



Archbishop Benson C of E Primary School

Our 'School Offer' for Special Educational Needs and Disabilities (SEND)



Democracy

The Rule
of Law

Individual
Liberty

Mutual
respect

Tolerance

SEN Support at Archbishop Benson Primary School

As a school we have a clear approach to identifying and responding to SEN. We work in partnership with parents to establish the support the child needs. It is particularly important in the early years that there is no delay in making any necessary special educational provision. SEN Support builds on high quality teaching which has been differentiated and personalised for individual children and should be firmly based in the setting's approach to monitoring the progress and development of all children.

SEN Support is designed to provide a graduated approach based on a cycle of action that can be revisited with increasing detail, increasing frequency and with the increased involvement of parents. Throughout the graduated approach, the teacher remains responsible for working with the child on a daily basis and implements agreed interventions. The SENCO supports the teacher and leads and co-ordinates the graduated approach across the setting.

We adopt a graduated approach with four stages of action: assess, plan, do and review.

This cycle of action:

- Is usually led by the SENCO and the teacher
- Parents are engaged throughout
- Action is informed by the child's views throughout
- The cycle can be revisited in order to identify the best way of securing good progress

Throughout the cycle, children's views can be represented by parents and practitioners, but in order to ensure the child's views inform the process directly, these need to be captured before any discussion. They also inform discussion and decisions at each stage.

Assess, plan, do, review cycle

Assess

The teachers work with the SENCOs and the child's parents and:

- Brings together all the information
- Analyses the child's needs

This discussion will build on, and may be held at the same time as, the discussion with parents about their child's SEN and the decision to make special educational provision for them.

Special educational needs are generally thought of in 4 broad areas of need and support:

- *Communication and interaction*
- *Cognition and learning*
- *Social, emotional and mental health*
- *Sensory and/or physical needs*

These broad areas of need are not definitive; the SEN and disability Code of Practice recognises that individual children often have needs that cut across all of these areas and that children's needs may change over time. The SEN and disability Code of Practice is also clear

that the purpose of identification is to work out what action is needed, not to fit a child into a category. Where there is a need for more specialist expertise to identify the nature of the child's needs, or to determine the most effective approach, specialist teachers, educational psychologists or health, social services or other agencies may need to be involved.

Plan

Where the broad approach to SEN Support has been agreed, the teacher and the SENCO should agree, in consultation with the parent:

- The outcomes they are seeking for the child
- The interventions and support to be put in place
- The expected impact on progress, development, behaviour
- Date for review

Plans should:

- Take into account the views of the child
- Select the interventions and support to meet the outcomes identified
- Base interventions and support on reliable evidence of effectiveness
- Be delivered by practitioners with relevant skills and knowledge
- Identify and address any related staff development needs

Do

The child's teacher:

- Remains responsible for working with the child on a daily basis
- Implements the agreed interventions or programmes

The SENCO supports the key person in:

- Assessing the child's response to action taken
- Problem solving
- Advising on effective implementation

Review

On the agreed date, the teacher and SENCO working with the child's parents, and taking into account the child's views, should:

- Review the effectiveness of the support
- Review the impact of the support on the child's progress
- Evaluate the impact and quality of support

In the light of child's progress, they agree:

- Any changes to the outcomes
- Any changes to the support and
- Next step

The levels of support and provision offered by our school

	Whole school approaches. The universal offer to all our children/young people	Additional targeted support and provision	Specialist individualised support and provision
1. Curriculum approaches	<ul style="list-style-type: none"> • A broad and balanced curriculum • Visual, auditory and kinaesthetic (VAK) teaching strategies • Child centred learning 	<ul style="list-style-type: none"> • Small group Literacy interventions in Key Stage 1 run by teachers and teaching assistants. • Speech and Language Therapy sessions run by trained teaching assistant • Year 5/6 homework club • Bushranger Sessions • Social Skills Sessions 	<ul style="list-style-type: none"> • Personalised timetables with a multi sensory approach tailored to individual needs • One to one Speech and Language sessions working on targets set by Community Speech and Language Therapist • Better Reading Partnership-reading intervention run by trained parents and teaching assistants • Occupational Therapy informed

