



Avonwood Primary School

SEND Information Report 2026-27

Type of school:

Avonwood Primary School opened in 2015 and we now have 421 children on roll. Avonwood was awarded “outstanding” following our latest Ofsted inspection in April 2024.

SENDCO:

We are extremely lucky at Avonwood to have both a SENDCO (Lucy Sloane) an Assistant SENDCO (Gemma Morling), who have both got vast experience working with pupils with SEND across different schools. They have both completed their National SENDCo Award.

Policies:

Avonwood Primary School is part of the ‘United Learning Trust’. In line with their policy guidelines, we have the following policies available on the website; special educational needs and disabilities, intimate care and medical needs, positive behaviour, accessibility and safeguarding, as well as many others.

Accessibility:

Avonwood Primary School was built compliant with the 2014 building regulations, which adhere to the 2010 Equality Act. Therefore, all classrooms meet the new acoustic thresholds, which means that children with glue ear, mild hearing loss, or conditions such as autism, auditory processing difficulties, or hyperacusis will benefit from an acoustically sound environment.

We are currently able to provide...

- Wheelchair access to all areas of the school
- Designated toilets for each year group, including a medical/hygiene room with shower
- Disabled toilets with ample space for changing
- Grassed areas that are also flat and accessible



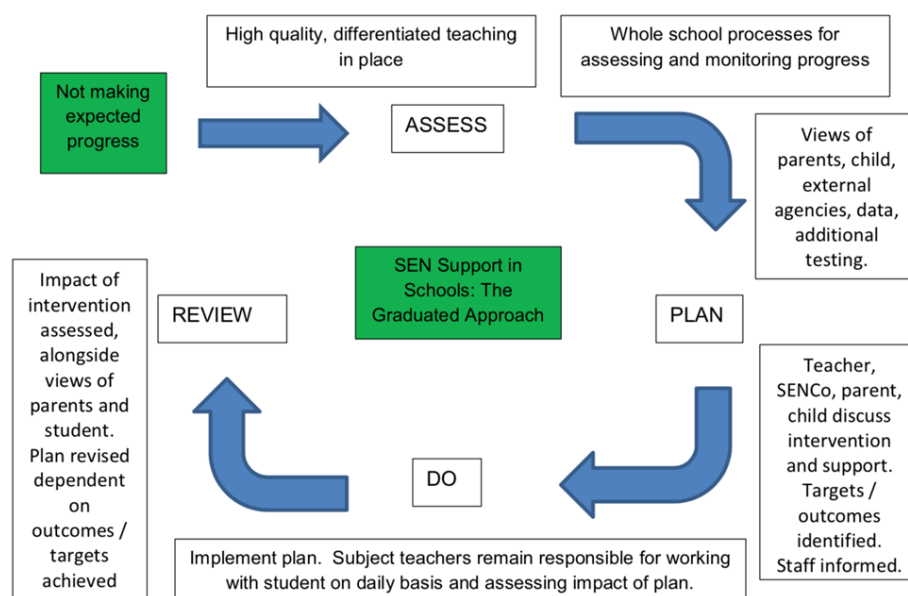
- A tarmac surface of playground which is both spacious and flat.

For more information, please refer to our accessibility plan.

How do we identify children with special educational needs?

- We follow a robust graduated approach (see image below) to identify any pupils with SEND and ensure they are put onto our SEND register as soon as possible, if needed.
- The SENDCO and EYFS year leader liaises with your child's pre-school or previous school setting.
- If the child has moved schools, the previous school should inform us of any special educational needs or the SENDCo will contact the school for this information. Parents may also inform us that their child has a special educational need.
- We listen to any concerns raised by parents/carers.
- Our class teachers may raise concerns about a child's performance or behaviour.
- Your child may themselves inform you or their teacher about an area of learning that concerns them.
- External services may be working with your child to guide us as teachers and yourselves at home.

