



## SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT (LOCAL OFFER)

### PHILOSOPHY

Our aim is to provide the best possible education for each individual child. No effort is spared at Bentley CE Primary School to try to ensure that every child has the opportunity to reach his or her potential, to develop good relationships and to discover new interests. This can be achieved only where the child feels happy and secure. As in many schools, the children come from a variety of backgrounds and have a variety of abilities. It is our intention that every child feel at home in the school.

Bentley CE Primary School has a named SENCO who is a qualified senior teacher and has been in post for twelve years. There is also a named governor responsible for SEN. They ensure that the Bentley Special Needs Policy works within the guidelines and inclusion policies of the Code of Practice (2014), the Local Education Authority and other policies current within the school.

At Bentley CE Primary School it is our belief that all children have an equal right to a full and rounded education which will enable them to achieve their full potential. We use our best endeavours to secure special educational provision for children for whom this is required, that is 'additional to and different from' that provided within the differentiated curriculum to better respond to the four areas of need identified in the Code of Practice (September 2014).

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory/physical

## IDENTIFICATION AND ASSESSMENT

At Bentley CE Primary School children are identified as having special educational needs through a variety of ways including the following:

- Liaison with pre-schools and nurseries/previous school
- Pupil progress and transition meetings
- Regular ongoing assessment to track pupils
- Standardised and diagnostic tests
- Concerns raised by parents
- Concerns raised by class teacher or Learning Support Assistant
- Liaison with external agencies e.g. Educational Psychologists, Speech and Language Therapists and Specialist Teacher Advisers
- Medical diagnosis through paediatrician

If a parent has a concern they should firstly arrange to meet with their child's class teacher or SENCO (Special Educational Needs Co-ordinator) but may also share concerns with the Headteacher.

The SENCO will then use criteria from Hampshire County Council and, where appropriate, support will be put in place.

The purpose of identification is to consider the needs of the whole child, not just the special educational needs and work out what action the school needs to take.

## MONITORING AND ASSESSING PROVISION

The SENCO oversees and coordinates provision for children who receive additional support.

The class teacher will deliver quality first teaching and will be responsible for overseeing, planning and working with children with special educational needs in their class to ensure that progress is made.

To evaluate the effectiveness of the provision the school also use:

- Pre and post intervention testing and analysis of the data collected
- Observations
- Analysis of pupil data
- Regular review of support plan targets
- Annual review meetings for children with Education, Health Care Plans

Our governors take an active role in monitoring and evaluating the effectiveness of special educational needs at Bentley.

- One governor is responsible for SEN, meets regularly with the SENCO and reports to governors at curriculum and full governing body meetings
- Regular pupil conferencing with governor and / or SENCO takes place to elicit the children's views
- Learning walks provide governors with the opportunity to see teaching and learning taking place and see how the extra support is applied in the classroom environment.

The school recognises the importance of home school links. Parents are kept informed about their child's progress through:

- Parents evenings and annual reports
- Home school link books
- Review of support plan targets
- Annual review meetings to review Education, Health and Care plans

If parents have any questions or concerns they can arrange to make an appointment to speak to the class teacher or SENCO.

The school use the assess - plan – do – review cycle to monitor children's progress.

The class teacher, SENCO, parents and child are involved in setting support plan targets and children are able to monitor their progress. Parents are given a copy of their child's support plan so they can help their child work on their targets at home as well as school.

Outside agencies that work with specific children are involved in setting and reviewing targets. These are shared with school staff and parents during meetings and through written reports.

## APPROACH TO TEACHING CHILDREN WITH SPECIAL EDUCATIONAL NEEDS

All class teachers are responsible for teaching children with special educational needs therefore work is carefully differentiated so that all children can access the curriculum. Planning reflects support plan targets and individual needs. Teaching is monitored regularly by the leadership team and pupil progress meetings regularly review children's learning to ensure that children are making progress. Where appropriate, equipment or additional resources will be used to help children with special educational needs achieve their full potential. At Bentley CE Primary School we have experienced LSAs (learning support assistants) working within classes and delivering specific interventions.

Bentley CE Primary School offers a wide variety of trips and extra-curricular activities for children. We aim to support all children to enable them to attend trips, visits and take part in extra activities where possible. A risk assessment will be completed for each trip and the needs of individual children are considered as part of this process.

Children with Educational Health Care Plans (EHC Plans) are supported in class according to the requirements of their plan. If a child does not have an EHC plan most support is provided through in-class support or small group interventions.

