



Special Educational Needs and Disabilities (SEND) Information Report

Introduction

Bere Regis Primary and Pre-school is a caring and inclusive mainstream school in the heart of the local community. We are a one form entry school where children and adults are encouraged to achieve their full potential in a creative and supportive learning environment. Our aim is to promote excellence in teaching and learning as the foundation for success in life through a rich, broad and balanced curriculum.

The children's well-being is at the centre of our ethos and key to raising academic success. This is supported by our high expectations and developing personal awareness, creativity and social understanding. We place a strong emphasis on trust, honesty, respect and tolerance through a close partnership between children, parents, staff and governors.

In the classroom, teachers make sure that children are given work that challenges them at their own ability level. On top of this, we have trained staff who work with identified individuals and groups to support children's reading, spelling and mathematics; helping children with handwriting; making conversation with peers; and developing strategies to support mental wellbeing.

We welcome all children whatever the differences in their abilities and believe every child matters.

Our vision for SEND

In conjunction with students, parents, staff and governors, we have written the following **vision** for learning with special educational needs and disabilities at our school.

At Bere Regis Primary and Pre School, we work to create a cross-school culture that will ensure all children follow highly personalised learning pathways by recognising and celebrating their differences and meeting their individual needs so that they reach their potential, making rapid progress where needed. At the centre of this culture are the principles of nurturing high expectations, valuing self-esteem and enabling confidence and independence in learning.

Getting in touch

At Bere Regis, Mrs Brown (our Headteacher and SENDCo) support our teachers and teaching assistants to ensure children with additional needs make the very best progress they can. Mrs Brown can be contacted directly at sendco@bereregis.wessex.ac or through our school office (office@bereregis.wessex.ac), T: 01929 471 334). We also have a governor who works with Mr Pickavance to make sure we offer the best possible outcomes for our pupils. Our SEN governor is Miss Lucy Roberts who can also be contacted through the school office.

What are the areas of SEND?

The SEN Code of Practice identifies SEND in four broad areas of need. These areas are:

- Cognition and Learning (for example, dyslexia, dyscalculia, dysgraphia, comprehension, processing difficulties)
- Communication and Interaction (for example, speech and language difficulties, autism)
- Social, Emotional and Mental Health (SEMH) (for example, mental health, attention deficit hyperactivity disorder (ADHD))
- Sensory and Physical (for example, hearing or visual impairments, physical difficulties)

At Bere Regis, we cater for a variety of different needs from the above areas. Where pupils are identified as having needs in one or more of these areas, the school puts in place support to help each individual meet their goals.

Identifying pupils with SEND and assessing their needs

“A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age...”

