

Bengeworth CE Academy



Special Educational Needs & Disability Policy

Inclusion Leader: Rachel Seneque

Updated: September 2019

Review: September 2020



Inclusion Policies

Inclusion, Special Educational Needs & Disability, Accessibility, Mental Health & Wellbeing, More Able & Talented, Touch and the use of physical intervention.

Bengeworth CE Academy is committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs or abilities. We have the same high expectations for our educational aims for children with special educational needs and/or disabilities, as we do for all children in school.

Compliance

This policy complies with the statutory requirement laid out in the SEND Code of Practice 0-25 (1st September 2014) and has been written with reference to the following guidance and documents:

- Children and Families Act 2014
- Equality Act 2010: Advice for Schools DfE Feb 2013
- SEND Code of Practice 0-25 (2014)
- Schools SEN Information Report Regulations (2014)
- Statutory Guidance on Supporting pupils at school with medical conditions April 2014
- The National Curriculum in England Key Stage 1 and 2 framework document Sept 2013
- Safeguarding Policy
- Accessibility Plan
- Teachers Standards 2012

Admission to Bengeworth Academy for all children complies with the Equality Act 2010, and Academy facilities comply with the Disability Act 2001 (accessibility).

This policy should be read in conjunction with the Inclusion Policy and ‘School Offer’ both are published on the school website, and the ‘Local Offer’ which is also accessible through the Worcestershire Local Authority website.

School arrangements

- Bengeworth CE Academy is a Church of England school situated in a rural market town which is steadily increasing in size. The School has two sites- one in Burford Road and one in Kings Road with approximately 529 children on roll between the ages of 4 and 10 years. The children are taught in 18 mixed-ability classes, of three classes.
- The buildings are modern, eco friendly, bright and extensively equipped with state of the art resources. It is a dynamic and vibrant place, where the needs of the child are our focus. It is a place where we all want to be, children and staff alike, where mutual respect, a desire to learn and a zest and enjoyment of life come together to make Bengeworth a school where excellence and enjoyment are pursued.
- Our school values the abilities and achievements of all its pupils, and is committed to providing for each pupil the best possible environment for learning. We recognise that pupils have a wide and varying range of problems and needs. At least one in five pupils will have a special need of some sort during part of, or for their entire school career. In implementing this policy, we believe pupils will be helped to overcome their difficulties.

What are special educational needs (SEN)?

We have regard to the definition of SEN stated in the SEN Code of Practice 2014 and the Children and Families Act 2014.

‘A child or young person has special educational needs if he or she has a learning difficulty or disability which calls for special educational provision to be made for him or her.’

From the SEN Code of Practice 2014

Special educational provision means:

- for a child over two, educational provision which is *additional to, or different from*, the educational provision made generally for children of the same age in maintained schools, (other than special schools) in the area
- for a child under two, educational provision of any kind
(1996 Education Act, section 312)

- Behavioural difficulties do not necessarily mean that a child has a special educational need and would not automatically lead to them being included on our SEN register.
- Likewise children whose first language is not English are not assumed to have SEN. We look carefully at all aspects of a child's performance to establish whether lack of progress is due to limitations in their command of English or if it arises from SEN or a disability. Difficulties related solely to limitations in English as an additional language are not SEN.
- As recommended in the SEN Code of Practice 2014 our school adopts a graduated approach to match provision to children's SEN so that, where necessary, we can draw upon specialist expertise in order to respond to a child's individual needs if they do not make adequate progress.
- Within school, pupils with SEN are identified on the school SEND register as needing SEN support so that provision to meet their needs can be routinely planned for. As children progress, they may be taken off the register at a future point when their needs no longer require special educational provision.

What is a disability?

Bengeworth CE Academy adopts the definition of disability as stated in the Equality Act 2010 as a child or young person who has a physical or mental impairment which has a long term and substantial adverse effect on their ability to carry out normal, day to day activities. This definition includes sensory impairments such as those affecting sight and hearing and long term health conditions such as asthma, diabetes, epilepsy and cancer. Children with a disability do not necessarily have a special educational need although there is a significant overlap. Where a child or young person requires special education provision they will be covered by the SEN definition.

Policy of Inclusion

Our SEN Policy builds on our School Inclusion Policy, which recognises the entitlement of all pupils to a balanced and broad curriculum, and reinforces the need for teaching that is fully inclusive.

