

Name of School: Bentley New Village Primary

Date of Report January 2017

SEN INFORMATION REPORT (Version: __1__)

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body's or the proprietor's policy for pupils with SEN**. The information published **must be updated annually** and **any changes to the information occurring during the year must be updated as soon as possible**. The information required is set out in the Special Educational Needs and Disability Regulations 2014.

The SEN Information Report must include the following information and be cross referenced to the School's SEN Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

The kinds of special educational needs that are provided for in school
Bentley New Village caters for a full range of Special Educational Needs, including Social Emotional and Behaviour difficulties, communication difficulties and physical difficulties. We place a particular priority on development of Speech and Language and the improvement of motor skills.
The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns
Rachel Emery (SENCO) Mr Andrew Hodson (Inclusion Manager)
Policies for identifying children and young people with SEN and assessing their needs
SEND Policy Nurture Policy Teaching and Learning Policy Pupil Progress Policy
Arrangements for consulting parents of children with SEN and involving them in their child's education
Parents are consulted through termly SEN Support meetings. 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

Pupils contribute towards their SEN Support Plans.

Pupils produce termly One Page Profiles

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

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.

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

Class Teachers and the Inclusion Manager liaise during transition between phases.

The school has well established links with the Pyramid Secondary School and we work particularly closely in the case of vulnerable and SEND children.

We have begun to establish links with our local day nursery regarding specific pupils.

Approach to teaching children and young people with SEN

Each class has a Teaching Assistant who spends a large percentage of their time supporting SEN children in the classroom, in addition to highly differentiated learning. We have a range of academic intervention groups and currently employ 2 full time intervention teachers.

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

Bentley New Village has a 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 and KS2.

SEN pupils are supported in attending school trips, and provision made to meet their needs.

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

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 has been cascaded to all staff.

The school has a Learning Support Assistant who is Trained in Speech and Language.

We have liaised with the ASCETS team to improve our provision for pupils who have Autistic Spectrum Disorder and other Speech, Language and Communication needs.

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

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

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

The School has a full time Learning Mentor who run 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 a Sports Coach who works predominantly with vulnerable pupils, have a lunchtime nurture group, and train playground leaders who work with SEN and vulnerable pupils.

Bentley New Village has a range of nurture based interventions (KS1 and KS2), each

of which runs for half of each day.

The school has a small number of Looked After Pupils who are supported in a range of ways and monitored through their Personal Education Plans.

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.

The school has developed a positive working relationship with the ASCETS team who are supporting us in meeting the needs of pupils with ASD and other speech, language and communication difficulties.

Arrangements for handling complaints from parents of children with SEN about the provision made at the school

Complaints from parents of children with SEN about the provision made at the school are recorded and resolved by the school's Inclusion Manager and Head in the first instance, and then by the Governing Body as required.

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.