



SEND information report

September 2020

What does Sutton Benger offer for the well being of my child?

How will Sutton Benger support my child?

What training have staff at Sutton Benger had to be able to support my child?

What curriculum will my child be taught?

Who makes the decisions about how much support my child receives?



How will Sutton Benger help with transitions to the school initially and later to a new school?

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

How is the effectiveness of special educational provision assessed and evaluated?

How does Sutton Benger know that my child needs extra help?

What specialist services and expertise are available at Sutton Benger?

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

How accessible is Sutton Benger's environment?

Click on the school logo on any page to return here to the main menu.



What does Sutton Benger offer for the well being of my child?

Our PSHE curriculum and Christian ethos of the school help develop all children's emotional and social wellbeing

Staff are trained to identify when children show signs of anxiety or social and emotional problems. We will discuss the problems with parents and carers and develop a plan to deal with them, involving specialists, such as counsellors, where needed.

We have a secure environment that prevents bullying and provides help and support for children (and their families)

Our Positive Behaviour and Anti Bullying policy can be read on our website <https://www.suttonbenger.org/parents/policies/>

We have qualified paediatric first aiders.



How will Sutton Benger School support my child?

Sutton Benger ensures that ***quality first teaching*** is our first priority, ***differentiated work*** meets the needs of the children.

Specific targets are set to meet the child's needs; this is discussed with parents. Together, parents and teachers plan next steps.

Support can be from special equipment such as computers, visual resources and hearing aids.

Support can be as simple as a home contact book – two way communication between home and school.

Support can be from working with ***professionals with specialist training***, e.g. speech and language therapist, advisors for hearing impaired children, etc.

Support is given through the ***type of task***, differing complexity or resources used.



What training have staff at Sutton Benger had to be able to support my child?

We work closely with specialists who train, guide and advise us, so we deliver the best support for a child with SEND. Including speech and language therapists, Educational Psychologists, Behaviour Support team and Specialist SEND Service.

We undertake regular training reviews to update staff skills set. We have had training about attachment disorders, Autistic Spectrum Disorders, Dyslexia, Dyscalculia, Mental Health and Speech and Language Needs.

Training can also be linked to specific intervention programmes such as Back on Track Maths, Sound Discovery, Precision Teaching for English and Maths, Social Skills.

We work collaboratively with our colleagues within the DBAT cluster of schools as well as with local schools through the Chippenham Multi-Agency Forum.



What curriculum will my child be taught?

We have a creative curriculum and teach through topics that are relevant to our pupils. We use first hand experiences which are fun and motivate learners.

We follow the national curriculum subjects: English, Mathematics, Science, Art & Design, Computing, Design & Technology, Geography, History, Modern Languages (KS2), Music, Physical Education and Religious Education.

Through our topics, collective worship and ethos of the school the children are taught PSHE. We use the Jigsaw scheme of work for our PSHE teaching which provides a *mindful* approach.

In the early years we teach the Early Years Foundation Stage Outcomes and the children learn through play.



How accessible is Sutton Bengers' environment?

Accessibility is a high priority at Sutton Bengers.

We take advice and adapt the classrooms where possible to meet the needs of children with specific needs such as visual impairments or using specific aids such as a wheel chair, walking frame or crutches.

We are DDA compliant.



How will Sutton Benger help with transitions to the school initially and later to a new school?

Your child's needs are paramount. In order for your child to be happy at school they must feel safe and secure. As such we ensure plans are made for a child transferring to our school.

Preliminary visits are suggested – whether you join us at the start of the school year and in the Foundation Stage or whether it is part way through the year in any year group.

Preliminary visits can be a walk around the school or spending part of the day with us.

A suitable transition programme will be put in place depending on the child's needs.

Parents and agencies (as applicable) are involved with this

Links are made with receiving schools when a child moves on from Sutton Benger and information is shared to ensure a smooth transition.



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

We have your child's interests at heart and we want your child to succeed. Working in partnership, communicating about the needs which have arisen is paramount.

Please talk to us.

First point of call is your child's class teacher.

An appointment can be made with the SENCo.



What specialist services and expertise are available at Sutton Benger?

Pupils at our school may be involved with one or more of the following agencies:

Educational Psychology Service, Specialist SEN Support Service, Speech and Language Service, Occupational Therapy Services, Behaviour Support Service, Education Welfare Service, Sensory Impairment Service, Early Years Inclusion Team, Statutory SEN Services

We also maintain effective links with Health and Social Care Services

As part of their continued professional development, teachers and support staff regularly access specialist training which includes provision for children with a variety of special educational needs or disabilities.

We have an Emotional Literacy Support Assistant (ELSA) and a teaching assistant specifically trained to support children with Speech and Language Needs.



