



SEND INFORMATION REPORT

South Benfleet Primary School (Academy Trust)

School Offer for Special Education Needs and Disability-September 2016

South Benfleet Primary School Academy Trust is an active member of the local BATIC (Benfleet and Thundersley Inter- Cluster) group of schools. All of the schools within the group work closely and are committed to providing high quality education for all children with special needs and disabilities. The local provision is similar and the schools, apart from the Special Schools, do not offer any specific specialism towards a particular type of SEN.

Please note where the term parents is used this includes carers

Requirement	Our school's response to SEN requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
<p>School Ethos/Mission Statement</p>	<ul style="list-style-type: none"> To provide a happy, caring, community of learners where all are welcomed and valued and where learning is fun, real, relevant and memorable We strive to ensure that our children acquire responsibility, tolerance and understanding and develop respect for themselves, each other, their families, our local community and the environment We want our pupils to be co-operative, have high self esteem and develop the motivation, knowledge and skills to prepare them for the world of tomorrow. 	<p>The school continuously monitors the curriculum and individual pupil progress so that reasonable adjustments and support can be made to meet the needs of individual children.</p>	<ul style="list-style-type: none"> We provide a broad and balanced curriculum for every child regardless of race, gender or ability We create a happy caring learning community where contributions made by parents are encouraged and valued because they enhance our inclusive ethos We celebrate and value the best efforts of every child in all aspects of school life so they can reach their maximum potential. 	<p>Parents are able to:</p> <ul style="list-style-type: none"> Visit the school to meet the Special Needs Co-ordinator (SENCO) to discuss their child's need before they start school discuss the school's links with different professional services and partnerships find out about the range of SEN interventions we can offer have access to our School website

Partnership Ethos with the school	Our school's response to SEN requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
<p>1. The arrangements for consulting parents of pupils with Special Educational Needs:</p>	<p>We follow the 'One Plan' Person Centred Review process.</p>	<ul style="list-style-type: none"> • We have an 'Open Door' policy and parents can contact or make an appointment to see the SENCO at any convenient time if they have a concern or need advice • We liaise closely with the pre-schools so we have prior knowledge of pupil need and are able to meet with parents • After reviewing pupil progress each term and identifying need we will contact parents to inform them that we would like to place their child on the Register for SEN and offer additional and extra support • 'One Plans' are reviewed with parents and class teacher each term (the SENCO's are happy to attend these meetings) • Parents of children who have a Statement of Special Educational Need/ Education, Health and Care Plan (EHCP) are invited to discuss their child's progress at the annual review. • Parent Workshops have been offered in 'Letters and Sounds.' • A survey of parent views is carried out annually 	<ul style="list-style-type: none"> • Home and School partnerships are well developed. • Parents are informed and feel part of a partnership • Pupil progress and need is monitored and future support is planned as part of the 'One Plan' reviews • Good links with other professionals-School Nurse, Social Care, Counsellors, Speech Therapists, Specialist Teachers, Educational Psychologist, SENCO colleagues etc. 	<p>We:</p> <ul style="list-style-type: none"> • Have an 'Open Door' policy • Have good communication between Class Teachers, LSAs, SENCO's and the Senior Leadership Team • Have access to a range of interventions to support a child socially or academically • Appreciate parental support • value parental contributions in the classrooms • can refer or signpost to specialist services • are committed to training

