



Bitterne Manor Primary and Nursery School SEND Report 2026/2027

This SEND information report describes what we do to support our children.

Spark curiosity. Build belief. Expand horizons

Bitterne Manor is a mainstream setting that serves the needs of the community in Bitterne. At Bitterne Manor Primary we are committed to ensuring that each child is valued, cared for and given every opportunity to achieve their full potential. Ofsted state: *'Pupils enjoy being part of the highly inclusive, diverse school community. Behaviour is exemplary. Pupils across the school reflect the school's high expectations by consistently acting with courtesy and consideration towards others'* (Ofsted, June 2024).

Our school currently includes pupils with a range of SEND (Special Educational needs and / or disability). Our SEND children are able to access the mainstream primary curriculum and are included in the mainstream classrooms. We adapt the curriculum in each year group for our pupils based on their specific needs, this can include: moving classrooms around; putting in additional support, including on trips; making use of specific resources (e.g. ear defenders or a quiet space); creating personal behaviour systems, providing overlearning opportunities, e.g. additional phonics; use of targeted interventions or speech and language support and use of mentors for certain pupils.

In our school

- We do the best we can
- We are ready to learn
- We look after each other and our environment
- We are friendly, polite and work together
- We have fun and stay safe
- We are **B**rave, **M**otivated, **P**roud, **N**oble and **S**upportive



The table below demonstrates how we put support in place for all pupils with SEND (including the areas set out below)

Learning difficulties	Communication difficulties	Autism spectrum	Specific learning difficulties	Physical difficulties and medical needs	Sensory difficulties	Social, emotional and mental health
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Teaching Approaches	Whole School Response Universal Quality First Teaching	Targeted Support for Individuals or Small Groups short/medium term	Specialised Individual Support medium/longer term
	• Consistent routines and systems across the whole school • Regular assessment of pupils' progress and setting 'next steps' in learning • Groups changed to reflect pupils' learning needs for each lesson	• Teacher and Learning Support Assistant targeted group and individual support in lessons as appropriate • Assessment for Learning is used to inform planning to ensure all	• Learning tasks are adapted to meet individual children's needs • Careful targeting and reviewing of individual support for pupils with individual education plans (IEP), individual behaviour plans (IBP) or Personalised Education

	• Structured classroom environment to support learning	children's needs are met.	Plans (PEP). Support is put in place for pupils who are not making progress (stuck/slow moving)
Learning/Curriculum approaches	Whole School Response Universal Quality First Teaching	Targeted Support for Individuals or Small Groups short/medium term	Specialised Individual Support medium/longer term
	• Pupils will have access to the National Curriculum and Religious Education. • The school's 'creative curriculum' will be adapted to take account of the needs of groups and individuals • Opportunities to learn by being brave, motivated, proud, noble and supportive! (our learning values) • Termly Parents' Evenings	• Pupils with specific needs are identified through Pupil Progress meetings, class teacher discussions with SENCO and discussions with parents. • Intervention programmes for small groups and individuals are planned with support from the SENCO and class teacher and are monitored appropriately.	• The school responds to any concerns raised by parents via class teacher or SENDCO. • Additional testing and/or planning for needs are carried out by the school and outside agencies. • Intervention programmes for small groups and individuals are planned with support from the SENDCO and class teacher. • IEPs/IBPs/PEPs are written and reviewed by the pupil, class teacher and SENDCO and are shared with parents. PEPs (for looked after pupils) are written in consultation with the pupil and other professionals and

			will outline SEND support where applicable.
Support	Whole School Response Universal Quality First Teaching	Targeted Support for Individuals or Small Groups short/medium term	Specialised Individual Support medium/longer term
	• EYFS and the KS1 classes have a Learning Support Assistant to assist the class teacher in ensuring pupils' needs are met. • TAs in KS2 are deployed taking account of individual or group need. • A visual approach to learning is used throughout the school with a focus on a creative curriculum with 'hooks' in. • The school uses activities to develop and consolidate problem solving, investigation and memory skills.	• The school has a TA with a specific role of developing pupils' speech, language and communication skills either in small groups or on a one-to-one basis (with support from a Speech Therapist)	• Pupils with SEND in school may also be supported by external agencies, e.g. Speech and Language Therapist, Southampton Advisory Outreach, Mental Health in Schools Team or Child and Adolescent Mental Health Service (parents are always consulted first). The primary contact for these agencies is the SENDCO although class teachers and Teaching Assistants are also involved.

