Botley School SEND Information Report

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This report sets out information about the ways in which Botley School meets the provision for children with special educational needs and disabilities (SEND).

About our school

Botley School provides for children with a wide range of special educational needs including those with:

Area of need	Condition
Communication and Interaction (C&I)	• Autism Spectrum Condition (ASC) • Speech and Language difficulties • Global Delay
Cognition and Learning (C&L)	• Specific learning difficulties such as dyslexia • Moderate learning difficulties • Severe learning disabilities such as Down Syndrome
Social, Emotional and Mental Health (SEMH)	• Attention Deficit Hyperactive Disorder (ADHD) • Attachment • Trauma • Anxiety
Sensory and/or Physical (SP)	• Hearing impairments • Visual impairments • Multi-sensory impairment • Physical impairment • Sensory processing difficulties

At Botley School we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

We aim to:

- ensure that our curriculum is accessible and relevant to all children whatever their individual need.

- promote positive attitudes and individual confidence, ensuring all children experience success.

SEND Policy

Our SEND Policy and our Equality & Inclusion Policy can be found on the school website.

How do we identify and give extra help to children with SEND?

The school uses Oxfordshire County Council's guidance 'Special Educational Needs Support in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this process.

A link to the Local Offer can be found here:

Local Offer

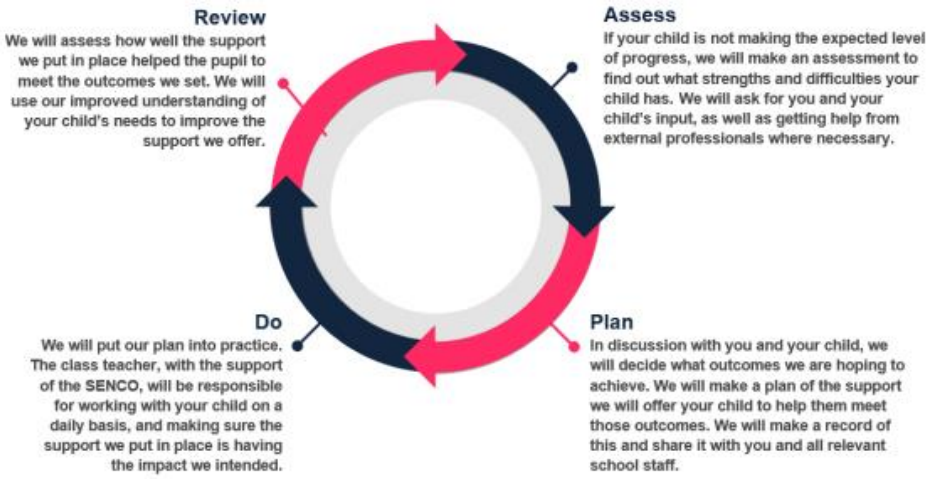
The purpose of the Local Offer is to provide clear, accessible information about all the education, health, and social care services and facilities available for children and young people (aged 0-25) with SEND in a local area.

How do we work with parents and children?

The partnership between school and home is important to us at Botley School. We will always contact parents if we have a concern that a child may have a special educational need and no child goes onto the school's Special Needs (SEN) register without the full consent of the child's parents or carer. We work closely with children with SEND and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.

This happens in a variety of ways:

- Each child on the SEND Register has a Pupil Profile which outlines the strategies used to support the child's learning. All profiles follow the Assess, Plan, Do, Review cycle.



- Review meetings are held three times a year between the parents and class teacher to review the Pupil Profile and discuss the child's progress and any other issues.
- Children with an EHCP have an annual review, where progress is discussed and new outcomes set.
- Parents evenings are held twice a year.
- Parents are usually able to speak to class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see the SENCo by phoning the school office or emailing at botleysenco@botley.oxon.sch.uk
- A Family Support Worker (FSW) is available to support families as needed. Parents may self-refer. The FSW can be contact through the school office (01865 248573) or via the school website (https://www.botleyschool.org.uk/contact-details/).

Adapting the curriculum

We offer a broad and balanced curriculum for all children including those with SEND. Please look at the school website for information on the curriculum. Teachers are responsible for the progress of all children and lessons are well adapted with ambition to ensure success and progress for everyone.

Interventions

The school provides intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained TA and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or maths but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

Enhanced Pathway

In September 2023, we opened an Enhanced Pathway classroom to ensure our pupils with specific communication and interaction needs have the best possible provision for their education at Botley School. Our KS2 Enhanced Pathway is supported and funded by Oxfordshire County Council.

