Infinity Academies Trust

Ready to learn; Prepared to flourish.

Bourne Abbey CofE Primary Academy

SEN Information Report

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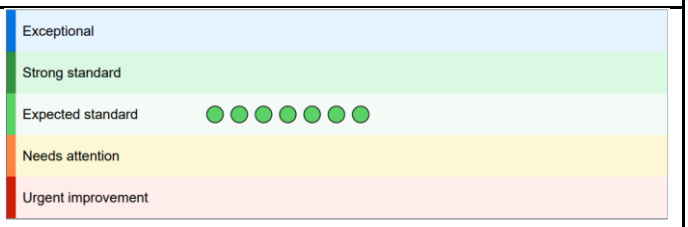
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Academy Information

School Name:	Bourne Abbey CofE Primary Academy
Address:	Abbey Road, Bourne Lincolnshire PE10 9EP
Telephone number:	01778 422163
School Email address:	baaenquiries@infinityacademies.co.uk
Name of Headteacher:	Mrs Anna Petrie
Website address:	https://bourneabbeyprimary.co.uk/
Age Range of Pupils:	2-11 years (including Abbey Ark)
Date of Last Inspection Report:	28th April 2026
Outcome of Last inspection:	
Total number of pupils with special educational needs at school:	Abbey Ark to Year 6: 63 Reception to Year 6: 61
Date of the SEND Information report	08.10.2026

Revision History

Document Version	Description of Revision	Date
1.0	Updated for the academic year 2026-2027 and added to IAT template.	08.10.2026

1.0 Aims

Bourne Abbey Church of England Primary Academy values the individuality of all children. We believe that all children were made in the image of God and have individual needs. We are committed to giving all of our children every opportunity to achieve the highest of standards. We do this by taking account of pupils' varied life experiences and needs. We offer a broad and balanced curriculum and have high expectations for all our children. The achievements, attitudes and well-being of all our children matter.

Our school aims to be an inclusive school where Christian Values are central to all that we do. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils. This means that equitable opportunities must be a reality for our children. We do this through the attention we pay to the different individuals and groups of children within our school. We aim to have inclusive classrooms where all children are supported through needs friendly strategies and peer support.

2.0 What kinds of special educational needs does the school make provision for?

The SEND Code of Practice (2015) states that:

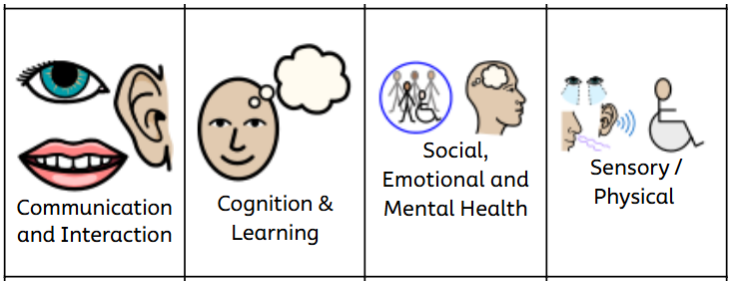
- *"A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her."*
- *"A child of compulsory school age or a young person has a learning difficulty or disability if he or she:*
  - *has a significantly greater difficulty in learning than the majority of others of the same age, or*
  - *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions"*
- *"For children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools, mainstream post-16 institutions or by relevant early years providers."*

"The academy makes reasonable adjustments under the Equality Act 2010 to ensure disabled pupils are not placed at a substantial disadvantage compared with their peers."

We believe that:

- Our school will have children who, at some time or another in their school life, will have some form of Special Educational Need;
- All teachers need to be able to provide an adapted curriculum for a range of abilities;
- There should be a whole school approach to Special Educational Needs and Disabilities with the staff working together for the benefit of the children;
- All children, including those with Special Educational Needs and Disabilities, should be included in the life of the school as fully as possible;
- There should be close consultation and partnership with parents/carers of the children with Special Educational Needs and Disability;
- The views of the child should be sought and taken into account;
- The policy and practice promoted in the school must have regard to the 'Special Educational Needs and Disability Code of Practice'

The SEND Code of Practice (2015) identifies four broad areas of need and support.



