



Bengeworth CE Academy
Special Educational Needs and Disability (SEND) Information Report for Children with SEND 2019 / 20

This report outlines the provision Bengeworth C of E Academy offers children with Special Educational Needs, including our policies on identification and assessment. Any queries regarding SEN should be directed to the Inclusion Leader.

The Inclusion Leader: Mrs Rachel Sénèque.

Tel: 01386 442047 e-mail: rcl8@bengeworth.worcs.sch.uk

The Governors for SEN: Mr Les Crompton

Executive Head teacher: Mr David Coaché

Brief description of school, phase, size, any special/resourced base provision on site	
<p>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 530 children on roll between the ages of 4 and 10 years. The children are taught in 18 mixed-ability classes, of three classes.</p> <p>Specialist provisions on site: <i>There is currently no resourced specialist provision on site.</i></p>	<p>The majority of pupils are from a White British background with an average (18%) proportion of children entitled to Pupil Premium Grant,</p> <p>Over the last four years the EAL population of the school has changed considerably, rising from 60 pupils to 154. About 30% of our school are EAL, some of who enter our school with no prior exposure to English.</p> <p>The SEN/D profile of Bengeworth has become increasingly complex over the past two years with a high number of pupils joining our setting with multiple needs in many areas. The biggest area of SEN/D is communication and interaction and this accounts for 43% of our SEN/D population.</p>

Bengeworth CE Academy is a mainstream Primary school and as such we strive to be as inclusive as possible, with meeting the needs of pupils with a Special Educational Need/s and or Disabilities, wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Cognition and learning (COLT)
- Communication and interaction (CAIT)
- Mental, Emotional, Social Health (MESH)
- Sensory /physical (PAST)

The information below details the offer within the school and ways in which parents, children and young people may access the support required.

Bengeworth CE Academy* values the contribution that every child can make and welcomes the diversity of culture, religion and intellectual style. We are committed to offering an inclusive curriculum to ensure the best possible progress for all of our pupils whatever their needs and abilities. All children with SEN are valued, respected and equal members of the school. Every effort is made to ensure that pupils identified as having SEND are fully integrated into mainstream classes and have full access to the National Curriculum.

As such, provision for pupils with SEND is a matter for the school as a whole.

“All teachers and Classroom Support Professionals are teachers of pupils with SEN”.

* From this point in the document where there is a reference to Bengeworth CE Academy this covers all areas of provision 4-10

THE SEN AIMS OF THE SCHOOL

- To ensure that all children with a special education need, whether physical, intellectual, social, or emotional receive an appropriate, differentiated curriculum, make progress and experience success.
- To identify, monitor and evaluate appropriate SEN provision.
- To work in partnership with other agencies and support services, use their expertise and advice so that our children receive the best support
- To ensure that all pupils have access to a broad and balanced curriculum, including the Foundation Stage and the National Curriculum where appropriate.
- To provide a differentiated curriculum appropriate to the individual's needs and ability.
- To ensure the identification of all pupils requiring SEN provision as early as possible in their school career.
- To ensure that SEN pupils take as full a part as possible in all school activities.
- To work in partnership with parents to enable them to make an active contribution to the education of their child.
- To ensure that SEN pupils are involved, where practicable, in decisions affecting their future SEN provision.

Whilst many factors contribute to the range of difficulties experienced by some children, we believe that much can be done to overcome them by parents, teachers and pupils working together.

ADMISSION TO THE SCHOOL

Any parent or carer who wishes their child to attend Bengeworth CE Academy needs to apply through the Local Authority; at the point of application parents or carers should detail any Special Educational Needs their child is experiencing. Pupils who have an Education, Health and Care Plan need to inform the Local Authority at time of application so that they can consult the school to ensure that we are an appropriate placement for their child.

