

# Bottesford Primary School Special Educational Needs and Disabilities (SEND) Information Report For Parents



## What are special educational needs?

Special educational needs and disabilities (SEND) can affect a child or young person's ability to learn. They can affect their behaviour or ability to socialise. They can affect academic learning, for example a child may have reading problems because they have dyslexia. They can affect their ability to understand things or their concentration levels, for example because they have ADHD. They may also affect their physical ability.

### **The broad areas of special educational needs that we support at school are:**

- **Cognition and Learning difficulties**
- **Speech, language and communication difficulties**
- **Social, emotional and mental health difficulties**
- **Physical or sensory difficulties**

## Our aims for pupils with SEND

Our aims for pupils with Special Educational Needs and Disabilities are the same as for all of our pupils; to provide a broad and balanced curriculum and the highest quality of education. We have high ambitions for our SEND pupils and set targets that stretch them.

We are a very inclusive school and we will support pupils to ensure their integration and curriculum entitlement. We value personal and social development and this is central to our provision.

## Bottesford SENDCo

Mrs Helen Killen Smith

## How do we involve parents, carers and families?

We are a friendly and approachable school. We actively encourage partnerships with parents. Our aim is to inform and involve parents as much as possible in school decision making and provide them with support, advice and access to services. Our parents appreciate this approach. Questionnaires are distributed to you and your children to gather views and feedback. This year our aim is to hold regular coffee mornings to allow parents to meet, access advice from some of our outside partners and LearnAT trust and also have time to meet with the SENCO in an informal context.

Some comments and feedback from our parents include:

"The school provides excellent support from the SENCO and teachers. It is so helpful to have meetings with both the teacher and SENCO on a regular basis"

"I am so grateful for the support we receive at school. They always have time to speak and arrange meetings and nothing is ever too much which is nice"

'The support in class has been brilliant. The relationship the team has developed with our son has meant everything to his success this year. He has redeveloped a love of school he had lost. The constant communication from all the staff that work with him and the fact they listen to our views/ ideas and input means he is now less anxious and has a consistent, tailored and appropriate education".



## How do pupils participate?

We listen to our pupils and enable them to be active participants in their learning. We encourage them to evaluate themselves as learners and express opinions and make choices. All of our SEND pupils have one page profiles that are produced in discussion with the pupil to enable them to identify their strengths and weaknesses, ways of learning best and what support they may need. Children in upper KS2 are encouraged to attend ICP or EHCP reviews. Children on the SEND register also have the opportunity to take part in additional provisions throughout the week including forest schools, cooking, fun Friday club and sensory circuits.

## What is our approach to teaching?

Our overall aim is to provide the highest quality of teaching for all pupils. We are inclusive and understand the need for adjustments and additional support in class for some pupils.

Continuous Professional Development opportunities are available for teachers, enabling them to enhance their skills ensuring quality provision for pupils with a range of learning needs.

## What school policies do we have?

The school has a policy for Special Educational Needs and Disabilities which explains how we identify pupils with SEND and what procedures we have in place. This can be found on the school website under the SEND heading.

Additional policies, e.g. Medical Conditions Policy, Supporting pupils with medical needs, Positive handling, also outline how we aim to support pupils with additional needs and can be found on our policy section of the website.

## Our school procedures

Our procedures for identification and assessment allow for early response to difficulties and close monitoring of progress in response to additional provision. We adopt a continuous cycle of assessment and planning, teaching and reviewing called Assess, Plan, Do, Review.

**Identification:** This could be from concerns raised by pupils, parents and families or teaching staff and other agencies. Lack of progress or low attainment as well as changes in behaviour or attitudes may also be identified.

The stages include:

**Early Response Stage:** This is when your child's teacher will work with your child to develop an understanding of their profile and potential additional needs. They will discuss what adjustments and provision can be made in class with the SENDCo. Your child will have targets which will be reviewed termly. This stage is before being placed on the SEND register.

**SEND Support Stage:** This is when the school's SENDCo and class teacher will work with you to provide an Individual Education Plan (IEP) for your child and identify the category of need. We will look at the outcomes you and your child want and the additional support that can be put in place for them. Your child will continue to have targets that will be reviewed with you termly.

**Education Health and Care Plan (EHCP):** If your child has more complex and enduring needs or remains significantly behind, then a request for 'statutory assessment' can be made. If an



Education, Health and Care Plan is agreed then your child will have more specialist provision and additional adult support. There will be a review meeting each year to talk about your child's achievements and progress, what is working and isn't working well.

