

Special Educational Needs and Disabilities (SEND)



Benwick Primary School
Information report 2022



Home and school working together 'Together we can'



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- ▶ **Benwick Primary School** aims to provide high standards of teaching and learning in an environment where each child is valued as an individual and encouraged to achieve their potential. We have high aspirations and expectations for children with SEND. We want to support children to be confident and happy.
- ▶ At Benwick we believe that all children should have access to a broad, balanced and relevant curriculum which is differentiated to meet the needs of individuals. Extra-curricular activities and after school clubs are accessible for children with SEND. Children with SEND work alongside their classmates as part of everyday school life. We are always happy to meet with parents if they wish to discuss the individual needs of their child. The school will always aim to involve the child in their educational discussions where age appropriate. For example, children having an input into their Annual Review (EHCP students) and the progress towards their outcomes; the provision we would like to make for them in class and discussing personal areas of interest in order to use these as a hook to personalize their learning.

As a school we provide a...

- ▶ Welcoming, safe, caring, nurturing calm learning environment.
- ▶ Stimulating learning environment
- ▶ High quality teaching for all
- ▶ Creative experiences and opportunities
- ▶ Restorative practice
- ▶ STEPs behaviour policy
- ▶ Support for the whole family
- ▶ Commitment to teamwork and enriching the lives of the children



The local offer

The local offer is a opening to information from Education, health and social care about the provision and services that are available for children and young people aged 0-25 who have SEND and their families.

- ▶ The local authority is required to regularly publish and review this information. You can access the local offer at:

www.cambridgeshire.gov.uk

SENDIASS can also support parents of children with SEND further.



Other support available is...

Medical

- ▶ Community Paediatrician
- ▶ Speech and language therapy
- ▶ School nurse
- ▶ Emotional health and wellbeing service
- ▶ CAMHS
- ▶ Occupational therapy
- ▶ Physiotherapy
- ▶ Hearing support