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<p>2. The arrangements for consulting young people who have a Special Educational Need about, and involving them in, their education.</p>	<p>The 'One Plan' Person Centred Review process has been implemented and training for Governors, teachers, LSAs and parents have been offered.</p>	<p>Children are central to the review and work with a key adult to help gather information about their needs, by completing:</p> <ul style="list-style-type: none"> • Aspirations Grid • One page Profile • Good Day, Bad Day • What's working, not working 	<p>Children :</p> <ul style="list-style-type: none"> • have a voice • are encouraged to talk about their needs • are provided with support which is focused to need • are motivated to achieve 	<ul style="list-style-type: none"> • We are proud of our caring ethos and commitment to inclusion • 'One Planning' will put their child's needs first • Support reflects the wishes of the child and should therefore be motivating and manageable
<p>3. The name and contact details of the SENCOs/Our Staff expertise:</p>	<ul style="list-style-type: none"> • The school SENCOs are experienced Teachers: • Mrs. M. Skinner (Hertfordshire University) and Mr. M. Williams have both gained the National Award for SEN Co-ordination. (Cambridge University) • They are supported by the Head teacher and Senior Leadership Team and attend SENCO Up-date Meetings and relevant courses run by the Local Authority relating to the needs of pupils within the school. 	<ul style="list-style-type: none"> • Both SENCO's are part –time: Mrs Skinner - Mon, Tues, Wed and Thurs. Mr. Williams - Friday • Teachers are responsible for planning and delivery of the SEND provision for the children in their class. • They are supported by: <ul style="list-style-type: none"> ✓ 9 Class LSA's ✓ 3 Part Time SEN LSA's ✓ 2 LSA's support children with a Statement for SEND or (Education and Health Care Plan) • We welcome a dialogue with parents and are flexible to the ever changing needs of children 	<ul style="list-style-type: none"> • A range of intervention programmes for individual/small groups of pupils can be offered • Pupils are supported more effectively in the classroom • LSA's receive in-house training and attend Local Authority Courses • Pupils are expected to make progress and be motivated to learn 	<ul style="list-style-type: none"> • South Benfleet has an experienced, committed and knowledgeable SEN Team • The Rainbow Room is a well resourced teaching base • We are happy to be contacted through the school office or by e-mail: senco@southbenfleet.essex.sch.uk

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<p>4. The arrangements made by the Governing Body relating to the treatment of complaints from parents of pupils with Special Educational Needs concerning the provision made at the school.</p>	<ul style="list-style-type: none"> • We have a Governor responsible for monitoring SEN and asking appropriately challenging questions • The SENCO prepares an Annual SEN Report to Governors • Governors have attended/ training workshops to explain changes to SEND. 	<ul style="list-style-type: none"> • A complaints procedure can be found on the school website 	<ul style="list-style-type: none"> • The school has an 'Open Door' policy and our aim is to address problems as they arise, so they do not become complaints, therefore trying to achieve positive outcomes. • It is the Head teacher's job to hold his staff to account if things are not right, or to explain why the school is unable to meet your request. Please do not hesitate therefore, to share any problems that you have with the school. We are always keen to help. • The School aims to resolve any issues swiftly. 	<ul style="list-style-type: none"> • We are happy to discuss your worries and concerns • Your first approach using our 'Open Door' policy is to the Class Teacher either through the Home/School Book or by an informal chat after school. If this is not possible then please do not hesitate to contact the school office to make an appointment. • If you feel that your concern has not been fully addressed, then the next step would be to approach the Head teacher either by letter or telephone. • The schools Governors are the next stage in trying to resolve a complaint. There is a named Governor for SEND and all concerns should be put in writing and delivered to the school office for his/her consideration. • Details of the School's full Complaints Policy can be found on the school website
<p>5. Information on where the Local</p>	<p>The local offer from Essex County Council can be found on their website www.essexlocaloffer.org.uk Parents may also contact:</p>			