### **How do we assess and review progress?**

Your child's progress will be reviewed with you at their IEP review meeting. This takes place each term and lasts for around 30 minutes. Longer sessions can be booked through the class teacher and SENDCo.

At the meeting we will review your child's progress based on the outcomes and targets that we agreed together. Information will be shared with you on how they are progressing in class. You may discuss their personalised support and the teacher will talk to you about the information from test results or assessments.

### **Measuring effectiveness**

We track the progress of our SEND pupils and evaluate their SEND provision very carefully. We look at how well they are meeting objectives and how well support is meeting needs. We use test and assessment data to help us measure progress. Our SENDCo works alongside school leaders to undertake monitoring of all of our SEND procedures and provision to check its effectiveness. This includes observing lessons, looking at work in books, team teaching around effective support for SEND pupils and monitoring the progress made on our assessment systems.

### **Supporting pupils transferring**

We understand that transitions can be particularly difficult for pupils with special educational needs. We work closely with our feeder nurseries, our local high school and agencies to ensure that transition is as smooth as possible.

We will visit your child in their nursery/ preschool setting to get to know their needs. If your child has an EHCP at nursery a transfer review meeting will take place before they start at primary school.

We can arrange additional support for their high school transfer such as extra visits. Children with EHCP plans will have transfer review meetings for high school.

If your child is moving schools to a new primary school, or transferring from another primary school, then we will always endeavour to talk to the relevant staff and ensure all support needs are in place.

### **Help for your child**

Adapting the curriculum and learning environment is part of the support for pupils with special educational needs. Teachers differentiate and group children flexibly to allow your child to achieve and to work with all members of the class. We will follow up any difficulties with pre-teaching sessions or post teaching on areas your child needs more support with. He/she may work in additional guided groups with a learning support assistant or teachers.

### **Additional support, equipment and facilities**

If your child is on the SEND register they will have some additional provision or intervention to help meet their needs. All schools have a 'notional' SEND budget to help meet this additional provision. This could be extra maths, reading, writing, spelling or phonics groups. The level of support they get will depend on factors such as their overall progress and attainment compared to their class or age related expectations.

We will also look at barriers to learning and more specific difficulties. Your child may need additional adaptations and specialist equipment such as reading overlays, fiddle toys, sensory aids or adapted writing materials.

Specialist intervention programmes may be provided such as 1 to 1 reading coaching, speech and language groups or physical therapy programmes. Some pupils may follow a more personalised curriculum and have additional 1 to 1 adult support. Additional equipment and support may be secured after reviews of SEND support plans or through Education, Health and Care Plan funding.

We also run SEND hub sessions where children from differing year groups can work together to take part in forest school sessions and further interest based sessions like cooking.

### Sensory Room and Quiet Spaces

In Key Stage one we have developed a sensory space for our children called the 'Rainbow room' children can use this room for sensory work or for some quiet time outside the classroom. The room includes a den area, sensory lighting, sensory resources, soft seating areas and chalk walls. In further areas throughout the school we have created safe/ quiet spaces for those children who benefit from sensory breaks throughout the day.



A further Key Stage 2 sensory room has been developed for use by our Key Stage 2 children.



## Forest school

We run forest school sessions twice a week on a Tuesday morning from 9- 12 and a Wednesday afternoon from 1- 3pm. Children are supported in the forest to develop their social interaction and speech. They take turns, share and have lots of fun.



## Cooking and Fun Friday

On Friday afternoons we run cooking and fun Friday club. This runs from 1.30-3pm. Children work in small groups developing their fine motor and social skills taking part in cooking healthy dishes as well as having fun making crafts or completing practical science activities.





## Sensory Circuits



## Equal access for all

We aim to have pupils with SEND fully represented in all areas of school life. This includes monitoring to ensure their inclusion in awards, school productions and as representatives on the



school council. Our reward systems are based on attitudes to learning and character traits, allowing all children to feel a sense of achievement.

We interview our SEND pupils each year and see what support they suggest, and what they want to be involved in. We ensure they have access to extra-curricular clubs including sports teams, learning instruments as well as arranging for extra-curricular clubs to meet particular needs.

We have an Accessibility Plan which aims to reduce and eliminate barriers in order for all children to access to the curriculum and to be able to fully participate in the school community. This is available on the school website.

