

BASSINGBOURN COMMUNITY PRIMARY SCHOOL SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION REPORT



Bassingbourn Community Primary School is committed to ensuring good or better outcomes and experiences for children with SEND.

At Bassingbourn Primary School, we are here to help parents and carers understand how they can support their child if they have a special educational need and /or a disability. Staff are passionate about ensuring that the learning environment is inclusive and meets the needs of all our pupils.

Careful consideration is given to the curriculum to maintain high aspirations and expectations for all learners whilst ensuring that the right support and scaffolding is in place so that success is achieved by all.

Staff at Bassingbourn Primary School focus on preparing pupils for new learning and do so through a range of strategies including formative assessment, pre-teaching and using our knowledge of each child when planning interventions to give opportunities for overlearning. Targeted interventions are chosen carefully to maximise impact on pupil progress.

Positive partnerships with external agencies are used effectively to ensure that the graduated response is followed consistently for all pupils and advice given from professionals is acted upon.

The school aims for an inclusive learning environment, with a strong, experienced leadership team who provide staff with regular CPD opportunities so that they can ensure that the curriculum on offer is appropriate and responsive to the needs of all learners.

Staff are approachable and care for the children and the community that we serve. Families are at the heart of SEND provision and the voice of each parent is highly valued and sought regularly throughout the year as we value them as partners in their child's learning.

KEY SCHOOL STAFF

The first point of contact for any concern should be your child's class teacher.

All staff listed below can be contacted via the school office. The SENDCo can be contacted at sendco@bassingbourn.cambs.sch.uk

NAME	ROLE
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 KINDS OF SEND ARE PROVIDED FOR?

TYPE OF NEED	EXAMPLES
Communication and Interaction	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	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)	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	Visual or hearing impairments Physical disabilities Epilepsy

HOW ARE SEND NEEDS IDENTIFIED AND ASSESSED?

Careful baselines are carried out annually. The information from this baseline is considered alongside evidence from previous settings, key stages, and years. Class teachers regularly assess pupils in a wide variety of ways, and are best placed to identify those whose progress:

- Is significantly lower than that of their peers starting from a similar baseline
- Fails to match or better the individual's previous rates of progress
- Fails to close the attainment gap with peers despite intervention
- Widens the attainment gap

This may include progress in areas other than attainment, for example, social needs.

Slower progress and low attainment will not automatically mean a pupil is recorded as having SEN. When deciding whether special educational provision is required, the school will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents / carers. School staff will use this to determine the support that is needed and whether it can be provided by adapting our core offer, or whether something different or additional is needed.

At Bassingbourn 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 ARE PUPILS AND PARENTS / CARERS CONSULTED AND INVOLVED?

The children and parents / carers are at the heart of decision making, ensuring high quality individual education at the school is carefully planned around the specific needs of the child. As far as possible, the school will accommodate parental availability when planning meetings.

Pupils voice is gathered through:

- Termly questionnaires on children's experiences and satisfaction with school
- Contributions to APDRs
- Attendance at EHCP annual reviews
- Discussions with the SENDCo and other senior leaders as part of the school's monitoring activities

Parent / carer partnership is encouraged through regular consultations, annual reports, SEND reviews and informal discussions.

Phone and email contact are maintained which ensures that difficulties and anxieties can be resolved swiftly. As soon as there is a concern about a child's needs, an early discussion with the pupil 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

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 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, educational psychology. They will be invited to attend any professional or review meeting where appropriate that will help support their child.

HOW THE SCHOOL ASSESSES AND REVIEWS PROGRESS TOWARDS OUTCOMES

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

- Provision Maps; reviewed termly
- A tracking system to monitor children's progress against national/age expected levels and targets
- Regular NfER assessments
- Regular 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
- Phonics assessments
- 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.

SUPPORT FOR TRANSITION

The school liaises closely with staff when receiving and transferring children to different schools, ensuring all the relevant paperwork is passed on and all needs are discussed and understood.

For children with SEND, it may be appropriate to encourage and facilitate further visits to the school to assist with 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 PUPILS WITH SEN/D ARE 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.

ADAPTION OF CURRICULUM AND LEARNING ENVIRONMENT: INCLUSION FOR SEN/D

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 differentiated.

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

At Bassingbourn Primary School the Behaviour Policy aims to support pupils with understanding and displaying pro-social behaviour. 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 which will ensure progress from this term to the next and one longer term target
- 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 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](#):

<https://send.cambridgeshire.gov.uk/kb5/cambridgeshire/directory/advice.page?id=bPe2xezmLJc>

OUTSIDE AGENCY INVOLVEMENT

Bassingbourn Primary School can access a range of additional services from outside agencies. These may be considered when the usual adaptations are not leading to progress or where a child may need an application for an EHCP. These services include:

- Those provided by the Local Authority:
 - SEND Specialist Teacher visits
 - Pupil Referral Service
 - Early Help Team
 - Children's Social Care
- Those provided by Cambridgeshire and Peterborough 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)
- Specialist teachers, for example Teacher of the Deaf or Teacher of the Blind.

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/>