SEN Code of Practice, 6.15

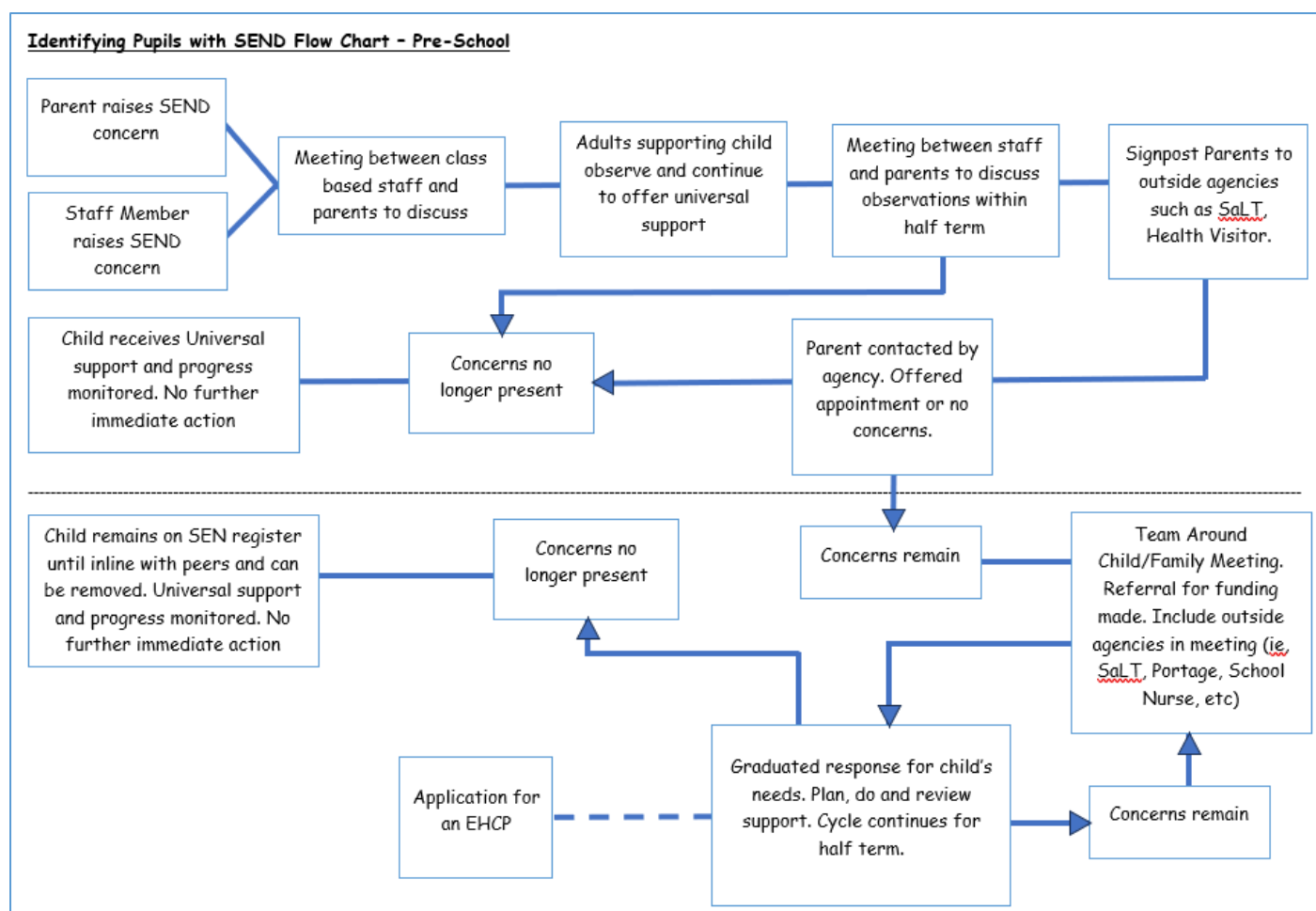
At Bere Regis, we use a three-wave system to identify the support for all pupils. The first wave of support is known as our ‘Universal’ or ‘Wave One’ support which means it is available to all children. Wave One support includes quality first teaching, access to resources in lessons, whole class visual timetables, weekly assemblies, healthy snacks, and our broad, balanced curriculum. Our universal offer is also informed by the training undertaken by staff under the supervision of specialists in different areas of SEND.

For some pupils, this provision is not enough, and they require additional support such as specific resources, targeted learning/intervention groups, sensory items or tailored class activities to help them access the curriculum. We refer to this as ‘Wave Two’ support.

For a smaller number of children, the school may seek further involvement from outside agencies to provide specific advice on ways to support a pupil. This level of support is called ‘Wave Three’ support. Such agencies might include the Speech and Language Therapy service, Specialist Teachers from county (trained in more in-depth reading, writing and mathematical strategies), Outreach Support (from the local specialist schools), Hearing Support Service, Educational Psychologists or Occupational Therapists.

More detailed information on the three waves of support offered at Bere Regis can be found at the end of this document (Appendix A) or on our website under the SEND page.

