

SEND INFORMATION REPORT BEARWOOD PRIMARY SCHOOL 2026 - 2027

This SEND information report explains how our school SEND policy is put into practice and what SEND provision looks like at Bearwood Primary. For more detailed information, please read our school SEND policy.

<https://www.bearwood-pri.wokingham.sch.uk/web/send/607638>

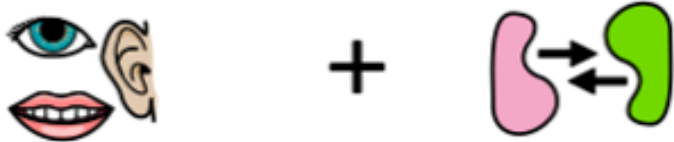
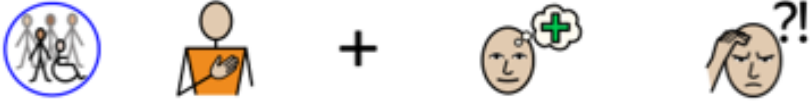
SEND Information Report

- This report will be reviewed every September.
- It will also be updated if any significant changes to the information are made during the year.
- It will be approved by the governing body.

Latest review: September 2026

What is SEND?

- Special Educational Needs & Disabilities (SEND) are categorised into the following four areas of need in the SEN Code of Practice, 2014

	Communication and Interaction E.g. Speech & Language Difficulties, Social Communication Difficulties and Autism.
	Cognition and Learning E.g. Moderate Learning difficulties, Specific Learning Difficulties (dyslexia, dyscalculia).
	Social, Emotional and Mental Health Difficulties E.g. ADHD, Behaviour & Anxiety related difficulties
	Sensory and / or Physical Needs E.g. Hearing / Visual impairments and physical difficulties

What types of SEND do we provide for?

We support children with the following needs: Speech, Language & Communication, Autism, ADHD, hearing impairment, visual impairment, specific learning difficulties and Social, Emotional & Mental Health.

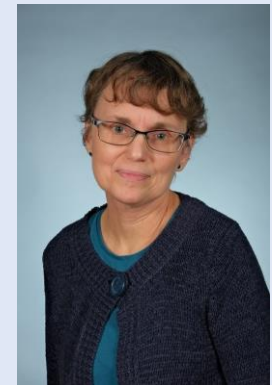
We admit pupils to Bearwood Primary with SEND either as part of normal admission arrangements or following consultation with the Wokingham SEN team if a pupil has an EHCP.

	SEN Support	EHCP (Education Health and Care Plan)
Bearwood	20.2% of school population	1.8% of school population
Nationally (June 2026 *)	14.8%	6.0%

*<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england/2025-26>

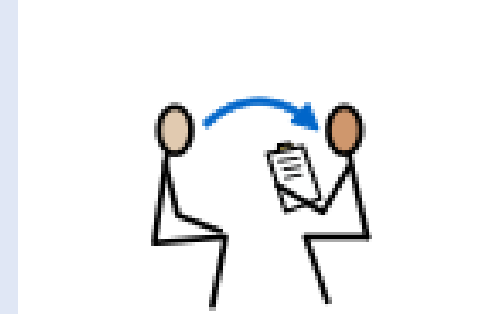
Who are the key contacts for pupils with SEND?

- Miss Kay Clarke is our Inclusion Lead and Senco. She has the National Award in Special Educational Needs Co-ordination / Postgraduate Certificate in SENCO (University of Reading) and has completed training courses in a number of areas including autism, ADHD, dyslexia, and mental health. She is also the Senior Mental Health Lead for the school, having completed the SMHL training course with AnnaFreud.org.
- The SENCo attends network meetings in order to keep up to date with local and national SEND provision and find out more about strategies to improve outcomes for pupils with SEND.
- Appointments can be made via the school office or by emailing senco@Bearwood-pri.wokingham.sch.uk
- Mrs Nevada Joshua is the SEND governor.



How do we identify pupils with SEND?