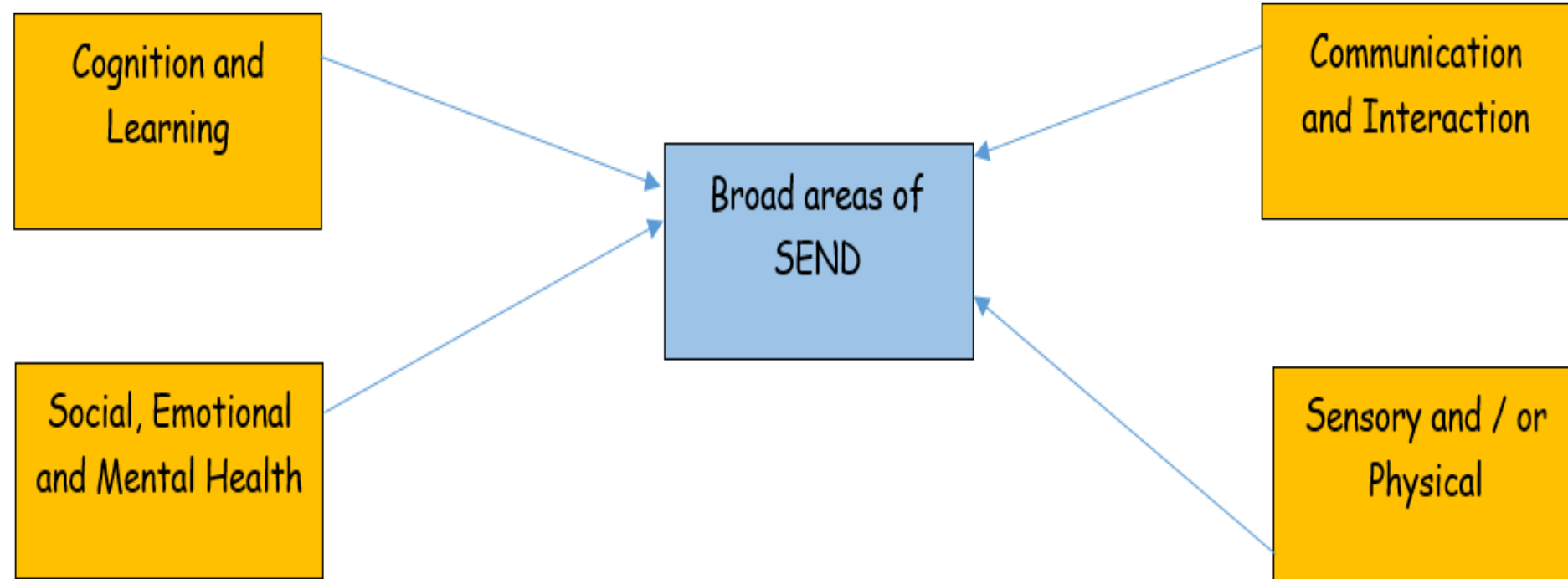
Professional service

- ▶ Educational Psychologist
- ▶ Specialist Teaching Team
- ▶ Statutory Assessment Team
- ▶ Social care
- ▶ Sensory Services
- ▶ Virtual School (CLA)
- ▶ Counselling
- ▶ Bereavement



What does the term “Special Educational Needs” mean?

The term “Special Educational Needs” is used to describe learning difficulties or disabilities that make it harder for children to learn than most children of the same age. Children with Special Educational Needs (SEN) are likely to need additional or different help from that given to other children their age. There are broad areas of need.



Who should I contact if I think my child has Special Educational Needs?

- Class teacher
- SENDCo
- Headteacher
- Governors



If you have any concerns about your child's education you should always speak to your child's teacher in the first instance. Your child's teacher knows your child very well and will be able to discuss any concerns with you. They will discuss with you your child's strengths and difficulties, consider their progress over time and in comparison to their peers. Parents' consultations and our open door policy mean that a teacher will usually approach you with concerns before you approach them.

However, if this is not the case, you are always welcome to arrange a time to chat with your child's teacher or to the SENDCo about your child.

What types of SEN support is available from my child's school?

- ▶ **High Quality First Teaching** – this is the classroom learning which includes well differentiated work to match the needs of all learners including specific strategies as identified by the class teacher or as advised by the SENDCo.
- ▶ **In class support** – small group work supported by the teacher or teaching assistant within lessons.
- ▶ **Specialist equipment** – sometimes specialist equipment is supplied by school under the direction of the SENDCo. This may include pencil grips, fiddle toys or wobble cushions.
- ▶ **Interventions** – these can be in small groups or 1:1 with a child. They usually take place outside of lessons and run by a Teaching Assistant. These groups will be supervised by the Class Teacher.
- ▶ **Specialist work** – undertaken by outside professionals such as Speech and Language Therapists (SALT), specialist teaching team practitioners or physiotherapy.

