

Benson School SEN Information Report

This report sets out information about the ways in which Benson C of E school meets the provision for children and young people with special educational needs (SEN).

About our school

Benson C of E Primary School provides for children and young people with a wide range of special educational needs including those with:



- **Communication and Interaction needs;**

This includes children who have speech language and communication difficulties including autistic spectrum conditions.

- **Cognition and Learning needs;**

This includes children who have learning difficulties and specific learning difficulties like dyslexia, dyspraxia and dyscalculia.

- **Social, Emotional and Mental Health needs;**

This includes children who may have behaviour difficulties relating to emotional conditions such as anxiety or depression,

- **Sensory and/or Physical needs;**

This includes children who have visual or hearing needs, or a physical disability that affects their learning

As a school with a strong Christian ethos, we acknowledge and celebrate the fact that each child is unique and is a valued part of our school community.

About our SENCo

Our special educational needs co-ordinator (SENCo) is Mrs Catherine Boddy. She is a qualified teacher and SENCo with a Post Graduate Certificate in Advanced Educational Practice (Special Educational Needs) and holds the National SENCo Award. She works

closely with the Head teacher to oversee the provision and monitoring of children's learning and progress throughout the school and to support the families of those children with special educational needs.

The SENCo can be contacted by calling the school office:

Tel: 01491 202502

E mail: office.3181@benson.oxon.sch.uk

Our governor with responsibility for SEN is Sarah Lye.

Our SEN policy can be found on the School Website or is available from the School Office

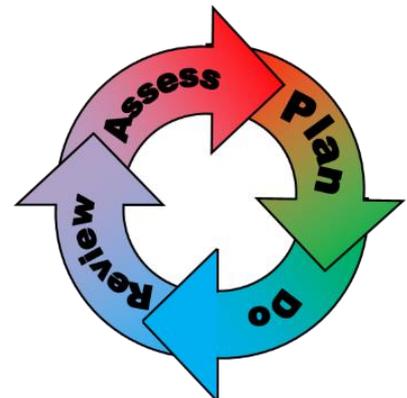
Our Equality Scheme and Accessibility Plan can be found on the School Website or is available from the School Office

How do we identify and give extra help to children and young people with SEN?

The school uses Oxfordshire County Council's guidance 'Identifying and Supporting Special Educational Needs in Oxfordshire schools and settings'.

The guidance sets out:

- How we identify if a child or young person has a special educational need.
- How we assess children and plan for their special educational needs, and how we adapt our teaching.
- Ways in which we can adapt our school environment to meet each child's needs.
- How we review progress and agree outcomes and involve you and your child in this process.

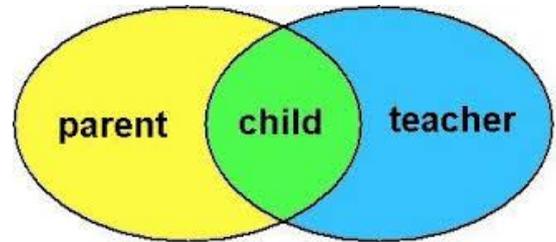


Click on the link here to read it:

[https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childrene
educationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationF
oundationYearsandPrimary.pdf](https://www.oxfordshire.gov.uk/cms/sites/default/files/folders/documents/childreneducationandfamilies/educationandlearning/specialeducationalneeds/SEND/CompilationFoundationYearsandPrimary.pdf)

How do we work with parents and children/young people?

The partnership between school and home is important to us at Benson School. We will always contact parents if we have a concern that a child or young person may have a special educational need and no child goes onto the school's Special Needs register without the full consent of the child's parents or guardian. We work closely with children with SEN and their families to agree outcomes and to plan how we will all work together towards these, and then to review progress.



This communication happens in a variety of ways:

- Each child has a Pupil Profile which outlines the interventions and /or strategies used to support the child's learning. This document is sent home at the beginning of term 1, 3 and 5.
- Pupil Profiles are reviewed at the end of terms 2, 4 and 6 and this review is communicated to parents on the Pupil Profile document. If a meeting is required this will be arranged by the class teacher and SENCO.
- Parents evenings are held twice a year (Terms 1 and 4)
- Parents are always able to speak to class teachers at the end of the school day regarding any concerns.
- Appointments can be made to see the SENCo by phoning the school office.



