SEND Information Report

2026-2027

(Special Educational Needs and Disabilities Information Report)

This report sets out information about Bentley West's provision, for students with Special Educational Needs and/or Disabilities (SEND).

This report is reviewed and updated annually.

Our school Special Educational Needs Co-Ordinator (SENCO) is: Mrs R Evans

Contact Details:

Email: send@bentleywest.co.uk

Tel: 01922 720792

Office: You can also speak to the school office who will inform Mrs Evans of any SEND enquiries.

Note: If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

At Bentley West Primary School, we are committed to ensuring that every pupil is valued, included and supported to achieve their full potential.

We believe all pupils should have access to a broad, balanced and ambitious curriculum. Through high quality teaching, appropriate adaptations and targeted support, we aim to remove barriers to learning and ensure that all pupils can achieve success academically, socially and emotionally.

This report explains:

- How SEND is identified
- How SEND provision is delivered
- How pupils and parents are involved
- How progress is monitored
- How resources are allocated
- How pupils are supported through transitions

Further information can be found in the school's:

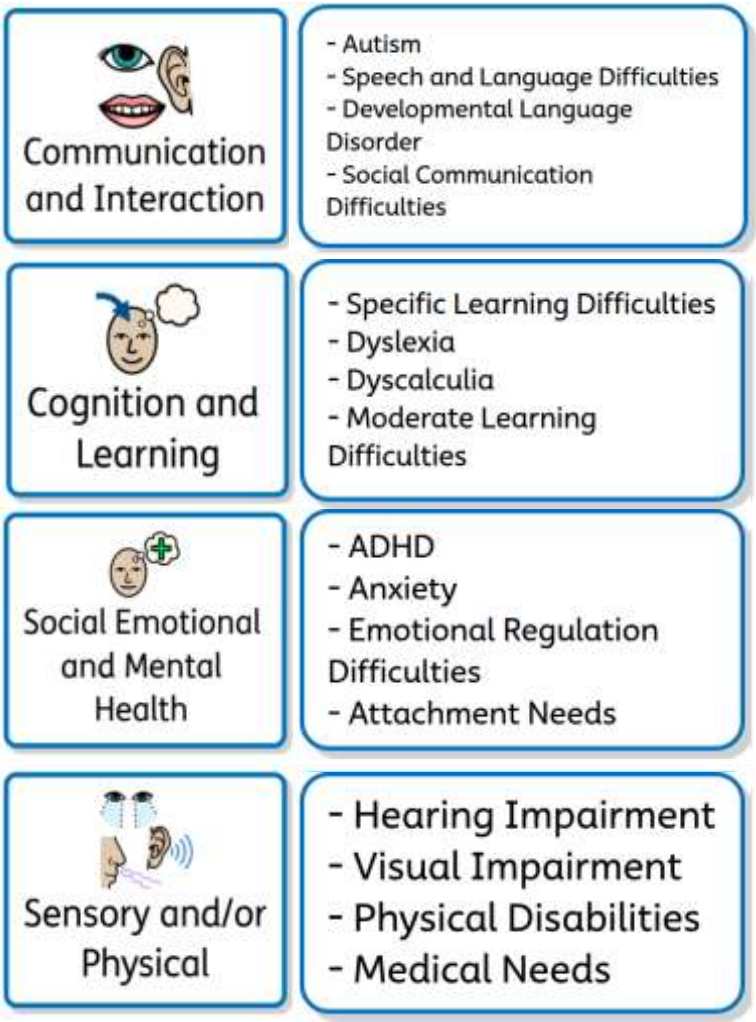
- SEND Policy
- Accessibility Plan
- Intimate Care Policy
- Equality Policy
- Medication Policy

The Walsall Local Offer can be accessed at:

https://send.walsall.gov.uk

1. What types of SEND does Bentley West provide for?

In accordance with the SEND Code of Practice (January 2015), the four broad areas outlined below, give an overview of the range of needs that school may identify and plan for. The purpose of identification is to work out what action the school needs to take, not to fit a pupil into a category. In practice, individual children or young people often have needs that cut across all these areas and their needs may change over time.



Bentley West also has a Deaf Resource Provision (DRP) supporting pupils with severe to profound hearing loss.

The Deaf Resource Provision enables pupils to access a mainstream curriculum alongside specialist teaching and support from a Teacher of the Deaf, Deaf Instructor and trained support staff.

2.Who will support my child, and what training have they had?

Our Special Educational Needs Co-ordinator (SENCO):

Our SENCO is: Mrs R Evans

Mrs Rebecca Evans is a qualified teacher with over 17 years' experience in mainstream education and over 10 years' experience as a SENCO.

Qualifications include:

- National Award for SEN Coordination (NASENCO)
- NPQSL

Mrs Evans leads SEND provision across both the mainstream school and the Deaf Resource Provision.

She aims to respond to enquiries within 3 working days.

Class Teachers:

All class teachers are responsible for the progress and development of all pupils in their class, including pupils with SEND.

Teachers receive regular professional development in:

- Autism
- ADHD
- Speech and Language Needs
- Adaptive Teaching
- Deaf awareness training
- Trauma Informed Practice
- Safeguarding
- Medical training

Teaching Assistants (TAs):

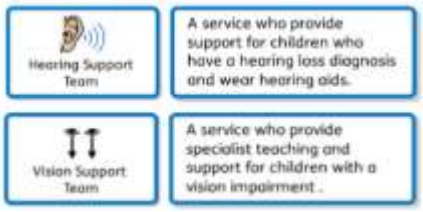
All of our Teaching Assistants receive the same in-house and external SEND training opportunities as our teachers. They are supported by and work collaboratively with the SENCO to meet the needs of pupils who have SEND.

