

# SEND Policy and Information Report

## Bushmead Primary School

2024-2025



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## 1. Aims and Vision

Our SEND policy and information report aims to:

- Set out how our school will support and make provision for pupils with special educational needs and disabilities (SEND)
- Explain the roles and responsibilities of everyone involved in providing for pupils with SEND

Bushmead Primary school provides a broad and balanced curriculum for all pupils. The National Curriculum is a starting point for planning to meet the needs of each individual pupil. At Bushmead School we recognise that for all pupils to realise their potential, they need support and motivation. Pupils may have additional needs, either throughout or at any time during their school career. This policy helps to identify, assess and plan for pupils, so that they will be fully included in all areas of school life regardless of ability, culture, race or gender.

## 2. Legislation and guidance

This policy and information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEND
- [The Special Educational Needs and Disability Regulations 2014](#), which set out local authorities' and schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENDCOs) and the special educational needs (SEN) information report
- The [Equality Act 2010](#) (section 20), which sets out the school's duties to make reasonable adjustments for pupils with disabilities
- The [Public Sector Equality Duty](#) (section 149 of the Equality Act 2010), which set out the school's responsibilities to eliminate discrimination, harassment and victimisation; and advance equality of opportunity and foster good relations between people who share a protected characteristic (which includes having a disability) and those who don't share it
- The [Governance Handbook](#), which sets out governors' responsibilities for pupils with SEND
- The [School Admissions Code](#), which sets out the school's obligation to admit all pupils whose education, health and care (EHC) plan names the school, and its duty not to disadvantage unfairly children with a disability or with special educational needs

## 3. Inclusion and equal opportunities

At our school we strive to create an inclusive teaching environment that offers all pupils, no matter their needs and abilities, a broad, balanced and challenging curriculum. We are committed to offering all pupils the chance to thrive and fulfil their aspirations.

We will achieve this by making reasonable adjustments to teaching, the curriculum and the school environment to make sure that pupils with SEND are included in all aspects of school life.

## 4. Definitions

### 4.1 Special Educational Needs

A pupil has SEND if they have a learning difficulty or disability that requires special educational provision to be made for them.

They have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than most others of the same age, or
- A disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools

Special educational provision is educational that is additional to, or different from, that made generally for other children or young people of the same age by mainstream schools.

### 4.2 Disability

Pupils are considered to have a disability if they have a physical or mental impairment that has a substantial and long-term adverse effect on their ability to do normal daily activities.

The school will make reasonable adjustments for pupils with disabilities, so that they are not at a substantial disadvantage compared with their peers.

### 4.3 The 4 areas of need

The needs of pupils with SEND are grouped into 4 broad areas. Pupils can have needs that cut across more than 1 area, and their needs may change over time.

Interventions will be selected that are appropriate for the pupil's particular area(s) of need, at the relevant time.

AREA OF NEED	
Communication and interaction	<p>Pupils with needs in this area have difficulty communicating with others. They may have difficulty understanding what is being said to them, have trouble expressing themselves, or do not understand or use the social rules of communication.</p> <p>Pupils who are on the autism spectrum often have needs that fall in this category.</p>

AREA OF NEED	
Cognition and learning	<p>Pupils with learning difficulties usually learn at a slower pace than their peers.</p> <p>A wide range of needs are grouped in this area, including:</p> <ul style="list-style-type: none"> <li>• Specific learning difficulties, which impact 1 or more specific aspects of learning, such as: dyslexia, dyscalculia and dyspraxia</li> <li>• Moderate learning difficulties</li> <li>• Severe learning difficulties</li> <li>• Profound and multiple learning difficulties, which is where pupils are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment</li> </ul>
Social, emotional and mental health	<p>These needs may reflect a wide range of underlying difficulties or disorders. Pupils may have:</p> <ul style="list-style-type: none"> <li>• Mental health difficulties such as anxiety, depression or an eating disorder</li> <li>• Attention deficit disorder, attention deficit hyperactive disorder or attachment disorder</li> <li>• Suffered adverse childhood experiences</li> </ul> <p>These needs can manifest in many ways, for example as challenging, disruptive or disturbing behaviour, or by the pupil becoming withdrawn or isolated.</p>
Sensory and/or physical	<p>Pupils with these needs have a disability that hinders them from accessing the educational facilities generally provided.</p> <p>Pupils may have:</p> <ul style="list-style-type: none"> <li>• A sensory impairment such as vision impairment, hearing impairment or multi-sensory impairment</li> <li>• A physical impairment</li> </ul> <p>These pupils may need ongoing additional support and equipment to access all the opportunities available to their peers.</p>