			<p>sensory and physical activity programmes supported by a TA</p> <ul style="list-style-type: none"> • Use of appropriate information technology provided by the Physical Disabilities Team to support the curriculum
<p>2. Teaching and learning approaches</p>	<ul style="list-style-type: none"> • VAK teaching strategies • Dyslexia-Friendly Strategies • Use of ICT • Differentiated tasks and expectations • Regular Assessment • Praise and Reward • Variety of individual, paired and group tasks. 	<ul style="list-style-type: none"> • Interactive displays, learning walls and visual prompts • Overlays • Coloured backgrounds on boards • iPads, laptops, tablets for classwork • SEN training for all staff 	<ul style="list-style-type: none"> • Dyslexia Screening Test carried out by SENCo or the Dyslexia Service • SEN training for all staff working with specific children • 1:1 TA support for those pupils with an Education Health and

	<ul style="list-style-type: none"> • A whole school assessment and monitoring cycle ensures quality teaching in all classes. • Termly pupil progress meetings allow teachers and senior managers to track individual progress which in turn informs provision. 	<ul style="list-style-type: none"> • Differentiated resources and outcomes • Additional adult support where appropriate • Small group teaching • Ongoing assessments and tracking • <i>On Alert</i> pupils will receive targeted support to meet their individual needs as assessed by their class teacher. 	<p>Care Plan (EHCP) and SEN Support pupils, as and when required</p> <ul style="list-style-type: none"> • Specialist resources and equipment • Advice from partner agencies (see page 11) • Personalised timetables with a multi-sensory approach tailored to individual learning needs • Use of visuals, including photographs, symbols, <i>now & next</i> cards, traffic lights systems and visual timetables • Individual provision maps with the <i>assess, plan, do and review</i> cycle to be updated
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			<p>termly with the parents and SENCos, for those on SEN Support and those with an EHCP/Statement</p> <ul style="list-style-type: none"> • Individual Precision Teaching Programme
3. Self-help skills and independence	<ul style="list-style-type: none"> • Actively encourage independent working • Have high expectations to allow pupils to develop independence and resilience • R Time programme to promote positive relationships and behaviours • Regular marking and feedback for next steps. Whole school, consistent marking 	<ul style="list-style-type: none"> • Use of ICT including iPads, tablets and laptops • Small group interventions with clear visual success criteria • Differentiated tasks • Instructions are repeated or supported through visual or written prompts • Pupils have access to: Visual timetables, Timers, toolkits 	<ul style="list-style-type: none"> • Practical assistance for physically impaired • Break and lunch-time supervision • Referrals for Community Support • Referrals to external community groups • Additional support for a child is often shared between a team of teaching assistants to build resilience • Supporting pupils to gain independence

	<p>scheme used for promoting independent evaluation and improvement</p> <ul style="list-style-type: none"> • Variety of independent, paired and group tasks • Working walls for Numeracy and Literacy • Key vocabulary displayed. 	<ul style="list-style-type: none"> • Part of the teacher and TAs role is to facilitate independence. 	<p>in self-help skills</p> <ul style="list-style-type: none"> • Access to disabled toilet • Specialist equipment e.g. writing slopes, pencils grips, wobble-sit cushions, timers, overlays and sensory toys • Access to our Communication Champion.
4. Health, wellbeing and emotional support	<ul style="list-style-type: none"> • Learning Mentor/Parent Support Advisor • Safeguarding Officer • PSHE programme to develop community awareness, social and relationship skills. • R Time • Sex and Relationships Education (SRE) is provided for 	<ul style="list-style-type: none"> • Learning Mentor group sessions • Referrals to partner agencies (see Page 11) • Fun Fit • Social Skills sessions e.g. <i>Time to Talk</i> delivered by trained teaching assistants • Bushrangers 	<ul style="list-style-type: none"> • Medical care plans • Learning Mentor individual support • Social Skills sessions • Referral to external agencies • Individualised interventions e.g. social skills groups, behaviour management • Individual communication passports

