**![me_Benwick__Logo_GIF[1]]()Benwick Primary School**

**Special Educational Needs Information Report 2018/19**

At Benwick Primary School we value every member of our school community and have produced this report with the support of pupils, parents and carers, governors and members of staff. We aim to provide a broad and balanced curriculum that is differentiated to suit the needs and abilities of all of our children. We strive to ensure that all children are engaged by their learning opportunities and feel success in response to their efforts.

The broad areas of SEND (Special Educational Needs and Disability) need are:

  Communication and Interaction.

  Cognition and Learning.

  Social, Emotional and Mental Health Difficulties.

  Sensory and/or Physical.

At Benwick Primary we embrace the fact that every child is different and therefore the educational needs of our child will differ too. Supporting the needs of all learners is paramount and therefore targeting support for children with Special Educational Needs is paramount to the success of all.

If you have any concerns regarding your child’s progress or well-being, then please speak to your child’s teacher or Miss Turner (SENCO).

**What if your child has Special Educational Needs and how will the school identify what those needs are?**

Special educational provision is provision that is different from or additional to that which is normally available to pupils of the same age. It is targeted support that is planned in response to the individual needs of the child.

At Benwick Primary School, all children receive Quality First Teaching within the classroom from their class teacher. The children’s responses and the progress they make within lessons enables us to determine who may need additional support or intervention. Therefore, the progress of all pupils is monitored regularly by class teachers and the senior leadership team, through the use of formal and informal assessments. When a pupil is not making expected progress, their level of need can be quickly identified and discussed with parents/carers and the pupil concerned.

Our SEN profile for 2018-2019 shows that 20% of the children at Benwick have been identified as having SEND. Two of those children currently has an Education Health and Care Plan. Those children that do not have an EHCP or Statement will be on SEN support. The information below shows a brief breakdown of our SEN register.

 56% of children on our SEND register are identified as having SEN linked to Cognition and Learning.

 16% of children on our SEND register are identified as having SEN linked to Communication and Interaction.

 28% of children on our SEND register are identified as having SEN linked to Social, Emotional and Mental Health.

 0% of children on our SEND register are identified as having SEN linked to Physical and sensory.

**What should I do if I think my child may have SEN?**

If parents/carers have concerns about the progress or attainment of their child they should in the first instance make an appointment to speak to the class teacher, who will then liaise with our Special Educational Needs Co-ordinator (SENCo) – Miss Turner, where appropriate.

If you wish to discuss a specific area of Special Educational Need or Disability then please contact our SENCo, Miss Turner.

**Who are the best people to talk to in this school about my child’s difficulties with learning /Special Educational Needs or Disability (SEND)?**

**The class teacher**

Responsible for:

* Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support) and letting the Special Education Needs/Disabilities Co-ordinator (SENCo) know as necessary.
* Identifying through the use of the school’s assessment system the areas of weakness in English and Maths, and setting out in a plan the steps necessary to close the gap.
* Personalised teaching and learning for your child as identified on the school’s provision map and providing parents with a copy of your child’s One Page Profile and Intervention Plan.
* Ensuring that the school’s SEN Policy is followed in their classroom and for all the pupils they teach with any SEN.

**The SENCo – Miss Turner**

As SENCo, Miss Turner is responsible for developing and reviewing the school’s SEN policy and coordinating all the support for children with special educational needs or disabilities (SEND). Other parts of her role include, updating the school’s SEN register and ensuring that there are records of your child’s progress, as well as liasing with other people and professionals that come into school to support your child’s learning, e.g. Speech and Language Therapists and the Educational Psychologist. Within school, the role of the SENCo also involves providing specialist support for teachers and support staff, so that they can help children with SEND in the school to achieve the best progress possible.

In addition to this the role of SENCo also involves ensuring that you (as parent) are:

1. involved in supporting your child’s learning
2. kept informed about the support your child is getting
3. involved in reviewing how they are doing.

**The Head teacher: Mrs Jackie North**

As head teacher, Mrs North is responsible for the day-to-day management of all aspects of the school; this includes the support for children with SEND. The Head teacher will give responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child’s needs are met. The Head teacher must make sure that the Governing Body is kept up to date about issues relating to SEND.

**The SEN Governor: Mrs Jessica Wood**

As SEN governor, Mrs Wood, is responsible for making sure that the necessary support is given for any child with SEND who attends the school.

