



# Bottisham Village College SEND Information Report

## SEND Information Report 2022-23

The purpose of this document is to inform parents and carers about:

- How we welcome children and young people with additional needs into our school community
- How we support them in all aspects of school life and remove barriers to achievement
- How we work in close partnership with parents/ carers and children.

### **What kind of school is Bottisham Village College?**

BVC is an inclusive secondary school for 11- 16-year-olds. We believe in an all- round education, where students develop independence, resilience and the skills needed to achieve their potential beyond secondary education.

### **What is our vision and what do we think is important at Bottisham Village College**

At BVC we celebrate diversity and we cherish difference. The Governors and Staff of Bottisham Village College are committed to the inclusion of pupils with additional learning needs and disabilities. We believe that achievement is gained through having an inspiring, caring and enriching school experience and that all students should have equal access to a broad and balanced curriculum .

### **What are special educational needs and disabilities?**

The SEN Code of Practice (2014) states that a child or young person has a special educational need or disability (SEND) if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age
- Has a disability which prevents or hinders him or her from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools.

### **What is the Local Authority Local Offer?**

This is a resource developed by the Cambridgeshire Local Authority to signpost services and provision for young people with SEND in the local area.

[Please follow this link to find out more](#)

### **Where can I access independent help and support?**

The Parent Partnership Service providing Cambridgeshire's SEND Information, Advice and Support Service (SENDIASS) offers impartial and confidential information

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass/>



Core Assets Children's Services: Commissioned by the Council for Disabled Children to deliver Independent Support to young people and their families. [www.coreassets.com/what-we-do/independent-support-service/](http://www.coreassets.com/what-we-do/independent-support-service/)

IPSEA: Independent parental special educational advice. <http://www.ipsea.org.uk/>

Spectrum is a multi-award winning, parent-led children's charity. We provide events, sessions, and support for families of children with Autism, additional needs, learning difficulties, and disabilities. <https://spectrum.org.uk/>

## **How do we consult with parents of children with SEND and involve them in their child's education?**

We aim for open and transparent communication and consultation with young people and their parents/carers. We prefer to meet and discuss things face to face, both through parents' evenings, SEND review meetings and other meetings as the need arises.

Email can also be useful as it allows for clear communication which can be referred back to, as required.

Please contact the acting SENCo here: [estreet@bottishamvc.org](mailto:estreet@bottishamvc.org)

## **How do we consult with young people with SEND and involve them in their education?**

- Students with an EHCP have the opportunity to tell us what they think through the annual review
- Students are involved in writing their Learning plan and their views are shared on this plan
- Students will be invited to meetings about them, and we will respect their views on how they wish to participate
- Student focus groups

## **What kinds of special educational needs and disabilities might students at Bottisham Village College have?**

**There are four broad areas of SEND:**

- **Communication and interaction**

Speech language and communication needs. Autism Spectrum continuum.

- **Cognition and learning**

Moderate and Severe learning needs including global learning delay. Specific learning needs, including dyslexia, dyspraxia and dyscalculia.

- **Social, emotional and mental health (previously behavioural, social and emotional difficulties)**

Difficulties with poor mental health and wellbeing including anxiety and depression. Difficulties with regulating and managing emotions. Disorders such as Attention deficit disorder, Attention, deficit, hyperactivity disorder, Attachment disorder

- **Sensory and/or physical**

Physical disability, vision or hearing impairment, multisensory impairment.



## What provision is available for students with SEND at Bottisham Village College?

Where it is found to be necessary, and appropriate, students may receive support in the following ways.

Area of need	Provision
General Support	<ul style="list-style-type: none"><li>• Staff at Bottisham Village College are committed to supporting students who have or may have special educational needs. The first wave of support consists of excellent targeted classroom teaching by subject teachers. At Bottisham we have launched an Inclusive Classroom Strategy whereby all teachers have received training on how to deliver High Quality Teaching to meet the needs of SEND students, as part of the ordinary provision in class. In each classroom there is an Inclusive Classroom box containing resources which can be used to support and scaffold learning with guidance on how this meets the needs of SEND students.</li><li>• Staff undertake continued professional development in relation to SEND.</li><li>• SEND is a standing item in all faculty meetings with the aim of promoting inclusive practice and understanding across the school</li><li>• Some students have learning plans, which are documents that are written with the student. These are shared with all adults working with the student</li><li>• Teaching assistants work alongside teachers to provide additional support within some lessons and during intervention sessions</li><li>• Break and lunch time provision includes supervised bases for smaller groups of students to eat and interact.<ul style="list-style-type: none"><li>• Supervised spaces are available for students to do homework, or quiet activities.</li></ul></li></ul>
Communication and Interaction	<p>Targeted programs to improve communication and interaction skills including:</p> <ul style="list-style-type: none"><li>• Arts Award accreditation</li><li>• Lego Therapy</li><li>• Social stories</li><li>• ELSA intervention</li><li>• Nurture groups</li><li>• Targeted communication programs devised with close liaison with speech and language therapy service</li></ul>



