



The School SEND Information Report for 2025/6

Cabot Primary School

This should be considered alongside Excalibur Academies Trust SEND policy which is found on www.excalibur.org.uk

1. Roles and responsibilities

1.1 The SENDCO

The SENDCOs are Grace McDonald and Fiona Rowley, they can be contacted via the School office on 0117 377 2630 or email SEND@cabot.excalibur.org.uk

They will:

Work with the Principal and SEND governor to determine the strategic development of the SEND policy and provision in the school

Have day-to-day responsibility for the operation of this SEND policy and the coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans

Provide professional guidance to colleagues and work with staff, parents, and other agencies to ensure that pupils with SEND receive appropriate support and high quality teaching

Advise on the graduated approach to providing SEND support

Advise on the deployment of the school's delegated budget and other resources to meet pupils' needs effectively

Be the point of contact for external agencies, especially the local authority and its support services

Liaise with potential next providers of education to ensure that the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements

Ensure the school keeps the records of all pupils with SEND up to date

1.2 The SEND governor – Mr Faisal Ratman

The SEND governor will:

Help to raise awareness of SEND issues at governing board meetings

Monitor the quality and effectiveness of SEND and disability provision within the school and update the governing board on this

Work with the Principal and SENDCO to determine the strategic development of the SEND policy and provision in the school

1.3 The Principal - Felicity Llewelyn-Hodgson

The Principal will:

Work with the SENDCO and SEND governor to determine the strategic development of the SEND policy and provision within the school

Have overall responsibility for the provision and progress of learners with SEND and/or a disability

1.4 Class teachers

Each class teacher is responsible for:

The progress and development of every pupil in their class

Working closely with any teaching assistants or specialist staff to plan and assess the impact of support and interventions and how they can be linked to classroom teaching

Working with the SENDCO to review each pupil's progress and development and decide on any changes to provision

Ensuring they follow this SEND policy

2. SEND information

2.1 The kinds of SEND that are provided for

Our school currently provides additional and/or different provision for a range of needs, including:

Communication and interaction, for example, autistic spectrum disorder, speech and language difficulties

Cognition and learning

Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Sensory and/or physical needs, for example, visual impairments, processing difficulties

Moderate learning difficulties

2.2 Identifying pupils with SEND and assessing their needs

We will assess each pupil's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate.

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. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed

2.3 Consulting and involving pupils and parents

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.

We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:

- Everyone develops a good understanding of the pupil's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

We will formally notify parents when it is decided that a pupil will receive SEND support. 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.

2.4 Assessing and reviewing pupils' progress towards outcomes

We will follow the graduated approach and the four-part cycle of assess, plan, do, review.

The class or subject teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:

- The teacher's assessment and experience of the pupil.
- Their previous progress and attainment or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

2.5 Supporting pupils moving between phases and preparing for adulthood

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.

We will share information with the school, college, or other setting the pupil is moving to. We will agree with parents and pupils which information will be shared as part of this.

2.6 Our approach to teaching pupils with SEND

Teachers are responsible and accountable for the progress and development of all the pupils in their class, including where a child accesses support from a learning support assistant or specialist member of staff.

High-quality teaching is our first step in responding to pupils who have SEND. This will be differentiated for individual pupils.

2.7 Adaptations to the curriculum and learning environment

We make the following adaptations to ensure all pupils' needs are met:

Scaffolding our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.

Adapting our resources and staffing including the deployment of Learning Support Assistants and the Learning Mentor.

Using recommended aids, such as laptops, visual timetables, larger font, etc.

Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

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 especially 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.

2.8 Additional support for learning

We have Learning Support Assistants who are trained to deliver interventions.

Learning Support Assistants will support pupils on a 1:1 basis when their needs are significantly out of step with their peers and are needing a bespoke individually tailored curriculum. LSAs will also support pupils on a 1:1 basis to ensure they are safe in school.

Learning Support Assistants will support pupils in small groups when there is an identified need to deliver an intervention that meets the need of a group of pupils. Additionally Learning Support Assistants will support small groups of pupils within the classroom to ensure they are able to access the curriculum.

We work with the following agencies to provide support for pupils with SEND: North Star

Outreach, Speech and Language Therapy, Occupational Therapy, Physiotherapy, Education Psychology, School Health Nursing Service, Mental Health Support Team, CAMHS, Families in Focus, Bristol Autism Team.