<p>Authority's 'Local Offer' is published.</p>	<p>SENCAN at ELY House, Churchill Avenue, Basildon, Essex. SS14 2BQ tel. 03330 134746</p>			
<p>IDENTIFICATION AND EARLY INTERVENTION</p>	<p>Our School's response to SEN requirements</p>	<p>How does this work in our school?</p>	<p>Analysis and impact of the provision provided</p>	<p>What we might say to parents</p>
<p>6. Information about the school's policies for the identification, assessment and provision for pupils with Special Educational Needs, whether or not pupils have a statement/EHC Plans, including how the school evaluates the effectiveness of its provision for such pupils.</p>	<ul style="list-style-type: none"> • There are processes in place to track pupil progress and for the identification of SEND • The Local Authority Provision Guidance is used to determine level of support • All interventions used are evidenced based • Disadvantaged pupil's funding is used to fund support in order to maximise progress • The 'One Plan' person centred review process is followed • Smart Targets are set and are reviewed each term where changes to the support provided are made as required 	<ul style="list-style-type: none"> • A 'graduated approach' to identify pupils falling behind age expectations is followed • Information is collected <ul style="list-style-type: none"> • At pupil progress meetings held each term • From parents • Other agencies • SENCO observations • by the SENCO • SEND support is implemented when a child is/has; <ul style="list-style-type: none"> ✓ Making little or no progress despite targeted teaching strategies ✓ Having difficulty developing literacy and/or numeracy skills resulting in poor attainment ✓ persistent emotional and/or behavioral difficulties ✓ sensory or physical problems and is making little or no progress despite specialist 	<ul style="list-style-type: none"> • Pupil need is identified early • We have good links with the pre-schools • Children achieve and make good progress because of our High Quality Teaching • Training and support has been provided for the teachers and LSAs. • A range of assessments and interventions are used to measure and impact progress • Pre and post intervention measures may be; Quantitative (tests or National Curriculum levels/ bands) Or Qualitative (P Scales, 	<ul style="list-style-type: none"> • A child will be included on the SEND Register if they require 'additional and extra' support to the High Quality Provision found in the classroom • We regularly monitor, assess and evaluate pupils • The 'One Plan' Review process has been implemented • Families are expected to liaise with the school and form a strong partnership to meet the needs of their child • All pupils with SEND take part in all aspects of school life • A large range of interventions are available to support children's learning and development including social and emotional support programmes • If a child makes progress and

	<ul style="list-style-type: none"> An assessment for an Educational, Health and Care Plan will be undertaken if more extensive support is required and to access additional funding 	<p>equipment</p> <ul style="list-style-type: none"> ✓ Communication or interaction difficulties and making little or no progress despite differentiated curriculum. A range of interventions are used to address need There are clear systems in place for evaluating interventions and how well they are working. 	<p>observations, teacher, parent and pupil views)</p>	<p>reaches levels in line with age expectations and does not require additional support they will be removed from the Register in consultation with the Parents</p>
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7. Information on the kinds of Special Education Provision made in the school.	<ul style="list-style-type: none"> There are a range of interventions to meet the needs of individuals and small groups This targeted support is intended to improve both academic progress and social outcomes There are clear systems in place for evaluating interventions and how well they are working 	<p>There are four broad categories of need :</p> <ul style="list-style-type: none"> Communication and Interaction Possible Interventions: Speech and Language Therapy Care Plans 'Time to Talk' 'Socially Speaking' 'Smart Thinking' 'Lego Therapy' 'Musical Communication' Cognition and Learning Possible Interventions: Rapid Reading Scheme Rapid Phonics 5 Minute Box - Literacy STILE Phonics, STILE Dyslexia STILE Comprehension Attack Spelling Rapid Mathematics Scheme 	<ul style="list-style-type: none"> Our SENCO's are qualified experienced and knowledgeable SENCO's liaise regularly with outside agencies e.g. Paediatricians, G.P's, Specialist Teachers, Educational Psychologists, Occupational Therapists, Physiotherapists, Speech Therapists, counselors, Behaviour Support Team, School nurses, Health visitors Specialist resources are used to aid learning across the school Ramps are available at 	<ul style="list-style-type: none"> Provision is based on the 4 part cycle: Assess Plan Do Review The SENCO's liaise with parents when a referral to another agency is required The SENCO's liaise with parents if a child needs to receive additional support or if support is no longer required