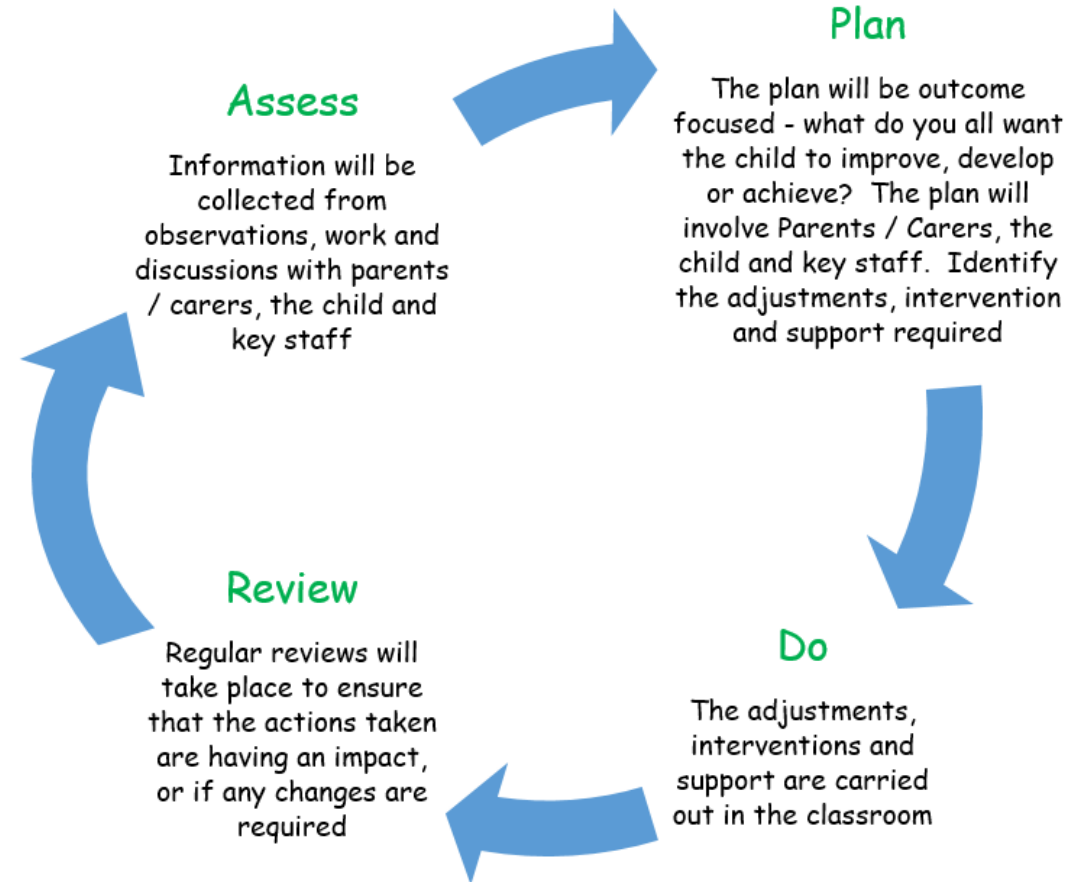
How will the school know if my child has Special Educational Needs?

- ▶ To ensure that all children in our school reach their full potential, we are continually assessing children and planning to meet individual needs through a continuous cycle of planning, assessment and monitoring. There are half termly meetings with the Head Teacher to discuss pupil progress and identify children who may need additional support. We will be looking for children who:
- ▶ are making slower progress than other children who started at the same level
- ▶ have changed their rate of progress
- ▶ have an underlying medical condition
- ▶ are finding particular aspects of the curriculum difficult
- ▶ High quality teaching needs to be provided to ensure that we address individual needs. For some children, targeting their areas of difficulty will see their learning improve. If your child continues to make slow progress, we will need to gather further information through observations, work and conversations to obtain an overall view of your child and their overall functioning and needs. We will then invite you to a meeting with the SENDCO and class teacher. Before the meeting, we will listen to your child's views to ensure that they are involved with the process. At the meeting we may decide that your child has special educational needs and at that point with your agreement your child will be put on the Special Educational Needs register at SEN Support.

What kinds of Special Educational Needs can the school help my child with?

Benwick Primary School is a fully inclusive school, where each child is treated as an individual. We strive to ensure that all children are able to achieve their full potential. We aim to identify individual needs and support these to ensure that all children make progress.

All children on the special needs register will have an individual plan written by the class overseen by the SENDCo. This diagram shows how there is a continuous and cyclical assessment process being undertaken throughout the school year. These plans are reviewed and changed termly. The plan will be discussed and amended with parents by the class teacher. For some children it may be necessary to arrange for specialist assessments and support from an outside agency. However, before we contact any agencies it would be discussed with parents first.



How will the child themselves be involved with discussions?

- ▶ Children with SEN often have knowledge about their own needs along with the sort of support and help that they may need in order to be able to fulfil their full potential. Children will be encouraged to provide their views about their learning and the next steps that need to be taken, along with the type of support that they find useful. As a school we will always work in the best interests of the child, particularly if the child is not so aware of their own specific needs.



How will the school measure the progress of my child?

