

# **Bassingbourn Village College SEND Information Report 2024-2025**

## **1. Introduction**

The purpose of the SEND Information report is to inform parents and carers about:

- how we support young people who present with Special Educational Needs, Disabilities and/or are vulnerable;
- the provision available at Bassingbourn Village College;
- how we work in close partnership with parents/carers and young people.

## **2. What kind of school is Bassingbourn Village College? What is our vision and what do we think is important at Bassingbourn Village College?**

Bassingbourn Village College is a 11-16 comprehensive academy school with approximately 680 students.

Our College aspires to provide students with special educational needs and/or disabilities (SEND) with an education that allows them to fulfil their potential by recognizing their individual differences, accepting their strengths and weaknesses and enabling them to value themselves and others. We have an inclusive ethos and the College strives to create a sense of community and belonging for all students.

“All teachers are teachers of students with special educational needs. Teaching such students is therefore a whole school responsibility.” (SEN Code of Practice 2014)

Fundamental to SEND students accessing the curriculum is high quality teaching, differentiated for individual students and targeted at their areas for development.

Access to additional learning programmes and resources are in place at the College to support the development of key skills when assessment and quality teaching indicates that the student is not making progress.

It is our intention to provide effective provision for students who may have additional needs and the 4 broad categories of need: Cognition and Learning, Communication and Interaction, Social, Emotional and Mental Health, Physical and/or Sensory needs.

Our SEND Information Report forms part of the Cambridgeshire Local Offer for learners with Special Educational Needs or Disability (SEND) in accordance with the Special Educational Needs and Disability Code of Practice, January 2015 (Chapter 6, section 6.79). This report is also fully compliant with Regulation 51 and Schedule 1 of the Special Educational Needs and Disability Regulations 2014. The information published will be updated annually. The Information Report also applies to all learners who are looked after by the local authority and have SEND.

This document should guide families when deciding if Bassingbourn Village College is the right educational setting for their child.

This SEND information report should be read in conjunction with the Bassingbourn Village College SEND policy and also the Local Offer which is a resource developed by Cambridgeshire County Council to signpost services, support and provision for children and young people with SEND and their families in the local area.

### 3. What is the Local Offer?

The Children and Families Act places a duty on every Local Authority to publish a Local Offer, setting out in one place information on the provision they expect to be available in their area for children and young people (from 0-25 years) who have SEN and Disabilities (SEND).

It is a 'front door' to information on the SEND provision from the Local Authority, Health, Schools and settings and the voluntary sector. The Local Offer has two main purposes:

- to provide clear, comprehensive, accessible and up-to-date information about the available provision and how to access it; and
- to make provision more responsive to local needs and aspirations by directly involving disabled children and those with SEND, their parents/carers, and disabled young people and those with SEND and service providers in the development and review of provision.

The local offer includes information on services across education, health and social care and from birth to 25; how to access specialist support; how decisions are made including eligibility criteria for accessing services where appropriate; and how to complain or appeal.

Please click on the link below to find out more.

[SEND Information Hub \(Local Offer\) \(cambridgeshire.gov.uk\)](http://cambridgeshire.gov.uk)

The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

### 4. How 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: [SENDIASS](#)

IPSEA offers independent special educational advice for parents: [IPSEA](#)

Spectrum is a multi-award winning, parent-led charity. They provide events, sessions and support for families of children with Autism, additional needs, learning difficulties and disabilities:

[Spectrum](#)

### 5. What are special educational needs and disabilities?

Children are deemed to have special educational needs if they have a learning difficulty that calls for special educational provision to be made for them. Children have a learning difficulty if:

- their learning and development occurs at a very slow rate;
- their attainment is at a level that is significantly below age-related expectations and there is evidence of an increasing gap".

*Section 312 Education Act 1996*

"A person has a disability...if he/she has a physical or mental impairment which has a substantial and long term adverse effect on his ability to carry out normal day to day activities."

