BENTLEY C. E. PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS INFORMATION REPORT

Bentley's values

Who is responsible for SEND?

Our approach to SEND provision

What is an Education Health Care Plan?

The areas of SEND and our offer

Outside Agencies

Support for parents

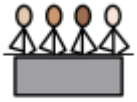
Wellbeing

BENTLEY'S VALUES

At Bentley CE Primary School, we believe that all children should be able to reach their full potential. Our school values of love, community and courage are demonstrated through our approach to inclusive learning. No effort is spared at Bentley CE Primary School to try to ensure that every child has the opportunity to develop good relationships and to discover new interests. To enable this to happen we ensure pupils, from a wide range of backgrounds, feel safe, happy and secure. We aim to remove barriers to learning to ensure the best possible education for all.

WHO IS RESPONSIBLE?

 Pupils	Pupils are the centre of the learning process and we ask them for their views and wishes regularly in the form of surveys, pupil conferencing and PSHE lessons. 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 (see below for the assess, plan, do, review cycle).
& Parents & Guardians	We work closely with Parents and carers. If a parent has a query about their child's progress, they should firstly arrange to meet with their child's class teacher or SEND Leader but may also share concerns with the Headteacher. 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 SEND Leader 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.

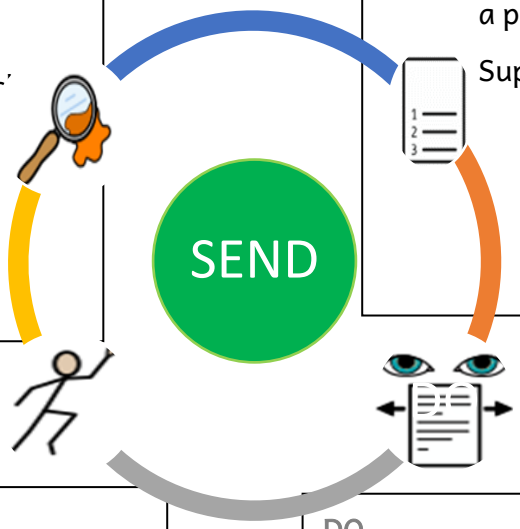
 Teacher	Class teachers are responsible for making reasonable adjustments to learning in the classroom. Quality First Teaching ensures that all pupils are able to access the curriculum. Teachers work with the SEND Leader to ensure there is suitable provision for SEND pupils.
 LSA	Our Learning Support Assistants are trained to work with small groups or individuals to support learning. They work under the supervision of the class teacher or SEND Leader to deliver specific interventions and support learning in the classroom. Further on you can see the range of interventions which we provide at Bentley.
 SEND Leader	Mrs Liz Rhodes is the SEND Leader. She is a Senior teacher and holds the National SENCo qualification. The SEND Leader oversees and coordinates provision for children who receive additional support. She can be contacted through the school office. Telephone number (01420) 525010, Email - admin.office@bentley.hants.sch.uk
 Headteacher	Mrs Katy Pinchess is the Headteacher. She oversees the work of the SEND Leader. They work together to plan for suitable SEND provision.
 Governor	The SEND Governor is Dave Ibbotson. They work closely with the SEND Leader to monitor and enable SEND provision. They meet regularly and report to Governors at curriculum and full governing body meetings. Our governors take an active role in monitoring and evaluating the effectiveness of special educational needs at Bentley through regular pupil conferencing and learning walks.
 Local Education Authority	The Local Education Authority is East Hampshire. 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. The policy can be found on our website here.

APPROACH TO SEND PROVISION

We follow the graduated approach to ensure that children with SEND are identified and regularly assessed, so that we can provide appropriate provision.

IDENTIFY & ASSESS

- Nursery transition
- Pupil progress meetings
- Teacher assessment
- Standardised and diagnostic tests
- Concerns raised by parents
- Concerns raised by class teac' or LSA
- Medical diagnosis through paediatrician
- Pupil conferencing



PLAN

- Liaison with external agencies e.g. Educational Psychologists, Speech and Language Therapists and Specialist Teacher Advisers
- Teacher and SEND Leader create a pupil passport
- Support plan with SMART targets

DO

- Interventions and groups
- Resources and classroom provision
- 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.

REVIEW

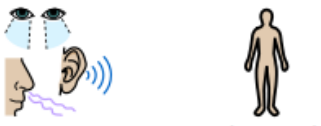
- Pre and post intervention testing and analysis of the data collected
- Observations
- Analysis of pupil data
- Regular review of support plan targets
- Annual review meetings for children with Education, Health Care Plans
- Pupil Voice

WHAT IS AN EDUCATION HEALTH CARE PLAN (EHCP)?

When a child's SEND provision is greater than adjustments made reasonably by the class teacher and school, they may require an EHCP (Education Health Care Plan).

The application for an EHCP is made to the Local Education Authority following discussion with parents, carers, school staff, outside agencies and the pupil. A decision will be made of the provision which is required. Pupils with an EHCP have provision based on the plan which is reviewed in an annual review meeting. As with all SEND provision, there is close communication between staff, parents and child.

THE AREAS OF SEND AND OUR OFFER

Areas of SEND	Provision which may be provided in school
Communication & Interaction	Speech & language therapy Social skills groups Emotions work Social stories NELI (Nelson Early Language Intervention)
Cognition & Learning	Success @ Arithmetic Phonics Catch up Precision teaching SIDNEY
Social, Emotional & Mental Health	Emotional Literacy Support Drawing & Talking Huckleberries Farm Visits
 Sensory or Physical	Sensory Circuits Movement breaks Fine Motor Skills groups Occupational therapy Gross Motor skills & physiotherapy

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.

OUTSIDE AGENCIES

We work with many outside 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.

SUPPORT SERVICES FOR PARENTS

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/

Mencap - https://www.mencap.org.uk/advice-and-support/children-and-young-people/sen-resources

https://cyp.iassnetwork.org.uk/

National Autistic Society https://www.autism.org.uk/

https://www.bbc.co.uk/bitesize/articles/zh9v382

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). 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

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 reflect the needs of individual cohorts.

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.

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.