

Bincombe Valley Primary School



Bincombe Valley Primary School and Community Nursery

SEND Information Report 2025/26

Our School

Our School Vision

Our vision at Bincombe Valley Primary School is that all children receive the highest quality education within a stimulating and safe environment where each child is valued; with staff, governors and parents working in partnership to achieve this. Our intention is that all pupils, irrespective of their background or the challenges they face, achieve their potential through a relentless focus on high quality teaching and learning.

School Context

Bincombe Valley Primary School is an inclusive mainstream Primary School, with two on-site Nurseries; Bincombe Valley Nursery for children from 3 years old and Bincombe Buds, offering funded and non-funded places for 2 year olds. At Bincombe Valley Primary School we are all committed to supporting all of our children, regardless of what their special educational need or disability might be.

November 2025 Information

Bincombe Valley Primary School currently has 253 children on role in the main school (November 2025) and 21 children in the Nursery.

There are currently 82 children on SEND register with a range of needs from universal to specialist; this is 32.4% of the whole school excluding Nursery children.

Of the 82 pupils on the SEND Register, 12 pupils (4.7%) have an Education, Health, Care Plan (EHCP).

There are currently 18 children who have Speech and Language Therapy programmes across the school; and there are 8 children who receive direct teaching of a Specialist Literacy Programme.



Meet our SENDCo



The SENDCo is Mrs Sarah Hughes: If you would like to contact the SENDCo, please call the school office on **01305 832329** or email the Office and we aim for you to receive a response within 5 working days.



Our SEND Administrator is Mrs Royle.



Special Educational Needs

At Bincombe Valley Primary School we support children with a variety of differing special educational needs and we pride ourselves on being a highly inclusive school with an ethos which encourages and celebrates diversity and difference.

SEND is categorised into the following areas in the SEND Code of Practice 2015:

	Cognition and Learning
	Communication and Interaction
	Social, Emotional and Mental Health
	Sensory and Physical



Identifying and Assessing Need

At Bincombe Valley Primary School we work closely as a team and if staff have a concern about a child we follow the SEND Protocol Flow Chart, have a discussion with parents and fill in a Pupil Referral Form. A child will then be placed on the monitoring list as we begin to follow the Graduated Response approach of 'Assess, Plan, Do and Review'.

After a period of 6 – 8 weeks we will decide if a child has made progress or not and may invite you in for a meeting, where we will share the targets your child is working on and the support they are receiving. We will agree next steps.

Some children will be monitored using the Engagement Model (2020), this allows the children who are working at below key stage standards to have small step targets set in lessons to allow them to achieve and begin to work independently. Some children may require more support than is ordinarily available and we may ask outside agencies to support us in ensuring that we are offering the best support we can.



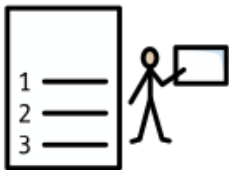
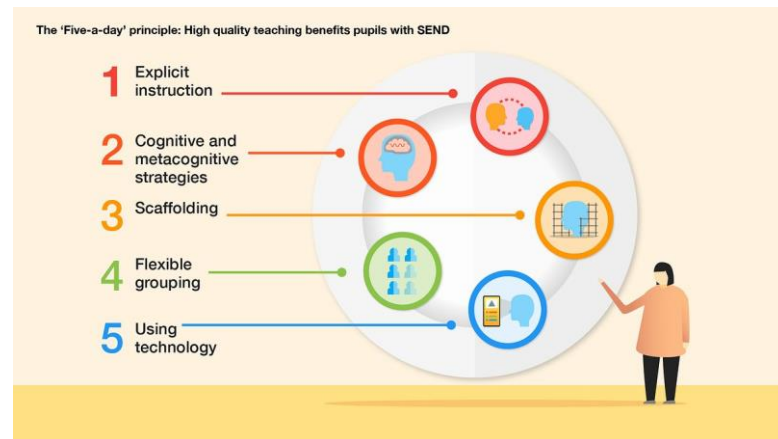


Our approach to teaching children with SEND

We are an inclusive school. Wherever possible children are taught alongside their peers in flexible teaching groups.