*Section 1(1) SEND Act 2001*

## 6. What kinds of special educational needs might students at Bassingbourn Village College have?

SEND is categorised in four broad areas of need and support:

- **Cognition and Learning:** which includes moderate and severe learning needs including global learning delay and specific learning needs, including Dyslexia, Dyspraxia and Dyscalculia.
- **Communication and Interaction:** which includes speech language and communication needs, Autism Spectrum condition.
- **Social, Emotional and Mental Health:** which includes difficulties with poor mental health and wellbeing including anxiety and depression, difficulties with regulating and managing emotions, disorders such as ADD, ADHD or Attachment Disorder.
- **Sensory and Physical:** which includes physical disability, vision, hearing or multisensory impairment.

## 7. Who is involved with supporting students with SEND at Bassingbourn Village College? Who are the best people to talk to about my child's difficulties with learning, SEND?

If you have any concerns about your child's progress your first point of contact should always be your child's **mentor or class teacher**.

Mentors meet your child each morning and support their pastoral needs in liaison with Achievement Leads. Mentors can pass on information to class teachers, Achievement Leads, Subject Leads, SLT, Teaching Assistants and the SENCo. If there is a concern across a number of areas, then the mentor is likely the best person to contact.

Teaching staff are responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need in lessons. If there is a concern about progress, understanding or access in a particular subject then the teacher is likely the best person to contact.

Teachers have access to personalised teaching and learning strategies for your child if they are already identified as SEND through the Student Strategy Sheets. The Student Strategy Sheets contain the strengths and possible challenges an individual student may have in lessons, so that teachers can plan the best possible approaches for an individual. The Student Strategy Sheet is reviewed regularly and links directly to the "Assess, Plan, Do, Review" process which allows all staff working with the student to plan and review targets and approaches for that student as part of the graduated approach.

All Teachers are responsible for ensuring the school's SEND Policy is followed in their classroom and are responsible for the progress of their student, including those identified as having SEND. However, if progress continues to be limited, a referral will be made to our SEND team for further investigation and allocation of support.

The Special Educational Needs and Disabilities Coordinator (SENCo) is responsible for overseeing the provision for SEND.

**Contact details are:**

**Mrs C Saunders – SENCo – [senco@bassingbournvc.org](mailto:senco@bassingbournvc.org)**

**Mrs L Parker - Deputy SENCo – [senco@bassingbournvc.org](mailto:senco@bassingbournvc.org)**

The SENCo is also responsible for Access Arrangements for exams and assessments.

We have a team of Teaching Assistants, including HLTAs with a range of roles and responsibilities to support identified SEND students at Bassingbourn Village College.

The SEND team works closely with Achievement Leads to ensure pastoral care and SEND support is carefully coordinated. Achievement Leads have the responsibility of the pastoral care of the student in their year group.

The Principal is responsible for line managing the SEND team and Quality Assurance of SEND provision and can be contacted through his PA or via reception.

The Local Governing Body Link Governor for SEND is Laura Sims.

## 8. What provision is available for students with SEND at BASSINGBOURN VILLAGE COLLEGE?

At Bassingbourn Village College we are focused on inclusive practices in every classroom and all student, including those with SEND, are included in every aspect of College life. Staff are trained on inclusive practices based on evidence-based research and practice that remove barriers to learning. (SEND Code of Practice 1.26 -1.38)

Below, is the infographic shared with all teaching staff and which forms the basis of our teaching and learning approaches, CPDL programme and quality assurance model. The table explains the range of interventions and opportunities available to SEND students.

