

At Benjamin Adlard we are committed to supporting all learners to achieve their very best. Please See details below for how we support children with Special Educational Needs.

Our SENDCo is Mrs Debbie Glover. She helps to ensure SEND provision at the school is strong. DGlover@benjaminadlard.anthemtrust.uk

At Benjamin Adlard Primary School we always aim to make a difference for everyone in our school family regardless of ethnicity, background, needs or disabilities. This information has been co-produced with parents and carers and has taken into consideration the views of the children in the school. As such we have aimed to answer some common questions raised. Please read the information below to find out answers to these common questions around SEND:

1 What should I do if I think my child has special educational needs?

1. Initially speak to the class teacher. The class teacher is the person working with your child day to day and is always happy to speak to you about any aspect of school life. Check out our school website for staff information.
2. Make an appointment to speak to the Special Educational Needs and Disabilities Coordinator (SENDCo Mrs Debbie Glover)

2 How will the school respond to my concern?

1. Listen.
2. Information will be shared with the SENDCo.
3. An observation, further assessment or meeting may be arranged with the SENDCo to discuss concerns and support.
4. If your child has additional needs that require support or intervention that is "additional to or different from" other pupils they will be placed on our SEND register and you will be invited to be part of a meeting to set up an Individual Profile (IP) for your child.
5. Please also see the SEND policy.

3 How will the school decide if my child needs extra support?

1. On-going class assessments and observations.
2. An analysis of formal data collected termly.
3. Teacher and SENCo discussions.
4. Please also see the SEND policy.

We will use a cycle of assess, plan, do and review. Once children have been identified and the needs have been assessed staff will plan the support which will be delivered and then reviewed at least three times per year.

A diagnosis does not necessarily automatically mean that a child will be placed on the SEND register.

School also uses Passports where the members of staff in contact with pupils need to be aware of certain conditions or needs, or where some “reasonable adjustments” can be made to support needs, reduce risk or anxiety.

If your child does not have a diagnosis but is experiencing difficulties then appropriate support will be planned to meet the needs of the individual child.

We will never make assumptions about children based on a diagnosis and we do not base support solely on a diagnosis, all provision is based on individual needs and learning styles.

4 What will the school do to support my child?

1. If appropriate the class teacher will set up a SEND individual profile (IP). This will highlight areas of need for the child under the headings of; Communication and Interaction, Cognition and Learning, Social Emotional and Mental health, Sensory and Physical. It will also show ‘What is going well?’, ‘What we are concerned about?’ and ‘Next Steps’. As a result of this discussion, we can set realistic short term targets to address the areas of concern.
2. Interventions may include small group work, individual support programmes, use of visual supports, individual work stations, use of extra resources, play time or nurture support groups.
3. Please also see the SEND Policy.

5 Who will support my child in school?

1. It is the responsibility of all class teachers to plan for all children in the class including those with SEND and the first step in our graduated response to SEND will always be quality first teaching and differentiated learning opportunities within the classroom.
2. Intervention groups and individual support may be led by a teacher or a teaching assistant or another professional.
3. Please see the list below of qualifications or certificates held by staff in school relating to SEND support.

The graduated approach means that children will first be supported through quality first teaching in the classroom. The SENDCo may become involved to offer advice and support where children’s needs cannot be met solely through this approach.

Where children have more significant needs that require specialist support, external agencies may be called upon. The support of external agencies can involve specialist assessments, specialist supported sessions, group work and/or individual support. Other support offered by external agencies provides staff and parents with specialist advice to implement with children in school and/or at home so that staff and parents develop the skills and expertise to support children’s individual needs in the long term.

6 What training and experience do staff have for the additional support my child needs?

- **National SENCo Award:** The National SENCo Award is a masters level course that is statutory for all SENDCos appointed newly to the role since September 2008.

