

## **Bottisham Community Primary School SEND Information** **Report 2022-23**

At Bottisham Community Primary School we are committed to providing an inclusive curriculum to ensure the best possible progress for all our children, whatever their needs and abilities.

### **How does the school know if children need extra help and what should I do if I think my child/young person may have special educational needs?**

If you have concerns about the development, progress or wellbeing of your child, please do not hesitate to contact your child's class teacher. They will listen to your concerns so that together you can decide how best to support your child. There are many reasons why children experience difficulties and it does not necessarily mean that they have special educational needs. Many children need short periods of extra support to help them at different points in their learning.

We build the identification of Special Educational Needs and Disability (SEND) into our overall approach to monitoring the progress and development of all children at our school. Each child's current skills and levels of attainment are assessed on entry. Class teachers make regular assessments of progress for all children. Where children are falling behind or making inadequate progress given their age or starting point, we will invite you to discuss this with the class teacher. In some cases it will be the parent / carer who first raises the possibility of Special Educational Needs to the school. We will listen to your aspirations for your child and together with your child, plan what to do next.

### **How will school staff support my child/young person?**

All children receive Universal Support. This entails quality teaching within an inclusive environment. It ensures a positive experience for all children whether they have special educational needs or not. Universal support includes the additional support which some children need from time to time. Sometimes, some children will benefit from Targeted School Based Support, in the form of short-term regular interventions in a small group, run by a teacher or teaching assistant. This will enable them to address specific needs

and 'catch up' with their peers. Children who have special educational needs may need further support. This could be in the form of a longer term intervention, possibly in a one to one setting and supported by a teaching assistant.

Everyone in the school community – governors, staff, children and parents – has a positive and active part to play in the provision of support.

**Governors:** by fulfilling their statutory duties to pupils with special educational needs; by securing appropriate resources; by establishing a policy which has regard to the SEND Code of Practice (2014) on the identification and assessment of special educational needs; by participating in appropriate training.

**Staff:** by acting on the principle that every member of staff is directly responsible for meeting the needs of all pupils; by working in partnership with the Special Educational Needs and Disabilities Co-ordinator, pupils, parents and other agencies; by participating in appropriate training.

**Pupils:** by having their wishes about their own needs regularly sought and carefully considered; by all pupils treating their peers with respect.

**Parents:** through consultation, and by working in partnership with the school to help meet their child's needs

High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have, or may have, special educational needs. The class teacher is responsible for working with your child on a daily basis and working closely with teaching assistants to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. Therefore the class teacher is responsible for:

- The identification of children with SEND.
- Liaising with the parents, SENDCO and, where appropriate, external agencies in planning effective provision for children in their class with SEND.
- Reviewing and monitoring progress.
- Contributing to and maintaining records.

- Ensuring that their planning enables all children to access the learning opportunities available.

The person with special responsibility for managing the school's response to children with SEND is the Special Needs Coordinator (SENDCo). It is the SENDCo's role to:

- Oversee the school's special needs policy;
- Maintain an up to date record of pupils with SEND;
- Advise teachers and teaching assistants on how to support children with SEND in fully participating in all learning opportunities;
- Co-ordinate provision for pupils with SEND;
- Liaise and work in partnership with the parents of children with special educational needs;
- Contribute to the training of staff and governors;
- Liaise and work in partnership with external agencies

**Special Educational Needs and Disability Co-ordinator (SENDCO):** Kate Kelly

**Special Needs Governor:** Rebecca Taylor

The head teacher has responsibility for the day-to-day management of all aspects of the school's work, including provision for children with SEND. The head teacher should keep the governing body fully informed and also work closely with the school's SEND coordinator.

**What kinds of special educational needs can be met by the school?**

There are four broad areas which give an overview of the categories of needs which can be met across the school:

- **Communication and interaction**
- **Cognition and learning**
- **Social, emotional and mental health difficulties**
- **Sensory and/or physical needs**

These categories are explained in more detail in Section 3 of the SEND Policy.