- Information provided by any previous school / setting
- Concerns raised by the class teacher or other staff
- Observations and assessments by the Senco
- Concerns raised by parents / carers
- Professional discussions at termly pupil progress meetings
- Looking for signs that a child may need extra support:
 - Slower progress compared to others of the same age
 - A growing gap between a child's ability and that of the rest of the class
 - Falling behind in reading, writing or maths
 - Struggling emotionally
- Assessments – tracking attainment and progress:
 - Teacher assessments
 - Standardised assessments
 - Screening assessments – e.g. FFT online reading test, YARC reading comprehension, Sandwell Numeracy, speech & language, checklists...
 - External professionals' assessments and reports



Slow progress and low attainment does not automatically mean a child has SEND. There is a difference between 'underachieving' and 'SEND'. Also, new arrivals with English as an Additional Language (EAL) may need additional support but this does not mean they have special educational needs (see the school SEN Policy for more details).

I think my child has SEND, what can I do?

- ☐ First, talk to your child's class teacher.
 - ☐ You can contact the Senco directly via the school office or senco@bearwood-pri.wokingham.sch.uk
 - ☐ The Senco will phone you and /or offer a meeting to discuss your concerns.
- We will agree on next steps. This could be further assessments and monitoring.
 - If we decide that your child needs SEN Support, we will let you know and your child will be added to the school's SEN register.

How do we work with parents / carers of children with SEND?

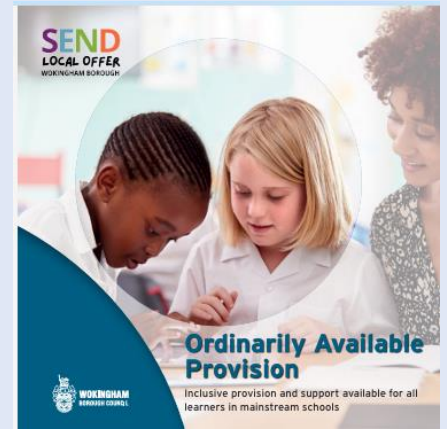
- Class teachers and / or the Senco are happy to arrange a phone call or face-to-face meeting to discuss progress or concerns.
- ISPs (Individual Support Plans) are created for children on the SEN Register and are shared with parents / carers on a termly basis.
- Parent consultation evenings with class teachers.
- The Senco offers appointments at parent consultation evenings.
- Meetings and review meetings are held with parents / carers, school staff and external professionals as appropriate.
- An Annual Review for children with an Education Health Care Plan (EHCP) is held to discuss progress towards EHCP outcomes. Parents are invited to contribute their views and attend the meeting.



SEND Pupil Voice

- At Bearwood, we recognise that it is important to listen to children's views whenever possible.
- Where appropriate, a child's Individual Support Plan (ISP) and additional provision will be discussed with them.
- Some children will have a One-Page-Profile which is written with the child to give a clear picture of their strengths, needs, likes / dislikes and the strategies and provision that help.
- Children with an EHCP complete a 'pupil voice' questionnaire before their Annual Review meeting.

Levels of Support



We use Wokingham's Ordinarily Available document to help us support children at Bearwood. <https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer/help-learning/ordinarily-available-provision>

Universal Provision – Quality First Teaching with appropriate adaptations as part of the Ordinarily Available Offer. This is the standard practice in all our classrooms.

Targeted Universal Provision – Targeted additional support as part of the Ordinarily Available Offer.

SEND Support (K) – A child is placed on the SEN register with an individual support plan (ISP).

EHCP (E) – A small number of children need a higher level of support which is outlined in an Education Health Care Plan and formally reviewed annually.

How do we approach teaching children with SEND?

- At Bearwood we are an inclusive school and all teachers are responsible for helping every child in their class to make progress, including those with special educational needs.
- We provide a broad & balanced curriculum and high-quality classroom teaching for *all* with some reasonable adjustments to the curriculum and / or environment to meet individual needs.
- Some children may need additional one-to-one or small group support with an adult outside the classroom to address specific needs.

