



## Benfield Primary School SEND Information Report

**This report is part of the Brighton & Hove Local Offer for learners with Special Educational Needs and Disabilities (SEND).**

**Approved by:**

**Date:**

**Last Reviewed on:**

**Next Review due by:**

SEND stands for Special Educational Needs and Disabilities. The framework for how schools identify and support these pupils is primarily governed by the SEND Code of Practice (2015) and the Children and Families Act (2014). Within a school context, SEND is defined by two distinct but often overlapping categories:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

According to the Code of Practice, a child has a learning difficulty or disability if they:

- Have a significantly greater difficulty in learning than the majority of others of the same age; or
- Have a disability which prevents or hinders them from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

"Special educational provision" is defined as any educational or training provision that is additional to, or different from, that made generally for other children or young people of the same age in mainstream schools.

The SEND Code of Practice categorises needs into four key areas. Schools use these to ensure they are identifying a child's primary barriers to learning and providing the right type of support:

- **Communication and Interaction:** Including Speech, Language and Communication Needs (SLCN) and Autism Spectrum Disorder (ASD).
- **Cognition and Learning:** Including Moderate Learning Difficulties (MLD) and Specific Learning Difficulties (SpLD) such as dyslexia or dyscalculia.

- **Social, Emotional and Mental Health (SEMH):** Including anxiety, depression, ADHD, or attachment disorders that manifest as challenging or withdrawn behaviour.
- **Sensory and/or Physical Needs:** Including visual impairment (VI), hearing impairment (HI), or physical disabilities that require additional ongoing support and equipment.

Many children who have SEN may also have a disability under the **Equality Act 2010**; that is, "a physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities."

While not all children with a disability have SEN, schools have a statutory duty to make "**reasonable adjustments**" (including the provision of auxiliary aids and services) to prevent them from being put at a substantial disadvantage compared to their peers.

The Code of Practice mandates that schools follow a **Graduated Approach** to SEND. This is a four-stage cycle known as **Assess, Plan, Do, Review**. This ensures that support is not a one-off event but a continuous process of refining and stripping away barriers to ensure the child makes progress.

Benfield Primary School is part of the Eko Trust family of schools. We are an inclusive mainstream school that welcomes all children. We have approximately 250 children on roll, ensuring an average class size of 24, where every child is nurtured to grow into a rounded, caring citizen.

The aim of this information report is to explain how we implement our Special Educational Needs and Disability (SEND) [POLICY](#) and share with you how SEND support works in our school. It should also be read alongside the [Brighton and Hove Local Offer \(SEND\)](#)

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### What types of SEN does the school provide for?

We cater for a wide range of needs across the four broad areas identified in the SEND Code of Practice:

| Area of Need | Examples of Condition/Need |
|--------------|----------------------------|
|--------------|----------------------------|

|                                            |                                                                                                    |
|--------------------------------------------|----------------------------------------------------------------------------------------------------|
| <b>Communication and Interaction</b>       | Autism Spectrum Condition (ASC), Speech and Language difficulties.                                 |
| <b>Cognition and Learning</b>              | Specific learning difficulties (Dyslexia, Dyscalculia, Dyspraxia), Moderate learning difficulties. |
| <b>Social, Emotional and Mental Health</b> | ADHD, anxiety, emotional regulation difficulties.                                                  |
| <b>Sensory and/or Physical</b>             | Hearing or Visual impairment, Physical disabilities.                                               |

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### **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 our **Special Educational Needs Co-ordinator (SENCo)**.

- **Benfield SENCo:** Miss S Broome – 01273 294 950  
[siobhan.broome@ekotrust.org.uk](mailto:siobhan.broome@ekotrust.org.uk)
- **Benfield Inclusion Mentor:** Miss Bird.
- **Senco admin team:** Lisa Williams [lisa.williams@ekotrust.org.uk](mailto:lisa.williams@ekotrust.org.uk)

Our SENCO is Siobhan Broome. Siobhan has embarked on gaining her NPQSENCO this year. Siobhan has been a teacher for over 10 years and has worked across Early years, key stage 1 and 2. Siobhan has experience working closely with families of children with SEND and external agencies often via our local providers at BHISS (Brighton and Hove Inclusion support service).

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### **What should I do as a parent/carer 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 Siobhan Broome (SENCo) at any time throughout the year. We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

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### **How do we identify if a child needs extra help?**

All of our teachers receive in-house SEN training and are supported by the SENCO and the senior leadership team to ensure our children with SEND can

flourish. We believe that quality first, adaptive teaching provides an inclusive and thriving learning environment for all of our learners.