Environment and Physical Resources	Whole School Response Universal Quality First Teaching	Targeted Support for Individuals or Small Groups short/medium term	Specialised Individual Support medium/longer term
	• Bitterne Manor is an inclusive setting that welcomes all children regardless of their abilities. • Children of all abilities and ages are taught using concrete resources.	• The school has a dedicated ELSA Room and an ELSA (Emotional Learning Support Assistant),	• The SENDCO co-ordinates the liaison and multi-agency working to support pupils with disabilities and to provide any specialist equipment or adaptations that may be needed.
Social and Emotional	Whole School Response Universal Quality First Teaching	Targeted Support for Individuals or Small Groups short/medium term	Specialised Individual Support medium/longer term
	• Bitterne Manor Primary works closely with families to meet the needs of all pupils with social, emotional and mental health needs.. • All pupils are able to speak to their class teacher, TA or any	• There is small group support for children in Key Stage 1 and 2. • The ELSA runs a 'Time to Talk' programme for pupils in Year R and Year 1, which helps develop	• The school has close links with the Mental Health in Schools Team (MHST) who can work closely with vulnerable children and families. • The school ELSA will listen to pupils and ensure any

	member of school staff. There are also 3 Designated Safeguarding Leads in school if pupils have concerns. The views of all pupils are important to us. Pupils are encouraged to share their ideas and have opportunities to take on a range of roles that promote pupil voice across the school. • The school has a 'Positive Behaviour Policy' with clear rewards and sanctions. As a school we promote understanding and respect through our curriculum, assemblies and Anti-bullying Week etc. Our behaviour policy and anti-bullying policies can both be viewed on our website: https://www.bitternemanor.co.uk/behaviour-1/ Our PSHE curriculum is based on the PSHE Association Programme Builder for PSHE Education (Thematic Model)	social interaction and listening skills. • The ELSA also runs the 'Talkabout' intervention for small groups of children. This focuses on developing self-esteem and social interaction skills	concerns they may have are heard. She has received additional training from educational psychologists on aspects of emotional literacy, including: emotional awareness, self-esteem, anger management, social and friendship skills, social communication difficulties, loss, bereavement and family break-up. Our ELSA can support pupils on a one-to-one basis when required. • Individual behaviour systems are put in place to support pupils with more specific needs. • Pupils might also be supported by external agencies, such as Southampton Inclusion Partnership, The Primary Heads Inclusion Group and The Compass School, (parents will always be consulted first).
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	and incorporates the statutory requirements for Relationships Education and Health Education as set out by the Department for Education.		
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Frequently asked questions from parents and carers:

QUESTION	ANSWER
What type of school are you, what special educational needs do you cater for and are there eligibility criteria? 	<i>Bitterne Manor Primary and Nursery School is a smaller than average mainstream primary school in Southampton. The school has an above average proportion of children who are entitled to free school meals and an above average number of children who speak English as an additional language (EAL).</i> <i>Our school currently includes pupils with a range of SEND. Most SEND children are able to access the mainstream primary curriculum and all are included in the mainstream classrooms.</i> <i>At Bitterne Manor Primary School, we believe that all children, including those with special educational needs should be provided with appropriate opportunities to develop their maximum potential. Funding for support of SEND children is in line with all other Southampton Local Authority mainstream primary schools.</i>

How does Bitterne Manor Primary School know if children need extra help?

What should I do if I think my child may have special educational needs?