A. PEOPLE WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS/ AND OR DISABILITIES IN THIS SCHOOL:

School based information	People	Summary of responsibilities
<p>Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs/Disability (SEND)? And how can I talk to them about my child if I need to?</p>		
<p>Class/subject teacher (s/he is recommended as the first point of contact if you have any concerns).</p>		<p>S/he is responsible for:</p> <ul style="list-style-type: none"> • Making sure that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as personalisation or differentiation). • Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the Inclusion Leader/SENCo as necessary. • Writing Provision Maps, also sometimes called Individual Provision Plans (IPP), and sharing and reviewing these with parents at least once each term and planning for the next term. • Planning appropriate differentiation and intervention to support children effectively • Taking responsibility for demonstrating the impact of provision and pupil progress • Making sure that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Making sure that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources. • Making sure that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND. • Liaising with the SEND Provision Team (SEN Consultancy, Senior Leadership, Learning Support professionals) <p><i>The class teacher can be contacted by: speaking to them at the end of a school day to arrange an appointment or telephoning the school and asking for a message to be left with the class teacher.</i></p>

The Inclusion Leader

The school Inclusion Leader is Rachel Sénèque. She is responsible for:

- At Bengeworth CE Academy the role of Inclusion Leader encompasses the role of Special Needs Coordinator. The Inclusion Leader is also responsible for most and more able pupils and for pupils for whom English is an Additional language (EAL)
- Coordinating all the support for children with Special Educational Needs and or Disabilities (SEND), and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that class teachers are supported to ensure that you are:
 - Involved in supporting your child's learning
 - Kept informed about the support your child is receiving
 - Involved in reviewing how they are progressing
 - Involved in planning your child's support.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Occupational Therapist, Educational Psychology etc...
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
- Providing support for teachers and support staff in the school so they can help your child (and other pupils with SEND in the school) to achieve their potential.
- Supporting your child's class teacher to write Provision Maps also sometimes called Individual Provision Plans (IPP) that specify the targets set for your child to achieve.
- Preparing an application for a statutory assessment for an Education, Health and Care Plan where needed.
- Managing the annual review for children with an Educational Health Care Plan
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.
- Ensure that regular written reports are given to the Head teacher for each report that is submitted to the Governing Body of the school.
- Publish an annual SEN Information Report as stated in the Code of Conduct and taking account of the Local Offer from Worcestershire County Council
- Ensure that the teachers in the school are aware of the importance of identifying and providing for pupils who have SEN.
- Report to and liaise with the Head teacher

The Inclusion Leader can be contacted by: asking the class teacher to arrange for them to contact you, or by telephoning the school to make an appointment.

Learning Support Professionals (LSPs) may be allocated to some pupils with SEN and / or disabilities, or may be specialist in a particular type of support or intervention.

Support Staff

Classroom Support Professionals CSP (often referred to as TAs) provide support in a number of different roles at Bengeworth CE Academy. This ranges from within class support, to providing support outside of the classroom for pupils with additional needs; at the Targeted Support Level. Every Year Group has dedicated time from a CSP.

Learning Support Professionals (LSPs) provide more personalised support to individual pupils in class. They may be allocated to work for short periods of time with an individual pupil with very complex special educational needs and/or disabilities but primarily work with a small group of pupils. All our LSPs have accessed more focussed and specialised training from professionals such as a speech and language therapist, occupational therapist, Complex Communication Needs team or Educational Psychologist.

The school has developed the role of Specialist intervention LSPs. These intervention LSAs provide specialist personalised support in a particular area, for example communication needs, or pupils with social and emotional needs. Specialist LSPs have received further training and support from outside agencies and often undertake specific work with pupils following advice or specific programmes that these agencies have provided. These intervention LSPs primarily work with pupils who require substantial, highly substantial or very substantial levels of support.

Whilst LSPs take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed to your child's class teacher. The class teacher and Inclusion Lead are fully involved in any support offered and make the decisions, in conjunction with the parents, on the type of support and interventions. A child may receive support from a number of adults, and a conversation with the class teacher or Inclusion leader will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents and all staff on how a child's day has been and we do actively encourage this continued feedback.

Executive Headteacher

The Executive Headteacher is Mr Coaché. He is responsible for:

- The day-to-day management of all aspects of the school, this includes the support for children with SEND. He delegates responsibility to the Inclusion Leader/SENCo and class/subject teachers but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.
- He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

The Executive Headteacher can be contacted by: telephoning the school for an appointment via the school office.

SEND Governor

The named SEN Governor for the school is Mr Andy Martyr-Icke. He is responsible for:

- Making sure that the school has an up to date SEND Policy. At Bengeworth the SEND Policy forms part of the school's information report or 'school offer'.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the school's SEN funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- To support and challenge the Executive Head Teacher and Inclusion Leader with regards to SEN/D within the school.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. Our SEN Governor meet with our Inclusion Leader at least termly to ensure they are fully informed about inclusion within Bengeworth.

