

## Benfield Primary School SEND Information Report

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Benfield Primary School is a local primary school in Portslade in the city of Brighton and Hove. We are a mainstream primary school but we are an inclusive school welcoming all children. We usually have 250 children on roll which means an average class size of 24 children. Each class is supported by a teaching assistant and has a link to the Learning Mentor and a Special Needs Assistant. The curriculum is broad and balanced. Children are encouraged to have high aspirations for themselves and are encouraged to inspire others too. Children feel safe and cared for and are nurtured so that they grow into rounded, caring citizens that achieve their full potential. We run a before school breakfast club, after school club every day and many after school activities including, football, netball, cricket, athletics and homework club. For more information please see our school website below.

We have a vast range of experienced staff working with our children,

We cater for and have catered for many children with SEN and disabilities. All our staff have accessed specialist training in line with these needs. We have a very active partnership with the Behaviour Inclusion Learning Team, who regularly offer us strategies and support in school. Specialist staff are frequently training our teachers and TA's so that we can support our SEN children's needs to the best of our ability. With our Nurture programme in place throughout the school we can offer social, emotional and behavioural support to our children with trained specialist support staff. We have a number of Individual Needs Assistants trained to support children with very specific needs.

### **Who can I contact for further information?**

If you are concerned that your child may have a special educational need, you should contact your child's class teacher or the SENCo (Mrs L Adams) by arranging a meeting with them via the school office – 01273 294 950

### **How does Benfield know if my child needs extra help?**

Teachers in our school are continuously monitoring and assessing the children's learning and emotional well-being. There are a variety of ways in which we monitor children's attainment and can identify those who need extra support:

- Reported assessments are carried out each half term, ensuring that we are fully aware of how each and every child is progressing.
- Pupil progress meetings where individual children are discussed and their needs addressed.
- Transition information shared with other agencies e.g. Speech and Language Service (SALT).
- At key points throughout your child's life, they will take part in statutory assessments (SATs), which can be used to identify additional need.
- A teacher can raise concerns about a child at any point, and we have a variety of tests and screeners that can be used to identify areas of need.
- Boxall profiles are used to assess a child's social and emotional well-being.

If a teacher has a concern over a child's progress or attainment they will, initially discuss this with parents/carers and with the Special Educational Needs Coordinator (SENCo). A follow up meeting may then be arranged to explore what further support

and advices may be sought.

**What should I do as a parent if I think my child may have special educational needs?**

Come and talk to us. You can make an appointment to see your child's class teacher and/or Mrs L Adams (our SENCo) or our Inclusion Mentor, Miss Bird at anytime throughout the year.

**How will school support my child?**

At Benfield we have a SENCo who coordinates provision for children identified on the Special Educational Needs register. The SENCo works in close consultation with all staff to devise and monitor support for the children.

Within the inclusion team we have:

- Inclusion mentor, who supports children with their social and emotional development.
- Speech and Language Support Assistants delivering 1:1 and group speech and language support. including trained specialist senior TAs
- Individual Needs Assistants (INA) who offer 1:1 support in all areas for certain children.
- Support assistants trained to deliver reading and writing interventions on a group and 1:1 basis.

Your child's class teacher will deliver daily high-quality teaching targeted at each individual child's needs.

- Each class is supported by a teaching assistant
- If identified on the SEN register, the child's needs are discussed with you and relevant provisions made according to their need.
- Provision maps are created which identify how we will support your child and these are reviewed regularly.
- Additional Support records may be created for some children with precise targets and how we will support your child in achieving these.
- Regular contact with your child's class teacher and / or SENCo to ensure that you are fully informed of progress and how we are addressing your child's individual needs.
- The school has a SEN link governor who meets regularly with the SENCo and a SEN report is shared annually at a governors meeting.

**How will the curriculum be matched to my child's needs?**

The content of every lesson is differentiated (matched) to each of the children's differing abilities and needs to enable them to access the curriculum more easily.

This may take the form of:

- Providing additional adult support in a small group or 1:1 basis.
- Providing learning tasks that present different levels of challenge and /or provide particular specialist equipment for the children to use.
- Classrooms are resourced to a high level to support learning tailored to the Children's individual needs.
- Varied use of ICT to support learning throughout the school.
- Regular training for all staff on how to make learning more accessible to those with

additional needs.

- Support and advice will be sought from specialist outreach workers.
- Consistent approaches to learning throughout the school including use of visuals and Makaton.
- Specific intervention programmes being delivered in addition to classroom learning to support your child.
- Your child's progress will be measured closely and any relevant assessments carried out to provide additional information.