## 5. Roles and responsibilities

### 5.1 The SENDCO

The SENDCO will have the responsibility to oversee and support all staff at school to enable access to all areas of the curriculum. Under the pupil and family act (2014) the school governing body must use their best endeavours to ensure that special educational provision is made.

The SENDCO is **Mrs Emma Perry**

They will:

- Work with the head teacher 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 co-ordination 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, and work with external agencies to ensure that appropriate provision is provided.
- Liaise with potential next providers of education to ensure pupils and their parents are informed about options and a smooth transition is planned.
- Work with the head teacher and governing board 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.
- Monitor to identify any staff who have specific training needs regarding SEND, and incorporate this into the school's plan for continuous professional development.
- Prepare and review information for inclusion in the school's SEND information report and any updates to this policy.

### 5.2 The SEND governor/s

The SEND governor is **Mrs Jodie Flowerday**

They will:

- Help to raise awareness of SEND issues at governing board meetings.

- Monitor the quality and effectiveness of SEND provision within the school and update the governing board on this.
- Work with the headteacher and SENDCO to determine the strategic development of the SEND policy and provision in the school.

### 5.3 The head teacher

The head teacher is **Mr Steve Down**

They will:

- Work with the SENDCO and SEND link governor to determine the strategic development of the SEND policy and provision in the school.
- Work with the SENDCO and school governors to make sure the school meets its responsibilities under the Equality Act 2010 with regard to reasonable adjustments and access arrangements.
- Have overall responsibility for the provision and progress of learners with SEND and/or a disability.
- Have responsibility for monitoring the school's notional SEND budget and any additional funding allocated by the LA to support individual pupils.
- Make sure that the SENDCO has enough time to carry out their duties.
- Have an overview of the needs of the current cohort of pupils on the SEND register.
- With the SENDCO, regularly review and evaluate the breadth and impact of the SEND support the school offers or can access and co-operate with the LA in reviewing the provision that is available locally and in developing the local offer.

### 5.4 Class Teachers

Each class teacher is responsible for:

- Planning and providing high-quality teaching that is differentiated to meet pupil needs through a graduated approach.
- Working closely with any learning support assistants or specialist staff to plan and assess the impact of support and interventions and consider how they can be linked to classroom teaching.
- Report concerns and progress to the SENDCO to discuss any further support the pupil may need.
- Read appropriate guidance on specific needs.
- Take advice from professionals working with the pupil and implement advice in the classroom.
- Using ongoing assessments to monitor progress and set next steps.
- 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 and the SEND information report.

- Communicating with parents regularly to:
  - Set clear outcomes and review progress towards them.
  - Discuss the activities and support that will help achieve the set outcomes.
  - Identify the responsibilities of the parent, the pupil and the school.
  - Listen to the parents' concerns and agree their aspirations for the pupil.

### **5.5 Parents or carers**

Parents or carers should inform the school if they have any concerns about their child's progress or development.

Parents or carers of a pupil on the SEND register will always be given the opportunity to provide information and express their views about the pupil's SEND and the support provided. They will be invited to participate in discussions and decisions about this support. They will be:

- Invited to review the provision that is in place for their child via their APDR.
- Given the opportunity to share their concerns and, with school staff, agree their aspirations for the pupil.

The school will consider the views of the parent or carer in any decisions made about the pupil.

### **5.6 The pupil**

Pupils will always be given the opportunity to provide information and express their views about their SEND and the support provided. They will be invited to participate in discussions and decisions about this support. This might involve the pupil:

- Explaining what their strengths and difficulties are
- Giving feedback on the effectiveness of interventions

The pupil's views will be considered in making decisions that affect them, whenever possible.

