

SEND information report (Annual Inclusion Strategy)

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Approved by:	Full Governing Board
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Current revision:	30.04.2026
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Introduction/mission statement

Dear families,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how special educational needs support works in our school. If you would like to know more about our arrangements for SEND, please read our SEND policy that is available on our website.

Botwell House Catholic Primary School is a three-form entry school with up to 720 pupils. Our commitment to Inclusion ensures that all children are equally valued and respected as individuals and not defined by their differences. We believe that for all of those who are part of our school family, learning thrives in an environment that is free from prejudice and discrimination and is inspired through faith.

Values and principles

At Botwell House Catholic Primary School, we welcome all pupils, including those who have special educational needs and/or disabilities (SEND). We encourage high expectations of everyone in our school community and work hard to support one another in achieving these goals.

The promotion of progress and achievement of individual pupils is founded on the belief that:

- All pupils are valued equally and form an integral part of the school.
- A broad, balanced and inclusive curriculum taught in a well-resourced and supportive environment, which provides a range of stimulating, appropriate and enjoyable experiences, will enhance pupils' self-esteem and promote success.
- All pupils including those with SEND are entitled to high quality teaching.
- All pupils have the right to benefit from a range of personal, social and extracurricular activities.
- Pupils should be introduced to and continue to become familiar with a wide range of skills for life.
- All pupils should be taught in a context appropriate to their individual needs.

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 SEN and disabilities

[The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEND information report (**Annual Inclusion Strategy**)

➤ [**Every child achieving and thriving - GOV.UK 2026**](#)

The term SEND covers a wide range of types of need that may be experienced individually or in combination. A pupil has SEN if they have a learning difficulty or disability which calls for 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 the majority of the 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

These include:

- Specific Learning Difficulties (SpLD)
- Moderate Learning Difficulties (MLD)
- Speech, Language and Communication Needs (SLCN)

- Social, Emotional and Mental Health difficulties (SEMH)
- Autism Spectrum Disorders (ASD)
- Visual and Hearing Impairment (VI/HI)
- Physical Disability (PD)
- Multi-Sensory Impairment (MSI)
- Profound and Multiple Learning Difficulties (PMLD)

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

<u>Identifying pupils with SEND and assessing their needs</u>	At Botwell House Catholic Primary School, children are identified as having a special need through a variety of ways. These include: • Information gained through meetings with the child's previous setting. • Concerns raised by families.
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How does the school identify those children who need extra help?	• Significantly lower than expected levels of achievement and/or progress identified through pupil progress meetings. • Concerns raised by a member of staff such as unusual behaviour. • Information gained through meeting with other professionals that might be in contact with the child such as a physiotherapist, speech therapist or pediatrician.
<u>Roles and Responsibilities:</u> Who is involved in overseeing the support of children who have been identified with special needs?	The Class Teacher • Is implementing the SEND Policy. • Seeks specialist advice from the Special Educational Needs Coordinator and/or the Inclusion Manager. • Puts into action any support that is needed for individual children after discussion with families (and child if appropriate) and the Special Educational Needs Coordinator and/or the Inclusion Manager. • Keeps detailed and up to date records on the child and their progress. • Uses assessment and monitoring techniques that reflect the individual need. • Informs families about their child's needs and gives advice on how to support learning at home through discussing the child's Individual Education Plan (IEP). • Allows opportunities for all children to take part in educational visits.

	• Takes into account the pace of learning and provides appropriate and differentiated resources when needed. The Special Educational Needs Co-ordinator and the Inclusion Manager • Work closely with class teachers and teaching assistants to discuss teaching strategies, identifying needs as appropriate. • Co-ordinate provision for pupils with SEND • Make sure that the day to day operation of the SEND policy is followed. • Provide relevant opportunities for staff professional development as appropriate. • Organise annual and termly reviews. • Meet regularly with the Headteacher to discuss individual children and resources. • Give advice on the level of support and on appropriate resources and strategies to support children with SEND . • Advise teaching and support staff on the teaching and assessment of children with SEND . • Act as a link with external agencies and other support agencies. • Attend inset and appropriate training. • Meet with families and children to discuss needs and monitor progress.
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	• Maintain the school's Support Profile. • Maintain resources and a range of teaching materials to enable provision to be made. • Teach individuals and small groups using appropriate, multi-sensory methods. • Manage transition of all children with SEND into receiving settings. • Evaluate the effectiveness of provision for pupils with SEND . The Headteacher • Ensures that the school's Policy is rigorously implemented. • Ensures that an appropriate proportion of school resources and funds are allocated to SEND provision. • Has strategic oversight of the SEND policy. • Ensures that the school has procedures to identify, assess, support and review the progress of children with SEND .
<u>Consulting and involving families and pupils</u>	The class teacher, possibly with the inclusion of Mrs Howard or Mrs Ansell where the school feels appropriate or requested by a parent/carers, will be able to discuss support and progress on at least a termly basis.