Area of need	Provision
Cognition and Learning	<p>If a student has difficulties with literacy and learning, where appropriate, they can access:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching in line with the Teaching and Learning Strategy</li> <li>• Visual aids to support key vocabulary, concepts and themes</li> <li>• Sounds Training</li> <li>• Guided Reading</li> <li>• Catch up literacy intervention</li> <li>• Spelling Intervention</li> <li>• Small group literacy interventions</li> <li>• Study Support lessons to allow pre-learning and over-learning of concepts</li> <li>• Touch typing and assisted reading technologies including computer readers and reading pens</li> <li>• Support from the Literacy Specialist Teacher in school</li> </ul> <p>If a student has difficulties with numeracy, where appropriate they can access:</p> <ul style="list-style-type: none"> <li>• High Quality Teaching in line with the Teaching and Learning Strategy</li> <li>• Visual aids and prompts</li> <li>• Small group form timetables intervention</li> <li>• In class support</li> <li>• Small group interventions</li> <li>• Catchup numeracy</li> </ul> <p>Additional Interventions:</p> <ul style="list-style-type: none"> <li>• CogMed (intervention training for working memory)</li> <li>• Study Skills Intervention group</li> </ul>
Social, Emotional and mental health needs	<p>We have a proactive approach to support positive mental health and wellbeing. The school has a designated Mental Health Lead Teacher, however mental health is 'everybody's business' and all the staff are actively involved in supporting mental health within the school community. Targeted programs support social and emotional development</p> <ul style="list-style-type: none"> <li>• Arts Award accreditation</li> <li>• Internet safety intervention</li> <li>• Solution Circles</li> <li>• ELSA intervention (anxiety, self-esteem, resilience, bereavement)</li> <li>• Nurture groups</li> <li>• Exam stress management</li> <li>• Therapy Dogs</li> <li>• Anger management</li> <li>• Equine Assisted Learning</li> <li>• Life Coach and In school counselling</li> </ul>



Area of need	Provision
	<p>Extensive pastoral support is provided through various staff, including form tutors, Heads of Learning, Assistant Heads of Learning, Pastoral Support Coordinators, and the Inclusion Team.</p> <p>Referrals are also made to access more specialist mental health support, including: Kooth, YMCA, Blue Smile, School Nurse and Child and Adolescent Mental Health (CAMH) teams.</p>
Sensory and Physical needs	<p>Close liaison with multi-disciplinary teams including:</p> <ul style="list-style-type: none"><li>• Physiotherapy,</li><li>• Occupational therapy</li><li>• Hearing and visual impairment specialist services</li><li>• Adaptation of teaching resources where needed, including the use of ICT and accessible equipment</li><li>• In class support</li></ul>

#### How are students with SEND identified?

- Information is shared from the primary school or previous school
- All Year 7 students complete CATs tests
- All KS3 students are screened for literacy difficulties through GL Assessments
- Progress based on data collections is regularly reviewed and monitored
- The subject teacher will raise concerns with their head of faculty in the first instance. A initial cycle of subject focused Assess, Plan, Do and Review is carried out. If concerns remain, a referral is made to the SENCo for further assessments and observations
- Parent referrals to SENCo
- Head of Year referrals to SENCo
- Referral from an outside agency

#### What training or expertise do staff have?

- The Assistant principal for Inclusion holds the SENCO Award
- An associate member of the College Leadership Team and Acting SENDCo holds the SENCO Award
- Our literacy specialist has also completed her SENCo Award and has completed the MHFA training.
- In -house and specialist training is provided for all staff, with a comprehensive annual programme of CPD.
- 2 nurture group leads have completed training in the Theory and Practice of Nurture Groups and the Theory and Practice of the Boxall Profile
- Key staff have specialist training and qualifications in areas including Dyslexia, Autism, Speech, Language and Communication, Emotional Health and Wellbeing.
- 12 members of staff have completed the Mental Health First Aid course



- The SEND Coordinator attends county networking meetings, including SENco groups and autism forum groups.