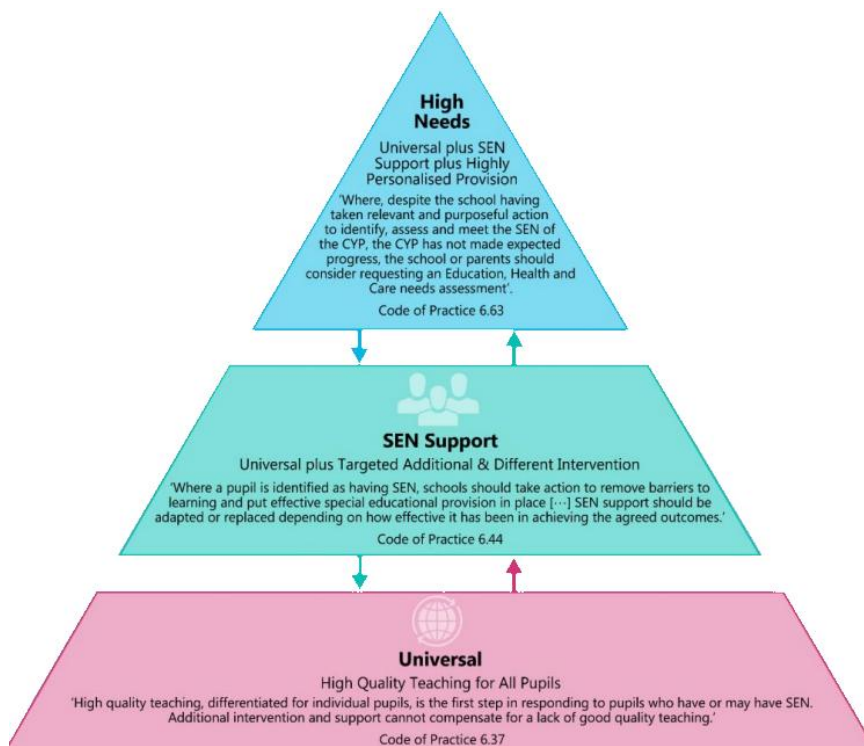
Graduated Approach





At Avonwood all teachers follow the SEND Procedures document which outlines how to raise any initial concern, either from a parent or teacher. Once the concern is raised, we will begin monitoring the child, possibly carry out a SEND observation and begin discussion with parents about any concerns. Alternatively, parents can also request a meeting with their child's class teacher, if they have SEND concerns. Parents should initially request a meeting with the class teacher, and if they feel appropriate actions have not been taken then they can request a meeting with the SENDCo.

Tiers of Support



There are three levels of support which all schools adhere to, in line with the SEND Code of Practice.



How do we involve you as parents and carers of children with SEND?

- Our class teachers will work with you and your child to create targets that are achievable and realistic for your child. This enables us all to work as a team. Progress will be tracked and monitored. This will be referred to as your child's 'Personalised Learning Plan' (PLP).
- Not every child on the SEND register will need a PLP. If your child has a diagnosis but is reaching age related expectations and does not struggle with school life, then a PLP may not be required.
- You will be invited to discuss your child's targets on the PLP each term either during parents evening or during a separate meeting.
- The SENDCO or another member of staff may contact you to talk about your child and we encourage an open discussion in order to best meet your child's needs.
- If your child has complex SEND then they may require an 'Education, Health and Care' (EHC) plan. This is a statutory document which details the child's needs, targets and provision. We invite parents or carers, external services that are involved and a representative from school and local authority to attend annual reviews.
- If you have any concerns about your child please ask the front officer to request a meeting with your child's class teacher.

How do we support your child?

- As a school, high quality teaching is the most important element of supporting your child, through scaffolded learning and adapted provision whilst continuing to set high expectations.
- Resources, interventions and strategies can be put in place to support your child. It is also important to make reasonable adjustments if needed.
- In line with the SEND code of Practice (2015), we follow a robust graduated response.
- As a team it will be decided whether your child will need additional support in a specific area of learning and how best to support your child. This is very much a child centred approach.



Here are a range of ways in which we can adapt the curriculum to meet your child's needs...

- All our teachers have up to date training and deliver high quality and inclusive teaching.
- Lessons will be differentiated or scaffolded to meet your child's needs.
- Through regular intervention delivered in the form of individual or small focus group work.
- Various equipment and resources are used, for example pencil grips, coloured reading overlays and sensory toys.
- Our SENDCO and Senior Leadership Team oversee the support and progress of all children.
- The class teacher oversees planning and resourcing work for each child with SEND, in their class to ensure they are supported and make progress.
- Teaching Assistants may work with your child as individuals or in small focus groups.
- The SENDCO will liaise with Class Teachers and Teaching Assistants who work with your child to identify and equip your child with different strategies.

