



St Botolph's C of E Primary School

SEND Information Report

Reviewed July 2025

Next Review July 2026

Headteacher: Mrs R Rayner

SENCo: Mrs E Rossi



"Leaders quickly identify pupils with special educational needs and/or disabilities (SEND). Working with external specialists, leaders provide useful guidance and direction for staff."

Staff use leaders' guidance well to adapt teaching for these pupils. Leaders also put in place specialist provision for pupils with SEND. This helps these pupils to learn about themselves and develop strategies to overcome the challenges they face."

Ofsted January 2023



'Every teacher is a teacher of Special Educational Needs' (SEND code of practice, 2014)

The Local Authority and the Diocese of Ely Multi-Academy Trust are committed to principles of inclusion for all pupils, regardless of their specific needs, making the best possible progress in their educational setting which, wherever possible and with the agreement of the family or young person, will be in a mainstream setting. The mission of our academy trust family DEMAT, is to deliver a high-quality education for children and young people of all faiths and none, underpinned by our Christian distinctiveness.

All Peterborough's schools have a similar approach to meeting the needs of pupils with special educational needs and disabilities. Maintained schools have access to a range of professional services provided by the Local Authority which include the Educational Psychology Service, the Autism Advisory Teaching Service, the physical and sensory support service and the specialist advisory teacher for pupils with ADHD. Academies and Free Schools within the city also have access to these services though the funding mechanisms differ to those in place for maintained schools.

At the Diocese of Ely Multi-Academy Trust, 'Every teacher is a teacher of Special Educational Needs' (SEND code of practice, June 2014), so CPD is available for all our teachers, focused on teaching approaches and pedagogy that helps them ensure all learners can access the curriculum effectively.

Our inclusive universal offer for all children includes a wide range of activities, opportunities and approaches provided to meet a range of needs. However, where a need is identified that requires additional or different support, schools will provide support and intervention in a graduated approach following an ASSESS-PLAN-DO-REVIEW cycle.

To help us ensure that we are meeting pupils' needs using the most appropriate and effective approaches we are building a network of professionals, who are recognised as leaders and innovators within their field, to provide expert and highly specialised advice and training for staff, pupils, parents and carers.

As a trust, we have in place a graduated approach which is shared and supports everyone to understand the expectations and know what the next steps are.

DEMAT Principles of Inclusion

- All DEMAT children are entitled to a knowledge-rich curriculum where knowledge is valued, specified, well-sequenced and taught to be remembered.
- Where necessary, through robust and rigorous assessment processes, we make intentional decisions to adapt and make reasonable adjustments ensuring that all DEMAT pupils receive this entitlement because their identified needs are addressed.
- In DEMAT schools, everyone is responsible for the culture of ambitious aspirations and high expectations for all pupils recognising that each child is unique, complex and valued.
- These high expectations are for our pupils' academic outcomes, their personal conduct, and their contribution as members of the communities to which they belong in order that they may flourish now and in the future.
- The behaviour curriculum is taught proactively with consistent expectations, approaches to the learning environment and routines set to ensure that all children receive their entitlement to the education they deserve.
- We work in partnership with parents, carers and professionals so there is a shared understanding of the evidence-informed inclusive practice.



Our approach to compiling this report

Our SEND report is compiled in collaboration with staff, SEND governor, children and parents:

Staff

Staff voice is consulted via training with an enhanced focus on an inclusive learning environment, daily teaching and learning tasks in order to strengthen curriculum accessibility for all.

They play an active role in identifying additional needs; planning and actioning appropriate interventions. Furthermore, staff ensure that lessons are inclusive so all learners can participate by providing appropriate adaptations/scaffolds. This forms our ordinarily available provision.

Governance

Views of our SEND governor have been sought via regular termly update meetings with the SENCo.

The SEND governor has contributed to this report by gathering Pupil Voice in **May 2024** as well as contributing to a questionnaire to capture Parent/Carer views.

Children

Children's' views were sought through a child friendly questionnaire completed with staff and the SEND Governor led some small focus group sessions with a range of SEND children from across the school. Children's views are also captured every time ASSESS-PLAN-DO-REVIEW cycles are reviewed. Additionally, a yearly updated single-page Pupil Profiles were completed with staff at the beginning of the academic year and shared with parents.

