

# Special Educational Needs School Information Report

*Benedict Primary School*

September 2019

*Head of School: Christine Smith*  
*Safeguarding Lead: Christine Smith*

*Deputy Head: Yvonne Norman*      *SENCo: Alison Hutt*  
*Inclusion Local Academy Board Member: Keith Shipman*

**1. How does Benedict Primary School know if children need extra help?**

**We identify children who need extra help through:**

- concerns raised by parents/carers, staff or the child
- liaison with previous educational placements – nurseries, previous schools
- liaison with outside agencies e.g. Health Visitors, Speech and Language Therapists
- the on-going tracking of pupils' progress and achievement and the identifying children whose attainment is significantly below their peers
- knowing our pupils well and recognising changes in their behaviour or progress
- health diagnoses made by paediatricians and doctors

We have experienced staff and provide regular training opportunities for both teachers and support staff to update and extend their skills in the area of SEN.

Initially a discussion will be set up by the Deputy Head or SENCO and class teacher where concerns are raised. The child will be placed on the SEN register after a period of monitoring if additional needs have been identified.

We hold regular meetings with parents throughout the year to discuss their child and set targets. Parents are encouraged to share their views and work collaboratively with the school to support their child.

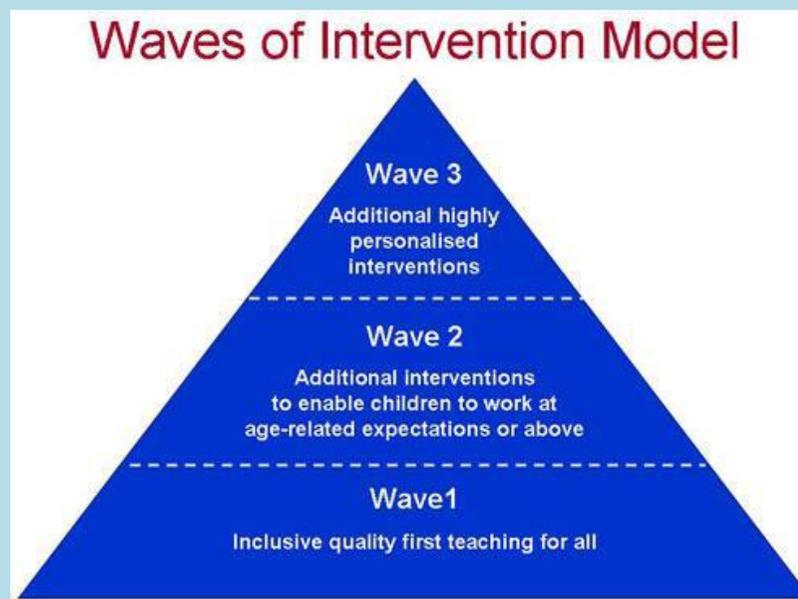
We currently support children with Autistic Spectrum Disorders (ASD), Speech, and Communication Language Difficulties (SLCN), Specific Learning Difficulties e.g. dyslexia, dyscalculia (SPLD), physical disabilities, multiple complex needs and social emotional and mental health (SEMH) needs. Support given is appropriate to the individual's level of need.

## 2. What should I do if I think my child may have SEN?

**If you are concerned about your child's academic progress or well-being please contact your child's class teacher.** They will discuss your concerns and outline support which could be offered. If necessary they will arrange for you to meet with Yvonne Norman, Deputy Head; Alison Hutt, Special Needs Coordinator (SENCo) or one of the Senior Leadership Team (SLT).

If we have concerns about your child's academic progress or well-being we will contact you to discuss this at the earliest opportunity.

The 'Waves of Intervention model' describes how different levels of intervention can be understood and systematically implemented.



Wave 1 describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

Wave 2 describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs. Programmes such as ELS or Springboard would be regarded as Wave 2 interventions.