# INCLUSIVE CLASSROOM GUIDE

## ORDINARILY AVAILABLE PROVISION



 <p style="color: #000080; font-weight: bold;">RELATIONSHIPS KNOW YOUR PUPILS</p> <ul style="list-style-type: none"> <li>• Recognise strengths</li> <li>• Engage with and implement learning plans. EHCP's, APDRs</li> <li>• Identify any barriers - understand needs and background.</li> <li>• Be consistent with expectations. Be explicit about expected behaviours.</li> </ul>	 <p style="color: #FFC000; font-weight: bold;">COGNITION AND LEARNING EEF 5 a day</p> <ul style="list-style-type: none"> <li>• Explicit instruction: clear explanation, modelling, check in, guided practice then independent practice</li> <li>• Cognitive and metacognitive strategies (to support cognitive load)</li> <li>• Scaffolding (writing frame)</li> <li>• Flexible grouping</li> <li>• Use of technology</li> </ul>	 <p style="color: #000080; font-weight: bold;">COMMUNICATION EAL, LANGUAGE DIFFICULTIES, SOCIAL INTERACTIONS</p> <ul style="list-style-type: none"> <li>• Visuals - timetables, now and next boards, labels</li> <li>• Dual Coding</li> <li>• Task planners</li> <li>• Worked and concrete examples</li> <li>• Mindmaps, cartoon strips, drawings</li> <li>• Take up and thinking time</li> <li>• Routine and consistency</li> <li>• Pre teaching and overlearning</li> <li>• Social stories</li> </ul>
 <p style="color: #008000; font-weight: bold;">ACCESSIBILITY AND REASONABLE ADJUSTMENTS</p> <ul style="list-style-type: none"> <li>• Check reading levels - access to text and resources</li> <li>• Check font style, background and size for visually impaired or poor readers</li> <li>• Use of assistive technology - ensure it is working and pupils can use it effectively</li> <li>• Allow movement breaks and sensory breaks</li> <li>• Careful seating plan according to need</li> <li>• Ensure easy wheel chair / mobility aid access into and around the room</li> </ul>		

Area of Need	Provision
<p><b>Ordinarily Available Provision</b></p> <p><b>Wave 1 of the graduated approach of SEND support</b></p>	<p><b>Quality First Teaching:</b> High Quality Teaching provides a consistent and challenging learning environment with suitable differentiation and personalisation according to all students’ needs and as such is the most important aspect of our provision.</p> <p><b>CPD training on SEND for Teaching Staff and Teaching Assistants.</b> Staff undertake continued professional development in relation to SEND. The SENCo and Deputy SENCo work collaboratively with pastoral and teaching staff to advise on effective management of SEND within the classroom. In addition to this the SENCO and Deputy SENCO liaise and share training opportunities with other SENCo’s to share good practice and fresh ideas within partnership schools. Teaching and support staff have access to online CPD modules related to SEND via the National College, NASEN and MindEd, with SEND Champions having access to Premier SEND Support Packages.</p> <p><b>The SEND Information Shared Drive:</b> Provides teaching and support staff with useful resources and information on SEND which they can adapt and use within teaching and learning.</p> <p><b>Teaching Assistants:</b> work alongside teachers in some classes to provide additional support within lessons and during intervention sessions. Teaching Assistants specialise in specific areas of SEND and can offer advice and support to Teaching staff and students within their area of expertise. Teaching Assistants will continually monitor and review the progress of students in their care and share this with the SEND team and teachers.</p>
<p><b>Students with SEND may access targeted support and provision as part of the graduated approach. Provision varies and is based on individual/group needs.</b></p>	
<p><b>Communication and Interaction</b></p>	<p>Targeted programs to improve communication and interaction skills may include but are not exclusive to:</p> <ul style="list-style-type: none"> <li>● Foundation Learning.</li> <li>● Canine therapy</li> <li>● Lego based therapy</li> <li>● Social stories</li> <li>● Team building/ social skills groups</li> <li>● Targeted support through external speech and language therapist</li> <li>● Mentoring</li> <li>● Art Therapy.</li> <li>● Sensory break cards.</li> </ul>