There are also opportunities for parents and children to contribute to our policies on SEN. This is often done through pupil interviews and/or pupil and parent questionnaires which are usually led by the SEN Governor.

Adapting the curriculum

We offer a broad and balanced curriculum for all children and young people including those with SEN. Please look at the school website for information on the broad and exciting curriculum the children enjoy. Teachers are responsible for the progress of all children and lessons are



well differentiated to ensure success and progress for everyone. Resources such as word banks, coloured overlays, writing frames and talking tins are used to increase confidence and enable children to become independent learners.

The school offers many intervention programmes which offer support in addition to the core curriculum to boost and support children's learning. These are usually delivered by a trained TA and are monitored by the SENCo. These interventions may support a particular aspect of learning such as reading and comprehension or numeracy but we also offer social/nurture groups to enable children to develop communication and social skills and increase their self-esteem.

Interventions we run include:

Talktime: a programme of small group sessions to develop speaking, listening and confidence in young children at school.

Looking and Thinking: a graduated programme to develop reasoning and inference skills which are vital for reading comprehension but without the pressure of reading a text at the same time. This is great for building the confidence of those who struggle with reading.

Reading and Thinking: a graduated programme which builds on the reasoning skills developed in Looking and Thinking. This time children read short passages of text and use deduction and inference skills to answer questions about a text.

Tailored numeracy workshops (Maths Mission): these sessions tend to focus on the core computation skills of addition, subtraction, multiplication and division but are also often linked to the core curriculum content taught in class by the teacher. These sessions give children an opportunity to consolidate and practise what they have been learning in class.

Project X Code: a reading intervention programme that embeds systematic synthetic phonics within a highly motivational series of books. Children will consolidate phonic knowledge whilst building key reading and comprehension skills.

Read, Write, Inc : a phonics based reading intervention with a focus on developing accurate decoding and fluency in reading.

Friendship Formula/Socially speaking: a programme that encourages children to understand and respond to the feelings of others in a group and develops a sense of team and gives them an opportunity to practise good social skills.

Spirals: a programme which aims to develop language and communication through effective small group work.

ECAW (Every Child a Writer) - an intensive writing intervention which aims to build confidence in all areas of writing; language, handwriting, content, purpose, style and editing.

Gardening group (Benson Barrows): this is a nurture group run by a TA who is a keen gardener. It aims to support those who find being in the classroom a challenge or who have challenging circumstances at home. It gives them a sense of purpose and responsibility whilst at the same time enabling them to engage in positive conversation as a group.

We choose to run these interventions because they have a positive impact on the child enabling them to feel more confident and to close the attainment gap with their peers. We recognise that what works for one child does not always work for another which is why the impact of all interventions is closely monitored alongside the progress data for each individual child. Most interventions run for a period of 10-12 weeks and we would expect to see a positive impact in that time.

What expertise can we offer?

Our SENCo, Mrs Catherine Boddy, holds the National SENCo Award and a Post Graduate Certificate in Advanced Educational Practice (Special Educational Needs)



Staff training is undertaken in various aspects of SEN according to the needs of the children to ensure that the provision made and support given to pupils is appropriate and effective. The training needs of staff are reviewed as part of the CPD process in school. Training may take the form of attendance at external courses on particular conditions such as dyscalculia, dyslexia or autism or is offered through in-house training run by the SENCO or other specialists such as our Educational Psychologist or a Language and

Communication Advisory Teacher on areas such as behaviour, language and communication and attachment.

We have access to a range of specialist support services including;

- Educational Psychology
- Early Intervention Service, Didcot Hub
- SENSS (Special Educational Needs Support Services), who support children with communication and language, sensory needs and physical needs. Teams include, speech therapy, occupational therapy, SEN ICT and physical disability service.
- The Art Room, Stephen Freeman school
- Child and Adolescent Mental Health Services (CAMHS)
- OXSIT (Oxfordshire School Inclusion Team)



Information about these services and what they offer can be found on the Oxfordshire County Council SEN web pages by clicking on the link below:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>

We also work with other services and organisations that are involved with a family with the family's permission. (e.g. GPs and Health Visitors)

How do we know if SEN provision is effective?

