



Benington C of E Primary School

School's Information Report

INTRODUCTION- In all dealings with pupils who have Special Education Needs and Disabilities (SEND), parents will be kept informed regularly and updated on progress. All Herts schools maintain a similar approach.



1. How does the school know if the children need extra help and what should I do if I think my child may have SEN.

- monitoring progress- regular assessment
- Class teacher as first port of call- parents evening etc. Formal/informal meeting, email
- Share concerns- parental input
- SENCO
- Teacher assessments- teachers knowing children well

Teachers continually assess children through regular pupil progress and attainment meetings. When progress and attainment are significantly below age related expectations further assessment may be necessary. If you think your child may have SEN you need to arrange to meet the class teacher to discuss your concerns. This may be at a parents evening, or by telephone or e-mail or by appointment. Sometime it might be necessary for the school's Special Educational Needs Co-ordinator (SENCo) to be involved.



2. How will the school staff support my child?

- Class teacher- Quality first teaching
- Focus/ small group teaching
- Specialist outside support.
- SENCO
- Head
- Governors
- Teaching assistants
- Close relationships with parents

The class teacher is responsible for all the children in their class including those with SEN. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis. The SENCo may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of the process.



3. How will I know how my child is doing?

- Parent's consultations
- End of Year reports
- Communication further to parents evening
- Any child who is identified with SEND will have a specific Individual Education Plan (IEP) which will state the need of the child and the intervention that is being put in place. It will also show which staff member will be delivering the intervention and how often. The targets set are SMART (specific, measurable, achievable, realistic, time scaled) targets, with the expectation that the child will achieve the target by the time it is reviewed (every term) with both child and parent.



4. How will the learning and development provision be matched to my child's needs?

- High quality teaching from the class teacher
- Careful planning- differentiation according to your child's needs
- Suitable support resources
- Regular assessment
- small group interventions or one to one support where appropriate
- Regular meetings and discussion with children where appropriate



5. What support will there be for my child's overall wellbeing?

- School council
- Assemblies/ Collective Worship/ PSHE
- Pupil voice – talking to your children
- Wider outcomes- participating in extras activities, self-esteem support through one-to-one nurture, social development, enjoyment in and out of school, after school clubs
- Positive relationships- between parents, school and children- Key adults
- Teaching assistant supporting the children
- Access to school Family Worker
- Links to Children's Centre
- If your child has a medical condition please see our Medical Conditions policy
- Nurture TA



6. What training have the staff, supporting children with SEND had or are having?

- In school training on a range of SEND needs
- Relevant courses and training
- Thorley Hill SpLD base training
- On going SEND updates
- On going advice from outside specialist agencies
- Support from Stevenage Education Trust (SET)
- De-escalation training



7. What specialist services and expertise are available at or accessed by the school

- Good quality teaching
- SENCO- expertise from within school
- Education-ed psych, SpLD base , Outreach support for specific needs, autism advisory service
- Health-, speech and lang, advisory service-via GP or School Nurse
- SpLD bases- specific difficulties in English and Maths
- Low incidence team – visual impairment etc
- Counselling and related support services



8. How will you help me to support my child's learning?

- Family worker
- One-to One nurture support.
- Opportunities to meet with Pastoral Care
- School information about how to help your child
- Parent's evening
- End of Year report
- Links from school website
- Parent workshops
- Parenting courses can be accessed through your local Children's Centre
- Children's Centre links



9. How will I be involved in discussions about and planning for my child's education?

- Monitoring progress of IEP targets
- Parent consultations- regular at least 3 times a year
- CAF- for multiple needs where multiple services are required- up to parent
- Class teacher/ EHCP
- Regular meetings with CT as necessary.



10. How will my child be included in activities outside the classroom including school trips?

- Risk assessments carried out- as appropriate
- Reasonable arrangements will be made dependent on your child's needs.
- Parental discussion



11. How accessible is the school environment?

- All Hertfordshire schools will comply to the equality act 2010 and the SEN Code of Practice 2015 and will make reasonable adjustments
- Accessibility plan



12. Who can I contact for further information?

- Class teacher
- SENCO/ head
- SEN GOV
- Parent Partnership
- County- SEN Officer
- Whilst we would hope that problems may be over-come in school, any complaints regarding the SEN Information Report or the provision made for children with SEN should be addressed in the first instance to the class teacher. If parents need further advice, they are welcome to arrange a meeting with the SENCo. If they feel their child's needs are still not being met they should make an appointment to see the Head Teacher. If, however, parents are still concerned they may contact the SEN Governor.



13. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- Transition support/ plans- additional visits to secondary schools
- Internal transition meetings
- Crucial crew (Yr 6)- protective behaviour
- Meet with secondary staff
- Records are transferred and discussed within 15 days of the child leaving the school, underneath the education regulations act 2000. Both electronic and paper are transferred and discussed.

Our school works closely with all setting at the time of transition. We have meetings for parents before children enter the school system. Extra visits can be arranged for pupils with SEN. In the same way we work closely with secondary schools to ensure smooth transition and transfer of relevant information. Children with SEN are able to have additional visits when needed.



14. How are the school's resources allocated and matched to children's special educational needs?

- School budget decided by head and governors for SEND
- In exceptional circumstances additional funding can be applied for using Exceptional Needs Funding (ENF) for individuals.
- Within the budgetary constraints support is allocated according to the level of need.



15. How is the decision made about how much support my child will receive?

- In consultation with class teacher, parents, SENCo and Head teacher to discuss what is appropriate
- Regular review meetings with professionals that may include the child where appropriate
- Careful monitoring of support to ensure development of the child's independence.



16. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local authority offer can be found at:

<http://directory.hertsdirect.org/kb5/hertfordshire/directory/localoffer.page>

A parents' guide designed by Dyslexia Action to help understand the changes to special educational needs and disability (SEND) provision that are being introduced in England from September 2014 and what this will mean for you and your child.

http://www.dyslexiaaction.org.uk/files/dyslexiaaction/guide_to_help_parents_and_carers_navigate_the_changes_in_special_educational_needs_and_disability_provision.pdf