It is our policy to follow these principles of an inclusive education in our school;

- inclusion is a process by which schools, local authorities and others develop their practices to include all pupils
- with the right training, strategies and support nearly all children with special educational needs can be successfully included in mainstream education
- an inclusive education service offers quality first teaching and it incorporates the views of parents and children
- the interests of all pupils must be safeguarded
- schools, local authorities and others should actively seek to remove barriers to learning and participation
- all children should have access to an appropriate education that affords them the opportunity to achieve their personal potential

- every child has access to a broad and balanced curriculum, including the National Curriculum;
- decisions are informed by the insights of parents and those of children and young people themselves
- high ambitions and stretching targets are set for all pupils; • pupil progress is monitored towards these goals;
- additional or different provision is regularly reviewed
- positive outcomes in the wider areas of personal and social development are promoted;
- the approaches used are based on the best possible evidence and are having the required impact on progress
- links are maintained with other schools and external agencies
- the SEND policy is evaluated and monitored by staff and Governors on an annual basis
- staff, Governors and parents are aware of the school's SEND and Inclusion policies
- mainstream education will not always be right for every child all of the time. Equally just because mainstream education may not be right at a particular stage it does not prevent the child from being included successfully at a later stage

Our Policy aims to:

- keep the needs of the child uppermost at all times through discussion with him/her, the class teacher, the parents, the Inclusion Leader and Senior Leaders.
- raise and develop awareness amongst all staff of the special educational needs of our children through discussion, INSET, assessment and record keeping.
- liaise with playgroups and nursery schools in order to be informed of any relevant information concerning a child entering our school
- encourage parents, teachers, the child and any other professional who has had contact with the child, to recognise, register and monitor any concern at an early stage
- identify all pupils requiring SEN provision as early as possible
- involve parents at all stages and engage their active support in the child's Individual Provision Plan
- ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision
- encourage co-operation and communication between those involved with the child
- ensure that all practitioners make differentiation a key feature of classroom planning and practice
- keep a register of children with SEN
- ensure that 'Every Child Matters' and that the pupil's needs and progress are recorded systematically at every stage
- liaise with schools about children transferring with SEN
- utilise the expertise of teachers and support assistants who have either qualifications or experience in working with SEN children
- involve all staff in regular half termly (or, where necessary, more frequent) reviews of SEN pupil progress

Management of SEN within the School

Our school objectives are:

- to identify and assess the needs of all pupils as thoroughly and as early as possible through the Early Learning Profile (ELG), Reading and Spelling tests, Language Link and evidence obtained by teacher observation for Epiphany, the schools assessment system.
- to embed inclusive practice so that the individual needs of all pupils are met through a variety of learning experiences
- to educate children with SEN according to the graduated response as described in the Code of Practice 2014
- to maintain a close liaison between the head teacher, class teachers, teaching assistants, Inclusion Leader and SEN governor
- to forge a meaningful partnership with the parents of all pupils with SEN

- to work on a regular basis with LA Support Services (Appendix 1)
- to ensure that staff receive INSET as and when this is needed to build on their skills and effectiveness when working with SEN pupils
- to make SEN an integral part of the School Development Plan
- to continue to revise our curriculum so that it accommodates the needs of every child

The role of the SENCo (Inclusion Leader)

The Inclusion Leader for our school is Rachel Seneque.

The Inclusion Leader instigates and co-ordinates the formulation of our policy. The draft is evaluated and amended from the comments received from all the relevant parties involved.

The Inclusion Leader is responsible for:

- overseeing the day-to-day operation of the SEN policy
- keeping and updating a register of children with SEN
- co-ordinating provision for children with SEN
- the management of CSPs with support from the lead CSP's
- the management of LSPs
- ensuring there is liaison with parents and other professionals in respect of children with SEN
- advising and supporting teachers and teaching assistants in the school
- ensuring that appropriate IPPs are in place
- ensuring relevant background information about children with SEN is collected and updated
- liaising with external agencies, the LA support services, Health and Social services and voluntary bodies
- liaising with the head teacher and lead TA
- monitoring the quality of provision and teaching of children with SEN
- maintaining, updating and advising on SEN resources