We use a wide variety of additional interventions which can be used to support individuals. These include ELSA (Emotional Literacy Support Assistance) support, Success@arithmetic, speech and language and social skills groups, Catch Up, Precision Teaching and SIDNEY. Additional interventions are also offered depending on the individual needs of the child.

When a child reaches Year 6 their data is analysed to determine whether they meet the criteria for extra time or other access arrangements in the Year 6 SATs. The support a child receives is dependent on criteria stipulated by the Standards and Testing Agency.

External agencies, such as health, the Educational Psychology Service and other specialists, may also be consulted about meeting the needs of individual children.

## SUPPORTING EMOTIONAL AND SOCIAL DEVELOPMENT AND WELL-BEING

The school's Christian values of love, community and courage underpin all aspects of school life. Our aim is to provide a friendly, caring, happy community where each person is valued and appreciated. Staff work to promote pupil's self-esteem and resilience.

Social and emotional well-being is covered in whole class PSHE lessons. These lessons incorporate the Heartsmart resources and reflect the needs of individual cohorts. In addition the school have specific days or whole weeks where the focus is on a particular aspect of social or emotional well-being.

If class teachers feel an individual requires additional support they will consult with the SENCO who may recommend a specific intervention, such as ELSA (Emotional Literacy) or Drawing and Talking (therapeutic drawing). In some cases the SENCO may seek further support from outside agencies such as Hampshire Educational Psychology Service or Child and Adolescent Mental Health Services (CAMHS).

Bentley CE Primary School has a positive approach to behaviour management. There are systems in place across the school to recognise positive behaviour. All children know the three school rules: ready, respectful and safe. If any child is exhibiting extreme ongoing behaviour issues, or their behaviour is having a significantly negative impact on their learning or that of others, they may be considered to have behavioural needs. If so, they will be given an IBP (Individual Behaviour Plan). For further detail see the Behaviour and Discipline policy on the website.

In addition to supporting children's social and emotional well-being school staff are also able to signpost parents to support in school and the wider community. For example, accessing Elkolet (previously known as Alton Buckle) a community initiative that supports young people and families in the Alton area or the school nurse.

Bentley CE Primary School ensures that all children at school with medical conditions are properly supported so they can have full access to education, including school trips and physical education. Some children may be disabled and where this is the case the school will comply with its duties under the Equality Act 2010.

The school has a medical policy regarding the administration and management of medicines. Care plans are in place for children with severe allergies and specific medical conditions. Relevant information from care plans is shared with all staff so they are aware of children's individual needs. Staff are trained to administer specific medicines when the need arises.

The school monitors attendance closely and school reward systems recognise good attendance. Attendance rates in the school are high.

A copy of the school's Safeguarding policy can be found on the school website.

## TRAINING

Our SENCO is a fully qualified teacher and is part of the Senior Leadership Team.

Bentley CE Primary School has an experienced team of LSAs who are continually receiving training to develop and extend their knowledge.

- All LSAs are first aid trained.
- All LSAs have regular updates regarding safeguarding, child protection and health and safety.
- We have one ELSA (Emotional Literacy Support Assistant) in the school who regularly attends ELSA review meetings run by the Educational Psychology Service.

- A number of our LSAs have received training delivered by the school's link Speech and Language Therapist and Educational Psychologist.
- All of our LSAs have received training in phonics and many have received training for specific intervention programmes.

Specific training is arranged to support individual children as the need arises.

## RESOURCES AND FACILITIES

Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual children's needs. When buying in additional services we monitor the impact of any intervention against cost to ensure value for money.

Accessibility facilities include – disabled parking bay and accessible toilet. We also have changing facilities available. With the exception of one classroom, all teaching spaces are on the ground floor and accessible by wheelchair.

We improve the accessibility of the physical environment within the resources available in response to needs arising.

## PARTNERSHIP WITH PARENTS

Partnership plays a key role in enabling children with special educational needs to achieve their full potential. Parents hold key information and have knowledge and experiences to contribute to the shared view of the child's needs. All parents of children with special educational needs will be treated as partners and given support to play an active and valued role in their child's education.

At all stages of the special needs process, the school keeps parents fully informed and involved. We take account of the wishes, feelings and knowledge of parents at all stages. Parents attend regular meetings where information is shared about their child's progress, this includes setting and reviewing support plan targets. For children who have an EHC plan regular meetings are held and parents are encouraged to share their views about their child's progress.

Parents are also invited to attend meetings run by subject managers e.g. English and maths, to help families understand the curriculum, what is expected from their child and how they can best support their child's needs.

Our governing body includes a number of parent governors.

