

Name of School: Bentley New Village Primary

Date of Report January 2016

## SEN INFORMATION REPORT

The kinds of special educational needs that are provided for in school
<p>Bentley New Village successfully caters for a full range of Special Educational Needs, including Social Emotional and Behaviour difficulties, communication difficulties, and physical difficulties, including those on SEN support and those with Statements or Education, Health and Care Plans.</p> <p>Our provision is in line with all aspects of the Special Educational Needs code of practice 2014 and the Children and Families Act 2014.</p> <p>We have a number of students with disabilities including physical impairments, hearing or visual impairments. The school site has been designed to be inclusive of those students with a disability.</p> <p>Each year we have a number of students with diagnoses of specific learning difficulties such as dyspraxia, dyslexia, Autistic Spectrum Disorders and ADHD.</p> <p>We place a particular priority on development of Speech and Language and the improvement of fine motor skills.</p>
The name and contact details of the SENCO and further contacts where parents/carers may have concerns
<p>We would seek to rectify any issues promptly and with minimum disruption to a child's education. Your first point of contact should be the class teacher, Year Manager, SENCO or Headteacher. You should explain your concerns to them in the first instance. In the unlikely event that you are not entirely satisfied that your complaint has been addressed, you should follow the school's complaints procedure.</p> <p>Mrs Lynne Donald (Headteacher and SENCO)</p> <p>Mr Andrew Hodson (Inclusion Manager)</p> <p>We can be contacted at <a href="mailto:admin@newvillage.doncaster.sch.uk">admin@newvillage.doncaster.sch.uk</a> or by telephoning 01302 874385</p>

You can access the school's complaints procedure from our website. Another source of support for parents of children with SEND is Support, Advice, Information Doncaster Special Educational Needs and Disabilities. Their website can be found at <http://www.doncaster.gov.uk/services/schools/saidsend> or by telephone on 01302 736920.

### **Policies for identifying children and young people with SEN and assessing their needs**

SEND Policy  
Nurture Policy  
Teaching and Learning Policy  
Anti-Bullying Policy  
Managing Good Behaviour Policy  
Pupil Premium Policy  
Single Equality Policy  
Intimate Care Policy  
Attendance Policy  
Accessibility Plan  
Accident Policy  
Managing Medicines Policy

### **Arrangements for consulting parents of children with SEN and involving them in their child's education**

There are lots of opportunities for you to come into school. All students on the school's SEND register will be invited to come and meet with their child's teacher and/or key workers on a termly basis. Here you will be able to discuss ways in which you can work with your child at home to help to improve their Literacy and Numeracy levels. Of course, you can also contact the SENCO to arrange a separate meeting should you feel it necessary.

In addition we have more TAC and SEN Support Meetings for pupils with more complex needs.

### **Arrangements for consulting young people with SEN and involving them in their education**

At New Village, we put the child at the heart of all that we do. In line with this, we seek the views of all children to contribute towards their SEN Support Plans or EHC Plan.

**Arrangements for assessing and reviewing children and young people's progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review**

Often, we become aware of a child's special educational needs before they come to us, sometimes, the first concern is raised by parents. In this case, we investigate whether our staff share your concerns. We will share the results with you, and keep you informed of the next steps. Every teacher in the school also has the facility to refer a student to us if they have a concern about a particular child.

We may undertake a range of activities to assess whether your child needs some form of additional support. We may observe them in lessons or gather evidence from the work they complete over a number of subject areas. We will often use a series of tests; we have many assessments at our disposal, and will use those most appropriate for your child. A range of assessment tools are used, including Speech and Language Assessments, Boxall profiling, Baseline Assessments for various intervention programmes, dyslexia screening tests, PIVATS and EYFS assessments. Again, you will be kept informed of the process and the outcome of our findings.

We may feel that it is necessary to involve specialists from other agencies, such as the Additional and Complex Needs service, in order to seek advice. Specialists may include an Educational Psychologist, a speech and language therapist or an occupational therapist, to name but a few. We will always seek your permission before doing this. Again, you will be kept informed of the outcome after liaising with colleagues from different agencies.

Each term you will receive a progress report for your child through parent consultation evenings. Progress will be reviewed by class teachers. At each assessment point, the SEND team scrutinise the progress of all SEND students. Where there is a lack of progress, a member of the team will contact the staff member responsible for teaching that lesson in order to find out why the progress is lacking. At this point, we may arrange to observe the child in lessons, or may use an intervention programme to compliment the whole class teaching and to bring progress levels to a more acceptable standard.