- **Literacy Specialist for DfE English Hubs.** Providing support to other schools in the County. Children who are not on track with the pace of the school's phonics programme, are identified very quickly and provided with consistent extra daily support ensuring that they catch up as quickly as possible.
- **Senior Leader in Education.** Providing support for other schools in the County.
- **ELKLAN.** School has two fully trained members of staff who can support children and staff to develop speech, language and communication difficulties. They also have an understanding of speech sound development.
- **Precision teaching:** Precision teaching involves working with a child individually for a short time (15-20 minutes) It is used to address a very specific gap in a child's knowledge using repetition; the same teaching takes place every day and progress is measured and tracked.
- **Colourful semantics:** Colourful semantics is used to teach the possible structure of sentences by using colour coded words or phrases for each word class. (who/what doing/where)
- **Phonics catch-up:** This is daily one to one teaching of a new sound whilst practising already known sounds. Once phonic sounds are secure within a phase then children move on to blending words and then reading sentences using the words they can decode.
- **Language for Thinking:** This is a small group programme for pupils who find verbal reasoning, language skills, and the spoken and written language difficult.
- **Power of One/Two:** This is a daily one to one maths programme which revisits the basic number learning aspects and secures confidence.
- **Third Space Maths:** This is an online maths resource where concepts are introduced in an easy, often pictorial way with opportunities to practice, apply and assess each new concept.
- **Auditory Memory Skills:** A programme to develop these skills; Auditory memory involves being able to take in the information presented orally, to process that information, store it in your mind and then recall the information when you need to. Basically, it involves the skills of attending, listening, processing, storing and recalling.
- **Time to Talk:** This is a small group or one-to-one session that develops oral language skills for children aged 4-6 years old.
- **ELKLAN:** Elklan training has enabled staff to be more effective in their support of children with speech, language and communication needs.
- **NELI:** The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.
- **WELCOMM:** This is a programme that is delivered one-to-one following an assessment that identifies the next steps in language development.
- **Makaton:** Makaton is a language programme using signs and symbols to help people to communicate. It is designed to support spoken language and the signs and symbols are used with speech, in spoken word order.
- **Forest School:** This offers group support to build resilience, relationships, risk taking and give responsibility in an outdoor learning environment.
- **Bereavement counselling:** These sessions are used when required to give a child a chance to think and talk about their feelings and share their worries.

- **Voice of Child:** These are one-to-one bespoke sessions to support a child's ability to express themselves and share feelings.
- **Protective Behaviours:** This is a one-to-one or small group programme exploring how children keep themselves safe.
- **Fun Friends:** A small group programme to help guide the social and emotional development of children.
- **Lego Therapy:** A small group programme to develop communication and social skills.

In addition, where needed, we work closely with various outside agencies to provide specific support for individual children.

7 Who else might be involved in supporting my child?

- Teaching assistants (see staff list on website)
- Family Support Worker
- Forest School teacher
- Behaviour support specialist
- Speech and language therapist
- Occupational therapist
- Physiotherapist
- Educational Psychologist
- Specialist teacher
- The Working Together Team: an outreach team for pupils with social communication needs.
- Sensory Education Support Team.
- Trained Counsellor
- Mental Health Support Worker

If your child is being supported in additional ways this will be shared with you at the IP review.

8 What support will be there for my child's emotional and social well-being?

1. All staff in school are fully committed in supporting emotional wellbeing and adopt a "nurturing approach." Sometimes a more focussed and specific support is required.
2. School have a Family Support Worker who supports children and families at different levels. She is able to signpost families to access additional support.
3. School have a Forest School where all children have an opportunity to engage in "Wild Play" and work towards obtaining a "Wild Passport". Forest School can also be accessed by small groups.
4. Teaching assistants and teachers run Lunchtime clubs for children who find unstructured times difficult for a variety of reasons.
5. Teaching assistants use "meet and greet" with scaling to support anxious children entering school.
6. School engage weekly with a behaviour support specialist who can offer expertise in pastoral support as well as support for emotional and mental well-being.
7. School use a "Mentoring Scheme" where local members of the community can meet with pupils to share interests and activities within school.

8. Children in school are encouraged to engage in various after school activities provided by staff in school
9. Children in school have opportunities to have “a voice” within groups such as School Council, Mini Police, Reading Warriors, Junior Buddies.