All staff are responsible for children with SEN. For effective co-ordination, the Inclusion Leader ensures that staff are made aware of:

- regular termly meetings at which LA Support Services are represented to discuss the needs of individual children
- the roles of the participants through discussion with the Inclusion Leader
- the COP gradual response procedures
- the responsibility all teachers have in making provision for SEN pupils through the inclusion of SEN in the SDP
- the commitment required by staff to keep the Inclusion Leader well informed about pupils' progress through monitoring and the writing and reviewing of IPPs
- the ability to access all IPPs on the shared area of the school computer system

Parents will always be kept informed of any additional or different provision being given and invited to contribute to and attend any review meetings about their child.

The role of the Governing body

The governor with responsibility for SEN is Les Crompton

The governing body should:

- ensure that provision is made for pupils who have SEN
- ensure that the needs of pupils with SEN are made known to all who are likely to teach them
- ensure that teachers are aware of the importance of identifying, and providing for, those children with SEN
- ensure that SEN pupils are fully involved in school activities

- have regard to the COP when carrying out these responsibilities
- be fully involved in developing, monitoring and subsequently reviewing SEN policy
- are kept up to date about the provision, deployment of funding, equipment and personnel resources
- contribute to the school profile
- inform the school prospectus on the implementation of the SEN policy and any changes to the policy in the previous year

The role of the Class Teacher

The class teacher should:

- be aware of the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- collaborate with the Inclusion Leader to decide the action required to assist the pupil to progress
- work with the Inclusion Leader to collect all available information on the pupil and share it with all relevant staff
- develop IPPs for SEN pupils seeking advice from the Inclusion Leader where necessary
- ensure differentiated planning allows for appropriate provision for children with SEN
- work with SEN pupils on a regular basis to deliver the IPP targets
- review IPP targets and use this information to develop new, relevant IPP targets
- develop constructive relationships with parents
- be involved in the development of the school's SEN policy

The role of the Classroom Support Professional (CSP)

The CSP should:

- become familiar with the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- be aware of any available information concerning a pupil with SEN
- liaise with the class teacher on a daily basis to deliver the IPP targets
- liaise with the class teacher, lead Support Professional's and Inclusion Leader for advice and assistance where necessary

The role of the Learning Support Professional (LSP)

The LSP should:

- become familiar with the school's procedures for the identification and assessment of, and subsequent provision for, SEN pupils
- be aware of any available information concerning a pupil with SEN
- liaise with the class teacher on a daily basis to deliver targets and devised programmes of support
- liaise with the class teacher and Inclusion Leader for advice and assistance where necessary

The role of the Executive Head Teacher

[Our Executive Head Teacher is Mr David Coache](#)

The Executive Head Teacher's responsibilities include:

- the day-to-day management of all aspects of the school including the SEN provision
- keeping the governing body well informed about SEN within the school
- working closely with the Inclusion Leader to ensure appropriate provision is made for SEN pupils
- ensuring that the school has clear and flexible strategies for working with parents, and that these strategies encourage involvement in their child's education

Admissions

Bengeworth Academy strives to be a fully inclusive school. We welcome all children to our school and endeavour to ensure that appropriate provision is made to cater for their needs. All children with SEN play

a full part in the daily life of the school and are included in all activities. If additional provision is necessary, parents/carers are always informed.

Arrangements for co-ordinating special educational needs provision

Bengeworth C E Academy is a mainstream school with experience of supporting pupils with a range of differing needs. The four areas of special educational needs include:

Communication and Interaction

Children and young people with speech, language and communication needs (SLCN) have difficulty communicating with others. Children and young people with Asperger's Syndrome and Autism may also have difficulties with language, communication and social interaction.

Cognition and Learning

Children and young people with learning difficulties, despite appropriate differentiation, may require additional support. Learning difficulties include specific learning difficulties (SpLD) such as dyslexia, dyscalculia and dyspraxia.

Social, Emotional and Mental Health

Children and young people may experience a wide range of social and emotional difficulties, which manifest themselves in many ways. These include becoming withdrawn or isolated, attachment disorders, displaying challenging, disruptive or disturbing behaviours as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms which are medically unexplained.

Sensory and/or Physical

Children and young people may have a disability, which prevents or hinders them from making use of the educational facilities provided. These include vision impairment (VI), hearing impairment (HI), multi-sensory impairment (MSI) and physical disability (PD).