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

All pupils at Bottisham Community Primary School have access to a broad and balanced curriculum. Universal provision forms the foundation for all other provision or support in the school and includes Quality First Teaching, which is made available to all and is based on inclusive approaches to teaching and learning. Quality First Teaching benefits all children regardless of ability, but is essential for those with SEND. Reasonable adaptations for individual needs are made. These include strategies, resources and adaptations to the curriculum and environment, which remove barriers to learning for children. In many cases, such planning will mean that pupils with SEND will be able to access the full school and curriculum.

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

Assessment is a central tool through which we measure children's progress and plan to meet their future needs. It is an on-going process that happens daily, weekly and termly, both formally and informally. Assessment is conducted by teachers, teaching assistants and by the children themselves. Your child's progress will be continually monitored by his/her class teacher and will be reviewed termly with the Senior Leadership team.

In addition to the assessments used for all children, we also use a number of tests to assess individual children's ability and progress, such as the Phonological Assessment Battery or the YARC reading assessment.

If your child has an identified special educational need, you will be invited to a termly meeting with your child's class teacher to discuss strengths, areas for development, current progress, support strategies being used and expected outcomes. Your child will have targets set specific to their needs which will be shared with you at this meeting. These targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, and future support planned. These meetings last for approximately 30 minutes and replace the ten minute

Parent Consultation meeting usually offered to parents each term. The SENDCo may be involved in some of these meetings.

The SENDCo will also check that your child is making good progress within any individual work and in any group that they take part in.

We will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs. In addition, we may be able to offer you individual training in specific support strategies relevant to your child. The Home-School Journal is a useful day-to-day tool in sharing information with parents about strategies and information concerning your child's progress and learning.

Regular book scrutinies and lesson observations 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.

You may have an opportunity to meet with other professionals involved in supporting your child, eg Educational Psychologist, Speech and Language Therapist, Occupational Therapist. We actively encourage parents and carers to approach us if they feel more support is needed.

In addition to these meetings, 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 that similar strategies can be used. The SENDCo is available to meet with you to discuss your child's progress or any concerns/worries you may have.

### **How will my child be involved in decisions about his or her education?**

All pupils at Bottisham Primary School are encouraged to have a good understanding of their own strengths and needs, and about how they can help themselves to move forward with their learning and development. Their voice is valued and sought in a variety of ways. Children with SEND are encouraged and helped with this through:

- 1-1 discussion with the SENDCo to create a One Page Profile. This includes information about the pupil's strengths and interests, as well as how they like to be supported.
- Review of the One Page Profile with the class teacher at the start of each academic year.
- Ongoing dialogue between the pupil, parents, class teacher and support staff during the year.

### **What support will there be for my child/young person's overall wellbeing?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiety, and communication difficulties.

All classes follow a structured PSHE (Personal, Social, Health and Economic Education) curriculum to support this development. However, for those children who find aspects of this difficult we offer

- Small social skills groups focusing on developing emotional awareness and social interaction skills;
- Lunchtime and playtime support through planned activities and groups;
- Support from trained Emotional Literacy Support Assistants (ELSA).

If your child still needs extra support, the SENDCo can, with your permission, access further support. This could include a consultation with the NHS Emotional Health and Wellbeing team, or referral to YOUUnited or CAMHS (organisations which support children and young people's mental health and wellbeing).

### **What specialist services and expertise are available at or accessed by the school?**

School provision:

- Teachers responsible for teaching groups on a part-time basis e.g. Booster groups;
- ICT support in the form of writing and maths programmes,

used as small group or individual sessions, according to need;

- Emotional Literacy Support Assistants offering support for children with emotional and social development through 1-1 work, social skills or anger management groups.
- Teaching assistants delivering Speech and Language programmes to individual children, devised by the Speech and Language Therapist.
- Individual or small group interventions where needed e.g. Lego®-based therapy, sensory circuits, ERT (expanded rehearsal technique), Spelling Attack.

Local Authority Provision delivered in school:

- Sensory Impairment Service
- Specialist Teaching Service
- District Early Help Team e.g. Family worker
- Parent Partnership Service (SENDIASS)
- Educational Psychology Service

Health Provision available:

- School Nurse
- Community Pediatrician
- Child and Adolescent Mental Health
- SALT (Speech and Language Therapy)

Voluntary Organisations offering support to families:

- Pinpoint Cambridgeshire (01480 877333)

## **What training have the staff supporting children with SEND had?**

The SENDCo holds the National Award for SEND Co-ordination, and is responsible for ensuring that staff have the knowledge and skills needed to support pupils with SEND. Training is provided to all staff or to individuals, according to need, and can be internally sourced or provided by external experts, such as the Specialist Teaching Team. Recently, for example, all teachers have received training in dyslexia provision, and all teaching assistants have learned how to facilitate Lego®-based Therapy for children with social communication difficulties. In order to support specific pupils, individual support staff have been trained in the use of



Colourful Semantics, as a tool for improving sentence construction.

