

Bengeo School's SEND Information Report – January 2021

At Bengeo Primary School the Head Teacher, Senior Leadership Team (SLT), Teachers, Special Educational Needs Coordinator (SENCo) and teaching assistants frequently discuss the progress of all pupils. We believe it is important to address the strengths and difficulties of all children. This may involve pupil's attending short periods of intervention in a particular area, focussed help within the classroom or, with consultation with the parents, referral to an outside agency to ask for advice on a child's additional needs. All Hertfordshire schools maintain a similar approach.

Key to abbreviations used:

SEND: Special Educational Needs & Disabilities
SENCO: Special Educational Needs Co-ordinator
EP/Ed Psyc: Educational Psychologist
SpLD: Specific Learning Difficulties
EHCP: Education, Health & Care Plan
ISEN: Individual Sweep of Educational Needs
CAHMS: Child and Adolescent Mental Health Services
TAF: Team around the Family
DSPL – Delivering Special Provision locally

1. How does the school know if the children need extra help and what should I do if I think my child may have SEN ?

According to the SEND Code of Practice 2015 : 0 to 25 years, 'A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

Class teachers regularly monitor progress through regular assessment. They know the children in their class well. An Individual Sweep of Education Needs (ISEN) of the school is conducted at least three times a year, when the needs of all pupils are discussed with the SENCO, Head or Key Stage Leader.

Advice is given to teachers on how to further support those pupils who are not making expected progress or whose development is causing concern. The next step is to draft some personalised learning targets that may be incorporated into a SEND Pupil Profile and will likely include internal intervention or support.

2. What should I do if I think my child may have special educational needs?

If you have concerns about your child's achievement, the class teacher should be your first port of call. The SENCO is also available to discuss any concerns you may be having about your child.

Parents are encouraged to be proactive and a meeting with the SENCO or class teacher can be arranged at any point if you wish to discuss your child's needs.

3. How will the school staff support my child?

The Code of Practice for SEND (2015) states that it is the teacher's responsibility to provide for SEN in the class and to follow school procedures for identifying, assessing and meeting those needs. Where interventions and support may include teaching away from the class, the class teacher will monitor this to ensure that progress is being made. The SENCO supports the class teacher by providing advice, monitoring and making links with outside agencies.

Pupils may then be given some personalised learning targets that may be incorporated into a SEND Pupil Profile and will likely include internal intervention and support. This support is generally in the classroom and can take various forms, depending on the pupil's needs. There may be some small group or 1-1 support outside the classroom, where needed.

The school may also seek advice from external agencies such as Educational Psychologist, Speech and Language Service, Integrated Services for Learning Advisory Teacher, SpLD Base, and the school nursing team. Assessments are continuously updated by the class teachers and are monitored by the Head, SENCO and Senior Leadership Team. Teachers regularly monitor children's progress and will discuss any concerns they have with you and the SENCO throughout the year.

Staff will support your child with their social and emotional welfare to ensure that they feel included and valued as a full member of the school community.

4. How will I know how my child is doing?

Where a child requires additional support, parents are informed by the class teacher, SENCO or Head and targeted interventions are put into place. Progress is then reported back to parents at termly consultation meetings or more frequently if required and through end of year reports. The effectiveness of the school's provision for children with SEND is evaluated, reported to Governors and monitored by Ofsted. There is also a school governor responsible for SEN who regularly monitors the quality of provision.

Parents can talk to the class teachers during parents' evenings, pupil progress meetings or make an appointment if a concern occurs.

5. How will the learning and development provision be matched to my child's needs?

Teachers continually plan good quality differentiated lessons throughout the curriculum to support all children's learning in the classroom. Suitable resources and reasonable adjustments are used in these lessons to support pupil's needs. Continuous assessments of pupils learning throughout the lesson, means teaching can be adapted immediately for a pupils needs. Interventions are detailed on our ISEN, class provision maps or pupil profiles, which are updated and evaluated termly to ensure quality provision is provided.

6. What support will there be for my child's overall wellbeing?

A range of support for wellbeing is used throughout the school such as:

- Assemblies
- Personal, Social & Emotional Education (through The Jigsaw Scheme)
- Pupil voice
- School council
- Participating in extras activities
- Small group or 1-1 with a member of pastoral support team.
- Social development and enjoyment in and out of school
- After school clubs
- Encouraging positive relationships- between parents, school and children
- Teaching assistant supporting the children
- During remote learning (phone call meeting can be had with pastoral support or the SENCo team)

We have a therapeutic approach to behaviour management.