If required, an **Early Help Assessment** (EHA) could be offered. This is a way of gathering and sharing information about the strengths and needs of a child or young person so they can be supported to achieve their full potential. This could lead to support from:

- Early Help Worker
- IYAPT Worker (Improving Access to Psychological Therapies)
- Social Worker
- Health Visitor
- CYP Nurse (Children and Young Person)
- EDAN (Ending Domestic Abuse Now)
- Salvation Army
- Positive Futures
- P3
- Citizens Advice
- Sleep Clinic

9 How will my child be involved in the process and be able to contribute their views?

1. Pupil questionnaires are carried out at least once per year.
2. Pupil interviews are conducted once per year regarding the support and intervention they receive.
3. Children with an EHCP are always included in their Annual Reviews.

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

- The curriculum is taught through whole school themes and class teachers differentiate work to match the needs of all children.
- Reasonable adjustments are made through Quality First Teaching to ensure every child has access to the curriculum and learning is moved on. This can include visual prompts, writing frames, seating positions, success trackers.

11 What opportunities will there be for me to discuss my child's attainment and achievement? How will I know how well my child is progressing?

- SEND reviews take place three times per year and parents will be invited to attend. Copies of reviewed IPs and new IPs written are given to parents.
- Parent's evenings takes place 3 times per year.
- School has various “open share sessions” where parents are invited in.
- A written report is produced each year.

If at any time you become concerned about the progress your child is making please do not hesitate to contact the class teacher or the school SENDCo who will be happy to discuss this with you.

12 How does the school know how well my child is doing?

- Assessments are continual within day-to-day teaching.
- Attainment and progress are formally recorded 3 times per year.
- Specialist assessments may be requested from outside agencies.
- IP targets are reviewed 3 times per year as a minimum.

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

- School will endeavour to ensure that all children have equal access to extra-curricular clubs and activities.
- If concerns exist, a risk assessment will be carried out to ensure everyone remains safe. This would be shared with parents.

If at any time you are concerned about your child's inclusion in extra-curricular activities or school trips please in the first instance see the class teacher and then if appropriate arrange a discussion with the school SENDCo or Head of School.

14 How accessible is the school environment? How accessible is the curriculum?

The curriculum is taught in themes and is adapted as appropriate and in line with the SEND Code of Practice guidance.

We recognise the benefits of having a diverse School Community, with individuals who value one another, and the different contributions everyone can make. We are committed to being an equal opportunities education provider and employer and are committed to equality of opportunity for all members of the School Community. Students will be taught these values and to respect others. In the provision of equal opportunities, we recognise and accept our responsibilities under the law and oppose discrimination on the basis of:

disability

gender reassignment

pregnancy and maternity

race

religion or belief (including lack of religion or belief)

gender

sexual orientation and (in the case of adult members of the School Community)

marital or civil partnership status; and age.

[See Accessibility Plan.](#)

15 How will the school prepare and support my child to join the school and to transfer to a new setting?

- Transition for children with SEND will always be carefully planned and transition plans will be put in place. These are usually a part of the IP targets if transition is known in advance.
- Transition at the end of Year 6 involves visits to the next school, a meeting with our SENCo, Year 6 teacher and the new school SENDco to share information. Parents are also invited to attend this meeting.

16 How can I be involved in supporting my child?

- By attending the Individual Profile review you will be involved in setting your child's targets and how this can be achieved at home and at school will be noted. You will receive a copy of this information.
- Homework for each class is placed on the website each term.
- School does arrange for outside agencies to offer Parent support. Eg. SUMO (Stop Understand and Move On) course, LPCF (The Lincolnshire Parent Carer Forum), PAACT (Parents and Autistic Children Together).

The Family Support worker and SENDCo are able to signpost parents/carers and families to appropriate support outside of school if required.

17 How can I access support for myself and my family?

1. The SENDCo and Family Support Worker work closely together to ensure that appropriate networks of support are available to children and their families whatever the circumstances.
2. Appointments can be made to meet with the SENDCo and/or Family Support Worker as needed and a multi-agency approach can be planned with families according to individual needs.

18 Who can I contact for further information?

- Class teacher
- SENDCo - Mrs Debbie Glover
- Family Support Worker/DSL – Mrs Jo Richardson
- Headteacher– Mr Luke Lovelidge