



Bentley Heath Church of England Primary School

Special Educational Needs



Introduction

At Bentley Heath Church of England Primary School we welcome everybody into our community. We are a two-form entry mainstream Primary School who offer our children an inclusive education for all. The Staff, Governors, pupils and parents work together to make Bentley Heath Church of England Primary School a happy, welcoming place where children and adults can achieve their full potential and develop as confident individuals. This means that equality of opportunity must be a reality for our children. We make this a reality through the attention we pay to the different groups of children within our school family, thus providing a learning environment that enables all pupils to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.

Pupils in school have a range of Special Educational Needs which include moderate learning difficulties, specific learning difficulties including Dyslexia and Dyspraxia, Speech and Language difficulties, Physical impairments, Sensory impairments e.g. vision and hearing, Autism, ADHD and Social Emotional and Mental Health needs.

From time to time some children require additional support for a set period of time to help meet their needs or support their learning. The decision to do this is made by the school and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/ Carers will be informed when this happens. Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/ Carers will be kept informed about this support.

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. This Offer is subject to change depending on budgetary constraints and policy revision.

We are committed to narrowing the attainment gap between SEND and non-SEND pupils.

We have very good attendance as pupils want to come to school to experience our high quality learning provision. All children and young people are entitled to an education that enables them to make progress so that they:

- achieve their best
- become confident individuals living fulfilling lives
- make a successful transition into adulthood

If your child has special educational needs and/or a disability and you would like to know more about what we offer at Bentley Heath Church of England Primary School please contact us on **01564 772132** or e-mail us at office@bentleyheath.bdmatt.org.uk

SEND Coordinator: Mrs Deborah Goodman

Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

People	Summary of Responsibilities
<p>Special Educational Needs Co-ordinator (SENDCo)</p> <p>Deborah Goodman</p>	<ul style="list-style-type: none"> Coordinating all the support for children with special educational needs 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. Ensuring that you are: involved in supporting your child's learning kept informed about the support your child is getting involved in reviewing how they are doing Involved in setting new targets 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, Educational Psychology, Specialist Inclusion Support Service etc... Updating the school's SEN register; a system for ensuring all the SEND needs of pupils, pupils with medical and behavioural needs in this school are known and making sure that there are records of your child's progress and needs. Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.
<p>Child and family Worker:</p> <p>Roxanne Riding</p>	<ul style="list-style-type: none"> To engage with a wide range of agencies to identify and provide support for children and young people who demonstrate an emerging and / or existing need in their health, emotional, social and behavioural development. It is likely that the post holder will be working over a prolonged period of time with extended families in crisis and critical need. Take a key lead role in undertaking assessments of children within the context of their home, school and community environment and model how to integrate the delivery of interventions for the benefit of targeted children, young people and their families. To work closely with the class teachers, SENDCo and other members of the Senior Leadership Team, and communicate any information that they need to know to further support children in school.
<p>Class Teachers</p>	<ul style="list-style-type: none"> Ensuring that all children have quality first teaching and that the curriculum is adapted to meet the needs of all pupils

	<ul style="list-style-type: none"> • 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) and discussing any changes with the Inclusion Team know as necessary. • Writing Learning Plans, and sharing and reviewing these with parents at least once each term and planning for the next term. The Learning Plan is a document which records a SEND child's targets and the extra support they are receiving in order to support their additional needs. Where it is available they are written using guidance from external services (e.g. SISS, SENTAA, Educational Psychology Team etc). Provision Mapping Programme records and maintains these plans for all pupils in school. • Ensuring that all staff working with your child in school are helped to deliver 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. • Ensuring all staff working with your child in school are aware of your child's individual needs/or conditions and what specific adjustments need to be made to enable them to be included and make progress. • Ensuring that that school's SEND Policy is followed in their classroom and for all the pupils they teach with SEND are having their needs met, through targets support or reasonable adjustments.
<p>Teaching Assistants/ Learning Support Assistants (LSA) may be allocated to some pupils with SEND</p>	<ul style="list-style-type: none"> • Staff will work with small groups of pupils in lessons and work directly with the class teacher to support children (some of whom may be on the SEND register) to target areas that will support good pupil progress. • They may also support children in group work activities, eg phonic groups. • Depending on the need of the child, staff may be allocated to a pupil with exceptional special educational needs and/ or disabilities. However, we ask that questions related to your child's progress are directed at the Class Teacher or the SENDCo.
<p>Headteacher – Mrs Hannah Cook</p>	<ul style="list-style-type: none"> • The day-to-day management of all aspects of the school, this includes the support for children with SEND. • She will give responsibility to the Inclusion Team and class teachers but is still responsible for ensuring that your child's needs are met. • She must make sure that the Governors are kept up to date about any issues in the school relating to SEND.
<p>SEND Governor- Duncan Hill-Brown</p>	<ul style="list-style-type: none"> • Making sure that the necessary support is made for any child who attends the school who has SEND.