Bitterne Manor Primary School is committed to early identification of special educational need. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that the child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary and will consult with the Special Educational Needs Coordinator (SENCO) who may carry out additional observations and assessments including a dyslexia screening test (DST). Further information on identification of SEND is included in the school's SEND policy which can be accessed via the school website or you may request a paper copy. If you are concerned, you need to speak to your child's class teacher or contact the SENDCO. The SENDCO, Kim Abbott, can be contacted via the school office on 023 8022 7596 or via email at admin@bitternemanor.net.

How will Bitterne Manor Primary School staff support my child?



Your child's class teacher and the SENDCO will oversee and plan your child's education programme; this will be shared with parents. Depending on the intervention required your child may be working in a small group with support during lessons. Sometimes a pupil requires support to access the curriculum or to manage his or her behaviour, a Learning Support Assistant may support your child to be successful. It may be appropriate for your child to have one-to-one support in areas such as speech, language and communication, reading, writing, maths or phonics, etc. Provision is carefully tracked and interventions are closely monitored to check they are effective in helping your child to meet their individual targets. The SEND Governor meets regularly with the SENDCO to monitor the quality of SEND support.

How will the curriculum be matched to my child's needs?



All teachers are teachers of children with SEND and all our pupils are included within each classroom. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Teachers ensure they plan and respond to the specific needs within their class, e.g. they may need a different way of being taught something, some extra help, access to specific equipment e.g. a laptop / writing slope, concrete resources, picture cues, specific colour paper or coloured overlay, opportunities for over-learning etc. The quality of teaching and learning is monitored rigorously by the Leadership Team.

If your child's needs are more complex, the curriculum will be personalised to ensure it is matched to your child's specific needs. If necessary, the school can also gain some limited access to specialist teachers e.g. speech and language therapists, physiotherapists or SEND advisory teachers, who can support the school to set up programmes / support for your child. This provision is in line with all Southampton Local Authority mainstream primary schools.

How is the decision made about what type and how much support my child will receive



Bitterne Manor Primary School uses a graduated approach to supporting children with SEND. This means a cycle of assessment, planning and then reviewing these actions in order to identify the best way of securing good progress for your child.

The local authority provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make-up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child continues to make little or no progress following a programme of SEN support, or if they continue to work at levels well below the national expectations, a specialist service will be involved. Parents will always be consulted in any decision to involve specialists.

Where, despite relevant and purposeful action to identify, assess and meet a pupil's special educational needs, the pupil has not made expected progress, the school or parents/carers may consider requesting an Education, Health and Care (EHC) needs assessment from the local authority. The local authority will decide whether an EHC needs assessment is necessary in accordance with the Children and Families Act 2014 and the SEND Code of Practice. Parents/carers will be fully involved in this process.

Support for parents to complete the application form can be provided by the Special Educational Needs & Disability Information Advice & Support Service Tel: 0300 303 2677

<https://www.southamptonsendiass.info/>

How will my child's progress be



Your child will be assessed by their class teacher as part of their on-going assessments through questioning, verbal responses, written evidence and their ability to apply the skills taught independently. This information builds a larger picture of skills which is judged against the end of year expectations. Pupils' attainment and progress are assessed using the school's assessment framework. Pupils may be assessed as emerging, working towards the expected standard, working at the expected standard or working at greater depth. Where appropriate, the Engagement Model is used for pupils not yet engaged in subject-specific study. Each pupil is carefully tracked to ensure they are making expected progress. If this is not the case, the school will quickly identify steps to support them further. If your child is on an intervention programme, the SENDCO will contact you about this and their progress on the intervention will be closely monitored. Your child's class teacher will share information about your child's progress at parent's evening. However, if you have any concerns you can make an appointment to speak with the class teacher or the SENDCO.

If your child has an Education, Health and Care plan, an annual review is held according to the guidance in the SEND Code of Practice: 0 to 25 years.

Access Arrangements for Assessments:

If your child has an Education Health Care Plan or an IEP, the school will put in place the support necessary to ensure they can access the tests (e.g. SATs) alongside their class. These access arrangements may include extra time, a quiet room, use of IT or support for reading.

How will I know how my child is doing and how will you help me to support my child's learning?