3.0 How does the school know if pupils need extra help and what should I do if I think that my child may have special educational needs?

Bourne Abbey recognises the importance of the early identification and assessment of SEND. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils. We have a robust tracking system which helps us to pick up on additional need quickly.



If staff have a concern about a child's progress or possible barriers to learning, this will be discussed with parents/carers. Following the Graduated Approach of Assess-Plan-Do-Review, additional interventions/provision will be put in place.

Further assessment may also be required, combining:

- class teacher's knowledge and assessment of the pupil's progress and attainment
- comparisons with peers and national data
- internal SEND assessment tools;
- the parents'/carers' views and experience of the child
- the pupil's views

If, at the point of review, there continue to be barriers to learning and it is felt that a child needs to be placed on the SEND Register, this will be discussed with parents/carers and a SEND Support Plan will be put in place to identify individual targets and support. Having a diagnosed special educational need or disability does not mean that a pupil will be automatically added to the SEND register but would be considered in discussions between the family and staff.

Where school requires further advice or support than is ordinarily available within school, a referral may be made to relevant outside agencies to ensure that we are meeting the needs of our children as best we can.

If it is felt that your child continues to require support that is above and beyond what the school is able to provide as part of our inclusive offer, submitting Education Health and Care Plan (EHCP) needs assessment request may be discussed with you.

The school operates an 'open door' policy and encourages parents/carers to discuss any concerns they may have, as and when they occur, in person, with the child's class teacher. The SENCos are also contactable through the school office.

4.1 How does the school evaluate the effectiveness of its provision for pupils with special educational needs and disability?

The effectiveness of our provision for children with SEND will be measured in a variety of ways, using both qualitative and quantitative data.

Qualitative data may l include:

- parents/carers' voice
- pupils' voice
- observations of pupils
- reviewing pupils' work

Qualitative data may include:

- rigorous tracking and data analysis of both progress and attainment data, comparing these nationally
- tracking of intervention outcomes

Some children's progress will also be monitored using Pivats, allowing us to identify achievable targets for those who are working below Pre-Key Stage Standards. This also allows us to celebrate small steps of success for all of our pupils who may not be achieving at their chronological expectations.

4.2 How will both the school and I know how my child is doing and how will the school help me to support their learning?

Monitoring progress is an integral part of teaching and leadership at Bourne Abbey C of E Primary Academy. Staff, parents/carers and pupils are involved in reviewing the progress of children with SEND.

- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally by the class teacher, Year Leader, SENCos and Senior Leadership Team at key assessment points throughout the year in reading, writing and mathematics.
- At the end of Key Stage 2, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally.

- Children who are on the SEND Register will have their SEND Support Plans reviewed three times per year and shared with parents/carers.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The class teacher, Year Leader, SLT & SENCos will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular work scrutiny and learning walks will be carried out by members of the Senior Leadership Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.

Bourne Abbey C of E Primary Academy believes that a close working relationship with parents/carers is vital in order to ensure:
a) early and accurate identification and assessment of SEND leading to the correct intervention and provision
b) continuing social and academic progress of children with SEND
c) personal and academic targets are set and met effectively

Parents/carers are kept up to date with their child's progress through progress reports, parent's evenings and/or review meetings as appropriate. In cases where more frequent regular contact with parents/carers is necessary, this will be arranged based on the individual pupil's needs.

4.3 What is the school's approach to teaching pupils with special educational needs and disability? How will the curriculum and learning be matched to my child/young person's needs?

Our school aims to be an inclusive school. We actively seek to reduce the barriers to learning and participation that can hinder or exclude individual pupils, or groups of pupils, through needs-led strategies, scaffolding, provision and an inclusive environment.

