

ST MARY'S BENTWORTH CE PRIMARY SCHOOL
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)
INFORMATION REPORT 2023

by Mrs J Ayres and Miss C Baker, Inclusion Leaders

SEN Governors: Felicity Wevill and Lara Swan

Inclusion Governor: Felicity Wevill

St Mary's Bentworth is a mainstream primary school. The school is fully committed to the inclusion of all children. This is underpinned and supported by the Christian ethos of our school and our school values of 'Love, Respect, Belong'. We believe that educational inclusion is about equal opportunities for all learners whatever their age, gender, ethnicity, impairment, attainment and background.

Identification and Assessment

During the school year, teachers carry out regular observations and assessments to track individual progress in all subjects. Analysis of outcomes and data show which children are not making the expected progress or attainment for their age. In some cases, these children are given differentiated work or small group interventions.

Where the need is greater, the Inclusion Leaders will assess children against Hampshire criteria to see if they should be placed on the school's register of Special Educational Needs. These children then receive specific interventions to address their barriers to learning. Parents of any child placed on the SEN register will be informed by the class teacher or the Inclusion Leaders.

Where additional support is required, the Inclusion Leaders will liaise with outside agencies, (such as Speech and Language therapists, Occupational therapists or Educational Psychologists) and will inform parents of how the support will be implemented in school.

At St Mary's Primary School we:

- are developing and using systems for evaluating the effectiveness of provision for children with special educational needs.
- ensure the impact of both quality first class teaching and special interventions are monitored and evaluated regularly and provision is adapted accordingly.
- regularly meet to discuss levels of progress and the impact of provision and outcomes are reported to the governing body, both through the Inclusion Governor and in written reports.
- Use IASend to assess, monitor and track children's progress. The reports from this are also shared with Governors as well as shared with other outside agencies eg Educational Psychologist and in transition.

Support for Children

At St Mary's Primary School we:

- identify children's needs through observations, feedback and assessments as outlined above.

- provide all children with a curriculum tailored to support specific needs, whilst ensuring a rigorous level of challenge allows children to make expected levels of progress. Children can work in ability groups when working directly with the class teacher, especially in Maths and English, but in some cases individual programmes are designed to meet the needs of children.
- discuss their learning with the children and support them by giving them individual, ambitious targets which they understand and are capable of achieving. These are reviewed on a regular basis. Next steps are also identified through feedback. See our Feedback Policy (see below for link to policies).
- ensure the class teacher and teaching assistant work with all ability children/groups during the course of the week, but that all groups have opportunities to work independently too.

The Learning Environment

- The curriculum is designed to engage and motivate children of all abilities. It is normally differentiated to make it accessible to all pupils.
- Our inclusive ethos means that when appropriate, some children are taught in small groups or individually, in order to meet their specific needs in a particular area of the curriculum. At other times they will work in mixed ability groups or as part of the whole class.
- Where a pupil has physical needs, every reasonable effort will be made to adapt the environment/curriculum to suit that child.
- Additional specialist support may be provided for individual circumstances; eg speech therapy, occupational therapy, educational psychology.

Inclusion Outside the School Classroom

As we are an inclusive school, we strive for all children to be involved in all areas of the curriculum including extra-curricular activities. In individual instances where a child requires the support of an extra adult, this would be discussed with parents and support would be provided as appropriate.

A risk assessment is carried out prior to any off site activity and we would liaise with other agencies if necessary eg medical teams or PBS (Primary Behaviour Support).

Support for Overall Well-being

This is a strength and a passion at St Mary's and our nurture and care is crucial to our success. At St Mary's Primary School:

- deliver a Survive and Blossom Programme across all year groups which is visual and versatile resource and is adapted for all children.
- we deliver a PSHE (Personal, Social, Health Education) curriculum to all children using excellent resources eg interactive videos enabling children to make choices about certain situations and seeing how this decision develops, allowing children to see the implications of different choices too.
- we offer 6-week phases of ELSA (Emotional Literacy Support Assistant) to children with specific emotional and/or social needs.
- exclusions are very rare and attendance is good. In cases where attendance is weak, the school will pursue this with the individual parents to ensure the child receives the best possible level of education. We can use the support of other agencies to support attendance through the Early Help Hub but also through general consultation.

