



BENHALL INFANT SCHOOL

SEND INFORMATION REPORT & LOCAL OFFER

November 2022

How does our school know/identify that children have special educational needs (SEND)?

- SENDCo liaises with Benhall Pre School Manager and therefore knows the history of children coming into Reception.
- SENDCo liaises with other schools and services if children transfer from other schools or early years settings.
- SENDCo contacts parents if anything is mentioned on the school new admissions form.
- Parents' are listened to should concerns arise from home.
- Class teachers and teaching partners flag up any SEN concerns as they arise to the SENDCo.
- The Senior Leadership Team closely monitor attainment, progress, behaviour, attendance and any pastoral needs.

What are the first steps our school will take if special educational needs are identified?

- Consultation with parents to outline areas for concern and gather relevant information/ family background/history;
- Plan of action of how to address needs;
- Decision made as to whether the child requires intervention at 'My Plan' level.

What should parents/carers do if they think their child has SEND? How can they raise concerns?

- Address concerns with class teacher initially who may offer advice or alternatively signpost to SENDCo.

How will our school include parents and children in planning support?

- Children views will be gathered and recorded, sometimes using a My Profile document;
- Parents will be involved in creating a 'My Plan' document that will summarise needs, targets, outcomes, provision and arrangements for review.

How will our school teach and support children with SEND?

For children without an Education, Health and Care Plan (EHCP) and at My Plan or My Plan+ stage of the graduated pathway:

- Quality First teaching will ensure that all children receive teaching and learning that is differentiated to their needs
- Observation by SENDCo
- Use of teaching partners for small group support and specific interventions
- Personal Support Plan for SEMH needs
- Advice and support sought from outside professionals
- My Plan and My Plan+ documents drawn up with children and parents to detail needs, targets, outcomes, provision and review arrangements
- Ongoing monitoring of attainment and progress to determine next steps
- Risk assessments for behavioural needs to minimise risks
- Care plan to address medical needs and care
- Attendance monitoring

For children with an Education, Health and Care Plan

- All of the above plus additional provision, resources and/or equipment specific to the child's outcomes detailed in their EHCP; this may include 1:1 support from a Teaching Partner (TP) or access to external provision such as outreach groups.

How does our school plan the support? How are our resources allocated and matched to needs?

- The Senior Leadership Team regularly audit the SEN needs of the school as a whole.
- All classes have an allocated teaching partner.
- Additional SEN teaching partners are deployed to meet the needs of individuals and groups of children.

How is the decision made about the support your child will receive?

- The level of a child's need will determine how much additional support they require; this may be funded from within the school's notional budget for SEND, or through 'top-up' funding from the Local Authority if a child has a level of need significant enough to warrant an EHCP being issued.
- This link provides more information about what a school can reasonably be expected to provide through their notional budget: <http://www.gloucestershire.gov.uk/education>

How will progress towards identified outcomes and effectiveness of our SEND provision be assessed and reviewed by us and how will we involve parents and children in this process?

- Individual plans (My Plans) will be assessed and reviewed regularly with parents and children in a meeting with the SENDCo;
- Children with an EHCP will have an annual review to assess progress against the outcomes set;
- Individual end-of-year reports written by class teachers;
- Parent consultation appointments with class teacher;
- On-going monitoring using Scholarpack will track progress;
- Data from Scholarpack and other related teacher assessments will be analysed termly;
- Termly Pupil Progress meetings with Senior Leadership Team;
- Regular feedback to the Governing body by SEN link governor;
- Annual SEN report will be published for parents online;
- Ofsted reports;
- School self-evaluation reports

Who will be working with your child?

- In addition to the class teacher, teaching partners and SENDCo the following may work with your child dependent upon need:
 - Educational Psychologist
 - Advisory teacher
 - Speech and language therapist
 - Occupational therapist
 - Physiotherapist
 - School Nurse
 - Social worker
 - Arts/Play Therapist

How does our school ensure that the information about a child's needs or EHCP is shared and understood by teachers and all relevant staff who come into contact with that child?

- A system is in place to flag up all children with additional needs in the class register.
- The SENDCo is responsible for sharing all relevant information with key members of staff, including supply teachers and pupil supervisors, in line with data protection guidelines.
- Regular communication with class teachers, teaching partners and pupil supervisors ensure all relevant information is shared.