Quality First Teaching

Class teachers will:

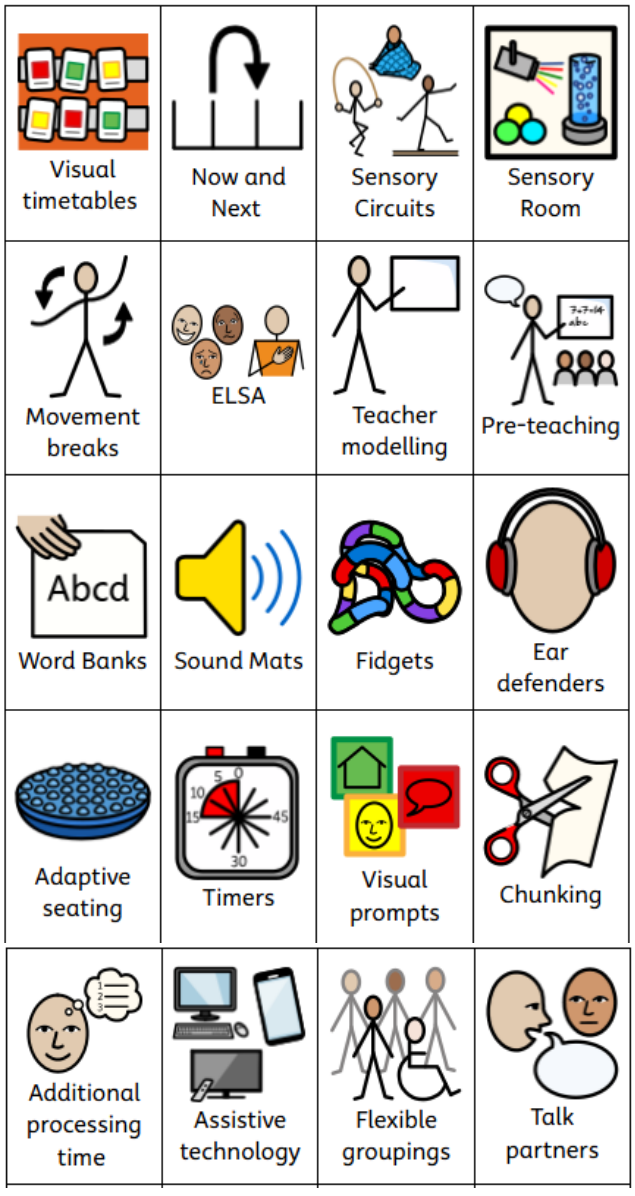
- take responsibility for the initial identification of the needs of all their children by monitoring the progress of each child in their class.
- plan and organise appropriately adapted/scaffolded work to meet each child's needs and aid the pupil's academic progression.
- set suitable learning challenges, responding to pupils diverse learning needs.
- monitor any pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators.
- closely monitor any pupil who has been identified as possibly having SEND in order to gauge their level of learning and possible difficulties.
- inform and engage with parents/carers about their child's progress and development and the circumstances under which they are being monitored.
- continue to monitor any pupil who has recently been removed from the SEND Register.

- formally record that the child is under observation ('Early Identified') and parents will be informed of this.
- share information about progress and development with the parents/carers at pupil progress meetings. The frequency of these meetings is dependent on the individual child's needs and progress being made.
- consult with the SENCOs as needed for support and advice.

SEND Support

Our SENCOs oversee provision within our school, in conjunction with the Senior Leadership Team, and an effective team of teaching staff and TAs (Teaching Assistants) provides additional support. We offer many forms of additional provision. Some individuals are supported within lessons by the class teacher or a TA; others may be supported through adapted practice or additional scaffolds/resources; others may be supported through a specific intervention programme which may be delivered by a trained TA or, on some occasions, by other staff from outside agencies.

Within everyday teaching and learning, this may include:



Additional interventions may include, but are not exclusive to:

Bucket Time	RWI FTT	Number Stacks
Speech and Language	1:1 Reading	Language for Behaviour and Emotions

Every effort will be made to educate pupils with SEND alongside their peers in the mainstream classroom environment. Where this is not possible, the SENCOs will consult with the child's parents/carers and reasonable adjustments will be made to ensure pupils with SEND have access to a broad and balanced curriculum. At times, some children will require an individualised curriculum which may be delivered outside the classroom in a different manner.