What are the different types of support available for children with SEND at Bentley Heath Church of England Primary School?

Type of support provided, showing the stage of the Code of Practice children will be at when receiving this support.	What does this mean for your child?	Who can get this type of support?
<p>Class teacher input via targeted classroom teaching also known as Quality First Teaching.</p>	<ul style="list-style-type: none"> • That the teacher has the highest possible expectations for your child and all pupils in their class. • That all teaching is based on building on what your child already knows, can do and can understand. • Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning or using a range of resources that will meet the needs of your child. • Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn. • Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress 	<p>All children in school should be getting this as a part of excellent classroom practice when needed.</p>
<p>Specific group work within a smaller group of children. This group, often called Intervention groups by schools, may be run outside the classroom. Most often a Teaching assistant who has had training to run these groups.</p>	<ul style="list-style-type: none"> • Class teachers identify children who need more targeted support in addition to classroom teaching. The gaps in their knowledge will be identified and used to form a short programme to support your child making more rapid progress. • Teaching assistants will deliver specific interventions targeted to the needs of the children. 	<p>This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning. <i>Children who are at the Stage of SEN Code of Practice: SEN Support, which means they have been identified by the class teacher/ SENDCo as needing some extra support in school. Code of Practice: SEN Support, which means they have been identified by the</i></p>

		class teacher/ SENDCo as needing some extra support in school.
Education, Health and Care Plan (EHCP)	<ul style="list-style-type: none"> • An EHC plan brings your child's education, health and social care needs into a single, legal document. Your child must have special educational needs to be eligible for a plan. • Some children and young people will have needs that clearly require an EHC needs assessment and plan and once the local authority is aware of them it should start this process without delay. The Education ,Health Care Plan looks to supporting your child Further Information can be found at: http://socialsolihull.org.uk/localoffer/ehc-plans/ 	This type of support is available for children whose learning needs are: Severe, complex and lifelong

What strategies are used to support the specific needs of my child?

Area of Need	Strategies Used	
Autistic Spectrum Disorders	<ul style="list-style-type: none"> • Provision of individually tailored visual support pack for specific children including individual timetables, checklists and task boards. • Provision of sand timers where appropriate • Support and strategies suggested by the school's ASD team implemented and communicated with parents/ children. • Intervention from the child and adolescent mental health service (CAMHS/SOLAR) for children and their parents/carers on referral, delivered at SOLAR or in school as appropriate. • Recommendations of support and strategies from the Specialist Assessment Service report. 	<ul style="list-style-type: none"> • Circles of Friends/ Buddy group/ Peer mentoring Comic Strip Conversations • Social Stories • Individual workstation (where appropriate) • Support / supervision at unstructured times of the day including personal care: Individual lunchtime support where specified in an EHCP/ vulnerable pupils. • Pupil Passport • Specific social interaction strategies to meet child's needs • Communication cards