The process of identifying children with SEND in Pre-School is outlined below:



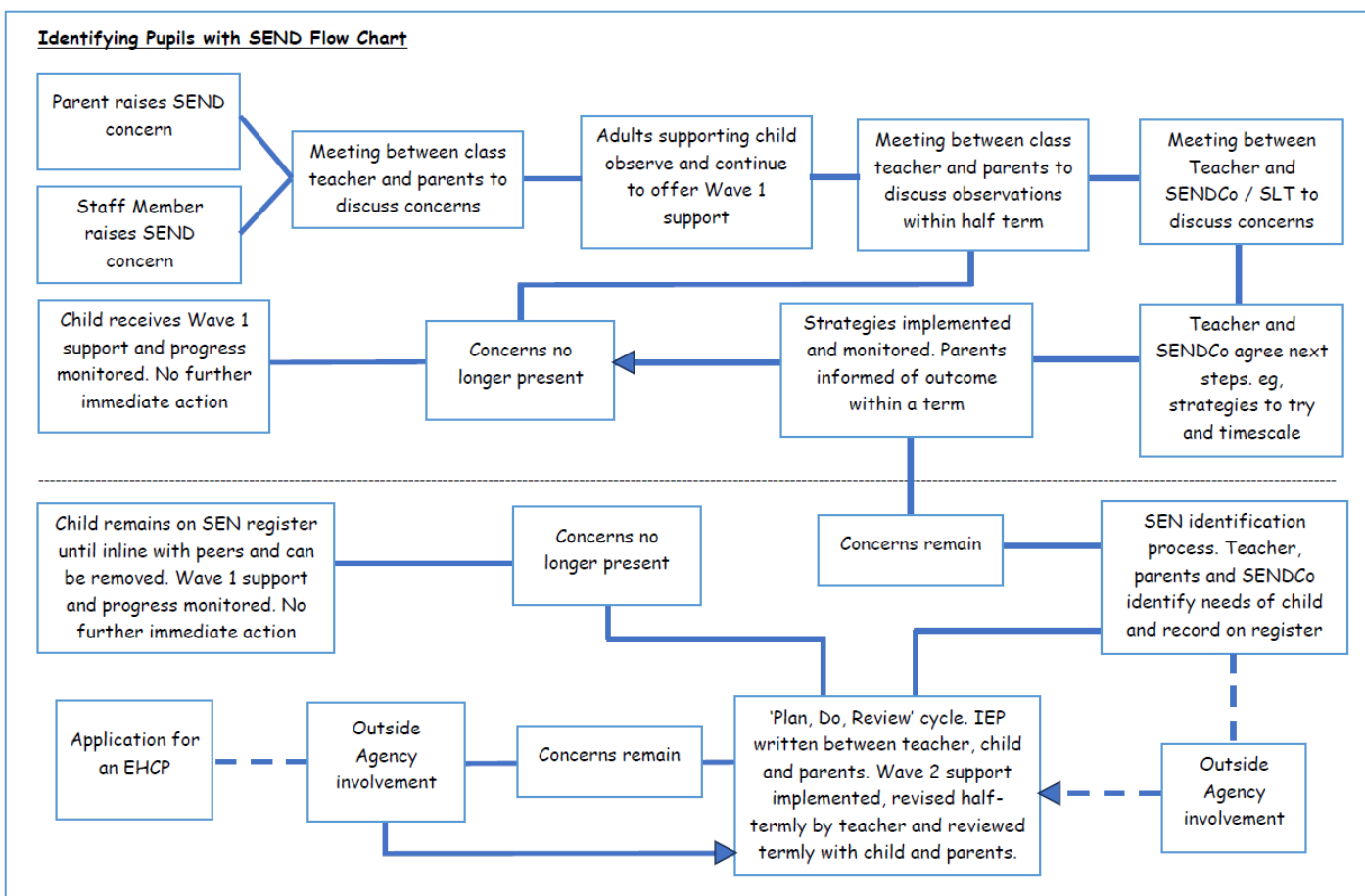
When children join our Pre-School, we undertake a baseline assessment and complete 'All About Me' and 'Settling In' reports. This information helps us to build a profile of the child, their strengths and their needs. The children are assessed daily, and their development is linked with 'Development Matters' on Tapestry and matched against the EYFS curriculum.

Where it becomes clear to staff or parents/carers that a child is not making the expected progress in their development, adults supporting that child will continue to monitor their progress using Wave 1 One support. If a concern is identified, the child is put on the monitoring list and parents will be signposted to supporting agencies. Whilst waiting for agency involvement, the child may receive additional Wave 2 support. Where support from outside agencies indicates a developmental need, a Team Around the Child/Family (TAC/TAF) is held and additional Wave 2 and 3 support is agreed by professionals, parents and the Pre-School, and the child placed on the SEN register. Where a need is requiring more identifying, tools such as 'VSEND' can be used to help guide support.