Contacted by: *writing to the SEN Governor via the school office.*

B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve:

- Staff who will visit the school from Chadsgrove Special School

- Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service and Occupational Therapy Service (OT). The school currently commissions the services of a full time Speech and Language Therapist from the NHS for one day a week.
- The school also has commissioned the services from Babcock for the Complex Communication Needs Team (Autism)
- We have additionally commissioned services from an Educational Psychologist (30 days a year)

<p>Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), children will be at when receiving this input.</p>	<p>What would this mean for your child?</p>	<p>Who can get this kind of support?</p>
<p>What are the different types of support available for all children, children with SEN and /or disabilities in this school?</p>		
<p>Class teacher/LSP/CSP input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • The teacher will have the highest possible expectations for your child and all pupils in their class. This is referred to in school as “High Quality Teaching”. • All teaching is based on building on what your child already knows, can do and can understand. This is achieved through on-going assessment and focused marking of children’s work. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the Inclusion Leader/SENCo or staff from outside agencies) to enable your child to access the learning task. This may include occasional support from a LSP/CSP to help with a particular difficulty. 	<p>All children in school receive this</p>

<p>Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</p>	<ul style="list-style-type: none"> • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to 'close the gap' between your child and their peers. • In Early Years progress will be measured against the Early Years Foundation Stage statutory framework (0-5). • You will be immediately informed and be a full partner in planning and reviewing additional support or interventions. The term intervention is used to refer to additional support that a child receives to help move them forward in a particular area of learning. This support is always time limited (it lasts for a certain number of weeks) and will have clear targets to help your child make more progress. 	
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<p>Specific small group work. This group may be run in the classroom or outside.</p>	<p>The class teacher and the Inclusion Leader/SENCo will plan interventions to support your child's learning. The class teacher will also seek support from skilled LSPs where applicable. This support has been developed to meet the needs of children with the following additional needs:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, mental and emotional health • Sensory /physical <p>Interventions may include small group work or individual sessions on a specific theme.</p> <p>We acknowledge that a number of children will have special educational needs (SEN) at some time in their school career. Some of these pupils may require help throughout their time in school, while others may need a little extra support for a short period to help them overcome more temporary needs.</p> <p>When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils:</p> <p>"Underachieving and less experienced learners"</p> <p>"Pupils with a closely defined special educational need or disability"</p> <p>Pupils identified with special educational needs require a response from the school that goes beyond the necessary differentiation that should typically be available to every child in every classroom.</p>	
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Particular care will be needed with pupils whose first language is not English. Teachers will closely follow their progress across the curriculum to ascertain whether any problems arise from uncertain command of English or from special educational needs. It will be necessary to assess their proficiency in English before planning any additional support that might be required. In assessing the SEN of children who speak English as an Additional Language, home language assessment may also be used where deemed appropriate to inform provision. Additional support if deemed necessary is provided by the schools English as an Additional Language LSP, Monika Slowinska.

Children must **not** be regarded as having learning difficulties solely because their home language is different from that in which they are taught.

Where children's behaviour has been identified as a cause for concern in line with steps taken to support pupils in the school behaviour policy, the school works with the principle that children's behaviour is often the product of other underlying needs, for example social interaction or communication needs.

- Where small group sessions are put in place they will be run by a Classroom Support Professional, Learning Support Professional, teacher or an outside professional (like a Speech and Language Therapist) using a recognised programme / strategies. These small group sessions are often referred to in school as 'interventions' and steps have been taken to ensure that there is a strong 'evidence base' underlying the interventions that we have selected to use (for example reference to the Education Endowment Foundation Toolkit and "What works for pupils with literacy/numeracy difficulties" guidance)
- All Learning Support Professionals providing additional support to pupils in school have been provided with additional training, from the subject leaders for literacy and numeracy, the Inclusion Leader, Educational Psychologist, outside agencies such as speech and language therapists or through other agencies providing training.
- At this point you will be fully involved in discussions and decisions, and asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- In addition to interventions that take place whether in the classroom, or during the school day, we offer some additional support to students outside of normal school hours. For example pupils may sometimes be invited to join an after school focussed small group teaching sessions. Attendance at these clubs is always voluntary.