School contact telephone number: 01354 677266

**2. What are the different types of support available for children with SEND in our school?**

**a) Class teacher input, via excellent targeted classroom teaching (Quality First Teaching).**

For your child this would mean

* That the teacher has the highest possible expectations for your child and all pupils in their class.
* That all teaching is built on what your child already knows, can do and can understand.
* That different ways of teaching are in place, so that your child is fully involved in learning in class. This may involve things like using more practical, hands-on approaches to learning.
* That specific strategies (which may be suggested by the SENCo) are in place to support your child to learn.
* Your child’s teacher will have carefully checked on your child’s progress and will have decided that your child has a gap or gaps in their understanding/learning and needs some extra support to help them make the best possible progress.

**Specific group work**

Specific group work or targeted support may be run outside the classroom and by a Teaching Assistant or a Teacher.

**b) Specialist groups run by outside agencies, e.g. Speech and Language therapy**

**SEN Code of Practice 2014: School Support (SS)**

This means a pupil has been identified by the SENCo/class teacher as needing some extra specialist support in school from a professional outside the school. This may be from

* Local Authority central services, such as Speech and language Service.
* Outside agencies such as the Education Psychology Service (EPS).

**What could happen:**

* You may be asked to give your permission for the school to refer your child to a specialist professional, e.g. a Speech and Language Therapist or Educational Psychologist. This will help the school and you to understand your child’s particular needs better and be able to support them more effectively in school.
* The specialist professional will work with your child to understand their needs and make recommendations as to the ways your child is given support.

**c) Specified Individual support**

This type of support is available for children whose learning needs are severe, complex and lifelong.

This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups (“Including All Children” documentation from LA).

Your child will also need specialist support in school from a professional outside the school. This may be from

* Local Authority central services which can be found in the Local Offer.
* Outside agencies such as the Speech and Language Therapy (SALT) Service.

**For your child this would mean**:

* The school (or you) can request that Local Authority Services 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 school 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 a Statement of Special Educational Needs or an Education Health Care Plan (EHCP). If this is not the case, they will ask the school to continue with the current level of support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible.
* An additional adult may be used to support your child with whole class learning, run individual programmes or run small groups including your child.

 **3. How can I let the school know if I am concerned about my child’s progress in school?**

If you have concerns about your child’s progress, you should speak to your child’s class teacher initially.

* If you continue to be concerned that your child is not making progress, you may speak to the Special Education Needs/Disabilities Co-ordinator (SENCo) – Miss Turner.
* The school SEN Governor can also be contacted for support – Mrs J Wood

**4. How will the school let me know if they have any concerns about my child’s learning in school?**

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

* Listen to any concerns you may have.
* Plan any additional support your child may need.
* Discuss with you any referrals to outside professionals to support your child.

**5. How is extra support allocated to children and how do they progress in school?**

* The school budget, received from Cambridgeshire County Council, includes money for supporting children with SEN.
* The Head Teacher and SENCO decide on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the school governors on the basis of needs in the school.
* The Head Teacher and the SENCo discuss all the information they have about SEND in the school, including
* the children getting extra support already,
* the children needing extra support,
* the children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed.

* The school identifies the needs of SEN pupils on a tracking grid. This identifies all support given within school and is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

**6. Who are the other people providing services to children with SEND in this school?**

**School provision**

* Teaching Assistants and one HLTA working within the classes as well as in the Group Rooms with either individual children or small groups.
* Teaching Assistants or Inclusion workers offering support for children with emotional and social development who are on our Inclusion register.
* Class teachers plan intervention work for the children within their classes. This is overseen and monitored by the SENCO to ensure that children are being provided with appropriate opportunities to further their learning.

**Local Authority Provision delivered in school**

* Educational Psychologist
* Specialist Teaching Team Support
* Speech and Language Therapist
* Occupational Therapists
* School Nursing Team
* Social Care Team
* Behaviour Support Services
* Parent Partnership Service (SENDIASS)

**Health Provision delivered in school**

* Additional Speech and Language Therapy input to provide a higher level of service to the school
* School Nurse
* Occupational Therapy
* Physiotherapy
* CAMHs
* Diabetic Training

**7.  How are the teachers in school helped to teach children with SEN and what training do the teachers have?**

The SENCo’s job is to support the class teacher in planning for children with SEN.

* The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. This includes whole school training on SEN issues, such as Autism Spectrum Disorder (ASD) and speech and language difficulties.
* 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. Attention Builders which is a speech and language course introduced by the S and L team.

