



Bentley St Paul's Church of England Primary School 'Special Educational Needs and Disabilities information.'

“Growing together in faith, love and trust, we will succeed.”

Our Mission statement:

At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

At Bentley St. Paul's:

We strive to create and maintain a happy, caring community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community.

We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender and abilities including those with Special Educational Needs and/or Disabilities (SEND).

What Bentley St. Paul's can offer children with SEND:

At Bentley St. Paul's we aim to promote positive learning for our children with Special Educational needs through:

- Ensuring they feel a valued part of the school community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to suit their needs
- Promoting independence and resilience as a learner, without over reliance on adult support
- Identifying and addressing needs as quickly as possible
- Communicating their needs appropriately throughout the school
- Providing additional training for relevant staff to support and teach children with SEND

- Encouraging parents/guardians to maintain close links with the school to help support their child throughout their learning and development – for example, through attending meetings, Parent-Teacher Consultation appointments, and following up on recommendations made with input at home.
- Making effective use of all support services available to us wherever possible.
- The provision of a special educational needs co-ordinator (SENco) who together with the head teacher looks after and oversees the provision for children with SEND.

<p>The SEND Policy.</p> <p><i>Please note that due to the recent issue of the new 'SEND Code of Practice,' issued by the government, our current policy is under review and development and will be available later this term.</i></p>	<p>The SEND Policy and other relevant policies are available from the school website – paper copies can be made available by enquiring at the School office.</p> <p>The SEN policy is up-dated annually in accordance with the latest 'Code of Practice,' relevant government 'Acts,' and policies from Essex Education Authority.</p> <p>Please see the SEND policy for information about the following:</p> <ul style="list-style-type: none"> • Identifying SEND for children without a 'Statement' or 'Educational Health and Care Plan' (EHCP). • The procedure for Statutory Assessment by the local authority (which may lead to the provision of an EHCP). • The budgeting arrangements for children with SEND
<p>The local authority (LA) and SEND.</p>	<p>Bentley St Paul's local office for SEND is located at: 'Ely House' Churchill Avenue Basildon SS14 2BQ Phone : 01268 632277</p> <p>The local authority publishes a list of services and other information regarding the support that is available to children with Special Educational Needs and Disabilities and their families in the local area. This includes information about:</p> <p>Equipment and resources, employment and training, entertainment and leisure, transport, housing, social care and family support and money matters.</p> <p>The publication is titled, 'The Local Offer.' It can be downloaded from the Essex website: www.essexlocaloffer.org.uk (Paper</p>

	<p>copies are also available in school from the SENco). Parents can contact advisors about available services by email: essex.localoffer@essex.gov.uk by phone: 0845 603 2200 or by post: Essex County Council, Essex Local Offer, E2, County Hall, Chelmsford, Essex CM1 1QH.</p>
<p>Contact details of the SENCO.</p>	<p>SENco – Mrs Gail Manterfield Works 3 ½ days per week. She is contactable by phone through the school office. Mrs Manterfield is a respected long standing member of the teaching staff and has been SENco at Bentley St Paul’s for over twenty years. She has taught children across all year groups including the reception class and has broad experience, training and knowledge of children with many different types of SEND. Mrs Manterfield regularly meets with senior leadership team, teachers, parents, pupils, governors, SENco’s from other schools and other professionals. She manages a team of learning support assistants and identifies and delivers training in school or arranges outside training, to a range of staff. Mrs Manterfield monitors the quality and impact of teaching strategies and interventions used to support children. With the head teacher and finance officer, she is responsible for managing the SEND budget and, with the head teacher and Governors, determining the strategic development of the SEND policy and provision.</p>
<p>Present staff experience of SEND.</p>	<p>Our present learning support assistants have experience and/or training managing the needs of: Downs syndrome; Autistic Spectrum Disorder (ASD); Global delay; Speech and language difficulties; Verbal and motor Dyspraxia; Dyslexia and Emotional/Social/Behavioural Difficulties (ESBD). Our staff are encouraged to attend ‘Continued Professional Development’ (CPD) courses and kept up- dated with ‘in house’ training for various SEND each term by the SENco.</p> <p>Bentley is also part of the ‘Brentwood Collaborative Partnership,’ which shares teaching expertise between our schools. If a child has difficulties that our staff have not previously encountered or have little experience of, consultation with other colleagues who have specific areas of knowledge are available in an advisory capacity. Bentley staff are also contributors within this arrangement which cover the following range of specific areas: ADHD Albinism Autistic Spectrum Disorder Behaviour difficulties Bereavement Counselling</p>

