

Policy:	Special Educational Needs and Disabilities (SEND) Information Report September 2025	
Status:	Statutory	
Review Date:	Annually – Sept 2026	

SEND Information Report

Our school 	Welcome to our fabulous mainstream primary school in Leicestershire. At this school we are committed to developing an environment where all children feel happy and safe, have every opportunity to flourish, feel included in every aspect of school life and achieve their highest potential. We pride ourselves in our inclusive practice and we endeavour to assist pupils to become happy, confident young people, who have a love of learning and are proud to be a part of their school community. We do all this alongside our core Christian values; community, compassion, creation, endurance, trust and responsibility. This is in addition to our school vision; 'New day... endless possibilities', which strives to enable all children to become positive and reflective learners able to respond positively to opportunities and challenges. At St Botolphs all of our staff members are committed to help all of our children by promoting inclusivity and enabling all children to flourish and shine. Our class teachers and support staff are responsible for the progress and development of every pupil in their classes, ensuring all children are supported and heard. We have a number of learning support assistants (SEN supports), who bring a range of expertise, training and experience. We utilise our SEN support assistants to provide 1:1 support, small group work and 1:1 intervention. Last year we worked alongside the Local Authority and SENA to open a Specialist Resource Base, supporting a small number Foundation Stage pupils with Special Educational Needs. Pupils require an EHCP to access our provision and have been allocated to our fabulous specialist setting through SENA allocations. Please note we are not able to allocate places for children, this must be done through SENA. We are in the process of planning a Key Stage Two resource to enable these learners to remain with us for the duration of the primary education.
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Meet our SENDCO's



Our SENDCO team is made up of Miss Day, our SEND Strategic lead and Miss Jackson our SEND Lead practitioner. Our dedicated SEND team has a range of experience in supporting children with SEND. Miss Day currently has a non-teaching role to provide high levels of support across the school and Miss Jackson is leading the SEND provision whilst supporting Miss Day and our school outside of teaching hours.



If you would like to contact either of them, you can do so through WEDUC, email: sendteam@st-botolphsprimary.org, or calling the school: 01509 503387 and they will respond within 48 hours. Additionally, you can visit the school; we operate an open-door policy at St Botolph's and encourage parents / carers to visit us wherever possible.

The SEND Strategic Lead role involves working with the Headteacher Mrs Emma Pepper, Senior Leadership Team and the Governing Body to determine the development and implementation of the SEND policy.

Send
David Whittington and Jane Evans

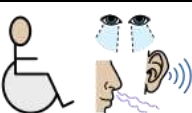
governors:

Special Educational Needs



At St Botolphs we are dedicated to supporting children with a variety of differing Special Educational Needs and we pride ourselves on being a highly inclusive school which encourages and celebrates diversity and difference.

The Special Educational Needs and Disability (SEND) Code of Practice (2014) outlines the 4 areas of Special Educational needs:

	Cognition and Learning; for example, dyslexia, dyspraxia
	Communication and Interaction; for example, ASD, Asperger's Syndrome, Speech and Language difficulties
	Social, Emotional and Mental Health; for example, attention deficit hyperactivity disorder (ADHD), attention deficit disorder (ADD) and attachment disorder
	Sensory and Physical; for example, visual impairments, hearing impairments, processing difficulties, epilepsy

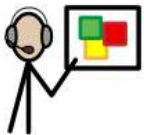
We work collaboratively as a whole school community with all of our staff members and governors to ensure that we are meeting the needs of all our pupils including children with SEND. 'A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them, this could be because they have a significantly greater difficulty in learning than the majority of others of the same age or if a child has a disability which

prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools'. Special Educational Needs and Disability (SEND) Code of Practice (2014)