### **How will I as a parent, and school, know how my child is doing?**

We offer a high level of communication with all members of a school community. Through careful monitoring and reviewing the school has a clear picture of how your child is progressing. All staff involved with your child's learning are kept informed of changes and progress.

This may be shared with you in a variety of ways including:

- Meetings at any time throughout the year with the class teacher, SENCo and/or headteacher.
- Home – school books – enabling communication between home and the class teacher on a daily basis if needed.
- Review meetings regarding your child's specific needs and the provision needed
- Daily updates at the end of the day with your child's class teacher.
- Email contact with SENCo.
- Meetings with the inclusion mentor, , LSS teacher or School Counsellor.
- Termly parent evenings.
- Meetings with external agencies following observations or assessments e.g. Educational Psychologist, Outreach workers.
- Copies of any reports provided by external agencies.

It is important to us at Benfield, that you feel comfortable to come in and speak to any member of staff at any time throughout the school year. There is no need to wait for scheduled parents evenings to discuss your child's needs, by contacting the school office, an appointment can be made with the relevant member of staff at any time in the term.

### **How will you help me to support my child's learning?**

We encourage you as parents/carers to work with us and support any extra interventions that your child may undertake e.g. some interventions may require reading at home or playing maths games. This will be clearly explained to you and we will work with you to enable this to be implemented. Throughout the year there will be different parent workshops on offer to share with you in detail, how your child learns throughout the school. We will also offer suggestions in support you can provide your child when working towards their individual targets.

Where appropriate, we will refer to outside agencies (with your consent) for additional advice, support and programmes. Parents /carers should receive copies of these reports and a meeting may be offered to discuss in detail the findings. Parents / carers can request a copy of these reports at any time.

As all children's needs are different we have to be flexible in the way in which we assess and meet their needs. There is no one set way we decide on the provision and support we can offer a child as they are all different. We have regular meetings with

senior teachers, class teachers and parents to review the needs of each child. We are flexible and will change the support needed for your child according to his or her changing needs. It is very much a three-way process between parents, school and outside agencies and we all work together to make sure your child is being supported in the best possible way. It is important that you tell us if you think things are changing so we can keep this in mind. Support is reviewed regularly in order to ensure your child is making progress.

### **What support will there be for my child's overall wellbeing?**

At Benfield we believe that a child's social and emotional well-being is key to ensuring academic progress and ensuring your child is a successful learner. We are able to offer a wide range of support to children experiencing social and emotional difficulties including:

- A safe, caring environment where all children thrive.
- Clear safeguarding procedures and policies.
- Regular safeguarding training for all staff.
- A clear, structured behaviour policy, which is adhered to by the whole school.
- A full-time inclusion mentor available for 1:1 sessions with children needing extra emotional support.
- Nurture groups.
- School Counsellor
- 'Meet and Greet'
- Personal care support. This is undertaken with the child's modesty and privacy as our utmost priority. A detailed care plan will be drawn up by the adults supporting your child in consultation with yourselves and appropriate specialists. These are discussed and shared with all staff working with your child.
- Individual Behaviour plans are used for children who need support with their behaviour.
- Trained first-aiders and a clear medicine policy.
- Relevant members of staff have specific training regarding medical/health care needs of individuals delivered by registered health professionals.
- Programmes delivered with advice from external agencies.

### **How will my child be included in their education?**

It is important for us as a school to hear your child's voice. Children's individual targets will be shared with them by class teachers / teaching assistants. The children will be encouraged to help identify when they have met their targets and what the next steps are. Children with additional support records are also encouraged to share their views on how we could support them further in order to move their learning forward and have an input into these.

### **How will my Looked After Child with SEND be supported?**

The SENCo or the Inclusion Mentor will be the lead professional for children and young people who are looked after by the local authority. Personal targets and identified provision will be shared during PEP and LAC meetings. If needed further applications for funding will be made.

### **What specialist services and expertise are available at or accessed by Benfield Primary School?**

## Benfield Primary School SEND Information Report

At Benfield, we work closely with many external agencies and will access support from any agencies we feel are appropriate to the individual needs of the children within our school.

These include:

- Brighton and Hove Inclusion Support Service
- Educational Psychologist
- Speech and Language Therapists
- School Nurse Team
- Literacy Support Service
- Children and Adolescent Mental Health Service (CAMHS)
- Seaside View – to include Physiotherapists, Occupational Therapists and Disability Social Services Team
- Ethnic Minority Achievement Service (EMAS)
- Front Door for Families
- Hillside Outreach Support Service
- Early Help Coordinator / ITF team
- Dialogue Counselling Service

### **What training have the staff, supporting children and young people with SEND, had or are having?**

Staff are provided with training through set times on strategies to support children in the classroom with SEND. Regular meetings and audits of skills identify areas of need and appropriate training is sought according to the needs of the school. On an individual basis, any adults working with children with a very specific need are provided with any necessary training; often accessed through external agencies. If a child has a medical needs, one person will be assigned to the direct support of that child, but other staff members will have also received appropriate training to ensure that needs are always met.