		<p>5 Minute Box - Numeracy STILE Maths Inference Training</p> <ul style="list-style-type: none"> • Social, Mental and Emotional Health Possible Interventions: Batic Counselling 'Good to be me' 'Keep Cool' Anger Management Art Feelings Programme Positive Behaviour Programme • Sensory and/or Physical Needs Possible Interventions: O.T. /Physiotherapy Care Plans Finger Gym/Gym Trail 	<p>exits, disabled toilets and striped steps etc.</p>	
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<p>8. Information about the expertise and training of staff in relation to children and young people with Special Educational Needs and about how specialist expertise will be secured.</p>	<ul style="list-style-type: none"> • The school has a range of SEN expertise • Both SENCO's have attained the National Award for SEN Co-ordination • Training is offered to staff so they are able to deliver interventions and understand categories of SEN 	<ul style="list-style-type: none"> • CPD (Continuing Professional Development) is planned to reflect: <ul style="list-style-type: none"> ✓ Government changes and priorities ✓ Pupil intake and SEND category ✓ Teacher/Learning Support Assistant need/experience ✓ Governor/Parent need • SENCO's attend Benfleet and Thundersley SENCO Cluster meetings and Local Authority SENCO Update meetings and training • Coaching and mentoring in school systems is provided 	<ul style="list-style-type: none"> • A clear plan of CPD ensures staff are equipped to support SEND in the classroom • The SENCO's work closely with the Specialist Teaching Team and Health Agencies –School Nurse, Speech and Language, Lighthouse Development Centre • The Learning Support Assistants are trained to support SEND including Gym Trail, 5 Minute Box Literacy, Letters and Sounds, Rapid Reading, 	<ul style="list-style-type: none"> • We have an experienced, trained, motivated and friendly staff • Come and speak to one of the SENCO's if you have a question or a concern • Parents are encouraged to attend review meetings

		for new staff or to address identified need	Precision Teaching, ASD training, Time to talk etc.	
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9. Information about the School's policies for making provision for pupils with SEN including, evaluation of effectiveness, assessment and reviewing progress, adaptations to curriculum, additional support and wider support.	<ul style="list-style-type: none"> • At South Benfleet we use a range of tracking systems and assessments so we are able to monitor pupil progress and target interventions to address pupil need • There is provision in place, through recognized interventions, to support Cognition and Learning, Communication and Interaction, Sensory and Physical and Social and Emotional Health 	<ul style="list-style-type: none"> • At South Benfleet there are clear systems for the assessment of children that may be falling into an SEN category • Pupil Progress meetings enable teachers to voice concerns to trigger assessment by the SEN Team or a referral to a health professional • Teachers, Parents and Pupils concerns are also recognized and taken seriously and will trigger assessment • One Planning Person 	<ul style="list-style-type: none"> • See SEN Policy, Accessibility Plan, Behaviour and Anti-Bullying Policy • SENCO, Head teacher and Assessment Leader review pupil progress including target groups at the end of each term and year end (using Target Tracker, RAISE on line) so support and resources can be targeted effectively - • We use feedback from interventions to determine next steps 	<ul style="list-style-type: none"> • Look at our school website to find out about SEN and pupil attainment. • Parents can ask one of the SENCOs about school data contained in the RAISE on line document • Visit the school to see our motivated children enjoying their learning and striving to achieve

		<p>Centered Review is followed so pupil need is monitored each term</p> <ul style="list-style-type: none"> • Interventions are monitored for effectiveness • We refer pupils to Speech and Language Services, BATIC Counselling, use the Specialist Teacher Advice Service and work closely with the Lighthouse Children’s Development Centre. 		
IDENTIFICATION AND EARLY INTERVENTION	Our School’s response to SEN requirements	How does this work in our school?	Analysis and impact of the provision provided	What we might say to parents
10. Information about how equipment and facilities to support children and young people with Special Educational Needs will be secured.	<p>There is a full Accessibility plan in place as well as a SEN Action plan. Specialist resources are used to aid learning across the school.</p>	<ul style="list-style-type: none"> • Resources and specialist equipment is funded from the SEN budget, Statement (Education and Health Care Plan) allocated budget or from the Disadvantaged Pupil Grant (Pupil Premium) • The school is a difficult site with regard to access however we have in the past amended classroom arrangements to ensure pupils can access the curriculum • A range of in-house and Local Authority courses 	<ul style="list-style-type: none"> • There are ramps at exits and disabled toilets • Governors are committed to ensuring that all pupils with SEN and/or disability take part in all aspects of school life, including out of school activities. 	<ul style="list-style-type: none"> • Parents are able and encouraged to visit the school to see our wide range of resources being used during the school day • Parents are welcome to meet with one of the SENCOs • Governors are committed to ensuring that all pupils with SEN and/or disability take part in all aspects of school life, including after school activities. • Specific specialist equipment will be bought or hired according to the needs of the children