## 6. SEND INFORMATION REPORT 2024-2025

### 6.1 SEND categories

SEND Category		Description
Autistic Spectrum Disorder	ASD	ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.
Hearing Impairment	HI	Child has a lifelong hearing impairment and likely to wear a hearing aid.
Moderate Learning Difficulty	MLD	(MLD), children have much greater difficulty than their peers in acquiring basic literacy and numeracy skills and in understanding concepts.
Multi-Sensory Impairment	MSI	Children with a combination of visual and hearing difficulties.
Other Difficulty/Disorder	Other	Any diagnosis not ASD.
Physical Disability	PD	Such as cerebral palsy, cystic fibrosis, spina bifida, spinal cord injury, epilepsy, multiple sclerosis.
Profound & Multiple Learning Difficulty	PMLD	(PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.
SEN support but no specialist assessment of type of need	SEN Support	<p>This category should only be used for pupils who have never undergone a specialist assessment of need.</p> <p>When additional educational provision is being made to help a pupil access the curriculum, as part of the graduated approach, but the specific need has not yet been determined, this is an appropriate category.</p>
Severe Learning Difficulty	SLD	(SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication.



Social, Emotional and Mental Health	SEMH	Social, emotional and mental health ( <a href="#">SEMH</a> ) needs are a type of special educational needs in which children/young people have severe difficulties in managing their emotions and behaviour. They often show inappropriate responses and feelings to situations.
Specific Learning Difficulty	SpLD	(SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.
Speech, Language and Communication Needs	SLCN	Speech, language and communication needs (SLCN) is the term used to describe difficulties with: <ul style="list-style-type: none"> <li>• producing speech sounds accurately</li> <li>• stammering</li> <li>• voice problems, such as hoarseness and loss of voice</li> <li>• understanding language (making sense of what people say)</li> <li>• using language (words and sentences)</li> <li>• interacting with others, for example, difficulties understanding the non-verbal rules of good communication or using language in different ways to question, clarify or describe things.</li> </ul>
Visual Impairment	VI	Child has a lifelong visual impairment, possible partial or full sight loss.

## 6.2 Identifying pupils with SEND and assessing their needs

### Number of Children with SEND during 2024-2025

We currently have 71 children that have been identified as having special educational needs according to the new Code of Practice, this being approximately 18% of children on roll.

These include:

- 65 receiving SEND Support provision,
- 6 receiving provision through an EHC plan

It has been recognised that a number of pupils have presented with social, emotional and mental health difficulties and although not all formally recognised on the SEND register these pupils are recognised and supported within our school-based nurture provision – Tree House.

- 27 receiving additional SEMH support

We will assess each pupil's current skills and levels of attainment, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:

- Progress is significantly slower than that of their peers starting from the same baseline.
- Progress fails to match or better the child's previous rate of progress.
- Progress fails to close the attainment gap between the child and their peers.
- Widens the attainment gap.

This may include progress in areas other than attainment, for example, mental health, emotional or social needs.

When teachers identify an area where a pupil is making slow progress, they will target the pupil's area of weakness with differentiated, high-quality teaching. If progress does not improve, the teacher will raise the issue with the SENDCO to have an initial discussion about whether this lack of progress may be due to a special educational need. Where necessary they will, in consultation with the pupil's parents or carers, consider consulting an external specialist.

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

Potential short-term causes of impact on behaviour or performance will be considered, such as bullying or bereavement. Staff will also take particular care in identifying and assessing SEND for pupils whose first language is not English.

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.

#### **Stages of identification:**

- SENDCO observation and discussion time.
- APDR - Assess Plan Do Review.
- Provision mapping.
- One-page profile.
- Early Help Assessment – Targeted Support.
- Education, Health Care Plan.

If a pupil is joining the school, and:

- Their previous setting has already identified that they have SEND.
- They are known to external agencies.
- They have an education, health and care plan (EHCP).

then the school will work in a multi-agency way to make sure we get relevant information before the pupil starts at school, so support can be put in place as early as possible.

### **6.3 Partnership with Pupils**

We have high expectations of all our pupils at Bushmead Primary school. We want pupils to feel valued and encourage them to be active learners in a curriculum rich environment.

We will...