<p>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or Individual support This may be from: Local Authority Sensory Service (for students with a hearing or visual need) Outside agencies such as the Speech and Language Therapy (SALT) Service</p>	<p>Where specialist professionals work with your child to understand their needs and make recommendations, these may include:</p> <ul style="list-style-type: none"> • Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better • Support to set targets which will include their specific professional expertise • Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support. • A group or individual work in school run by an outside professional. <p>You will always be involved in decisions about how the support will be used and what strategies that will be put in place.</p> <p>You will be provided with the contact details for any agencies or services outside the school who are or will work with your child. Throughout the year the school will also facilitate 'drop in sessions' which allow parents to meet with the professionals who support the school and to ask questions about the type of support that is provided in school.</p>	
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<p>Usually, if your child requires this high level of support they may also need specialist support in school from professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority Services • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<p>If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child's needs and how they will be met and the long and short term outcomes that are being sought.</p> <p>If they do not think your child needs this, they will ask the school to continue with the SEN Support in School.</p> <p>After the reports have all been sent in, a draft EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. At this point you can request any changes that you feel are necessary as well as make a final decision about which educational setting you feel will best meet the needs of your child (this is also known as naming a school).</p> <p>The school named on the EHCP must make its best endeavours to put in place the support identified in the plan.</p> <p>The progress your child makes with the support identified will be regularly reviewed and changed according to the progress your child makes.</p>	
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How will we support your child with identified SEND starting at school?

- If your child has been allocated a place in our school by the Local Authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage.
- We will invite you to visit the school (if appropriate with your child) to have a look around and speak to staff and meet the staff who will work with you and your child while they are in the school.
- If other professionals are involved, we will endeavour to hold a Team Around the Child (TAC) meeting to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts. At this point, a decision may be made that your child may require a SEN Plan to be put in place as soon as they start school. This may be because they have 'Very High Levels of

Need” that have not already been identified through an Education and Health Care Plan and will need to be closely monitored during your child’s first few terms at school.

- A member of staff may make a home visit and also visit your child if they are attending another provision or school; this will automatically happen if your child is starting in one of our Reception classes.
- We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you before your child is given a starting date. We will also try to develop a personalised Social Story to explain to your child about the school and their new class.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff they will be working with and their peer group.
- Following the settling in period, the class teacher will arrange an early meeting with you to review your child’s learning and progress.
- The staff will then hold regular meetings in school to monitor the progress of your child and invite you into school at least once a term to review this with you and review their SEN plan (if they have one).

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

- If you have any concerns we recommend you speak to your child’s class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the Inclusion Leader/SENCo or Head teacher
- If you are still not happy you can speak to the school SEN Governor.

Policy and Procedure for Handling Complaints Many concerns voiced by parents can be resolved by simple clarification or the provision of information and it is anticipated that most concerns can be readily resolved at this informal stage. However, there may be more serious concerns and parents may wish to make a formal complaint. If this is the case reference should be made to our policy and procedure for handling complaints, a copy of which can be found either on our website or is available from the school office.

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

- When a teacher or you have raised concerns about your child’s progress, and high quality personalised teaching has not met your child’s needs, the teacher will raise this with the Inclusion Leader/ SENCO. If you have raised the concern the school will invite you in to discuss it and plan a way forward.
- The teacher will discuss your child’s progress with you at our termly parents’ evenings when you will be informed of your child’s progress and any additional support being given.
- Schools also have regular meetings between each class teachers and a senior staff member in the school to ensure all children are making good progress. These are called “Pupil Progress Meetings” and take place once every half term. This is another way your child may be identified as not making as much progress as expected.

If your child is then identified as not making progress the school will make a decision about whether to monitor this or set up an intervention group and will inform you. These groups may take place for a short period or over a longer period of time. However, please note that all children learn regularly in small groups in class (sometimes with classroom support professionals or learning support professionals) in order to support their progress in learning

If your child is still not making expected progress the school will discuss with you

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home/school.

Who are the other people providing services to children with SEN in this school?

