email: enquiries@billingborough-cit.co.uk

If you are unhappy with any aspect of your child's education and feel that after speaking to the school your concerns have not been resolved, please email Helen Trower, Chair of Governors, marked FOA of Helen Trower Chair of Governors

