Baden-Powell and St. Peter's CE Junior School

October 2026

SEND Information Regulation Annual Report

What is the local offer?

The purpose of the Local Offer is to help parents and carers understand what services and support are available for children and young people with Special Educational Needs and Disabilities (SEND), and how these can be accessed within the local area.
The information below outlines Baden-Powell and St Peter's CE Junior School's Local Offer and explains how we support children with SEND within our school. It provides parents and carers with clear information about the support, services and provision available, how these can be accessed and what families can expect.

In relation to education, the Local Offer explains how schools support children and young people with SEND and sets out the provision, opportunities and services available across local educational settings. The Local Offer is organised around key questions, developed in consultation with parents, carers and partner agencies. These questions reflect the issues and concerns most important to families and are answered by schools, colleges and other agencies to provide clear and accessible information. This enables parents and carers to make informed decisions and gain a better understanding of the support available to meet their child's individual needs.

How do Baden-Powell and St Peter's Junior School know if children need extra help and what should I do if I think my child/young person may have special educational needs?

Throughout the year, class teachers and the Senior Leadership Team carefully monitor the progress and wellbeing of all pupils. If a child is not making the expected progress in an area of learning, appropriate support can be identified and implemented at an early stage. Any concerns and proposed support strategies will be discussed with parents and carers.

Indicators that a child may require additional support

- Liaison with a previous school or setting.
- Limited or slower-than-expected progress.
- Difficulties developing literacy or numeracy skills.
- Persistent emotional, social or self-regulation difficulties over time.
- Sensory and/or physical needs.
- Communication and interaction difficulties.
- Concerns raised by the child, parent, carer or teacher.
- Advice or involvement from external agencies.

Identification, Assessment and Provision

The school is committed to the early identification of SEND and follows the graduated approach outlined in the SEND Code of Practice (2015).

A range of evidence is gathered through assessment, observation and ongoing monitoring. Where concerns are identified, the class teacher will work in partnership with the SENDCo to determine whether additional or alternative provision is required.

The identification and assessment process enables the school to respond effectively to a wide range of SEND needs. We recognise that barriers to learning may arise for a variety of reasons and that support must be tailored to the individual child.

Areas of need may include:

- Communication and interaction difficulties.
- Cognition and learning needs.
- Social, emotional and mental health (SEMH) difficulties.
- Sensory or physical needs.
- Specific learning difficulties affecting literacy, numeracy, spelling or other aspects of learning.

Raising Concerns

If you have concerns about your child's progress or development:

- Your child's class teacher should always be your first point of contact.
- If appropriate, you may also contact the Inclusion Leader/SENDCo for additional advice and support.

Who will be involved in my child's support and progress?

Supporting children with SEND is a shared responsibility. Staff work closely together, alongside families and external professionals, to ensure that children receive the support they need.

The Class teacher:

- Is responsible for the day-to-day teaching and learning of every child in their class.
- Delivers high-quality, inclusive teaching through appropriate differentiation and adaptation.
- Plans and oversees additional intervention and support where required.
- Monitors progress and shares information regularly with parents and carers.
- Contributes to target setting and reviews for children with SEND.

The Inclusion Leader/SENDCo:

- Supports staff in identifying and meeting pupils' needs.
- May coordinate additional assessments when required.
- Plans, monitors and reviews SEND provision across the school.
- Supports referrals to external agencies.
- Maintains and reviews the SEND Register.
- Tracks the progress of pupils with SEND and evaluates the effectiveness of provision.

Teaching Assistants support learning by:

- Clarifying and reinforcing teacher instructions.
- Supporting access to resources and learning activities.
- Providing encouragement and motivation.
- Assisting with areas of difficulty such as communication, literacy, behaviour and social skills.
- Promoting independence and confidence.
- Delivering targeted support programmes under teacher direction.
- Helping to remove barriers to learning.

Where concerns remain despite support already in place, the school may seek advice from external agencies, in consultation with parents and carers.

When required, External Professionals may:

- Carry out specialist assessments.
- Provide advice and recommendations.
- Suggest strategies, programmes and resources.
- Support staff training and development.

The SENDCo, Headteacher and relevant staff will carefully consider any recommendations and make appropriate adjustments to provision.

Parents and carers are valued partners in their child's education and are encouraged to:

- Play an active role in supporting learning and development.
- Share information about their child's strengths and needs.
- Contribute to reviews and decision-making.
- Work collaboratively with school staff and professionals.
- Access information, advice and support regarding SEND provision.

How will Baden-Powell and St Peter's Junior School support my child?

We are committed to ensuring that every child receives the support they need to achieve their potential and access a broad and balanced curriculum.

Teaching and learning are adapted to meet the needs of individual pupils through high-quality inclusive classroom practice. Planning is carefully monitored to ensure that learning is appropriately differentiated and accessible.

Where children require more targeted support in areas such as literacy, numeracy, spelling, handwriting or social communication, they may participate in small-group or individual interventions. These may be delivered by teachers, specialist teachers or teaching assistants and may be during the lesson or at a different time. Interventions are regularly reviewed to ensure they are effective and continue to meet the child's needs. Future provision is planned based on the child's progress and outcomes.

