



**Bengeworth CE Academy**  
**Special Educational Needs and Disability (SEND) Information Report for Children with SEND 2020/21**

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 or the SENCo.

**The Inclusion Leader: Mrs Rachel Sénèque.**

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**SENCo: Miss Elizabeth Lane**

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**The Governors for SEN:** Mr Andy Martyr Icke

**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 504 children on roll between the ages of 4 and 10 years. The children are taught in 18 mixed-ability classes, three classes in each year group.</p> <p><b>Specialist provisions on site:</b></p>	<p>The majority of pupils are from a White British background with an average (20%) proportion of children entitled to Pupil Premium Grant,</p> <p>The EAL population of the school continues to be around 30%, some of who enter our school with no prior exposure to English.</p> <p>The SEN/D profile of Bengeworth has become increasingly complex with a number of pupils joining our setting with multiple needs in many areas. The biggest area of SEN/D is communication and interaction</p>

<i>There is currently no resourced specialist provision on site.</i>	
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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.

Bengeworth CE Academy are proud to have been recognised as a 'Centre of Excellence' for the third year, through the Inclusion Quality Mark [IQM] award, for our exemplary inclusive practice. In school we ensure that we meet the individual learning needs of all our pupils through our outstanding teaching and learning, providing differentiated work and a personalised approach. We have high expectations for all pupils, including those with special educational needs and/or disabilities, ensuring the best possible progress for our pupils through an exciting, engaging and accessible curriculum. This document is intended to give you information regarding the ways in which we support our pupils, including those with SEND, to enable them to reach their full potential. Some of our strategies, skills and resources are listed below, however, support is tailored to the individual child and provision is modified regularly. Every child receives Quality First Teaching within the classroom but for those pupils who may require further support, additional help may be provided through individual or group interventions with pupils who have similar needs. For further information please see the Inclusion web page on our school website where you will find our Inclusion and SEND policies and information about our Parent Inclusion Support Network. If you would like to know anything more about what we offer here at Bengeworth CE Academy then please do not hesitate to contact us directly

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

Cognition and learning

Communication and interaction

Social, Emotional and Mental Health

Sensory / Physical

**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 pupils with SEN 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 pupils with SEN 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><b>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?</b></p>		
<p><b>Class/subject teacher</b> (s/he is recommended as the first point of contact if you have any concerns).</p>	<p><b>S/he is responsible for:</b></p> <ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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.</li> <li>• Planning appropriate differentiation and intervention to support children effectively</li> <li>• Taking responsibility for demonstrating the impact of provision and pupil progress</li> <li>• 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.</li> <li>• 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.</li> </ul>	

- 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)

***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.*

**The SENCO, supported by the Inclusion Leader**

**The school SENCo is Elizabeth Lane. She is responsible for:**

- 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:
  - o Involved in supporting your child's learning
  - o Kept informed about the support your child is receiving
  - o Involved in reviewing how they are progressing
  - o 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 and 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 of School.
- The Inclusion Leader is also responsible for most and more able pupils and for pupils for whom English is an Additional language (EAL)

*The SENCo and 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, SENCo 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, SENCo 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.

<p><b>Executive Head teacher</b></p>	<p><b>The Executive Headteacher is Mr Coache. He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• He must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.</li> </ul> <p><i>The Executive Head teacher can be contacted by: telephoning the school for an appointment via the school office.</i></p>
<p><b>SEND Governor</b></p>	<p><b>The named SEN Governor for the school is Mr Andy Martyr Icke. He is responsible for:</b></p> <ul style="list-style-type: none"> <li>• 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'.</li> <li>• Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school</li> <li>• Making sure that the school's SEN funding is appropriately spent.</li> <li>• Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.</li> <li>• To support and challenge the Executive Head Teacher and Inclusion Leader with regards to SEN/D within the school.</li> <li>• 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.</li> </ul> <p><i>Contacted by: writing to the SEN Governor via the school office.</i></p>

**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 two full time Speech and Language Therapists from the NHS for two days a week.
- The school also has commissioned the services from Children’s First eg. Complex Communication Needs Team (Autism)
- We have additionally commissioned services from an Educational Psychologist (30 days a year) across the Multi-Academy Trust.