For our pupils who require provision that is above and beyond that of a mainstream classroom or individualised curriculum, we have access to a support base known as the Acorn Room for pupils from Reception to Year Two. The purpose of this setting is to provide high-quality bespoke curriculum tailored to individual pupils' needs and EHCP/IEP targets within a language-rich environment.

This may include, but is not exclusive to:

Bucket Time	Sensory Stories	TACPAC

In addition, we seek advice and support from outside agencies as and when required. At each stage, the pupil's class teacher remains responsible and accountable for the progress and development of pupils in their class, including where pupils access support from teaching assistants or specialist staff.

4.5 How are decisions made about the type and amount of support my child/young person will receive?

Decisions about the type and amount of support your child needs will be based on their progress and how we can best meet their needs within our school environment. Pupils who make good progress or those who exceed expectations will access the curriculum with lower levels of support than pupils who make less than expected progress. We will consult with you about the best fit to support your child. Other agencies may carry out assessments with your child which will inform our provision planning. If we need to access expertise that is not already in the school, we will consult with you beforehand and gain your permission to do so.

4.6 How will my child/young person be included in activities outside the classroom, including school visits?

As a school we highly value the benefit of education outside of the classroom and believe that all children should have the opportunity to participate in these experiences. Prior to any visits, a pre-visit is made by staff and a risk assessment is carried out, which considers the needs of children with SEND. Where necessary, we meet with parents/carers to discuss any additional support that may be required. We also aim to ensure all children have the chance to be part of after school clubs, providing that the health and safety of themselves and other pupils is not compromised.

4.7 What support will there be for my child/young person's overall well-being?

The social and emotional wellbeing of our pupils is a priority and we have worked to develop and maintain a strong community ethos. The PSHE and SRE curriculum provides the opportunity for children to discuss issues such as positive relationships, self-esteem and teamwork within the curriculum. We also have Mental Health and Wellbeing First Aiders – Mrs Croom and Mrs Farrar - who can provide additional pastoral support and are further supported by a Senior Mental Health Lead, Mrs Leafe. Where necessary, specific plans are put in place to support a child's wellbeing and in these cases parents/carers are consulted. We may identify that your child would benefit from involvement from other outside agencies and would ask for your permission to do so.

Pupils who have ongoing medical needs may have a Healthcare or Intimate Care Plan. The SENCos are responsible for ensuring that a plan is produced in partnership with the parents/carers, medical professionals and child. The plan will be shared with staff who work with your child, including Midday Supervisors. If your child needs medication for a short term, please contact the front admin desk who will arrange for you to complete a medicine administration form.

5.0 Who are the school special educational needs co-ordinators (SENCOs) and what are their contact details?

Mrs Danielle Gould and Miss Deborah Newnham are the SENCos for Bourne Abbey C of E Primary Academy and they co-ordinate the day-to-day provision of education for pupils with SEND. They can be contacted through the school office or via baasenco@infinityacademies.co.uk.

Sarah Robertson is the Education Advisor for SEND and Inclusion for Infinity Academies Trust.

5.1 What training have staff supporting special educational needs had and what is planned?

There is an on-going programme of training in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for children with Special Educational Needs and Disability. Some training may be delivered to key staff rather than all staff.

Previous training has included sessions on:
Adrenaline Autoinjectors
Allergy and Anaphylaxis training
Epilepsy training
Diabetes training
Suction care
PEG and button feeding
Play therapy training
Mental Health First Aid

Solution Focussed Training
Restorative Practice
Elklan training
Makaton Level 1 and 2
De-escalation and physical intervention training
Physiotherapy and Occupational therapy programme training
Drawing and Talking training
Safe handling training
Self-Harming
Supporting a child with Hearing Impairment
Team Teach - de-escalation and physical intervention training
Attachment Training
Supporting a child with Hearing Impairment
Making Sense of Autism
Regulation and De-escalation (BOSS)
Speech, Language and Communication Needs & DLD (ECLIPS)

Our SENCOs meet regularly with SENCOs from other local schools at SEND Networks where advice and strategies can be gathered and exchanged.