	<p>all pupils at age appropriate levels</p> <ul style="list-style-type: none"> • Variety of extra-curricular activities including sport, dance, cooking, craft, music and gardening • Presentation and celebration assemblies • Healthy School status • KS1 pupils have access to fruit, Reception pupils fruit and milk • Praise and reward systems • Behaviour and anti-bullying policies in place • Friendship Code policy 	<ul style="list-style-type: none"> • THRIVE assessment • Use of a sensory room. 	<ul style="list-style-type: none"> • Access to our Communication Champion. • THRIVE individual assessment and intervention programmes
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<p>5. Social interaction opportunities</p>	<ul style="list-style-type: none"> • Extra-curricular activities • Year 4 and 6 residential trips. • Class day trips • Circle Time • Activities at lunch and break times • Partner classes • Challenge days • Play leaders (older children supporting younger children at playtimes). 	<ul style="list-style-type: none"> • Small group Social Skills sessions • Supervised lunch and break times • Benson Bears • Family Learning • Learning Mentor social sessions • Lunchtime Nurture Club • Breakfast Club. 	<ul style="list-style-type: none"> • Referrals to partner agencies (see Page 11) • External support groups • Individual Speech and Language sessions • 1:1 supervision at lunch and break times • 1:1 supervision for extra-curricular activities and trips • Use of Social Stories • 1:1 sessions with the Communication Champion
<p>6. The physical environment.</p> <ul style="list-style-type: none"> • Accessibility • Safety • Positive learning environment. 	<ul style="list-style-type: none"> • Structured rules for moving around the buildings • Risk assessments • Interactive displays in classrooms and corridors 	<ul style="list-style-type: none"> • Equality and Diversity policy • Management of medical needs <ul style="list-style-type: none"> - Epilepsy - Diabetes - Allergies - Asthma 	<ul style="list-style-type: none"> • Disabled Access Policy • Specialist mobility equipment as required • Liaison with external professionals • Allergy and Medical list accessible to all staff.

	<ul style="list-style-type: none"> • Anti-bullying policy • First Aid team • Outside areas including quiet areas, fields and play equipment. 	<ul style="list-style-type: none"> • Liaison with Medical professionals • Sensory room. 	<ul style="list-style-type: none"> • Care plans written with medical specialists • Disabled toilet facilities.
7. Transition from year to year and setting to setting.	<ul style="list-style-type: none"> • Transition visits to nurseries by reception teachers and SENCo • Taster afternoons for new Reception intake which include time for parents/carers to meet over coffee • Class swaps for all children in July to meet their new teacher • Teachers' handover sessions to discuss all children • Year 6 SPLAT days 	<ul style="list-style-type: none"> • Year 6 transition project for groups of children who need extra transitional support • Enhanced transition for vulnerable children at Penair. 	<ul style="list-style-type: none"> • SENCo to visit individual children at nursery and arrange transition meetings with relevant professionals • Secondary school SENCo to attend Year 6 SEN Reviews • Transition meeting for SEN children with teachers and parents • Liaison with previous setting if children join our school • Liaison with new setting if children move to

	<p>for transition to secondary school</p> <ul style="list-style-type: none"> • Year 6 teachers and secondary school colleagues meet to discuss potential tutor groups and individual needs 		<p>another school.</p>
<p>8. Engagement with families</p>	<ul style="list-style-type: none"> • The school works in partnership with parents and carers. Their views and opinions are listened to and valued. • Weekly newsletters • School website • Texting service • Reading Record Book with space for teacher and parent comments 	<ul style="list-style-type: none"> • Family Learning weekly • Volunteer parental help within school 	<ul style="list-style-type: none"> • Parents /carers attend and contribute to termly SEN Support meetings (as part of the assess, plan, do, review cycle) • Parents/carers attend and contribute to the Team Around the Child (TAC) process. • Annual SEN Review meetings with parents

	<ul style="list-style-type: none"> • Parent/Teacher interviews • Open door policy • Twice yearly reports to parents/carers • Class assemblies • Termly SEN café with informal discussions and guest speakers 		<ul style="list-style-type: none"> • Meetings with SENCo and Learning Mentor on request. • Termly SEN Support meetings involving the child, parents/carers, SENCo and class teacher.
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Terminology

On Alert: Children who have been identified by their class teacher as beginning to work below age related expectations will be added to an On Alert list. These children will be monitored by the class teacher and will not be formally placed on the school's Record of Need.

SEN Support: Children who have been assessed to need some extra support in school *above and beyond* what is normally provided, will be registered on our school Record of Need.

EHCP (Education, Health and Care Plan)

Some of the services and organisations that we work with regularly (We will access other services if we feel they may be able to provide more appropriate support):

Organisation	What they do in brief	Contact details
Educational Psychologists	Assess and observe children and assist schools in meeting the needs of children on the SEN register for whom our school support and provision needs further input.	Referral through SENDCo to Katy Neve unless for Statutory Assessment. 01872 323038 There is a telephone advice line (01872 322888) that is open on Wednesdays between 2:00 and 5:00 pm. School Educational Psychologist : Roosje Rautenbach
Social & Emotional Behaviour Support Service Advisors	Observe children, talk to teachers, teaching assistants and parents and provide strategies to improve children's behaviour.	Referral through SENCo to the Social & Emotional Behavioural Support Service. 01208 72737 School Behaviour Support Advisor: Penny Hermes The EYFS Behaviour Project: Sara Pike
Dyslexia Advisors	Assess children who are at risk of Dyslexia and assist the school and family in developing strategies to help their progress.	Referral through SENCo School Dyslexia Advisor: Jo Davidson dyslexia@cornwall.gov.uk
Vision Support	Work with children in school and provide equipment and advice on improving the quality of their education. (All Reception pupils have a vision screening test).	Referral through health visitors/ school nurse/GP or SENCo Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 01872323453