How will the support given to my child be explained to me?	A clear rationale for the support being put in place will be shared with the family, with termly review meetings. At the review, the impact of the support is provided and further support, if required outlined, along with guidance on what the family can do to support the child.
<u>Assessing and reviewing pupil's progress towards outcomes</u> What are the school's approaches to making the curriculum appropriate for my child?	Some children find it harder to learn than other children of the same age. Sometimes, it may be possible to help children by making small changes to teaching and support. Where suitable and where compatible with the efficient education of others, our school supports children who learn differently through: • Curriculum adaptation and quality, first teaching. • Specific support for whole school behaviour via the Zones of Regulation approach • Bespoke, individual support through specific programmes, interventions or approaches as part of the graduated response. • Support for health and well-being needs. • Small group work. • Specialist teaching groups.

How does the school know how well my child is doing?

At Botwell House Catholic Primary School, we measure all children's progress in learning against the national expectations (including pre-key stage levels) and age-related expectations. For those children who learn differently, we also measure progress through outcomes of highly detailed, individual targets that reflect the small steps of progress that are made.

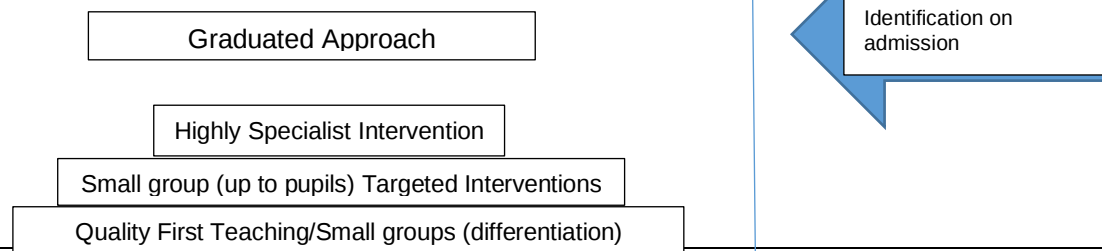
The class teacher will continually assess and monitor your child's progress and note where they are improving and where further support is needed.

The Graduated Response

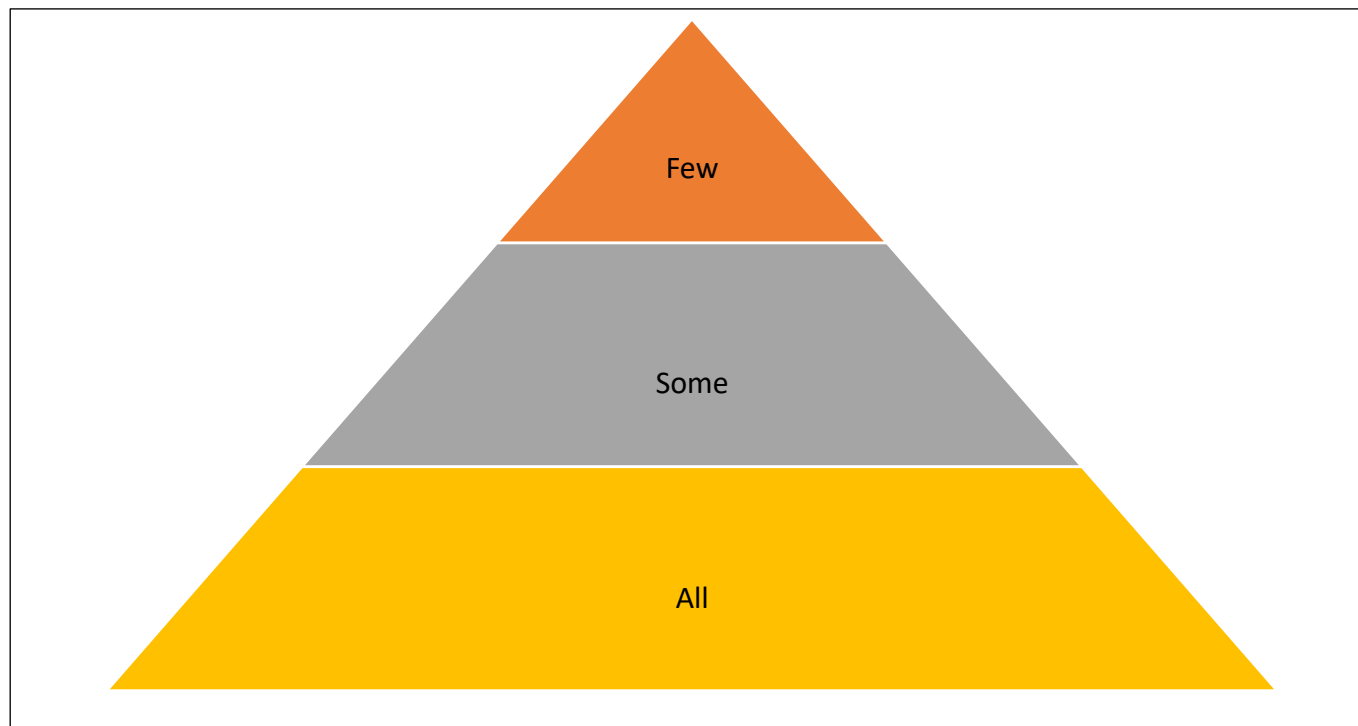
As recommended in the SEND Code of Practice, we adopt the graduated response.