- ▶ Your child's progress is continually monitored by the class teacher and discussed termly at Pupil Progress Meetings.
- ▶ Each child from Reception to Year 6 is assessed termly against the end of year expectations which are part of the National Curriculum.
- ▶ At the end of each Key Stage (Years 2 & 6) all children are formally assessed using the Standard Assessment Tests (SATs) along with Teacher Assessment. This is a statutory requirement.
- ▶ Children with an EHC Plan are also formally reviewed at an Annual Review Meeting with parents, staff and other professionals involved in your child's care and education.
- ▶ Pupil work study or 'book looks', planning scrutiny and lesson visits will be undertaken regularly by the Senior Leadership Team to ensure that the needs of all learners are met and that teaching is of a high standard.

Who will be involved in helping my child?

It depends upon the needs of the child as to how many people will be involved with your child. For some children it may be just the class teacher, the SENDCO and parents. However, for others this may extend to other outside professionals. There are some of the people who may be involved with your child:

<p>Class Teacher Your child's teacher is responsible for your child's progress in school and will always play a key role in helping them both with their learning and friendships.</p>	<p>SENDCO The SENDCO oversees the provision for children with SEND in the school.</p>	<p>Parents Your child's teacher will discuss ways in which you can help your child with their learning at home. Your support can make a big difference to your child.</p>	<p>Teaching Assistant Your child may work with a teaching assistant for small group work or individually.</p>
<p>Specialist Teacher The Specialist teacher may work with the teacher and SENDCO to provide strategies to use with your child. They can also carry out assessments to help identify any difficulties that your child is facing.</p>	<p>Specialist Practitioner The specialist practitioner may work with your child's teacher and the SENDCO, and may also work with your child.</p>	<p>Educational Psychologist The Educational Psychologist may work with the teacher and SENDCO to provide strategies or assess your child.</p>	<p>Sensory Services The Sensory service may be involved with your child if they have a hearing or visual impairment, making regular visits to school to ensure that any barriers to school life are minimised. They can work with your child on a one to one basis.</p>
<p>Speech and Language Therapist (SALT) The therapist may support your child's language development. This can be through direct work in school or they may provide a programme for the school to deliver in order to support your child.</p>	<p>Community Paediatrician Some children may have a diagnosable condition which is affecting their learning, for example Autism or ADHD. They may be able to diagnose these conditions.</p>	<p>Occupational Therapist School may refer your child to an Occupational Therapist if there are concerns about your child's sensory needs, fine motor skills or visual perception. They may provide strategies to use with your child.</p>	<p>Emotional Wellbeing Service They work with professionals to signpost, advice and support referrals to the wider emotional health and wellbeing service.</p>

What support is available for ensuring the emotional and social development of children with SEND?

All of our children are aware that they can talk to any adult within the school concerning any aspect of school life. Our school has adopted the STEP's approach to behaviour and restorative approaches to ensure that all views are listened to as well as respected. Children are supported through the lunchtime activities, social skills groups, circle time, PSHCE lessons, emotional literacy sessions and by the use of social stories. We can also ask advice from outside agencies if appropriate.

Benwick provides the children with clear rules, boundaries and clear structure throughout the school, along with rewards which are celebrated in our Friday celebratory assembly. Visual timetables are displayed so that children know what to expect throughout the day.





What happens when my child moves between classes or moves schools?

- ▶ We recognise that transitions can be difficult for children particularly for those with SEND and take early steps to ensure that any transition is as smooth as possible.
- ▶ As your child progresses through school, they will continue to receive SEN support.
- ▶ The teachers will make sure that SEN records are passed from class to class and hold transition meetings to discuss children's needs.
- ▶ All children will have the opportunity to visit their new classroom and to meet the new staff that will be working with them. When moving to secondary school additional transition meetings and visits may take place.
- ▶ The amount of time needed for the visits and familiarisation with staff will be tailored to the individual child's needs.
- ▶ If your child is leaving the school, then we will ensure that all your child's records are transferred to their new school.
- ▶ If your child joins us part way through their school journey, we would encourage visits to the school prior to starting. We will contact the previous school to ensure that the key information is passed on and that we are fully informed about your child. Any information received from the previous school will be used by the teacher to identify how to support your child in school and help plan the next steps of your child's journey.