Hearing Support	Work with children in school and provide equipment and advice on improving the quality of their education. (All year one pupils have a hearing test).	Referral through health visitors/ school nurse/GP or SENCo Sensory Support Service Sedgemoor Centre, Priory Road, St Austell PL25 5AB 0172661004
Physical Disability Support	Assist school in accessing equipment and developing strategies to improve access to all areas of school life.	Referral through SENCo ICT support: A Bunning abunning@cornwall.gov.uk
Autism Advisors	Assess and observe children and assist schools in meeting the needs of children with Autism.	Referral only possible if a child has a diagnosis, through SENCo School Autism Advisor: Sarah Foden 0300 1234101
Social Care	Children or families can be referred to social care who can offer practical support at home.	Family Information Service Cornwall Council 39 Penwinnick Road St Austell Cornwall PL25 5DR Tel: 0800 587 8191 / 01872 323 535 Email: fis@cornwall.gov.uk
CAMHS	Assess children who have an emotional or mental health need. Liaise with the school and families as to how to best assist these children and families.	Referral through GP, Family Support Worker/Parent Support Advisor or SENCo childrens.services@cornwall.nhs.uk Care Management Centre Truro Health Park Infirmary Hill Truro TR12JA 01872 221400
Speech and Language Therapists	Assess children to determine their speech and language difficulties. Provide school with targets and strategies for these children.	Referral through health visitors/ school nurse/GP or SENCo to Ella Walsworth-Bell

Occupational Therapists	Observe and work with children in school to assess their needs in terms of physical development and sensory needs.	Referral through GP, Paediatrician, SENCo
Physiotherapists	Observe and work with children in school to assess their needs in terms of physical development.	Referral through GP, Paediatrician, SENCo
SENDiASS	Information, advice and support for any child or young person and their parents/carers and families age 0-25 with a special educational need or disability.	01736 751921
School Nurse Team	Support given to children and families with health related issues.	01872 221704 Referral through the Early Help Hub: 01872 322277
SEN Assessment and Provision Team	Responsible for carrying out Statutory Assessments and maintaining Statements/EHCPs for children with special educational needs.	01872 322417 3 rd Floor, West Wing (W3), New County Hall, Truro TR1 3AY
Early Help Hub	Children's community health and social care services.	01872 322277 www.cornwall.gov.uk/earlyhelphub

For contact details and information about other organisations follow the link on the Family Information Service website to Cornwall's Local Offer: www.cornwallfisdirectory.org.uk



Answers to Frequently asked Questions

1. How does your school know if children need extra help and what should I do if I think my child may have special educational needs?

Regular assessment and discussions between teachers and the SENCos enable ongoing monitoring of whether a child has a specific, individual special educational need.

If you are concerned about any aspect of your child's learning or development please talk to your child's class teacher or one of our SENCos.

Working collaboratively as a staff team and with parents/carers ensures the very best outcomes for your child.

2. Who is responsible for the progress and success of my child in school?

The class teacher is responsible for the progress of all the children in their class. They are supported by the Senior Management of the school and the SENCos. If children are SEN support on the school's Record of Need, there will be termly meetings to discuss their progress and the best way to accelerate their progress and success.

3. How will I know how my child is doing and how will you help me to support my child's learning?

Regular parent/teacher interviews will inform you about your child's progress. You are welcome to discuss concerns at any other time either with your child's class teacher or

the SENCos. All children on our school Record of Need will have an additional meeting once a term to discuss targets and progress.

4. What SEND training have the staff at school had or are having?

All staff are given regular opportunities for professional development both in school and on external courses.

This training includes Autism Awareness, De-escalation, Precision teaching, Implementing the new SEN reforms and Better Reading Partnership.

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

All children are encouraged and supported so that they can participate in clubs and on school trips. Individual risk assessments are carried out for children with additional needs and the appropriate support is provided.

6. Who can I contact for further information?

We have an open door policy and you are welcome to talk to any member of staff about concerns or queries. If it is specifically regarding SEN, please come and talk to the SENCos.

7. How is your school offer reviewed?

The school offer is a working document as we are constantly reviewing our support and interventions.