Some of our TA’s receive more specific training in order to deliver evidence and non-evidence based interventions.

External Agencies and Professionals:

Sometimes we need extra help to offer our pupils the support they need. Whenever necessary we will work with external agencies and professionals to meet the needs of our pupils with SEND and to support their families.

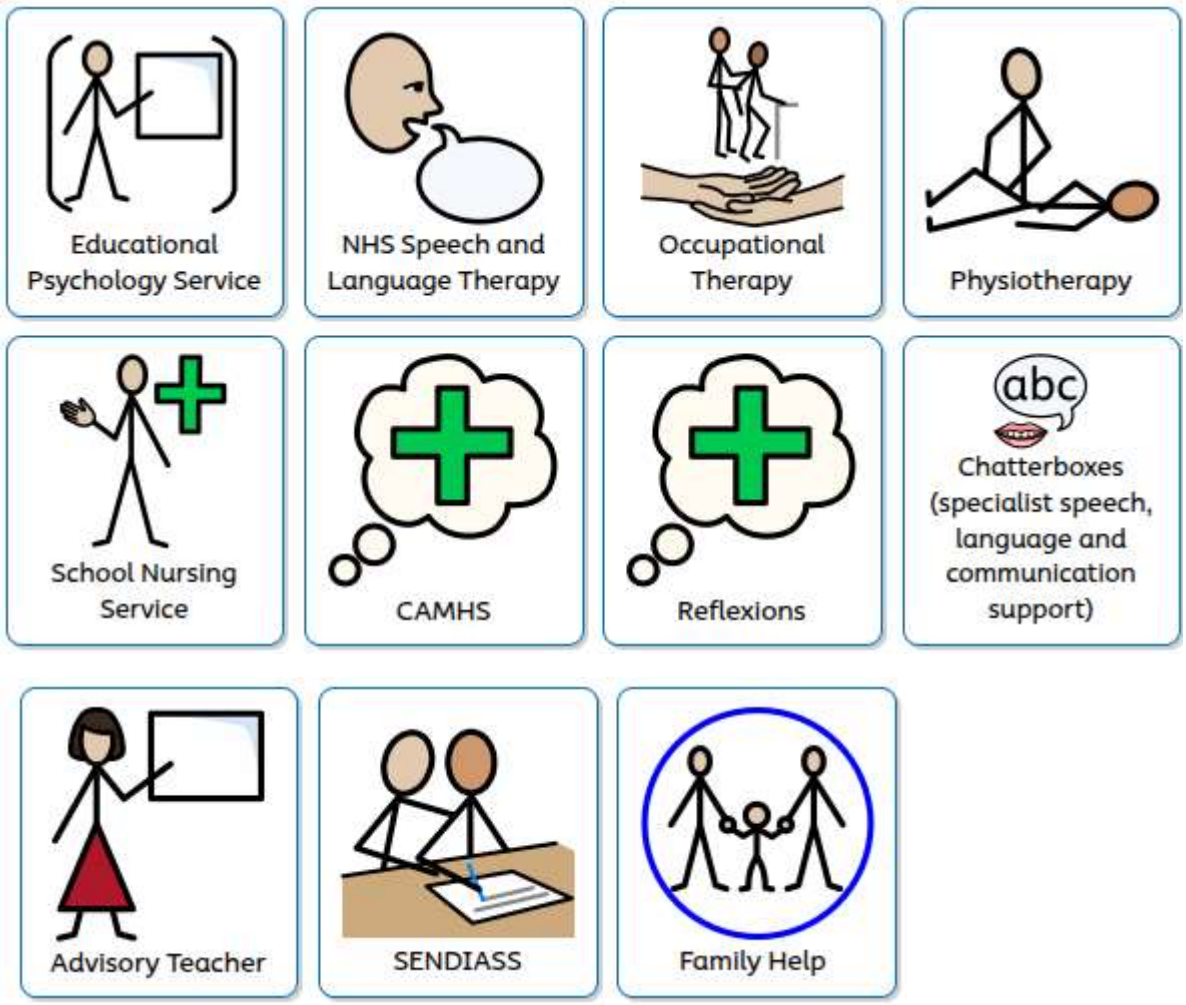
The following services provide support to school:



For more information about what these services offer, please visit:

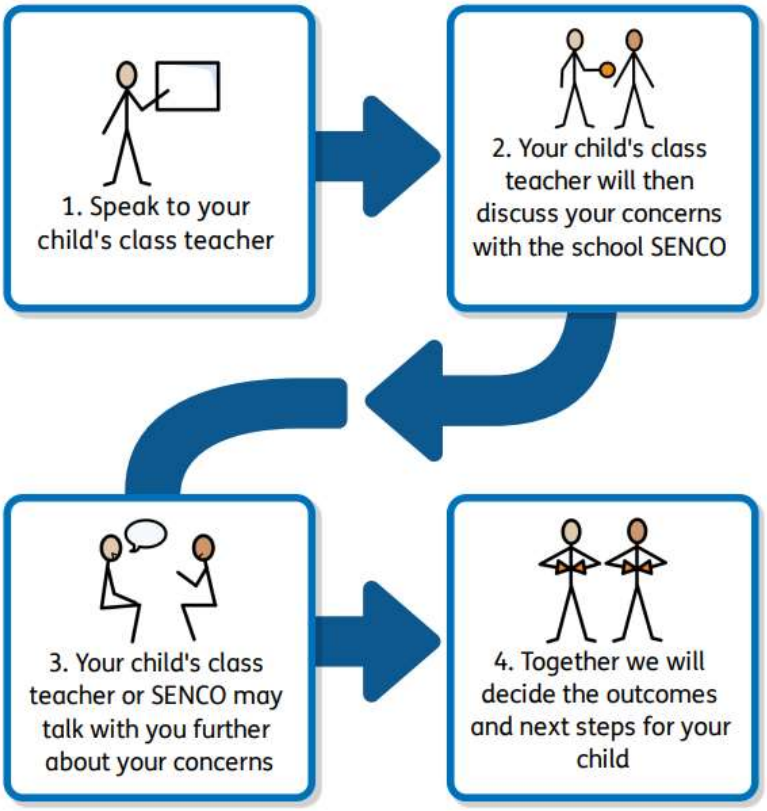
https://send.walsall.gov.uk/

The school may also receive support for pupils and their families through the following services:



This list is not exhaustive and school may also receive support for pupils and their families from agencies and professionals that are not listed above.

3.What should I do if I think my child has Special Educational Needs (SEND)?



Your child may or may not be added to the school's Special Educational Needs (SEN) Register.

If your child is placed on the SEN Register, we will discuss this with you and explain the reasons for the decision. You will also receive formal written confirmation from the school.

4.What will Bentley West do if they think your child may have Special Educational Needs (SEND)?

Where concerns are identified, school will:

- Gather information from teachers
- Review progress and attainment
- Obtain parent views
- Obtain pupil views
- Conduct observations where appropriate
- Consider assessment information
- Seek advice from external agencies where appropriate

A medical diagnosis is not required for a pupil to receive support.

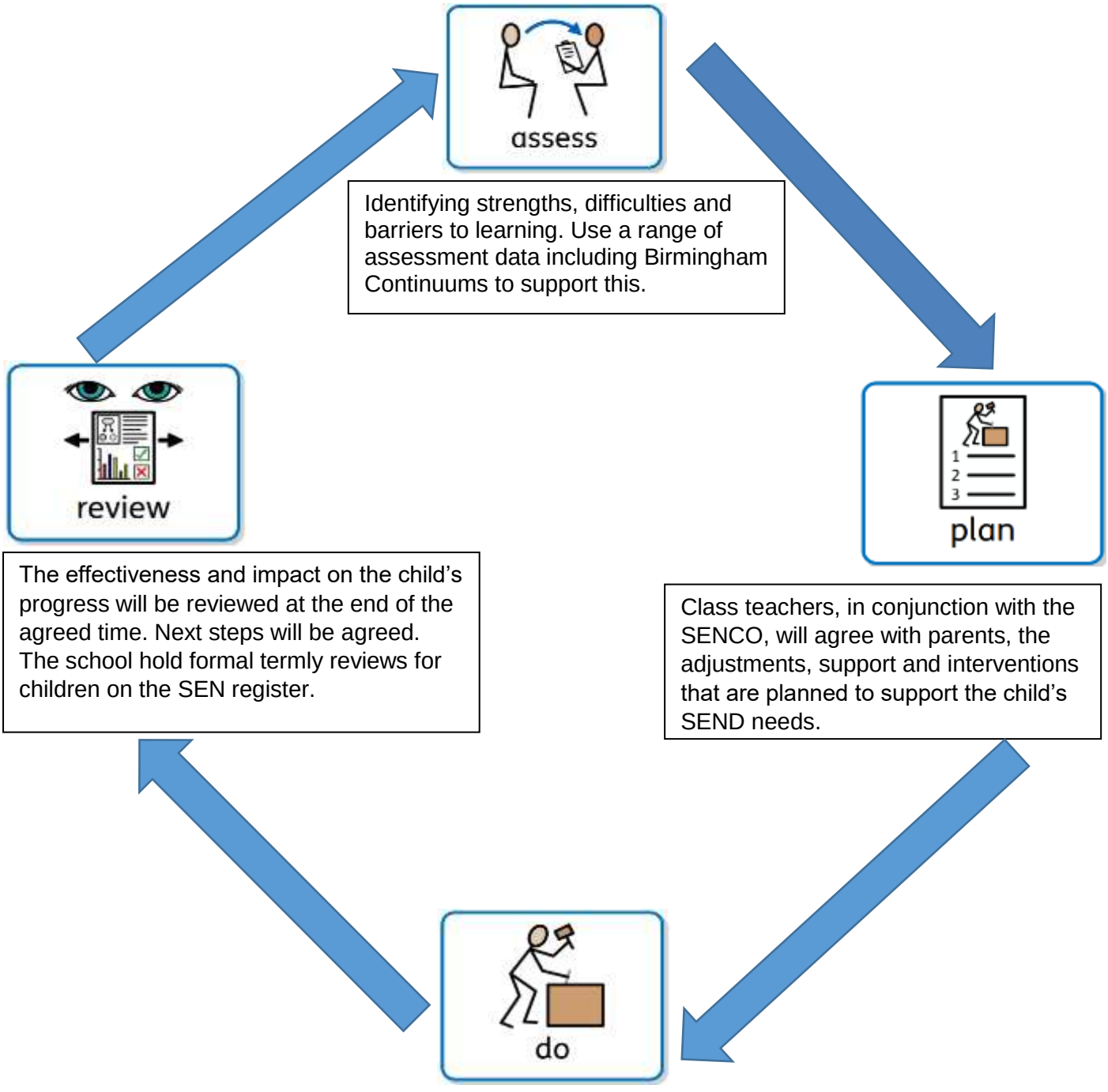
If it is felt that a pupil requires provision that is additional to or different from that ordinarily available, they may be placed on the SEN Register.