Examples of Reasonable Adjustments We Put In Place:



Visual Word Banks



Visual Timetable



Now-Next Boards



Thinking Time



Talk Partners



Chunked Instructions



Coloured Overlays



Wobble Cushion



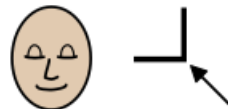
Therabands



Ear Defenders



Movement Breaks



Calm Corner



Timers



Pencil Grips



Fidget Tools



Writing Slopes



Personalised



dictionary



Uniform



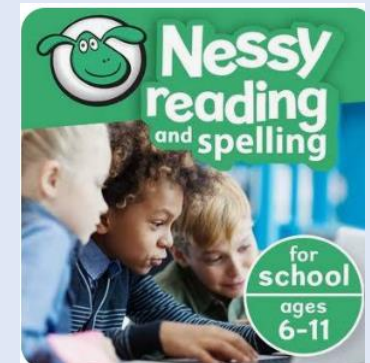
Interventions

Some children may need additional targeted interventions to meet their specific needs. Often these are recommended by external professionals such as a Learning Support Service specialist teacher, Speech & Language therapist or Educational Psychologist.

Interventions are delivered by trained LSAs and progress is monitored by team leaders and the Senco. The interventions provided will change each academic year, according to need and include one-to-one and group support.

Examples of current interventions:

Phonics, Speech & Language, Bear Necessities reading, Moon Dogs reading, Precision Teaching reading and spelling, Nessy reading & spelling, social skills, Nurture and fine motor skills.



Staffing – Additional Support in classes

- The Early Years have a Nursery Nurse and Learning Support Assistants (LSAs) who support the children every day.
- Key Stage One and Key Stage Two have an LSA assigned to each class to support the class, small groups and individual children. LSAs also work across teams to deliver interventions, mainly in the afternoons.
- Children with an EHCP will be supported by their class LSA and may have interventions from other LSAs. LSAs support the children to reach their individual targets but encourage independence so they aren't always with an adult.
- Two of our LSAs are trained Nurture / ELSA Assistants

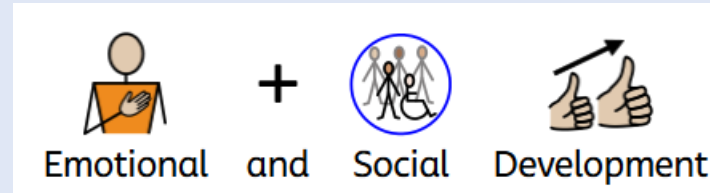
Please note: Staffing and staff roles may change according to the needs of the children and the school budget.

Equipment and Facilities to support SEND

- Some children with SEND may need specific equipment or resources to support their needs. These may be identified by school staff or external professionals. Where this is affordable, the school purchases these from the SEND budget.
- Examples of resources purchased recently: ear defenders, wobble cushions, adapted handwriting pens and pencils, coloured overlays books for interventions, Widgit Online and resources for our new Nurture room.



How do we support SEND pupils' emotional and social development?



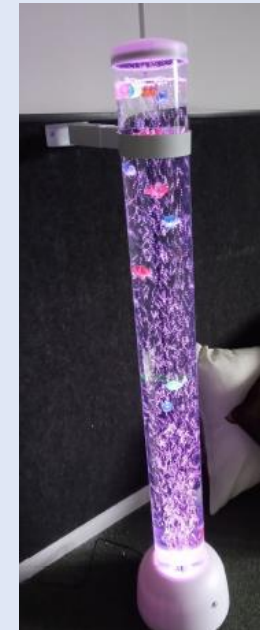
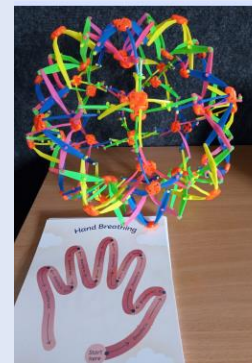
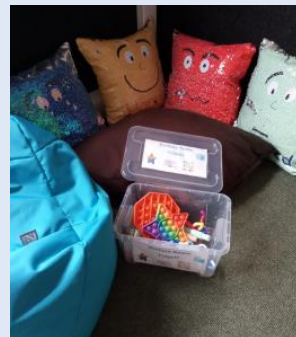
At Bearwood we are committed to improving our SEND pupils' emotional wellbeing. We have a therapeutic behaviour policy that is adapted to meet the needs of our SEND pupils as necessary.