## **Bullying**

In our school bullying is not tolerated. We are aware however that some children with SEND may be particularly vulnerable to bullying. In order to mitigate this, we are especially vigilant and plan in opportunities through, for example, assemblies to promote a greater understanding of issues related to difference, SEND and disability. We also find opportunities to positively promote disability through posters, visitors to the school, books and within the curriculum itself. All forms of bullying are taken seriously and proactive measures are taken to prevent it from taking place.

For further detail on this please refer to the schools Anti Bullying Policy on the school website.

## **Responding to concerns and worries**

We are a very approachable school and all of our staff are easily available. You can chat to your child's teacher at the end of the day or arrange appointments through the school office, or email a member of staff through the office if you prefer.

Our parents often tell us that they are very happy that their concerns are dealt with promptly. We will ensure an appointment is made with the SENDCo or the Head teacher as soon as any concern is raised and then we will agree some actions together and arrange a time to review how it is going.

If you have an issue that you don't feel can be resolved in school you can also approach our governing body. Our SEND governor is Teresa Jeffcoat. Our governors can also help with the complaints procedures. Our complaints policy can be found on our school website.

Below is further information about a few specific special needs which children at Bottesford Primary School may have. There are many other Special Educational Needs which children at the school may have.

## **Autism at Bottesford**

Autism Spectrum Disorders (ASD) are believed to occur in about 1 in 88 people. It is a lifelong disability which affects how a person communicates with others and relates to the world around them.

### **Staff training**

- Our classrooms are autism friendly. Our staff have had recent training in autism at tier 2. We also understand the need to provide classroom adjustments for some pupils.
- We have staff with specific training in social stories, friendships and social skills for autism and helping with anxiety.
- KALM training



- Lego therapy
- Children's Emotional, Health and Wellbeing – including bereavement

### **Personalised support**

- We use visual timetables to provide clear routines and structures.
- We use sensory profiling and the Autism Education Trust progression framework to ensure our provision is personalised for pupils with autism.
- The sensory room and safe spaces are made available for our autistic children.
- We work closely with the **Autism Outreach Service** and our key link adviser if we feel the need for further support. We access training from the service when a specific need is identified.
- We encourage and promote diversity and understanding of autism, this can include taking part in autism awareness events like world autism awareness month in April.

### **Dyslexia at Bottesford**

Dyslexia is a learning difficulty that affects about 10% of the population, some more severely than others. It predominately affects the skills needed to learn to read with fluency and accuracy and it affects spelling ability.

### **Staff training**

We offer dyslexia friendly classrooms with additional access to adjusted reading materials for pupils with identified needs. Our staff have been trained in dyslexia friendly teaching practices, including multi-sensory learning and precision teaching. Staff have had training in precision teaching. We also use SNIP spellings a dyslexia friendly spelling program for children struggling to commit spellings to memory.

### **Personalised Support**

- We have dyslexia friendly guidelines, for use in our classrooms.
- We offer 1 to 1 and small group, specific interventions known to work well for dyslexia. This includes reading catch up programmes.
- We run 1:1 precision teaching sessions
- We have small group SNIP spelling sessions.
- We provide coloured overlays for children who need them.
- We have a range of Barrington Stoke books to support our dyslexic readers.

### **Mental Health and Wellbeing at Bottesford**

We recognise the importance of good mental health and promoting wellbeing in a positive way. We also understand that mental health problems are a growing concern for schools, with three pupils in each classroom expected to develop some sort of mental health difficulty in the future.

### **Our support structure**

We have introduced strong tiers of support to ensure the social and emotional wellbeing of all of our pupils and promote the development of good self-esteem and social skills as well as resilience to cope with difficulties.

### **Universal support**

- A nurturing school ethos and a strong set of school values. An emphasis on developing character muscles.

- A PSHE curriculum that addresses mental health and a clear anti-bullying policy.
- Happy lunchtime activities

### **Targeted Support**

We have invested in staff training for mental health and wellbeing groups and we have 2 members of staff (Sharon Smith and Kate Yarham) training in Emotional Literacy Support Assistant (ELSA) who supports pupils in 1 to 1 sessions.

We have a nurture list of children that have 1 to 1 time with support staff for talk time.

### **Staff training**

- Our staff have been trained in an understanding of mental health difficulties and what to look out for.
- We keep staff up to date with additional training, for instance an awareness of attachment difficulties and emotion coaching techniques from the **Virtual School Team**.
- We use **Oakfield School Outreach support** for training in de-escalation and support needs
- We work closely with **School Nurse Team** and **Educational Psychologists**.
- We work closely with, **Social Services, Family Support Workers, ADHD solutions** and with professionals from the **Child and Adult Mental Health Services (CAMHS)**.