How does the school evaluate how effective the support is for children with SEND?

The support for children will be reviewed continuously to ensure that we as a school are meeting the needs of the children. A number of areas are considered including:

- Staff awareness of procedures for assessment, identification and provision for children with SEND through the Graduated approach
- Early identification of children with SEND
- Partnership work with parents and children
- Academic progress of children identified with SEND
- How staff are deployed to meet the needs of children with SEND
- The involvement of children in reviewing their progress
- The relationship with outside professionals and the effectiveness of their involvement
- The various intervention programmes used and their effectiveness



The school produces a Provision map showing any additional support children are receiving, along with the frequency of support and detailing the impact of this. The SENDCO provides a SEND report to the governing body and regularly meets with the SEND governor.

Where can I get extra support and advice?

There are many organisations that will provide support for families with children who have Special educational needs and or disability.

Understanding SEND

- ▶ SEND Code of Practice 0 to 25
- ▶ <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>
- ▶ Cambridgeshire County Council's Local offer which details services available in the Cambridgeshire Area
- ▶ <https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/about-cambridgeshire-s-local-offer>

▶ Advice for parents

Pinpoint

A registered Cambridgeshire charity that provides help and support for parents with children who have special needs. It is run by parents for parents and gives guidance on services children are entitled to and how to access them.

<https://www.pinpoint-cambs.org.uk/>

SENDIASS - SEND Information, Advice and Support Service

Offer impartial and confidential information, advice and support to parents who have a child or young person with Special educational needs or a disability.

https://www.cambridgeshire.gov.uk/residents/children-and-families/local-offer/local-offer-care-and-family-support/send-information-advice-and-support-service_sendiass