- PSHE lessons for all pupils and staff monitor children's wellbeing. Classes have a worry box where children can raise a concern.
- Each class has a 'calm corner' which children can access as required.
- Nurture Assistants offer 1:1 support to identified pupils
- Lunchtime club to give pupils who struggle on the playground the opportunity to socialise with their peers in a structured environment.
- Social skills groups
- 1-1 time with an adult during the day as necessary
- Emotional check-in's with an LSA or the Inclusion Lead
- Movement and sensory breaks as required
- Time in the Nurture room
- The school can make referrals to the Mental Health Support Team (MHST), CAMHS and the Neurodiversity team.
- MHST may run workshops at Bearwood to support identified pupils – for example, 'anxiety and resilience' workshops for y 5 / 6 pupils

Nurture Room



- We have recently turned a spare classroom into a Nurture room to support children with sensory and emotional needs.
- The Nurture room is a calming, safe space which helps children to regulate their emotions so they can then return to class and continue with their learning.



Nurture Room and Cubbie

- We are fortunate to have a Cubbie in our Nurture room, as part of a trial with Wokingham Borough Council. Cubbie supports our neurodiverse children with their sensory regulation through video, light and sound.
- Children can have a Cubbie session, supervised by an adult, as required.
- Some children have regular personalised sessions, with parental consent.



How do we assess and review children's progress?



We follow the Graduated Response approach of 'Assess, Plan, Do, Review' as outlined in the SEN Code of Practice:

1. **Assess** — We gather information to identify barriers to learning and to understand your child's strengths and needs. Reading, spelling, maths and speech & language assessments may be used to identify gaps in learning.
2. **Plan** — We set targets for your child to achieve and decide what support to give. If professionals such as a speech & language therapist, educational psychologist or Learning Support specialist teacher are involved, they will set targets for pupils. The plan is written into an ISP (Individual Support Plan) which is shared with you.
3. **Do** — We put the plan into action.
4. **Review** — Each term we check how well the plan is working and make changes if needed. In some cases, a referral to an external agency may be needed to get more specialist advice and support. ISP reviews are shared and discussed with you each term.

Children with an EHCP will have an Annual Review meeting to review their overall progress but also have an ISP which is reviewed on a termly basis.



Transition: Support for children moving between different phases of education

The transition arrangements we may offer, depending on the child's needs, include:

Nursery to Reception / Starting Reception

- Children are invited to visit the Reception class and meet their new teacher.
- Bearwood staff speak with staff from your child's current nursery or pre-school if they attend one.
- Some SEND children may be offered an extra visit to Reception on our September Inset day.
- A member of the Bearwood EYFS team may visit the child in their current setting.
- A photo transition booklet for parents / carers to share with their child before they start Reception

Key Stage One to Key Stage Two

- **All** children visit their new classroom and meet their Y3 teacher in July.
- Additional informal visits to the new classroom for specific SEND children.
- An invitation to have an additional visit to the new classroom on our Inset day in September.
- A photo transition booklet for those children identified as needing additional visual support with transition.
- The Y2 teacher will meet with the Y3 teacher to share important information, including any personalised adaptations and interventions that are required. This is also shared in a SEND handover document for each child.
- ISP targets will be reviewed by the Y2 teacher and new, provisional targets set for September to ensure continuity of provision for your child.



Primary to Secondary Transition

- Y6 teachers meet with secondary school staff to share important information about the children moving up.
- Secondary staff may visit the child in their current class.
- Key information about a child's SEND is passed onto secondary schools and in some cases the Inclusion Lead will contact the secondary Senco for a further discussion.
- Vulnerable children additional transition visits are arranged by secondary schools.
- For children with an EHCP, there will be a transition Annual Review held and secondary school staff will be invited whenever possible.
- A small group of identified children take part in transition workshops run by MHST and one of our school Nurture assistants in the summer term.
- For children on the SEN Register, their Bearwood SEND file will be forwarded to the receiving secondary school.



Transition: Support for children moving to a new class

All children will have a planned transition visit to their new class in July.