		<ul style="list-style-type: none"> • All staff have access to the AET (Autism Education Trust) website which provides guidance and strategies for staff. • Targets set from the AET Progression Framework.
Communication and Interaction		<ul style="list-style-type: none"> • Assessment by and intervention from the NHS speech and language therapist. • Recommendations and support put in place by teaching assistants/ learning support manager. • Delivery of individual SALT programmes by trained LSA following the advice of SALT. • Case dependent, SISS Speech, Language and Communication Team can work directly with children in school, focusing on their targets in their Pupil Support Plan (PSP).
Cognition and Learning	Moderate Learning Difficulties	<ul style="list-style-type: none"> • Small group literacy support in class from class teacher or LSA (differentiated learning activities). • Provision of resources to enhance independent learning including high frequency word lists, Scaffolding e.g. writing frames, story maps, alphabet strips, phonics chart • Precision teaching • Targeted programmes (RWInc) • Provision of resources to ensure that learning is multi-sensory and practical.
	Specific Learning Difficulties	<ul style="list-style-type: none"> • Referral made to Specialist Educational Needs Teaching Advice and Assessment (SENTAA) for assessment where appropriate. Recommendations put in place to support specific need. • Specific programmes put in place to support learning needs e.g Read, Write Inc • Provision of resources and specialist resources to enhance independent learning including coloured overlays, use of dyslexia friendly coloured paper and font eg., non-fidget cushion and writing slopes. • Auditory and visual memory groups • Fine motor programmes • support or teaching for some parts of some lessons. • Recommendations from Private Assessment reports completed in school (eg Toe-by-Toe, SNIP) • Colourful Semantics
Social, Emotional and Mental Health Difficulties	Emotional/Mental Health	<ul style="list-style-type: none"> • Consistent school wide implementation of the school's behaviour policy which is predominantly based on a positive approach (see Behaviour Policy) • SEN registration of those children whose behaviour difficulties are persistent and constitute a barrier to learning. Parents will be invited to collaborate with the class teacher to agree a programme of support; home/school books may be set up for daily/weekly communication and behaviour overseen by SENDCo as appropriate. • Stress balls, fiddle toys, calm down areas • Individual reward system • Positive Handling policy. • Support from ADHD Nurse- Monitoring and Advice meetings in school and home.

		<ul style="list-style-type: none"> • Support from external agency SISS SEMH Team, providing school with advice and support as well as training for staff when needed. • Pupil Passport outlining needs and provision for the child. This is written in conjunction with the child.
	Social interaction (Including ADHD and prediagnosis ASD)	<ul style="list-style-type: none"> • Child and Family Support Worker for children referred to the targeted family support service. • Collaboration and communication with all external professional involved with children, as appropriate. • Designated teacher with responsibility for child protection (H Cook) • All staff trained in child protection at regular intervals. (Annually) • Risk assessments ensure that action is taken to increase the safety and inclusion of all pupils in all activities. • Assembly themes include social and emotional aspects of learning. • Support from the Pastoral Lead in school- Mrs D Goodman
Sensory and Physical Needs	Hearing Impairment	<ul style="list-style-type: none"> • Staff work alongside the hearing impairment team to support any recommendations they give e.g best place to sit in the classroom. • An assigned HI teacher to support staff with advice on provisions in school. (SISS)
	Physical and Sensory	<ul style="list-style-type: none"> • Entrances to school enable wheelchair access. Modifications are made as recommended by the SPI team for children with physical needs. • Provision of resources to enhance independent learning including pencil grips, easy-grip scissors, and rulers, specialist cutlery, sloping boards. • Additional fine motor skills practice (write from the start fine motor control activities) • BEAM programme • Implementation of individual OT support and intervention programmes when recommended. • Liaison with medical professionals providing on-going treatment to children in school. • Individual protocols for children with significant medical needs. Staff trained in first-aid.
	Vision Impairment	<ul style="list-style-type: none"> • Support from SISS Visual Impairment team. • Monitoring visits and recommendations and advice provided to school and parents. • Reasonable adjustments made to the school environment to ensure education is accessible. • Use of technology to aid vision eg laptop/lpad using specific apps to aid reading.

Questions you may wish to ask

How can I let the school know I am- concerned about my child's progress in school?

- Approach your child's class teacher about your concerns initially.
- If you are not happy that the concerns are being managed and that your child is still not making progress you should ask to speak to the Assistant Head for Inclusion who is our SENDCo or the Deputy Head/ Headteacher.

How do you communicate my child's progress and areas of difficulty in their learning at school?