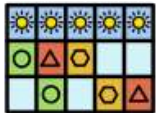
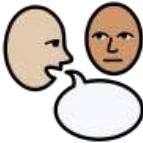
Identifying and assessing need 	Our school is committed to each student and their families and whilst we may be able to identify areas of special educational needs and make provisions to support children with these, we cannot provide or offer diagnoses. We will however support families with this process, should it be required, and work alongside other educational and/or healthcare professionals. If a parent or carer has a concern regarding their child's development this should be discussed initially with the class teacher who will then discuss this with our SEND team. Should a child's needs be persistent and require further support the class teacher will complete a 'SEND Cause for Concern – form' which would be discussed with the parents and a decision made to potentially add the pupil to our SEND register or our SEND Monitoring register. We identify and assess through teachers' observations and assessments, views of parents and previous settings as well as children's own thoughts and views. We assess a child's need collaboratively as staff and with external agencies, to implement support plans, intervention as well as behaviour and care plans. Children are identified by regular assessments of progress, assessment for learning (AFL) and a graduated approach to teaching. Through this we identify children whose progress: • is significantly slower than that of their peers from the same starting baseline • shows a gap in attainment from their peers Please note that slow progress and / or low attainment will not automatically mean that a pupil is recorded as SEND. The Graduated Approach (Assess, plan, do, review)  At St Botolph's we have a graduated approach to meeting pupils' needs; the four-part cycle of Assess, Plan, Do, Review. This approach enables us to support and develop a clear analysis of the pupil's needs. <u>Stage 1: Differentiated 'Quality First Teaching'</u> This refers to the support that is provided to all children identified as needing extra-support. The class teacher is responsible for ensuring that the education provided meets the needs of the child and that this is accessible yet challenging for their
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	individual level. Intervention either on a 1:1 level or in a small group may be provided but at this stage the time spent outside of the classroom is minimised. <u>Stage 2: SEN Support</u> The second stage of support begins when the first stage has been reviewed and the progress expected is lower than expected or other difficulties have presented. At this stage, the class teacher would speak to the parents and a discussion would be had regarding the child being placed on our SEND list. This enables us to more closely support and monitor the child. Pupils on our SEND list will have their targets, progress and support reviewed termly.
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Evaluating the effectiveness of SEND provision 	We use our Provision map tool to evaluate the effectiveness of provision for pupils with SEND by: ● Reviewing pupils' individual progress, from their IEPs, each half term ● Reviewing the impact of interventions each half term ● Completing our pupil 1:1 meetings with the children and class teachers ● Monitoring which is carried out by the SEND team ● Holding annual reviews for pupils with EHC plans All intervention programmes and targeted work are recorded and reviewed to assess their effectiveness. Dedicated staff meeting time is allocated to reviewing attainment and progress, as well as setting outcomes and targets. All teachers and support staff who work with the pupil will be made aware of their needs, outcomes, support required and any teaching strategies and approaches required.
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Staff Training 	We have a team of learning support assistants, as well as experienced teachers, who are trained to deliver SEND provision. When new staff join our school, the Senior Leadership Team (SLT) ensures they have been provided the required training regarding our statutory policies. Alongside this, we ensure they understand the systems within our school and they are given information on the children they are working with. Our SLT are constantly monitoring the areas of need within our school and are dedicated to ensuring required training is delivered to the appropriate staff members. This can take the form of whole school training, training within a key stage or to support specific staff and pupil needs. If a pupil needs specialist support from an outside agency, such as the Speech and Language Service (SALT), Educational Psychologist (EP), Occupational Therapist (OT) or school nurse, we will always discuss this with parents first. When staff go on a course, they have an opportunity to give feedback to the relevant staff during dedicated times. Some of our staff have completed training in the following areas (not limited to):    
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	Child development	Attention bucket	Autism (Tier 1)	Phonics
				
	Team teach	Speech and Language	De escalation	Forest school
				
	Understanding deafness	TAC PAC	Specific Learning Difficulties	Sensory needs
All staff are encouraged to complete CPD and training; we make use of online training both within and outside of school hours as well as in person sessions.				