## PUPIL VOICE

Bentley CE Primary School has a school council where representatives from each class meet regularly with the headteacher. Children's opinions are listened to and improvements have been made based on the children's suggestions.

Children who have support plans discuss and set their targets with their class teacher. Children who have an Educational Health Care Plan will also be asked to share their views before review meetings take place.

Regular pupil conferencing (talking to children about their learning) takes place to elicit their views about the support that they receive and this informs future planning and support.

## TRANSITION

For children starting in Year R there is a careful transition process where children come, initially with their parents and then independently, to meet the reception staff and new members of their class. The school staff will also make home visits to families in the summer term. For children with special educational needs extra visits are arranged. Visits to the nursery setting and meetings with nursery staff are also organised by the reception teacher.

To help transition between year groups social stories are written for children who may find transition difficult. For some children additional visits to meet their new class teacher and classroom are also organised. There is also dedicated time for class teachers to meet with the receiving class teacher in the summer term to share information about the cohort and discuss the support that has been put in place for children during the year.

When children in Year 6 are preparing for secondary school those children who are identified as needing extra support are given the opportunity to attend additional visits to their new secondary school. The children are familiar with the secondary schools in the area because Bentley CE Primary School has established close links with the schools and the children regularly go for taster lessons and sporting and creative arts events. Our ELSA will also work with specific children to help them prepare for the changes they will experience.

We liaise closely with staff when receiving and transferring children to different schools ensuring all paperwork is passed on and all needs are discussed and understood. We encourage all new children to

visit the school prior to starting and allocate a buddy to show them around the school and help them adjust to the new routines. For children with special educational needs we would encourage further visits to assist with the acclimatisation to their new surroundings.

If a child has an Education Health Care Plan then an annual review will be used as a transition meeting during which we will invite the class teacher, SENCO and Headteacher from the current and receiving school to attend.

## RAISING CONCERNS/COMPLAINTS PROCEDURE

If a parent wishes to discuss their child's needs their first point of contact should be the class teacher or SENCO depending on the nature of the enquiry. It may also be necessary for the headteacher to become involved.

The school values the relationship with parents and wishes to promote good communication at all times. However, if a parent has a complaint the school will use the framework outlined in the Complaints policy to resolve the issue in a speedy, fair and equitable manner.

## INVOLVEMENT OF OUTSIDE AGENCIES

The school has established close links with outside agencies.

Our school works closely with external agencies including:

- Primary Behaviour Services
- Specialist Teacher advisers
- Hampshire Educational Psychology Service
- Health including – GPs, school nurse, Child and Adolescent Mental Health Service (CAMHS), paediatricians, Speech and Language Therapists and Occupational Therapists
- Social Services including – locality teams and social workers
- Family Support Workers from Elkolet (previously known as Alton Buckle) and Early Help Hub
- Ethnic Minority and Traveller Advisory Service (EMTAS)

All referrals to outside agencies will have parental permission and discussion will take place with parents beforehand.



Outside agencies may become involved if the child:

- Continues to make little or no progress in specific areas over a long period
- Continues to work at National Curriculum levels substantially below that expected of children of a similar age
- Continues to have difficulty in developing English and maths skills
- Has emotional or behavioural difficulties which regularly and substantially interfere with the child's own learning or that of the class
- Has sensory or physical needs and requires additional specialist equipment or regular advice or visits by a specialist service
- Has ongoing communication or interaction difficulties which impede the development of social relationships and cause substantial barriers to learning
- Despite having received intervention, the child continues to fall behind the level of his/her peers

The external specialist may act in an advisory capacity, or provide additional specialist assessment or be involved in teaching the child directly.

## SUPPORT SERVICES FOR PARENTS

Parents first point of contact should be the child's class teacher or SENCO.

The SENCO can be contacted through the school office.

Telephone number (01420) 525010. Email [admin.office@bentley.hants.sch.uk](mailto:admin.office@bentley.hants.sch.uk)

The SEN policy is on the school website.

Further information and advice for parents can be accessed at Support 4 SEND –

<http://www.hants.gov.uk/socialcareandhealth/childrenandfamilies/specialneeds/support4send>

Parents can also contact IPSEA (Independent Parental Special Education Advice) – [www.ipsea.org.uk/](http://www.ipsea.org.uk/)

## LOCAL AUTHORITY'S LOCAL OFFER

Hampshire County Council, along with all other local authorities, are required to publish information about services they expect to be available in their area for children and young people from birth to 25 who have special educational needs and/or disabilities (SEND).

This will be known as the 'Local Offer.' The Local Offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about the Hampshire Local Offer please visit <https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>