



## St Benedict Biscop CE Primary School

### Special Educational Needs Information Report

#### Introduction

St Benedict Biscop CE Primary School values the abilities of all its pupils and is committed to providing the best possible environment for learning for every pupil. This document will inform you about our provision and how we support those children with SEND or disabilities and their families.

We aim to:

- ensure that all pupils have access to a broad and balanced curriculum
- provide an adapted curriculum appropriate to the individual's needs and ability
- ensure that learning environments celebrate neurodiversity
- ensure the identification of pupils requiring SEND provision is done early
- ensure that SEND pupils take as full a part as possible in all school activities
- ensure that parents of SEN pupils are kept fully informed of their child's progress and attainment
- ensure that SEN pupils, where practicable and age-appropriate, are involved in decisions affecting their future SEN provision
- make reasonable adjustments to aid children with mobility and sensory impairments

#### Local Authority Local Offer

In line with changes to the SEN Code of Practice resulting from the 2014 Children and Families Bill, Staffordshire Local Authority and the school are required to publish and keep under review information services that are available for the children and young people with Special Educational Needs & Disability (SEND) aged 0-25. This is the 'Local Offer'. The intention of the Local Offer is to improve choice and transparency for families. It will also be an important resource for parents in understanding the range of services and provision in the local area.

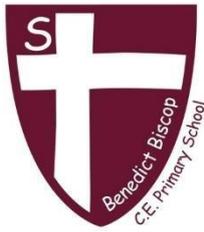
#### The School SEN Information Report

Our school's SEND Information Report individualises the LA Local Offer to meet the needs of St Benedict Biscop's SEND pupils as determined by school policy, and the provision that the school is able to offer. We hope that the following questions and answers will give you the information you need to help you make an informed choice regarding your child's schooling.

#### How does the school know if children need extra help?

At St Benedict Biscop, all staff members have every child's best interest at heart. We know when pupils need help through a variety of ways:

- Liaison with previous setting (e.g. nursery/pre-school, previous school)
- Attainment is below age-expected levels or progress is slower than expected
- Concerns raised by parents
- Concerns regarding self-esteem, social, behavioural or emotional changes
- Advice taken from supporting agencies
- Liaison with health and social care professionals



### **What should I do if I think my child may have special educational needs?**

Talk to us - if you think your child may have a special educational need or disability, please talk to your child's class teacher as the initial point of contact. Class teachers are responsible for planning learning which matches your child's abilities, needs and interests. They, along with your child's Teaching Assistant set targets by reviewing and writing Individual Education Plans and organising support for children with special educational needs.

If you have further concerns then your next contact point is the SENDCo, whose name is Miss Clare Hill.

### **How will my child be supported?**

Your child's class teacher will plan activities and lessons based on the support identified in your child's Individual Education Plan, which will enable the children to work at a suitable level with an appropriate amount of challenge. The school's Special Educational Needs Co-ordinator will work alongside the class teacher to arrange any reasonable adjustments and additional provision, such as advice from outside agencies, for the children with special educational needs if it is needed.

### **How will the curriculum be matched to my child's needs?**

Within the classroom, each teacher is responsible for organising any reasonable adjustments, such as the use of cream paper for resources, planning adapted levels of activity which meet the needs of varying abilities within the class. The activities your child is given in each lesson will be structured in such a way to help them achieve the learning outcome. This may or may not involve adult support. Resources intended to scaffold learning are available within the classroom to ensure children are able to achieve objectives. Specialised equipment or resources may be used such as ICT.

Our teaching assistants work within the classroom to support small groups or on a 1:1 basis as directed by the teacher.

### **How will I know how my child is doing?**

On a termly basis, you will be invited into school to discuss your child's progress with the class teacher. Your child's teacher will discuss how your child is getting on and will value feedback from you. The teacher and TA will have reviewed your child's IEP and drafted new targets. These can then be discussed and agreed. This will be in addition to the parent's evening appointments offered for all children.

### **How will you help me to support my child's learning?**

Your child's class teacher or SENDCo can offer advice and practical ways to help your child at home. Recommendations from external agencies, e.g. speech and language therapist, will be shared with you so strategies can be implemented at home as well as at school.

### **What support will there be for my child's overall well-being?**

We have a caring, understanding ethos and are an inclusive school and believe that high self-esteem is crucial to children's well-being. As a nurturing school, all our vulnerable pupils are known to staff.



The school offers a wide variety of pastoral support for pupils. These include:

- A Personal, Social, Health and Economic (PSHE) curriculum that aims to provide pupils with the knowledge, understanding and skills they need to enhance their emotional and social knowledge and wellbeing.
- Small group interventions to support pupil's wellbeing are delivered to targeted pupils and groups. These aim to support improved interaction skills, emotional resilience and wellbeing.
- Time after breaks and lunch-times for class teachers or teaching assistants to discuss any issues or concerns raised by the children and to find solutions.