Wave 3 describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This will include one to one, small group or specialist interventions for pupils with special educational needs (SEN). Advice and support from outside agencies such as Merton Language, Behaviour and Learning Team, Merton Educational Psychology Service, and Speech and Language Therapists; Targeted Adolescent Mental Health Service in Schools (TAMHS) and the School Nursing Service are part of our Wave 3 strategies for support.

Advice and support from the SENCo is provided throughout the 'Waves of Intervention' model

**If your child's needs are not able to be met by the school without additional funding we will work together to make a request for an Education, Health and Care Plan (previously known as a Statement of Special Educational Needs).**

<p><b>3. How will I know how Benedict Primary School supports my child?</b></p>	<p><b>If your child is identified as having additional needs a SEN Support Plan (SSP) will be put in place.</b> This will state what targets have been set for your child and the type of support put in place to enable them to achieve them.</p> <p>The SSP will be written by your child’s class teacher in consultation with the SENCo. <b>Support plans will be shared and discussed with you at least three times a year.</b></p> <p>Interventions will be regularly reviewed to monitor the effectiveness of the support and to inform future planning.</p> <p><b>If we feel your child would benefit from involvement of an outside agency we will contact you to discuss this and request permission.</b> Any reports or recommendations will be shared with you.</p> <p>The Deputy Head reports to the Governors every term to inform them about the progress of children with SEND; this report does not refer to individual children and confidentiality is maintained at all times.</p> <p>Members of the school’s Local Academy Board are responsible for SEN and Inclusion and they meet termly with the Deputy Head. They also report to the Board to keep them informed of developments in SEN and Inclusion.</p> <p>The Local Academy Board Members agree priorities for spending within the SEN budget with the overall aim that all children receive the support they need in order to make good progress.</p> <p>The SENCo has the responsibility to check that all SSPs are in place and being implemented effectively. She reports half termly to the Deputy Head who analyses the progress of children receiving interventions to measure the effectiveness of the provision being provided.</p>
<p><b>4. How will the curriculum be matched to my child needs?</b></p>	<p>Throughout the school whole class teaching is adapted to meet individual needs known as differentiation. This may be through the use of different teaching styles or the support and resources provided. If your child requires support in addition to this, their SSP or EHCP will identify the type of support that is required. The support may be provided by the class teacher, a teaching assistant, the SENCo, a specialist teacher or partnership outside agency. We provide on-going training and support for staff to ensure pupils are supported appropriately.</p> <p>If specialist equipment has been recommended by an outside agency e.g. Occupational Therapy, we will aim to provide this at the earliest opportunity.</p>

<p><b>5. How will the school know how well my child is doing?</b></p>	<p>As a school we measure children’s progress in learning against age related expectations.</p> <p>Class teachers continually assess each child and note areas where they are improving and where further support is needed. We track children’s progress from entry at Nursery or Reception through to Year 6. <b>Progress is reviewed formally every half term and an age related level is given in Reading, Writing and Maths.</b></p> <p>Children who are not making expected progress are picked up through progress review meetings with the Class teacher and members of the school’s Senior Leadership Team. In these meeting a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression. Parents/carers are consulted if additional support has been identified to further support their child.</p> <p><b>When a child’s SSP is reviewed comments are made against each target to show what progress the child has made.</b></p> <p><b>The social and emotional well-being of pupils is tracked through:</b></p> <ul style="list-style-type: none"> <li>• Observations by all staff members</li> <li>• Reviews of targeted interventions e.g. Nurture group, ELSA sessions, SEAL groups</li> <li>• Pupil responses</li> <li>• Use of assessments where appropriate e.g. Boxall Profiles, Emotional Literacy Checklist</li> <li>• Using information from other lead professionals e.g. TAMHS</li> </ul>
---	---