The assessment cycle is a process that allows monitoring and evaluation of intervention and progress. This process is called 'Assess, Plan, Do, Review'

In response to this, Botwell House Catholic Primary School has created a bespoke model that reflects best practice within the school.



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Termly pupil progress meetings are held to discuss all of our children's progress. Interventions and/or group work can then be put in place if appropriate.

How is my child's overall well-being supported at school?	Our school is an inclusive school and we welcome and celebrate diversity. We are a caring and understanding team and believe that high self-esteem is crucial to a child's well-being. In the first instance, we take a whole school approach towards positive health and mental well-being. In addition to this, we also have a variety of approaches to support positive well-being both in a group situation and on a more individual basis.
What support is there for behaviour, avoiding exclusion and increasing attendance?	We believe that the best way to support our children with their emotional literacy is to teach them how to: • Recognise the emotion • Understand how to deal with the emotion • Reflect We achieve this through the Zones of Regulation approach. By using this approach, behavior incidents are 'talked through' using a Restorative Justice method. As a result, a shared language is used across the school and at home so that our children are encouraged to communicate verbally as opposed to physically. Attendance and lateness of every child is monitored closely and recorded. Persistent lateness and absence are reported to the Headteacher.

	All of these measures enable us to minimise the possibility of suspension/exclusion. Where suspension has happened there will be a clear reintegration meeting with the family and child together to investigate how the school and family can work together to avoid further suspension or exclusion.
How will my child be able to contribute their views?	At our school, each child's views are sought, valued and respected. Children are encouraged to form their views either verbally or non-verbally, using appropriate methods that suit their communication needs. All children have a right to receive and make known their wants, needs and opinions and to have these taken seriously. Our children are encouraged to take an active part in decision making, especially as part of their annual reviews. Your child will be supported to be able to communicate their views through a variety of ways: • School council • Personal profile page • Annual pupil questionnaire • Personal target setting agreed with an appropriate adult.

Ofsted	The new Ofsted framework will now use a standalone 'Inclusion' grade in order to monitor quality of provision.
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What specialist services and expertise are available at or accessed by the school?	Our staff endeavour to keep up to date with the latest approaches and research and so a variety of expertise is available on site, such as for instance: Emotional Literacy Support Assistant Language Link ELKLAN Rainbow Bereavement Programme Makaton Attention Autism Family Links Parenting Programme Family Links: Developing Emotional Resilience External services available to the school are as follows: • Educational Psychology Services • Autism Outreach Service • Speech Therapy Service • Physiotherapy and Occupational Therapy Services
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	• Brunel University Occupational Therapy research team • Visual Impairment team • School Nurse/Health Visitor • CAMHS • SAS • Brilliant Parents
<u>Adaptations to the curriculum and learning environment</u> How is the school accessible to children with SEND?	The school has been partially adapted to accommodate children with a physical disability. The car park has a designated, disabled parking space with easy access to the school. The entrance to the main school building has a ramped approach and doors that can be opened to allow wheelchair access.
<u>Enabling pupils with SEND to engage in activities available to those in the school who do not have SEND</u>	Botwell House Catholic Primary School makes all reasonable adjustments to ensure all trips are inclusive by planning carefully in advance, taking into account every child's needs and ensuring that locations visited are easily accessible. Risk assessments are carried out for all trips. All children are welcome at our 'out of hours' activities and the school will make all reasonable adjustments to facilitate this. For those children who