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.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		

<p><b>Class teacher/LSP/CSP input via good/outstanding classroom teaching.</b></p>	<ul style="list-style-type: none"> <li>• 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”.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> </ul>	<p>All children in school receive this</p>
<p><b>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.</b></p>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• In Early Years progress will be measured against the Early Years Foundation Stage statutory framework (0-5).</li> <li>• 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.</li> </ul>	

**Specific small group work.**  
This group may be run in the classroom or outside.

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:

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

Interventions may include small group work or individual sessions on a specific theme.

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.

When considering the type of support individual pupils might need, all teachers have been advised to think in terms of two groups of pupils:

“Underachieving and less experienced learners”

“Pupils with a closely defined special educational need or disability”

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.

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.

	<p>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.</p>	
	<ul style="list-style-type: none"> <li>• 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.</li> <li>• All Learning Support Professionals providing additional support to pupils in school have been provided with additional training, from the subject leaders for English and Maths, the Inclusion Leader, Educational Psychologist, outside agencies such as speech and language therapists or through other agencies providing training.</li> <li>• 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.</li> <li>• 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.</li> </ul>	
<p><b>Specialist groups run by outside agencies e.g. Speech and Language therapy or Occupational therapy groups and/or</b></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"> <li>• 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</li> <li>• Support to set targets which will include their specific professional expertise</li> </ul>	

<p><b>Individual support. This may be from Children's First Services or outside agencies such as the Speech and Language Therapy (SALT) Service</b></p>	<ul style="list-style-type: none"> <li>• Your child's involvement in a group run by school staff under the guidance of the outside professional e.g. Speech and Language Support.</li> <li>• A group or individual work in school run by an outside professional.</li> </ul> <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. Due to COVID-19 these may be held virtually.</p>	
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<p><b>Support provided through an Education, Health and Care Plan (EHCP) or Statement of SEN.</b> This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p>	<p>If, despite the good and outstanding classroom teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Worcester web site at <a href="http://www.worcestershire.gov.uk/thelocaloffer">http://www.worcestershire.gov.uk/thelocaloffer</a></p> <p>This is done in full partnership with you and your child. In preparation for making a request for an Education and Health Care Plan, the school Inclusion Leader will involve you in the process of developing a <b>Special Educational Needs Plan (or Learning Journey)</b>. The SEN plan will be used to monitor the progress that your child is making, the additional support or 'provision' that your child has received and the outcomes of providing this additional support. During the reviews of the SEN Plan the family alongside the professionals that have been involved with your child will all contribute. This information will be shared with the Local Authority at the point at which a request is made for an Education and Health Care Plan.</p> <p>After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child's needs (as described in the paperwork provided), are sufficient to need a statutory assessment.</p>	<p>Children with 'Substantially Higher Levels' of need and whose learning needs are more severe, complex and potentially lifelong</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"> <li>• Local Authority Services</li> <li>• Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS</li> </ul>	<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 of School
- 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 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 (two days 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)
- ELSA
- 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**

C. Provided and paid for by the Health Service

- School Nurse
- Health visitor
- Occupational Therapy

D. Voluntary agencies

- National Autistic Society
- Home Start

The contact details for the support services can be found on the Worcestershire Local Offer website – <http://www.worcestershire.gov.uk/thelocaloffer>

The Worcestershire Local Offer Web site contains information of the services available to children, young people and their families under the Worcestershire Local Offer.

