

ARRANGEMENTS FOR HANDLING COMPLAINTS

The first point of contact would be your child's class teacher to share your concerns. Parents can also arrange to meet our SENDCo, Deputy Headteacher or Headteacher.

The school's SEND Policy and Complaints Policy can also be viewed on the Bassingbourn Primary School website:
<https://www.bassingbourn.cambs.sch.uk/school-information/policies/>

**PINPOINT
CAMBRIDGESHIRE**

pinpoint
for parents by parents

<https://www.pinpoint-cambs.org.uk/>

Pinpoint is a parent-run organisation for parents/carers of children with SEND. They provide help and information to parents/ carers of children and young people aged 0-25 with SEND as well as providing opportunities for parents/carers to have a say and get involved in improving local services.

SENDIASS CAMBRIDGESHIRE

The Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS) offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs.



Click the icon above to view the SENDIASS website



SEND INFORMATION REPORT 2024 – 25

Welcome to our SEND Information Report booklet. This booklet will help you to find out how we support children with special educational needs and/or disabilities at Bassingbourn Community Primary School.

Our SENDCo is Hannah Paradis. Our interim SENDCo is Jen Gregson. Miss Gregson can be contacted at sendco@bassingbourn.cambs.sch.uk

We are here to help parents and carers understand how they can support their child if they have SEND. Staff are passionate about making sure the learning environment is inclusive and meets the needs of all our pupils.

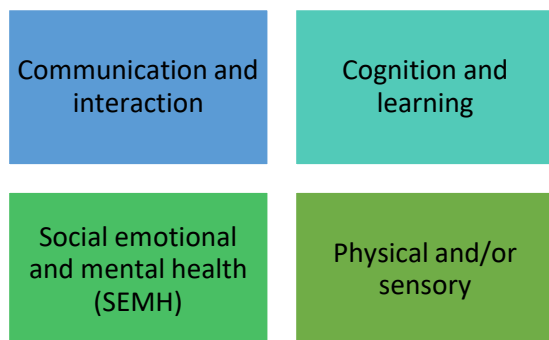
The following staff members can be contacted through the school office:

| | |
|-------------------------|--|
| Jen Gregson | SENDCo |
| Amy Luu | Headteacher |
| James Fraser | Deputy Headteacher |
| Anna Remington Davidson | Assistant Headteacher – Attendance & Behaviour |
| Saranne Titchmarsh | Early Intervention Support Worker |
| Vicky Green | Inclusion Support |
| James Mikelson | Inclusion Support |
| James Fraser | Safeguarding Lead |
| Rachel Butterworth | Link Governor for SEND |

WHAT IS SEND?

A child has SEND if they have a learning difficulty or disability that calls for special educational provision to be made for them.

There are four main areas of SEND.



The following information has been taken from the [Cambridgeshire Local Offer](#) website.

- [Communication and interaction](#) – for example, where children and young people have speech, language and/or communication difficulties which make it difficult for them to make sense of language or to understand how to communicate effectively and appropriately with others.
- [Cognition and learning](#) – for example, where children and young people learn at a slower pace than others their age, have difficulty in understanding parts of the curriculum, have difficulties with organisation and memory skills, or have a specific difficulty affecting one part of their learning performance such as in literacy or numeracy.

- [Social, emotional, and mental health difficulties](#)– for example, where children and young people have difficulty in managing their relationships with other people. They may be withdrawn or behave in ways that hinder their and other children’s learning, or present other behaviours that negatively impact on their health and wellbeing.
- [Sensory impairment](#) and/or [physical needs](#) – for example, where children and young people have visual and/or hearing impairments, or a physical need that requires ongoing support and equipment.

WHAT TYPES OF SEND CAN WE SUPPORT?

| | |
|---|--|
| Communication and interaction | <ul style="list-style-type: none"> • Speech, language, and communication difficulties • Autism Spectrum Condition (ASC) • Low levels of receptive language • Difficulty in understanding and processing language • Individual communication systems, for example PECs |
| Cognition and learning | <ul style="list-style-type: none"> • A specific learning difficulty, for example dyslexia or dyspraxia • Mild but persistent difficulties in aspects of literacy, numeracy, or motor coordination • Moderate learning difficulties • Low levels of working memory • Difficulty processing information, making decisions and problem solving |
| Social, Emotional, Mental Health (SEMH) | <ul style="list-style-type: none"> • ADHD • Low levels of self-esteem which may lead to behaviour that challenges • Anxiety and depression • Behavioural difficulties • Mental health needs |
| Sensory and / or physical needs | <ul style="list-style-type: none"> • Visual or hearing impairments • Physical disabilities • Epilepsy |

WHO CAN I CONTACT TO DISCUSS MY CHILD'S DIFFICULTIES WITH LEARNING, SPECIAL EDUCATIONAL NEEDS OR A DISABILITY?

In the first instance, please ask to have an appointment with your child's class teacher to discuss your worries and concerns.

The class teacher may invite a member of the inclusion team to the meeting.

If you think your child may have educational special needs such as autism or ADHD, the Inclusion Team will support you through the referral pathway.

