BOTTISHAM VILLAGE COLLEGE

SPECIAL EDUCATIONAL NEEDS AND DISABILITIES INFORMATION REPORT 2026-2027

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)?

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 BVC?

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

What is meant by Special Educational Needs and Disabilities (SEND)?

The SEND Code of Practice (2014) states that a child or young person has a special educational need or disability 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:

SEND Information Hub (Local Offer) (cambridgeshire.gov.uk)

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 is commissioned by the Council for Disabled Children and delivers independent support to young people and their families: Council for Disabled Children

IPSEA offers independent special educational advice for parents: http://www.ipsea.org.uk/

Spectrum is a multi-award winning, parent-led children's charity. They 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. Online meetings are also possible if coming to school proves challenging. There are termly opportunities for all parents of SEND students to meet the SEND team, to network with other parents and to listen to invited speakers.

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

Please contact the SENDCo here: cstanyer@bottishamvc.org
Please contact the Deputy Principal with responsibility for SEND here: dfullman@bottishamvc.org

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

- Students with Educational Health Care Plans (EHCPs) have the opportunity to tell us their views towards their outcomes in their annual review meetings.
- Students are involved in writing their learning plan and their views are shared.
- Students are invited to meetings about them, and we will respect their views on how they wish to participate in those meetings.
- Student focus groups are used to gain student views on all matters to do with SEND.

What kinds of SEND might students at Bottisham Village College have?

There are four broad areas of SEND:

- **Communication and Interaction** which includes speech, language and communication needs including those students with Autism.
- **Cognition and Learning** which includes moderate and severe learning needs, including global learning delay. Students may have specific learning needs which includes dyslexia, dyspraxia and dyscalculia.
- **Social, Emotional and Mental Health (SEMH)** which includes difficulties with poor mental health and wellbeing, including anxiety and depression. Difficulties with regulating and managing emotions, Attention Deficit Disorder, Attention Deficit Hyperactivity Disorder and Attachment Disorder are all included within SEMH.
- **Sensory and/or Physical Needs** include students with physical disability, those who are deaf or hard of hearing, those who are blind or partially sighted, and those with multisensory conditions.

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	• Staff at Bottisham Village College are committed to supporting students who have or may have SEND. The first wave of support consists of excellent targeted classroom teaching by subject teachers. At Bottisham we have launched an Inclusive Classroom Strategy. All teachers have received training on how to deliver High Quality Teaching to meet the needs of SEND students, as part of the universal provision in class. In each classroom there is an Inclusive Classroom box containing resources which can be used to support and scaffold learning. Also included is teacher guidance on how this meets the needs of SEND students. • In addition to the training mentioned above, staff undertake continued professional development in relation to specific areas of SEND need. • SEND is a standing item in all faculty meetings with the aim of promoting inclusive practice and understanding across the school. • Some students have learning plans, which are documents that are written with the student. These are shared with all adults working with the student. • Teaching assistants work alongside teachers to provide additional support within some lessons and during intervention sessions. • Break and lunch time provision includes supervised bases for smaller groups for students to eat and interact. • Supervised spaces are available for students to complete homework, or quiet activities.
Communication and Interaction	Targeted programmes are offered to improve communication and interaction skills and may include: • Lego Therapy • Social stories • ELSA intervention • Nurture groups • Targeted communication programmes devised in close liaison with the Speech and Language Therapy Service.
Cognition and Learning	If a student has difficulties with literacy, where appropriate, they can access: • High Quality Teaching in line with the Teaching and Learning Strategy • Visual aids to support key vocabulary, concepts and themes • Sounds training • Guided reading • Spelling intervention • Small group literacy intervention • Touch typing and assisted reading technologies including computer readers and reading pens • Support from the Literacy Specialist Teacher in school. If a student has difficulties with numeracy, where appropriate they can access: • High Quality Teaching in line with the Teaching Learning Strategy • Visual aids and prompts • In-class support • Small group interventions in class