We are a welcoming school and pride ourselves on our good communication with parents. You are able to speak to teachers on a daily basis on the playground before and after school. You can also ask for an appointment to speak with your child's class teacher or the SENDCO at a mutually convenient time. If your child has a learning difficulty, they will have an Individual Education Plan (IEP) which has details of the targets they are working on and the support they receive to achieve these. There are termly parent evenings, where your child's IEP will be shared and you will receive a written report in the summer term. The SENDCO also holds Parent Coffee Mornings/afternoons. These provide an informal opportunity to share information, voice concerns and offer a time for parents to meet other parents of children with additional needs.

We will always ask to see you if we have concerns about your child's progress. If your child has an EHC Plan, a child-centred annual review is held according to the guidance in the SEND Code of Practice: 0 to 25 years . Useful information about the school, curriculum and news is also accessible via the school website and blog, both of which are updated regularly.

What support will there be for my child's overall well-being?



Our PSHE curriculum supports pupils to develop their emotional understanding, resilience and understanding of mental health and wellbeing. Circle time is used in every class so children can share their views. Additionally, class teachers have their own systems in place to allow children to voice opinions or share concerns on a one to one basis. We have close links with our school nurse and can make referrals to the Child and Adolescent Mental Health Service at the Horizon Centre (CAMHS) and the Mental Health in schools team (MHST). We also have a link Education Mental Health Practitioner who can work with individual children following a referral. The school's behaviour and anti-bullying policies clearly outline the procedures in place to prevent bullying of all pupils including those with SEND.

What specialist services and expertise are available at or accessed by Bitterne Manor Primary School?



Bitterne Manor has links with other professionals such as CAMHS (Child and Adolescent Mental Health Service), Social Care, Educational Psychology, Physio and Occupational Therapy, NHS Speech and Language Therapy, Southampton Inclusion Partnership for support with learning and behaviour), The Primary Heads Inclusion group, Compass School, family engagement workers a link Education Mental Health practitioner and the school nursing team. For pupils who are looked after by the local authority and have SEND, the school will work closely with Southampton City Council's Virtual School to ensure that the correct provision is put in place for these pupils. Further information on the Virtual School can be found at:

<https://www.southampton.gov.uk/schools-learning/support-education/virtual-school.asp>

We have used voluntary sector organisations to support individual pupils and families, including Simon Says, the Diabetes Association, Autism Hampshire, NSPCC Family Smiles, Southampton Young Carers, Naomi House and Mencap Southampton. Specialist support and advice from outside agencies are engaged within the limits of the school budget.

What training have staff supporting children with SEND had?



Our SENDCO has completed a postgraduate qualification in Special Educational Needs and works closely with other SENDCOs across the city to ensure that every child has the opportunity to be the best they can. All staff receive regular training and updates as part of their comprehensive programme of continuing professional development, including regular training and updates on safeguarding and positive behaviour management strategies. Staff have also received training from the Educational Psychology service on attachment to support pupils who are looked after by the local authority. Training from Southampton Inclusion Partnership has been given to support pupils with ADHD, attachment difficulties, dyslexia and dyscalculia. Staff members have had training delivered by Autism Hampshire; Emotional First Aid; dealing with bereavement; Wellcomm (speech and language development); Working Memory and phonics. Specific interventions are used to support pupils with literacy and numeracy difficulties which include Number Sense and the Nelly Reading and Spelling Intervention, for which staff have completed the relevant training. Training needed to meet the specific medical needs of pupils in the school has also been provided, including manual handling, physiotherapy, support for visual and hearing impairment, diabetic training, epipen training and asthma training. The school nursing team regularly visits school to complete health checks, meet with staff and pick up referrals.

If your child has a need we have not supported before, then the SENDCO will liaise with outside agencies to arrange relevant training for staff and will work with all concerned to make your child safe and comfortable.

How will my child be included in activities outside the classroom including school trips?