### **How will I as a parent and my child be included in activities outside the classroom including school trips?**

We make every reasonable adjustment necessary for all of our trips to be inclusive so all children can attend. We work closely with all involved with the child to plan and guide us in order to make the trips as satisfying as possible for our children. The accessibility of all school trip destinations are checked in advance. Risk assessments are carried out and procedures are put in place to enable all children to fully participate. Reasonable adjustments will be made so that children with special educational needs can fully participate. After school activities are run by both school and external providers. All external providers are aware of our school's commitment to inclusion and it is their responsibility to discuss appropriate provision with you in order to accommodate your child's needs. We may at times ask for parental volunteers to support a school outing; this is voluntary and individual class teachers will contact parents directly.

### **How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?**

There are many instances of transition in a child's school life: entering the school, moving from one year to the next, moving to another school and finally moving from

primary to secondary. A high level of communication is used in all of these instances. We will gather as much information as possible to help us prepare for your child starting our school.

If your child is joining us in Reception at the beginning of the year, we may offer:

- Opportunities to have ‘taster’ sessions in class.
- Welcome booklets to be shared at home with your child with photos of key staff and information for you.
- Individual meeting times with your child’s new teacher.
- Relevant staff visits to early year settings.
- Meetings with SENCo
- Reception welcome evening.

If your child is joining us in the middle of a school year, we will endeavour to:

- Meet with you and the child prior to their start date.
- Introduce your child to key staff members and give them an individual tour.
- Set them up with a buddy in class.
- Communicate with previous school so a clear understanding of your child is known by all staff.
- Meet with you whenever necessary to ensure that your child is settled.

Transition from one year to the next is carefully planned, your child will have a taster session with their new class teacher, and teachers will communicate to ensure that a smooth transition is in place. Communication profiles are created for certain individuals which get past on to the child’s new teacher giving insights into the child’s needs and suggested strategies to support these. We have a very good relationship with the secondary schools in the area and we share all information with them about your child so they are able to plan and deliver the needed support. Additional visits can be arranged if needed. Within school, our learning mentor and teaching assistants deliver transition support groups to prepare children for the move onto secondary school.

### **How are the school’s resources allocated and matched to children’s special educational needs?**

As part of our general budget, we receive funding to support children with Special Educational Needs. We review this annually and the school frequently spends additional money on top of this to support our children. Needs are mapped out using meetings, reviews and provision maps and the funding is matched appropriately. In a case where a child has very significant and/or complex needs we may make a case to the local authority requesting additional funding through the high needs funding block. Such funding will then be used exclusively to provide the help and support your child needs.

### **How is the decision made about what type and the level of support my child/young person will receive?**

The headteacher and special educational needs coordinator regularly meet to assess the provision of support being provided to children on the SEN register. Any member of staff can highlight a child if they feel that additional support is needed, this initially will be brought to the teacher’s attention and then the SENCo and Head for further advice and provision. Each child is individual so the support they receive will be decided on an individual basis and reviewed regularly, making any necessary adjustments as and when. As a school we take on the advice of any outside agencies

and this is an important factor when identifying the support needed. We are more than happy to discuss with you as the parent / carer the support your child is receiving and we encourage you to share your views to ensure that your child is being the best way possible by all involved in their development.

### **What to do if I am unhappy with the SEND support my child is receiving?**

At Benfield we aim to provide all children with the appropriate level of support for their individual needs. If, at any time you are unhappy with the provision your child is receiving we actively encourage you to talk to us. In the first instance with your child's class teacher and / or the SENCo. If you feel that the concern needs further attention then we would arrange a meeting with the Headteacher and / or SENCo.

### **How can I be involved in the school community?**

It is important for us at Benfield Primary School to work closely and in a mutually supportive manner with our parents. There are several ways that you can become involved; as a parent volunteer in the classroom; by joining 'Friends of Benfield' PTA or by becoming an elected parent governor if a vacancy arises. With a more focussed approach to your child, it is encouraged that you attend parents evenings and reviews. You are also welcome to attend various parent workshops which are run over the year. Please feel free to request a meeting with your child's class teacher, the Inclusion Mentor, SENCo or Headteacher at any time.

Further information regarding Brighton and Hove's Local offer can be found at:

<http://www.brighton-hove.gov.uk/content/children-and-education/>