

BENTHAL SPECIAL EDUCATIONAL NEEDS CORE OFFER INFORMATION REPORT 2014-15

All governing bodies of mainstream schools and mainstream nursery schools have a legal duty to publish information on their website about the implementation of SEND provision. This information will be updated annually on the school website.

For more information on the SEND core offer please contact Special Educational Needs Leader (SENCO) Jill Joseph or see the link

<http://www.hackneylocaloffer.co.uk/kb5/hackney/fsd/localoffer.page>

At Benthall School we ensure that all pupils are equally valued and have equal access to a broad and balanced curriculum, which is differentiated to meet the individual needs and abilities.

The school has effective management systems and procedures in place for SEN, based on recommendations from the current SEND code of practice (2015).

IDENTIFYING SEN PUPILS AND TYPES OF SEN

A pupil has a special educational need if there is a learning, social emotional, mental, physical or medical difficulty which requires special educational provision to be made.

More specifically, a pupil has a Special Educational Needs if:

- There is a significantly greater difficulty in learning than the majority of pupils of the same age
- A disability or illness prevents or hinders the pupil from making use of educational facilities of a kind provided for children of the same age in schools within the area of the Local Authority

In 2014- 2015, Benthalls' SEN profiles show that 19% of pupils have a Special Educational Need. This percentage is made up by the following groups:

Specific Learning Difficulty	5 pupils
Moderate Learning Difficulty	34 pupils
Severe Learning Difficulty	3 pupils
Profound and Multiple Learning Difficulty	1 pupil
Social, emotional and mental health	16 pupils
Speech, Language and Communication need	23
Autistic Spectrum	3

The table below shows pupils with Special Educational Needs and the Stages of provision at Benthall

SEN provision	Number of pupils
Subject to assessment	9

Stage 1 provision	29
Stage 2 provision	10
Stage 3 provision	28
Statement	4
Total number of pupils with SEN	80

HOW DOES THE SCHOOL KNOW IF A CHILD NEEDS EXTRA HELP

At Benthall Primary School, children are identified as having Special educational needs and Disability through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting
- Children assessed as performing below 'age expected' levels or equivalent
- Concerns raised by Parent/Carer
- Concerns raised by a member of staff
- Liaison with external agencies (Educational psychologist, Speech and Language Therapist, School nurse, Occupational Therapist etc.)

WHAT SHALL I DO IF I THINK MY CHILD MAY HAVE SPECIAL EDUCATIONAL NEEDS?

If you have any concerns regarding your child's progress or wellbeing, speak to your child's class teacher or the Special Educational Needs Coordinator (SENCO) Jill Joseph to discuss your concerns. Appointments can be arranged in person, by phone or e-mail. Please see the school contact details on the last page of this report.

HOW IS THE DECISION MADE ABOUT WHAT TYPE AND HOW MUCH SUPPORT MY CHILD WILL RECEIVE?

The school has adopted the recommendations of the SEN Code of Practice 0-25 (Sept 15) for the identification and assessment of SEN. The 4 stages of provision outline the framework within which child's needs are identified and assessed and outcomes agreed by the class team and Senco. Each child's achievements are reviewed termly and this provides information, which can be used to inform further or alternative provision.

The Code of Practice suggests that a 'pupil can only be identified as SEN if they do not make adequate progress once they have had all of the interventions/adjustments and good quality personalised teaching'.

WHAT ARE THE DIFFERENT TYPES OF SUPPORT AVAILABLE FOR CHILDREN WITH SEND?

The type of support a pupil receives is determined by the identified need. Special educational needs and provision can be considered as falling under four broad areas

- Communication and interaction
- Cognition and learning

- Social, emotional and mental health
- Sensory and/or physical

At Stage 1

It is the role of the class teacher to ensure that the needs of all of his/her pupils are met within the classroom and that class teachers adapt teaching to respond to the strengths and needs of all pupils' through Quality First Teaching. Pupils may also receive targeted interventions delivered by a trained teaching assistant or learning support assistant in 1-1 or small group situations. Pupils not meeting their targets can be moved to stage 2.

At Stage 2

Specific interventions and support programs such as Individual behaviour/education plans will be designed to meet the needs of a pupil at stage 2. Resources are matched to the category of need. The list below gives an indication but is by no means exhaustive:

If the identified need is Communication and interaction;

- Specialist books
- Picture exchange communication systems
- Language games
- Specialist ICT equipment

If the identified need is Cognition and learning;

- Dyslexia/Dycalculia programs
- Specialist maths and literacy books/equipment
- Maths and literacy games
- Specialist ICT equipment

If the identified need is Social, emotional and mental health;

- Visual timetables
- Access to the sensory room
- Reward and consequence programs
- Anger management resources
- Social skills resources/games
- Restorative justice resources
- Conflict resolution resources
- Home/school communication books
- Access to a 1-1 mentor

If the identified need is Sensory and/or physical;

- Access to the sensory room
- Sensory equipment
- Specialist toys
- Specialist writing/ cutting equipment
- Access to a 1-1 Learning support or Teaching assistant

Pupils not meeting their targets can be moved to stage 3

At Stage 3

Specialist or expert advice will be sought from external agencies and services such as

- Inclusion Services – Specialist teachers, Visual and Hearing impairment specialists, Autism Teachers
- Educational Welfare _ EWO
- Educational Psychology - EP
- Speech and Language Therapy – SALT
- Occupational Therapy - OT
- Child and Adolescent Mental Health service – CAMHS (First Steps, Young Hackney)
- Medical services – Hackney Ark (Multi-agency referral team – Mars), school doctor, school nurse
- Drama specialists
- Bereavement Services
- Re-engagement Unit – RU
- Pupil referral Units – PRU
- Children’s social care services – CSCS
- Police
- Voluntary agencies – associations and charities

Pupils not meeting their targets at stage 3 will be considered for an Educational, Health and care assessment from Hackney Learning trust.