How does Sutton Benger know that my child needs extra help?

Special educational provision is beyond the differentiation provided by high quality personalised teaching. The provision is additional or different from that made generally for others of the same age.

Assessment for learning is the process to gain essential information on abilities, progress and achievements of all individual pupils.

- > How a child achieves during lessons
- > Marking of work
- > Termly formal and informal tests
- > Reviewing strengths, needs and experiences
- > Ongoing assessment in all areas

The SEND flow chart depicts how support and involvement is increased / decreased depending on assessment and attainment.



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

We want all our pupils to benefit from the education we offer. This is the same with trips.

Where it is beneficial for a parent to participate alongside their child with SEND we will approach the parents at the planning stage.

If a child has a specific assistant, this person will accompany the child on the school trip.



Who makes the decision about how much support my child receives?

When pupils enter our school the SENCo will note any SEND identified and seek to liaise with previous schools / settings / parents.

- Class teacher and SENCo discuss any pupils causing concern
- Meet with parents
- Decision made for inclusion on an intervention programme
- If appropriate, placed on SEND register - Parents will be informed

Intervention will vary depending on the child's needs:

- Class support
- Focus group
- 1:1 adult support

Some children may have short timed support on a daily basis, others may have longer sessions. This is dependent on needs.



How is the effectiveness of special educational provision assessed and evaluated?

The SENCo and/or other member of the Senior Leadership Team hold regular Learning Walks/Observations to review effectiveness of provision.

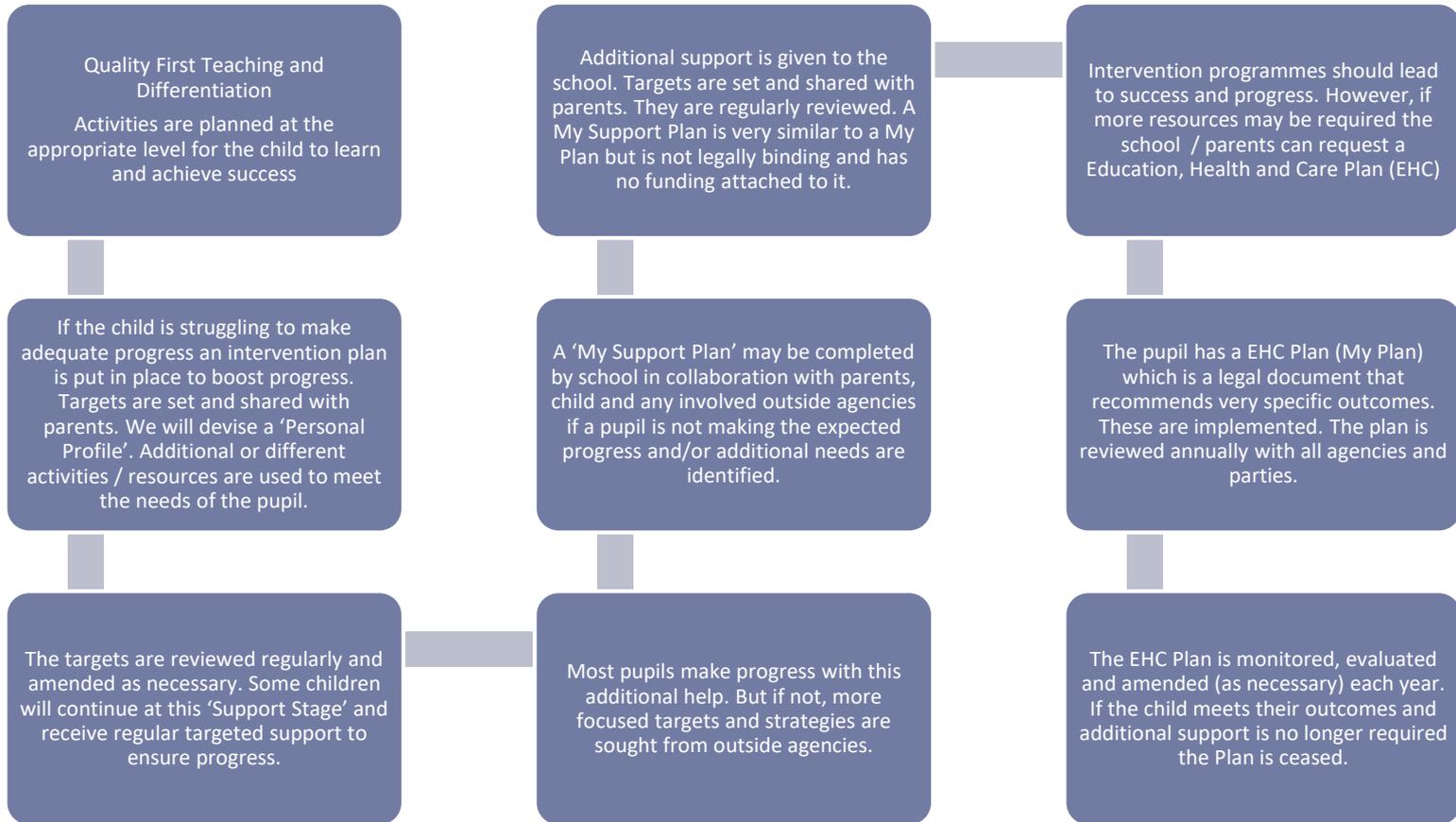
Parents' and Pupils' views are sought verbally, through questionnaires and forums.