5.2 What specialist services and expertise are available or accessed by the setting/school?

The school continues to build strong working relationships and links with external support services in order to fully support our SEND pupils and aid school inclusion. Bourne Abbey C of E Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND.

The SENCOs are responsible for liaising with the following:

- Local Authority advisors including those for Specialist Teaching Service, Behaviour Outreach Support Service, Working Together Team, Sensory Education Support Service, Physical Development Outreach Service, Pupil Reintegration Team
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including the Children and Young People's Nurses, Healthy Minds and Child and Adolescent Mental Health Service (CAMHS), Specialist Consultants and Specialist Nursing Team for more complex medical issues
- Educational Psychologists
- Social Services
- Outreach services including Voluntary Services and charities, including a range of counselling Services

6.0 How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school?

Reasonable adjustments have been made to improve accessibility. Our school is a single-story building and is wheelchair accessible with disabled toilets and a hygiene suite large enough to accommodate changing and physiotherapy. We have a designated disabled parking space in the car park.

We strive to ensure that equipment/activities are accessible to all children regardless of their needs and take advice from appropriate specialist services with regard to accessibility. Where external advisors recommend the use of equipment or facilities which the school does not have, we will purchase it using the notional SEND funding, seek it by loan, or ask the Local Authority for additional financial support.

7.0 What are the arrangements for consulting parents/carers of pupils with special educational needs? How will I be involved in the education of my child?

We offer an 'open door' policy where you are welcome any time to make an appointment to meet with the class teacher and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents/carers and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

The progress of all children is monitored termly. In both the autumn and spring terms, Parental Consultation Evenings are held to discuss how children are doing. In the summer term, all parent/carers receive an end of year written report, detailing progress within all areas of learning and parent/carers are invited to discuss this with their child's class teacher if you wish. Similarly, parents/carers of children with a SEND Support Plan, will be invited into school to review their plan each term.

8.0 What are the arrangements for consulting young people with SEN and involving them in their education?

Pupil voice is essential to best meeting their needs within school. They have a right to be involved in decisions about their education and to be aware of the support that is available to them. We aim to make children aware of their individual targets, and the steps to take to achieve these, in a way that is appropriate for each individual. Pupils voice may be sought in a variety of ways, through the support of familiar and trusted adults within the setting.

We actively encourage all children to participate fully in all aspects of school life. The views of all children are sought through pupil interviews, questionnaires and consultation of and contribution to the school council.

9.0 What do I do if I have a concern or complaint about SEND provision?

If there is a complaint related to SEND provision within the academy, parents should follow the Trust's Complaints Policy & Procedure, which can be accessed via the school website.

- Parents/carers are encouraged to discuss the problem with the class teacher, Head Teacher and/or SENCo as appropriate, letting them know what has had happened and what you would like to be done to make things better.

- If your concern is not resolved, you can write to the Trust, following the Complaints Policy & Procedure.

- If an agreement cannot be reached, you will be invited for a formal meeting known as a panel hearing.

Please refer to the Trust's Complaints Policy & Procedures for further information. We would always aim to resolve any dispute satisfactorily within our Academy Trust.

10.0 How do the Board of Trustees and Academy Champions involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in meeting the needs of pupils with special educational needs and disabilities and supporting the families of such pupils?