1 	Class teachers use assessments to identify any gaps in learning.
2 	Class teachers make adaptations to learning using ideas outlined in banding documents and 'Ordinarily Available Provision'.
3 	Where a child does not make expected progress, the class teacher may speak to the school SENCO.
4 	Where a child does not make expected progress, the class teacher will speak to the child's parents/carers.
5 	The class teacher, along with the SENCO, may speak to parents/carers further to discuss next steps.

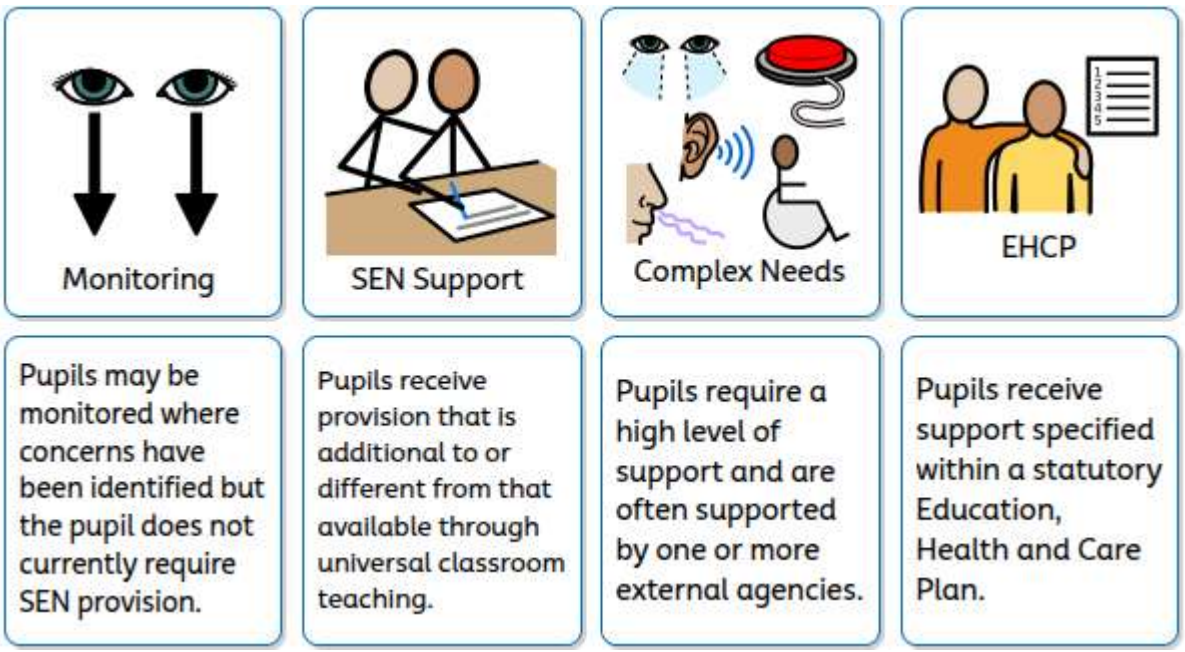
5.How will Bentley West measure my child's progress?

Where a pupil is identified as needing SEND provision, we follow the graduated approach described in the SEND Code of Practice.

This follows a four-stage cycle:



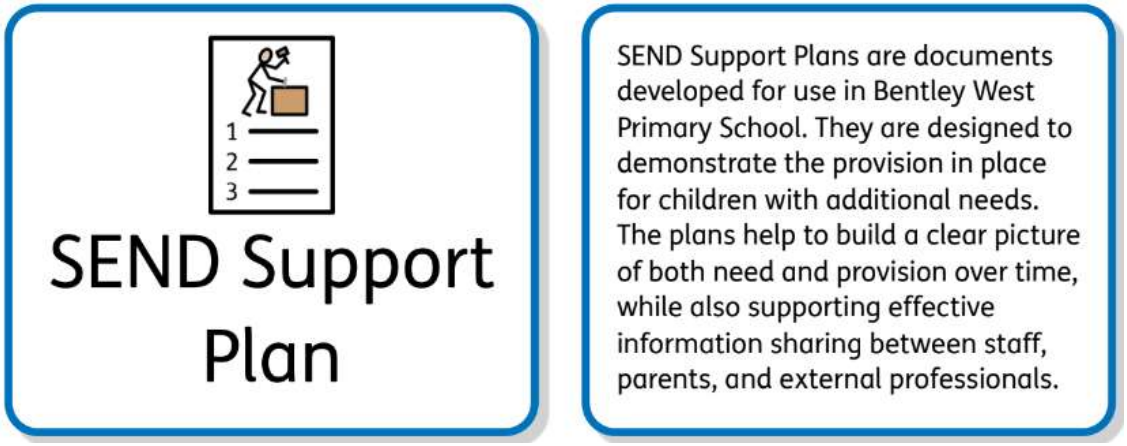
In line with the Leigh Trust SEND Policy, pupils may be supported at one of four levels:



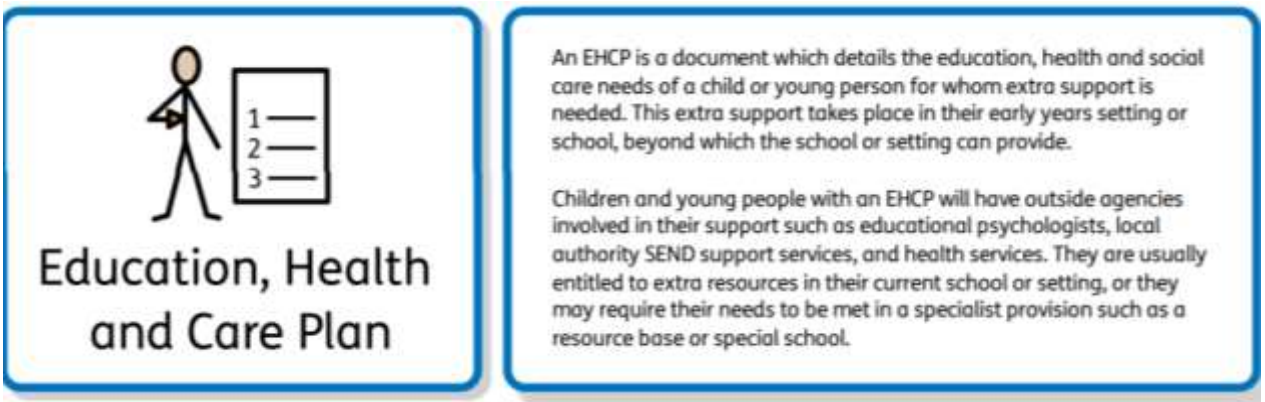
Children on the SEN Register will usually have a SEN Support Plan detailing their needs, provision and outcomes.

Pupil voice and parent views will be sought throughout the graduated approach.

SEND Support Plan



Education,Health and Care Plan



6.How will I be involved in decisions made about my child's education?

Parents and carers are important partners in their child's education and will be involved at every stage of the graduated approach.

Where a pupil has been identified as requiring additional support, parents will receive regular updates from their child's class teacher regarding progress, attainment and wellbeing.

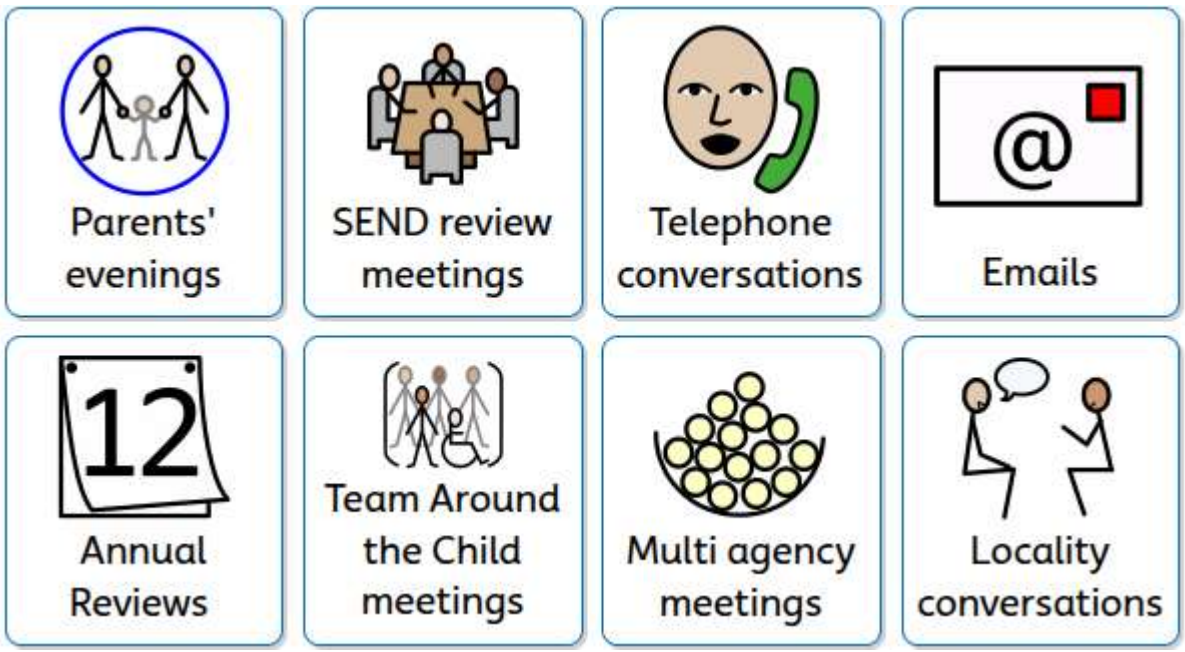
Parents of pupils on the SEN Register will be offered a termly SEND Review Meeting with their child's class teacher. The SENCO may also attend these meetings where appropriate. During these meetings, parents will have the opportunity to:

- Discuss their child's progress and development
- Review outcomes and support strategies
- Share concerns and aspirations
- Contribute to future planning
- Provide views that will form part of the review process

Parents of pupils with an Education, Health and Care Plan (EHCP) will be invited to attend an Annual Review Meeting at least once every 12 months in accordance with statutory requirements. The Annual Review will consider progress towards outcomes, the effectiveness of provision and whether any changes to the EHCP are required.