Many children's difficulties fall into one of the areas outlined below, however, there are some children whose needs fall into two or more areas.

These areas give an overview of the range of needs. Individual children often have needs that cut across all these areas and their needs may change over time. All the teachers in our school are teachers of children with special educational needs and therefore at

Bengeworth CE Academy we adopt a 'whole school approach', which involves all staff adhering to a model of good practice. The staff are committed to providing for the needs of all children in an inclusive environment. Inclusion is regarded as crucial to this policy and the Inclusion Policy should be read in conjunction with the SEND policy. This means that all children with SEND are taught together with their peers for the majority of the time, being withdrawn for short periods for specific intervention support or when specialist provision cannot be incorporated in any other way due to practical consideration for the child and the class as a whole.

We are committed to the early identification and intervention of children who may have SEN. Due to the high level of quality first teaching that is ordinarily available to all our pupils, it is likely that fewer pupils will require SEN provision.

When concerns are raised, more detailed observations are made in a variety of contexts as well as careful monitoring of the curriculum. We obtain information from parents/carers and any other records from previous schools children may have attended.

If further assessment is required we liaise with Support Services to help us to determine the child's strengths and areas to be developed. We can then identify and implement the appropriate strategies for the child. Where necessary appropriate resources will be made or purchased.

Support within School

The graduated response, adopted in the school, recognises that there is a continuum of needs. This is recommended in the SEN COP and is in line with the LA policy. It is summarised below.

- SEN support, where the needs of SEN children can be catered for within mainstream schools and within the schools budget,
- Children with more complex, severe or long-term difficulties whose needs are beyond that of what is normally expected to be provided for by mainstream schools. In these cases an EHC Plan may be put into place.

At Bengeworth Academy we have chosen to use the following descriptions to indicate higher levels of need and/or support:

Cause for concern/ongoing monitoring

An informal stage when class teachers identify a concern about the educational needs, and/or academic progress of a pupil. Special educational areas of concern will be identified along with the current interventions being used. New targets and strategies will be set and discussed with the Inclusion Leader, class teacher and parents. Pupils maybe flagged as a cause for concern due to slow progress and low attainment through pupil progress meetings. These pupils may not be considered to have SEND but may require specific targets in order to make progress using varying interventions and strategies.

SEN Support (previously known as School Action and School Action Plus)

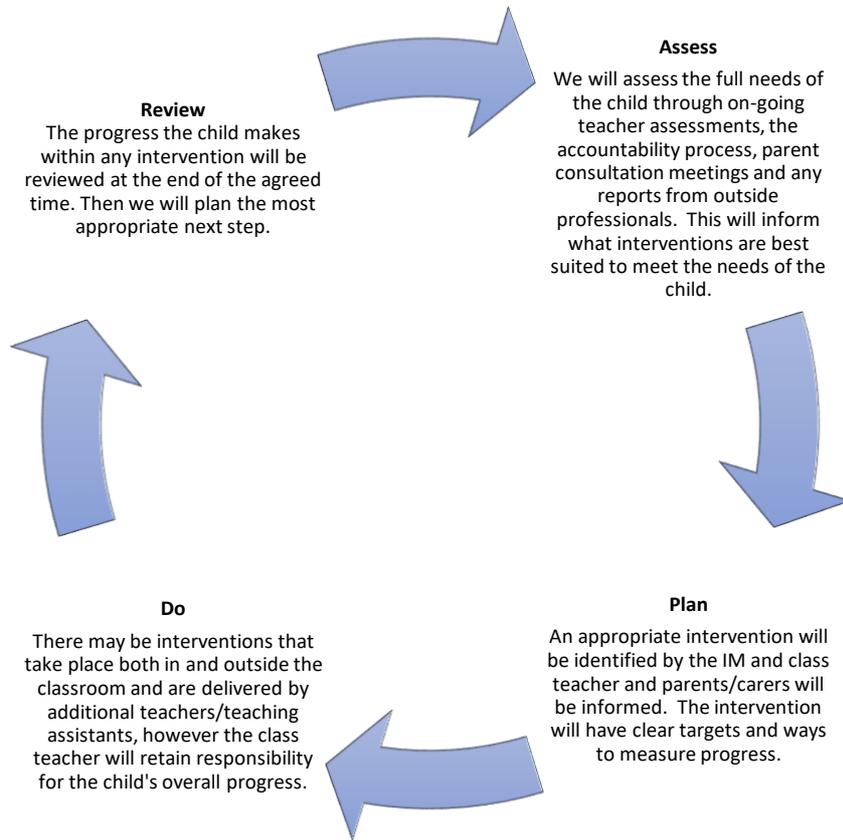
Where a child is identified as having SEN we work in partnership with the parents to establish the support the child needs. Where a child is identified as needing SEN provision we take action to remove any barriers to learning and adopt a graduated approach with four stages of action:

*Assess

*Plan

*Do

***Review**



Assess

When a child has been identified as needing SEN support the class teacher, working with the Inclusion Leader, will carry out a clear analysis of the pupil's needs. This should draw on the teacher's assessment and experience of the pupil, their previous progress and attainment, and behaviour. It should also draw on the views and experiences of parents, the pupil's own views and, if relevant, advice from external support services. We take seriously any concerns raised by a parent via the class teacher, contact with the Inclusion Leader.

Plan

Where it is decided to provide a pupil with SEN support parents will already be fully involved in the process. Through meetings, the teacher and Inclusion Leader will agree with the pupil and parents any interventions and support, which will be put in place in order for the pupil to make progress. This will be documented on the individual provision plan (IPP), which outlines any teaching strategies or approaches that will be required to support the child to make progress throughout the term.

Do

The class teacher is responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class teacher, they still retain responsibility for the pupil. They will work closely with any classroom support professional or specialist staff involved to plan and assess the impact of support and interventions and how they can be linked to classroom teaching. The Inclusion Leader will support the class teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of support.

Review

The impact and support will be evaluated by the class teacher and discussed with the pupil and their parents. Pupil and parent views will feed into the reviews and will contribute to the planning and setting of new targets for the following term.

EHC Needs Assessment

The majority of children and young people with SEN or disabilities will have their needs met within school. Some children may require an EHC needs assessment in order for the local authority to decide whether it is necessary for it to make provision in accordance with an EHC plan.

Education Health Care Plans (EHC Plan)

An EHC Plan brings together the health, education and care needs for young people aged 0 – 25 years and sets out the provision that they need from education, health and care to meet these needs. If the child or young person has not made expected progress despite following the graduated approach, we will consider in complex, extreme cases requesting an Education, Health and Care needs assessment. Parents and the pupil will be involved in these discussions and the assessment at all times. As evidence will need to be provided by school and external agencies we ask that parents contact us to discuss any concerns. Following a request for an assessment the Local Authority must determine whether an EHC needs assessment is necessary within six weeks. The Local Authority will gather evidence from school and external agencies to support the request. Parents will be informed by the Local Authority of the outcome of the EHC assessment. Where the assessment is successful the Local Authority will provide a finalised EHC plan for a child or young person from the age of 0 – 25 years. Where an EHC assessment is not successful children with special educational needs will have their needs in school met through the ordinarily available provision. EHC Plans should be used to actively monitor children's progress towards their outcomes and longer term aspirations. They must be reviewed by the Local Authority as a minimum of every 12 months. Reviews must focus on the child's progress towards achieving the outcomes and whether they remain appropriate.

Records

The Inclusion Leader ensures that all appropriate records are kept and available when needed. These are always available for parents/carers to see and can be a source of invaluable information for teachers in other classes/the next school.

IPPs and EHC Plans are all stored on the School network. Paper copies are kept by the Inclusion Leader and teachers and are annotated to record progress, support and next steps.

The Inclusion Team

The Inclusion Leader is Rachel Seneque. The Inclusion Co-ordinator regularly meets with the Inclusion Team on to discuss and continuously try to improve best practice and in turn raising the standards. The Inclusion Team consists of the Inclusion Leader/Special Educational Needs Co-ordinator (SENCO)/ the More and Most Able Co-ordinator/English as an Additional Language (EAL) Co-ordinator the Family Support Worker (FSW), Learning Support Professionals, EAL Support Professional, the Speech Therapist and Educational Psychologist, Inclusion deputies, Elizabeth Lane, Beki Hancock.