In some cases, children may require support from external professionals such as Speech and Language Therapists, Children's Therapy Services, Educational Psychologists or Community Paediatricians. Referrals are made in partnership with parents and carers, and recommendations are incorporated into school provision where appropriate.

For a small number of children with significant and complex needs, an Education, Health and Care Plan (EHCP) may be required. EHCPs are coordinated by the Local Authority and are informed by contributions from parents, school staff and involved professionals. Provision is then planned and delivered in accordance with the child's identified needs.

How will the curriculum be matched to my child's needs?

At Baden-Powell and St Peter's CE Junior School, we believe that all children should have access to a broad, balanced and ambitious curriculum.
Teachers carefully plan lessons to meet the needs of all learners. Learning activities are adapted through differentiation, scaffolding, resources and teaching approaches to ensure that every child can access the curriculum and make progress.

Adaptations may include:

- Adjustments to teaching methods and learning activities.
- Access to specialist equipment or resources.

- Visual supports and practical learning opportunities.
- Additional adult support where appropriate.
- Alternative ways of recording and presenting work.
- Targeted intervention programmes to address identified needs.

Support is reviewed regularly to ensure it remains effective and continues to meet the child's individual needs.

How will I know how my child is doing?

We believe that strong communication between home and school is essential to a child's success.
Parents and carers are regularly informed about their child's progress through:

- Parents' evenings.
- School reports.
- Review meetings.
- Informal discussions with staff.
- Additional meetings where appropriate.

For pupils on the SEND Register, progress towards individual targets and outcomes will be reviewed termly through ISP (Individual Support Plan) meetings. Parents and carers will be involved in reviewing support, discussing progress and agreeing next steps.

Where external professionals are involved, their feedback and recommendations will also be shared and discussed with families. We encourage parents and carers to contact the class teacher if they have concerns or would like further information about their child's progress.

What support is available for my child's overall wellbeing?

We recognise that emotional wellbeing plays a vital role in children's learning, development and success. We aim to create a safe, nurturing and inclusive environment where every child feels valued, respected and supported.

Support available may include:

- Pastoral support from school staff.
- Opportunities to develop social and emotional skills.
- Wellbeing hours (time dedicated to the children after every break)
- Support with friendships and relationships.
- Individual or small-group interventions.
- Access to emotional wellbeing programmes. (Stormbreak in class and Stormbreak Shine for at home if needed)
- Support during periods of change or difficulty.

Staff work closely with children and families to identify barriers to wellbeing and develop appropriate support strategies.
Where additional support is required, we may seek advice from external services in partnership with parents and carers.
Safeguarding procedures are in place to ensure all children are protected and supported.

How are the governors involved and what are their responsibilities?

The SENDCo reports to the governors to inform them about the progress of children with SEND; this report does not refer to individual children, and confidentiality is always maintained. The governors responsible for SEND will regularly meet with the SENDCo and then report back to the full governing body to keep all informed.

What specialist services and expertise are available at or accessed by Baden-Powell and St Peter's Junior School?

The school works in partnership with a range of external professionals and agencies to support children with SEND.
These may include:

- Educational Psychology Service.
- Speech and Language Therapy Service.
- Occupational Therapy Service.
- Children's Therapy Services.
- Community Paediatricians.
- School Nursing Service.
- Behaviour Support Services.
- Mental Health and Wellbeing Services.
- Family Support Services.
- Children's Social Care, where appropriate.

External professionals may provide assessments, recommendations, training and advice to support children's learning and wellbeing.

At BPSP, we work collaboratively with families and professionals to ensure recommendations are implemented effectively and reviewed regularly.

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

We are committed to ensuring that all pupils can participate fully in all aspects of school life.
Reasonable adjustments are made wherever possible to enable pupils with SEND to access:

- Educational visits.
- Residential trips.
- Clubs and extracurricular activities.
- Sporting events.
- School performances and celebrations.

Prior to educational visits, individual risk assessments will be completed where necessary. Staff will work with families to identify any additional support or adjustments required to ensure participation is safe and successful.
We believe that all children should have equal opportunities to enjoy and, where possible, benefit from the wider experiences offered by the school.

What training have staff supporting children and young people with SEND had or are having?

The school is committed to ensuring that all staff have the knowledge, skills and confidence to support children with SEND effectively.
Staff receive ongoing professional development through:

- Whole-school training.
- Specialist external courses.
- SEND-focused training sessions.
- Advice and coaching from external professionals.
- Collaborative working with colleagues and specialists.

Training is identified in response to pupil needs and current best practice.
Areas of training may include:

- Autism.

- ADHD.
- Speech, language and communication needs.
- Social, emotional and mental health needs.
- Dyslexia and literacy difficulties.
- Sensory processing needs.
- Behaviour support and regulation strategies.
- Medical conditions and healthcare needs.
- De-escalation techniques

This enables staff to continually develop their expertise and improve outcomes for pupils.