Additional meetings may be arranged throughout the year where required, including Team Around the Child meetings, multi-agency meetings and transition meetings.

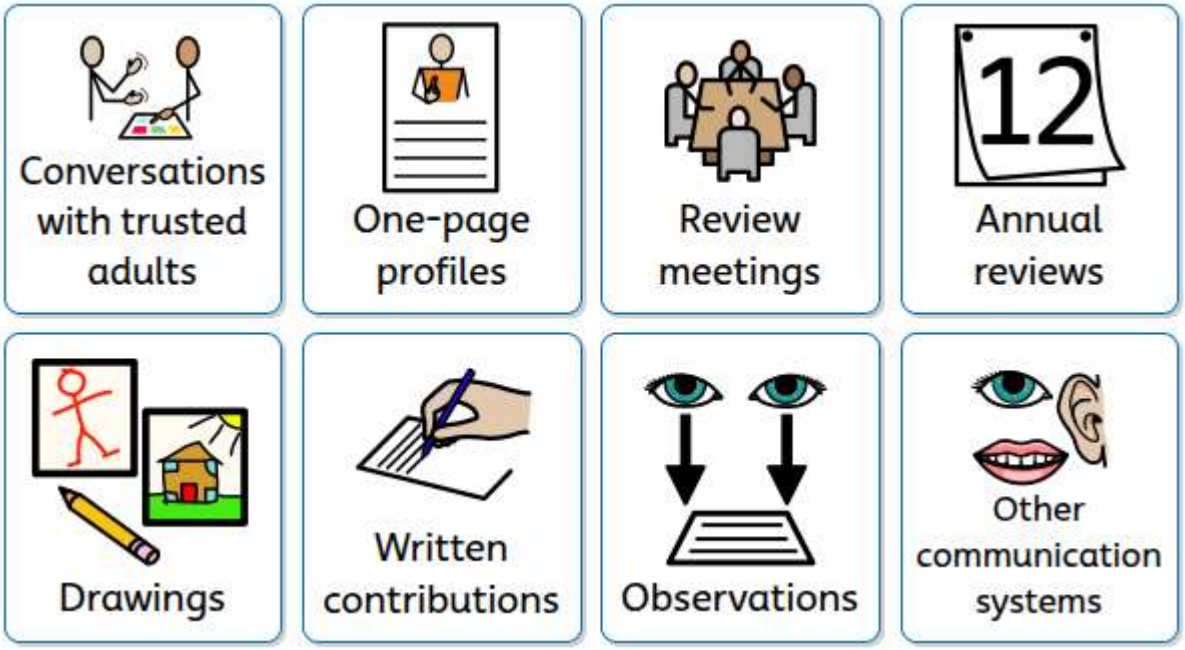
Parents may be involved through:



7.How will my child be involved in decisions made about their education?

We recognise that no two children are the same. Therefore, the level of your child's involvement will be looked at on a case-by-case basis.

We may seek your child's views through the following:



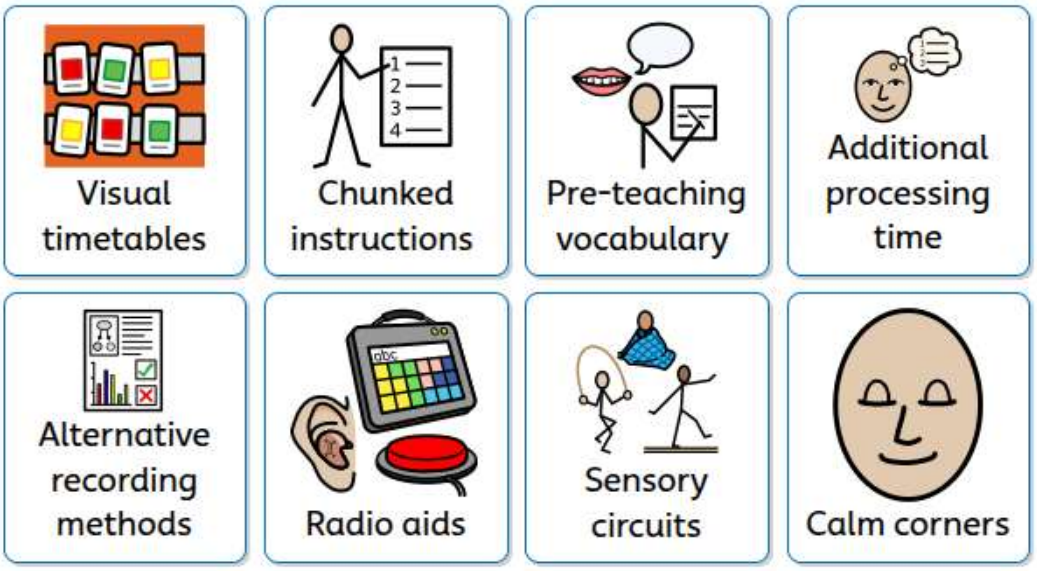
We will always endeavour to ensure that your child's voice is heard and their views are formally recorded.

8.How will Bentley West adapt its teaching for my child?

High quality teaching is our first response to meeting pupil need.

Class teachers carefully adapt lessons to ensure pupils can access learning.

Adaptations may include:



Adaptations are informed by the Walsall Ordinarily Available Guidance and tailored to meet individual needs.