Learning opportunities and adaptations 	We pride ourselves on being an inclusive school and as such, wherever possible children are taught alongside their peers in flexible teaching groups. We adapt and differentiate our curriculum to ensure all children are able to access this, we do this in a range of ways such as (but not limited to):			
				
	Visual timetables	Task boards	Sensory breaks	Sensory materials such as 'fidget toys'
				
	1:1 support	targeted small group work	Morning meet and greets	Pre-teaching
				
	Assistive technology	Talk partners	Word banks	Self Assessment

				
	Ear defenders	Visual timers	Individual workstations	Positive behaviour systems
We utilise our sensory space; a separate sensory area of our school, as a 'break' area for children. This space offers a quiet area away from the hustle and bustle of school where children can take time out to use this space and the sensory lights, toys and activities within. Children can request to go here, or staff members will make use of this space if they recognise that a child needs time away. Additionally we have four reflection areas set up following the principles of <u>Zones of Regulation</u>.				

Securing Funding and equipment information 	Once we have completed the Graduated approach, our findings may highlight the need for support for a child which goes beyond our best endeavours and reasonable adjustments. This means that their needs cannot be successfully met within the classroom with the resources readily available to mainstream schools and that additional funding is required. The SEND team will discuss with parents before beginning the application process, which includes parent and pupil voice.			
	The SEND team is dedicated to championing our SEND children and gaining access to funding, equipment and facilities to our children. Information regarding Special Educational Needs Intervention Funding (SENIF) and Education and Health Care Plan (EHCP) can be found in our SEND Policy. We liaise closely with other educational settings such as Ashmount Specialist School, Forest Way specialist school and Iveshead School to take advantage of facilities such as sports halls and expertise. In addition, we work collaboratively with our Beskilled Trust schools to exploit resources, expertise and facilities.			

Consulting and involving pupils and parents/carers 	Parent/carers voice Developing and maintaining relationships with parents/carers is of key importance. We recognise that their involvement is essential to supporting children and that to enable us to have a better understanding of each child, we need to know how they are both at home and at school. Parents/carers are supported should they want to raise a concern with our SEND team as well as being kept informed should a teacher or staff member express concerns about a pupil. Regular meetings and conversations with parents / carers ensure that:			
	- everyone develops a good understanding of the child's areas of strengths as well as their difficulties - everyone understands the agreed outcomes and expectations for the child - everyone is clear on the next steps and targets for the child Information from these meetings and the desired plans and targets will be added to our provision map tool, to show a complete picture of all of our children. At the end of the school year a SEND Parental questionnaire is sent out to help us gather feedback and inform our practice and procedures for the following school year.			

	Pupil voice Pupil's views are very important; they have a right to be involved in decisions about their education and they are made aware of the support that surrounds them in school. Children are fully involved and their views feed directly into all policies, procedures and daily teaching of children with SEND. Teachers carry out 1:1 interviews with pupils twice a year, pupil passports are completed to gather pupil's views alongside daily communication and check-ins with pupils.
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Transition support 	Nursery to Reception Once admissions have been confirmed, our Foundation Stage Lead Ms Dennis and our SEND Lead practitioner Miss Jackson visit pupils within their nursery/pre-school setting. There is an information session held at school for parents and carers where they are encouraged to join us and meet with key members of staff, including our SEND Team, who may be supporting the pupil within school. There are 'stay and play' sessions held during the summer term in preparation for their September start. If a pupil requires an enhanced transition, our SEND Strategic Lead will work alongside parents to schedule additional visits, meetings and liaise with their previous setting and any professionals involved in the pupil's care to ensure key information is passed on. End of Year Transitions The SEND Support Team works alongside all staff members to prepare children for transition, by creating an individualised transition book for those who require one. Teachers complete transition documents detailing information and provisions required for pupils with SEND, and dedicated meeting times are scheduled for staff to meet and discuss the needs of pupils and share provisions in place. We hold 2 transition days during the summer term which enable all pupils to spend time in their new classroom alongside their teacher and any additional supporting adults. Some children require additional transition visits to their new classroom to reduce anxiety and ensure a successful transition.
	Secondary Transition We liaise very closely with our partner schools to ensure the transition from primary to secondary is as smooth as possible. If a child has an EHCP there will be a transition review held in the first Autumn term. If a secondary school has already been chosen, their SENDCO will be invited to begin the transition process. The SEND team meets with the school's SENDCOs in the second Spring Term to discuss the needs of pupils transitioning. In addition to this our Year 6 Lead meets with the schools' Year 7 lead and the Head teacher provides relevant information regarding vulnerable pupils. Mid-year New starters When we are aware that pupils joining us from other settings have identified special educational needs, our SEND team typically hosts tours of the school where possible and if further discussions are required we arrange a meeting with the family to enable us to gain a greater understanding of the support we need to put in place.