	Additional interventions: • Study skills intervention group. • Study support lessons to allow pre-learning and over-learning of concepts.
SEMH	We have a proactive approach to support positive mental health and wellbeing. The school has a designated Mental Health Lead, however mental health is 'everybody's business' and all the staff are actively involved in supporting mental health within the school community. Targeted programmes support social and emotional development: • Internet safety intervention • Solution Circles • ELSA intervention (anxiety, self-esteem, resilience, bereavement) • Nurture groups • Exam stress management • Therapy Dogs • Anger management • Equine Assisted Learning • Life coach and in school counselling 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. 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.
Sensory and Physical Needs	Close liaison with multi-disciplinary teams including: • Physiotherapy • Occupation therapy • Sensory Support Team • Adaptation of teaching resources where needed, including the use of ICT and accessible equipment • In class support

How are students with SEND identified?

- Information is shared from the primary school or previous school.
- All KS3 students are screened through Fischer Family Trust. Students complete a reading test to gain a reading standard age score.
- Progress based on data collection is regularly reviewed and monitored.
- The subject teacher will raise concerns with their head of learning in the first instance and this is discussed at an inclusion meeting where further assessment and observations are arranged if necessary.
- Head of Year referrals to the SEND team.
- Screening assessments conducted by the SEND team.
- Referral from an outside agency.

What training or expertise do staff have?

- The SENDCo, Deputy SENCo, Specialist Teacher and SEND teachers all hold the SENDCo Award.
- In-house and specialist training is provided for all staff, with a comprehensive annual programme of CPD.
- The Nurture group lead has completed training in the Theory and Practice of Nurture Groups.
- Key staff have specialist training and qualifications in areas including Dyslexia, Autism, Speech, Language and Communication, Emotional Health and Wellbeing.
- Key members of staff have completed the Mental Health First Aid course.
- The SENDCo attends county networking meetings, including SENDCo groups within the Trust.

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 programmes.

We do this in several ways:

- Conducting regular learning walks
- Carrying out faculty reviews
- Analysing the attainment and achievement of different groups of students with SEND
- Monitoring EHCP outcomes
- Monitoring Post 16 destinations of young people with SEND
- Gaining the views of parents and students
- Monitoring by the governing body/SEND governor
- Scrutinising the effectiveness of interventions e.g. Monitoring progress through reading and spelling ages etc
- Monitoring 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 SENDCo and Deputy SENDCo are responsible for overseeing the provision for SEND. The Deputy Principal line manages the SEND department.

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:

- SENDCo and the Deputy SENDCo have responsibility for overseeing students with EHCPs, the SEND register and the interventions offered at Bottisham Village College
- Specialist teacher who is responsible for the school's dyslexic offer and for screening and exam access arrangements.

- Literacy lead who is responsible for extra literacy provision and support for students with specific learning difficulties and EAL students.
- Literacy TA who is responsible for extra literacy provision and support for students with specific learning difficulties and EAL students.
- There is a link governor for SEND who can be contacted via enquiries@bottishamvc.org

What specialist services are available?

Provider	Services
Independent Advice	SENDIASS Pinpoint IPSEA
Local Authority Support Services	Educational Psychologist Sensory Support Teams (VI, HI, OT) Family workers Young People workers Social workers
Health services	School nurse GP Child and Adolescent Mental Health Service Occupational Therapy Physiotherapy Speech and Language Therapy Sensory Support Team (VI, HI, OT)

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. Further details are shared with parents as needed.

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, SENDCo liaison meetings, ongoing liaison work between subject departments and primary schools, parents' evenings, student induction days etc.
- 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 etc.
- Transition for students moving to post 16 providers includes individual visits and taster days, liaison meetings between SENDCo, 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 programmes and work experience opportunities. Every student has a 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: Jo Smith josmith@bottishamvc.org

What are the procedures for making a complaint?

Please contact the Deputy Principal – dfullman@bottishamvc.org.

The whole school complaints policy can be found on the school website.