What role will the child's teacher play?

- Class teachers play a crucial role in planning and delivering a curriculum that is appropriate for each child in their class.
- They are the first point of contact for children and parents.

What expertise does our school and our staff have in relation to SEND?

- SENDCo experienced in working with children with SEN from Early Years to Key Stage 2;
- SENDCo also supported by second experienced SENDCo one day per week.
- SENDCo is a member of the SLT
- Ongoing CPD in all areas of SEND is available for all staff
- Bank of qualified teaching partners who are experienced in classroom support, small group support and delivering specific intervention programmes to meet a spectrum of need.
- SENDCo and Headteacher offer family support.

What intervention programmes does our school run for children with SEND and how are they delivered? (One to one support or in groups)

Interventions are planned and delivered according to need and may include the following-

- SEN route Phonics
- Keep-up Phonics
- Catch-up Phonics

- Reading comprehension intervention- small group support
- Maths intervention- small group support
- Handwriting intervention- small group support
- Social and Emotional intervention- small group and 1:1 as appropriate
- Nurture group
- Co-regulation
- Speech and language therapy- support small group and 1:1 as appropriate
- Occupational therapy interventions - Fizzy programme - small group support
- Physiotherapy exercises
- Pastoral/Family support
- Music Therapy
- Play Therapy
- Drawing and Talking Therapy
- Reflexology

What teaching strategies does our school use for children with learning difficulties including: Autistic spectrum disorder, hearing impairment, visual impairment, speech and language difficulties and dyslexia?

- Staff will use strategies identified through consultation with pupils, parents and other involved services that are suggested as effective and specific to each child.
- All teaching staff have received basic training to develop competence in teaching strategies for children with SEND.
- Ongoing professional development ensures that this training is updated as appropriate to the needs of our SEND children.
- Teaching partners are signposted to specific training appropriate to the needs of the children they are supporting.
- Teaching Partners who attend an outreach setting with a child, are encouraged to learn from the setting and share their learning with colleagues at school.
- Effective strategies are observed and communicated to appropriate staff.

What support does our school put in place for children and young people who find it difficult to conform to normal behavioural expectations and how do we support children and young people to avoid exclusion?

- School follows a Positive Discipline based approach to foster connection between significant adults and children, and teach children lifelong skills that will help them with various emotional and social situations.
- If a child is struggling to handle something difficult we help them through their distress.
- For some pupils, variance on behaviour management will be made in order to meet any specific social, emotional, learning or other needs which require a personalised approach.
- Individual needs are assessed and an appropriate plan of support is put in place to support and promote positive behaviour.
- Some pupils have a Personal Support Plan detailing how we promote emotional regulation, and how we respond to unwanted behaviour.
- Advice is sought from appropriate agencies to address and support social, emotional and mental health needs.
- Additional teaching partners are deployed to accompany children with behavioural needs on school visits if risk assessments determine this.

- Qualified teaching partners are available to provide specific support both inside and outside on the playground every lunchtime according to need.

Which other services do we use to provide for and support our children and families?

- The following may be involved according to need:
 - Educational Psychologist
 - Advisory teachers
 - Speech and language therapist
 - Occupational therapist
 - Physiotherapist
 - School Nurse Service
 - Social services
 - Early Help
 - Intervention Circle
 - Virtual School
 - CAMHS
 - Targeted support team
 - Winston's Wish
 - Young Carers
 - Education and Inclusion Service
 - Move More
- Families of these children could be supported by:
 - Signposting to relevant support services
 - Referrals
 - Co-ordination of and attendance at meetings with these services as appropriate
 - Provision of regular written and verbal progress reports

How does our school provide support to improve the emotional and social development of our children?

- Social and emotional learning provision for all children within whole class and small group settings
- Specific teaching to reinforce the values of our school which focus upon social and emotional aspects of learning.
- Assessing individual needs and putting a plan of support in place
- Specific interventions such as Nurture Group or Drawing and Talking Therapy
- Fully inclusive access to all school activities
- Prioritised access to after school activities as appropriate

How does our school manage the administration of medication?

- Medication will be administered in accordance with school policy; please refer to the policy on the school website for further information.

How does our school help with personal/intimate care where this is needed?

- Personal care needs will be detailed in an intimate care plan which will be drawn up with parents and relevant professionals according to need.