### **How will the school know that its provision for SEND is effective?**

We believe that regular monitoring and evaluation is vital to ensure effective SEND provision. The progress of students is regularly assessed and reviewed in order to determine the effectiveness of High Quality teaching for students with SEND and any additional intervention programs

We do this in several ways including:

- Regular learning walks
- Faculty reviews
- Analysis of the attainment and achievement of different groups of students with SEND
- Monitoring of EHCP outcomes
- Post 16 destinations of young people with SEND.
- The views of parents and students
- Regular monitoring by the governing body/ SEND governor.
- Scrutiny of the effectiveness of interventions, monitoring progress through reading and spelling ages etc.
- Monitoring of the pastoral and behavioural records of students with SEND
- Monitoring the procedures for the identification and assessment and the effectiveness of Assess, Plan, Do, Review cycles.

### **Who is involved in supporting students with SEND?**

**The Assistant Principal for Inclusion is responsible for overseeing the provision for SEND and line managing the Inclusion department**

Contact details are: Ms Imogen Axton – [iaxton@bottishamvc.org](mailto:iaxton@bottishamvc.org)

- **Acting SENDCO and Associate member of CLT responsible for SEND curriculum and teaching and learning:** Mrs Esther Street – [estreet@bottishamvc.org](mailto:estreet@bottishamvc.org)
- Contact details are: [estreet@bottishamvc.org](mailto:estreet@bottishamvc.org)

The Inclusion Team includes a number of teachers and teaching assistants, some of whom hold higher level positions with specific areas of responsibility. These include

- **Dyslexia specialist teacher** responsible for the school's dyslexic offer.
- **Literacy lead** responsible for extra literacy provision and support for students with specific learning difficulties and EAL students.
- **Maths lead** responsible for maths interventions.
- **Transitions Teaching Assistant** is responsible for the transition support for SEN students from Year 6 into Year 7
- To contact any member of the team please email Imogen Axton or Esther Street.
- The link governor for SEND is Richard Morgan
- Contact details are: [rmorgan@anglianlearning.org](mailto:rmorgan@anglianlearning.org)



## What specialist services are available?

Provider	Services
Independent Advice	SENDIASS Pinpoint IPSEA
Local Authority Support Services	Educational Psychologist, Hearing impairment team, Visual impairment team, Family workers Young people's workers, Social workers
Health services	School nurse, GP, Child and Adolescent Mental Health Service Occupational therapy, Physiotherapy, Speech and language therapy

- The school liaises extensively with other bodies, including health and social services, local authority support services and voluntary organisations, in order to seek specialist advice and provision.

### How are students supported in moving between different schools?

- Transition for all students from primary schools include the following: staff information-sharing meetings, primary class activities and visits, SENCO liaison meetings, ongoing liaison work between subject departments and primary schools, parents' evenings, student induction days
- For some students, there are extra transition opportunities, including: individual parental and student visits, additional taster sessions, liaison and observations with teaching assistants, summer school
- On entry to Year 7, all students are screened for specific learning difficulties, and their KS2 scores are reviewed, picking up potential difficulties at the earliest stage.
- Transition for students moving to post-16 providers includes individual visits and taster days, liaison meetings between SENCO, pastoral team and post-16 providers



- For all students, there is a comprehensive data exchange between schools and colleges.

### **How are students supported in preparing for adulthood and independent living?**

- All students are encouraged to develop skills in creativity, reflection, enrichment, self-management and teamwork
- All students have work-related learning programs and work experience opportunities. Each student has a two-week work experience programme in Year 10. Students with SEND are supported throughout this process.
- Some students have additional targeted work experience, which can include weekly placements in a variety of settings.
- Some students have adapted timetables to include life skills within the local community.
- All students have an individual meeting with the school careers advisor and receive support with completing college applications
- Contact: Denise Cook [dcook@bottishamvc.org](mailto:dcook@bottishamvc.org)

### **What are the procedures for making a complaint?**

Please contact:

- The Assistant Principal for Inclusion: [laxton@bottishamvc.org](mailto:laxton@bottishamvc.org)
- The governor for SEND: [rmorgan@anglianlearning.org](mailto:rmorgan@anglianlearning.org)
- Follow the whole school complaints policy as detailed on the school website.