Extra-curricular activities are provided in school. During lunch and break times, activities are planned to support children to develop the social aspects of life and we have trained teaching assistants, on the playground every lunch time, who support vulnerable pupils by modelling games and play skills. Additional strategies or support is put in place for individuals, if this is deemed necessary, to ensure our pupils are successful.

Our after-school activities are open to all pupils and reasonable adjustments are made for pupils with SEND where required

We also make every effort to include all pupils in school trips. Trips are always risk-assessed in advance to ensure that the needs of SEND children can be met and any special provision is discussed with parents/carers in order to ensure the safety of their children. Parents/carers attendance on school trips is always valued.

How accessible is Bitterne Manor Primary School?



Bitterne Manor Primary is based within a 2-storey building with all classrooms on the ground floor. We make every reasonable adjustment possible to welcome all individuals and meet their specific needs. Our school has an accessible toilet, which has a shower, hoist, automatic changing bench and child level sink. Our playground and field are accessible and we have a UV filtering canopy outside. We have recently developed a sensory room. We also have a car parking space allocated for use by people with a disability, please ring ahead so that we can welcome you in. We also use ramps to ensure that classrooms are easily accessible for all.

Further information about how the school improves access to the curriculum, physical environment and information for disabled pupils is set out in the school's Accessibility Plan, which is available on the school website."

How will Bitterne Manor Primary School prepare and support my child to join the school and then transfer to a new school?



When your child joins the school, you will be shown round by a member of staff and introduced to key members of staff who will support your child. This will be a chance for you to ask any questions that you may have. Reception staff work closely with Pre-Schools about each child's individual needs. A transition social story can be created in advance, if this is deemed necessary, to help ease transition. Year 6 staff and the SENDCO liaise with the receiving Secondary schools and extra transition visits are arranged as necessary.

Who can I contact for further information?



Your first point of contact, if you want to discuss something about your child, is your child's class teacher. You can contact any member of the school leadership team if you have any questions. The SEND and Medical Conditions policies and other useful information is available on the school website. This Special Educational Needs Information Report is provided as part of Southampton City Council's Local Offer. More information on EHC plans or the Local Authority's Local Offer can be found by following this link.

<https://www.southampton.gov.uk/schools-learning/send-local-offer/>

What do I do if I want to apply for a place at Bitterne Manor Primary School?

If you would like to apply for a place at Bitterne Manor Primary School please contact the school to discuss this and if appropriate arrange a visit. Applications for places are made through Southampton Local Authority's admissions department, further information can be found on the Southampton Local Authority website:

<http://www.southampton.gov.uk/schools-learning/find-school/apply-school/> or you can contact them directly at: school.admissions@southampton.gov.uk If your child has an

	Education, Health and Care Plan, please contact the Special Needs Team on 023 8083 3013 to discuss school placement. Disabled pupils are admitted to the school in accordance with the school's Admissions Policy. The school will not discriminate against a pupil because of disability and will make reasonable adjustments, where required, to ensure disabled pupils are not placed at a substantial disadvantage
How are parents / young people currently involved in your education setting? How can I get involved? 	We always welcome parents to support with specific curriculum activities and a group of volunteers help to develop reading across the school, following some training. Each class holds a parent event each term to celebrate the pupils' achievements. The governing body also includes parent governors. The Parent and Teacher Association also organise events throughout the year to raise funds for the school. If you would like to become a member of this volunteer group, please contact the school office. We value all children's views and they are sought in a variety of ways including through regular circle times in class. Pupil voice is important to us. Pupils are encouraged to share their ideas and are given a range of opportunities and roles through which they can contribute to school life and have their voices heard. Pupils with SEND are supported to share their views about their learning and the support they receive.
What steps should I take if I have a concern about the School's SEND provision?	We aim to resolve concerns as soon as possible and will work with you as far as possible to meet a satisfactory conclusion. Any concerns should be discussed in the first instance with the class teacher. If this does not satisfy your concern, then please ask for an appointment with the SENCO or other members of the Leadership Team. However, if you do not feel your concern has been resolved by the school you may request to see our formal complaints procedure and follow the guidance outlined in that policy.