The Special Educational Needs Co-ordinator (SENCO) is Rachel Seneque.

All mainstream schools must appoint a designated teacher; the Special Educational Needs Co-ordinator, who is responsible for the day-to-day operation of the school's SEND policy and maintaining the SEND registers which include the medical registers. He or she will co-ordinate provision for pupils with SEND, monitor the provision mapping and liaise with parents, staff and external agencies.

Educational Psychologist is Kevin Mackleworth.

We have an Educational Psychologist who will be helping children or young people who are experiencing problems within an educational setting with the aim of enhancing their learning. Challenges may include social or emotional problems or learning difficulties. Work is with individual children or groups, and will include advising teachers, parents, social workers and other professionals. The Educational Psychologist will offer a wide range of appropriate interventions, such as learning programmes and collaborative work with teachers or parents. They will also provide in-service training for teachers and other professionals on issues such as behaviour and stress management as well as approaches to prevent difficulties within a nurturing environment.

SEND Governor is Andy Martyr- Icke

A member of the Governing Body also takes a special interest in SEND, although the Governing Body as a whole is responsible for making provision for pupils with special educational needs.

Admissions

We welcome those parents seeking integration into mainstream schooling for their child with special needs, in accordance with the Local Authority admissions policy which is available on the school website. Parents or carers seeking the admission of a pupil in receipt of an EHC Plan/Statement of Special Educational Needs must do so through the Worcester Local Authority SEN Team, who will arrange the appropriate consultation with the school's Governing Body regarding admission.

Access for the physically impaired

The school has a disability equality scheme and accessibility plan in place, which is reviewed annually.

Evaluation of Policy

The Governor with responsibility for Special Educational Needs will regularly monitor the special needs provision and ensure that the policy is applied in practice. The Inclusion Leader will ensure that the policy is monitored and regularly updated in conjunction with the Inclusion policy. The school will ensure that the budget for special needs is monitored and effectively used, and will also monitor arrangements made for teachers to attend in-service training. The school will regularly assess and report to governors on the success of the SEND pupils.

Complaints Procedure

Any concerns about special educational provision within the school should be directed to the Inclusion Co-ordinator. Should issues remain unresolved and a formal complaint is required, the complaints procedure can be followed through the school's Complaints policy.

SEN In-service Training

Annually, teachers inset needs are identified and they are encouraged to attend organised internal/external courses and conferences. Additionally, consultants and experienced professionals, educational psychologists, children's services or other special needs practitioners, may be invited into school to deliver any necessary training to meet staff needs. Regular workshops are organised by the Inclusion team focusing on varying needs where both parents and staff are invited.

Partnership with Parents

We recognise the value of parents/carers knowledge of their children and will seek to use that information in planning support for pupils. Parents/carers are encouraged to be fully involved with their child's educational provision, so that a collaborative problem solving approach can be implemented. The Inclusion Leader or class teacher will contact parents to discuss referrals to outside agencies, such as the Learning Support Team, Speech and Language Therapy, the Behaviour Support Team, Educational Psychology etc. Parental permission is always sought before any referral is made. We encourage parents to discuss any concerns that they may have about their child's needs. This is usually with the class teacher or the Inclusion Leader. The Bengeworth Parent Inclusion Group meets termly to discuss parental involvement with school and pupils with SEND. We have an Inclusion page on the school website www.bengeworthacademy.co.uk which provides further information including our SEND School Information Report, links to the SEND Code of Practice (DfE July 2014) and Worcestershire's Local Offer, a parent information leaflet and signposting to further information in the community, workshops and much more.

Links with External Agencies

External support services play an important part in helping the school identify, assess and make provision for pupils with SEND. The Inclusion Leader will refer pupils with special educational needs and/or disabilities to Child & Adolescent Mental Health Services (CAMHS) or other relevant external agencies, as appropriate, using the individual referral criteria for each agency. Such referrals will always be first agreed with parents/carers. The School Nurse is available over the phone or via email to offer advice, information or support with any medical or health needs. Children's Services become involved if a referral is made to them with concerns about a child or they sometimes notify the school of concerns raised by another external agency.

Assessment

The school has a clear and detailed assessment policy, which enables staff to monitor children's attainment and progress and therefore identify children who are failing to make progress and may perhaps have a particular special need in an area. Information and assessment from Nursery and the Foundation stage profile in Reception will help to identify children who need help early and these children are then targeted for extra support.