EDUCATION, HEALTH AND CARE PLAN

While the majority of learners with SEN will have their needs met using school resources at Stages 1-3, some may require an Education Health and Care Plan (EHCP) needs assessment to determine whether it is necessary for the Local authority to make provision that is ‘additional to’ and ‘different from’ provision at Stages 1-3.

HOW DO WE KNOW IF AN INTERVENTION OR PROVISION HAS HAD AN IMPACT?

Once support has been provided the impact in class will be measured and monitored closely and shared regularly with parents/carers and children. The school will ensure that the child is making progress academically against national/age expected levels (or equivalents) and the gap is narrowing between them and their peers; the individual education plans (IEP) and Individual behaviour plans (IBP) are reviewed regularly to ensure the pupils progress towards specific targets are being addressed and met.

The interventions used will be those that are proven to make a difference for most learners. A baseline assessment will take place at the beginning of an intervention – this will provide the comparative data for measuring progress made by the child against specific individualised targets . Regular reviews will take place to ensure that intervention is having the intended effect. Should the progress be less than anticipated, consideration

will be given to adapting the frequency and intensity. The termly reviews will involve the child and their parents/carers as well as class teachers and other staff involved with the child.

Where difficulties persist despite high quality intervention and appropriate adjustments, advice and support may be requested from other professionals (with parents' consent). This may involve SALT, Occupational therapist, physiotherapist, an Advisory support teacher, education psychologist or health services such as paediatrician. See list above.

TRANSITION

The school will be supporting pupils with SEN through transition between years, phases and between schools. At the end of the Summer term, class teachers will be given the opportunity to meet the SEN pupils' teacher for the next academic year. This meeting will involve sharing good practice for individual pupils and handing over information to support a smooth move into the next class. All of the SEN pupils will have an opportunity to share their own views about their needs through a Pupil Support Plan that they design for themselves (with adult support to complete if required). Pupils who hold a statement or EHCP will have a communication passport that they and their LSA design. These passports will be shared with all anyone who will be involved with the pupil in the next class. The passports will also be used if the class teacher is being covered by a supply teacher.

Year 6 transition starts in the second half of the summer term. The class teachers and Learning mentor will run circle times to address pupils concerns, discuss issues and encourage pupils to develop solution-focused problem solving skills. All pupils will attend special drama sessions designed to aid transition to secondary school. Transition meetings are organised to involve all agencies and parents/carers in developing a transition plan for individual pupils at stage 3. Some pupils who hold individual behaviour plans will attend a transition summer program run by Hackney Learning Trust Re-engagement unit.

As soon as an SEN pupil has secured a place at a secondary school, the Senco at Benthall will begin to arrange handover meetings with the receiving school. This is to ensure that important information and documents are forwarded promptly and that the school can put in place the provision/intervention needed to keep the pupil included right from the start of their secondary career.

STAFF TRAINING

The Senco is in the second year of a master's degree 'National Senco Awards' as a legal requirement of the role that stipulates the course is undertaken within three years of becoming a Senco. All staff receives regular training and updates on safeguarding, child protection and dealing with pupils with SEN, Disability and medical needs.

Learning support assistants who work 1-1 with pupils who hold a statement or EHCP, receive specialist training in monthly meetings with the Senco, have access to weekly training with a specialist teacher from the Inclusion team at Hackney Learning trust and

attend specialist conferences and forums. Six teaching assistants receive termly training from the Speech and language therapist regarding running language groups for pupils with speech, language and communication needs. One Teaching assistant has completed a 16 week training course that involves using a drama led intervention to develop language, communication and social skills. The Learning mentor will be specializing in bereavement counselling and also running courses for pupils who need support in managing their behaviour.

Within the school we have a culture of sharing good practise and expertise; this ensures our staff have as much knowledge as possible within the field of supporting children with SEND. We look to ensure that we have a variety of skills amongst our staff body, in order to enable us to support children in the best possible way. The school operates an internal training programme for staff, facilitated by the outside agencies, Deputies or SENCO.

HOW ARE CHILDREN CONSULTED ABOUT THEIR NEEDS?

All pupils on the SEN register are encouraged and supported to develop their own school support plan. The plan involves a pupil identifying what they:

- like or are good at
- think is important to them
- find easy/difficult
- think is working or not working for them
- things they that are helpful to them
- hope to do or be in the future

Key stage 2 pupils at SEN Stage 3 are encouraged to attend meetings where their needs will be discussed. They are encouraged to make a verbal contribution if they feel competent and confident enough to do so or are asked to complete a pupil survey which can be referred to during the meeting. Pupils at Key Stage 1 are supported to complete a pupil survey by the class teaching assistant. Pupils who hold a statement or EHCP create a communication passport with the support of a Learning support assistant. The passport covers the same areas above but will often contain greater detail.

HOW ACCESSIBLE IS THE SCHOOL BOTH INSIDE AND OUTSIDE?

Benthal school is fully wheelchair accessible. There is a dedicated fully adapted disabled changing room and toilet facility.