




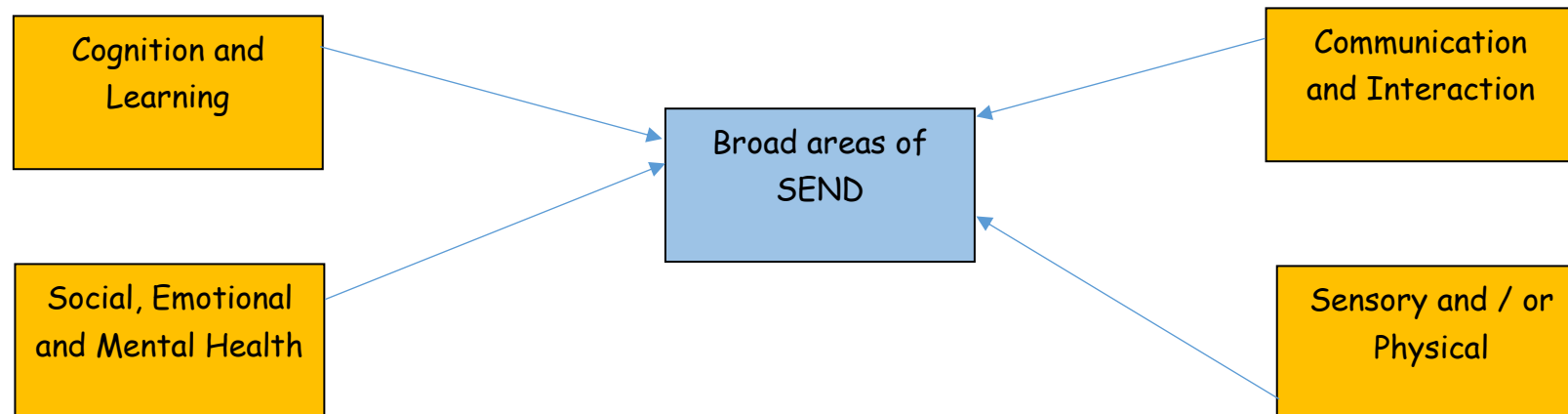




School Provides	Local Area (District) Offers	Home Provides
<p>SENDCO: Mrs Karen Piper Tel: 01354 677266 <a href="mailto:Kpiper@benwick.cambs.sch.uk">Kpiper@benwick.cambs.sch.uk</a></p> <ul style="list-style-type: none"> <li>• Welcoming, safe, caring, nurturing calm learning environment.</li> <li>• Stimulating learning environment</li> <li>• High quality teaching for all</li> <li>• Providing creative experiences and opportunities</li> <li>• Restorative practice</li> <li>• STEPs behaviour policy</li> <li>• Support for the whole family</li> <li>• Commitment to teamwork and enriching the lives of the children</li> </ul>	<ul style="list-style-type: none"> <li>• Family support worker</li> <li>• Support Groups</li> <li>• Advice</li> <li>• Courses</li> <li>• Parental Support</li> </ul> <p>The Child is at the centre of all we do</p>  <p>Home and School working together</p>	 <ul style="list-style-type: none"> <li>• Love</li> <li>• Family</li> <li>• Care</li> <li>• Emotional Support</li> <li>• Clothes</li> <li>• Equipment</li> <li>• Varied Experiences</li> <li>• Wide range of opportunities</li> <li>• Quality Time</li> </ul>
Medical	Professional Service	Leisure
 <ul style="list-style-type: none"> <li>• Community Paediatrician</li> <li>• Speech and Language Therapy</li> <li>• Specialist Medical</li> <li>• School Nurse</li> <li>• CAMHS</li> <li>• Physiotherapy</li> <li>• Occupational Therapy</li> </ul>	 <ul style="list-style-type: none"> <li>• Educational Psychologist</li> <li>• Specialist Teacher</li> <li>• Specialist Practitioner</li> <li>• Statutory Assessment Team</li> <li>• Social Care</li> <li>• Sensory Service</li> <li>• Counselling</li> <li>• Virtual School – Looked after Children</li> </ul>	 <ul style="list-style-type: none"> <li>• After School Clubs</li> <li>• Sports Clubs</li> </ul>

## What does the term “Special Educational Needs” mean?

The term “Special Educational Needs” is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with Special Educational Needs (SEN) are likely to need additional or different help from that given to other children their age.



