



## **Bunny C of E Primary School SEND Report 2026**

### **1. What kinds of special educational needs does the school/setting make provision for?**

Bunny C of E Primary is a mainstream school that aims to be as inclusive as possible. We strive to ensure that all pupils, regardless of their needs, make the best possible progress in school. There is a wide range of special educational needs for which children may need extra support. Sometimes these needs are only short term, others may continue through a child's school life and some children may have a specific diagnosis.

### **2. How does the school/setting know if pupils need extra help and what should I do if I think that my child may have special educational needs?**

If your child has a diagnosis, Inclusion Support Service or other agencies may inform our school about a forthcoming admission of a child with SEND. When children transfer from other schools full information about SEND is passed to us.

If your child is identified as not making sufficient progress, or the class teacher and or SENCO has concerns, school will set up a meeting to discuss this with you in more detail, to plan any additional support your child may need and to discuss with you any referrals to outside professionals to support your child.

If you have concerns about your child's progress, you should speak to your child's class teacher initially. If you continue to be worried that your child is not making progress, you can contact the SENCO to arrange a meeting to discuss your concerns.

### **3.a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?**

There are continuous assessments of progress including pupil progress meetings termly which involve all teaching staff. This is monitored by the SENCO. Gaps in learning are quickly identified allowing for early intervention and support. Staff make ongoing assessments regularly and keep parents informed about progress at review meetings and parents' evenings.

Interventions are tracked, monitored and assessed in terms of impact on learning to ensure progress is made. The SENCO and Head Teacher are responsible for monitoring the effectiveness of interventions and support teachers in their reviews and evaluations.

### **3.b) How will both the school and I know how my child is doing? How will the school help me to support their learning?**

The school tracks attainment using formative assessment forms. End of term assessments inform summative data which is discussed in progress meetings with class teachers, SENCO and Head. Children who are not making progress or not meeting age related expectations will be put forward for interventions with their class teacher or other school staff.

Communication with parents takes place at parents' evenings in the Autumn and Spring terms, then a written report in the summer. Further appointments with the class teacher and SENCO can be arranged as necessary. This approach is focused around the child and family and puts your needs at the heart of your child's learning. Our school welcomes and supports feedback from parents/carers in order to improve our provision.

### **3.c) What is the school's approach to teaching pupils with special educational needs?**

Pupils with SEND will be given access to the curriculum through the specialist SEND provision provided by the school as is necessary which takes into account the wishes of the child and their parents/carers through parents' meetings.

Where possible pupils with SEND will be taught alongside their peers. Where this is not possible, the SENCO will consider alternative arrangements, taking the wishes of the pupil and parents into account.

### **3.d) How will the curriculum and learning be matched to my child's needs?**

The curriculum will be adapted to each child which will be determined by their level of need. This will include setting aspirational targets for the child to ensure potential is reached. Regular training for all staff will ensure developments in policy and practice and new approaches in supporting children with SEND are embedded in teaching practice. Regular contact and communication with parents/carers will support the creation and development of a curriculum matched to a child's specific need.

### **3.e) How are decisions made about the type and amount of support my child/young person will receive?**

Where it is determined that a pupil does have SEN, parents will be formally advised of this and the decision will be added to the pupil's records. The aim of formally identifying a pupil with SEN is to help school ensure that effective provision is put in place and so remove barriers to learning. The support provided consists of a four – part process:

#### **Assess Plan Do Review**

This is an ongoing cycle to enable the provision to be refined and revised as the understanding of the needs of the pupil grows. This cycle enables the identification of those interventions which are the most effective in supporting the pupil to achieve good progress and outcomes.

For further details please access our SEND policy via the school's website.

### **3.f) How will my child/young person be included in activities outside the classroom, including school trips?**

The school curriculum is regularly reviewed by the Head to ensure that it promotes the inclusion of all pupils. Reasonable adjustments will be made to ensure children access extra-curricular activities and school visits. This may involve 1:1 TA support if required.