Type of need and examples of support available
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The SEND code of practice (2015) identifies 'four broad areas of special educational need and support', these are: Communication and interaction; Cognition and learning; Social, emotional and mental health and Sensory and/or physical needs.
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Type of need and example	Examples of support available
Cognition and Learning This is when a student may have difficulties with literacy or numeracy. They may have a specific learning difficulty such as dyslexia or dyscalculia.	• Differentiated Curriculum • Scaffolded learning • Small group support • Referral to specialist services • Pre teaching or over teaching for Literacy and Maths • Targeted teacher support • Use of resources
Communication and Interaction	• Adult support in lessons • Speech and Language Therapy



This is when a student may have difficulty communicating with others. They may struggle with expressive or receptive language, or may have ASC (Autistic Spectrum Condition)	• Use of Social stories • Talk About Intervention • Visual cues • Use of Widigt Online • Use of the Bell Foundation resources for pupils with EAL • Lego therapy • Referrals to external agencies • Use of ICT • Reading pens
Social, Emotional and Mental Health Difficulties This includes a range of difficulties, which may be evident by anxious, emotional or withdrawn behaviour.	• Stormbreak • Referrals to external agencies e.g. CAHMS or Mental Health in Schools Team • ELSA support • Nurture Group • Think Bricks intervention • Shine Intervention • Small group or individual support • Support from our School counsellor • Support from our pastoral team • Buddies / peer support • School counsellor
Sensory or Physical Needs This may be when a student has a disability which hinders them from accessing the facilities provided. This may include a visual, hearing or physical impairment. They may also have sensory processing difficulties.	• Use of movement/sensory breaks • Resources / Adapted learning tasks • Support from the Vision or Hearing Support Service • Support from External Agencies, e.g. Physiotherapists, Occupational Therapists • Hand Gym (Fiddly Fingers) • Sensory Circuits • Use of our bespoke sensory room

Additional support at Avonwood

Speech and language

As part of SEND team, we have a Speech and Language Assistant (Lauren Barnes). She has a wealth of experience working with children across all year groups. She has dedicated time to oversee the caseload of children requiring speech and language support. Lauren liaises with an independent speech and language therapist who we work closely with to



provide ongoing support and mentoring. We have also chosen to use some of our special educational needs budget to contract an independent speech and language specialist, Jill Thornton for ongoing CPD and assessments of children who may require and EHCP. Both Lauren and Jill work very closely with the SENDCo and our link NHS speech and language therapist, Naomi Thrall.

Education psychologist

The educational psychologist assigned to Avonwood is currently Beth Sharpe. As a school we are allocated a certain number of hours to use throughout the year. It is vital to prioritise the children with concerns who require psychological assessment. Referral requests can come from a number of different avenues, such as paediatrician's recommendations, multi-agency assessment reports, parents and those causing concern in the school environment, who require further advice to gain the correct diagnosis.

Dorset Vision & Hearing Support

Avonwood works very closely with the Dorset Vision Support team, Christopher Marshall (Vision Specialist), Angela Wood (Habilitation specialist), Sarah Menaldino (touch typing teacher) and Teresa McCabe (Advisory Teacher for Hearing Support). They all work closely with the SENDCo and class teachers to facilitate observations and lessons in school for any children under their care. This ensure the children are getting the support and resources required for them to access all learning.

Nurture group (Busy Bees)

Nurture group offer a short/medium-term focused intervention which addresses barriers to learning arising from social or emotional difficulties. We use Boxall profiles to assess and set targets for the children who attend our nurture group. There is great emphasis on language development and communication. Nothing is taken for granted and everything is explained, supported by role modelling, demonstration and the use of gesture as appropriate. Our nurture group at Avonwood is called 'Busy Bees' and is led by Molly Colborne.



Emotional Literacy Support (ELSA)

ELSA is an initiative developed and supported by Educational Psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. At Avonwood we have three specially trained emotional literacy support assistants, Jasmine Massey, Ele Ferri and Sarah Collins who work with children across the whole school. The majority of our ELSA work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in the areas of social and friendship skills. ELSA sessions take place in our very own 'ELSA room' which provides a calm, safe space for the child to feel supported and nurtured.

Sensory Circuits

We run a sensory circuit sessions every morning, led by our trained Teaching Assistants. The children follow a programme incorporating physical strategies to support their emotional regulation, enabling them to better engage with their learning.

We also have a range of other whole school intervention programmes running across the school to support our pupils, such as Talkabout, Young Carers, Think Bricks and Shine.

How do we involve your child in their own learning?

- Children on the SEND register will have a 'pupil passport' also known as a one-page profile. This is co-written by the teacher and pupil to share the pupil's voice about what helps them to learn.
- Feedback from their learning is verbally discussed with the child regularly.
- All children, in all year groups are made aware of their 'next steps' in their learning.
- Resources are available across the school to support children's learning e.g. visual cues, word mats, working walls, practical apparatus etc.
- Resources can be created with the child's help to support their learning.