- Your child's progress is shared during Parent's Evening and if necessary a separate meeting can be arranged before Parent's Evening.
- Regular informal discussions between parents, teachers and SENDCos are organised when concerns arise.
- In your child's Annual Report you will receive information on your child's progress and their end of year levels, which are also passed on to the new class teacher. This reports are in relation to Age Related Expectation (ARE)
- Termly Learning Plan targets are set and reviewed with parents (October/February/July)
- If your child has had any input from external services eg Speech and Language and SENTAA, parents will receive a report on your child and if appropriate, new targets will be set in line with recommendations from specialist teachers. A copy of all reports and information is stored in the class Blue Pastoral File.

How is extra support allocated to children and how do they move between the different levels?

- The school budget includes money for supporting children with SEND.
- The Head teacher decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- School have 'Champion' Teaching Assistants who deliver specific areas of need to targeted children as agreed with parents, teachers and SENDCo. These interventions run throughout the morning. Interventions are recorded on Provision Mapping.

How do you involve/support parents of children with SEND regarding identifying and meeting their needs?

- The engagement of parents/carers in formulating plans to support their children is central to the work of all class teachers and staff at Bentley Heath C.E. Primary School.
- Regular Learning Plan meetings are held with parents, children and teachers to review the child's targets and share new ones if necessary.
- External professionals are involved in meetings when necessary- such as Solihull Inclusion Specialist Service Under 6 team or SENTAA.
- Annual reviews are help for children with an Education, Health, Care Plan.
- Our Family Support Worker is available and involved with many families when it is needed (Wednesday and Thursday)

- Teachers are happy to set up home/school diaries for parents who request it- encouraged when necessary.

What input do you receive from Therapists/Advisory Teachers/other specialist support?

Regular support from Solihull Inclusion Specialist Support Service (SISS): (0121 704 6690)

- Autism (ASD) Team
- Sensory and Physically impairment (SPI) Team
- Speech Language and Communication Difficulties (SLCD) Team
- Social, Emotional and Mental Health (SEMH) Team
- Early Years Support and Assessment Team
- SENTAA- Julie Showell
- Educational Psychology Service

NHS Services

- School Nurse Telephone: 0121 770 1919
- Occupational/Physio Therapy Telephone: 0121 770 8010
- Speech and Language Therapy (SALT) Telephone: 0121 722 8069
- SOLAR Bishop Wilson Clinic (previously CAHMS) Telephone: 0121 301 2750
- Specialist Assessment Service - a multidisciplinary assessment advice and support for children and their families with significant and complex medical, developmental and/or social needs: specialist.assessmentservice@nhs.net Telephone: 0121 722 8010

How are the teachers in school helped to work with children with a SEND and what training do they have?

- As part of the role of SENDCo's, they support the class teacher in planning for children with SEND.
- Level 1 and Level 2 Autism training (Whole School)
- RWInc Phonics training
- Numicon training (Whole School)
- In-house training on effective Learning Plan writing
- Provision Mapping training
- SENDCo attends termly network meetings.
- SENDCo has completed the National Award for SEN Co-ordination
- SENDCo completed THRIVE Training
- Teaching Assistants have attended Speech and Language Training.
- First Aid training for staff.
- In-house training for Physiotherapy for children with physical disabilities.
- Staff have also been trained in Physical Handling, specific to children with physical disabilities.
- Selected staff have Team Teach training.
- All Early Years staff have had both Level 1 and 2 Training for Autism.
- SENDCo and Early Years lead have had training in Level 3 Autism for the Early years.
- Training on Attachment Needs
- QFT training
- Training on Differentiation across the curriculum
- Precision Teaching training (specific Teaching Assistants)
- Dyslexia awareness

- Mental Health Awareness following COVID 19 (SISS SEMH TEAM)
- Relationship Based Play training
- Attachment Training

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 your child's needs are met. Daily planning takes into account individual child's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all children can experience success and challenge in their learning.
- Grouping arrangements are organised flexibly with opportunities for both ability and mixed setting to maximise learning opportunities for all.
- Specific resources and strategies will be used to support your child individually and in groups.
- Support staff can adapt the teachers planning to support the needs of your child where necessary. Additional adults are used flexibly to support groups and individual pupils; the long term goal is to develop independent learning skills. Monitoring takes place to avoid pupils becoming over reliant and dependent on this adult support.