Parents/carers

Parent/carer views are formally sought and recorded at termly ASSESS-PLAN-DO-REVIEW cycle meetings led by class teachers, and in the end of year SEND questionnaire.

What is a Special Educational Need?

The SEND Code of Practice defines a child or young person as having a special educational need if:
They have a significantly greater difficulty in learning than the majority of others of a similar age
They have a disability which prevents or hinders them from making use of the educational facilities of a kind generally provided for others of the same age in mainstream schools
(Code of Practice 2015, Introduction xiv)



“Staff quickly identify when pupils misunderstand or have forgotten what has been taught. When this happens, staff provide effective support that ensures pupils do not fall behind.”

Ofsted 2023

The Whole School Approach for SEND at St Botolph's C of E Primary

Ordinarily available provision offered to every child at St Botolph's

At St Botolph's we run a SEND first approach because what is good for SEND is good for every pupil.

High quality teaching, curriculum for all and additional interventions are the foundations of our provision management approach. For example, our highly structured phonics programme allows us to pinpoint exactly what children have learned and what they need to learn next. Interventions are taught by teachers who are trained to deliver the phonics programme.

Teachers routinely break learning down into small steps and scaffold learning where needed. Vocabulary is explicitly identified and taught to the whole class. This allows all children to access learning within the class.

Teaching environments have communication friendly aspects to them such as pictures to illustrate behaviour expectations and working walls are built up over time to enable all children to recap prior learning that might be needed today.

Teachers ensure that learning spaces have minimal distractions but include helpful prompts such as the visual timetable.

We regularly review and record what we offer EVERY child in our care (ordinarily available) and what we offer additionally (targeted and specialist). These discussions also serve to embed our high expectations among staff about quality first teaching and the application of scaffolded adjustments to teaching and learning.

Underpinning ALL our provision at St Botolph's is the graduated response cycle of: Assess, Plan, Do, Review.

What do we offer additionally?

In addition to scaffolded adjustments, provision may include short-term time bound interventions to overcome any barriers to or gaps in learning. This is also part of our ordinarily available provision and is recorded on a Class Provision Map.

All additional provision is based on an agreed outcomes approach after consultation with the child and their parents.

What are the main areas of SEND?

Children and young people's special education needs are generally thought of in the following 4 areas of need:

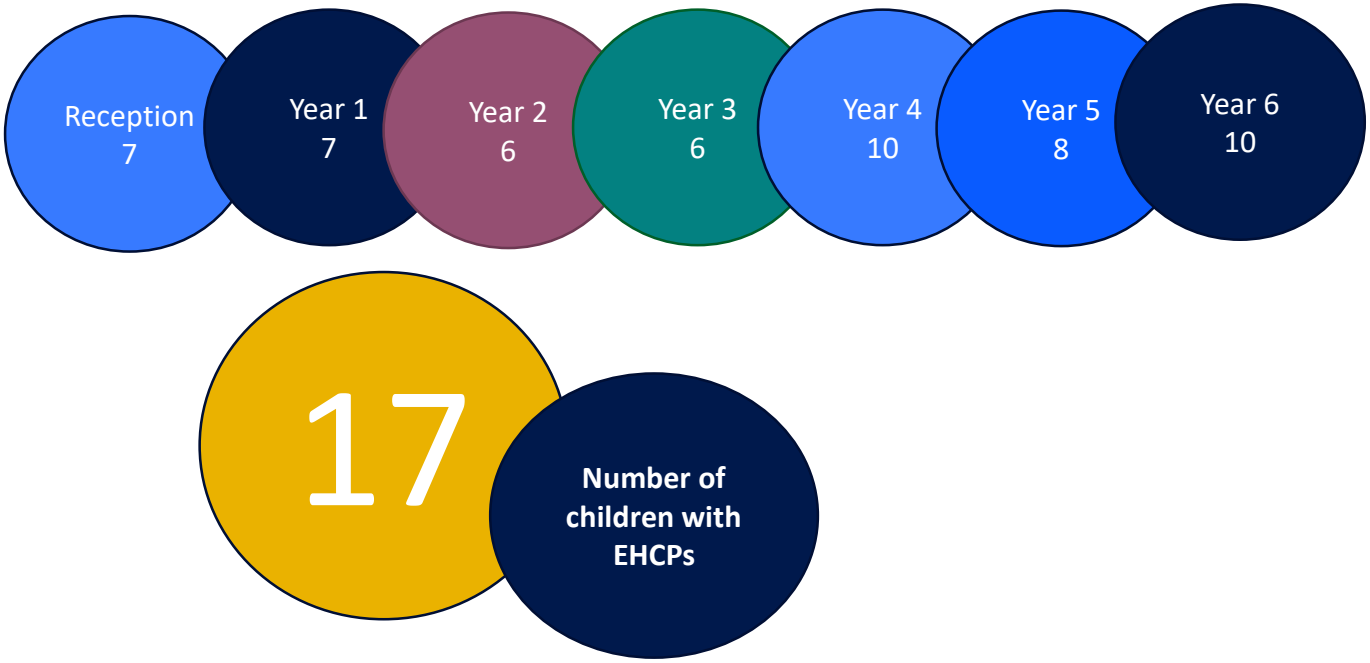
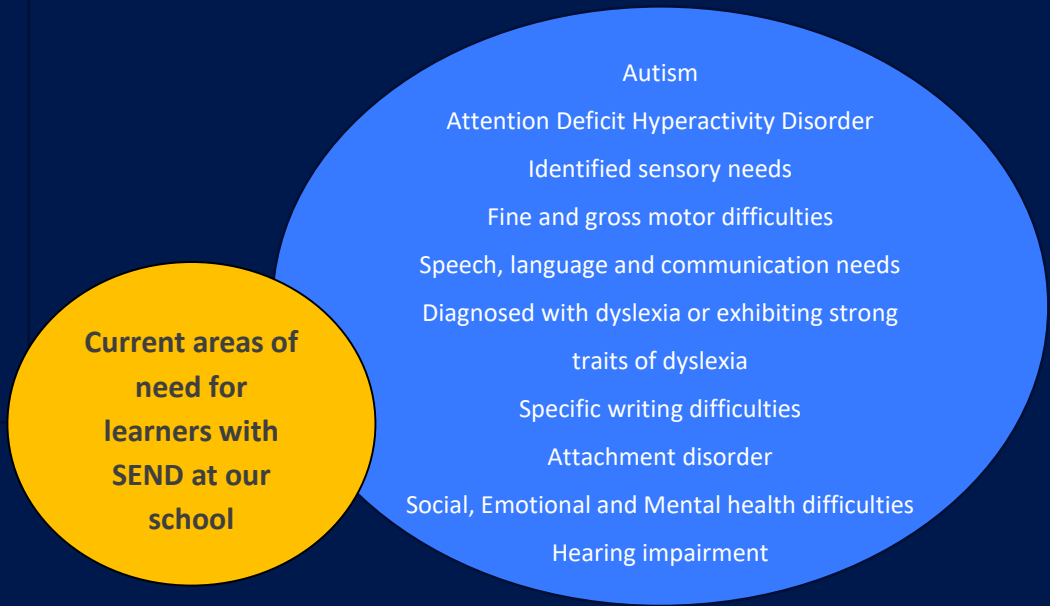
- Communication and Interaction
- Cognition and Learning
- Social, Emotional and mental Health
- Sensory and/or Physical

Targeted Provision

A child identified as having SEND will have provision made for them that is different from and additional to that of their peers. This is our targeted provision and is when children will be added to the SEND register.

With targeted support a child is at School Support. Specialist support is for the children with the most complex needs for whom an Education, Health and Care plan has been requested and agreed

[To read our accessibility plan please click here](#)



Access to the learning

Teachers use scaffolds and adaptation to ensure that their classrooms and the curriculum are inclusive. These may include:

- Individual workstations
- Displaying signs and personal timetables
- Using prompt cards
- Use of technology to aid learning e.g. interventions, apps
- Different ways of recording work including using technology
- Instructions as a checklist or in visual form
- Use of a larger font and icons for worksheets
- Writing aids: sloping boards, pencil grips
- Sensory aids, including fiddle toys and sensory cushions
- Adaptions for hearing and visual impairments
- Easy access into and around school for any physical disabilities
- 'Wobble and sit' cushions and wobble stools



Our Young People Share Their Voice

What helps us with our learning at school?

The board sometimes has writing on from my teacher.

The classroom toolbox

Teachers and the adults

Looking at the walls around the classroom

All the things [I need] are in my pot on my table.