<p><b>Cognition and Learning</b></p>	<p>For student who have difficulties with learning, particularly with literacy can access the following:</p> <ul style="list-style-type: none"> <li>● Dyslexia interventions</li> <li>● Core literacy groups</li> <li>● Reader Leader</li> <li>● Typing Club</li> <li>● Paired reading</li> <li>● IDL Literacy and Numeracy</li> <li>● Homework and study/revision clubs with TA support.</li> <li>● Small group and 1:1 mentoring is provided for some students across a range of subjects, including numeracy &amp; literacy</li> <li>● Exam access arrangements</li> <li>● Assistive technology, Including electronic reading pens.</li> <li>● Laptop loans</li> <li>● Annual Reviews are provided for student with Education Health Care plans. The meetings will review progress against EHC outcomes across the curriculum</li> <li>● Access to Specialist Teaching Team through the local offer to support identified individual students; this could include assessments and work with the Educational Psychologist or Specialist Teachers.</li> <li>● Alternative Curriculum and Work Experience placements for very few students an individualised curriculum and placements with outside agencies and companies</li> <li>● Ability setting and small groups in some subjects.</li> </ul>
<p><b>Social Emotional Mental Health</b></p>	<ul style="list-style-type: none"> <li>● Pastoral Support through mentors and Achievement Leaders</li> <li>● Emotional literacy programmes</li> <li>● Zones of regulation interventions</li> <li>● Anger management</li> <li>● Lego-based therapy</li> <li>● Sensory break cards</li> <li>● Mental Health first aid trained staff</li> <li>● Home/College communication book</li> <li>● Additional transition visits</li> <li>● Art Therapy and Canine Therapy</li> </ul> <p>Referrals are also made to access more specialist mental health support, including: Kooth, ELSA and Adolescent Mental Health (CAMH) teams.</p>

<b>Sensory and Physical needs</b>	<ul style="list-style-type: none"> <li>● Close liaison with multi-disciplinary teams including:</li> <li>● Physiotherapy</li> <li>● Occupational therapy</li> <li>● Adaptation of teaching resources where needed, including the use of ICT and accessible equipment</li> <li>● Accessible school site</li> <li>● Transport</li> <li>● Sensory Support Service Advisory Teachers</li> <li>● Sensory Circuits</li> <li>● In class support</li> <li>● Sensory break cards</li> <li>● Reasonable uniform adjustments</li> </ul>
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**9. How are students with SEND identified? How does BASSINGBOURN VILLAGE COLLEGE know if a student needs extra help?**

- Information is shared from the primary school or previous school placement. Visits to primary schools during year 6 are completed by both Deputy SENCo and SENCo. If given an invitation, the SENCo and Deputy SENCo will attend year 6 annual reviews and transition planning meetings. If students arrive mid-year information is gathered from their previous setting and discussions with parents/carers are encouraged so that intervention and support can continue.
- All Year 7 and 8 students are screened for reading comprehension, inference, accuracy and spelling ability to highlight those to work in core literacy or take part in literacy booster sessions or Direct Instruction. Students also undertake CAT54 testing that evaluates skills in the following areas – verbal, non-verbal, mathematical and spatial reasoning.
- Progress based on data collections is regularly reviewed and monitored by subject teachers and leaders, SLT, SENCo and the pastoral team to monitor students who may require additional support and intervention. Progress checks are shared with students and parents/carers at assessment points. Where students with SEND are not making the level of progress expected, the Achievement Leader and SENCo will liaise regarding arranging a meeting to be set up if necessary to discuss this with you in more detail.
- The subject teacher will raise concerns with their Subject Lead in the first instance if there is a lack of progress, poor assessment scores or a change in behaviour. An initial two cycles of subject focused graduated approach (Assess, Plan, Do and Review) is carried out. If concerns remain, a referral is made to the SENCo for further assessments and observations.
- Parent referrals to SENCo through the student’s mentor. The SENCo is available at parent consultation evenings, holds parent coffee mornings on a termly basis to discuss concerns or review progress. TA Keyworkers for students with SEND allow for regular conversations with parents and students regarding strengths and needs. A record of conversations are kept on the Provision Map so that professionals working with the young person can read them which eliminates the need for parents to repeat themselves when speaking with different professionals at the school. Pastoral Leads also keeps electronic files and use My Concern where appropriate to keep a chronology of

conversations, which the SENCo has access to on request.

- Referral from an outside agency will also be a reason for students to be assessed by the SEND Team.
- A History of Need is maintained for assessments. This provides evidence for the exams officer should further assessment for exam consideration be required.
- Tes Provision Map, will store all information in regards to interventions, progress and communication in regards to a student with SEND, from the moment of identification. This information will be stored and shared with relevant stakeholders.