## Who should I contact if I think my child has Special Educational Needs?

If you have any concerns about your child’s education you should always speak to your child’s teacher in the first instance. Your child’s teacher knows your child very well and will be able to discuss any concerns with you. They will discuss with you your child’s strengths and difficulties, consider their progress over time and in comparison to their peers. Parents’ consultations and our open door policy mean that a teacher may usually approach you with concerns before you approach them. However, if this is not the case, you are always welcome to arrange a time to chat with us about your child.

## How will the school know if my child has Special Educational Needs?

To ensure that children in our school reach their full potential, we are continually assessing children and planning to meet individual needs through a continuous cycle of planning, assessment and monitoring. There are half termly meetings with the Head Teacher to discuss pupil progress and identify children who may need additional support. We will be looking for children who:-

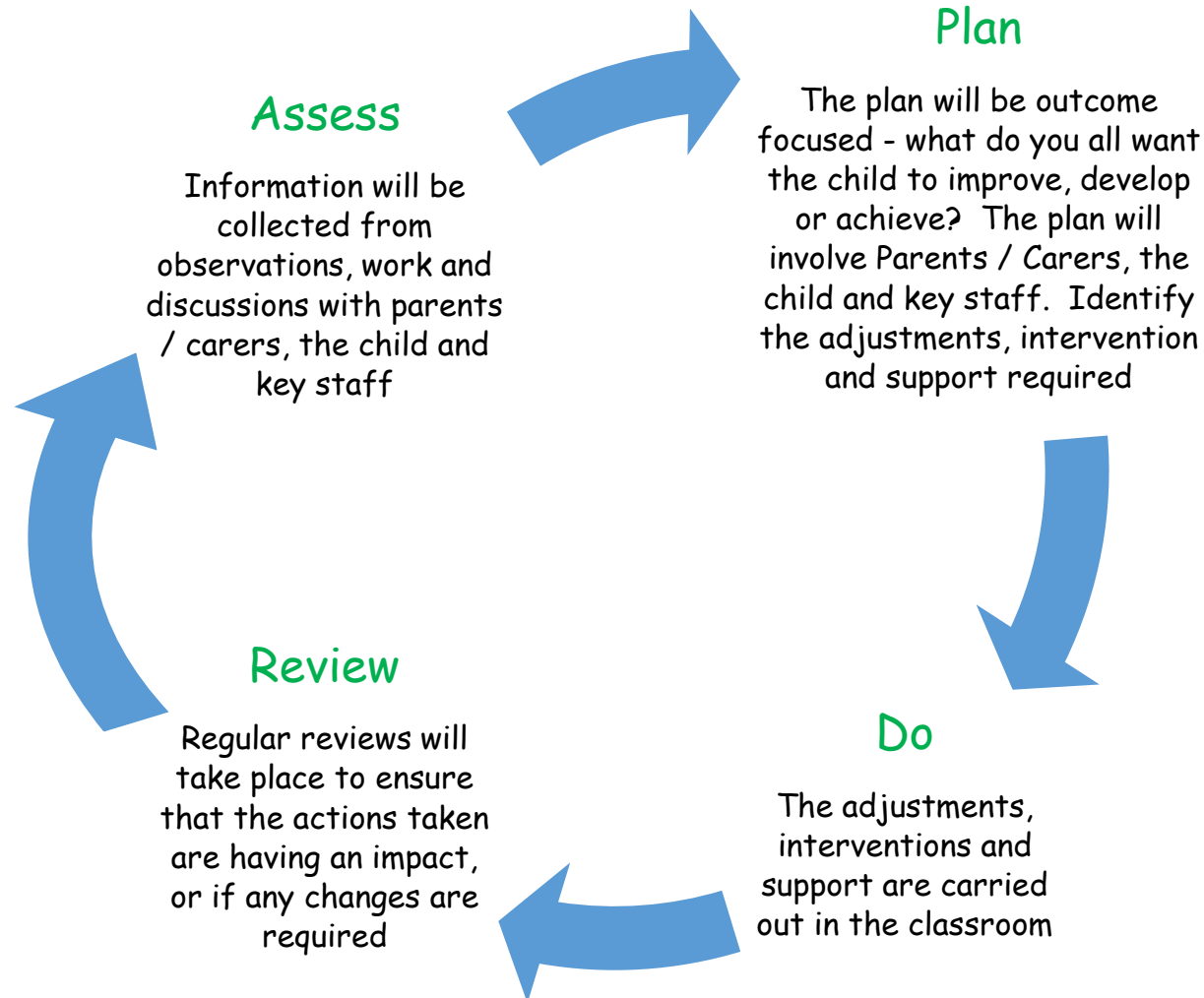
- are making slower progress than other children who started at the same level
- have changed their rate of progress
- have an underlying medical condition
- are finding particular aspects of the curriculum difficult