A. Directly funded by the school

- Educational Psychologist (1day fortnightly)
- Speech and Language Therapist (one day a week)
- Occupational Therapist (as needed)
- Access to the Local Authority Inclusion Team
- 1:1 or small group teachers
- Learning Support Team (Chadsgrove Special School)
- Learning Support (The Vale Special School)
- Behaviour Support Team (Perryfields Primary PRU)
- Mentor Link
- Learning Support Professionals
- Classroom Support Professionals
- Physiotherapy
- Professional training for school staff to deliver specialist interventions

B. Paid for centrally by the Local Authority but delivered in school

- Early Intervention Family Support Worker
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority). As the school does commissions a service from this team and we currently receive a 'core' offer of targeted and universal support, which includes project work such as training for teachers and TAs, monitoring of provision as well as assessment and direct therapy input with pupils
- Professional training for school staff to deliver specialist medical interventions
- Special Educational Needs Independent Support Service or SENDIASS (to support families through the SEN processes and procedures). They can be contacted on – ***01905 768153***

<p>C. Provided and paid for by the Health Service</p> <p>D. Voluntary agencies</p>	<ul style="list-style-type: none"> • School Nurse • Health visitor • Occupational Therapy • National Autistic Society • Home Start <p>The contact details for the support services can be found on the Worcestershire Local Offer website – http://www.worcestershire.gov.uk/thelocaloffer</p> <p>The Worcestershire Local Offer Web site contains information of the services available to children, young people and their families under the Worcestershire Local Offer.</p>
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How are the adults in school helped to work with children with an SEND and what training do they have?

- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school’s approach for children with a SEND. The school has attained the Inclusion Quality Mark (IQM) Centre of Excellence Award which has provided external validation of the steps taken by the school to ensure an inclusive and supportive environment for all learners. Annually IQM will visit the school to reconfirm our status as a Centre of Excellence for inclusion.
- The Inclusion Leader/SENCo is a qualified teacher and holds the National SENCo accreditation, she has attended accredited training courses in supporting pupils with additional learning needs, assessment and training staff for specific interventions. Additionally the Inclusion Leader is a Specialist Leader in Education with an expertise in Inclusion. She also has fortnightly supervision with our Educational Psychologist. The Inclusion Leaders job is to support the class teacher, CSPs, and LSPs in planning for children with SEN.
- The school has dedicated continuing professional development (CPD) training time for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Individual teachers and support staff attend training courses run by our commissioned specialists, Educational Psychologist and Speech and Language Therapist or outside agencies that are relevant to the needs of specific children in their class e.g. from the medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school’s performance management process.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Inclusion Leader.

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 learning tasks are adapted to enable your child to access their learning as independently as possible. Appendices 2 and 3 include guidance on ensuring High Quality Teaching in the classroom.
- Specially trained support staff can implement the teachers modified/adapted 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 and in the classroom so that they can learn most effectively, and where necessary to be included in the full life of the school. These will be included in your child's Provision Map or IPP
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by their class teacher.
- His/her progress is reviewed formally every term and an Early Years/ Year Group related expectation (ARE) given in reading, writing and numeracy as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The school uses the Engagement Profile to assess progress.
- At the end of Key Stage One (i.e. at the end of Year 2) all children are more formally assessed. The schools strategy for doing this is through teacher assessment and end of key stage SATs. Children in receipt of SEND Support have an Individual Provision Plan which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The Inclusion Leader will also check that your child is making good progress within any individual learning and in any group that they take part in.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required Termly
 - Provision Maps or IPPs
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent of child with an SEN/and or disabilities?

- We would like you to talk to your child's class teacher regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places.
- The Inclusion Leader (or Head teacher) 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 by the person involved directly, or where this is not possible, in a report. The Inclusion Leader will also discuss with you any new assessments and ideas suggested by outside agencies for your child.
- Provision Maps, IPP's will be reviewed with your involvement each term.
- Home Learning will be adjusted as needed to your child's individual needs
- 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.

In addition:

- The IPP will include ideas for how you can support your child at home, following the discussion with you.
- If possible the external professionals involved with your child will be happy to meet with you on request.
- Regular workshops that include ideas of ways in which you can support your child with learning; these are often practical ideas that are accessible to children with special educational needs and/or disabilities.
- Additionally there are links to useful websites in the Inclusion section of the school's web page.
- Half termly Parent Inclusion Group Meetings- An informal parents group which meet half termly where information is shared on how we might develop our inclusive practice together. Its aims are to: provide support and encouragement to parents of children who have additional support needs, their families and to those who work with them. Work productively and collaboratively with parents and outside agencies to ensure positive, inclusive practice is at the heart of school life. Have happy, successful children- bursting with self-esteem!
- We will be happy to consider any ideas in order to support your child.