#### **10. What will Bassingbourn Village College do if they think my child has SEND?**

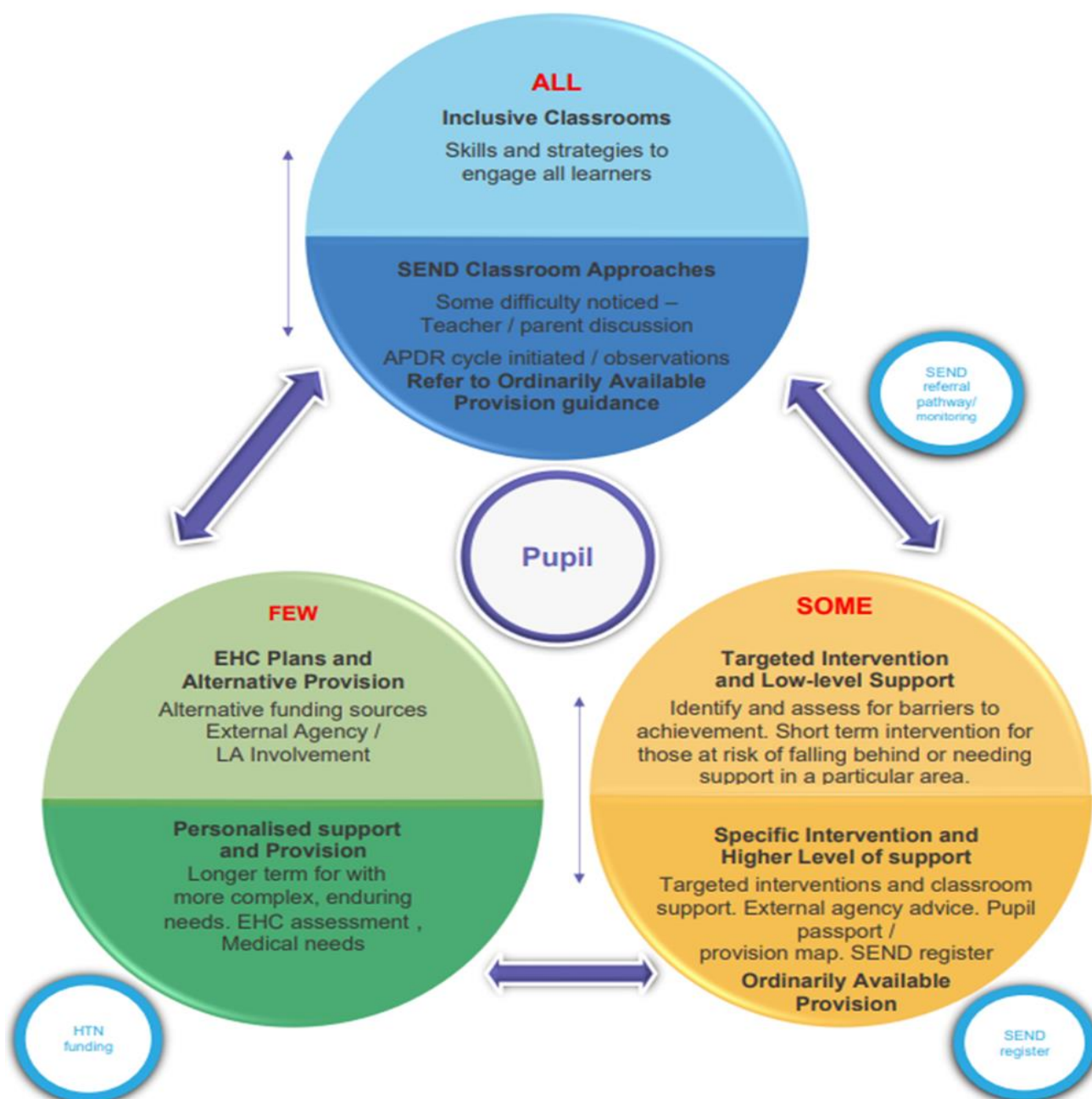
If your child is identified as not making progress, the College may set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you and your child may have to ensure your views are at the heart of any decisions made.
- Plan any additional support your child may need and review the impact of any additional support put in place as part of the graduated approach to support, this is illustrated in the diagram below;
- discuss with you any referrals to outside professionals to support your child.