Bourne Abbey C of E Primary Academy invites and seeks advice and support from external agencies in the identification and assessment of, and provision for, SEND. The SENCOs are responsible for liaising with the following:

- Local Authority advisors including those for Specialist Teaching Service, Behaviour Outreach Support Service, Working Together Team, Sensory Education Support Service, Physical Development Outreach Service, Pupil Reintegration Team
- Therapists including those for Speech and Language, Occupational Therapy and Physiotherapy and the Physical Disabilities Service
- Health Services including the Children and Young People's Nurses, Healthy Minds and Child and Adolescent Mental Health Service (CAMHS), Specialist Consultants and Specialist Nursing Team for more complex medical issues
- Educational Psychologists
- Social Services
- Outreach services including Voluntary Services and charities, including a range of counselling services

11.0 How does the school seek to signpost organisations, services etc. who can provide additional support to parents/carers/young people?

Parents/carers can gain important advice and support from Liaise, following the contact details below.

The SEND Local Offer covers public services that are available within:

- Education: e.g. nurseries, playgroups, schools and colleges as well as support services like educational psychologists, early years and early intervention workers
- Health: e.g. GPs, paediatricians, school nurses and therapists
- Social care: e.g. respite services and children's disability services.

It should also enable you to find out what support and services are available in the voluntary and private sectors, for example from charities and disability groups, nurseries, youth clubs etc, both in your immediate area and across Lincolnshire.

The SEND Local Offer aims to highlight opportunities for children and young people who have additional needs to engage in a broad range of activities, from cinema screenings for children with specific needs, to evening clubs like cubs/scouts or brownies/guides running during the week, to specific events offered during the school holidays.

The SEND Local Offer can be accessed via: https://www.lincolnshire.gov.uk/send-local-offer

12.0 How will the school provide transition support:

12.1 when joining Nursery or Reception?

The SENCos and Early Years Team liaise closely with other settings and outside agencies with regard to the transition of SEND children into Abbey Ark and from Early Years settings into school.

When moving into Reception, this includes our Reception staff – and the SENDCo if required – visiting nurseries to meet the children in a familiar setting. We also hold taster sessions during Term 6. If your child is already identified as being on the SEND Register, or being monitored, the SENDCo will discuss this with the Early Years setting and parents where appropriate.

12.2 at the end of the school year?

We recognise that moving from one year group to another can be a big change for young people. All children will have a transition session during Term 6 where they will see their new classroom and meet their new teacher. Where needed, some children will also have additional visits to increase familiarity with the new environment, reduce anxiety and ensure that their transition is as smooth and positive as possible. Some children will also have a social story provided including photographs of their teacher, teaching assistants and new learning environment.

12.3 when moving to secondary school?

- Discussion about transition for pupils with an EHCP begins at the Year 5 review meeting for transfer to KS3.
- Plans for those pupils with SEND requiring extra transition arrangements, in addition to the standard transition arrangements, will be formulated on an individual basis.
- Extra visits to schools may be arranged for pupils with SEND, where appropriate and where the receiving secondary school is able to facilitate this.
- A member of staff from the local secondary schools visits to discuss SEND children and may be invited to their review meetings as appropriate.
- At the end of Year 6, all SEND records are transferred to the receiving secondary school in September.

12.4 mid-year?

The SENCos liaise closely with other settings where a pupil is admitted to Abbey Academies Trust at any point throughout their primary years. If your child is already identified as being on the SEND Register, one of the SENDCos will arrange a phone call or a meeting to discuss their strengths, areas for support and possible provision prior to arranging a start date.

If your child has an EHCP in place, the request must be discussed with the caseworker who will formally consult with our setting. Once Bourne Abbey is named on the final EHCP, the SENCo will arrange a phone call or a meeting with parents/carers to discuss your child's needs, how we can best support them in school and create a plan for transition.

13.0 Where can I access further information?

Information about Lincolnshire's Local Offer can be found at:

https://www.lincolnshire.gov.uk/send-local-offer

Useful Contacts

• Liaise liaise@lincolnshire.gov.uk	0800 1951635;
• LA SEND:	01522 552222
• Social Services:	01522 782111
• School Admissions:	01623 433433
• National Autism Society	www.**autism**.org.uk
• Grantham Autism Information Network	www.**gain-grantham**.co.uk
• The Children and Young Peoples Nurse (CYPN)	01522 843000
• Healthy Minds Here4You Line	0800 234 6342