### **What support will there be for my child's medical needs?**

Pupils with medical needs will be provided with a Care Plan, compiled by the school's Welfare Assistant in partnership with the school nurse, parents and teachers. All medicine administration procedures adhere to the LA policy and DfE guidelines.

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

- Special Educational Needs Support Service (SENS)
- Behaviour Support Service
- Dyslexia Centres
- Autism Outreach Team
- Hearing Impairment team
- Visual Impairment team
- Educational Psychologist Service
- Educational Welfare Officers
- Physical and disability support service
- Social Services
- School Nurse
- CAMHS (Child & Adolescent Mental Health Service)
- Action for Children

### **What training do the staff supporting children and young people with SEND undertake?**

In the last two years school staff have received a range of training:

#### **All Staff**

- How to support pupils with a diagnosis of dyslexia.
- How to support pupils on the autistic spectrum.
- How to support pupils with behavioural difficulties.
- How to support pupils with speech, language and communication difficulties.
- Specific training on how to support children with Attachment Syndrome.
- ➤ Spelling strategies.

#### **Teaching Assistants**

- Precision teaching (assessment and providing intervention)

#### **SENDCo**

- Attendance at the termly SENDCo Update



- Currently working towards the SENCo accreditation through the University of Birmingham.

#### **Other**

- The school has regular visits from SENSS specialist teachers, Educational Psychologist and the Behaviour Support Team who provide advice to staff support the success and progress of individual pupils
- The NHS Speech and Language Therapist visits termly to assess and plan support for targeted pupils.
- The Governor with specific responsibility for SEND has annual training from the SENDCo and termly updates.

### **How will my child be included in activities outside the classroom including school trips?**

Risk assessments are carried out and procedures are put in place to enable all children to participate in all school activities.

### **How accessible is the school environment?**

Our school is built on a single level with direct access to the outside from most classrooms. We are happy to discuss individual access requirements when required.

### **How will the school prepare and support my child when joining or transferring to a new school?**

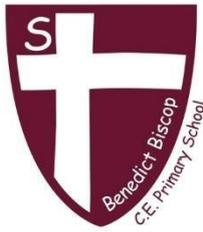
A number of strategies are in place to enable effective transition. These may include:

- Encouraging all new children to visit the school prior to starting with us.
- Facilitating a phased transition to acclimatise to their new surroundings.
- Discussions between previous or receiving schools and ensuring paperwork is passed on and all needs are understood.
- Meetings with parents/ carers to discuss their child's needs.
- The annual review in Y5 for pupils with an Education, Health and Care plan begins the process where parents are supported to make decisions regarding secondary school choice.

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

The school receives funding to respond to the needs of pupils with SEND from a number of sources: A proportion of the funds allocated per pupil to the school to provide for their education (the Age Weighted Pupil Unit); The Notional SEND budget: The Pupil Premium funding for pupils who meet certain criteria. In addition, for those pupils with the most complex needs, the school may be allocated Additional Educational Needs funding. This funding is then used to provide the equipment and facilities to support pupils with special educational needs and disabilities through:

- In-class support from teaching assistants
- Small group support from teaching assistants
- Specialist support from teachers e.g. 1:1 tuition
- Bought in support from external agencies
- Provision of specialist resources
- CPD relating to SEND for staff



- Dyslexia Gold – specialist intervention programme to support those children with a diagnosis of dyslexia.

### **How is the decision made about how much support my child will receive?**

For pupils with SEND but without an Education Health and Care plan, the decision regarding the support required will be taken at joint meetings with the SENDCo, class teacher and parent. For pupils with an Education, Health or Care plan, this decision will be reached when the plan is being produced or annual review.

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

This may be through:

- discussions with the class teacher or SENDCO
- discussions with external professionals eg: speech and language therapist
- IEP review meetings with the class teacher
- during parents evenings

### **Who can I contact for further information or if I have any concerns?**

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following:

- Your child's class teacher
- The SENDCo Miss Clare Hill
- The Headteacher Mrs Nicola Scott-Worthington
- For complaints please contact the School Governor with responsibility for SEND – Mrs Elizabeth Elphick.

### **Support services for parents of pupils with SEND include:**

• [www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx](http://www.staffordshire.gov.uk/education/welfareservice/SpecialEducationalNeeds/spps/home.aspx)  
If you have a general enquiry, would like to speak to one of the team or a parent wanting to request information and support please telephone 01785 356921 during office hours. Alternatively email on [spps@staffordshire.gov.uk](mailto:spps@staffordshire.gov.uk).

### **Review**

Our offer to children with special educational needs and disabilities was prepared in September 2022 and will be reviewed in September 2023.