Where a child has progressed and is meeting their developmental goals, they will be placed back onto the monitor list and moved back to Wave 1 support for a term. If concerns are no longer present, they will be removed from the monitoring list and continue to receive Wave One support.

If you think your child is not meeting their developmental goals, please do not hesitate to speak with the Pre-School team with your concerns.

The process of identifying children with SEND in EYFS to Year 6 is outlined below:



When children first join EYFS to Year 6, we receive relevant information from previous educational settings such as nursery, pre-school or their former primary school. This information is used by the staff to provide a holistic view of how a child is progressing and is referenced with the four main areas of need.

Where it becomes clear to staff or parents/carers that a child is not making the progress expected in one or more of these areas, staff will observe the child to try and identify any SEND concerns. If a concern is identified, the child will be placed on a monitoring list and given additional Wave Two support after discussion with the child and their parents/carers. If this support continues for more than a term and concerns remain, the child will be added to the SEND Register after agreement with the child's parent/carer and they will receive a support plan. If the child progresses and the concern is no longer present, the child will be moved back onto the monitor list whilst Wave One support is given and removed from the SEND register after a term. The progress of the child will be monitored in line with other children on Wave One provision.

Where a child has not made the expected progress using Wave Two support, the school may contact outside agencies to provide expert advice on strategies and ways to support a child. Advice from each service will be used to inform the support plan for the individual child.

If you think your child might have an additional need, or you would just like it to be considered, please don't hesitate to speak with the class teacher.

The most significant needs – children with Educational, Health and Care Plans

If a child's difficulties remain despite providing a significant level of additional help and seeking advice from experts outside of our school, we may consider applying to the Local Authority (LA) for an Education, Health and Care needs assessment. This assessment will draw together information from everyone involved with a view to seeing whether a child's needs meet the level required for an Education, Health and Care Plan (EHCP). An EHCP details the child's needs, the educational provision the local authority considers appropriate for an individual child and the type of

placement (school) that will best support a child. You can find out more about EHCPs on the Dorset Council website at:

<https://www.dorsetcouncil.gov.uk/w/what-is-an-education-health-and-care-ehc-plan>

Gateway to Goals

Once a child is on our register, they will be given a support plan known as a 'Gateway to Goals'. This outlines the needs of the child as assessed by our staff, the planned support and how we will deliver the support through teaching strategies or approaches that will be taken. These documents are monitored throughout the term by staff as they work with the child and are formally reviewed at the end of each term by the SENDCo, Teacher, pupil and parents/carers. In these meetings, we talk about how the child is getting on with their specific targets, how they are feeling about things, and we agree what their next steps are. We plan out support that they will have at home and at school to ensure they make good progress.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the pupil and parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

All teachers and support staff who work with the pupil will be made aware of the Gateway to Goals document, so they are aware of the strategies to use. Working together is very important to us at Bere Regis, so we are able to provide the correct environment for all our pupils to achieve their full potential.

Our approach to teaching pupils with SEN

Teachers are responsible and accountable for the progress and development of all the pupils in their class. High quality teaching is our first step in responding to pupils who have SEND. In each classroom, all children will be provided with key information on display, scaffolded activities and resources such as word mats, pencil grips, multiplication grids, etc, to help them access the learning.

Most of the support is offered in class, through additional resources, more time with an adult or adjustments in the work. Sometimes, children are provided with additional intervention sessions or assessment with a teacher, TA or SENCo. This might take place away from the classroom in small groups or 1:1 depending on the intervention programme or assessment. Where external support is requested, we will always let you know when outside agencies are involved.

Training of staff is an on-going process, and we regularly invest in training teachers, teaching assistants and lunchtime supervisors to improve what we do for all children. We regularly review the provision we offer and identify new intervention programmes, providing the necessary training for staff to ensure that these are delivered effectively.

What support will there be for my child's overall wellbeing?