	In addition to this we closely liaise with the pupil's current school to ensure all relevant information is passed on.
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Clubs and trips 	At St Botolph's we foster an inclusive environment where we ensure that there are no barriers to pupils with SEND. Every child is given the same opportunities ranging from our Wraparound care, extra-curricular clubs, school visits and even trips. We encourage all students to take part in workshops, performances, sports days and residential trips and ensure that (where relevant) individual risk assessments are created to determine any extra provisions that would need to be made to assist our children with SEND to take part. No pupil is ever excluded from taking part in these activities because of their SEND or disability because additional measures would be assessed and met so that we can provide for that child.
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Social and emotional development 	Wellbeing and mental health are extremely important at St Botolph's. We were awarded the Wellbeing Award for schools in 2019 and while it remained in force until 2022, the practices and policies implemented remain in place and are updated accordingly. Mrs Nicola Robe is our family and wellbeing lead, who works collaboratively with children and families within our school community. We provide support for pupils to improve their emotional and social development through: • Mrs Nicola Robe, our family and wellbeing lead • our Wellbeing Award for Schools • Wellbeing Champions: children who are elected in each class to represent the class views and feelings • PSHE lessons following the Cambridge Scheme • Keeping Safe Week
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Working with outside agencies 	Staff members work collaboratively with external agencies and the SEND team develop and maintain relationships with agencies involved with our pupils. When outside agency support is required, the SEND team will always contact and inform parents. Often permission is required through forms and signatures We work alongside agencies such as: <table border="1"> <tbody> <tr> <td>Autism Outreach</td><td>CAMHS</td></tr> <tr> <td>Forest Way outreach</td><td>Vision Support Team</td></tr> <tr> <td>Ashmount outreach</td><td>Hearing Support Team</td></tr> <tr> <td>Oakfield School</td><td>Educational Psychologist</td></tr> <tr> <td>SALT (speech and language)</td><td>Occupational therapy</td></tr> <tr> <td>NHS; GP, Paediatrician, School Nurse</td><td>EYFS SEND</td></tr> <tr> <td>SENA</td><td>Local Authority</td></tr> </tbody> </table>	Autism Outreach	CAMHS	Forest Way outreach	Vision Support Team	Ashmount outreach	Hearing Support Team	Oakfield School	Educational Psychologist	SALT (speech and language)	Occupational therapy	NHS; GP, Paediatrician, School Nurse	EYFS SEND	SENA	Local Authority
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	Useful contacts for parents:	
	SENA Leicestershire	0116 305 6600
	Specialist Teaching Service	https://www.leicestershire.gov.uk/education-and-children/special-educational-needs-and-disability/education-and-childcare/educational-specialist-services/specialist-teaching-service
	SENDIASS	0116 482 0870

Complaints procedure 	Complaints about SEND provision in our school should be made initially to the class teacher or our SEND team sendteam@st-botolphprimary.org (Miss Day and Miss Jackson).
	We hope that most concerns or complaints would be resolved this way however if this isn't the case then Mrs Pepper (head teacher) would be the next point of contact: epepper@st-botolphprimary.org Finally, if a complaint is not resolved it should then be referred to the Chair of Governor's (Daniel Cook) via the school's complaints procedure.

Leicestershire's Local Offer 	The <u>Local Offer</u> is a website, <u>Facebook page</u> and <u>Directory of support</u> organised by the Local Authority available to children and families of children with SEND.
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