High quality teaching needs to be provided to ensure that we address individual needs. For some children, targeting their areas of difficulty will see their learning improve. If your child continues to make slow progress, we will need to gather further information through observations, work and conversations to obtain an overall view of your child and their overall functioning and needs. We will then invite you to a meeting with the SENDCO and class teacher. Before the meeting, we will listen to your child's views to ensure that they are involved with the process. At the meeting we may decide that your child has special educational needs and at that point with your agreement your child will be put on the Special Educational Needs register at SEN Support.

## What kinds of Special Educational Needs can the school help my child with?

Benwick Primary School is a fully inclusive school, where each child is treated as an individual and our school strives to ensure that all children are able to achieve their full potential. We aim to identify individual needs and support these to ensure that the children make progress.

### SEN Support in School



## Who may be involved with helping my child?

It depends upon the needs of the child as to how many people may be involved with your child. For some children it may be just the class teacher, the SENDCO and parents. However, for others this may extend to other outside professionals. There are some of the people who may be involved with your child:

<p><b>Class Teacher</b></p> <p>Your child's teacher is responsible for your child's progress in school and always play a key role in helping them both with their learning and friendships.</p>	<p><b>SENDCO</b></p> <p>The SENDCO oversees the provision for children with SEND in the school</p>	<p><b>Parents</b></p> <p>Your child's teacher will discuss ways in which you can help your child with their learning at home. Your support can make a big difference to your child.</p>	<p><b>Teaching Assistant</b></p> <p>Your child may work with a teaching assistant for small group work or individually</p>
<p><b>Specialist Teacher</b></p> <p>The Specialist teacher may work with the teacher and SENDCO to provide strategies to use with your child. They can also carry out assessments to help identify any difficulties that your child is facing.</p>	<p><b>Specialist Practitioner</b></p> <p>The specialist practitioner may work with your child's teacher and the SENDCO, and may also work with your child.</p>	<p><b>Educational Psychologist</b></p> <p>The Educational Psychologist may work with the teacher and SENDCO to provide strategies or assess your child.</p>	<p><b>Sensory Services</b></p> <p>The Sensory service may be involved with your child if they have a hearing or visual impairment, making regular visits to school to ensure that any barriers to school life are minimised. They can work with your child on a one to one basis.</p>
<p><b>Speech and Language Therapist</b></p> <p>The therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.</p>	<p><b>Community Paediatrician</b></p> <p>Some children may have a diagnosable condition which is affecting their learning, e.g. Autism, ADHD. They may be able to diagnose these conditions.</p>	<p><b>Occupational Therapist</b></p> <p>School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may provide strategies to use with your child.</p>	<p><b>Emotional Wellbeing Service</b></p> <p>They work with professionals to signpost, advise and support referrals to the wider emotional health and wellbeing service.</p>

## How does the school teach children with SEND and what adaptations to the curriculum and learning environment are made?

Class Teachers have a responsibility for enabling all pupils to learn. To achieve this they will:-

- Plan appropriate work / activities for their pupils
- Ensure that support is available for all children (inclusive High Quality Teaching)
- Differentiate the curriculum to take account of differing learning styles, interests and abilities.
- Ensure that all children can be included in tasks and activities.
- Monitor individual progress
- Celebrate each child's achievements
- Identify those who require additional or different support in order to make progress
- Set targets and ensure that children know the next steps in their learning

Intervention is carried out by the school and is additional to or different from the usual differentiated curriculum. It can take the form of:-

- Using different learning materials and resources
- Making reasonable adjustments to routines or to the physical environment.