Our Enhanced Pathway classrooms are designed for pupils who need tailored support that cannot be provided to the high level our pupils deserve in a mainstream classroom. They also provide some outreach work for pupils who are able to learn in the mainstream classrooms for most of the day but may need additional support and time away from class during the day for specific timetabled lessons and interventions. This enables the class teachers to focus more on Quality First teaching within the mainstream classrooms. If you have any questions about our Enhanced Pathway, please contact the SENCo or school office.

Resource Base

In September 2026, our first Resource Base class opened, with a second class due to open in January 2027. The Botley School Resource Base is a specialist provision within our mainstream primary setting. It is designed to meet the needs of pupils who have an Education, Health and Care Plan (EHCP) and whose primary area of need is Communication and Interaction (C&I), including Autism Spectrum Condition (ASC).

Due to the complexity and level of need of the pupils, the Resource Base can accommodate a maximum of 16 children.

Places within the Resource Base are not allocated through the usual admissions process. Instead, a child's Special Educational Needs Officer (SENO) must send a consultation to Botley School, where we will assess whether we are able to meet the child's needs. If it is determined that we can meet need, the documentation will then be reviewed by the Countywide Admissions Panel (CAP).

Tests and assessments - access arrangements

Some children may qualify for additional support or time to access tests.

- Year 6 pupils may be assessed to determine whether individuals may qualify for additional time.
- Some pupils both statutory and non-statutory tests in a smaller environment and support for reading tests or writing for pupils may be requested, as appropriate and to comply with test guidelines.
- School adheres to current access arrangements for all statutory tests.
- Class teachers will inform parents whether their child qualifies for additional support or time to access tests.

What expertise can we offer?

- All teachers hold QTS and have experience/training in supporting a wide range of needs in their classes with Quality First Teaching.
- There are staff who have received enhanced training in Behaviour Support and work with children with ASD and ADHD.
- Teaching assistants are trained to support the particular needs of the children they work with and have regular meetings to share children of concern and discuss good practice.

Staff training is undertaken in various aspects of SEND according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENCO or other specialists such as a Language and Communication Advisory Teacher.

We have access to a range of specialist support services including;

- Educational Psychology Service
- Locality & Community Support Service (LCSS)
- SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, speech therapy, occupational therapy, SEN ICT and physical disability service.
- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire School Inclusion Team)
- Children's Social Care
- Family Liaison Support Worker
- School Health Nurse

Information about these services and what they offer can be found on the Oxfordshire County Council SEND web pages by clicking on the link below:
Support Services for SEND

We also work with other services and organisations that are involved with a family with the family's permission.

How do we know if SEND provision is effective?
The progress of all children is tracked throughout the school and this data is analysed regularly by class teachers, the head teacher and the SENCo as necessary.

In addition, for children with SEND we regularly review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future.

The SENCo meets regularly with the SEND Governor. Information about how the governing body evaluate the success of the education that is provided for pupils with SEND is contained in the governors' annual SEND report.

How are children and young people with SEND helped to access activities outside of the classroom?

All children are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and children when planning trips so that everyone is clear about what will happen.

Information and support for children and families in Oxfordshire can be found below:
Oxfordshire Family Information Service (OxonFIS)

Information regarding Oxfordshire's accessibility strategy can be found here:
Schools Accessibility Strategy

What do we do to support the wellbeing of children with SEND?
All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem.

Bullying is not tolerated and procedures followed can be found in our Behaviour Policy which can be found on the School website.

Joining the school and moving on
We encourage all new children to visit the school before starting. There is an induction meeting with the SENCo and FSW before any new child starts at Botley School.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a familiarisation day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEND information is gathered together and records transferred to the new teacher or school. Additional meetings/visits are arranged for those children who may require more than one visit prior to transfer. For vulnerable children we use social stories/transition books and a planned programme of transition, which may include mentoring to help prepare children for the transition.

Feedback and complaints procedures
At Botley School we welcome feedback from parents. If a parent or guardian is concerned about SEND provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the SENCo and/or the head teacher, to discuss the concern.

If you'd like impartial advice from Oxfordshire's SENDIASS (SEN and Disability Information, Advice and Support Service), please click on the link below:
Oxfordshire - SENDIASS

In the event of a formal complaint concerning SEND provision, parents/guardians are advised to contact the head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may

also contact the Governing Body. Government publications regarding parents' rights are available in school.

In summary

The staff and governors at Botley School recognise that all children have a right to a broad, balanced, relevant and adapted curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.