Cambridgeshire

For families living in Cambridgeshire, referrals are made through the school to [NHS Cambridgeshire Community Paediatrics](#).



Hertfordshire

For families living in Cambridgeshire, referrals are made through your GP surgery.

ADHD referrals

Please note that ADHD referrals in both Cambridgeshire and Hertfordshire require parents/carers to have completed a parenting course. You can register your interest [here](#) for Cams or [here](#) for Herts.

WHAT DOES THE SCHOOL HAVE IN PLACE TO IDENTIFY AND ASSESS CHILDREN WITH SEND?

At Bassingbourn Community Primary School, children are identified as having Special Educational Needs and/or a disability in a wide range of ways, including:

- Liaison with the previous setting
- Transition arrangements, such as home visits
- Children performing below age related expectations
- Concerns raised by parents/carers
- Concerns raised by staff
- Liaison with external agencies
- Referrals from The Health Visitor / School Nurse
- Health diagnosis through a paediatrician
- Their academic performance
- Clinical Psychologist diagnosis
- Educational Psychologist diagnostic assessment
- Speech and Language assessment
- In school assessment (Sandwell, PhAB, YARC, HFW lists, PIVATS)
- Accessing the [Cambridgeshire Local Offer](#) for support and guidance
- Through the Assess, Plan, Do, Review cycle
- Pastoral concerns
- Data analysis through half-termly Pupil Progress Meetings

HOW WILL SCHOOL LET ME KNOW IF MY CHILD HAS SPECIAL EDUCATIONAL NEEDS?

- Your child's class teacher may contact you, during the school year, to discuss the progress of your child in a specific area.
- The class teacher may also talk to you about any issues during our parent consultations (twice a year).
- The SENDCo or a member of the Inclusion Team may contact you to discuss your child's learning.

HOW ARE CHILDREN AND PARENTS / CARERS CONSULTED AND INVOLVED?

You are the person who knows your child best and we value working in partnership with you. We strongly believe that a partnership approach with parents/carers is the best way to support a child's learning and needs.

As soon as there is a concern about a child's needs, an early discussion with the child and their parents / carers will be held to identify whether they need special educational provision.

These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- Parent / carer concerns are considered
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on the next steps required

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. Notes of these early discussions will be added to the pupil's record and given to their parents / carers. The school will formally notify parents/carers when it is decided that a pupil will receive SEN support.

Parents/ carers will always be consulted to obtain permission for referrals to outside agencies, for example, speech and language therapy or educational psychology. They will be invited to attend any professional or review meetings, where appropriate, that will help support their child.

Children's views are gathered through:

- Termly questionnaires on children's experiences and satisfaction with school
- Contributions to Assess Plan Do Review (APDR) plans
- Attendance at Education Health Care plan (EHCP) annual reviews
- Discussions with the SENDCo and other staff members as part of the school's monitoring activities



HOW DOES THE SCHOOL ASSESS AND REVIEW CHILDREN'S PROGRESS?

The school uses a wide range of monitoring systems to assess the impact of all strategies. These include:

- A tracking system to monitor children's progress against national/age expected levels and targets
- Regular NFER assessments
- Regular phonics and reading assessments
- Termly APDR reviews for children who required specialist intervention and children on EHC plans
- Pupil profiles
- End of term report
- Pupil progress meetings
- Evidence from Assess, Plan, Do, Review cycles
- Attendance, behaviour and suspension data
- Liaison with providers of alternative provision

Children may move off the SEND register when they have made sufficient progress.



HOW WILL THE SCHOOL SUPPORT TRANSITION?

The school liaises closely with staff at different schools when children move to or leave our school. Staff make sure that all the relevant paperwork is passed on and all needs are discussed and understood.

For children with SEND, it may be appropriate to arrange further visits to the school to assist with the transition process. The school and/or parents may also feel the need to arrange additional transition meetings between the schools to alleviate concerns.

Transition between year groups is carefully planned for to ensure a smooth process for the children. Class teachers meet on a number of occasions to hand over relevant information about the children in their class and in turn receive information from teachers for the class coming up. Additional SEN information is also transferred via the SENDCo and relevant reports and advice are shared. Pupils visit their new classrooms and teachers during the end of summer term, helping them to familiarise with the new space.

When a child moves from primary to secondary school, any open assessments to external professionals, or on-going Assess, Plan, Do, Review cycles are passed on.

As with all children, relevant safeguarding files will be passed to the child's new school at the point of transition.

HOW ARE PUPILS WITH SEND TAUGHT?

In line with SEN Code of Practice Jan 2015, Bassingbourn Primary School believes that “all teachers are teachers of pupils with special educational needs”. As such, the school adopts “a graduated approach” that places quality first teaching at the heart of all lessons.

Staff receive a range of specialist training to empower them in delivering good or better lessons which meet the needs of pupils with special needs, and the SENDCo holds an advisory role across all staff in promoting good to outstanding teaching strategies which meet the individual needs of pupils.

High Quality Teaching and inclusive classroom practice is a high priority at the school. Teachers are supported by the senior leadership team and members of the SEN team to ensure the learning environment is accessible to pupils with special educational needs. If a pupil is struggling in a particular area of the curriculum, the teacher and pupil are supported to explore ways the environment, resources and delivery can be adapted to enable progress.



