



**Bottisham
Community
Primary School
SEND Information
Report 2024-25**

Bottisham Community Primary School is part of Anglia Learning, which has Inclusivity as one of its four core values. At Bottisham, we are committed to ensuring the best possible outcomes for all our pupils, 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 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.

At Bottisham Community Primary school, the identification of Special Educational Needs and Disability (SEND) occurs within our overall monitoring of pupils' progress and development. 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, the class teacher will implement and record strategies to help them catch up. We will invite you to discuss this with the class teacher. After a period of three to six weeks, if the strategies in place are having a limited impact, the class teacher will refer your child to the Special Educational Needs and Disability Coordinator (SENDCo). Please see the diagram in a separate document: Anglia Learning's SEND Support Pathway.

How will school staff support my child/young person?

School will support your child using Anglia Learning's Graduated Approach (please see diagram in separate document).

All pupils receive quality teaching within an inclusive environment. We aim for a positive experience for all pupils whether they have

special educational needs or not. Sometimes, some children will benefit from 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 if necessary.

Pupils who are identified as having special educational needs may need longer-term intervention. In this case, with your agreement, they will be put on SEN Support. This means that an individual plan will be put in place with the aim of removing their barriers to learning. The plan will be reviewed at least termly in a process called APDR (Assess, Plan, Do, Review).

If discussions reveal needs which require a multi-agency approach, the school might recommend an Early Help Assessment (EHA), which is a means of sharing information with services outside school. This will only happen after full discussion and with your consent.

In most cases, good quality APDR, co-produced between parents/carers and class teachers, and overseen by the SENDCo, will enable pupils with SEND to make progress. However, a very small number of children may have needs which are beyond the ordinarily available provision in school. These pupils will require an EHCP (Education, Health and Care Plan), which is a legally binding document drawn up by the local authority and detailing a child's needs and provision.

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, incorporating inclusive classrooms and high-quality teaching, is the foundation for all other provision or support in the school. High-quality teaching, which is based on inclusive approaches to teaching and learning, is the bedrock of our provision. Reasonable adaptations for individual needs are made. These include:

- The use of grouping, 1:1 work, a variety of teaching styles, adapting lesson content
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud

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 pupil's ability and progress, such as the Phonological Assessment Battery, the YARC reading assessment and the Sandwell assessment for maths.

If your child has an identified special educational need and is on SEN Support, you will be invited to a termly meeting with your child's class teacher to discuss and co-produce APDR. These meetings last for approximately 30 minutes and are in addition to the ten-minute Parent Consultation meeting offered to parents each term. The SENDCo may be involved in some of these meetings.

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.

Teaching and learning is monitored 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, e.g. 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 works 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 understand their own strengths and needs and how they can help themselves 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 children identified as finding aspects of this difficult we offer

- A breakout room, in which pupils can have sensory and movement breaks when needed
- Welcome Club, to facilitate a calm and supportive transition into school
- Small social skills groups focusing on developing emotional awareness and social interaction skills
- The use of the breakout room as a retreat at break and lunch time
- Smaller alternatives to whole-school assemblies
- Weekly 1:1 support from an ELSA (Emotional Literacy Support Assistant) when needed
- Worry Boxes around the school, managed by the school's ELSA

If your child still needs extra support, the SENDCo can, with your permission, make a referral to other agencies. This could include a consultation with the NHS Emotional Health and Wellbeing team, or referral to YOUUnited, which is the gateway to services supporting 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, devised by the Speech and Language Therapist, to individual children.
- 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
- Occupational therapist
- Physiotherapist
- Emotional Health and Wellbeing Team
- YOUnited
- SALT (Speech and Language Therapy)

Voluntary Organisations offering support to families:

- Pinpoint [Parent Carer Support in Cambs from Pinpoint Cambridgeshire \(pinpoint-cambs.org.uk\)](http://pinpoint-cambs.org.uk)
- Nessie [Home - NESSie IN ED, CIC](#)

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. Within the last few years, the following training

has been accessed by school staff:

- Dyslexia Tier 2
- Lego®-based therapy
- Colourful semantics
- Developing vocabulary
- Eklan
- NELI (Nuffield Early Language Intervention)
- EBSA (emotionally based school avoidance)
- Autism in girls
- ADHD
- Drawing and Talking
- Continued ELSA supervision
- Makaton

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 with parents and providers to make reasonable adjustments to ensure all children can 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 secure.

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 possible. 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 they know 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 within school, information will be passed on to the new teacher in advance, and in most cases, a planning meeting will take place with them. 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, if necessary, in a small group. In some cases, staff from the new school will visit your child in their current school. In the second half of the summer term, pupils who are particularly anxious about transition may be invited to join a small group focusing on preparing for change. This is run by our ELSA.

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 based on school needs. 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 identified as not making as much progress as 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?

The involvement and support of parents and carers is greatly valued, and we 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 you might have and work 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 want to discuss something about your child, your first contact should be their teacher.

Other useful contacts for parents are:

- Head Teacher – Mark Askew 01223 811235
- SEND governor – Rebecca Taylor
rtaylor@anglianlearning.org
- SENDCo – Kate Kelly kkelly@bottishamprimary.org
- Assistant SENDCo – Emily Cridland
ecridland@bottishamprimary.org
- SENDIASS (Cambridgeshire's SEND Information, Advice and Support Service) 01223 699214

What other support is available?

Find out more about the support which is available for disabled children and young people and those who have SEND in

Cambridgeshire through the SEND Information Hub (formerly known as the Local Offer:

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](https://www.cambridgeshire.gov.uk/SEND-Information-Hub-Local-Offer)