The infographic below explains the graduated approach used in all Anglian Learning schools, of which Bassingbourn Village College is a member.

## Anglian Learning Graduated Approach



*“This SEN support should take the form of a four-part cycle through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the student’s needs and of what support the student in making good progress and securing good outcomes. This is known as the graduated approach.”*

SEND CoP

**11. How will I know the College will support my child? How are College resources allocated and matched to the student's SEND?**

- The College budget includes money for supporting children with SEND. The provision of additional support is made as appropriate from the College's budget.
- Students with an Educational Health Care Plan (EHCP) receive central funding from the Educational Funding Agency (EFA) with Local Authority (LA) top up money to supplement that provided by the College.
- Deployment of resources for SEND is made in consultation with parents/carers, the Principal, College Governors, SENCo and teaching staff on the basis of needs in the College.
- The Provision Map includes all the support provided within the College and is reviewed regularly and changes made as necessary to ensure that the needs of all students are met proactively and resources deployed effectively

**12. How will my child and I know that my child is making progress?**

- Regular classroom feedback provided for students is informative and includes next steps for progression.
- Written feedback is regularly provided for students that is helpful and includes next steps for progression. Feedback takes various forms, including whole class feedback which highlights general misunderstandings and misconceptions relevant to the whole class. Individual pieces have individualised comments and feedback.
- Progress checks are completed in line with the assessment calendar and shared with students and parent/carers.
- A subject parents' information evening is offered annually and the SENCo is available at these to discuss progress.
- SEND coffee mornings to discuss and review progress and support.
- Teaching Assistant (TA) Key Workers are allocated to some students on the SEND profile. TAs work closely with their named student, the parents or carers and teachers to ensure the student and their parents are at the heart of decisions made and are part of the graduated approach to SEND support.
- An Annual Review will be held for students with an Educational Health Care Plan (EHCP).
- Regular book scrutinies and lesson observations are undertaken by SLT, to ensure that the needs of all students are met through outstanding quality of teaching and learning.
- Parents are encouraged to contact the SENCo or Achievement Lead with any concerns. In addition, if there is a concern about progress, parents might like to contact the subject teacher. It is helpful if the SENCo is also made aware.

### **13. How will the College support my child and how will the curriculum be matched to support my child's needs?**

#### **All students access:**

- Quality First classroom teaching that includes Inclusive approaches by subject specialist teachers
- Teaching that is informed by assessment, planning and review
- Ambitious expectations for each student in their class regardless of SEND. There are no glass ceilings at Bassingbourn Village College
- Inclusive teaching enables every student to participate in all lesson activities
- Relevant student information provided for all teaching and support staff

**Some students** are identified by the subject specialist teacher, specialist teachers of SEND and/or parent/carers as needing some additional specialist support (described as School Support (SS) in the Special Educational Needs Code of Practice 2014) may access:

- Additional in-class support is usually provided by a Teaching Assistant.
- Specific group work delivered by either an HLTA (Higher Level Teaching Assistant) Level 3 Teaching Assistant or SEND specific specialist and/or other trained adults.
- Specialist targeted interventions delivered by either a HLTA, Teaching Assistant or SEND specific specialist.
- Specific strategies that may have been suggested by the SEND Department and/or professionals.
- Access to specialist professionals, for example, Speech and Language Therapists, physiotherapists. This will help the College to understand your child's particular needs better and therefore support them more effectively.

**A few students** may require or have an Educational Health Care Plan (EHCP). This support is available for those students whose special educational needs are severe, complex and lifelong. These students experience specific barriers to learning and require specialist support.