Links with other schools and Transition

We recognise the importance of maintaining close links with all our Pre-school nursery/childcare settings and discuss children's learning needs as they transfer to our Reception classes.

Links are also maintained with local schools and secondary schools, particularly with the Inclusion Leader for those children with SEND who transfer at Year 5 or any point in their school career. Information and records are given to primary schools or link middle schools about special needs pupils. Transition Plans are

put into place for children of special concern. This may include a number of visits to the relevant Middle School, Social Skills training and 'Pupil Passports and One Page Profiles'. We welcome opportunities to allow pupils to visit their future school and visits from their staff to meet them at the school. Regular SEN cluster meetings are held at local primary schools and are attended by the Inclusion Leader when possible.

Behaviour

At Bengeworth CE Academy we have high expectations for behaviour from all of our pupils. There is a clear and detailed behaviour policy, which outlines the school's philosophy and practice towards establishing a positive learning environment in which all children are expected to have high standards of behaviour. A child with social, emotional and mental health difficulties may have an Individual Behaviour Plan or Pastoral Support Plan (PSP) to help to address these difficulties. It will contain clear objectives for improvement, strategies and procedures. It is the school policy to keep parents informed of all incidents in which behaviour is a problem.

Success Criteria

We strive at Bengeworth CE Academy to meet the needs of all children including those with SEND so that they make the best possible academic and personal progress.

Policy Review This policy was created by the Academy Inclusion Leader, in consultation with the SEN Governor, the Executive Head teacher, staff and parents of pupils with SEN.

This policy will be reviewed annually.

To be reviewed September 2020

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Signed _____ Headteacher

Date _____

Signed _____ Inclusion Leader

Date _____

Signed _____ SEN Governor

Date _____

Appendix 1: Support Services

Our SENCo (Inclusion Leader) can contact these services on your behalf or she can pass their contact details on to you, as appropriate.

School Nurse

Our School Nurse is Caroline Clifford. She is available to give advice to parents and is able to make referrals to other health professionals as appropriate.

Speech and Language Therapist (SALT)

The schools Speech Therapist is called Aoife McDermott she is also supported by Sarah Morris. She will advise school staff on how to address specific needs. She visits school a day each week, when she may observe children, work directly with them or advise on target setting. Sarah often provide specific resources for children to work with at school and at home.

Learning Support Team (LST)

Bengeworth CE Academy works collaboratively with Chadsgrove Special School. They are able to provide support to the school by completing observations and assessments of children who are not making expected progress. They will then provide a written report summarising any support strategies and resources that would help close the gap. Their focus is usually difficulties within Literacy, numeracy or motor skills.

Behaviour Support Team (BST)

We work closely with our BST teacher, Louise Kenward. She will make observations of children, advice staff on strategies and when appropriate will work with individual children. They work with individuals and small groups within school. She may be working to develop self-esteem, anger management or social skills.

Educational Psychologist (EP)

Our EP is Kevin Mackleworth. He works with staff to identify areas of need and providing advice related to developing self esteem, social issues or behaviour.

Hearing Impairment (HI)

The HI teacher will provide support, advice and sometimes direct teaching. They provide training where required in order to ensure pupils with a hearing impairment have the appropriate resources and support needed to enable full access to learning.

Visual Impairment (VI)

When we have children with a visual impairment we work closely with the VI specialist to enable full access to learning within our school. They provide advice, support and training to our teachers and CSP's.

Occupational Therapy (OT)

Occupational Therapists help in finding ways to develop skills and overcome any problems children may face in day-to-day activities.

Child and Adolescent Mental Health Service (CAMHS)

This service provides support where there are concerns about emotional well-being or mental health.

The school is happy to liaise between parents and the above agencies, where necessary. This is not an exhaustive list and we will liaise with any relevant professionals.

SEND Information, Advice and Support Service (formerly Parent Partnership Service)

This service offers impartial advice with queries related to SEN.

Contact Address: **SEND Information, Advice and Support Service**
PO Box 73
Worcester
WR5 2YA

Telephone: 01905 768153

Email: SENDIASS@worcestershire.gov.uk

Website: www.SENDworcestershire.co.uk