**8.  How will the teaching be adapted for my child with SEND?**

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child’s needs are met.

* Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
* Specific resources and strategies will be used to support your child individually and in groups.
* Planning and teaching will be adapted, on a daily basis if needed, to meet your child’s learning needs.

**9. How will my child’s progress be monitored?**

* Your child’s progress will be continually monitored by his/her class teacher.
* His/her progress will be reviewed formally with the Headteacher and SENCo every term in reading, writing and numeracy.
* If your child is in Reception or above, a more sensitive assessment tool can be used, which shows their attainment in more detail – breaking learning down into smaller steps.
* At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
* Where necessary, children will have a personal plan based on targets set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
* The progress of children with a statement of SEN/EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child’s education.
* The SENCo will also check that your child is making good progress within any individual work and in any group that they take part in.
* Regular book scrutinies and lesson observations will be carried out by the SENCo and subject leaders to ensure that the needs of all children are met and that the quality of teaching and learning is high.

 **10. What support do you have for me as a parent of a child with SEND?**

The class teacher is regularly available to discuss your child’s progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.

* The SENCo is available to meet with you to discuss your child’s progress or any concerns/worries you may have.
* All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
* Personal progress targets and One Page Profiles will be reviewed with your involvement every term.
* Homework will be adjusted as needed to your child’s individual requirements.
* A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

**11. How is Benwick Primary School accessible to children with SEND?**

* The school is fully compliant with DDA requirements.
* There are two disabled toilets.
* We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
* After-school provision is accessible to all children, including those with SEN.
* Extra-curricular activities, such as residential trips are accessible for children with SEN.

**12. How will you support my child’s emotional and social development?**

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways, including behavioural difficulties, anxiousness, and being uncommunicative. We pride ourselves at Benwick on providing effective support for children with emotional and social development needs. We work hard to get to know our children and their families in order to find ways of best supporting them. Nurturing our pupils is fundamental to the work we do and therefore additional support for children within emotional SEND needs is carefully planned.

All classes follow a structured PSHE (Personal, Social and Health education) curriculum to support this development. However, for those children who find aspects of this difficult we offer:

* Nurture group sessions run by our TAs.
* Lunchtime and playtime support through planned activities and groups.
* A Lego club that is run by a Teaching Assistant and encourages turn taking and co operation.
* Counselling services are provided through external providers if needed.

If your child still needs extra support, with your permission the SENCo will access further support through the Early Help Assessment process. This will enable us to seek support from other professionals who may be able to provide specific support and advice.

 **13. How will you support my child when they are joining this school, leaving this school or transferring to another class?**

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is a smooth as possible.

**If your child is joining us from another school:**

* The SENCo will visit pre-schools when appropriate.
* If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.
* Your child will be able to visit our school and stay for additional taster sessions, if this is appropriate.

**If your child is moving to another school:**

* Miss Turner (SENCO) will contact the receiving school SENCO and ensure he/she knows about any special arrangements or support that need to be made for your child. Where possible, a planning meeting will take place with the SENCo from the new school.
* We will make sure that all records about your child are passed on as soon as possible.
* If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

**When moving classes in school:**

* Information will be passed on to the new class teacher in advance and in most cases a planning meeting will take place with the new teacher. One Page Profiles will be shared with the new teacher.
* If your child would be helped by a book/passport to support them in understand moving on, then one will be made for them.

**In Year 6:**

* Miss Turner (SENCO) will discuss the specific needs of your child with the SENCO of the child’s secondary school. In most cases, a transition review meeting to which you will be invited, will take place with the SENCO from the new school.
* Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
* If necessary and where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.

**The Cambridgeshire Context**

Benwick Primary School is part of Cambridgeshire Local Authority. All Cambridgeshire Local Authority (LA) maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the LA to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

All schools are supported to be as inclusive as possible, with the needs of pupils with Special Educational Needs and Disabilities (SEND) being met in a mainstream setting wherever possible.

**What is the Local Offer?**

**The LA Local Offer**: The Children and Families Bill was enacted in September 2014. From this date Local Authorities (LA) and schools are required to publish and keep under review information about services they expect to be available for children and young people with special educational needs (SEN) aged 0-25. The LA refer to this as the ‘Local Offer’ -<http://www.cambridgeshire.gov.uk/SEND>

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.