		are used to develop an informed SEN Team		
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11. How the Governing Body involves health and social care bodies, Local Authority support services and other bodies in meeting the needs of pupils with SEN.	<ul style="list-style-type: none"> • Arrangements are in place so all parents including those with a Statement of Special Educational Need/Education and Health Care Plan can be signposted to a range of health services (Speech and language, school nurse, behaviour support etc.) • Support will be given to help make the referral if the child fulfils the eligibility criteria 	<ul style="list-style-type: none"> • The school has an allocated SEND Governor who meets each term with the SENCO to review and monitor systems. The SEND Governor reports their findings to the Governing Body. • The SENCO prepares an annual written report to Governors to keep them informed of progress in achieving the SEN Action Plan. The report is included in the SEN/INCLUSION NEWS which is presented to Governors and staff to keep them up to date with National, Local and School developments. 	<ul style="list-style-type: none"> • The School information Report and SEND Policy can be found on the school web-site • The SENCOs complete an SEN Action Plan each year to inform the school development plan • Governors review documentation and following SENCO amendments ratify documents for staff use • The SENCO works closely with the Benfleet and Thundersley Cluster of schools so good links can 	<ul style="list-style-type: none"> • The Governing Body is committed to meeting the aims of the school • We believe in developing close links with all relevant support services in the community • Our Mission Statement is explicit and the school's budget is managed to ensure best value and an effective use of resources

		<ul style="list-style-type: none"> SEND Training is offered annually to all Governors as part of the BATIC Governor Training Programme. The Governing Body demonstrates good financial management 	be fostered with the Local Authority Specialist Teachers and Local Health Services	
12. The contact details of support services for the parents of pupils with Special Educational Needs, including those for arrangements made in accordance with clause 32.	<p>The School Office/SENCO will be able to direct parents to the Local Offer or the contact details of support services.</p> <p>Other specialist service contact details are given to parents as and when needed and relevant to the child. E.g. School Nurse Team, Dyslexia Action, Tutors, SNAP etc.</p> <p>The local offer from Essex County Council can be found on their website www.essexlocaloffer.org.uk</p> <p>Parents may also obtain additional information by contacting: SENCAN at ELY House, Churchill Avenue, Basildon, Essex. SS14 2BQ tel. 03330 134746</p>			
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13. School arrangements for supporting pupils transferring between stages of education and preparing for independent living.	The school prepares transition Plans for those children who are changing school and between Key Stages.	<ul style="list-style-type: none"> The SENCO, Early Years teacher and Year 6 teachers liaise with the pre-schools and secondary schools and plan visits for pupils Teachers have a hand over meeting at the end of the year so the new teacher has an understanding of pupil need. At the beginning of a new academic year, the SENCO will inform teachers and their LSAs about the children with SEND in their allocated class and provide them with the summer term's One Plans and 	<ul style="list-style-type: none"> We have good liaison with local pre-schools and secondary schools Pupils feel prepared and valued We value the hard work shown by our teachers and value progress Parental involvement allows for a smooth transition 	<ul style="list-style-type: none"> We value the contribution your child has made to South Benfleet Primary School and like to celebrate their achievements. We believe in fostering a close relationship with local schools so we can prepare the children through visits, research and discussion. We hope to ensure transfer and transition is smooth and make sure there is always someone available to

		<p>any other medical information.</p> <ul style="list-style-type: none">• Relevant courses will also be arranged so all staff are equipped to support the pupils in their year group.• Children receiving SEND support transferring from a Pre-School/Nursery school will continue to be on the SEND Register at South Benfleet Primary School.		<p>answer questions or support, if necessary.</p>
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