<p><b>6. How will I know how well my child is doing?</b></p>	<p>We hold parents’ evenings twice a year for all parents where parents can discuss their children’s progress and areas for development. We also provide end of year statutory written reports with an opportunity for parents/carers to discuss their child’s progress in more detail. Additionally parents of children with SEN may be asked to come into school for partnership meetings with outside agencies who are providing support. These are sometimes called “TAC” meetings-Team Around The Child or “TAF” meetings – Team Around the Family.</p> <p><b>If your child is on the SEN Register they will have a SEN Support Plan (SSP) which lists their individual targets. This is reviewed with parents on a termly basis (at the parents’ evenings in the autumn and spring terms and at a separate SEN meeting in the summer term) and a copy of the plan is given to parents upon completion.</b></p> <p>We believe that your child’s education should be a partnership between parents and teachers therefore we aim to keep communication channels open and communicate regularly. Staff are available before and after school, offering opportunities for informal chats and the chance to arrange more formal meetings if needed.</p> <p><b>If a child has an Education, Health and Care Plan (EHCP) parents will also be invited to an annual review meeting to discuss their progress and future support.</b> Parents will receive a report as a record of these meetings.</p>
--	---

**7. How will you help me support my child's learning?**

**We would like you to talk to your child's class teacher regularly** so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. We will be happy to discuss any ideas in order to support your child.

**If you would like to discuss your child's progress or any concerns/ worries you may have, please make an appointment to see the class teacher in the first instance.**

All information from outside professionals (EP, LBL, SALT etc) will be shared with you via a meeting or in a report. The SENCO is available to discuss any recommendations with you and the external professionals involved will be happy to meet or speak with you on request.

If your child is undergoing an EHC assessment you will also be supported by the Merton SEN Team who will ensure that you are kept updated and fully understand the process.

SSPs/EHCPs will be reviewed with your involvement each term.

Home Learning will be adjusted as needed to your child's individual needs

The school organises individual, group and whole school workshops around a range of curriculum and pastoral areas. Currently the school offers courses for parents including English language and a variety of workshops to support family learning. This offer will continue to be expanded to link with parent's identified needs and the school improvement plan.

**8. What support will there be for my child's overall wellbeing?**

**How will my child's personal or medical needs be met?**

**We are an inclusive school; we welcome and celebrate diversity.** All staff believe that children having high self-esteem is crucial to a child's well-being. We have a caring, understanding team looking after our children.

Class teachers have overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required the class teacher liaises with the SENCo or Deputy Head for further advice and support. This may involve working alongside outside agencies.

**The school offers a wide variety of pastoral support for pupils. This includes:**

- **Nurture group, ELSA and SEAL sessions**
- **Circle time**
- **Members of staff readily available for pupils who wish to discuss concerns and issues. Key members of staff are allocated to pupils who have particular well-being needs**
- **Drop-in TAMHS consultations available for Key Stage 2 pupils and parents**

The school has a policy regarding the administration and managing of medicines on the school site. **Parents need to contact the school office if medication is recommended by Health Professionals to be taken during the school day.** On a day to day basis the Admin Staff generally oversee the administration of any medicines. **Medical Care Plans are written for children with specific medical needs.**

The school tracks and identifies families who need support with attendance issues. There is liaison between the parents and the school and the EWO service is used.

The school has a behaviour policy and the children are supported additionally through the provision listed above

The school works with the relevant health care, social care sector and they take assemblies as well as enriching the curriculum.

The school uses the "Habits of Mind" reward system to support the behaviour and wellbeing for the children and so that behaviour for learning motivates all children to do well at school. Our school charters link children's rights to the expectations of respecting others and their rights.