The well-being of all our children is our primary concern at Bere Regis Primary School. Pupils are successfully supported with their emotional, social and behavioural development throughout the school day and through curriculum lessons and our environment. Additional support from specialist trained staff is arranged as needed for individual pupils, both in and out of the classroom. This may include emotional support (known as ELSA support), access to the Child and Adolescent Mental Health Services (CAMHS), the Specialist Teacher service, Educational Psychologist, counselling or other relevant support programmes.

Our Behaviour Policy, available on the school website, which includes guidance on expectations, rewards and sanctions, is fully understood by all children and consistently applied by all staff.

We regularly monitor attendance, support children returning to school after absence and take the necessary actions to prevent prolonged unauthorised absence.

Most of our staff are first aid trained and first aid is accessible in each classroom. Relevant staff are trained to support specific medical needs and in some cases all staff will receive training on whole school issues such as asthma or allergies.

How accessible is the school environment?

An Accessibility Plan is in place and can be found on the school website under 'Our School → Policies'. Where feasible, adjustments are made to improve the accessibility of our environment to meet individual needs. Our policy and practice are in line with The Equality Act 2010. Our modern, well-maintained building and facilities are built on one level and has easy access to all areas. There are no steps in or out of the building and there is a disabled toilet. We ensure equipment is accessible no matter what the need and staff are supportive of children with any disability. More information on how we support children with disabilities can be found in our Accessibility Policy and Equality Opportunities Information and Objectives policy on the school website.

Enabling pupils with SEN to engage in activities available to those in the school who do not have SEN

All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs. All pupils are encouraged to go on our residential trips and are encouraged to take part in sports day/school plays/special workshops/school council/eco clubs, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Supporting pupils moving between phases and preparing for adulthood

When a child moves to a different provision, we will share information with the school, college, or other setting the pupil is moving to. This information will include the child's most recent 'Gateway to Goals' document so that the new school can see what the child has been working on. We work closely with secondary schools for Year 6 transition and the SENDCos of other schools to discuss the best support for each child on the register. This can involve an enhanced transition process when necessary, involving additional visits or supervising visits of staff from other schools.

Evaluating the effectiveness of SEND provision

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil voice (through interviews with pupils once a year and a questionnaire)
- Monitoring by the SENDCO and SLT
- Holding annual reviews for pupils with EHC Plans

The school's Governors are responsible for monitoring the effectiveness of the provision in place for pupils identified with special educational needs or disabilities and they receive an annual report from the SENDCO on the provision made and the progress of the children on our Inclusion Register. The SEND governor also meets with the SENDCO every term to discuss the provision in school.

Complaints and concerns

If you are unhappy with the support in place for your child, please speak with the class teacher or our SENDCo. This discussion will help inform your wishes for their support and the school will try to make reasonable adjustments to your child's provision. If you are still unhappy with the provision in place, you can contact the headteacher via the school office through telephone, email or writing. Please mark and correspondence as Private and Confidential.

Any complaints or concerns will be treated as serious and will follow the process as outlined in the Complaints Policy which can be found on the school website.

Who can I contact for further information?

In the first instance, parents and carers are encouraged to speak with their child's class teacher. For pupils on our SEND Register, further information and support can be obtained from the SENDCo. You may be interested in reading some of our other policies, such as the SEND Policy, which can be found on our website.

Outside of school, you can also find information from:

- The Dorset Council's website detailing the Council's Local Offer for SEND
<https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer>
- The Dorset Parent Carer Council
"We are made up of parents and carers of children who have a variety of special needs from complex medical to challenging behaviour to learning or physical difficulties and more. Our aim is to help improve the lives and opportunities for families, children and young people who are disabled in Dorset."
<http://www.dorsetparentcarercouncil.co.uk/about-us>
- Dorset SENDIASS
We offer free, confidential, accurate and impartial advice and support to families living in Dorset:
 - children and young people aged 0 to 25 with special educational needs and disability (SEND)
 - parents and carers of children and young people with SEND<https://www.dorsetsendiass.co.uk/>