If your child is undergoing statutory assessment for an EHC Plan you can also be supported by the independent advisory service SENDIASS.

They will ensure that you fully understand the process and can be contacted on -01905 610858

How have we made this school physically accessible to children with SEND?

- Both Burford Road and Kings Road site are accessible to children with physical disability via ramps, clear colour coding and signage.
- The school is constantly reviewing accessibility with the Occupational therapy Service and Sensory Advisory Team. We welcome their advice and feedback and make every reasonable adjustment suggested.
- All classrooms are accessible for children with disabilities
- Where applicable classrooms have a small sensory tent.
- We ensure that equipment used is accessible to all children regardless of their needs.
- The school has staff trained to support pupils with a range of needs.
- The specialised provisions provide space for the identified needs for children with these difficulties e.g. workstations for children with ASD.

If you have a specific concern please make contact with the Inclusion Leader *Contact telephone number 01386 442047 Ext 216.*

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school's SENCo and ensure s/he knows about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- Where possible we will also support the creation of a social story to support their transition.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- You can meet with the new teacher before the move takes place.
- Information will be passed on to the new class teacher IN ADVANCE and in all cases, a planning meeting will take place with the new teacher. All Provision Maps, IPPs and relevant documentation will be shared with the new teacher.
- If your child would be helped by a book to support them understand 'moving on' then it will be made for them.

In Year 5 Our Inclusion Leader and Year 5 teachers will discuss the specific needs of your child with the transition staff from their Middle school

- Your child will attend a small group in school, to support their understanding of the changes ahead. This may include reviewing a 'One Page Profile' which includes information about themselves for their new school.

- Where possible your child will visit their new school on several occasions and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

IPP	Individual Provision Plan
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHCP	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or Disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
CSP	Classroom Support Professional
LSP	Learning Support Professional
Provision Map	Special Educational Needs Provision Plan
ASD	Autistic Spectrum Disorder
OT	Occupational Therapist
COLT	Cognition and Learning Team
CAIT	Communication and Interaction Team
SEMH	Social Emotional Mental Health
PASST	Physical, Sensory Support Team

Appendix 1

The National Curriculum Inclusion Statement sets out three principles that are essential to developing a more inclusive curriculum:

1. Setting suitable learning challenges
2. Responding to pupils' diverse learning needs
3. Overcoming potential barriers to learning and assessment for individuals and groups of pupils

When completing weekly/medium term planning teachers are encouraged to consider the following levels of differentiation:

Same	Multi-Level
The student can pursue the same objectives and the same activities as others in the class	The student is involved in a lesson in the same curriculum area but is pursuing different learning objectives at multiple levels based on their individual needs. This corresponds to the idea of tracking back (or forward) through relevant sequenced objectives such as those in the national frameworks.
Curriculum Overlapping	Alternative
The student is in the same lesson as the class, but is pursuing objectives from different curricular areas. This would correspond to the example of covering social and emotional or speech and language objectives in a maths lesson about measurement.	This refers to times when the regular class work does not offer reasonable opportunities to address the particular priority learning objectives for a student with SEN, and they need to be addressed discretely in a way that is not linked to the work of the class as a whole. This might include specific work on life skills.

Appendix 2

High Quality Teaching of the Whole Class

	Access to teacher and any resources used has been planned for, e.g. a number line or grid or text visible to all or made accessible in other ways, background noise avoided where possible, light source in front of teacher not behind
	Purposeful seating arrangements to support learning or language difficulties
	Visual Timetable- referred to throughout the day
	Rules of Good Listening cue cards- explicitly referenced and referred to through the day
	Minimal distraction work station
	Rules and routines for the lesson taught and displayed and referred to regularly; specific praise for the children keeping the rules
	All children clear about objectives of lesson
	All children clear about structure of lesson and day, e.g. visual timetables are on display
	New or difficult vocabulary clarified, written up, displayed, revisited
	Using different coloured texts on boards for alternate lines/key words