<p><b>9. How will my child be able to contribute their views on how things are going?</b></p>	<p><b>We value and celebrate each child being able to express their views on all aspects of school life.</b> This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.</p> <p>If your child has an Education, Health and Care Plan they will be invited to share their views at the annual review meeting. This may involve them attending part of the meeting or working with a member of staff to record their ideas prior to the meeting.</p> <p>During the various interventions pupils are able to put forward views. They are able to speak to an identified member of staff with regard to talk about bullying and friendship issues. This is then followed up in a variety of ways to meet the needs of the children concerned and the nature of the issue. Children are made aware that they can tell any staff about concerns with regard to child protection issues and these are then dealt with by one of the school's Designated Safeguarding Officers.</p>
<p><b>10. What specialist services and expertise are available at or accessed by the school?</b></p>	<p>Our SENCO is fully qualified and accredited and supported by an Inclusion Team of senior staff, teaching assistants and learning support assistants</p> <p><b>As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including:</b></p> <ul style="list-style-type: none"> <li>• <b>Educational Psychology Service (EPS)</b></li> <li>• <b>Learning and Language Support Team (LBL)</b></li> <li>• <b>Virtual Behaviour Team (VBS)</b></li> <li>• <b>Child and Adolescent Mental Health Service (CAMHS)</b></li> <li>• <b>Child and Adolescent Mental Health in Schools (CAMHS in School)</b></li> <li>• <b>Merton Autistic Outreach Service (MAOS)</b></li> <li>• <b>Sutton and Merton Speech and Language Therapy (SALT)</b></li> <li>• <b>Occupational Therapy Service (OT)</b></li> <li>• <b>School Nursing Team</b></li> <li>• <b>Social Services</b></li> <li>• <b>MASH team in Merton</b></li> </ul> <p>If a child lives in another authority the school will liaise with the relevant professionals.</p> <p>A specialist clinician works at Benedict Primary School for one day per week currently offering a consultation service for parents who have concerns about their child's behaviour or well-being. She also offers drop-in sessions. <b>This support is offered as part of the Child and Adolescent Mental Health Service in Schools (CAMHS in School).</b></p> <p>The school also has a general medicine school nurse available to meet with parents if required.</p>

<p><b>11. What training have the staff supporting children with SEN had, or are having?</b></p>	<p><b>The Deputy Head leads the Inclusion Team which includes the SENCo, Family Support Manager, Inclusion and Safeguarding HTLA, nurture teacher, EAL teaching assistants and ELSA trained staff. She is an experienced senior leader in SEN and general Primary School leadership.</b></p> <p><b>The SENCo has an Advanced PGCE in Literacy Difficulties and an Early Years ELKLAN qualification (speech and language support).</b></p> <p><b>The school has three Emotional Literacy Support Assistants (ELSAs) who receive ongoing support from the Merton Educational Psychology Team.</b></p> <p><b>We have two members of staff who have received nurture group training and run the nurture group provision.</b></p> <p>Staff supporting pupils with Autistic Spectrum Disorders receive advice from MAOS as required.</p> <p>Speech and Language Therapists who see pupils in school advise the relevant Learning Support Assistants on the follow-up support required.</p> <p>We regularly invest in training for teachers and support staff from a range of providers including the Merton Language and Learning Support Team, the Educational Psychology Team and the Merton Special Teaching Alliance.</p> <p>The Deputy Head and SENCo work with, and advise, support staff to ensure pupils are supported appropriately.</p>
<p><b>12. How will my child be included in activities outside the classroom including school trips?</b></p>	<p><b>All children are included in all parts of the school curriculum and we aim for all children to be included on school trips.</b> We will provide the necessary support to ensure that this is successful.</p> <p><b>Risk assessments are carried out prior to any off site activity</b> to ensure everyone's health &amp; safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities, which will cover the same curriculum areas will be provided in school (after consulting with parents/ carers). All risk assessments are signed by the Headteacher or, in her absence, the Deputy Head.</p> <p>From time to time individual children may need risk assessments to ensure they are fully included in school trips; this may be to ensure additional resources are in place for full access to this aspect of the curriculum.</p>