High expectations of behaviour & support for one another are detailed in the Behaviour and Anti Bullying Policies, which are provided for all pupils. Some pupils have access to:

- School Family Worker
- Children's Centre
- Work with a member of the Pastoral Support Team
- Step 2 and CAHMS
- Counselling
- DSPL3 Family Support Worker for pupils with ASC/ADHD

If your child has a medical condition, please see our Medical Conditions policy

8. What training have the staff supporting children with SEND had or are having?

In school training on a range of SEND needs are ongoing. Teaching staff and teaching assistants have undergone a wealth of training to support children with specific needs including: Social, emotional and mental health; Autism; Dyslexia and dyscalculia; Literacy and maths interventions; Fine and gross motor skills; Down's syndrome; ADHD; Diabetes and epilepsy. The experienced SENCo regularly attends the county SEND update meetings.

Child protection Training is updated regularly and opportunities for additional training are available to ensure that staff has an up to date knowledge of SEND issues and legislation.

9. What specialist services and expertise are available at or accessed by the school?

- Good quality teaching

- SENCO- expertise from within school
- Educational Psychologist,
- SpLD base for English and Maths
- Outreach support for specific needs from the Integrated Service for Learning Advisory Team – Visual Impairment/Hearing Impairment/PNI/SPLD/EY/CAT and support from the DSPL3 outreach team
- Health- via GP, Speech and Language, School Nurse, Paediatrician, Occupational Therapy, School Health Team. CAMHS
- Riding for the Disabled
- SDPL3 Outreach team/Family Support Workers
- Rivers Behaviour Support Team

10. How will you help me to support my child's learning?

- Learning resources sent home
- School information about how to help your child
- Parent's evening
- End of year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre/ Family Support Worker or Hertfordshire Adult and Family Learning Service (HAFLS)
- Individual target reviews/ meetings with SENCo Class teacher/ Pastoral support worker
- Working with private agencies from which parents have taken the lead and requested
- Home/School book for some younger children
- Extracurricular opportunities

11. How will I be involved in discussions about and planning for my child's education?

We strongly believe that in order for children to achieve their potential, partnership between parents and school is essential. You are welcome to speak to your child's teacher or the SENCO with any concerns or questions. SEND Pupil Profiles with personalised learning targets are discussed and reviewed with parents at least termly. For children who present with more complex SEND we work closely with families and outside agencies through a TAF meeting. If your child has an EHCP you will be invited to review this annually with other professionals involved.

12. How will my child be included in activities outside the classroom including school trips?

We operate an inclusive school and realise the importance of visitors and visits to enhance and support learning. Children with SEND may sometimes require additional support and their needs will be looked at individually to assess how this is achieved through:

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion with the class teacher/ SENCo and/or Head

13. How accessible is the school environment?

The school is fully compliant with the Equality Act 2010 and reasonable adjustments are made for all children with SEND where necessary. The accessibility plan is updated according to need.

14. Who can I contact for further information?

- Class teacher
- SENCO
- Headteacher
- SEND Governor
- County- SEN Officer
- DSPL3 website
- School website
- Whilst we would hope that problems may be overcome in school there is a Complaints policy available in school

15. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Our school works closely with all different settings at the time of transition.
- We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEND.
- Internal transition meetings for transition from one year group to the next
- Meet with preschool or nursery that child attends prior to coming to Bengoe
- Meet with Secondary schools
- Records are transferred and discussed when a child leaves the school.

16. How is the decision made about how much support my child will receive?

School budget is decided by Head and Governors for SEN. If a pupil has an EHCP they will be allocated a band which will mean some high needs funding will be allocated to support the needs of those pupils. Within the budgetary constraints, support is allocated according to the level of need. The amount and type of support offered to a child is determined by a detailed analysis of a child's needs, barriers to learning, stage of development, parental views, their own views and consultation with the class teacher and SENCO. Careful monitoring of support is used to ensure development of the child's independence.

17. How can I find information on the local authority's Local Offer of services and provision for children and young people with special educational needs and disability?

The Local Education Authority's Local Offer can be accessed at <https://www.hertfordshire.gov.uk/microsites/local-offer/the-hertfordshire-local-offer.aspx>