Teachers in our school are continuously monitoring and assessing the children's learning progress and emotional well-being. If the teacher notices that a pupil is falling behind, they endeavour to find out if the pupil has any gaps in their learning which are then addressed. There are a variety of ways in which we monitor children's attainment and can identify those who need extra support.

- Assessments are carried out each term, ensuring that we are fully aware of how each and every child is progressing. AFL (Assessment for learning) is used within all of our classrooms in an ongoing formative basis - this helps to build a more in-depth picture of individual learning needs.
- Teachers can initiate the process of monitoring and assessing if a child may have an SEND need via our SEND identification pathway - in the first instance by completing an initial concerns form
- The Senco will spend time in class meeting the child and talking to the adults working with the child to gain a better insight into potential barriers to learning, this may lead to discussions with parents and may lead to referrals to diagnose needs such as autism.
- Pupil progress meetings are carried out termly between staff members and Charlie Kelsey - SLT (adaptive teaching and SEND lead) where individual children are discussed and their needs addressed. Additionally, separate SEND pupil progress meetings are held to discuss the progress of our pupils with SEND and to consider children who are of initial concern but not yet on the SEND register
- Transition information is shared with other agencies and vice versa e.g. Pre-school Special Needs Service (EY BHISS) , Speech and Language Service (SaLT), Vulnerability Index shared with secondary schools etc.
- At key points throughout your child's life, they will take part in statutory assessments which can also be used to identify additional needs - reception baseline assessment, phonics screen, timetable test, Year 6 SATs.
- 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, for example the DyslexiaGold dyslexia screener tool
- Boxall profiles and SEMH assessment tools are used to assess a child's social and emotional well-being via the [childtherapyservice.org.uk](http://childtherapyservice.org.uk). Staff are trained to carry out interventions using the BOUNCE approach
- Just Right Profiles, Emotional Activation triggers and Pupil Passports are also utilised to identify a children's strengths, difficulties, triggers and support strategies where appropriate

- Scripts for social situations, social stories, comic strip conversations and visual aids are used widely to support children develop independence in the classroom and during play times

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 advice may be sought. Based on all of this information, the SENCo will decide whether your child needs SEN support. If it is deemed that they do then they will be placed onto the school's SEN register.

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### **How will the school support my child?**

We encourage you as parents/carers to work with us and support any extra interventions or provision that your child may undertake e.g. some interventions may require support at home such as reading at home or playing maths or phonic games. This will be clearly explained to you and we will work with you to enable this to be implemented.

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.

Provision is coordinated by the SENCo and delivered through **Quality First Teaching** targeted at individual needs. We use a **Graduated Approach of Assess, Plan, Do, and Review** to identify and support needs.

### **The Inclusion Team**

Our schools utilise a vast range of experienced staff to support children:

- **Teaching Assistants:** TAs are utilised across the school to provide specific support (led by the teacher).
- **Inclusion/Learning Mentors:** Support social and emotional development and personal welfare.
- **Specialist TAs:** Trained in Speech and Language (SALT), Autism support, and reading/writing interventions.
- **Learning Spaces:** Benfield utilises **The Hive** as a calming and reflective space as well as **Bee Room** which is used for smaller group learning.

### **Planning and Tracking**

- **EHCP provision Maps/Individual Learning Plans (ILP):** These identify precise targets and the support your child will receive.
  - **Additional Support Records:** Precise targets are created for children with higher levels of need.
  - **Governor Oversight:** A SEN link governor meets regularly with the SENCo to monitor provision.
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### **How is the curriculum matched to my child's needs?**

The content of every lesson is **adapted** (matched) to differing abilities. This may include:

- Providing learning tasks with different levels of challenge.
  - Using specialist equipment, such as sloping desks or adapted chairs.
  - Increased use of ICT and assistive technology.
  - Consistent use of visuals and Makaton.
  - Providing small group adult support. On occasions and for very specific reasons this may be 1 to 1 support.
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### **How will I know how my child is doing?**

We maintain a high level of communication with parents through:

- **Home-School Books:** For regular updates between home and the teacher.
- **Termly Parents' Evenings:** To discuss progress and targets.
- **Review Meetings:** Specifically for children on the SEN register to discuss provision.
- **Direct Contact:** You can email the SENCo or arrange meetings via the school office at any time.

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.

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### **What support is in place for looked-after and previously looked-after children with SEN?**

Our SENCo (Siobhan Broome) is also the designated teacher for looked after children. All teachers understand how a looked after or previously looked after

pupil's circumstances and their SEN might interact and what implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported in much the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

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## **What are our admission arrangements for children with disabilities and how will school include my child alongside pupils who do not have SEND?**

The school follows the [Brighton and Hove admission arrangements](#)

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### **Transitions**

We gather as much information as possible to ensure smooth transitions at every stage.