<p><b>13. How accessible is the school environment?</b></p>	<p><b>We value and respect diversity at Benedict Primary School and do our very best to meet the needs of all our learners.</b></p> <p>We ensure we are aware of the languages spoken by our pupils and their families and, where needed, arrange for translators to attend meetings. We translate letters into different languages. We have a number of TAs who are able to communicate with parents in a range of languages e.g. Polish, Urdu, French, Tamil and Hindi.</p> <p>The school is a two-storey building. We have ramps and a lift to enable full access for wheelchair users. Our school has disabled toilet facilities available on both floors.</p>
<p><b>14. How will the school prepare and support my child when joining Benedict Primary School, transferring to a new school or planning for the next stage of their education?</b></p>	<p>We encourage all new children to visit the school prior to starting so they can have a look around the school. For children with SEN we encourage further visits to assist with the acclimatisation to new surroundings. We would also like to visit them in their current school to further assist transition.</p> <p><b><u>Children joining our school in Nursery:</u></b></p> <ul style="list-style-type: none"> <li>• Home visits with Key workers and bilingual TAs if needed.</li> <li>• Children will be given a date to start in the nursery class (the whole class does not start on the same day).</li> <li>• Where appropriate, the Nursery staff and the SENCo will liaise with any outside agencies already involved with your child e.g. Health Visitor, Speech and Language Therapist, Early Years Inclusion Team</li> </ul> <p><b><u>Children joining our school in Reception</u></b></p> <ul style="list-style-type: none"> <li>• Parents/Carers will be invited to a meeting where they are able to find out how the class operates and ask questions about their own child.</li> <li>• If a child has specific additional needs the staff will make individual times to meet with the parents.</li> <li>• If the child has a specific medical or needs plan this will be discussed with parents and the relevant professional.</li> <li>• Where appropriate the Reception staff and the SENCo will liaise with outside agencies already involved with your child e.g. Speech and Language Therapist, Early Years Inclusion Team</li> <li>• Children will begin part time in the Reception class and the move to full time will be discussed with each parent/carer.</li> </ul> <p><b><u>Children joining our school in other year groups:</u></b></p> <ul style="list-style-type: none"> <li>• Your child's previous school will pass on all the records they hold for them, including end of year reports, assessment records and any involvement from outside agencies</li> <li>• If your child has SEN the previous support plans and reports will also be forwarded</li> <li>• If necessary our SENCo will contact your child's previous school to discuss the support they were receiving</li> </ul>

	<ul style="list-style-type: none"> <li>• If a new child coming to the school has additional needs the SENCo will contact the parents to discuss their child's needs.</li> </ul> <p><b><u>When a child leaves our school before the end of Year 6:</u></b></p> <ul style="list-style-type: none"> <li>• We ensure all relevant pupil information and reports are passed on to their new school</li> <li>• Where appropriate we will contact the new school to discuss the child's needs</li> <li>• The SENCo or a member of the Inclusion Team will contact the receiving school and share relevant information.</li> </ul> <p><b><u>For Year 6 pupils moving on to secondary education:</u></b></p> <ul style="list-style-type: none"> <li>• We ensure receiving schools are aware of any pupils who need additional support. For children transferring to Merton secondary schools this information is shared at the SEN transition day attended by our SENCo and a safeguarding lead.</li> <li>• We identify pupils who need additional support and provide a small group transition programme within school during the spring or summer term of Year 6</li> <li>• We ensure pupils attend the transition days organised by the secondary schools</li> <li>• We pass on all relevant pupil information and reports</li> </ul> <p>We support parents and the child in the transition to secondary school in particular where the child has a statement of educational need.</p>
<p><b>15. How are the school's resources allocated and matched to children's special educational needs?</b></p>	<p>We ensure that all children who have Special Educational Needs are supported to the best of the school's ability with the funds available.</p> <p>We have a team of LSAs who are funded from the SEN budget and deliver programmes designed to meet groups of children's needs.</p> <p><b>If a child has additional needs which cannot be met without additional funding then we will work with the parents to make an application for an Education, Health and Care Plan (EHCP).</b></p>