	Thinking time – up to 10 seconds may need to be allowed. Teacher checks for understanding of instructions, e.g. by asking a child to explain them in their own words
	Support in place for children who cannot ‘hold things in their heads’ – sticky notes, jottings, individual whiteboards
	Questions pitched so as to challenge children at all levels, e.g. define paragraph (for higher attaining), define sentence (for lower attaining)
	Individuals targeted for particular questions, e.g. one child to add 24 to 52, a less able child to then add 25 to 52
	Use made of alternatives to questions to invite a response, e.g. making suggestions from which the children can choose, speculating, making a personal contribution from own experience
	Questions used to ensure the rest of the class are listening, e.g. ‘Does anyone have a question for Kacper?’ ‘Who thinks the same as Rosie?’ ‘Who thinks differently?’
	Children clear about the timescale for the question, e.g. ‘This is one for a quick response.’ ‘This is one which needs several minutes to think about.’ ‘This is one I want you to work at for ten minutes.’
	Time and support given before responses are required, e.g. personal thinking time, partner talk, persisting with progressively more scaffolding until child can answer correctly
	Contribution of all children valued – secure and supportive learning environment where there is the safety to have a go, to make a mistake
	Children help and support each other with ideas; they give one another space in which to think and respond to questions
	Contributions reflected back by teacher in expanded form or expanded on by other children
	Multi-sensory teaching approaches (visual, verbal, kinaesthetic)

	Time out (talking in pairs or other groups) used to maintain attention, link to children's own language and experience
	Buddying used for seating and paired or partner work, e.g. more settled child paired with a child who finds concentration difficult, more able with less able
	Interactive strategies used, e.g. children having cards to hold up or own whiteboards or coming to the front to take a role
	Visual and tangible aids used, e.g. story sacks, real objects, signs and symbols, photographs, pegs on a coat hanger, variety of number lines, counting sticks, computer animations
	Strategies which children need to use (e.g. for problem solving or text composition) made very explicit
	Abstract concepts made concrete, e.g. word problems in mathematics turned into pictures or acted out or modelled with resources
	Children who need it being pre-prepared or pre-tutored where this would help them to access the lesson
	Additional adults, if present, are actively involved throughout in supporting or assessing learning
	Traffic lights to signal when help needed or similar unobtrusive system

Appendix 3

High Quality Teaching During Independent and Group Work	
	Transition from whole class work to independent and group work clearly signalled and actively managed
	Tasks clearly explained or modelled – checks for understanding, tasks cards or boards as reminders, time available and expected outcomes made clear
	Children's different needs for explanation are recognised: children can choose to start if they feel they understand or wait for further explanation if they do not
	Task management boards
	Materials and resources for task available and accessible; expectations about independent personal organisation are clear and routines have been taught
	Work mats available on table (alphabet arc/number line/HFWs)
	A distraction-free area has been set up for children who need it to work in
	Children have been taught strategies which mean they can continue to work without direct teacher help if they get stuck; prompts to remind them are on display
	Children are provided with and regularly reminded of resources to help them be independent, e.g. relevant material from whole class session kept on display, word lists or mats, dictionaries of terms, glossaries, number lines, hundred squares, tables squares
	Tasks link back to earlier (or later) objectives where these are appropriate for child and group.

	Tasks simplified or extended, e.g. short, concrete text used by one group or long, abstract text by another, numbers to 100 by one group or to 20 by another
	Tasks made more open or more closed according to children's needs
	Arrangements (buddying, adult support, taping) made where necessary to ensure that children can access written text and instructions
	Alternatives to paper and pencil tasks used where appropriate; Effective use of ICT as an access strategy, e.g. speech or sign supported software, on-screen word banks, predictive word processing
	Scaffolding (e.g. problem solving grids or writing frames or clue cards) provided where needed
	Variety of pupil groupings used so that children are able to draw on each other's strengths and skills; Children taught to work together in groups
	Appropriate behaviour is noticed, praised or rewarded. Use of Zone Board in class.
	Effective use of additional adult support, e.g. learning objectives clear, independence rather than dependence promoted, peer interaction encouraged
	Individual's learning objectives, e.g. positional language, number facts, punctuation, prediction are picked up on
	Selection of equipment available in class for those pupils with motor difficulties e.g. triangular and chunky writing implements, easy hold rulers, training scissors, pencil grips – assortment, writing slopes – possible shared between classes.
	Left handed equipment e.g. scissors, appropriate seating arrangements