

## **Bottisham Community Primary School SEND Information Report 2015-16**

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 well being 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 continues when some children receive additional support 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, usually run by a teaching assistant. This will enable them to address specific needs and 'catch up' with their peers. Children who have special educational needs may need Specialist School Based Support. This could be in the form of a longer term intervention, in a one to one setting and lead 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 Code of Practice on the identification and assessment of special educational needs and 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 Co-ordinator, pupils, parents and other agencies and by participating in appropriate training.

**Pupils:** by having their wishes about their own needs regularly sought and carefully considered and 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 work 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):** Christine Sheppard  
**Special Needs Governor:** Sarah Wormald

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 or team

### **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 that is made available to all. It is based on inclusive approaches to teaching and learning. These benefit all children regardless of ability, but are essential for those with SEND. Reasonable adaptations for individual needs are made. This includes strategies, resources and adaptations to curriculum and environment that teaching and support staff utilise so as to 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 national 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.

At the end of Reception children are assessed against the Early Learning Goals. In the Summer Term of Year 1, the children complete a Reading at Six check to assess their phonics skills. At the end of Year 2 and Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). These assessment methods are required by the Government for all schools to undertake and the results are published to parents. During other years, children are assessed by teachers in a variety of ways including formal tests. These are

used to inform teachers and parents about children's progress. 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 Single Word Spelling Test.

Where children are taking part in interventions, they will have targets set specific to their needs which will be shared with parents. These targets are designed to accelerate learning and close the gap. Progress against these targets will be reviewed regularly, evidence for judgments assessed and a future support planned. 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. Regular book scrutinies and lesson observations will be carried out by the SENDCo and other 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.

We will offer suggested strategies or activities for you to do at home to support your child's learning and meet their needs. We sometimes run parent/carer workshops in school to help you understand the strategies used in school. 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.

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. 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. You may have an opportunity to meet with other professionals involved in supporting your child, ie: Educational Psychologist, Speech and Language Therapist, Occupational Therapist etc. 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.

### **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, anxiousness, and communication difficulties.

All classes follow a structured PSHE (Personal, Social and Health 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;
- Anger management groups;
- Lunchtime and playtime support through planned activities and groups.

If your child still needs extra support, with your permission the SENDCo will access further support, such as Play Therapy, through a referral made through the Early Help Assessment process.

### **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;
- Teaching Assistants and HLTAs mainly working with either individual children or small groups, delivering a range of reading, writing and maths interventions.
- ICT support in the form of writing and maths programmes, used as small group or individual sessions, according to need;

- Teaching Assistants or HLTAs offering support for children with emotional and social development through social skills or anger management groups.
- Teaching assistants delivering Speech and Language programmes to individual children, devised by the Speech and Language Therapist.

Local Authority Provision delivered in school:

- Sensory Impairment Service
- Specialist Teaching Service
- Locality Team e.g. Parent Support Advisors, play therapist
- Parent Partnership Service
- Educational Psychology Service

Health Provision available:

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

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

The SENDCo's job is to support the class teacher in planning for children with SEND. The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEND. This includes whole school training on SEND issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. from the Specialist Teaching team.

In the last academic year (2016-17) staff undertook training on Team TEACH, Talking Boxes, Makaton, Alternative and Augmentative Communication (AAC), Total Communication environments, managing challenging behaviour, De-escalation skills and Anger Management.

### **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, marked clearly. 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.

At the end of Year 6, the SENDCo will discuss the specific needs of your child with the SENDCo of the child's secondary school. Sometimes this may involve a transition review meeting to which you will be invited will take place with the SENDCo from the new 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.

There is also additional support available through transition programmes offered by the Locality Team.

## **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.
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From this information, they decide what resources/training and support is needed. The school identifies the needs of SEND pupils on a provision map. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible. 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.

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

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 – Christine Sheppard (as above)
- Parent Partnership 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>