What support do we have for you as a parent of child with an SEND?

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCo and Headteacher 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 with the person involved directly, or where this is not possible, in a report.
- Learning Plans will be reviewed with your involvement each term.
- 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.

How is my child involved in his /her own learning and decisions made about his /her education?

- We work with your child to set Learning Plans targets and review old ones so they feel a part of the process, if appropriate to the age of the child.
- We have a school council where class councillors lead regular meetings in class so all children get the opportunity to voice their ideas/ concerns about school issues.
- Children with a statement / EHC get the opportunity to complete their pupil views and are invited to discuss them at the end of the annual review meeting.

How will Bentley Heath C.E prepare my child with SEND to join their next stage of education or life?

- We recognise that transitions 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 contact the school SENDCO and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

When moving classes in school:

- Information will be passed on to the new class teacher IN ADVANCE and in most cases, a planning meeting will take place with the new teacher. All Learning Plans will be shared with the new teacher. Children have a meet the teacher session before the end of the academic year.
- If your child would be helped by a book to support them understand moving on then it will be made for them.

How is Bentley Heath C.E. Primary School accessible to children with SEND?

- The building is accessible to children with a physical disability. There are two toilets that are suitable for wheelchair users.
- We ensure that equipment used is accessible to all children regardless of their needs. Where required specialist equipment is bought to meet the needs of that child.
- After school provision is accessible to all children including those with SEND.
- Extra-curricular activities are accessible for children with SEND.
- When specialist programmes/ days are supported by the local authority we ensure that those targeted children have the opportunity to take part

How do you promote Inclusion within Bentley Heath C.E. Primary School? Including day and residential trips.

- Our school is fully inclusive and any child with SEND are given the same opportunities as any other child. We ensure appropriate pre-visit work is done when appropriate. Risk assessments are completed and we work with parents to plan appropriate participation for children with additional needs. Suitable arrangements/adjustments and support are made/given as and when necessary.
- For after school clubs and activities within school, appropriate support and provision is in place to ensure that all clubs and activities are accessible to all children with SEND at Bentley Heath C.E. Primary School.

What proportion of children currently at Bentley Heath C.E. Primary School have SEND?

10.2% of children at Bentley Heath C.E. Primary School have SEND (SEN Support and EHCP)

How do children with SEND perform compared to their peers?

All children with SEND are individuals with a wide range of strengths and areas of need. They progress at different rates and have a wide range of attainment levels. All parents are kept well informed by the class teachers of the progress and attainment of their child. Teachers and Senior Management meet regularly to discuss the progress of all children with a particular focus on any vulnerable groups including those with SEND. Monitoring and evaluation of the impact of interventions is thorough and the needs of individual children are assessed and catered for.

What is Solihull's Local offer for children with SEND?

<http://socialsolihull.org.uk/localoffer/>

Where can I find out about other services that might be available for our family and my child?

➤ **Useful Contacts:**

- Roxanne Riding- Child and Family Support Worker at Bentley Heath CE Primary School Telephone: 0121 770 3144
- Solihull SENDias: <https://www.family-action.org.uk/solihullsendias/> Telephone: 0121 516 5173
- Email: solihullsendias@family-action.org.uk
- School Nursing Team Telephone: 0121 770 1919
- Solihull Autistic Spectrum Support and Information: <https://www.facebook.com/SolihullSassi> Telephone: 0121 779 1742
- Autism Education Trust www.autismeducationtrust.org.uk
- Communication Trust www.thecommunicationtrust.org.uk
- Dyslexia/SPLD Trust www.thedyslexia-spldtrust.org.uk
- Council for Disabled Children www.councilfordisabledchildren.org.uk
- Dyspraxia <https://dyspraxiafoundation.org.uk/>

What are the arrangements for making a complaint?

Please refer to our school complaints policy which is available on our school website.

Completed by: Deputy Headteacher

Date Completed/Updated: November 2022