You can do SLANT to make sure that you're listening – if you don't listen you won't know what to do!

Closing my book if I feel cross then I can have a break and come back after.

A 100 square

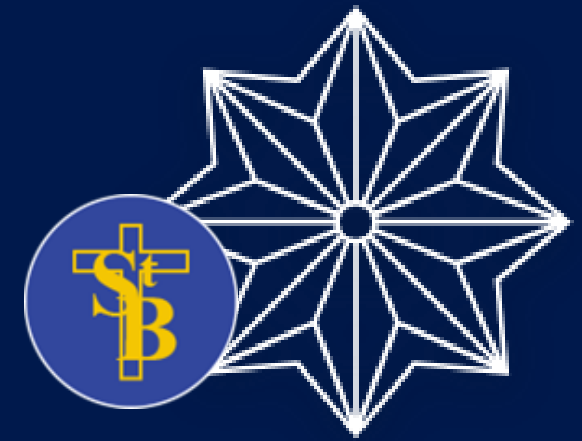
Counters and cubes

The SENCo led two focus groups with children from Rec to Yr 6 in July '25 to gain the SEND pupil voice. All the children willingly shared their views. They all named at least one favourite subject or something they enjoyed learning and the KS 2 children also included seeing their friends as what they liked about school. What the children found more challenging varied a lot; responses included mastering number/ maths, English, 'writing a whole sentence by myself, RE, reading and art.

KS1 children mainly named adults as what helps them with their learning, but also named maths manipulatives and a Year 2 child said 'the board sometimes has writing on from my teacher'. They could all explain where to get the resources they needed, for example, glue, scissors, pencils, cubes; with children stating that the resources were 'on a shelf' or 'in a pot on my table'. When asked what helps them learn, a few KS2 children stated the teacher, teaching assistant and/or a friend but the majority named alternative ways to support themselves including many aspects of the learning environment and also incorporated learning behaviours/ routines. For example, class displays, working walls, seeking resources such as number/ multiplication grids, using the classroom toolbox, following SLANT, listening to the teacher.

The KS1 found it difficult to say how they felt coming back to school after an absence. A few answers included 'happy because I get to see my friends!' and 'a little bit scared, I don't want to feel poorly again' The KS2 children gave mixed responses. Some said they were excited as they would see friends again and enjoyed school but others said they were worried because of the learning they had missed or because they may have forgotten previous learning.

“When you listen to the teacher, it helps you figure it out.”



Identification

| How we identify children with SEND | How can parent/carers raise concerns? | Who is responsible for teaching children with SEND? | Who else might work with your child? | |
|---|---|---|--|---|
| <ul style="list-style-type: none"> • Via regular meetings with parent focussed on progress and prior attainment • During observations of the child in classroom and playground • Formative classroom assessments • Evidence from work produced • School tracking data for reading, writing and maths • Structured discussions with class teachers and TAs to help focus on the particular needs and strengths of a child • Recorded sensory difficulties • Behaviour patterns • Advice from outside agencies | <ul style="list-style-type: none"> • Via discussion with the class teacher during parent/carer consultation meetings • Through informal discussions before and/or after school • By making an appointment for a confidential talk with the Class Teacher, SENCo, Head Teacher or SEND Governor via telephone or email to the school office • In a Home/School Communication Book if it is felt necessary and appropriate for your child | <p>All teachers are responsible for every child in their care, including those with special educational needs.</p> <p>All teachers will plan for and work with the SEN children in their class with guidance and support from the Special Educational Needs Co-ordinator (SENCo).</p> | <p>SENCo</p> | <p>Mrs Rossi</p> |
| | | | <p>Teacher for children with additional needs</p> | <p>Mrs Rossi</p> |
| | | | <p>Speech and Language Co-Ordinator</p> | <p>Mrs Musleh</p> |
| | | | <p>Learning Mentor</p> | <p>Mrs Wootton</p> |
| | | | <p>Teaching Assistants/Higher Level Teaching Assistants</p> | <p>Either 1:1 or in a group</p> |
| | | | <p>Staff from outside agencies</p> | <p>If a child's needs require specialised support</p> |

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



Once a child is identified as needing additional or different to our ordinarily available provision then school professionals work with our young people and their families to ensure that they get the support needed.

This is done via the Assess – Plan – Do review process which teachers and the SENCo oversee.



