SEN Information Report
2026/27

The people best to contact are:
Headteacher- Mrs Vicki Robinson
Special Educational Needs Coordinator (SENCo)- Mrs Charlotte Shields (Currently undertaking NPQSEN)
SEN Governor: Sadie Hartley

INCLUSIVE ETHOS AND VISION

At Bacon Garth we value and include ALL pupils. We value their abilities and achievements, and are committed to providing the best possible opportunities & environment for learning for all. The school was awarded an Inclusion Gold Award in recognition of our inclusive school. Within school, we cater for children with a range of Special Educational Needs, including children with significant physical and learning disabilities. These children make very good progress and many parents of those children with very specific needs have chosen us to educate their child at Bacon Garth, even though they are not in the school's catchment area.

POLICIES

There are a number of policies that parents may find useful to read including the - SEN Policy, Inclusion Policy, Behaviour and Bullying Policy, Health and Safety Policy, Safeguarding Policy, EAL policy, Disability Access and Inclusion Plan, Equal Opportunities Policy and Gifted and Talented Policy. These policies can all be accessed on the school website- Policies | Bacon Garth Primary School

ADMISSIONS

We have 228 children including those children in FSI. There are currently 31 children on our Additional Support Register, 12 of which have an Educational Health Care Plan.
29% of the Pupil Premium children currently require additional support.

IDENTIFYING CHILDREN WHO NEED SUPPORT

We have a clear systems in school where Class Teachers or Parents can highlight any concerns they have. This information may then be shared with the SENCo and further discussions will take place as to what the appropriate provision for that child will be. We utilise outside agencies to assist us in our development of provision including an Educational Psychologist, Inclusion Practitioners, Speech and Language Therapist, the SAPTs Team and the Behaviour Support Team.

EVALUATING THE NEEDS OF A CHILD

The SENCo and SEN Governor have regular meetings to discuss provision taking place for those children who need additional support. There are also Data and Progress meetings held between the teaching staff, Headteacher and the SENCo. These are held every term along with the children's Termly Support Plan reviews. Parents are also invited in each term to look at, edit and discuss their child's plan before signing it.

ASSESSING AND REVIEWING PROGRESS

The children who receive additional support will be given a Termly Support Plan. These are reviewed on a termly basis by the children's Class Teachers and are discussed with the SENCo and parents.
In addition, Parent's Evenings are held twice throughout the year to review the child's progress. The children are assessed by their class teachers and if on the Additional Support Register, they may take part in further testing to assess their progress and highlight their learning needs.

TYPES OF SUPPORT

There is a range of support that is available to the children, depending on their needs. All children who are underperforming are highlighted by the Class Teacher and SENCo and are monitored carefully. We call this STAGE 1. If the children continue to 'underperform' or are in need of extra support, we place them onto the Additional Support Register at STAGE 2. This is when the child will be given a Termly Support plan and they will have access to extra support in the classroom. This may involve small group work, extra reading or support with an area of difficulty to the child. Stage 3 is for children that have an EHC Plan. Further support is given for Speech and Language, EAL and Additional Support through Pupil Premium funding.
We also have an Educational Psychologist who makes visits to the school and other external agencies who aid us with issues or resources, depending on the needs of each individual child.

STAFF AND SCHOOL AWARENESS AND PREPARATION

All staff are kept up-to-date of all issues and changes regarding SEN through regular meetings and briefings with the SENCo. Teachers may fill in a 'Cause for Concern' form which they pass to the SENCo. The children will then be observed by the SENCo and a discussion will be had with both the teacher and parents. The children who require additional support are placed on a Additional Support Register. There are regular Termly Support Plan reviews and meetings between parents, SENCo and Class Teachers. Children's data is shared and discussed among the staff. All Teaching Assistants are trained and there are regular training opportunities for all staff depending on the area of need. Staff have been trained to deliver different intervention programs such as supporting children with Speech and Language difficulties, dyslexia, FASD, ADHD, ASD and different social communication difficulties.

TEACHING

All teaching and work is adapted and matched to the needs of the children. Where a child has an EHCP, the Class Teacher is responsible for ensuring the needs of that child are being met with guidance from the SENCo and Headteacher. If the child has dedicated TA support, it is the teacher's role to support the child and guide the TA.

PROCESS FOR CONCERNS

The first point of contact for any parent, if they have concerns, is their child's class teacher. The teacher will then involve the SENCo if appropriate. Any concerns made by the teachers should be discussed with the parent and SENCo.

SUPPORT ALLOCATION

At the beginning of each academic year the Headteacher, SENCo and Business Manager carefully deploy the additional support (teaching assistants) to best fit the needs of the children so that they get the maximum benefit. This deployment of staff is reviewed throughout the year if changes need to be made.

TRANSITION

Transition within school from FS to Key Stage 1 and from Key Stage 1 to Key Stage 2 are overseen by the SENCo. Class Teachers have meetings to discuss the children and any specific needs they have. If the transition is from Key Stage 2 to Key Stage 3, the children are given additional transition days and the SENCo from the secondary school will meet with Bacon Garth's SENCo to discuss appropriate provision. The SENCo may also visit the school with the child, depending on their particular needs.

SUPPORT FOR PARENTS

All staff at the school are very approachable. Parents are able to make arrangements to meet with their child's class teacher and/or they can also request a meeting with the SENCo by emailing the school office office@bacongarth.co.uk. The school will then facilitate outside agency involvement if appropriate. There is also the SENDIASS Team available to help and support parents **Telephone:** (01482) 396469 (8:30am to 4:30pm) **Text only:** 07507310273 **Email:** sendiass@eastriding.gov.uk or visit www.eastridingsendiass.org.uk

OTHER SERVICES

There are a wide range of outside agencies that provide extra support within our setting: Educational Psychology, Inclusion Practitioners, Sensory and Physical Teaching Service, Speech and Language Service, Occupational Therapy, Physiotherapy, Child and Adolescent Mental Health Service and the Social Emotional Mental Health Service.

ACCESIBILTY

Over the past few years, the school has undergone much refurbishment work which has ensured that it is accessible to all children. There is a disabled toilet in the main school building and all other resources are considered, sourced and adapted depending on the needs of each individual.

FACILITIES

There are designated, quiet working areas for when additional support is being given. We have a quiet room, a Speech and Language room and many other areas in school where staff and children can use if needed. We also have access to the Children's Centre including their Sensory room. Children are given access to **ALL** facilities and activities.