### **How will my child be included in activities outside the classroom including physical activities and school trips?**

All children are entitled to be included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health and safety will not be compromised. This may include specialist advice from outside agencies where relevant. We work alongside parents and providers to make reasonable adjustments to ensure that all children are able to access facilities and activities available.

### **How accessible is the school environment?**

The school is wheelchair accessible with ramps provided to allow access to the building. There is a large accessible toilet which includes a hoist and adjustable changing bed if required. Regular risk assessments of the site are undertaken and trip hazards are highlighted using yellow paint. There is a car park on site which has a parking bay for disabled badge holders clearly marked. Where children have access needs that are not currently available within the school, we are able to liaise with the Local Authority and other professionals to ensure that facilities and equipment are secured.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

We recognise that transitions can be difficult for a child with SEND, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school, the SENDCo will liaise with their previous setting and professionals where appropriate. Your child will be able to visit our school and stay for a taster session, if this is appropriate.

If your child is moving to another school, we will contact the new school's SENDCo and ensure he/she knows about any special



arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENDCo from the new school. We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school, information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. In addition to the whole class transition, your child will be able to participate in more personalised one to one sessions with their new class teacher, and may be supported with social stories if appropriate.

At the end of Year 6, the class teacher and SENDCo will discuss the specific needs of your child with the child's secondary school. Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead. Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

### **How are the school's resources allocated and matched to children's SEND and how is the decision made about what type and how much support my child will receive?**

The school budget, received from Cambridgeshire Local Authority, includes money for supporting children with SEND. The head teacher will decide on the deployment of resources for Special Educational Needs and Disabilities on the basis of needs in the school. The governors require the head teacher and SENDCO to ensure that optimum use is made of resources. The Head Teacher and the SENDCo discuss all the information they have about SEND in the school, including

- the children getting extra support already,
- the children needing extra support,
- the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed. Information about the support of individual children is shared with their parents.

## **How are parents involved in the school? How can I be involved?**

We value the involvement and support of parents and carers and encourage you to play a positive part in your child's education. We believe that the relationship between child, teacher and parent is of paramount importance. We are always willing to discuss your child's progress or any concerns that you might have, as well as working together to plan effective support. We will invite you to tell us about your child, their strengths as well as their difficulties; what works well and what not so well. We will share this information with all staff in the school so they know best how to welcome and support your child.

We encourage all children to read to an adult daily. This can be particularly important for some children with SEND. Where appropriate, your child's class teacher will suggest further activities which you can carry out at home to support your child's development.

## **What should I do if I wish to make a complaint?**

Bottisham Primary School seeks to provide the best education it can for each individual child, and endeavours, through consultation and discussion with parents, to overcome any problems that may occur. There is, however, a formal complaints procedure if needed.

The school's complaints procedure is set out on our website and can be summarised as follows:

1. Address the matter directly with the member of staff concerned, if possible.
2. Inform the Head teacher – every effort will be made to consider the matter sympathetically and, as far as possible, to resolve the matter informally.
3. Formal complaint, in writing, to the head teacher (please see our complaints policy for Anglia Learning Complaint Form)
4. External Review by Anglia Learning Trust.
5. Appeals Panel Hearing.

## **Who can I contact for further information about SEND?**

If you would like to discuss something about your child, then your first point of contact should be their class teacher.

Other useful contacts for parents are:

- Head Teacher – Rachael Johnston (01223 811235)
- SENDCo – Kate Kelly (as above)
- SENDIASS (Cambridgeshire's SEND Information, Advice and Support Service) (01223 699214)

### **What other support is available?**

Find out more about the local offer of support which is available for disabled children and young people and those who have SEND on Cambridgeshire through the link below:

<http://www.cambridgeshire.gov.uk/SEND>