How we listen to the contributions of young people and their families

Families

- Additional appointments with the Class Teacher, SENCo, Head Teacher, Deputy Head Teacher
- SENCo available for consultations
- Longer Parent Consultation meetings
- Holding early annual reviews if necessary for children with Education, Health and Care plans

In these formal and informal discussions with the Class Teacher and SENCo, the parents will be asked their views at every stage of the SEND process. They will be asked to give information about:

- Their child's strengths and weaknesses
- Successful strategies they use at home
- The areas they feel the child needs the most support with
- The long-term outcomes they want for their child

Young people

- One-page Pupil Profile created with the teacher at the beginning of an academic year and shared with all relevant staff and parents
- Discussion with children during and at the end of intervention programmes
- Creating a personal pathway if they have an EHC plan
- Verbal discussions in class
- Talk partners in lessons
- Surveys and pupil voice activities

Monitoring the support

The SENCo monitors the targets set and progress made on the Assess Plan Do Review plans, she also monitors the adaptations made to check they are impactful. She works with teachers to ensure that targets are appropriate and ambitions yet realistic.

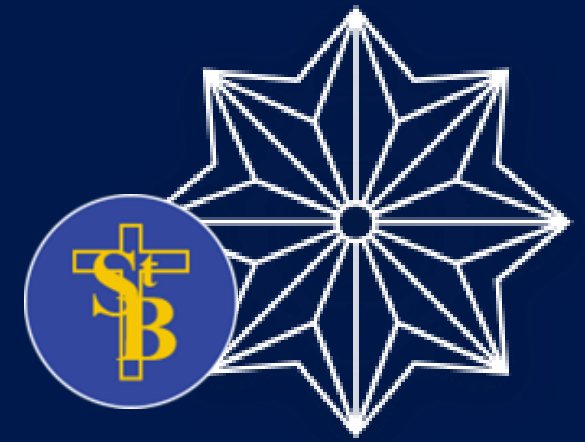
The SENCo is a member of SLT and outcomes of monitoring are fed back to senior leaders who also may have insight into the needs of that child.

SENCo and SLT monitor teaching and learning via drop ins, work scrutiny, pupil voice and planning reviews.

The SEND governor meets with the SENCo half termly to discuss the findings of monitoring and any actions taken as a result. A report is made to each Local Governing Body Meeting.

The SENCo and SLT seek feedback from children and their families in the following ways

- Discussion with Class Teacher, SENCo, Phase Lead, Head Teacher
- Telephone or email to the Class Teacher, SENCo, Phase Leader, Deputy Head Teacher, Head Teacher
- Written feedback after Parent Consultations on Parent View website
- Written feedback after Open Sessions
- Regular questionnaires



Professionals who can advise

Our SENCo is Mrs Emily Rossi.

Mrs Rossi carries out her SENCo role on Monday and Tuesday afternoons, Thursdays and Fridays.

She can help you by:

- Offering advice about how to identify if your child has any special educational needs
- Suggesting ways to support your child at home
- Making referrals to outside agencies
- Leading multi-agency meetings to make sure your child's needs are met in school
- Providing advice on any family needs and suggest who can help

Should you wish to speak or meet with her then please ring the school office or speak with a member of our office staff to make an appointment. Alternatively, you can email the SEND team with any queries at the address below.

Mrs Rachel Rayner our Head Teacher

Mrs Alia Musleh our Speech and Language Co-ordinator who works closely with the SENCo

Mrs Amelia Wootton our Learning Mentor

Call the school office on 01733 231313 or email informus@st-botolphs.peterborough.sch.uk to make an appointment.

Mrs Caroline Jupp is the Inclusion Lead for the Trust.

Our school access the following services and support

- Specialist teaching service – Autism and ADHD Advisory Teaching Service
- Early Years Teaching Service
- Educational Psychology Service
- Peterborough SEND Hubs
- School Nurse
- Children's Speech and Language Therapy Service (SALT)
- Occupational Therapy Service
- Centre 33
- Younited
- CAMHS – Child and Adolescent Mental Health Services
- Behaviour and Inclusion Team
- Emotional Health and Wellbeing Service
- Support for Learning
- Peterborough Integrated Neurodevelopmental Service
- Multi-Agency support group (MASG) assess need and coordinate support from appropriate agencies through Early Help



Training for staff

What training have staff recently attended?