HOW IS THE CURRICULUM AND LEARNING ENVIRONMENT ADAPTED FOR CHILDREN WITH SEND?

Teachers plan work pitched at an appropriate level so that all children can access the curriculum according to their specific needs. This might mean that in a lesson there would be different levels of work set for the class, however if needed then work is individually adapted.

In addition, staff work hard to:

- Adapt the curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work and teaching approach.
- Adapting resources, for example large print for children with visual impairment, a microphone and hearing loop for those with a hearing need.
- Deploying staffing effectively to intervene where a child needs additional support, or as determined by the provisions in their EHCP.
- Adapting resources to include key words to support pupils, visuals to aid presentation and symbols to support reading.
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font and writing slopes.
- Differentiating teaching, for example, giving longer processing times, pre-teaching of key vocabulary, and reading instructions aloud.

The school has an Accessibility Policy and Plan which is reviewed regularly as the needs of the school community change.

STAFF EXPERTISE

Staff are well trained and there is a variety of expertise available at the school. The following interventions can be delivered, as required by a child's EHCP, an Assess, Plan, Do, Review cycle, and following discussion with parents / carers:

- National Professional Qualification for SEN Co-ordination
- First Class @ Number
- Speech and Language intervention
- Referral for Early Help Assessment
- Mental Health First Aid
- SaLT (Speech & Language Therapist) programmes
- Autism Attention Bucket
- Sensory Circuits
- Lego-based therapy
- Intimate care
- In-class support
- Spelling interventions
- Lexia intervention
- Medical support
- Issuing medication, for example for diabetes
- Social skills interventions (Talkabout)
- Social stories
- Intervention programmes from subject areas
- Break-out rooms for low stimulus interventions
- Colourful Semantics
- Read Write Inc. interventions
- Targeted lunchtime club for children who need support with less structured times

EVALUATING THE EFFECTIVENESS OF THE PROVISION

The school evaluates the effectiveness of provision for pupils with SEND by:

- Reviewing pupil progress towards their goals a minimum of three times a year
- Pupil surveys
- Parent / carer surveys
- Monitoring by the SENDCo
- Assess, Plan, Do, Review cycle outcomes
- Provision mapping
- Progress reports and parent / carer evenings
- Reviews / meetings with the Link Governor for SEND
- Internal and external audits

SUPPORT FOR EMOTIONAL AND SOCIAL DEVELOPMENT

Relationships between adults and children are crucial in creating a secure learning environment where children feel safe and supported. The following strategies support this aspect of the school's work:

- Positive tone / body language
- A therapeutic approach is always adopted whereby the pro-social feelings of everyone within the dynamic is prioritised
- Pastoral support
- Careful but appropriate use of alternative provision
- Care plans for pupils who need intimate care or medical support
- Personal / pastoral support plans
- Playground buddies
- School trips
- Consideration of home language and cultural heritage

ARRANGEMENTS FOR SUPPORTING CHILDREN AND YOUNG PEOPLE WHO ARE LOOKED AFTER BY THE LOCAL AUTHORITY AND HAVE SEND

The term 'looked after children' (LAC) includes children who are in care or recently fostered or where a guardianship order is in place.

Bassingbourn Community Primary School will ensure that any looked after child's educational experience is positive and will support them to achieve their full potential. Pupils will have a Personal Education Plan (PEP), which will reflect the child's SEND provision.

The PEP should:

- Capture any special educational needs and summarise support in place and any action needed
- Outline what needs to happen and any interventions in place to meet the child's educational needs
- Provide information on any social and emotional needs that may prevent or distract from learning and educational progress
- Record current attainment and progress data
- Include a minimum of three short term SMART targets
- Set out how the child's aspirations will be supported and encouraged from the earliest stage
- Provide information which helps all who are supporting the child to understand, support and plan for their specific individual needs
- PEPs are reviewed termly and shared with the Cambridgeshire Virtual School who monitor provision for looked after children



CAMBRIDGESHIRE
VIRTUAL SCHOOL
LEARN ASPIRE THRIVE ACHIEVE

CAMBRIDGESHIRE LOCAL OFFER

All local authorities in England have a 'Local Offer' which explains the support available for children and young people aged 0-25 years with Special Educational Needs and/or Disabilities (SEND).

The Local Offer has two key purposes:

- To provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it.
- To make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEN and their parents, and disabled young people and those with SEN, and service providers in its development and review.

The Cambridgeshire Local Offer can be found [here](#):

OUTSIDE AGENCY INVOLVEMENT

- Those provided by the Local Authority:
 - SEND Specialist Teacher visits
 - Pupil Referral Service
 - Early Help Team
 - Children's Social Care
- Those provided by Cambridgeshire Health Trust:
 - Community Paediatricians
 - ADHD Team
 - Neurodevelopment Service
 - Physiotherapy Service
 - Paediatric Occupational Therapy Team
 - Speech and Language
 - School Nurse
 - CAMHS (child and adult mental health)