	<p>Cerebral Palsy/manual handling Counselling Diabetes Down syndrome Dyslexia Dyspraxia-oral Dyspraxia/Motor control programmes/Gym Trail and BEAM EAL (English as an additional language) Epilepsy Hearing impairment- BSL Translation Learning difficulties Makaton signing Mentoring (learning) Pastoral Care Physical impairment Selective Mutism Sensory difficulties Social and emotional difficulties Speech and language – narrative therapy Tuberous Sclerosis</p>
<p>Children joining Bentley St Pauls with SEND.</p>	<p>Parents of children with SEND who have a place at Bentley St Paul's or who may be considering choosing, are invited to meet with the head teacher and SENco to discuss their child's individual needs and the available provision. If the decision is made to take up a place at Bentley, the SENco will make arrangements to visit the child's present school or pre-school (as appropriate), to enable the best possible transition.</p>
<p>The arrangements for consulting parents of pupils with SEND.</p>	<p>At Bentley we appreciate and encourage support from parents in their child's education and firmly believe that home and school should work in partnership. We have an 'open door' approach where parents are encouraged to maintain close communication links with the class teacher and SENCO, LSAs and Head Teacher. We welcome the involvement of parents supporting at home, in class and with specific events or trips.</p> <p>Whole school Parent/Teacher consultations which take place mid-way in the Autumn and Spring terms, (with a written school report following in the summer term). Parents have the opportunity to speak with the SENco on these occasions and also to make separate appointments for more lengthy discussion if required.</p> <p>For those children who have a Statement or an Educational, Health and Care Plan, an additional 'annual review' meeting takes place close to the anniversary of the issue of the statement or</p>

	<p>EHCP. All professionals working with the child and their parents are invited to the meeting or to submit reports. At meeting, co-ordinated by the SENco, all parties discuss the progress children have made over the year evidenced through data, children’s work and observation. Targets are set for the following year with reference to progress and the longer term objectives set out in the child’s statement or EHCP.</p>
<p>Information on the kinds of SEND provision made in school.</p>	<p>All staff are informed of the principles of ‘quality first’ teaching and their responsibility for teaching all pupils in their class. Therefore teachers differentiate learning in lessons according to the needs of the children in their class. We believe in trying to meet pupils’ needs through this approach. However, where a child’s needs are different from and additional to their peers and /or they have a significantly greater difficulty in learning than the majority of others of the same age; or they have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools; a combination of the following strategies and interventions, may be used at any time according to their need, to support them:</p> <ul style="list-style-type: none"> • Through SENco advice for further adjustment of ‘quality first teaching’, teaching methods (including learning styles and multi-sensory approaches), work differentiation. • Group support for children with additional needs or difficulties in maths, literacy, social skills - with a learning support assistant or the SENco • Individual support for severe or complex difficulties with speech, language, dyslexia, dyscalculia, social/ emotional/ behavioural problems- with a learning support assistant or the SENco • Class based one to one support (for children with a statement or EHCP). • Outside professionals (occupational therapists, speech therapists, counsellors) may also work regularly with children in school.
<p>Planning, monitoring and reporting for children with SEND.</p>	<p>Planning: Planning of day to day activities is carried out by the class teacher with due regard to a child’s individual needs. Activities are therefore differentiated and/or supported in order for children with SEND to access the curriculum planned for the whole class.</p>

