

SEND Information Report

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From the SENDCo

At St. Benedict's, we aim to ensure that all children are able to access the curriculum and make the maximum progress they are capable of achieving whatever their area or level of need.

We are an inclusive school that identifies and celebrates the strengths and achievements of all pupils including those with disabilities. Pupils with disabilities are fully included in their class, with reasonable steps taken to ensure they can physically, socially and emotionally access all areas of the curriculum and are seen as a valued member of their class by both their teachers and peers.

We work closely with parents and pupils to ensure they receive the support they need and we follow a child centred approach; for example, we hold Pupil Perception interviews where children with SEND are asked how they feel about the help that is given to them and what helps them best with their learning. We also involve them as much as possible with their education using the One Page Profile, ensuring their voice is heard and listened to. The One Page Profile is a document about how best to support the student and is shared with all relevant staff

More detailed information about the identification, assessment and interventions for SEND support, as well as how this is reviewed can be found in our SEND Policy which is on the website. Arrangements for the admission of disabled children are also detailed in the SEND section of the website under Accessibility.

What we offer at St Benedict's

All staff are front line professionals and provide High Quality Teaching, this means that all teachers provide for children with SEND at a whole class level in the first instance. Teachers differentiate their lesson objectives, resources, class activities and questioning. All teaching staff have regular training sessions provided by the SENDCo and specialist outside agencies. Some staff are specially trained in certain areas and interventions, for example, Lego Therapy, Dyslexia and ELSA.

How we ensure that children who need extra support are identified early

A child has a Special Educational Need if he or she has a learning difficulty or disability that means he or she has a significantly greater difficulty in learning than the majority of others of the same age, or has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. Students are identified as having special educational needs through a variety of ways, for example:

- Pupil performing below age expected levels
- Concerns raised by parent
- Concerns raised by subject teacher, Head of Year or Head of Department
- Consultations between form tutors, the SENDCo and SLT where progress data is discussed
- Liaison with external agencies e.g. Speech and Language Therapy Service
- Health diagnosis through a paediatrician
- Liaison with previous school or setting, if applicable

If a concern is raised regarding a child, a range of evidence will be collected through assessment and monitoring, including the following:

- A range of standardised tests
- Summative assessments in school
- Catch Up literacy and numeracy assessments
- Ongoing class observation
- Assessment for Learning

Some children will require further support and intervention and following the Assess, Plan, Do, Review cycle. Teachers work with the SENDco and SEND department to establish what extra support and provision is needed to meet the needs of some students.

What should a Parent / Carer do if they think their child may have special educational needs?

Talk to us. In the first instance contact your child's form tutor. The tutor may make the decision to involve the Special Educational Needs Co-ordinator (SENDCo) for further advice or information. If required, you may contact the SENDco directly yourself by making an appointment through the school Reception office.

Who will explain my child's needs and progress to me?

The form tutor and subject teachers will provide information based on summative assessments and attitude to learning marks throughout the school year.

The SENDco or Deputy SENDco will arrange to meet or contact parents when deemed necessary to discuss issues relating specifically to the student's special educational needs or disability.

How will school support my child?

- The SENDco oversees and monitors the progress of any child requiring additional help across the school
- The form tutor and / or subject teacher will oversee, plan and work with each child with special educational needs or disabilities in their class to ensure that progress
- The subject teacher and support staff will use an in-house tracking system to record the extra support your child is receiving as part of an intervention cycle and evaluate the impact of any interventions
- Students who are on the SEND register are given a One Page Profile which includes some specific targets / outcomes to ensure specific progress
- The school follows the Graduated Response process:
 - Assess, Plan, Do Review, working through 'Wave 1', 'Wave 2' and 'Wave 3'

Who will support my child?

- The subject teacher will be responsible for ensuring that your child makes progress in every area

- The SENDco will monitor progress and co-ordinate provision of additional support from external agencies
- Learning Support Assistants (LSAs) work in some classes and departments to offer additional support to groups and individuals as directed by the subject teacher or SENDco. Some of the LSAs in school specialise in a specific area and these staff may work with the pupil directly to try and meet their individual learning needs

All children receiving Special Educational Needs Support will, if necessary, have access to the following:

Social and Emotional and Mental Health Need:

A One Page Profile with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Individual rules and reward systems
- Individual behaviour and/ or Pastoral Plan
- Social Stories interventions
- Circle of friends programme
- Lego Club with trained Lego Club leaders
- Additional arrangements for transition
- Access to PMHW/CAMHS/Health/Social Services/ SES
- 1:1 support from the school Pastoral Leaders
- 'Draw on your emotions' programme with an LSA
- ELSA support from two qualified ELSA coordinators
- Drawing and Talking Therapy with the SENDco
- Assessment using The Boxall Profile and subsequent appropriate interventions, e.g. self esteem work

Communication and Interaction:

A One Page Profile with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Access to speech and language therapy support from the NHS and Local Authority
- Social stories
- Visual time-tables
- Feelings and worries box/book of happy thoughts / sentence starters
- Socially Speaking intervention
- Circle of friends
- Buddy scheme

- ICT support
- Additional arrangements for transition
- PECS (picture exchange communication system)
- Roger Pen use and hearing loops in school
- Well-being dog and therapy guinea pigs

Sensory and Physical:

A One Page Profile with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- Provision of specialist furniture / equipment as advised by the Occupational Therapist: Easy Breezy Chairs; support cushions; walking frames; sloped writing desks; non-slip steps; multiple pencil grip aids and easy grip pens; pencils and scissors; stress chewy bands; stress balls;
- Sensory boxes
- The school building is accessible to all students with wheel chair access and separate disabled toilet facilities
- Referrals (when considered appropriate) to Physiotherapist / Occupational Therapist/ Other Health Professionals / SES
- Brain gym/Hand Gym / fine motor skills intervention
- Smart Moves intervention
- Lego Club and learning through Lego story starter sets
- Individual ICT to support access to curriculum as appropriate and supported by health professionals
- Additional arrangements for transition
- Work stations when advised by professionals

Cognition and Learning:

A One Page Profile with targets / outcomes that addresses the student's specific area and level of need (this will be reviewed termly with the parents and the child if appropriate)

- Small group or one to one support at varying levels and for varying amounts of time in the day as appropriate
- In school diagnostic tests to further pinpoint the child's area and level of need: BPVS III, YARC, Boxall Profile, GL assessment (literacy), Sandwell Numeracy, CTOPP 2
- Referrals to outside professionals if appropriate: G.P / School Nurse / Speech Therapist / Physiotherapist / Occupational Health Therapists /CAMHS /SES
- Possible intervention activities may include: Phonics catch up; Sequencing and memory activities; handwriting support; reading and spelling games; one to one LSA; Springboard; Dancemat; Word Wasp; Toe by Toe; Plus 1; Power of 2; Numicon
- Literacy and numeracy interventions, e.g. Catch-up Literacy

- Precision Teaching / precision style teaching
- Comprehension support using a reciprocal reading approach
- Additional arrangements for transition

How are the school's resources allocated and matched to student's special educational needs?

We ensure that all students with special educational needs are provided for to the best of the school's ability with the funds available. The budget is allocated on a needs basis to ensure that each student receives the support the school feels they require to enable them to make progress.

The Senior Leadership Team is responsible for allocating funding for supporting pupils and they consult with the school Business Manager, SENDco and subject teachers so that the best use possible is made of the funds available. The school is committed to offering appropriate support to all students and if a pupil needs additional support we strive to provide this.

How do we evaluate the effectiveness of the provision?

The form tutor, subject teacher and SEND department make constant, ongoing formative and summative assessments of the students throughout the day and their specific intervention. In consultation with the SENDco, if an intervention is proving effective and having a positive impact it is continued, if the provision is not meeting the needs of the student, then further investigations and other interventions are considered and if applicable, implemented.

We celebrate our effective provision with the students and share their progress with them.

Working with Parents / Carers

Working with parents / carers is important to us at St Benedict's. We understand that parents know their children best, hence parent partnership is beneficial to children, parents and teaching staff!

We hold Parent Consultations, where the subject teachers will explain a student's progress and what extra support or differentiation is being given.

Further appointments can be made with the SENDco or Deputy SENDco via the school office.

Transition

Transition is a time of change and we put into place special programmes to support some pupil's individual needs. Programmes are not just for moving to a new setting but are also undertaken for the transition to the next key stage or even a new class. Pupil passports, photo albums, outside visits to further education colleges and transition books are all ways that we use to support students in times of transition. Transition into the school for pupils with SEND can be supported with a graduated approach beginning with a visit to school. When moving to a new school or moving up to 16+ education, vulnerable children are provided with additional support and receive a longer transition period and programme.

How will my child be supported in preparing for adult life?

At St Benedict's, Life skills are developed through the PHSE curriculum for all students. We have Independent Advice and Guidance regarding careers education which is offered to all students. A specialist careers advisor supports the most vulnerable students. The school works closely with the Suffolk early help team to support post 16 transitions.

Looked after children

The SENDco, Head of Year and LAC lead, Mrs Kryz Berry, hold professional meetings to ensure pupils who are looked after by the local authority and have additional needs are supported to the best of our ability. Mrs Berry works closely with sending and receiving schools as well as the local authority's virtual school. Termly meetings are held to detail any additional support and its effectiveness.

How will my child be included in activities outside the classroom including day and residential trips?

We aim for all students to be included on school day trips and residential stays. We will provide the necessary adaptations, having consulted with you, to ensure that this is successful. A risk assessment is carried out prior to any off-site activity to ensure everyone's health & safety will not be compromised.

How does the school manage the administration of medicines and personal care?

- We have a policy regarding the administration and management of medicines on the school site
- Parents need to inform the school in writing if medication is recommended by Health Professionals to be taken during the school day
- The school's administrative staff administer medicines. If a child requires medication in school, this will be administered by one member of staff and witnessed by a second. A record is kept and signed by both members of staff
- Staff have regular training regarding conditions and medication affecting individual students so that trained staff can manage medical situations if the need arises.

Where can Parents / Carers go for help?

SENDIASS

The SENDIASS service is for parents, carers and children and young people (aged up to 25)

- Email: sendiass@suffolk.gov.uk
- Helpline phone: 01473 265210 (9-5, Mon-Fri)
- General enquiries phone: 01473 264702 (9-5, Mon-Fri)

Here are some web sites that may be helpful for parents

- Suffolk County Council www.suffolk.gov.uk
- British Dyslexia Association www.bdadyslexia.org.uk
- National Autistic Society www.autism.org.uk
- British Deaf Association www.bda.org.uk
- Disability Alliance www.help4me.info
- Disability Living Fund www.dlf.org.uk
- Down Syndrome Association www.downs-syndrome.org.uk
- Citizens Advice Bureau www.adviceguide.org.uk
- Epilepsy www.epilepsysociety.org.uk
- Access Unlimited in Suffolk www.access-unlimited.co.uk
- Children's communication charity www.ican.org.uk



Behaviour & Learning Policy

Owned by: C Bergin (Director of Inclusion)

Reviewed: September 2021

Date for Review: September 2022