The progress of all children/young people is tracked throughout the school through using the Integrus data system and this data is analysed regularly during termly Pupil Progress meetings with class teachers and the Head teacher. In addition for children with SEN, the SENCO and class teachers meet each term to review progress towards agreed outcomes assessing whether the support that's been in place has made a difference and what we need to do next. We evaluate this progress against age related expectations. When we run special intervention programmes for groups of children we assess how successful they have been and use that information to decide on how best to run them in the future. The SEN Governor plays a vital role in both supporting and challenging the SENCO and SLT in our work with children with Special Educational Needs.

How are children and young people with SEN helped to access activities outside of the classroom?

The Silver Birch Learning Zone was created at the beginning of 2013. It is a bright and welcoming learning space, where groups of children can receive tailored intervention work, to help them progress in their learning.



It also offers a calm and quiet place for those times when children need to take time out of the busy classroom either to talk or just to take a break.

The SENCo is based in this room which also provides a central resource and information point for all members of staff, as well as a welcoming environment for meetings with parents and external professionals.

All children and young people are included in activities and trips following risk assessments where needed and in accordance with duties under the Equalities Act 2010. We talk to parents and young people when planning trips so that everyone is clear about what will happen.

There is information about activities and events for disabled children and those with SEN in Oxfordshire in the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Information regarding Oxfordshire's accessibility strategy can be found here:

http://schools.oxfordshire.gov.uk/cms/sites/schools/files/folders/folders/documents/SEN/guidance/Schools_Accessibility_Strategy.pdf

What do we do to support the wellbeing of children with SEN?

All children have the opportunity to share their views through their school council representatives and we encourage all children to talk to their class teacher if they have a problem. The SENCo works closely with children with emotional or behavioural difficulties to enable them to feel safe and supported in the school environment.

Bullying is not tolerated and procedures followed can be found in our Behaviour Policy which can be found on the School website and is available as a paper copy from the School office. Nurture groups such as gardening club offer valuable times to build children's self-esteem and confidence outside of the academic curriculum.

Joining the school and moving on

We encourage all new children to visit the school before starting. For children with SEN a meeting with the SENCo is recommended.

Year 6 children transferring to local Secondary Schools have the chance to visit the new school for a day. Representatives from the Secondary Schools visit to talk with the children. The SENCo and Year 6 teachers liaise over the transfer procedure and when transfer is local, meetings are arranged between the appropriate staff. At all times of transition, SEN information is gathered together and records transferred to the new teacher or school. Additional meetings are arranged for those children who may benefit from more than one visit prior to transfer.

Feedback and complaints procedures.

At Benson we welcome feedback from parents. If a parent or guardian is concerned about SEN provision for their child, initial contact should be made with the class teacher. A meeting will then be arranged, which may include the Head teacher and/or SENCo, to discuss the concern.

If you'd like impartial advice from Oxfordshire's Parent Partnership Service contact

<https://www.oxfordshire.gov.uk/cms/content/contact-parent-partnership>

In the event of a formal complaint concerning SEN provision, parents/guardians are advised to contact the Head teacher and follow the Oxfordshire LA procedure in the first instance. Parents may also contact the Governing Body. Government publications regarding parents' rights are available in school.

Oxfordshire's Local Offer contains lots of information for parents. Click here to see it:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-sen>.

In summary

The Governors and staff at Benson recognise that all children have a right to a broad, balanced, relevant and differentiated curriculum. We aim to create a happy, educationally exciting and positive environment in which all pupils can develop to their full potential and become confident, independent individuals.

We aim to:

- Celebrate our Christian ethos by acknowledging that each child is unique and a valued part of our school community.
- Ensure that our curriculum is accessible and relevant to all children whatever their individual need.
- Promote positive attitudes and individual confidence, ensuring all children experience success.



Reviewed May 2016

Next review due May 2017