How do we support children's emotional and social development?

- The class teacher has an overall responsibility for the pastoral, medical and social care of the children in their class.
- If further support is required the class teacher will liaise with the SENDCO or Headteacher for further advice and support.
- We have an 'Emotional Literacy Support Assistants' (ELSA) who will be trained to listen to your child and tune in to their emotional needs.
- All year groups in our school will follow the JIGSAW scheme of work for PSHE and our whole school initiative called StormBreak. This brings together PSHE (Personal, Social and Health Education), movement, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.
- External services such as health, social and behavioural outreach teams and educational psychologists may be used for advice and specialist support to further support your child.

How do we prepare and support your child to join our school in Foundation?

- Our Headteacher or Year Leader visits each child in their nursery or home environment in order to liaise with key workers and meet children in an environment that is familiar to them.
- All children due to start at Avonwood are invited to join our 'Teddy Bear' settling in sessions, where they visit the school, meet their new class teacher and peers prior to starting in September.
- The transition in the autumn term is carefully planned to allow for a gradual and smooth transition in to school.
- For children with SEND, we encourage additional visits to our school to meet their future class teacher and see their future classroom. We create a 'transition book' for each child to aid their transition.
- If your child has complex needs then we will invite you to meet with us and the current



team working with your child to discuss a smooth transition into our school.

How do we prepare and support your child at the end of Year 6 to transition onto Secondary school?

- Our Year 6 class teachers will liaise with your child's new school.
- The SENDCO / Headteacher will meet with your child's new school SENDCO to discuss your child's individual needs.
- All children have the opportunity to attend a transfer day and if needed your child can make additional visits to their new school to ease transition for them.

Who do we work with to help your child?

- Educational Psychologist
- Speech and Language Therapists
- NHS Occupational therapy team
- NHS Physiotherapy team
- Social Workers
- School Nurse
- GPs
- Paediatricians – local and Consultants at Poole Hospital
- Child and Adolescent Mental Health Service (CAMHS)
- Vision & Hearing Support Services
- BCP outreach from specialist schools
- School Counsellor
- Mental Health in Schools Team



What other activities for children with SEND do we offer?

- All children are included in all parts of the school curriculum (before, during and after school). We ensure that we provide an inclusive environment.
- We aim for all children to be included on all school trips/visits. A risk assessment is carried out prior to any off-site activity if necessary.
- Attendance of sporting fixtures
- After school clubs

What should you do if you have a concern about your child?

- Initially ask to have a meeting with your child's class teacher. The class teacher will then have an informed discussion with the SENDCO and Headteacher about your child's needs.

Who can support you as parents and carers of children with SEND?

- There are a number of local parent groups.
- SENDIASS provides information and advice about special educational needs and disabilities for people who live in Bournemouth.

SENDIASS

Email: help@sendiass4bcp.org

Tel: 01202 128181

<https://sendiass4bcp.org/>

Expertise and training

Avonwood Primary School has a SENDCO – Lucy Sloane, who is also the Assistant Headteacher and makes up part of our senior leadership team.

Lucy Sloane holds the statutory National Award for Special Educational Needs qualification, required for all SENDCOS nationwide, in line with the Code of Practice (2015).

We also have Gemma Morling as our Assistant SENDCo, who also holds the statutory NASEN



qualification. The SENDCO provides professional guidance to colleagues and works closely with parents, staff and other agencies.

The SENDCO provides up to date knowledgeable training to staff, and also shares information with staff regarding support, care and expertise needed for each individual student, including successful strategies to support the student in the classroom. Where appropriate, external agencies also provide training to teaching staff / teaching assistants.

Useful contacts in our school

Headteacher

Mr Chris Jackson - chris.jackson@avonwoodprimaryschool.org.uk

Deputy Headteacher

Mr Joe Jackson-Taylor – joe.jackson@avonwoodprimaryschool.org.uk

Deputy Headteacher & Designated Safeguarding Lead

Mrs Kim Williams - kim.williams@avonwoodprimaryschool.org.uk

Assistant Headteacher & SENDCO

Miss Lucy Sloane - lucy.sloane@avonwoodprimaryschool.org.uk

If you have a concern regarding any aspect of Special Educational Needs provision at Avonwood Primary, your first point of contact should be the class Teacher or SENDCO.

If you continue to be concerned, you can contact Mr. Chris Jackson on 01202 727910 who will work with you to resolve the issue.

For more information on Bournemouth's Local Offer please visit their website:-

<https://fid.bcpccouncil.gov.uk/send-local-offer>