- have a School Council made up of representatives from Years 1 to 6. School councillors discuss matters affecting pupils. All children, including those with SEN, are included in the roles and discussions.
- We have an anti-bullying week every other year and we add an Inclusion focus that is relevant to our school context or the wider community each year eg Down's Syndrome, Epilepsy Purple Day. We are very vigilant and know bullying can happen in any school and we respond to any concerns about this quickly and decisively. Bullying of any kind will not be tolerated.
- We have a Family Support Worker who can support parents with a wide range of issues including SEND queries and challenges. They can signpost to different services and run specialised parenting support sessions so that parents feel understood, valued and supported.

Communication with Parents

The home-school partnership is pivotal to our work at St Mary's and enables every child to flourish. With pupils who have SEND needs, this is even more important and our close links reap many benefits. At St Mary's Primary School we:

- assess children and track progress at regular intervals using our own school tracker
- inform parents of progress through parent's evenings, annual reports and via meetings with parents during the school year where appropriate.
- termly Inclusion Leaders meet with parents on the SEN Register to discuss support, progress and targets.
- we aim to meet with every parent before and after each 6-week block of ELSA to ensure a deep understanding of the targets and the strategies being developed.
- share targets with parents and suggest ways in which parents can support learning at home
- parents' evening where children can share their work and teachers can talk through their progress
- home-school link book
- have many events where parents can come into school including 'Bring Your Parent to School Day' and 'Bring Your Grandparent to School Day'

Transition

At St Mary's Primary School:

- we have a well-established induction process for children starting school in Year R. This involves clear communication between the school and pre-schools, whereby any information regarding specific needs of children is shared. This includes if any other agencies are supporting this child e.g. SALT
- we have a well-established transition process for children moving to secondary school. This includes 1:1 transition work in school as appropriate and extra visits to the secondary school for the more vulnerable pupils, during which they will have the opportunity to meet relevant key staff.
- details of SEN are passed on when any child leaves our school. We follow-up this information with meetings or telephone calls as necessary to ensure the child can transfer successfully.
- ELSA for in-year transition to support a positive view of change and development.

Expertise and Training of staff

At St Mary's we invest in the CPD (Continuous Professional Development) of our staff to ensure our pupils get the very best education possible. As Headteacher and Deputy Headteacher we share the role of Inclusion Leader and although we both have many years of experience and have our own areas of specialism, we are securing the specific SENCo qualification as soon as possible.

Our experienced teachers and teaching assistants have a high level of SEND knowledge and are passionate about inclusivity and enjoy the training they have. This will be linked directly to the pupil's in their care and the skills needed to develop for that class/pupil context. We use Hampshire County Council SEND Team training but also use other individual specialists for private SALT, Educational Psychology, Dyslexia and CBT.

Contacts and Policies

The Inclusion Leader is contacted through the school office as the Headteacher and Deputy Headteacher share the role. Emails and enquiries will be directed as appropriate.

You can contact the school office on 01420 562117 or email adminoffice@bentworth.hants.sch.uk

The Hampshire County Council's Local offer (Family Services Hub) can be found at:

<https://fish.hants.gov.uk/kb5/hampshire/directory/localoffer.page>

Please read this in conjunction with our Special Educational Needs, Feedback and other related policies, which can be found at <https://www.bentworth.hants.sch.uk/policies-procedures/>

We hope you would never need to, as we work so closely with parents to resolve problems swiftly and sensitively, however, if you would like to make a complaint about the SEND provision at St Mary's please follow the Complaints Policy as set out in the policy, found in the link above.

Support or websites of interest

- Contact Support4SEND (Hampshire) confidential helpline for children, young people and parents/carers <http://www.hants.gov.uk/support4SEND>
- Contact IPSEA (Independent Parental Special Education Advice independent legally based advice, support and training to help get the right education for children and young people with SEN <https://www.ipsea.org.uk/>
- SENDIAS impartial information, advice and support service <https://www.hampshiresendiass.co.uk/>