- Encourage pupils to work independently or as part of a group where possible.
- Support pupils with visual and verbal aids to encourage independence.
- Set pupil centred targets.
- Encourage pupils to reflect on when they have achieved a target.

### **6.4 Partnership with Parents**

Bushmead Primary school promotes and supports parental involvement. We aim to work together with parents and carers to gather and share information and support parents to be involved in the pupil's education and well-being.

We will...

- Provide opportunities for parents to meet SENDCO/SLT and share ideas.
- Utilise informal opportunities (hand over and collection times) to 'touch base' ensuring day to day information can be shared.
- Set up home/school communication books if necessary.
- Share further advice on local services and web links.
- Share and discuss individualised targets with parents/carers using an APDR (Assess Plan Do Review) ensuring:
  - Everyone develops a good understanding of the pupil's areas of strength and difficulty.
  - We consider the parents' concerns.
  - Everyone understands the agreed outcomes sought for the child.
  - Everyone is clear on what the next steps are.
- Arrange transition meetings with parents/carers to support and provide strategies for a pupil moving class or school if necessary.

### **6.5 The graduated approach to SEND support**

Once a pupil has been identified as having SEND, we will take action to remove any barriers to learning and put effective special educational provision in place. This support will be delivered through successive rounds of a 4-part cycle known as the graduated approach.

## **1. Assess**

The pupil's class teacher and the SENDCO will carry out a clear analysis of the pupil's needs. The views of the pupil and their parents will be considered. The school may also seek advice from external support services.

The assessment will be reviewed regularly to help make sure that the support in place is matched to the pupil's need. For many pupils, the most reliable way to identify needs is to observe the way they respond to an intervention.

## **2. Plan**

The Class Teacher will decide which adjustments, interventions and support will be put into place, the expected outcomes, and a clear date for review.

All staff who work with the pupil will be made aware of the pupil's needs, the outcomes sought, the support provided and any teaching strategies or approaches that are needed. This information will be recorded on our management information system (Provision Map), and will be made accessible to staff in an APDR (Assess, Plan, Do & Review)

Parents will be fully aware of the planned support and interventions and may be asked to reinforce or contribute to progress at home.

## **3. Do**

The pupil's class teacher retains overall responsibility for their progress.

Where the plan involves group or 1-to-1 teaching away from the main class, they still retain responsibility for the pupil. They will work closely with any learning support assistants or specialist staff involved, to plan and assess the impact of support and interventions and how they can be linked to classroom teaching.

The SENDCO will support the teacher in further assessing the pupil's particular strengths and weaknesses, in problem solving and advising on how to implement support effectively.

## **4. Review**

The effectiveness of the support and interventions and their impact on the pupil's progress will be reviewed in line with the agreed date.

We will evaluate the impact and quality of the support and interventions. This evaluation will be based on:

- The views of the parents and pupils.
- The level of progress the pupil has made towards their outcomes.
- The views of teaching staff who work with the pupil.

The Class Teacher will revise the outcomes and support in light of the pupil's progress and development, and in consultation with the pupil and their parents.

The SENDCO will advise and support, when necessary throughout this 4 - part cycle.

## **6.6 SEND Class Files**

It is the Class Teacher's responsibility to complete an Assess-Plan-Do-Review (APDR) record throughout the school year, detailing implemented interventions and strategies used to support the child, and the impact these have had.

## **6.7 Supporting pupils moving between phases and preparing for adulthood**

We will share information with the school, or other setting the pupil is moving to. We liaise closely with all local Pre-Schools and all local Secondary Schools to ensure a smooth transition for all pupils. Additional visits are arranged between the schools for SEND pupils, and meetings are held between key members of staff and parents to pass on vital information, and ensure they continue to receive the correct support.

The SENDCOs from all primary and secondary schools in St Neots are part of a strong cluster group who work together to support one another, sharing skills and knowledge; this is greatly beneficial to the support SENDCOs can offer, especially when pupils transfer from and to other schools within St Neots.

## **6.8 Levels of support**

### **School-based SEN provision**

Pupils receiving SEND provision will be placed on the school's SEND register. These pupils have needs that can be met by the school through the graduated approach. Where the pupil's needs cannot be adequately met with in-house expertise, staff will consider involving an external specialist as soon as possible.