Teachers adapt their high-quality teaching to cater for their pupils' needs and plan individual timetables where necessary. When appropriate, staff are deployed to give children additional interventions in small groups outside the classroom, or to provide one-to-one support.

We use the EEF guidance 'Five-a-day' and embed the key principles into all our lessons.



Curriculum adaptations

Visual timetables	Task boards	Peer mentoring
Assistive technology	Talk partners	Peer marking
Self-assessment	Word banks	Sensory breaks
Ear defenders	Timers	Explicit instruction

	We use a range of strategies across our lessons to ensure we offer an inclusive approach to learning and allow all children to access the classroom environment. We also seek advice and equipment from outside agencies as and when the need arises.						
 Parent Consultations	At Bincombe Valley Primary School we work closely with parents and carers and believe that we achieve the best outcomes for children when home and school work together. We operate an open-door policy. This means that parents/carers are welcome to visit by appointment. We offer opportunities to visit your child's classroom through open mornings and two Parents' Evenings each year. The SENDCo will also be available at Parent's Evening to discuss any concerns. During Parent's Evenings we also gather parent feedback on SEND provision at Bincombe Valley Primary School. Opportunities, where parents can meet up and support each other in a safe environment and workshops, are arranged on specific topics and speakers are invited in from time to time. The SENDCo will also signpost parents to other agencies/ support where possible. For children who have an Education, Health and Care Plan (EHCP) we will invite you to an Annual Review of their EHCP which usually lasts around an hour. These meetings are used to celebrate your child's learning, looking at the progress they have made against the targets set, create new targets and discuss next steps. For children who are on the SEND Register we will notify you of additional SEND adjustments they are having, via copies of their current Individual Education Plan which will be sent home. You are welcome to book in to see the class teacher or SENDCo for extra meetings at any time. During the year a parental questionnaire via TEP will be sent out to gain views on the school and the SEND provision.						
 Child Consultations	Pupils' views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Pupils are given regular opportunities to: <table><tr><td></td><td></td><td></td></tr><tr><td>Self-assess how they are doing</td><td>Attend meetings and help decide the support needed.</td><td>Feedback and Review progress/interventions.</td></tr></table>				Self-assess how they are doing	Attend meetings and help decide the support needed.	Feedback and Review progress/interventions.
							
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Evaluating Provision

At Bincombe Valley Primary School, we regularly evaluate provision through:

Reviewing progress in Leadership Team meetings and discussing next steps;
Discussing and sharing ideas in staff meetings to ensure up-to-date research and policy is in place;

Reviewing children's individual progress towards their goals at regular intervals, as a minimum every term;

Establishing children's baseline before receiving interventions and reviewing the impact of interventions at regular intervals;

Asking our children if they feel the adjustment or intervention is helpful and makes a difference;

Monitoring by the SEND Team;

Regularly using a tracking tool to update targets and measure progress;

Reviewing and updating Individual Education Plans (IEPs) on a termly basis;

Holding yearly reviews for children who have an Education Health and Care Plans.



Staff Training

At Bincombe Valley Primary School, we believe in professional development and aim to ensure all our staff have the understanding they need to enable them to support your child.

When a new member of staff joins the school, we ensure they understand the systems within school and they are given information about the children they are working with.

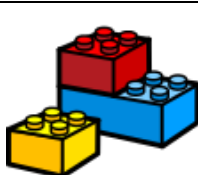
The Senior Leadership Team within school are constantly monitoring needs within the school and, where an area of concern is highlighted, whole school training could be organised to ensure all staff understand specific learning difficulties and appropriate teaching or support strategies that could be utilised.

If your child needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with you first.

Some of our staff have completed training in the following areas. When staff go on a course, they have an opportunity to give feedback to the rest of the staff during meeting sessions.



Social skills



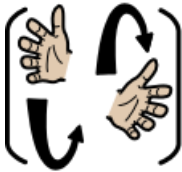
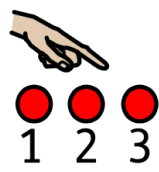
Lego Therapy



Child Development



Stormbreak

			
Autism Awareness	Makaton	Phonics	Number Stacks
			
Specific Learning Difficulties	Complex Needs training	Nurture support and ELSA	Speech and Language (ELKLAN)
			
Therapeutic Thinking	Attachment	Specialist Literacy	Sensory needs



Transition Support

Nursery to Reception

We hold 'taster' sessions in the second half of the summer term for our new Reception starters, in preparation for their September start, providing parents with the opportunity to meet with the Class Teacher and SENDCo.