### **3.g) What support will there be for my child/young person's overall well-being?**

All classes deliver PSHE (Personal, Social, Health and Economic education) curriculum to nurture and develop overall well-being. We follow the SCARF program in school. In-school nurture provision is available should a child require additional support with emotional or social needs. We have a trained ELSA in school who can offer bespoke 1-1 support for children with SEMH needs. This is agreed alongside parents and is a time measured system of

support. With parental consent via the SENCO we can access specialist support through the Rushcliffe SEMH Partnership, Children and Adolescent Mental Health Services (CAMHS) and trained anxiety counsellors.

**4. Who is the school/setting's special educational needs coordinator (SENCO) and what are their contact details.**

The school SENCO is Connie Bee who can be contacted on 0115 9212727 or via [cmbee@bunny.notts.sch.uk](mailto:cmbee@bunny.notts.sch.uk)

**5. a) What training have staff supporting special educational needs had and what is planned?**

The school SENCO has successfully completed the Nottinghamshire SENCO Induction Training Programme. As a staff we have updates of SEND issues, including medication use and resources and interventions available for our pupils in order to ensure all staff have the confidence and are able to support pupils with SEND.

**5.b) What specialist services and expertise are available or accessed by the setting/school?**

As a school we will work with any external agencies that we feel are relevant to individual children's needs within our school these currently include:

The Rushcliffe SEMH Partnership (specialist behaviour support)

Nottinghamshire Specialist Services

Health services - School Nurse

General Practitioners

CAMHS (Child and Adult Mental Health)

Paediatricians and the Speech & Language Therapy service.

We also work with Social Care, Educational Psychologists and trained Counsellors for children. Parental consent is required for specialist support.

## **6. How will equipment and facilities to support pupils with special educational needs secured? How accessible is the school/setting?**

All pupils with SEND will have access to Element 1 and 2 of a school's budget (up to £6,000 per year). Some pupils with SEND may access additional funding. This additional funding might be from a budget which is devolved to and moderated by the Family of Schools. (The Family of Schools comprises of a secondary school and its feeder primary schools). For those with severe and complex needs, additional funding is retained by the Local Authority. This is accessed through the Family of Schools. The Family SENCO will refer individual applications to a multi-agency panel, which is administered by the Local Authority, who will determine whether the level and complexity of need meets the threshold for this funding.

In order to access this funding the SENCO will write a bid in conjunction with the class teacher and the support staff. Every effort will be made to secure additional funding from the Family bidding process and other agencies should this be considered necessary.

Facilities and equipment would be adapted to meet the child's needs through consultation with the parents/carers, school child and Local Authority.

## **7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?**

Parents/carers are involved through the process of termly meetings.

## **8. What are the arrangements for consulting young people with SEN and involving them in their education?**

We value and celebrate children being able to express their views on all aspects of school life. Opportunities to listen to children are made termly, prior to meetings with parents.

## **9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?**

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak with the

SENCO, who will try to resolve any difficulties and also be able to advise on formal procedures for complaint.

The head teacher and senior leadership team will aim to resolve any complaints as soon as possible.

**10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and supporting the families of such pupils?**

The school strives to build strong working relationships and links with external support services in order to fully support our SEN pupils, aid school inclusion and provide support for parents. Through termly parent meetings services will be discussed and involved in order to meet the needs of a child and family with SEND.

**11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?**

Our school is fully supportive of partnership working to support children with SEND. We have access to Sure Start services in Keyworth and have close links with Health. Voluntary groups and Local Authority support networks are signposted via the school website Local Offer.

**12. How will the school/setting prepare my child/young person to:**

**i) Join the school/setting?**

If your child is joining us from another school, the SENCO will contact the school your child is transferring from to discuss your child's needs and hold a conversation with the family. The SENCO may also visit the child in their current setting. Your child will be able to visit our school and stay for a taster session, if this is appropriate. Where possible a planning meeting will take place with the SENCO from the transferring school.

**ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?**

When moving classes in school information will be passed on to the new class teacher in advance and a meeting will be available with parents/carers. Targets will be shared with the new teacher.

In year 6 the SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school. Your child may participate in focused sessions relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions.

If your child has complex needs then an Education Health Care Plan review may be used as a transition meeting during which we will invite staff from both schools to attend.

### **iii) Prepare for adulthood and independent living?**

Our curriculum for pupils with SEND is adapted to include real life situations on an individual basis.