<p><b>16. How is the decision made about what type and how much support my child will receive? How will I be involved?</b></p>	<p><b>Decisions regarding the support a child receives are made in consultation with the class teacher, Senior Leadership team and Inclusion Team.</b> Decisions are based upon the half termly tracking of pupil progress and advice from outside agencies (if appropriate). Any support given will be monitored closely to assess its impact.</p> <p><b>Parent meetings are held termly to discuss your child's progress and whether targets have been met.</b> If further concerns are identified due to lack of progress then other interventions may be arranged. If your child has a SSP the reviews will be shared and discussed with you at the termly meetings.</p> <p>If your child has an EHCP additional meetings are arranged throughout the year to discuss your child's progress. Parents are invited to contribute to the EHCP annual review and discuss their child's progress</p>
<p><b>17. How will I be involved in discussions about and planning for my child's education?</b></p>	<p>All Parents/Carers have a responsibility to support their child's education. <b>Parents are encouraged to contribute to their child's targets and discuss their progress at parent's meetings with the staff members involved in their child's provision.</b></p>
<p><b>18. How can I be involved in the school more generally?</b></p>	<p><b>All parents are welcome to help in the school.</b> This could be through:</p> <ul style="list-style-type: none"> <li>• Friends of Benedict</li> <li>• Helping with class trips</li> <li>• Volunteering in classes</li> <li>• Local Academy Board membership</li> <li>• Attending parent workshops or coffee mornings</li> </ul>
<p><b>19. Who can I contact for further information?</b></p>	<p>In the first instance parents/ carers are encouraged to talk to their child's class teacher.</p> <p>If you wish to speak to the SENCo or a member of the Senior Leadership Team (SLT) they can be contacted via the school office.</p>
<p><b>20. What should I do if I am considering whether this is the right school for my child/young person?</b></p>	<p><b>If you wish to discuss your child's educational needs, or other needs regarding your child's schooling, please contact the School Office to arrange a meeting with the relevant staff member.</b></p> <p>Telephone: 020 8648 4726  Email: <a href="mailto:benedictprimary@benedict.merton.sch.uk">benedictprimary@benedict.merton.sch.uk</a></p>

<p><b>21. What should I do if I am unhappy with the support my child receives at Benedict Primary School?</b></p>	<p><b>If parents/ carers are unhappy with any aspect of the SEN support offered at Benedict Primary School, they are asked to follow the following steps so we can resolve the issue:</b></p> <ul style="list-style-type: none"> <li>• Meet with the class teacher and or the SENCo to discuss the issues.</li> <li>• If the issues are not resolved meet with the Deputy Head</li> </ul> <p><b>Should these steps not work:</b></p> <ul style="list-style-type: none"> <li>• Meet the Headteacher</li> <li>• Contact the Chair of the school’s Local Academy Board.</li> </ul>
<p><b>22. Is there other support available within Merton for families and pupils with SEN</b></p>	<p><b>Merton Special Educational Needs Information and Advice and Support Service (MIASS) can provide families with additional advice and support.</b>  Telephone: 0208 543 8854  Email: <a href="mailto:fran.turko@merton.gov.uk">fran.turko@merton.gov.uk</a></p> <p><b>Merton’s local offer can be found at</b> <a href="http://localoffer.merton.gov.uk/kb5/merton/localoffer/home.page">http://localoffer.merton.gov.uk/kb5/merton/localoffer/home.page</a></p> <p><b>Kids First is a forum for parents and carers of children or young people who</b> are aged between 0-25 years, live in Merton or go to school/college in Merton and have a disability or special need. They run information and discussion sessions for parents/carers: <a href="http://www.mertonmencap.org.uk/kidsfirst.htm">http://www.mertonmencap.org.uk/kidsfirst.htm</a></p>

**Below is a glossary of the most frequently used SEN terms:**

AD	Attachment Disorder
ADD	Attention Deficit Disorder
ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
BESD	Behavioural Emotional and Social Difficulties
CAF	Common Assessment Framework
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Educational Health Care Plan
EP	Educational Psychologist
HI	Hearing Impairment
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulties
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
PEP	Personal Education Plan
SALT	Speech and Language Therapy
SEN	Special Education Needs
SEND	Special Education Needs and Disability
SENCo	Special Education Needs Co-ordinator
SpLD	Specific Learning Difficulty
SSP	SEN Support Plan
VI	Visual Impairment