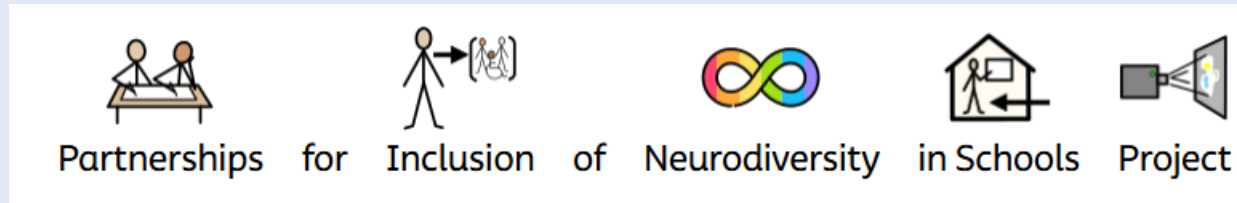
Some SEND children may also be offered additional support, depending on their needs:

- Additional informal visits to the new classroom
- A photo transition booklet to take home to share with parents/carers
- The current teacher will meet with the new teacher to share important information, including any personalised adaptations and interventions that are required
- For those on the SEN Register, ISP targets will be reviewed by the current teacher in July and new, provisional targets set for September to ensure continuity of provision.
- An additional transition visit on our Inset day in September. Following feedback at our PINS Project (Partnerships for Inclusion of Neurodiversity in Schools) parent / carer meetings with Parenting Special Children, this invitation will be extended to children who will be having the same classroom and / or teacher when they move up. This is support our neurodiverse children who can find transitions challenging.

Staff Training

- There is a focus on special educational needs in our regular training for teachers at staff CPD sessions / Inset days throughout the year. Training may be delivered by the school Senco or by relevant external trainers.
- LSAs receive training sessions from the Senco as required
- LSAs who deliver speech & language interventions may have the opportunity to observe our school's link therapist or assistant therapist when they assess or work with specific pupils.
- Free face-to-face or online training is offered to all staff throughout the year from
 - Speech & language service
 - Foundry Behaviour Outreach service
 - Addington Outreach
 - Learning Support Service (recorded bitesize training sessions)
 - OLT training / OLT STEPS training

Staff Training: PINS Project



- Bearwood is a PINS Project school – Partnerships for Inclusion of Neurodiversity in Schools.
- Staff have received PINS training sessions on adapting the curriculum, scaffolding learning, adapting the learning environment and supporting children with sensory processing needs.
- Future training sessions will include ‘neurodiversity & masking’.

Working With External Agencies

Bearwood Primary works closely with other agencies.

- The following agencies currently provide support:
 - Learning Support Service (LSS)
 - Educational Psychology Service (EP)
 - Foundry Outreach Service – behaviour support
 - Speech & Language Therapy Service (SALT)
 - The Grove Speech & Language Outreach Service
 - Berkshire Sensory Consortium – visual and hearing impairment
 - Addington Outreach Service (AOIS)
 - ABC to Read trained volunteers
 - Mental Health Support Team (MHST)
 - School Nursing Team

How are referrals made for an assessment or advice?

The referral route is different for each agency. The Senco can refer to a range of agencies for advice or a formal assessment. However, there are long waiting lists for some services and not all services will provide direct input or assessments. All referrals will need parental consent and will be discussed with you in advance.

Neurodiversity Team - Autism / ADHD — Both school and parents / carers have to complete an 'Additional Information' form and a support plan has to be in place for 6 months before the referral. Children have to be 6 years old before an ADHD referral can be made. The Senco will complete an online form. Waiting times are lengthy – currently 2 - 3+ years.

Speech & Language – The Senco can discuss children at a caseload conference with our link therapist who will offer advice. Children who meet the referral criteria will be placed on a waiting list for an assessment. Children can also be referred to The Grove Outreach for an assessment and advice.

Educational Psychologist – Initial discussion at a school planning meeting with the Senco and EP. The EP may offer advice or carry out a formal assessment depending on the outcome. There may also be an EP assessment as part of an EHCP application.

Learning Support Service – Referrals are triaged and the outcome could be a discussion at a 'surgery', an observation or an assessment.

Foundry Behaviour Outreach – Senco will complete an online referral form for either an observation, advice and review or direct 1-1 work.