## What support is available for ensuring the emotional and social development of children with SEND?

All children are aware that they can talk to any adult within the school concerning any aspect of school life. Our school has adopted the STEP's approach to behaviour and restorative approaches to ensure that all views are listened to as well as respected. Children may be supported through the lunchtime club, social skills group, Lego learning, circle time, emotional literacy sessions and by the use of social stories. Benwick provides the children with clear rules, boundaries and clear structure throughout the school, along with a whole school reward system. Visual timetables are displayed so that children know what to expect throughout the day. We can also ask advice from outside agencies if this is appropriate.

### How will the school let me know my child's needs and the support that they are receiving?

Parents / Carers play a key role in enabling children with SEN to achieve their potential. We recognise that parents / carers have key information, knowledge and experience to contribute to the shared view of a child's needs. All parents of children with SEN will be treated as equal partners and supported to play an active and valued role in their child's education. Your child's teacher may discuss their progress with you on a regular basis. If you or the school have concerns about your child, then we will arrange to meet with you. For some children it may become necessary to arrange for specialised assessments and support from an outside agency. However, before we contact any agencies it will be discussed with you first.

### How will the child themselves be involved with discussions?

Children with SEN often have knowledge about their own needs along with the sort of support and help that they may need in order to be able to fulfil their full potential. Children will be encouraged to provide their views about their learning and the next steps that need to be taken, along with the type of support that they find useful. As a school we will always work in the best interests of the child, particularly if the child is not so aware of their own specific needs.

### What happens when my child moves between classes or moves schools?

As your child progresses from class to class, they will continue to receive SEN support within school. The teachers will make sure that SEN records are passed from class to class and hold transition meetings to discuss children's needs. All children may have the opportunity to visit their new classroom and to meet the new staff that may be working with them. The amount of time needed for the visits and familiarisation with staff will be tailored to the individual child's needs. If your child is leaving the school, then we will ensure that all your child's records are transferred to the new school. If your child joins us part way through their school journey, the information received from the previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's journey.

### What happens when my child moves to Secondary school?

Your child's records will be transferred to your secondary school. Additional visits may be offered and we will liaise as closely as we can with the SENDCO at the new school. If your child already has an EHCP, it will transfer with your child and any additional provision will continue along with the continued cycles of reviews. If your child is on SEN support then they will continue to receive SEN support along with the Assess, Plan, Do, Review cycles.

### How does the school evaluate how effective the support is for children with SEND?

The support for children will be reviewed continuously to ensure that we as a school are meeting the needs of the children. A number of areas are considered including:-

- Staff awareness of procedures for assessment, identification and provision for children with SEND
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their effectiveness

The school produces a Provision map showing any additional support children are receiving, along with the frequency of support and detailing the impact of this. The SENDCO provides a SEND report to the governing body and regularly meets with the SEND governor. Pupil progress meetings take place regularly where teachers, Headteacher and SENDCO look in detail at pupil progress and identify where support is needed.

### What happens if I'm not happy with the support my child is receiving?

At Benwick Primary School, we aim to work in partnership with parents to ensure that a joint approach is in place to meet your child's needs. Any complaints regarding SEND provision should initially be discussed with the child's class teacher, SENDCO or raised with the Head Teacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the School's Complaint Procedures Policy document, which is available in the school office and on the website.



## Where can I get extra support and advice?

There are many organisations that may provide support for families with children who have Special educational needs and or disability.

### Understanding SEND

SEND Code of Practice 0 to 25

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

Cambridgeshire County Council's Local offer which details services available in the Cambridgeshire Area

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

### Advice for Parents

#### Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parents for parents and gives guidance on services children are entitled to and how to access them.

<https://www.pinpoint-cambs.org.uk/>

#### SENDIASS – SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents who have a child or young person with Special educational needs or a disability.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service-sendiass>

### Early Intervention Family Worker

Our Family Support Worker offers help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships.

#### Cambridgeshire Early Help Assessment

Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Cambridgeshire Early Help Assessment is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/early-help-assessments>