2.9 Expertise and training of staff

Fiona Rowley has 14 years' experience in this role and has previously worked as a class teacher, Grace McDonald has been in role for 1 year and is currently training towards her SENDCO award.

We have a team of 13 teaching assistants, including 1 higher level teaching assistant (HLTA) and a Learning Mentor who are trained to support SEND provision.

Learning Support Assistants receive bitesize English and Maths training every week.

In the last academic year, staff have been trained in Speech, Language and Communication, Sensory Needs, Colourful Semantics, Supporting pupils with SEMH, Autism Awareness, Art Therapy, Trauma Informed Awareness, ADHD awareness, Everything you need to know about SEND, Supporting a pupil with Visual Impairment, The role of the TA, supporting children with Ordinarily Available Provision (OAP) and what SEND provision looks like in each subject.

2.10 Securing equipment and facilities

We 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. We have an amount identified within the overall budget, called the notional SEN budget.

The school is not expected to meet the full costs of more expensive special educational provision from this core funding. We are expected to provide additional support which costs up to a nationally prescribed threshold per pupil per year. Applications are made to Bristol Local Authority to request 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.

2.11 Evaluating the effectiveness of SEND provision

Class teachers are responsible and accountable for the progress of all pupils in their class, including where pupils access support from LSAs or specialist staff. The progress of children on the SEND register is additionally monitored through termly Pupil Progress Meetings with the SENDCo.

We evaluate the effectiveness of provision for pupils with SEND by:

- Reviewing pupils' individual progress towards their goals each term
- Using pupil questionnaires
- Monitoring by the SENDCO
- Using provision maps to measure progress
- Holding annual reviews for pupils with EHC plans

The effectiveness of the SEND provision is reported to the governors.

2.12 Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND

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.

- All of our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs.
- All pupils are encouraged to take part in sports day, school plays and special workshops.
- No pupil is ever excluded from taking part in these activities because of their SEND or disability.

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.

The school's Accessibility Plan can be found on the school website under policies

2.13 Support for improving emotional and social development

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 with SEND are encouraged to be part of the school council

We are a high profile anti-bullying school. We do not tolerate bullying in any form and we have systems in place to support this. These include:

- Circle time
- Assemblies
- Use of buddies to develop friendships
- Learning mentor support programmes

2.14 Working with other agencies

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.

2.15 Contact details for raising concerns

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

The SENDCo at Cabot Primary School is Grace McDonald and she can be contacted via the school office or via the SEND email address: send@cabot.excalibur.org.uk.

2.16 Complaints about SEND provision

Where a parent or pupil has a concern about the SEND provision that is being made, this should first be addressed to the Principal, Felicity Llewelyn-Hodgson. Complaints should follow the procedures outlined in the Excalibur Complaints Policy.

It is expected that all complaints will receive a response within three days.

The parents of pupils with disabilities have the right to make disability discrimination claims to the first-tier SEND tribunal if they believe that our school has discriminated against their children. They can make a claim about alleged discrimination regarding:

- Exclusions
- Provision of education and associated services
- Making reasonable adjustments, including the provision of auxiliary aids and services

2.17 Contact details of support services for parents of pupils with SEND Bristol City Council's Local Offer outlines support and advice available for parents and families of pupils with SEND.

<https://www.bristol.gov.uk/bristol-local-offer/parents-and-carers/advice-and-support/adviceand-support-for-parents-and-carers>

If you need independent advice contact SEND and You (SAY.) They provide independent advice and support on things that relate to a child or young person's special educational needs or disabilities. It's free, confidential and impartial, and is for:

parents and carers of children with special educational needs or disabilities
children and young people with with special educational needs or disabilities
<https://www.sendandyou.org.uk/>

2.18 The local authority local offer

Bristol local authority's local offer is published here: <https://www.bristol.gov.uk/bristol-localoffer>

3. Monitoring arrangements

This information report will be reviewed by Fiona Rowley and Grace McDonald every year. It will also be updated if any changes to the information are made during the year.

It will be approved by the governing board.

4. Links with other policies and documents This policy links to our policies on

Excalibur SEND policy

Accessibility plan

Behaviour

Equality information and objectives

Supporting pupils with medical conditions