- College (or you) can request that the Local Authority to carry out a Statutory Assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the request has been made to the 'Panel of Professionals' (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to need a Statutory Assessment. If this is the case, they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the College to continue with the current support.
- After the reports have all been sent in, the Panel of Professionals will decide if your child's needs are severe, complex and lifelong. If this is the case, they will write an Education Health Care Plan (EHCP). If this is not the case, they will ask the College to continue with the current level of support and also set up a meeting in the College so that a plan is in place to ensure your child makes as much progress as possible.
- The EHC Plan will outline the funding for resources to support your child and how the support

should be used, and what strategies must be put in place. It will also have long- and short-term outcomes for your child.

#### **14. How will my child be included in extracurricular activities and trips?**

The College endeavours to ensure that trips are accessible for all students wherever possible. If appropriate, additional adult support will be made available to ensure that your child is fully included. All students, including those with SEND, are expected to participate in the community and extra-curricular opportunities.

Risk assessments are carried out, when necessary, to ensure that Health and Safety requirements are fully met.

Where possible travel will be fully accessible to all students.

All students are able to participate in a wide range of extra-curricular clubs and activities

#### **15. What support will there be for students' overall well-being?**

- At Bassingbourn Village College, we value the students' well-being above all. We have a strong pastoral system – there are 5 Mentor Groups in each college, with an Achievement Leader sitting at the top of each one. This ensures that you and your child will always have someone to talk to if there is something that concerns you.
- All our staff are regularly trained to provide a high standard of pastoral support.
- Relevant staff are trained to support medical needs and, in some cases, such as the use of EpiPens, all staff receive training. We have a medical policy in place which ensures students' medical needs are fully supported.
- Our expectations for learning policy, which includes guidance on expectations, rewards and sanctions is fully
- We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence.
- If your child needs additional support, at break and lunchtime the learning support team provide a safe area where your child can meet other students. They can take part in quiet, calm activities such as Chess, Dobble, Uno, colouring etc
- Within our student services, we have 3 Student Support and Welfare Workers, who students can go to if they have a problem. They are also able to run one-to-one sessions with some who may need some more intensive pastoral and or social support.
- We have a well-equipped Medical Room and a team of First Aiders responsible for dealing with students with medical issues.
- We utilise the services of YMCA to provide weekly counselling for identified individuals.
- Some students may require additional support to ensure that emotional, social and mental health is appropriately developed and nurtured. These needs can be shown in different ways such as anxiety and behavioral difficulties to being uncommunicative. With your permission, we may access further specialist support through the EHA (Early Help Assessments) process.

- Students with SEND can be very successful at our College and have equal opportunities to:
  - Hold posts of responsibility
  - Achieve awards at the end of term in our prize-giving presentation
  - Form part of a student-focused group in the interviewing process of the recruitment of new members of staff

#### **16. What specialist services and expertise are available at the College?**

Specialist services available are through identified provision from the EHCP or through an accepted referral normally following an assessment or EHA (Early Help Assessment)

- Community Pediatrician
- Educational Psychologist
- Hearing Impaired – Specialist Teacher
- Visually Impaired – Specialist Teacher
- Speech and Language Therapist
- Occupational Therapist
- YMCA
- Young Peoples Worker
- Family Worker
- Child and adolescent mental health services

#### **17. What training do the staff who support SEND receive?**

Every teacher is a teacher of SEND. It is part of the SENCo's role to support subject teachers to have the knowledge and skills to support student with SEND in the best way possible.

- Training and support is provided for all teachers and teaching assistants to ensure excellent Inclusive Classroom practice (Quality First Teaching).
- A programme of Continuous Professional Development is planned for teachers and teaching assistants to ensure staff develop a wide knowledge and experience around different types of SEND and inclusive teaching practices. This includes access to training via the National College, NASEN, MindEd and Whole Education.
- Training and support is provided for all teachers and teaching assistants that is specific to the individual needs of the students, for example, Visual Impairment training
- The SENCo attends network briefings and is supported to attend conferences as appropriate.
- The SENCo has Qualified Teaching Status (QTS) and holds the Postgraduate SENCo Award.