### **Speech and Language at Bottesford**

Speech, language and communication needs are widespread and affect many pupils in different ways. Language difficulties are also thought to be a strong predictor of later problems with Maths and English.

### **Our commitment**

- We have a strong emphasis on the importance of child talk over teacher talk. We promote a range of well-founded teaching techniques to promote talk in the classroom that involve different ways of grouping and assigning talking roles.
- We believe that early intervention with speech and language difficulties is vital and screening is important in the early years' foundation stage.
- Language development is promoted throughout school and across the curriculum. The school have invested training in initiatives like 'Talk Boost', 'Better Reading Partnership' with a strong focus on developing vocabulary and understanding of reading. 'Talk for Writing' techniques are used in all classrooms.
- We have a LSA Mrs Wright who completed the Eklan course in speech and language therapy who runs speech and language sessions focusing on speech sound pronunciation, attention and focus, working memory.

We work closely with Speech and Language Therapy services and other agencies to ensure that there is consistent approach.

**SENCO Helen Killen Smith ELSA Sharon Smith**



**ELSA Kate Yarham**



## Further information

<i>In school you can get further information and advice from our members of staff</i>	
For advice on all SEND related issues for your child	Mrs Helen Killen Smith hkillensmith@bot.learnat.uk
Considering our school or for advice on additional concerns about issues with SEND	Mr Mark North Head teacher
Emotional Literacy Support Assistant	Mrs Sharon Smith and Mrs Yarham She can be contacted through the school office office@bot.learnat.uk
<i>Out of school, you can get additional support and advice from a number of services.</i>	
Support for dyslexia	<b>Leicestershire Dyslexia Association</b> <a href="http://ldadyslexia.org.uk/">http://ldadyslexia.org.uk/</a>
Support for autism	<b>The Autistic Society</b> <a href="https://www.leicestershireautisticsociety.org.uk/">https://www.leicestershireautisticsociety.org.uk/</a>
Support for mental health	<b>Child and adolescent mental health service (CAMHS)</b> Leicestershire and Rutland Team 0116 2952992 <b>Young Minds</b> helpline: tel:0808-802-5544
Support for ADHD	<b>ADHD solutions</b> <a href="http://cmsms.adhdsolutions.org/">http://cmsms.adhdsolutions.org/</a>
Advice on statutory assessments/parent support/information on your rights	<b>Independent parent special education advice</b> <a href="https://www.ipsea.org.uk/">https://www.ipsea.org.uk/</a> <b>SEND Information Advice and Support Service (SENDIASS Leicestershire)</b> Telephone: 0116 305 5614 Monday to Thursday 9am to 4.30pm, Friday 9am to 4pm Email: <a href="mailto:sendiass@leics.gov.uk">sendiass@leics.gov.uk</a>
Complaints or dispute resolution	The local authority – <b>Special Educational Needs Assessment service (SENA)</b> Phone: 0116 305 6600 Email: <a href="mailto:senaservice@leics.gov.uk">senaservice@leics.gov.uk</a> You can also contact KIDS or The Together Trust. <b>KIDS</b> Telephone: 03330 062 835 Email: <a href="mailto:senmediation@kids.org.uk">senmediation@kids.org.uk</a> <b>The Together Trust</b> Telephone: 0161 283 4836 Email: <a href="mailto:enquiries@togethertrust.org.uk">enquiries@togethertrust.org.uk</a>

## What is the Leicestershire Local Offer?

The Leicestershire Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families' information about help and services in Leicestershire (Leicestershire County Council, 2017).



For more information about Leicestershire's Local Offer please visit:

<https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/where-to-start-with-send/what-is-the-local-offer>

### **Contribution to the local offer**

Bottesford has published our SEND information report on the website and can be found directly on our SEND section: <http://www.bottesford.leics.sch.uk/send/send.html>

### **School Information**

School Name	Bottesford C of E Primary School
Address	Silverwood road, Bottesford, Nottingham, NG13 0BS
Telephone number	01949 842224
Name of Head teacher	Mr Mark North
Website address	<a href="https://bottesfordprimary.co.uk/index.html">https://bottesfordprimary.co.uk/index.html</a>
Specialism	Mainstream- Primary
Date of last inspection	October 31 <sup>st</sup> 2023
Outcome of last inspection	Good
Does the school have a designated unit/additional learning support department?	No
Total number of pupils with special educational needs:	28
Number of pupils receiving additional learning support:	Total: 32 No with EHCP: 13 No with top up funding: 7 No at SEN Support 12