### 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 and SENCo are both qualified teachers and they hold the National SENCo accreditation. The Inclusion Leader 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 SENCo and 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 SENCo or 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 currently being conducted through online platforms: Tapestry / Seesaw
  - 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 of School) 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. These are being conducted remotely due to COVID-19 eg. South Worcestershire Parenting Classes.
- Additionally there are links to useful websites in the Inclusion section of the school's web page.
- Half termly Parent Inclusion Network Meetings- An informal parents group which meet 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! These are being conducted remotely due to COVID-19
- 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 other professionals. 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 SENCo, 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.

## 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: The School Offer

Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<p>Quality First Teaching describes inclusive teaching which takes into account the learning needs of all the children in the classroom. It is achieved through appropriate differentiation through curriculum planning, learning tasks and teaching strategies.</p> <p><b><u>What is Wave 1 Provision?</u></b></p> <p>Wave 1 is the effective inclusion of all pupils in high-quality everyday personalised teaching. Such teaching will, for example, be based on clear objectives that are shared with the children and returned to at the end of the lesson; carefully explained new vocabulary; use of lively, interactive teaching styles that make maximum use of visual and kinaesthetic as well as auditory/verbal learning. Approaches like these are the best way to reduce, from the start, the number of children who need extra help with their learning or behaviour.</p>	<p><b><u>What is Wave 2 Provision?</u></b></p> <p>Wave 2 is targeted catch up provision for groups to ‘put children back on course’. It describes specific, additional and time-limited interventions over and above what is offered at Wave 1. These interventions have clear entry and exit points and are often in the form of small-group intervention which aims to accelerate progress and enable children to ‘catch up’ and work at or above age-related expectations. Wave 2 interventions are not primarily SEN interventions. However, children included in Wave 2 interventions may be on the SEND COP</p>	<p><b><u>What is Wave 3 Provision?</u></b></p> <p>Wave 3 describes deeper intervention offering more personalised solution if Wave 2 hasn’t worked. Children at Wave 3 may have particular needs related specifically to maths or literacy, or needs associated with other barriers to learning. Provision at Wave 3 is likely to draw on specialist advice. It may involve the adjustment of learning objectives and teaching styles and/or individual support. It aims to reduce gaps in attainment and facilitate greater access to Waves 1 or 2.</p>	<p><b>Specialist provision</b></p> <p>Specialist provision describes a service for children with severe and/ complex needs who are likely to require even more support than is available either through universal or targeted provisions. These services will require an assessment of need (Education Health and Care Plan).</p>

<p>All pupils to access.</p>	<p>Each year Group completes a Provision Map detailing pupils accessing interventions Intervention Plans are completed Children identified with SEN are added to the schools SEN register. Parents are informed. Children identified with SEN are in receipt of an Individual provision plan with input from parents, teachers and pupils.</p>	<p>Each year Group completes a Provision Map detailing pupils accessing interventions Intervention Plans are completed Children are in receipt of an Individual provision plan with input from parents, teachers and pupils. Some pupils with significant SEN will be in receipt of an EHCP. One Page Profiles completed for pupils.</p>	<p>Inclusion Team to complete annual review paperwork with input from class teachers and outside agencies</p>
<p><b>Pupils within this wave are monitored by Classroom Teachers and Classroom Support Professionals.</b></p>	<p><b>SEN pupils in this wave have IPPs</b> Some screening/ testing may have been carried out and strategies for support are in place.</p> <ul style="list-style-type: none"> <li>● Pupils are given short-term interventions.</li> <li>● IPPs are reviewed with the parent/child each term.</li> <li>● Parents are sent a copy of the IPP.</li> <li>● Pupils who are identified as not making expected progress are placed on 'Cause for concern' and monitored.</li> <li>● Pupils are placed on the SEN register and parents are informed</li> </ul>	<p><b>Pupils in this wave have IPPS/EHCPS</b> Pupils may have further assessments completed with the appropriate professional.</p> <ul style="list-style-type: none"> <li>● More testing may have been carried out and strategies for support are in place.</li> <li>● Long-term support is put in place and the timetable is adapted as necessary.</li> <li>● IPPs are reviewed with the parent/ pupil each term.</li> <li>● Parents are sent a copy of the IPP.</li> <li>● Pupils are placed on the SEN register and parents are informed</li> </ul>	<p><b>Pupils within this wave will have an EHCP or strategies given by a specialist or External Agency.</b></p> <ul style="list-style-type: none"> <li>● Pupils will have interventions and regular input from outside agencies and/ or local authorities.</li> <li>● The reviews for this wave will follow the ECHP guidelines and timeframe.</li> <li>● Pupils are placed on the SEN register and parents are informed</li> </ul>

Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<b>Communication and Interaction</b>	<ul style="list-style-type: none"> <li>● Structured school day and class routines</li> <li>● Simplified language/ key words</li> <li>● Visual timetables</li> <li>● Transition Information Booklet</li> <li>● Modelling of language use</li> <li>● Spelling/ word mats/ lists</li> <li>● Small white board for individual use</li> <li>● Repeat important information slowly and clearly</li> <li>● Adobe Reader- read out loud</li> <li>● Avoid idioms and sarcasm</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Personalised Visual timetables</li> <li>● Support to focus on Speech &amp; Language</li> <li>● Prompting/ assistance with communication</li> <li>● Multi-sensory phonics/ spelling groups</li> <li>● Wellcomm Screening</li> <li>● Speech Link</li> <li>● Peer Mentoring</li> <li>● Time to Talk</li> <li>● Talkabout</li> <li>● Word Aware</li> <li>● Black Sheep Narrative</li> <li>● Communicate in Print</li> <li>● Widget</li> <li>● Social stories</li> <li>● Screening tests</li> <li>● Speech and Language support</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Small group teaching</li> <li>● Weekly/ daily check-ins</li> <li>● Visual organisers</li> <li>● PEN pictures</li> <li>● Dragon naturally speaking</li> <li>● SATs Access arrangements</li> <li>● Use of IT</li> <li>● Social Skills group</li> <li>● Paired Reading Programme</li> </ul>	<ul style="list-style-type: none"> <li>● EHCP</li> <li>● SaLT</li> <li>● Educational/ Clinical Psychologist</li> <li>● Outreach Services</li> <li>● Paediatrician</li> <li>● Referrals to external agencies</li> </ul>

Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<b>Cognition and Learning</b>	<ul style="list-style-type: none"> <li>● Quality First Teaching</li> <li>● Differentiated Curriculum planning, activities, delivery and outcome</li> <li>● Educational assemblies</li> <li>● Peer mentoring</li> <li>● Reading rulers</li> <li>● Use of writing frames</li> <li>● Illustrated/ dictionaries/ word banks</li> <li>● Access to ICT</li> <li>● Increased visual aids / modelling</li> <li>● Interactive displays</li> <li>● High quality questioning</li> <li>● High quality texts and resources</li> <li>● Seating arrangements</li> <li>● Minimise copying from board</li> <li>● Provide handouts</li> <li>● Use of colour and highlighters</li> <li>● Key word lists</li> <li>● Chunk information</li> <li>● Task Management boards</li> <li>● Write checklists on the board</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Personalised Visual Timetables</li> <li>● Peer mentoring</li> <li>● Organisational skills</li> <li>● Homework Skills support</li> <li>● Catch-up</li> <li>● Coloured overlays</li> <li>● Screening assessments</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Exam access arrangements</li> <li>● Signposting to alternative providers/ courses / outside agencies</li> <li>● Reduced timetables/ subject choices</li> <li>● Visual Organiser</li> <li>● Specialist ICT programs</li> <li>● Examination Access arrangements</li> <li>● Psychometric Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● EHCP</li> <li>● SaLT</li> <li>● Educational/ Clinical Psychologist</li> <li>● Outreach Services</li> <li>● Paediatrician</li> <li>● Referrals to external agencies</li> </ul>

Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<b>Social, Emotional and Mental Health</b>	<ul style="list-style-type: none"> <li>● Whole school behaviour policy</li> <li>● Whole School Mental Health and Wellbeing policy</li> <li>● Reward and sanctions systems</li> <li>● Guided parent meetings</li> <li>● Qualified Mental Health First aiders</li> <li>● Carnegie Centre of Excellence mental health award</li> <li>● Weekly Mindfulness and reflection time</li> <li>● Access to Sensory Garden ( KR)</li> <li>● ABC charts</li> <li>● Behaviour questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Restorative meetings</li> <li>● Personalised Visual timetables</li> <li>● Social stories</li> <li>● Weekly/ daily check-ins</li> <li>● Time-out cards</li> <li>● Journaling/ diary monitoring</li> <li>● Talkabout</li> <li>● Social skills workshops</li> <li>● Zones of Regulation</li> <li>● ELSA</li> <li>● Screening Assessments</li> </ul> <p>*the following groups are currently suspended due to Covid-19</p> <ul style="list-style-type: none"> <li>● Nurture Groups</li> <li>● Wide Awake Club</li> <li>● Early Birds Club</li> <li>● Lunchtime Club</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Pastoral support plans</li> <li>● Home – school record</li> <li>● Reduced timetables choices</li> <li>● Exam access arrangements</li> <li>● Psychometric assessment</li> <li>● Counselling services- Mentor Link</li> <li>● Behaviour support service</li> </ul>	<ul style="list-style-type: none"> <li>● EHCP</li> <li>● SaLT</li> <li>● OT</li> <li>● Educational Psychologist</li> <li>● Outreach Services</li> <li>● Paediatrician</li> <li>● CAMHS</li> </ul>

Level of Provision → Broad area of need ↓	Wave 1: Universal Provision Quality First Teaching (QFT)	Wave 2: Short- Term Targeted Provision	Wave 3: Long- Term Targeted Provision	Wave 4: Specialist Provision
<b>Sensory and Physical</b>	<ul style="list-style-type: none"> <li>● Flexible teaching arrangements</li> <li>● Pencil/ pen grips</li> <li>● Accessible ICT use (e.g. use of iPad in class)</li> <li>● Staff aware of implications of Medical/ Physical impairment</li> <li>● Seating arrangement</li> <li>● Time to complete tasks</li> <li>● Consistent talking pace</li> <li>● Teacher to face pupil when talking</li> <li>● Large-font resources</li> <li>● Consider lighting in room</li> <li>● Consider background noise</li> <li>● Clearly organised classroom</li> <li>● Repeat instructions slowly and clearly</li> <li>● Use of visual cues</li> <li>● Fidget toys (age appropriate)</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Drawing boards</li> <li>● Production aids</li> <li>● Writing slopes</li> <li>● Cool Kids</li> <li>● Typing.com</li> <li>● Organisation assistance</li> <li>● Write from the Start</li> <li>● Jimbo Fun</li> <li>● Handwriting intervention</li> <li>● Speed Up</li> <li>● Write Dance</li> <li>● Dough Disco</li> <li>● SMART Moves</li> <li>● Wobble stools/rockers</li> </ul>	<ul style="list-style-type: none"> <li>● Individual learning programme (IPP)</li> <li>● Exam access arrangements</li> <li>● Adapted Technologies/ Equipment</li> <li>● CSP support to scribe</li> <li>● Use of IT</li> <li>● Reduced timetables</li> <li>● Parent meetings</li> <li>● Psychometric Assessments</li> </ul>	<ul style="list-style-type: none"> <li>● EHCP</li> <li>● SaLT</li> <li>● Educational Psychologist</li> <li>● Outreach Services</li> <li>● Paediatrician</li> <li>● Referrals to external agencies e.g. OT, PT</li> </ul>