We hold multi-agency meetings as required

Progress is reviewed regularly with pupils, parents and relevant staff through, for example, Parent Consultation Meetings and Pupil Progress Meetings



Sutton Benger's chart to Special Educational Needs



How does Sutton Benger know that my child needs extra help?



Here are some Frequently Asked Questions and further general information

What is the percentage of pupils with SEND in school?

The current percentage of pupils with SEND is 12.7% (September 2020).

81% Cognition and Learning Needs

52% Communication and Interaction Needs

29% Social, Emotional and Mental Health Needs

(Of these 38% have needs in more than one area.)

Who will be responsible for my child's day to day needs?

Your child's class teacher is responsible for your child's day to day needs. Your child may also be supported by one of our teaching assistants. The executive head teacher, Luke Maddison, has overall responsibility for implementing SEND support. The SENCO, Jill Kelsey, has day to day responsibility for the operation of the SEND policy.

SEND children are more likely to be bullied – what do you have in place to make sure this does not happen?

Our Positive Behaviour and Anti Bullying policy can be read on our website

<https://www.suttonbenger.org/parents/policies/>

If you have any concerns, we ask that you make contact with us as soon as possible so we can resolve any issues.



Will my child be included in all curriculum areas?	Yes. We provide additional support specifically tailored to your child's needs. This may be from adult support or the resources being used (e.g. use camera, laptop or iPad for recording if writing is challenging).
Are parents and carers involved in planning, assessment and review of needs?	Yes. Your child's class teacher will arrange to meet with you formally each year to set clear outcomes and review progress towards them, discuss the activities and support that will help achieve them. Although regular conversations will happen in order to discuss the support being provided.
How will school keep me informed about my child's progress?	We provide an annual report for parents on your child's progress. Your child's class teacher will also meet with parents at least twice a year to discuss your child's progress and support.
Is the school wheelchair friendly?	Yes. We are DDA compliant.
Can you arrange special diets?	Yes. We will liaise with parents, medical staff, school nurse and our school cook to provide the necessary support. Medical notes must be provided by parents.



What is a 'personal profile' sheet?

A 'personal pupil profile' gives a shared understanding about your child, built from the knowledge of the child, the family and friends and teaching staff. They give parents an opportunity to share their learning and expertise on what good support means for their child, and what is important to them. It is these 'little things' that make a huge difference.

What is a target sheet?

A target sheet is used to record the outcomes that your child is working towards. This sheet will be shared with you during a meeting with your child's class teacher.

What is a 'My Plan' and a 'My Support Plan'?

A statutory 'My Plan' is drawn up when a EHC plan has been given. A non-statutory 'My Support Plan' is a single assessment framework and plan that enables families and professionals to work together with a young person, avoiding multiple paperwork and assessments. It will record the agreed needs and have a clear focus on outcomes and how these will be achieved.



<p>Who makes sure that children with SEND are looked after well?</p>	<p>The executive head teacher has overall responsibility for implementing SEND support. The SENCO has day to day responsibility for the operation of the SEND policy.</p>
<p>Who do I contact if I am not happy with the support or education my child is getting?</p>	<p>If any parent is unhappy with the education that their child is receiving, or has any concern relating to the school, we encourage that person to talk to the child's class teacher immediately.</p> <p>Our Complaints Policy and Procedures can be read on our website https://www.suttonbenger.org/parents/policies/</p>
<p>Where else can I get information about SEND support?</p>	<p>Wiltshire Council is bringing together, in one place, all the information about education, health and social care services on offer for children and young people with special educational needs or a disability (SEND). This is called the Local Offer and covers services available to those aged 0 - 25.</p> <p>http://www.wiltshire.gov.uk/local-offer</p>
<p>We are very keen to hear how you think we can improve our service, so please contact the school SENCO and tell us what you think!</p> <p>admin.sbenger@dbat.org.uk or telephone 01249 720407</p>	