#### **18. How is the College environment accessible for students with SEND?**

The college is fully compliant with the Equality Act (2010) requirements.

Students are able to access all curriculum areas.

- Adjustable tables and specialist seating is available if required.
- There is a lift to the upper floor.
- There are toilet facilities with disabled access in the College.
- There is an accessible workspace and sink in the Food Technology Department.
- Yellow stripes are on all staircases throughout the College and posts in the outside have yellow markings to ease access for visually impaired students.
- Extra-curricular activities and trips are accessible for students with SEND and Risk Assessments are carried out to ensure that Health and Safety Requirements are fully met.

**19. How are parents/carers, including young people, encouraged to discuss and contribute to policies and practices relating to SEND and get involved with school life?**

We are an open school and department where we believe in and encourage collaboration with, listening to and developing effective partnerships with parents/carers and their child. Parents/carers know and understand their children best.

We are keen to involve students and parents/carers to participate in the development, application, and review of policies relating to SEND in various ways including;

- Parent/Carer participation groups (PINPOINT, SENDIASS)
- Parent/Carer drop in (coffee morning)
- Academic Reviews/Parent Evenings/Parent Information Evenings
- Annual Reviews
- Parent questionnaires (SEND and whole school)

Parents are also encouraged to volunteer to be a member of the Governing Body. In addition, students are encouraged to belong to a forum. Student with SEND are involved in student panels.

**20. Who can I contact for further advice?**

- SEND Department:
- Mrs C Saunders, SENCo [senco@bassingbournvc.org](mailto:senco@bassingbournvc.org)
- Mrs L Parker, Deputy SENCo [senco@bassingbournvc.org](mailto:senco@bassingbournvc.org)
- Principal, Mr I Stoneham
- Achievement Leaders
- Your child's Mentor
- Subject Teachers
- Local Authority
- SEND Information Advice and Support Service; formerly [Parent Partnership Service](https://www.cambslearntogether.co.uk/student-and-family-support/send-information-advice-and-support-service/)  
<https://www.cambslearntogether.co.uk/student-and-family-support/send-information-advice-and-support-service/>
- [Pinpoint](http://www.pinpoint-cambs.org.uk) [www.pinpoint-cambs.org.uk](http://www.pinpoint-cambs.org.uk)
- IPSEA Independent Provider of Special Education Advice <https://www.ipsea.org.uk/>

## **21. How will the College prepare my child for transition from Primary to College?**

- There is a comprehensive transition process, please click [here](#) for further details about our primary transition process to ensure student and parent/carers are fully supported
- Visits to feeder primary schools to meet the student
- Speak to primary school teachers/TAs
- Induction days at the College
- Extra transition visits with TA support
- Pastoral support

In the event of a mid-year admission, Achievement Leads and the SENCo will seek advice and guidance from the young person's previous school in regard to potential barriers to learning and additional needs. The SENCo will ensure that all information is gathered from the previous school and relevant information communicated to teaching and support staff.

## **22. How will the College prepare my child for transition to Post 16?**

- SEND Department liaise with Sixth Forms and Post 16 Centers as required and as is appropriate
- Taster days in Sixth Form/Post 16 for Year 10
- Preparation for adulthood to form part of EHCP annual reviews and outcomes
- Vocational Profiles completed for some students
- Links with the 14-25 Additional Needs Team, SEND Services.
- Sixth Form Evenings
- Open Days at Sixth Form and post 16 colleges
- Career and IAG advice
- PSHE lessons in Year 10 and 11 to help prepare and support for post 16
- Sharing Advice from the "Moving On" Document

## **23. References**

The information required to be included in this SEND Information Report is stated in The Special Educational Needs and Disability Regulations 2014

SCHEDULE 1: Information to be included in the SEN information report. This can be found at: <http://www.legislation.gov.uk/ukxi/2014/1530/schedule/1/made>

Special Educational Needs and Disability Code of Practice: 0 to 25 years (published by the Department for Education, January 2015 and available for download at

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)