- **Joining Reception:** We offer 'taster' sessions, welcome booklets with photos of staff, and visits to early years settings.
- **Year-to-Year:** Teachers share **Communication Profiles** or **Pupil Passports** to pass on successful support strategies.
- **Secondary School:** We work closely with local secondary schools to share all SEND information and arrange additional transition support groups.

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### **Accessibility and Inclusion**

Benfield Primary School is built over 1 level. The school is laid out in such a way that the classes can be accessed step free. The school does not have a unit or special facility to cater for specific special educational needs.

All pupils with special educational needs are included in a mainstream class and receive their additional support (in class and/or targeted withdrawal intervention) as part of a broad and balanced curriculum. We ensure that the curriculum is suitably tailored to ensure every child's needs are met and children with disabilities are able to access education which promotes inclusion and achievement alongside their peers.

This includes planning careful adaptations which may be needed on school trips and/or special events to enable successful and positive experiences for the child.

All of our extra-curricular activities and school visits are available to all our pupils and we will make whatever reasonable adjustments are needed to make sure they can be included.

Children with sensory or mobility impairments or a specific learning difficulty may access the curriculum through specialised resources such as ICT/assistive technology or recommended specialised equipment such as typoscopes, sloping writing desks or adapted chairs where this has been recommended.

Details of plans and targets are contained in our Accessibility Plan which can be viewed on our school website.

Personal and intimate care support is offered where identified as appropriate. This is undertaken with the child's modesty and privacy as our utmost priority.

### Supporting Wellbeing and Inclusion

We believe social and emotional well-being is the key to academic progress.

- **SEMH Support:** We offer **Nurture groups**, sessions with a **School Counsellor**, and 1:1 sessions with Inclusion Mentors.
- **Medical and Personal Care:** Detailed care plans are drawn up with parents for children with medical needs or those requiring personal/intimate care.
- **Trips and Activities:** Every reasonable adjustment is made to ensure all trips and after-school clubs are inclusive.

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 successful 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.

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**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 or provision that your child may undertake e.g. some interventions may require support at home such as reading at home or playing maths or phonic games. This will be clearly explained to you and we will work with you to enable this to be implemented.

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 the senior leadership team, class teachers and parents to review the needs of each child. The child's voice is also captured through discussions and reflective work which is also considered. We are flexible and will change the support needed for your child according to his or her changing needs. It is a process between parents, school, child and where appropriate 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.

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

Staff are provided with training as appropriate to support children in the classroom with Special Educational Needs and Disabilities (SEND). Staff 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.

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### **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 identified and resources and funding matched appropriately according to the level of need. 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 higher needs funding block. Such funding will then be used exclusively to provide the necessary help and support your child needs.

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

We follow the ASSESS – PLAN –DO-REVIEW model to identify if a child needs to be added onto the SEN register. Teachers or parents can equally raise concerns regarding a child's progress.

A meeting will be held to discuss the identified difficulties and strengths and review their progress.

As part of the planning stage of the *graduated approach*, we will set outcomes that we would like to see your child achieve. We will track your child's progress toward these outcomes over time. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

If it is felt that the child has Special Educational Needs, a concern form will be completed with areas of need identified, and what has already been implemented to support the child. Parental views will also be sought.

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 consideration.

Each child is individual so the support they receive will be decided on an individual basis and reviewed regularly, making any necessary adjustments as part of the Assess, Plan, Do cycle. As a school we consider advice from outside agencies and this is an important factor when identifying the most appropriate 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 supported the best way possible within the resources available by all involved in their development.

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### **Specialist External Services**

We work closely with various external agencies, including:

- Educational Psychologists.

- Speech and Language Therapists.
  - Brighton and Hove Inclusion Support Service (BHISS).
  - CAMHS (Child and Adolescent Mental Health Service).
  - Social Emotional Mental Health support team via (BHISS).
  - Seaside View (Physiotherapy, Occupational Therapy).
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### **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/carers. There are several ways that you can become involved; as a parent volunteer in the classroom; by becoming an elected parent governor if a vacancy arises; or simply attending our parent's 'Connect' coffee morning, attending parents evenings and pupil reviews, joining parent workshops or volunteer reading in class. Please feel free to request a meeting with your child's class teacher, the inclusion mentor (Mari Bird), SENCo (Siobhan Broome) or Executive Headteacher (Clara Daly) at any time.

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### **Complaints and Involvement**

If you are unhappy with the SEND support your child is receiving, we encourage you to speak to the class teacher or SENCo in the first instance. If the concern persists, a meeting with the Headteacher can be arranged.