	<p>At the time of writing the government have just issued the new 'Code of Practice.' This requires schools to continue to make plans and hold reviews for children with statements and the new EHCPs.</p> <p>For SEND children without a statement or EHCP, schools are still expected to employ a 'graduated response' (i.e. where there is a continuum of need) and provide increased support or specialist expertise. Until recently this was documented in an 'Individual Education Plan' (IEP), and the level of support was designated as 'school action or 'action plus.' These terms are now discontinued and schools are required to design/develop a new format for individual planning. Our replacement document for IEPs is called 'A personal learning and support plan.' It will be put into practice during the Spring term and parents and children will be invited to contribute their views and/or comment on progress within the new format.</p> <p>Monitoring of progress: Monitoring progress of all children is done through both formal and informal assessment. The school uses a computer based programme called 'Target Tracker' to collect and analyse data. This is used to inform the relevant school staff and parents about pupil progress. The data is also used to inform staff about the effectiveness of interventions, future planning and next step targets. The SENco, specialist teachers and sometimes health professionals also observe and monitor children in their class lessons. Further differentiated planning may result from this.</p> <p>Reporting: As above under 'consultation with parents.' Reporting may also be to other professionals. This is <u>always</u> with the consent of parents in order to access appropriate support for their child.</p>
Other professionals.	<p>Parents may have the opportunity to meet face to face in school with a variety of professionals such as Specialist Teachers, Educational Psychologists, Speech and Language Teachers etc. who are involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed.</p> <p>The Head Teacher/SENCO are also able to access support through the local 'Extended schools Service,' the school nurse and Child and Adolescent Mental Health Service (CAMHS).</p> <p>Parents can contact the following services themselves:</p> <p>'Special Needs and Parents' (SNAP) www.snapcharity.org Telephone: 01277 211300</p>

	<p>Families Acting for Change in Essex (FACE) info@face-essex.org Telephone: 01245 608231 Families in Focus www.familiesinfocusessex.org.uk Telephone: 01245 353575 Parent partnership www.parentpartnership@essex.gov.uk Telephone: 01245 436036 Brentwood Learning Partnership Association Telephone: 01277 699431 The local GP surgery and Brentwood library also provide information for parents.</p>
<p>The Governing body and SEND.</p>	<p>The governing body has due regard to the SEND Code of Practice when carrying out duties toward all pupils with special educational needs. It is responsible for overseeing the implementation of the SEND policy and for the review of the policy each year.</p> <p>Governor for SEND: Mrs Jenny Walker</p> <p>Mrs Walker is the elected member of the governing body who has specific oversight of the school’s provision for pupils with special educational needs.</p> <p>She meets with the SENco and the head teacher to discuss matters pertaining to SEND at regular intervals or at other times when required. Together with the head teacher she ensures that all governors are aware of the school’s SEND provision, including the deployment of funding, equipment and personnel. The SENco also reports directly to the governing body when required to do so.</p> <p>Parents are also welcome to contact Mrs Walker on matters of SEND.</p>
<p>Accessibility and inclusion.</p>	<p>The school ‘Accessibility plan’ and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained.</p> <p>All our school polices are written with the intention that all children regardless of SEND can access all areas of the curriculum and school life. All reasonable adaptations to the school environment, provision of equipment or personnel are considered in the support of the child to ensure that this is possible.</p>
<p>School arrangements for supporting pupils with SEND transferring between stages of</p>	<p>Pre-school: The SENco visits the pre-school in the Spring or early in the Summer term before the child starts at the school. She liaises with the key worker or other relevant staff who know the child well and gathers information regarding other professionals</p>

education.

who may be involved with the child and with whom she may make contact with. The SENco observes and speaks informally to the child to start to build a relationship. A meeting with the child's parents is arranged after the visit to discuss the child's needs further and parents are given information on how their child's needs will be monitored and supported. Any information is discussed with the Early Years /foundation teacher who also visits the pre-school as part of the normal induction programme. All efforts are made to ensure that children with SEND have a happy and secure transition into the school. Extra visits (with a key worker or parent) can be arranged so that children become familiar with the building and the adults before they begin school. Once they have begun school, the SENco will contact the parents to check that they and their child are happy.

Secondary school: The SENco can offer support to parents in helping to make the best choices with their children when choosing a secondary school.

Once it is known which school they will attend the SENco liaises with each secondary SENco to plan the transition. The SENco of the secondary school is invited to the year six annual review of the child or will meet the child and SENco on another occasion at Bentley. The SENco or a learning support assistant will work with the child to ensure that they are prepared for the different systems used in their next school. All year six children are included in the 'Moving on' programme organised by the church.

Copies of essential paperwork are forwarded at the end of the summer term or earlier if required and where appropriate, a short report may be written by the SENco for children whose needs/difficulties are less severe.