The provision for these pupils is funded through the school's notional SEND budget. On the census these pupils will be marked with the code K.

### **Education, health and care (EHC) plan**

Pupils who need more support than is available through the school's school-based SEN provision may be entitled to an EHC plan. The plan is a legal document that describes the needs of the pupil, the provision that will be put in place, and the outcomes sought.

The provision for these pupils will be funded from the school's notional SEND budget, and potentially from the LA (from the high-level needs funding block of the dedicated schools grant).

On the census these pupils will be marked with the code E.

## **6.9 Our approach to teaching pupils with SEND**

Teachers are responsible and accountable for the progress and development of all the pupils in their class.

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

We will also provide the following interventions:

<b>Socially Speaking</b>	Specific intervention to develop communication development including language and interaction.
<b>Language for Thinking</b>	An intervention that provides a clear structure to help children's language develop from the 'here and now' to the 'how and why'.
<b>Anger Alphabet</b>	Small group intervention to enable pupils to: <ul style="list-style-type: none"> <li>• distinguish between behaviours</li> <li>• develop anger management strategies</li> <li>• express feelings in an assertive way</li> <li>• learn to recognise anger in its early stages</li> <li>• develop an understanding of others' perspectives</li> </ul>
<b>Positive People</b>	Small group intervention using speaking and listening activities to promote self-esteem.
<b>Fizzy Fingers</b>	A small group intervention program to assist in the development of motor skills for those pupils who find this challenging.
<b>Little Wandle SEND Program</b>	An intervention that is for any pupil that has not passed their phonics screening check (Yr 1) and for any pupil that is below age related expectations in reading and <b><u>require a slower pace of learning to ensure knowledge is embedded.</u></b> This is grouped into specific phonics phases with the intention of diminishing the gap and move towards age related expectations at a pace which is appropriate to the individual. There are sensory resources to enhance and support learning. This is taught daily and assessed every 5 weeks.
<b>Little Wandle Rapid Catch Up</b>	An intervention that is for any pupil that has not passed their phonics screening check (Yr 1) and for any pupil that is below age related expectations in reading. This is grouped into specific phonics phases with the intention of diminishing the gap and move towards age related expectations. This is taught daily and assessed every 4 weeks.
<b>Shine Maths &amp; Shine Reading</b>	Interventions that are diagnostic interventions based on the question level analysis of the termly standardised assessments, these are delivered across the school week.
<b>Speech &amp; Language</b>	Individualised programs are supported by a Speech Therapist. The programs are for children who have been referred, by the school or by a medical professional, to be assessed by the Speech and Language therapy service. These programs can include speech and sound production, language development and social skills, depending on the child's needs.
<b>Tree House Nurture</b>	A nurture group that offers a short-term, inclusive, focused intervention that works in

	the long term. Pupils attend nurture groups but remain an active part of their main class group, spend appropriate times within the nurture group according to their need and typically return full time to their own class within two to four terms. Nurture groups assess learning and social and emotional needs and give the necessary help to remove the barriers to learning. There is great emphasis on language development and communication.
<b>Brick Based Therapy</b>	Brick based therapy is a play-based piece of intervention which focuses on developing collaborative play skills.

### 6.10 Evaluating the effectiveness of SEND provision

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

- Tracking pupils' progress.
- Carrying out the review stage of the graduated approach in every cycle of SEND support.
- Monitoring by the SENDCO.
- Holding annual reviews for pupils with EHC plans.
- Getting feedback from the pupil and their parents.

### 6.11 Adaptations to the curriculum and learning environment

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

- Adapting our curriculum to ensure all pupils can access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Ordinarily available provision - This is the provision made for children and young people whose Special Educational Needs can be met from the resources generally available to the school or setting.

### 6.12 Additional support for learning

Learning Support Assistants (LSAs) support alongside the class teachers, by delivering specialised programmes, interventions and general classroom support; this includes main support in the core subjects of Maths and English. Three of our Learning Support Assistants are Higher Level Teaching Assistants (HLTAs).