Training from outside providers has included:

- Virtual courses run by SEND Hubs including focus on supporting children with sensory needs
- Communication partner training – supporting children to use AAC (Alternative and Augmentative Communication)
- Elklan speech, language and communication training
- DEMAT SENCo forums

In house training has included:

- Child Protection and safeguarding
- Using Widgit to support dual coding
- SEND induction training for new staff
- Reviewing how to write SMART targets for APDR cycles
- Dual coding
- Phonics
- Captivating attention and choral response

Training we intend to undertake

To enhance SEND provision in our school next year and to meet the increase in children starting at St Botolph's with increasing speech and language and increasing sensory needs, we are planning training in the following areas:

- Staff training for TAs to update knowledge on areas of need
- Teachers signposted to relevant training to meet the needs of learners in their class.
- PINS (Partnership for the Inclusion of Neurodiversity in Schools) project
- Gestalt language processors
- Attention Autism/ curiosity approach training
- TACPAC training

Training needs are reviewed and addressed each term.

All of our teaching staff have QTS and degree level qualifications.

Alongside training for staff we also support families with our cafes

- Settling and meltdowns
- Anxiety and friendships
- Managing transitions
- Online safety and social media
- Transitions
- Family voice PINS coffee mornings



Transitions

How do we help children and their parents/carers to make a successful transfer to our setting?

Starting School:

- Pre-school/nursery will normally inform us if a child joining our school has special educational needs and /or disability and then:
- SENCo visits pre-schools/nurseries
- The Class Teacher makes home visits
- The child visits the school with parents/carers
- The child makes extra visits to the school with pre-school keyworker
- Information gathering from all professionals involved with the child
- Transition meetings with the parents
- When appropriate, a photograph book of the school and all adults who will be involved with the child will be created and given to the family as a point of reference during the weeks preceding the start of school

New to the school:

- Parent and child visits are arranged before the child begins
- Pupil information is passed on from the previous school
- SENCo contacts the previous school to discuss particular needs and support the child has received
- Transition meeting with the parents if appropriate
- Child may be assigned a 'buddy' to support them initially

How do we prepare children to make their next move?

From class to class

- The child may meet the teacher and be taken round the new classroom before the 'Move Up' session in school
- A Social Story may be written outlining details of the new teacher, classroom and routines
- Children will spend two days with their new class and teacher by attending 'Move Up' days
- The current teacher liaises with the new teacher to pass on relevant information and successful strategies that have been used
- The SENCo provides background information on the child's particular special need
- Training is given, if needed, to inform the new staff of a child's particular area of need
- A photograph book about the new year group and staff is provided to children for families to share over the summer holiday.
- Children who would benefit from meeting the teacher and seeing their new classroom again before they start back, are offered the chance to visit with their families on teacher training days.

Going to secondary school:

- EHCP transition reviews invite SENCo from identified secondary placement if known
- SENCo shares successful strategies with SENCo from secondary
- Staff from the secondary school will visit the children here
- Extra visits to the new school may be arranged for SEND children if necessary
- SENCo will provide the new school with all relevant information
- All records pertaining to the child will be sent to the new school

Preparation for Adulthood:

- We commit to increasing children's awareness of different career pathways through our wider curriculum
- SEND children are represented on School Councils and in roles of responsibility such as Peer Mentors and School Ambassadors

Family support in the Locality



The Peterborough Local Offer

The Local Offer gives children and young people with special educational needs or disabilities (SEND) and their families information about support and services in Peterborough.

Please click on the link below to view the Local Offer.

<https://www.peterborough.gov.uk/residents/special-educational-needs/local-offer/>

Send Partnership Service:

The SEND Partnership Service offers information, impartial advice and support to parents/carers of and children/young people who have SEND from 0 – 25 years. SEND Partnership Service (Local Offer) | Peterborough Information Network

Family Voice Peterborough:

Family Voice Peterborough is a local registered charity who are actively seeking to improve services in all areas of the lives of children and young people with disabilities or additional needs. They support parents and carers of children and young people aged 0–25 years with a disability or additional needs.



St Botolph's Church of England Primary School

Oundle Road, Peterborough.
PE2 7EA

Phone: 01733 231313

Email: informus@st-botolphs.Peterborough.sch.uk

Web: stbotolphs.demat.org.uk