- **Sensory Consortium Service (hearing / visual impairment)** – referral for an assessment and support for staff and the child.
- **CAMHS (children & adolescents mental health support)** – School or self-referral for children with significant, severe or complex mental health needs.
- **Mental Health Support Team** – Parents/ carers can self-refer or work with the Senco to make a referral. Referrals are discussed at termly caseload meetings and if accepted, will be added to a waiting list. Support is for parents, through either a group or 1-1 programme, not directly for children.
- **Occupational Therapist** – School can only make a referral if a child has an EHCP. Otherwise, parents / carers need to ask their GP or consultant to make the referral. The Senco can write a letter supporting the referral to give to the GP.
- **Physiotherapist** – Referrals for over 5's can be made by the Senco, GP or parents / carers. The Senco cannot refer under 5's; these must be made via the Dingley physiotherapy team at the Royal Berkshire Hospital.
- **School Nursing Team** – Online referral by Senco. A member of the team will contact parents / carers and the Senco to gather more information and to give advice.
- **Addington Outreach Team** – Online referral form. Schools can request general advice but for an individual, the child must already be on the SEN Register and have a learning difficulty and / or autism as their primary need.

Clubs, Trips and Other Activities - Inclusion

- All of our extra- curricular activities and school visits are available to all our children, including the breakfast and after-school club run by Funtastic Kids.
- All children are encouraged and supported as appropriate to participate in sports days, school performances, competitions and workshops.
- All children are encouraged to apply for roles of responsibility in school – e.g. school council, eco warriors, class ambassadors...
- All children are encouraged to attend residential trips.
- No child is excluded from taking part in these activities because of their SEND or disability. However, we recognise that additional planning and provision may be required to enable a child to participate.
- The school has an accessible toilet located in the KS2 area of the school. There is step-free access into the building and the school is on one single level.



Please read the school's accessibility plan for further details

https://www.bearwood-pri.wokingham.sch.uk/web/school_policies/607670

How do we evaluate the overall effectiveness of our SEND provision?

- Teacher assessment data and standardised test scores are monitored by senior leaders.
- Children's progress is discussed at termly pupil progress meetings.
- The Senco has Inclusion meetings with every teacher in the autumn and spring terms to discuss progress and the impact of provision on each child.
- Progress within interventions is monitored to check their impact.
- Objectives set for individual children by external professionals and their progress towards these are regularly reviewed.
- Annual reviews for children with an EHCP to review progress and the impact of our provision.
- Annual Inclusion / SEND report for governors
- The SEN governor audits SEN provision with the Senco and discusses the effectiveness of provision at governing body meetings.

Contact Details for Support Services for Parents

Wokingham's Local Offer can be found here:

<https://www.wokingham.gov.uk/children-families-and-young-people/send-local-offer>

SENDIASS is Wokingham's impartial parent support advisory team. They can be contacted:

Email: sendiass@wokingham.gov.uk Website: <https://www.sendiasswokingham.org.uk/>

Telephone: 0118 908 8233

SEND Voices Wokingham



An independent, parent-led group representing families of children and young people with SEND in Wokingham. They act as an independent voice for SEND families to improve day-to-day lives.

<https://www.sendvoiceswokingham.org.uk/>

How do you update parents / carers about special educational needs provision during the academic year?

- Our school weekly newsletter, emailed to families on a Friday, has an Inclusion section. This will update you on SEND and Inclusion at Bearwood and also signpost you to relevant information.

INCLUSION/SEN



- The school office regularly send out information about local SEND events, courses and workshops.



Complaints

- Firstly, speak to your child's class teacher to see if the issue can be resolved.
- If you are still concerned, you can speak to the team leader – EYFS (*Mrs Stacey*), Middle (*Miss Davis*) or Upper Team (*Mr Marshall*).
- You can speak to the Inclusion Lead / Senco by making an appointment via the school office or senco@Bearwood-pri.wokingham.sch.uk
- If you feel your concern has not been satisfactorily addressed, you may make an appointment to speak to the assistant head or Head teacher.
- If you are not happy with the response then you make contact the SEND / Inclusion governor or Chair of Governors through the school office.
- For more information, look on the school website: https://www.bearwood-pri.wokingham.sch.uk/web/how_to_raise_a_concern/711013