*Pupils who have an EHC plan receive support from LSA's – this may involve working 1-to-1 or in a small group to and develop independence. This work is agreed from the pupil's individual EHC plan.*

The school recognises that it won't be able to meet all the needs of every pupil. Whenever necessary the school will work with external support services such as:



- Specialist Teachers or Support Services
- Mental Health Support Team (MHST)
- School Nurse
- Occupational Therapy
- Physiotherapists
- Speech and Language
- Educational Psychologist
- CAMHS involvement
- Emotional Health & Wellbeing Service
- General practitioners or paediatricians
- Education welfare officers
- Social services

### **6.13 Expertise and training of staff**

Our SENDCO has worked with pupils with SEND for 17 years and has completed the SENDCO accreditation.

They are allocated 4 days a week to manage SEND provision.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. Speech and Language.

Identified members of staff have medical/health training (including paediatric first aid) to support staff in implementing care plans.

Training will regularly be provided to teaching and support staff. The headteacher and the SENDCO will continuously monitor to identify any staff who have specific training needs and will incorporate this into the school's plan for continuous professional development.

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

At Bushmead Primary School we believe all pupils should be given a broad and balanced curriculum which allows pupils to feel safe and challenged.

All our extra-curricular activities and school visits are available to all our pupils, including our before-and after-school clubs (Evergreens Wrap Around Care).

All pupils are encouraged to go on our residential trip(s).

All pupils are encouraged to take part in sports day/school plays/special workshops, etc.

No pupil is ever excluded from taking part in these activities because of their SEN or disability.

Pupils with medical and health and disability care needs have the same rights of admission and access to the curriculum as other pupils and improving access to



education and educational achievement by disabled pupils ensures equality of opportunity, encourages full participation in society, and improves the likelihood of independent living and economic self-sufficiency in the future. Bushmead Primary School intends over time to increase accessibility of our school for disabled pupils, staff, parents and carers and visitors to enable all members of our school community to feel safe.

Bushmead Primary School's full Accessibility Plan can be found on the school website.

### **6.16 Support for improving mental health, emotional and social development**

At Bushmead Primary School, we understand that an important feature of the school is to enable all pupils to support and develop their mental health, emotional resilience and social skills, both through direct teaching for instance e.g. PSHE, registration time and indirectly with every conversation adults have with pupils throughout the day.

Pupils may present with social, emotional and mental health difficulties and although not all are formally recognised on the SEND register these pupils are recognised and supported.

Governors, parents, staff and pupils work together to ensure our core values READY, RESPECTFUL and SAFE; these three values are used in all aspects of school life referring to them when guiding children's development through school.

At Bushmead we are committed to providing a caring, friendly and safe environment for all our pupils so they can learn in a relaxed and secure atmosphere. Bullying of any kind is unacceptable at our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. We are a *TELLING* school. This means that *anyone* who knows that bullying is happening is expected to tell the staff. Children who are being bullied or are concerned about another child are encouraged to talk to their Class Teacher, the Head teacher or another trusted adult.

### **6.17 Complaints about SEND provision**

Where parents have concerns about our school's SEND provision, they should first raise their concerns informally with the class teacher/SENDCO/headteacher. We will try to resolve the complaint informally in the first instance. If this does not resolve their concerns, parents are welcome to submit their complaint formally.

Formal complaints about SEND provision in our school should be made to the class teacher/SENCO/headteacher in the first instance. They will be handled in line with the school's complaints policy.

If the parent or carer is not satisfied with the school's response, they can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the SEN Code of Practice.

To find out about disagreement resolution and mediation services in our local area, [Cambridgeshire Online | Mediation and Tribunals](#).

## 6.18 Contact details of support services for parents of pupils with SEND

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>.

## 6.19 The local authority local offer

Our local authority's local offer is published here:

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

## 7. Monitoring arrangements

This policy and information report will be reviewed by Emma Perry SENDCO **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.

## 8. Links with other policies and documents

This policy links to our policies on:

- Accessibility plan
- Behaviour policy
- Equality and Diversity policy
- Mental Health and Wellbeing Policy

**Written by:** Emma Perry

**Date:** September 2024

**Last reviewed on:** September 2024

**Next review due by:** October 2025