Where a child is supported in class by a Teaching Assistant, their progress will be constantly under review; any sign of a lack in progress will be identified as early as

possible and strategies implemented immediately, after dialogue with the student and the class teacher. Likewise, Teaching Assistants are encouraged to keep parents updated when a student has made progress, even small step progress.

Where an intervention is required, either from internal or external sources, this will operate on an assess-plan-do-review cycle of the SEN support plan. Targets will be set for progress after thorough assessments have been undertaken. The intervention will then take place, after which there will be a review to ascertain whether progress towards the targets has been made. At this point, decisions will be made about the next course of action. You and your child will be an important part of this process, and all interventions will be recorded to ensure accountability.

If your child has a Statement or an ECHP, progress will also be reviewed against the targets from their individual report. This will be discussed and shared at your child's annual review meeting. From time to time, an emergency or additional review may become necessary; you will, of course, be kept informed of, and involved with, this.

Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society

We have strong links with the local secondary schools and we work particularly closely in the case of vulnerable and SEND children where we have a robust transition plan in place. Support is in place through the annual review process for those students who have an EHC Plan. Class Teachers and the Inclusion Manager liaise during transition between phases.

#### Approach to teaching children and young people with SEN

Our core principal and our mission statement is 'are you ready...?'. We believe that each student has to be viewed as an individual; this is at the heart of all that we do. All students, irrelevant of their SEND status, have access to high quality teaching from a committed team of teaching staff, all of whom receive regular staff training regarding the best ways to make sure that all children can access the learning in their classrooms. Teaching Assistants will be able to differentiate to more personal levels to ensure that all students are able to learn in a supportive and inclusive classroom environment.

The vast majority of students with SEND will be taught in mainstream groups, sometimes with additional support from Teaching Assistants. We do have the facility to offer a range

of curriculum models for various groups of students within school, however. You will be a key part of any conversations regarding your child's inclusion in any alternative setting within the school.

We have a Nurture Group, where a very small number of students may be educated. They join the larger groups for some subjects such as Music, Drama, Science and Art, but spend a great deal of time together as a small group focusing on Literacy and Numeracy, with the aim of allowing them to be reintegrated into mainstream groups once they are ready to learn.

There is another group of students who may need a little bit of additional help with one or two aspects of their education – maybe with Maths, or with handwriting, or with reading comprehension. For these students we offer intervention programmes over a short period of time – typically six weeks. At the end of the process, we review whether progress has been made, and the individual child may then be exited from the process due to excellent progress having been made, or they may remain in the withdrawal group for a further block of lessons. We will keep you informed of the results at the end of the process.

Information about individual students who have a SEND will be circulated to the relevant staff, along with any advice for optimum learning to take place. This may include advice and strategies suggested by colleagues from other agencies such as the EP service, and will be updated as necessary to implement the latest advice.

Class Teachers are accountable for the achievement of all of their pupils and provide a range of in-class interventions and adaptations. These are detailed and scrutinised through termly pupil progress meetings and monitored through learning walks and observations.

How adaptations are made to the curriculum and the learning environment of children and young people with SEN; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEN

Additional support is offered to students with special educational needs. This support depends entirely on what the individual need is, but additional support can take on the following forms:

- TAs to support individuals or groups of students within classes.
- Invitation to clubs before school and at lunchtime.

- Provision Maps or SEN support plans may be written so that an overview of an individual's needs are clear, along with helpful strategies to ensure that your child achieves the very best that they can.
- Access to a Learning Mentor.
- Access to the Nurture Group (Kickstart)
- Access to a range of lunchtime activities to build upon social and other skills
- Individual care plans are available to all staff for any student with a medical need.
- Key worker allocated.
- Access arrangements (ie reader and/or scribe) for all examinations.
- An Outreach Centre to cater for students with social and emotional needs.
- Lessons and activities designed to enhance the life skills of students.
- Bespoke group sessions, including:
  - Art Activities Intervention group
  - Play for Purpose
  - Anger management sessions
  - Friendship group sessions
- Bentley New Village has two nurture groups (KS1 and KS2), each of which runs for half of each day. In addition we have a smaller social skills development group in KS1.
- SEN pupils are supported in attending school trips, and provision made to meet their needs.
- Motor On programme – to develop fine and gross motor skills
- There are several disabled toilets within SEND and also around the school, and disabled changing facilities within PE.
- We liaise with colleagues from external agencies and ensure that equipment needed by individual students (for example visualisers) is in place.
- We receive funding for all pupils including those with Special Educational Needs and Disabilities, and these needs are met from this.

The expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured

The Inclusion team consists of 1 teacher, 1 learning Mentor, 6 Teaching Assistants and. All staff undergo regular training in various aspects of their roles. We also have a family support worker.

We are fortunate enough to have a large team of highly qualified Teaching Assistants who all undergo regular training. We have TAs who have received specialist training in speech and language support. Staff are trained in compiling SEN Support Plans and liaise with the Educational Psychologist during Support Meetings.

All school staff are trained to deliver Read Write Inc. reading interventions and use Numicon within the classroom. Key Staff have been trained in approaches to working with pupils who have attachment issues, and this staff has been cascaded to all staff.

If your child needs help with a medical condition, we have staff who will be designated to support your child with their individual needs, as they arise. Regular training is undertaken, often linked to the needs of a particular student, such as Epi-pen training.

Your child may be referred to the Learning Mentor for a variety of reasons for either short or long term interventions.

Sometimes we need to access support for a student from external agencies, and this may come from one or a combination of the following services:

- Educational Psychologists (EP)
- CAMHS (The Child and Adolescent Mental Health Service)
- Occupational Therapy (OT)
- Social Care
- The speech and language therapy team (SALT)
- Specialist providers such as The Primary Learning Centre and Stonehill Special School
- Community nurses

This is not, however, an exhaustive list, and we will actively seek support from the agency or agencies best equipped to provide advice and support for individual students.

Evaluating the effectiveness of the provision made for children and young people with  
SEN

The school self-evaluation strategy is used to monitor the effectiveness of the provision made for pupils with special educational needs by regularly monitoring, evaluating and reviewing the provision.

Pupils' progress is monitored termly through Pupil Progress Meetings. Assessment tools are being developed which monitor the progress of pupils working below Age Related Expectations.

The effectiveness of interventions is monitored through teacher observations, progress towards SMART targets, and progress from baseline assessments. Resources are in development to evaluate the effectiveness of behaviour monitoring.

How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN

All students, with or without special educational needs, are valued members of our school community and as such are able to participate in a wide range of activities, from sporting practices and teams to taking part in the school's drama productions or playing a musical instrument.

We have strong links with local schools and each year we have a number of teams participating in a range of inter-school and inter-borough sports. We have specialist sports coaches who work in all classes

We have educational visits, Experience Days, reward trips and residential trips. Students with SEND have equal access to all of these activities; support to access these activities can be provided SEN pupils are supported in attending school trips, and provision made to meet their needs.

The school has a team of Learning Support Assistants who support the pupils on an individual level in order to access the curriculum.

Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying

Disabled students are fully immersed into life at Bentley New Village and have involvement in all aspects of events and education at the school in the same way that a child without a disability has. Reasonable adjustments are made in all areas of curricular and extra-curricular activities to ensure that all students, regardless of their special educational need and/or disability are able to access all aspects of school life.

The School's Accessibility Plan ensures that adjustments are made to facilitate access to school buildings for those who are disabled. When students enter the School with specific disabilities identified, the Inclusion Manager ensures that the requirements of the students are passed on to all staff. This may involve support from external agencies; wherever possible, any additional staff training, linked to a special educational need or disability which is required is undertaken prior to transition.

The School has a full time Learning Mentors who have runs a range of Social and Emotional interventions.

We have Rainbows (Bereavement and Loss) groups in KS1 and KS2.

We have a range of Interventions for pupils who struggle to access unstructured times. For example, at Lunchtime we have x3 Sports Coaches who work predominantly with vulnerable pupils, have a lunchtime nurture group, and train playground leaders who work with SEN and vulnerable pupils.

Bentley New Village has x2 nurture groups (KS1 and KS2), each of which runs for half of each day. In addition we have a smaller social skills development group in KS1.



How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families

The School liaises with our Educational Psychologist at least once per half term. We have regular TAC meetings and SEN Support Meetings, to which Key Professionals are invited.

The school has a full time Family Support Worker, who along with the school's Inclusion Manager and Safeguarding Lead liaise with health and social care bodies, local authority support services and voluntary sector organisations on a daily basis.

Parents are fully consulted and involved when the support of external agencies is sought.

Details of the school's contribution to the Local Offer, including information on where the Local Authority's Local Offer is published

The school's contribution to the Local Offer is published on the school website.