

# **Cabot Primary School – SEND Information report**

## **September 2021**

### **1. How does Cabot Primary School know if children need extra help and what should I do if I think my child may have special educational needs and disability (SEND)?**

Class teachers, supported by the senior leadership team, make regular assessments of progress for all pupils. They identify pupils making less than expected progress given their age and individual circumstances. This can be characterised by progress which:

- is significantly slower than that of their peers starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap.

It can include progress in areas other than attainment – for instance where a child needs to make additional progress with wider development or social needs in order to make a successful transition to adult life.

A pupil is identified as having SEND when their learning difficulty or disability calls for a provision that is different from or additional to that usually available to pupils of the same age.

If a parent has a concern about their child's progress or development in a certain area then they can make an appointment to see the class teacher or SENDCo.

### **2. How will Cabot Primary School support my child?**

At Cabot Primary School we adopt a graduated approach to SEND support. We will use our best endeavours to make sure that a child with SEND gets the support they need and we will ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND. Provision will be based on an understanding of a child's particular strengths and needs and we will seek to address these using interventions targeted at areas of difficulty and where necessary we will make changes to teaching, adaptations to curriculum, the learning environment and will access ancillary aids and assistive technology when required in order to enable a child with SEND to access their learning.

At Cabot Primary School we regularly review how the expertise and resources used to address SEND have contributed to the quality of whole-school provision as part of the school's improvement cycle. The quality of teaching for pupils with SEND, and the progress made by pupils, is a core part of the school's performance management arrangements and the school leadership team identifies any patterns in the identification of SEND, both within the school and in comparison with national data, and uses these to reflect on and reinforce the quality of teaching. The identification of SEND is built into the overall approach to monitoring the progress and development of all pupils.

### **3. How will the curriculum be matched to my child's needs?**

Teachers are responsible and accountable for the progress and development of the children in their class, including where a child accesses support from a learning support assistant or specialist member of staff. High quality teaching, differentiated for individual pupils, is the first

step in responding to pupils who have or may have SEND. Additional intervention and support cannot compensate for a lack of good quality teaching.

**4. How will both you and I know how my child is doing and how you will help me to support my child's learning?**

Parents will be invited to contribute to regular discussions about how their child is doing. These will build confidence in the actions being taken by the school and strengthen the impact of SEND support by increasing parental engagement in the approaches and teaching strategies that are being used. Finally, these discussions can provide essential information on the impact of SEND support outside school and any changes in the pupil's needs.

These discussions will normally be led by a teacher with good knowledge and understanding of the pupil who is aware of their needs and attainment. This will usually be the class teacher supported by the SENDCo. It will provide an opportunity for parents to share their concerns and, together with the teacher, agree their aspirations for the pupil. Meetings will, wherever possible, be aligned with the normal cycle of discussions with parents of all pupils.

**5. What support will there be for my child's overall well-being?**

At Cabot Primary School we place a large emphasis on the well-being of all pupils. The school employs a learning mentor who supports pupils in a variety of individually tailored interventions. We are working closely with Mental Health Support Teams (in school,) and have an Education Mental Health Practitioner (EMHP,) working with us 1 day per week. Pupils can have access to play therapy sessions too. There are also clear procedures in place for supporting pupils with specific medical needs.

**6. What specialist services and expertise are available or can be accessed?**

The school works closely with other agencies to secure the services, provision and equipment required by children with SEND. This includes developing expertise among teachers to support children with SEND through professional development. These include:

- Educational Psychology Service
- School Nurse and Community Paediatricians
- Speech and Language, Physio & Occupational Therapists
- Bristol Autism Team (BAT)

**7. What training have the staff supporting children with SEND had, or are having?**

Our teaching staff and support staff are highly skilled and trained in meeting the needs of children with SEND. The training they receive is ongoing.

Recent training for staff includes

- Introduction to Adverse Childhood Experiences (ACEs)
- Guided sight training
- Making Sense of Autism
- Support in establishing a nurture provision
- More than words – Speech and Language therapy training
- Makaton

## **8. How will my child be included in activities outside the classroom including school trips?**

At Cabot Primary School we promote positive outcomes in the wider areas of personal and social development and have a continual focus on inclusive practice and removing barriers to learning. We maintain a culture of high expectations and expect those working with children with SEND to include them in all the opportunities available to other children so they can achieve well. Risk assessments will indicate any extra provision required to enable children with SEND to access activities outside the classroom including trips, and this will be done with the involvement of parents when necessary.

## **9. How accessible is Cabot Primary School?**

The school is fully wheelchair accessible and there are disabled toilet facilities. We have bilingual Teaching Assistants who assist us in supporting our families with English as an additional language. We have ensured the environment is supportive of pupils who may have visual impairments. We ensure a rich learning environment for all learners with positive role models and culturally wide images and resources. Individual resources are adapted as required.

## **10. How will Cabot Primary School prepare and support my child to join the setting, transfer to a new setting or the next stage of education?**

The SENDCo works closely with partner providers to ensure smooth transition between phases of education. The school will assess each pupil's current skills and levels of attainment on entry, building on information from previous settings and key stages where appropriate. Relevant information will be shared with receiving schools in a timely fashion.

## **11. How are resources at Cabot Primary School allocated and matched to children's special educational needs?**

All mainstream schools are provided with resources to support those with additional needs, including pupils with SEND. Most of these resources are determined by a local funding formula. Schools have an amount identified within their overall budget, called the notional SEN budget. This is not a ring-fenced amount, and it is for the school to provide high quality appropriate support from the whole of its budget. The school, as part of normal budget planning, will determine the approach to using resources to support the progress of pupils with SEND, enabling it to provide a clear description of the types of special educational provision they normally provide and this will help parents and others to understand what they can normally expect the school to provide for pupils with SEND.

The school is not expected to meet the full costs of more expensive special educational provision from their core funding. They are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. The responsible local authority, usually the authority where the child lives, should provide additional top-up funding where the cost of the special educational provision required to meet the needs of an individual pupil exceeds the nationally prescribed threshold.

## **12. How is the decision made about what type and how much support my child will receive?**

Provision will be based on an understanding of a child's particular strengths and needs and we will seek to address these using interventions targeted at areas of difficulty and where necessary we will make changes to teaching, adaptations to the curriculum, the learning environment and will access ancillary aids and assistive technology when required in order to enable a child with SEND to access their learning.

Consideration of whether special educational provision is required should start with the desired outcomes, including the expected progress and attainment and the views and wishes of the pupil and their parents. This should then help determine the support that is needed and whether it can be provided by adapting the school's core offer or whether something different or additional is

required. The school works closely with other agencies to secure the services, provision and equipment required by children with SEND. This includes developing expertise among teachers to support children with SEND through professional development.

### **13. How are parents involved at Cabot Primary School? How can I be involved?**

Where a child has been identified as having SEND the school will work in partnership with parents to establish the support the child needs. We will meet parents regularly to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them, and identify the responsibilities of the parent, the pupil and the school. If you would like to become involved then contact the SENDCo.

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

The class teacher is the first point of contact if you want to discuss something about your child.

If you are considering whether to choose Cabot Primary School for your child then contact the School Office for further information and to visit the school.

The SENDCo at Cabot Primary School is Nicola Redwood and she can be contacted via the school office.