How does Baden-Powell and St Peter's Junior School support children through transitions into, within and beyond the school?

We recognise that transitions can be challenging for some children and therefore provide additional support where needed.

Transition arrangements may include:

- Meetings with parents and carers.
- Visits to the new classroom or setting.
- Opportunities to meet key staff.
- Transition booklets, photographs or social stories.
- Information sharing between schools and professionals.
- Additional visits where appropriate.

When pupils move between classes, relevant information is shared with receiving staff to ensure continuity of support.
For pupils transferring to secondary school or another setting, we work closely with receiving schools and families to ensure a smooth transition and successful start.

How are Baden-Powell and St Peter's Junior School's resources allocated and matched to children's special educational needs?

Resources are allocated according to the individual needs of pupils.

The school carefully considers:

- Levels of need.
- Progress and attainment.
- Advice from professionals.
- The effectiveness of current provision.

Funding may be used to provide:

- Additional adult support.
- Intervention programmes.
- Specialist resources and equipment.
- Staff training.
- Support from external professionals.

Provision is reviewed regularly to ensure resources are being used effectively and are having a positive impact on outcomes for pupils.

How do we support every child's learning?

All staff are committed to providing high-quality, inclusive teaching that recognises and responds to the individual needs of every child. We aim to ensure that all children feel supported, included and able to reach their full potential.

We regularly assess children's learning to monitor their progress and identify any areas where additional support may be needed. Staff meet regularly to discuss and review individual children's progress, ensuring that their needs are understood and responded to effectively.

If a teacher has concerns about a child's progress despite additional support, discussions will take place between the class teacher, support staff, SENDCo and other members of the Senior Leadership Team. Together, they will review the provision currently in place and consider whether any changes or additional support are needed to help the child make the best possible progress.

How is support tailored to individual children?

The support provided will be based on each child's individual needs. This will take into account:

- **Their level of need** – the areas in which they require support to access learning and make progress.
- **Their learning style** – the approaches and strategies that best support their learning and development.

Reviewing and adapting support

Any additional support put in place is reviewed regularly to ensure that it is effective and helping the child make progress. Where necessary, strategies and provision will be adapted or amended throughout the year to respond to the child's changing needs.

Through regular assessment, collaboration and ongoing review, we strive to provide the right support at the right time so that every child has the opportunity to thrive.

How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to be actively involved in their child's education through:

- Discussions with the class teacher.
- Parents' evenings.
- Meetings with the Inclusion Leader and other professionals.

Parents and children on the SEND register are also invited to termly Individual Support Plan (ISP) meetings to review progress, discuss support and agree targets for the following term.

Who should I contact if I have a complaint regarding the provision offered to my child at Baden-Powell and St Peter's Junior School?

Working Together to Support Your Child

We believe that working in partnership with parents and carers is essential to supporting every child's learning, development and wellbeing. If you have any concerns about your child's learning, development or education, please speak to your child's class teacher in the first instance. We are always happy to listen and work with you to find the best way to support your child.

If there are any changes at home that may affect how your child is feeling or behaving, please let us know so that we can offer appropriate support. We will also keep you informed if anything happens at school that we feel you need to know about.

When is the best time to speak to us?

Mornings are usually a busy time as staff prepare for the children's day, so after school is generally the best time for a quick conversation. If you would like to discuss something in more detail, please contact the school office to arrange an appointment with your child's class teacher. We will do our best to arrange this as soon as possible.

What if my concern is not resolved?

If you have spoken to your child's class teacher but remain concerned, or feel that the issue has not been resolved, please contact the school office to arrange an appointment with the SENDCo, Headteacher or Deputy Headteacher.

How do I make a formal complaint?
If, after following these steps, you feel that a formal complaint is necessary, please collect a complaints form from the school office. Your concerns should be put in writing and addressed clearly to the Chair of Governors. The school office will ensure that your letter is passed on promptly.

We value open and honest communication with our families and want every parent and carer to feel listened to and supported. By working together, we can help ensure that every child feels happy, safe and ready to learn.

Who can I contact for further information about my child's progress/attainment?

Your first point of contact for any concerns regarding your child's learning, progress or wellbeing is with their class teacher. Year Leaders are also available to support with sensitive, ongoing or more complex concerns, providing an additional point of contact for parents and staff.

For further information regarding SEND provision, support arrangements and referrals to specialist services, please contact the SENDCo.

The SENDCo at the school is Mrs Jenni Paterson.

Please email: jenni.paterson@coastalpartnership.co.uk or contact the office.
The Assistant SENDCo is Ruth Goodlad
The Deputy Headteacher is Ms Knowles
The Headteacher is Mrs Rusling.

For broader school-related concerns or queries regarding inclusion and SEND provision.
Additional information can also be obtained from:

- Bournemouth, Christchurch and Poole (BCP) Local Offer.
- SEND Information, Advice and Support Service (SENDIASS).
- Relevant health and social care services.