Mrs Brown – Headteacher and SENDCo

January 2026

Appendix A

SEND Provision Map 2024-25

Area of Need	Wave 1 – For all children	Wave 2 – For some children, including those needing some extra support	Wave 3 – For a few children, including those who need significant help in school
Cognition and Learning	<ul style="list-style-type: none"> Quality first teaching Scaffolded work to aid accessibility Planning for a range of visual, auditory and kinaesthetic teaching styles Ongoing feedback and assessment including child friendly symbols, peer reviewing and target setting Access to visual and physical resources Ad hoc adult support during work Use of technology to help record work Daily reading and phonics support Use of technology to access the curriculum 	<ul style="list-style-type: none"> Adult led support for focused groups in class Maths and Literacy booster groups Additional reading support: Dorset Reading Partners / volunteer readers Intervention groups Secondary school enhancement events Year 6 SATs boosters Bespoke / targeted support Pre-Teach Vocab 	<ul style="list-style-type: none"> Individualised timetable Small group work / TA support for each lesson or session Support from outside agencies: <ul style="list-style-type: none"> Specialist Teacher Service TADSS / Outreach support from specialist schools Educational Psychologist cognitive support Portage Specific planned activities Concentration equipment YARC / PHAB Assessments
Communication and Interaction	<ul style="list-style-type: none"> Speaking and listening opportunities throughout the curriculum Questioning to check understanding Whole class visual timetables Shared/ individual reading time Talking partners Opportunities to take part in drama, singing and school performances Use of 'Wigit' symbols to aid communication Checking in with learners during lessons 	<ul style="list-style-type: none"> An individual visual timetable Phonics booster groups (Fast Track Phonics) Nurture group Tailored social stories and comic strip conversations Neli Wellcomm ELKLAN SaLT Speech screening tool Lego club 	<ul style="list-style-type: none"> Now and Next visual timetable Support from outside agencies: <ul style="list-style-type: none"> Speech and Language Therapy (SaLT) TADSS / Outreach support from specialist schools Educational Psychologist communication support Specialist Teacher Service Portage Follow up sessions from outside agencies AET – Progressing Framework Assessment
Social, Emotional and Mental Health	<ul style="list-style-type: none"> Whole school behaviour regulation policy Whole school initiatives such as class agreements, school council, circle time, weekly awards and class rewards Therapeutic Thinking trained practitioners Opportunities to participate in assemblies, performances and plays SCARF / life education van Class visits/ Residential visit Friendship benches Buddy system between year groups Class council representatives Individual roles and responsibilities in class Opportunities to talk to staff throughout the day 	<ul style="list-style-type: none"> Small group circle or individual time with TA or teacher Additional ad hoc adult support in class ELSA / pastoral sessions Nurture group Tailored social stories and comic strip conversations Toolkit for learning behaviours Transition booklets Additional sensory breaks / sensory room 	<ul style="list-style-type: none"> Individualised recognition systems Safe place Enhanced transition support/activities Support from outside agencies: <ul style="list-style-type: none"> Educational Psychologist Specialist Teacher Service TADSS / Outreach support from specialist schools CAHMS Mosaic Follow up sessions from outside agencies Boxall Profile Reduced timetable to support needs
Sensory and Physical Development	<ul style="list-style-type: none"> Access to the PE, Science, Art and DT curriculum activities Playtime apparatus and equipment Specialist sports coaching School clubs and sport teams opportunities Handwriting scheme and linked activities Healthy schools' initiatives such as walk to school Sports day Healthy snacks Daily sensory breaks / sensory room Calm classroom environment Interactive activities (sand, water, construction, etc) Access to left-handed equipment 	<ul style="list-style-type: none"> Access to appropriate aids/ equipment ('Sit n Move' cushion, Pencil grips) Sensory tools to aid focus Move to learn/learn to move programme Additional sensory breaks with an adult Resistant bands Work station away from classroom environment Allocated specific seating arrangements to support their need 	<ul style="list-style-type: none"> Brainworks Sensational Brain Support from outside agencies: <ul style="list-style-type: none"> Speech and Language Therapy (SaLT) Hearing and Vision Support Service Diabetic Nurse Paediatrician Occupational Health Therapists Physiotherapist Health visitor Follow up sessions from outside agencies

Also offered at Preschool - available only at/through preschool