Frequently asked questions from a young person's point of view:

How does the Bitterne Manor Primary School know if I need extra help?

Your teachers track your progress and they will know if you need extra help.

What should I do if I think I need extra help?

You can talk to someone at home and they can talk to your teacher. You can also talk to your teacher or Learning Support Assistant.

How will my work be organised to meet my individual needs?

Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.

How will I be involved in planning for my needs and who will explain it and help me?

Your teacher will have a meeting with you to discuss how you are getting on. Your teacher will also talk to you and involve you in setting and reviewing your targets, including those on an Individual Education Plan (IEP), Individual Behaviour Plan (IBP) or Personal Education Plan (PEP) where appropriate.



All the staff at Bitterne Manor Primary School can help you to become independent.

What should I do if I am worried about something?

How will I know if I am doing as well as I should?

Who will tell me what I can do to help myself and be more independent?

Talk to your teacher, Learning Support Assistant or any other familiar adult in the school.

You and someone from home will have meetings in the autumn and spring term with your teacher to discuss how you are doing. You will also have a school report in the summer term. Whenever needed, your teacher will speak to someone from home so you will know how well you are getting on in your learning. You will also have targets on your Individual Education Plan which will be written and reviewed with you as part of the plan, do, review process.

How can I get help if I am worried about things other than my school work?

You can talk to any teacher or Learning Support Assistant. You can also ask to speak with our Emotional Literacy Support Assistants (ELSAs). Any adults in school will listen to your views or worries (however big or small) and know who to speak to if you need further support.

Are there staff in school who have been trained to help young people who need extra help?

Our SENCO is trained to help children with learning needs. We also have an Emotional Literacy Support Assistant you can ask to talk to.



Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)

We work with lots of people who can support you too, for example, speech therapists, nurses and social workers.

If I have difficulty in taking part in school activities what different arrangements can be made?

- a. How will I know who can help me?
- b. Who can I talk to about getting involved in school activities if I need extra help?

We can move classrooms around if you are unable to walk up the stairs. We have a disabled toilet and a shower room. You will be introduced to all staff that will be working with you so that they fully understand your needs. You can talk to your class teacher or Learning Support Assistant if you would like to be involved in school activities where you may need extra help. We will make every reasonable adjustment to support you so you can join in with the activities that your class are involved in including after school events such as film club and the school disco. Our school ELSA supports children who may be finding it difficult on the playground or hard to concentrate on their learning, either through small group work or on a 1:1 basis. You can also speak to our Designated Safeguarding Leads (DSLs) if you are worried or upset.

What help is there to help me get ready to start at my school?

We will talk to your current school and your parents/carers. You are welcome to come and visit Bitterne Manor Primary School. We can give you a school prospectus and write you a social story if this would help you. You could also explore our website further. A member of staff will give you a tour of the school once you have started.



I have an Education, Health and Care Plan. How will I be involved in this process?



Like all pupils who require some additional support you and someone from home will have regular meetings with your teacher to talk about how you are doing. You will also receive a written school report in the summer term. It is likely that your teacher will speak to your parent / carer informally on a regular basis at the start or end of the day to keep them updated. You will also have targets on your Individual Education Plan / Individual Behaviour Plan and / or Personal Education Plan, which will be written and reviewed with you as part of the plan, do, review process. If we are applying for a plan for the first time, your views will be collected using the All About Me paperwork, which you will be supported to complete if necessary. Each year (or more regularly if needed) we will carry out a child centred review meeting. This will be an opportunity for you, your parents / carers, teacher and support staff to review your progress against your current targets and jointly set new ones. Your views are an important part of this process so you will have time and support to prepare for it and record your views as appropriate.

I am looked after by the local authority, what support is available for me?



Our SENCO is also the designated teacher for looked after children; therefore she will complete a Personalised Education Plan (PEP) with you and arrange regular meetings with you, your social worker and carer. Your PEP will outline your educational targets for attainment and achievement and recommends how this will be done. It also identifies what will need to be put in place to enable you to access an appropriate curriculum and reach your full potential. Your PEP will be reviewed every term.