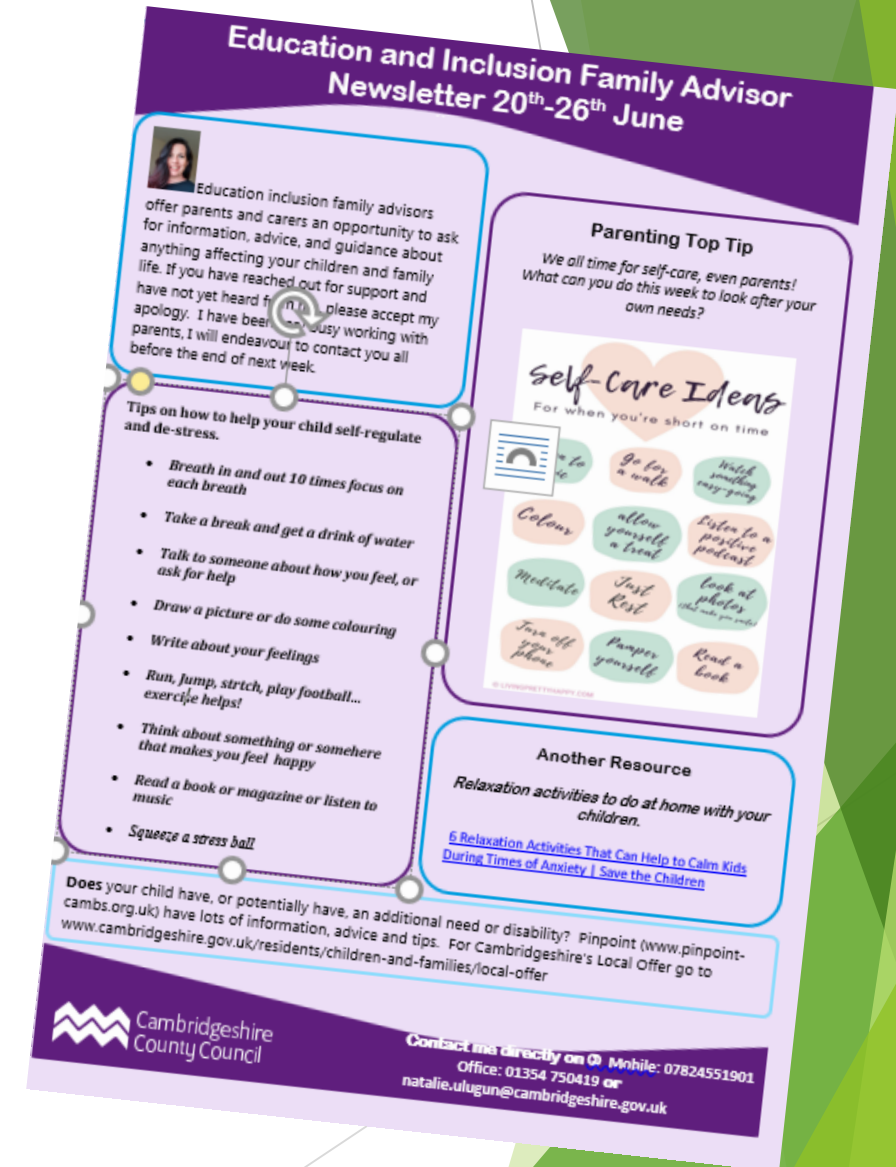
Early Intervention Family Worker

Our Family Support Worker offers help with challenging behaviour, establishing routines, raising self-esteem, increasing confidence and improving family relationships. Look out for the regular newsletters in your email box.

Cambridgeshire Early Help Assessment

Sometimes it is difficult to know exactly what help you and your child need. In these cases, the Cambridgeshire Early Help Assessment is an ideal tool to help. It is a way of identifying whether a child needs extra support and working out the best way to provide that support.

<https://www.cambridgeshire.gov.uk/residents/children-and-families/parenting-and-family-support/providing-children-and-family-services-how-we-work/early-help-assessments>



Education and Inclusion Family Advisor Newsletter 20th-26th June

Education inclusion family advisors offer parents and carers an opportunity to ask for information, advice, and guidance about anything affecting your children and family life. If you have reached out for support and have not yet heard from me, please accept my apology. I have been so busy working with parents, I will endeavour to contact you all before the end of next week.

Parenting Top Tip
We all time for self-care, even parents!
What can you do this week to look after your own needs?

Self-Care Ideas
For when you're short on time

- Go for a walk
- Watch something funny
- Colour
- Listen to a positive podcast
- Meditate
- Just Rest
- Look at photos
- Turn off your phone
- Pamper yourself
- Read a book

Tips on how to help your child self-regulate and de-stress.

- Breathe in and out 10 times focus on each breath
- Take a break and get a drink of water
- Talk to someone about how you feel, or ask for help
- Draw a picture or do some colouring
- Write about your feelings
- Run, jump, stretch, play football... exercise helps!
- Think about something or somewhere that makes you feel happy
- Read a book or magazine or listen to music
- Squeeze a stress ball!

Another Resource
Relaxation activities to do at home with your children.
[6 Relaxation Activities That Can Help to Calm Kids During Times of Anxiety | Save the Children](#)

Does your child have, or potentially have, an additional need or disability? Pinpoint (www.pinpoint-cambs.org.uk) have lots of information, advice and tips. For Cambridgeshire's Local Offer go to www.cambridgeshire.gov.uk/residents/children-and-families/local-offer

Cambridgeshire County Council
Contact me directly on ☎ Mobile: 07824551901
Office: 01354 750419 or natalie.ulugun@cambridgeshire.gov.uk

What happens if I'm not happy with the support my child is receiving?

At Benwick Primary School, we aim to work in partnership with parents/carers to ensure that a joint approach is in place to meet your child's needs. Any complaints regarding SEND provision should initially be discussed with the child's class teacher, SENDCO or raised with the Head Teacher. If a satisfactory outcome cannot be agreed, you should follow the steps outlined in the School's Complaint Procedures Policy document, which is available in the school office and on the website.