Transition to Reception, and then into each successive year group where support may include: meetings, information leaflets, extra visits as well as a transition morning in each new class.

End of Year Transition

When children move up a year, we may provide transition booklets which include photos of the Teacher, TA and classroom environment.

We hold a transition day during the summer term allowing the children to go up to their new classroom and meet their new Teacher. Some children may require extra transition visits to their new classroom to help reduce their anxiety and ensure that the transition is successful and positive.

Class Teachers and TAs meet with each other during the summer term to discuss the needs of the children and share Individual Education Plans (IEP's)

Secondary Transition

Whilst the Secondary schools lead on this Transition, we endeavour to liaise closely with our partner secondary schools to ensure that the transition from primary school to the secondary school is as smooth as possible.

We are lucky to have support from the Mental Health Support Team for Schools (MHST) who provide our Year 6 children with transition support sessions in the Summer Term. We also take part in the Primary College Event

	each year which brings together all of the local Primary children to have the opportunity to make new friends. <u>Mid-Year New Starters</u> When we are aware that pupils joining us from other settings have identified Special Educational Needs, we liaise with the previous school to enable us to gain a greater understanding of the support we need to put in place. We may also request to meet with parents.
 Outside Agencies	We work with the following agencies to provide support for children with SEND: Dorset Council's Specialist Teacher Service; Dorset Portage Pre-School Support Service; Early Help Team; Dorset Council's Educational Psychology Service; School Nursing Team; Community Paediatric Team; TADSS Outreach Service; Speech and Language Therapy; Occupational Therapy Service; Mental Health Support Team for Schools (MHST); Vision and Hearing Support Service. We will ask your permission before we arrange for any outside agencies to come in and work with your child. Once the feedback has been received we may call you in for a meeting to share the advice.
 Clubs and Trips	All our extra-curricular activities and school visits are available to all our children, including our before-and after-school clubs. All children are encouraged to go on our trips such as residentials and day trips to the local area and further afield. All children are encouraged to take part in sports day, school competitions, school assemblies and performances, workshops, etc. All children are encouraged to apply for roles of responsibility in school e.g. school council, sports ambassadors, etc. No child is ever excluded from taking part in these activities because of their SEN or disability. Please read the school's accessibility plan for further information about the steps we have taken to prevent children with disabilities from being treated less favorably than other children and the arrangements we have made to help children with SEND access our school.
	The HUB @ Bincombe is a Communication and Interaction Inclusion Hub situated at the heart of the school, for children with Autistic Spectrum Conditions (ASC) and associated Communication and Interaction difficulties. This is separately managed from our mainstream school and applications need to go via a Specialist Panel for entry.

The HUB @ Bincombe	https://www.bincombe.dorset.sch.uk/The-HUB-Bincombe/						
 Complaint Procedure	Your first point of contact is your child's Class Teacher. If you are not satisfied that your concern has been addressed, then you may make an appointment to speak to the SENDCo or Deputy Head Teacher. If they cannot solve your issue, then an appointment can be made to speak to the Headteacher. If you are not happy with the response, then you may contact the School Governors through the school office. Mr Peter Marsden – Chair of Governors						
 Dorset Local Offer	The Dorset Local Authority Local Offer can be found at: https://www.dorsetcouncil.gov.uk/children-families/sen-and-disability-local-offer/dorsets-local-offer Further contact details of support services for parents/carers of pupils with SEND: <table border="1" data-bbox="443 1120 1473 1283"> <tr> <td>Dorset Education Advice Line (DEAL)</td><td>0800 14 040 41</td></tr> <tr> <td>Dorset Parent Carer Council</td><td>07827b793 244</td></tr> <tr> <td>SENDIASS</td><td>01305 595477</td></tr> </table>	Dorset Education Advice Line (DEAL)	0800 14 040 41	Dorset Parent Carer Council	07827b793 244	SENDIASS	01305 595477
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 Feedback	We welcome feedback at any time, as we want to provide the best possible service to support our SEND families.						