What is our policy on day trips, school outings and health and safety arrangements for children with SEND?

- All children will be included according to risk assessments.
- Additional support / resources/equipment will be provided as appropriate.

What extra pastoral support do we offer, and what pastoral support arrangements are in place to listen to children with SEND? What measures are in place in our school to prevent bullying?

- Small group and 1:1 pastoral support as needed
- Signposting to and involvement of specialist services
- Review meetings to include pupils views and regular informal opportunities for pupils to talk to teaching partners and SENDCo
- Anti- Bullying policy
- Family Support

What access do our SEND children have to facilities and extra-curricular activities available to all pupils?

- All pupils have access to facilities and extra - curricular activities
- Additional funding can be applied for to support children with SEND to access additional after school clubs
- Priority places available to children with SEND if appropriate
- Inclusive Sports Day

Who will be talking to and keeping in touch with the parent/carer?

- The class teacher is the first point of contact.
- A home/school diary may be used if appropriate to aid communication.
- The SENDCo will also keep in touch with parents offering drop in appointments where ever possible, planned meetings and telephone consultations.

How will parents/carers know how well their child is doing?

- Informal conversations as required
- Tapestry
- Home/school diaries if appropriate
- Parent Pop-Ins
- Regular review meetings
- Regular reports
- Parent consultation meetings
- Meetings with outside services as required

How does our school measure outcomes and impact of the support provided to the children?

- The Senior Leadership Team will assess the impact of provision and measure outcomes of individual pupils and vulnerable groups.

- Progress will be shared with the children – as appropriate – by the class teacher, teaching partner or SENDCo.

When and at what interval will this happen?

- Termly at pupil progress meetings by class teachers
- Annual Standards and Progress reports

How will our school involve children with SEND in their education?

- Pupils will be aware of their next steps and how they will be supported to achieve these.
- Pupils will be consulted as part of the review and target setting process.

How do we prepare our school to welcome and support children with SEND and how do we arrange and support a transfer to another school/educational establishment?

- An established approach is embedded within our school to welcome and support SEND pupils-see policies.
- Transition arrangements are discussed with all parties/services involved and a plan of action is put into place.
- The SENDCo will co-ordinate all transition arrangements including transfer of information.

How do we prepare our children for adult life?

- All children are prepared for the next stage of their education by promoting independence and developing social and life skills.
- Specific support and activities are available to support this and may include the following as appropriate-
 - Wide range of after school activities
 - Road safety awareness
 - Balance Bikes training
 - Basic cooking skills
 - Social and Emotional intervention groups
 - Internet safety awareness training
 - Extra-curricular visits
 - Cultural visits

What special arrangements are made for exams?

- Access arrangements are followed as per statutory guidance.

What resources and equipment do we provide for children with SEND?

- Resources and equipment are provided for those children as detailed within individual plans/EHCP documents as required.

What arrangements are in place with other schools/educational providers when our children with SEND transfer?

- Strong links with neighbouring junior school to ease transition at end of KS1.
- Experienced SENDCo has access to all local school SENDCos through the local cluster.

How accessible is our school to pupils/students with SEND?

- The school building and grounds are all on one level and fully accessible
- There is an accessible toilet.

Where can you find our SEND policy?

<http://www.benhallinfantschool.co.uk/> Parents Page - Policies

What role do the governors have? What does our SEND governor do?

- The Governors have a central role and are fully informed about all aspects of SEND through regular reports to the Governing Body through the SEN Governor, SLT and Head teacher reports.
- The SEN Governor is the link between the school and the Governing body and visits school regularly to observe practice, establish attainment and progress of children with SEND and to evaluate effectiveness of provision.

What can you do if you have concerns or are not happy with the provision that your child is getting?

- Arrange to meet with your child's class teacher;
- Arrange to meet with the SENDCo;
- Arrange to meet a member of the SLT;
- Arrange to meet the SEN governor.

How can parents/carers arrange a visit to our school? What is involved?

- Parents should contact school to arrange a visit.
- A visit will be with the head teacher and will include a tour of the school and facilities, and an opportunity to meet with the SENDCo.

Who can you contact for more information?

- Class teacher
- SENDCo
- Refer to SEND Policy
- SENDIASS (parent partnership organisation) <https://sendiassglos.org.uk/>