Will my child have access to trips and Extra Curricula clubs?	require additional support in order to take part in an activity, a 'Needs Analysis' would be completed and discussed with families prior to a child starting that club.
<u>Supporting pupils moving between phases and preparing for adulthood</u> How does the school support children with SEND to start school, change classes and move onto a new school when they reach the appropriate stage?	Starting School Initial contact is made with families and the previous setting as soon as we are notified of the transfer. Home visits, school visits and discussions with the families, the child and relevant professionals are arranged as appropriate to ensure a smooth transition to the school. Starting a new year group Children with SEND are prepared, in advance, through visits to the new class and teacher as well as a visual transition booklet that documents people and places in the environment that will remain the same and those that will be different. This booklet is written as a transition booklet that can be read over the summer break.

	Starting a new school The school follows the Local Authority transfer arrangements. As such, families of children with EHCPs are given the opportunity to discuss transition options. Staff from receiving schools are invited to the final review of a child with an EHCP. During these discussions, additional visits to the school can be arranged as appropriate. All documentation and information is forwarded to the receiving school as part of the transition process. All pupils with EHCPs have a Pupil Profile, detailing likes, dislikes and how support is best provided. Transition to another setting throughout the school year If a child should make transition to another setting mid-way through the year, arrangements are made to meet with the new school's SEND staff to discuss a method of transition that is appropriate to the needs of the child. As with transition to another setting during the natural transition period, all documentation and information is forwarded to the receiving school as part of the transition process.
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	All pupils with EHCPs have a Pupil Profile, detailing likes, dislikes and how support is best provided.
<u>Expertise and training of staff</u> How are school staff trained and supported to work with children with SEND?	We believe that understanding the different needs of our children is not only fundamental to providing exceptional provision but important when supporting our children and families. Where possible, our staff ensure that they attend relevant and current training, provided both in school on a regular basis or by making use of services outside of the school environment.
<u>Evaluating the effectiveness of SEND provision</u> How do we assess and evaluate the effectiveness of our SEN provision?	An annual progress report is produced and presented to the Teaching and Learning Committee. Included in this report is an evaluation of SEND provision. As part of school governance, we have a dedicated Inclusion governor who reports back her findings from visits on site to a Teaching and Learning committee or where appropriate a full governing board. The LA also carries out its own monitoring inspections and OFSTED will also thoroughly evaluate the effectiveness of our SEN provision when the school is inspected.

<u>Complaints about SEND provision</u> What are the arrangements for handling complaints from families of children with SEND about the provision made at the school?	It is in everyone's interest that complaints are resolved at the earliest possible stage. Families should, in the first instance, speak with their child's class teacher. If the complaint is not resolved, then the next point of contact would be Mrs Howard or Mrs Ansell. If the complaint still cannot be resolved, then the procedure documented within the school's complaints policy should be followed. (Complaints Policy is available on the school website) Should you have any concerns regarding your child's progress or well-being, then please speak with, initially, the class teacher and then Mrs Howard/Mrs Ansell. If concerns remain at this point, then the school's complaint's policy must be adhered to. This policy is readily available on the school website or by request from the school office. This being said, we pride ourselves on working with families and as such do everything that we can to ensure that any worries are effectively dealt with before they become a large concern.
<u>Contact details of support services for families of pupils with SEND</u>	We take great pride in how we support our families and actively signpost them to services for further advice where possible. These services include: • SEND Advisory Service (SAS). SAS is a multi-disciplinary early intervention service that supports pupils with additional needs.

How can I access support services in the community?	• HACS – Hillingdon Autism Care and Support
<u>Links with other policies</u>	Accessibility plan Positive behaviour policy Equality information and objectives First Aid Policy Supporting Pupils with Medical Conditions Policy Attendance Policy