9.How will Bentley West evaluate whether the support in place is helping my child?

Support is regularly reviewed through:

- Assessment data
- Teacher observations
- Pupil voice
- Parent feedback
- SEND review meetings
- Attendance information
- Behaviour information
- External agency advice

This helps us evaluate the effectiveness of support and identify next steps.

10.How will Bentley West's resources be secured for my child?

Resources may include:

- Specialist equipment
- Communication aids
- Assistive technology
- Training
- Additional adult support
- Specialist interventions

School uses:

- Core school funding
- The notional SEND budget
- Additional local authority funding where appropriate
- EHCP funding where applicable

11.How will Bentley West make sure my child is included in activities alongside pupils who don't have SEND?

All pupils are encouraged to participate fully in school life.

This includes:

- Educational visits
- Residential visits
- Sports events
- School productions
- After-school clubs
- Leadership opportunities

Reasonable adjustments are made where needed to support participation.



12.How does Bentley West make sure the admissions process is fair for pupils with SEND?

Admissions arrangements apply equally to all pupils.

Pupils with SEND are not disadvantaged during the admissions process.

Where a pupil has an EHCP, admissions will follow statutory guidance and local authority procedures.

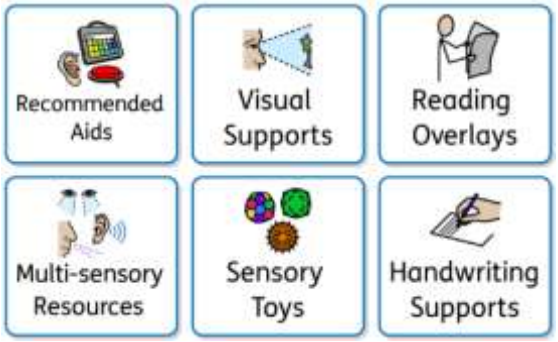
13.How does Bentley West support pupils with disabilities?

The school makes reasonable adjustments in accordance with the Equality Act 2010.

Support may include:

- Specialist equipment
- Environmental adaptations
- Alternative curriculum resources
- Accessible information
- Physical access arrangements
- Specialist seating or furniture

Where a child needs adaptations to the curriculum, specialist resources may be required. This may be through, but is not limited to:



14.How will Bentley West support my child's mental health and emotional and social development?

The school delivers the PSHE curriculum which covers the following core areas:



Additional support may be available through:

- Learning Mentors
- Pastoral support
- Social skills groups
- Emotional regulation support
- External professionals

The school is committed to fostering a culture where bullying is not tolerated.

The school adheres to the following detailed policies: Anti-bullying, Behaviour, Safeguarding and Child Protection, Attendance, SEND and Medication Policy.

These policies can be found at: https://www.bentley-west.org.uk/School-Policies/

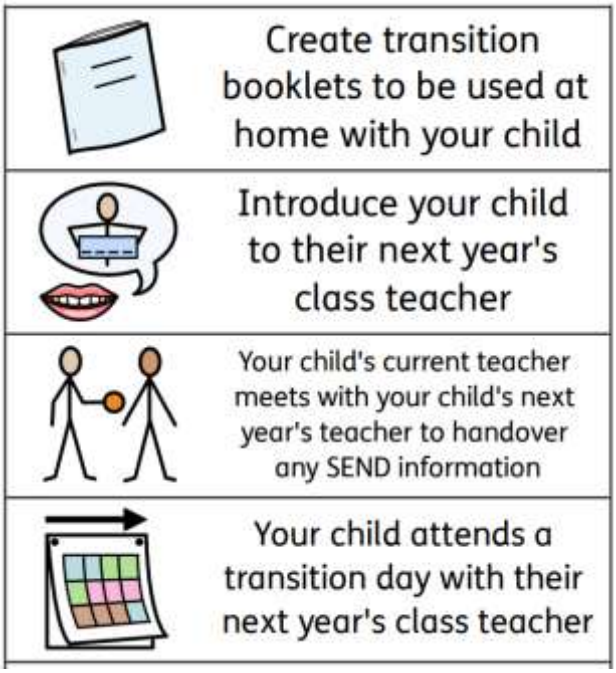
15.What support will be available for my child as they transition between classes or settings?

Transition from home or preschool into Nursery and Reception:

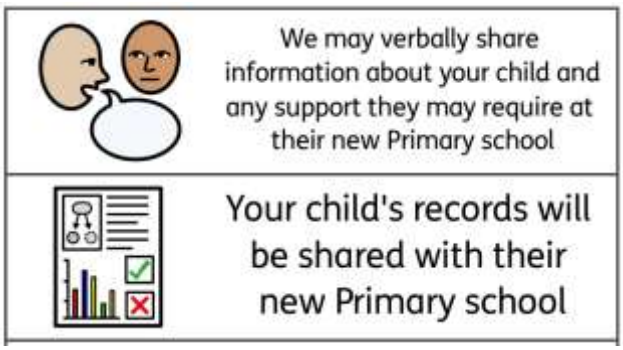


Transition between years:

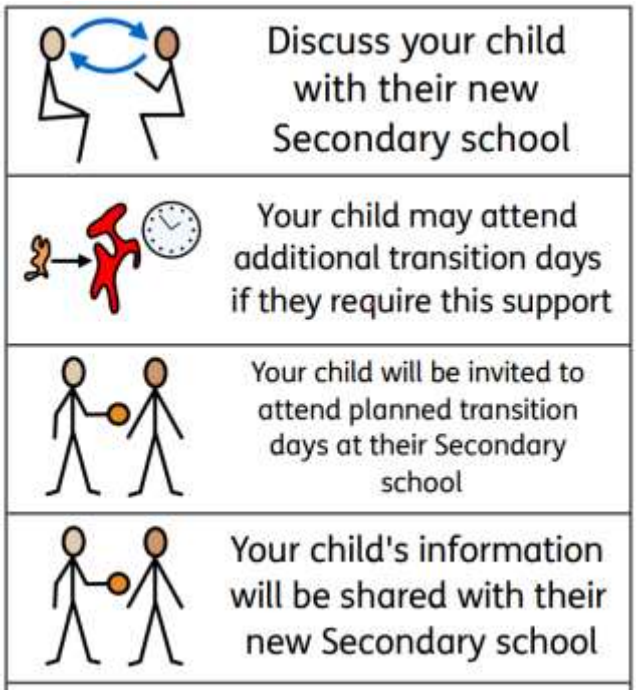
To help children with SEND be prepared for a new school year, we:



Transition to another Primary school setting:



Transition to Secondary school



16. What support is in place for looked-after and previously looked-after children with SEND?

Our Designated Teacher is: Mrs R Evans

The Designated Teacher is Mrs Rebecca Evans.

Looked-after and previously looked-after children with SEND will receive coordinated support through:

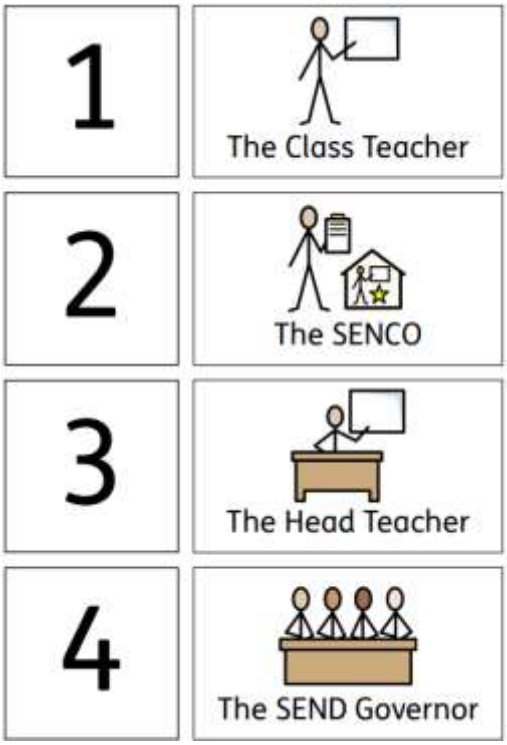
- Personal Education Plans (PEPs)
- SEND reviews
- Multi-agency working
- EHCP reviews where appropriate

We work closely with carers, social workers and external agencies to ensure provision is effective and joined up.

17. What should I do if I have a complaint about my child's SEND support?

We are committed to providing excellent services to all our children and their parents and we believe the best way to do this is to listen to your views. We encourage parents to contact us about their concerns and not to wait for the next formal opportunity to meet. So, if you have something to tell us, whether good or bad, please contact the class teacher or SENCO.

If you have a complaint about, SEND provision, please tell us promptly by contacting the following people in this order:



Our SEND governor is Beverley Walker-Gordon who will then refer to the complaints procedure to try and address the issue.

The school complaints policy can be found at:https://www.bentley-west.org.uk/School-Policies/

We realise that parents can sometimes find schools a bit scary and may need someone to help them approach us if things aren't going well. If you need support to raise a concern or make a complaint you may want to contact SENDIASS Parent Carer Support Service, an independent organisation that provides a disagreement resolution service.

Information Advice and Support Service: https://family-action.org.uk/services/walsall-sendiass/

As a matter of last resort parents can also make a formal complaint to Ofsted: guidance for parents can be found here http://www.ofsted.gov.uk/schools/for-parents-and-carers/how-complain.

18. What support is available for me and my family?

Support is available through:

- Walsall Local Offer
- Walsall SENDIASS
- Early Help Services
- Family Support Services
- Health Services
- Community Support Organisations

For information about local services visit:

https://send.walsall.gov.uk

19. Glossary

The terms below may or may not have been used throughout this SEND Information Report. However, all of these terms are relevant to Special Educational Needs and Disabilities.

- **Access arrangements** – special arrangements to allow pupils with SEN to access assessments or exams
- **Adaptation** – when teachers adapt how they teach in response to a pupil's needs
- **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- **Area of need** – the 4 areas of need describe different types of needs a pupil with SEN can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs
- **CAMHS** – child and adolescent mental health services
- **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan
- **EHC plan** – an education, health and care (EHC) plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs
- **First-tier tribunal / SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEN
- **Graduated approach/response** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- **Local offer** – information provided by the local authority that explains what services and support are on offer for pupils with SEN in the local area
- **Outcome** – target for improvement for pupils with SEN. These targets don't necessarily have to be related to academic attainment
- **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- **SENCO** – the special educational needs co-ordinator
- **SEN** – special educational needs
- **SEND** – special educational needs and disabilities
- **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- **SEN support** – special educational provision that meets the needs of pupils with SEN
- **Transition** – when a pupil moves between years, phases, schools or institutions or life stages