



Bentfield Primary School SEND Information Report

School Vision

Inspire, discover and encourage one another

School Ethos

At Bentfield Primary School we value all learners equally and are committed to developing their enthusiasm for learning and the highest possible levels of achievement for all children. Within our caring environment we aim to develop a culture of inclusion and diversity to ensure that every child strives to reach their true potential and has access to a broad, balanced and differentiated curriculum. We recognise the right of all pupils, including those with special educational needs and/or disability (SEND) to be taught alongside their peers and to participate fully in school life, while acknowledging their individual needs. We work proactively to develop positive attitudes and promote equality of opportunities for all pupils, including making reasonable adjustments to cater for the needs of our children.

What types of SEND do we provide for?

We use one plans to provide additional provision for children with a range of needs including the four main areas of SEND:

- Cognitive and Learning
- Communication and Interactions
- Social, Emotional and Mental Health
- Sensory, Medical or Physical

At Bentfield we have an enhanced provision which caters for the needs of pupils with severe and life-long learning needs within mainstream classrooms. Within each class there are two enhanced provision places for children with significant and complex needs, with an additional 5 flexible places to be used across the school according to individual and cohort needs.

Who is responsible for SEND provision in our school?

All those who work in our school are committed to our inclusive ethos. Class teachers are responsible for the teaching, learning and progress of all pupils in their class, including those with SEND. We have a large team of experienced Learning Support Assistants who support whole classes, groups of pupils and individuals, with a vast range of knowledge and strategies. Their expertise may relate to a curriculum area, a specific educational need or a specific intervention. The Head of Learning Support and Assistant Head of Learning Support, Mrs Rachel Grant and Miss Chantal Hobday, are responsible for managing the provision for pupils with special educational needs and/or disabilities throughout the school. Our governor responsible for SEND is Maeve Duffy who meets with the senior leadership team to review the effectiveness of the SEND provision in our school.



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How we identify, assess and provide for pupils with SEND

Within Bentfield we use a graduated approach:

High Quality First Teaching

High quality first teaching with clear differentiation providing opportunities for all children to access the curriculum. Regular pupil progress meetings are held with the senior leadership team to monitor progress of all pupils.



Classroom Support Plan

Any pupil not making expected progress will be given further targeted support within the classroom as part of the classroom support plan. This could include interventions on targeted areas or group support work, which has been identified through class monitoring and assessment.



One Plan

When a pupil is making slower than expected progress and needing more specific support, a child centred meeting is then held to decide how to support their needs, this is known as a one plan. Further assessments will be carried out to identify any specific area of need, then interventions are put in place. These children are then placed on the school SEN register. One plans are reviewed termly using the assess, plan, do and review approach. Support from other agencies including the speech and language therapist, occupational therapist may be requested at this time.



Education and Health Care Plan

Some children with 'high needs' may require an education health care plan (EHCP) providing a detailed assessment of the child's needs, setting out long term outcomes, with input from an educational psychologist and other external agencies. Targets for these children are reviewed termly with an additional annual EHCP review. These children may require specific interventions, daily targeted work and support from other professionals, including one to one support within the classroom.



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What should you do if you are concerned about your child

If you are concerned about your child and the provision being made within school, in the first instance you should discuss this with the class teacher. If further discussion is needed the class teacher or parent can contact either the Assistant Head of Learning Support or Head of Learning Support via the school office (admin@bentfield.essex.sch.uk).

Where can you get further help, information and support

At Bentfield Primary School we work closely with other professionals including:

- Occupational Therapy
- Physiotherapy
- Speech and Language
- Specialist Teachers
- Social Workers
- Specialist Nursing Team
- Educational Psychologist Team
- School Inclusion Partner

Our school offer works alongside the Essex Local Offer which can be found at www.essexlocaloffer.org.uk. The SEND information, advice and support service (IASS) can be contacted on 0333 0138 913.



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Bentfield offers interventions including:

Maths

Dedicated LSA to support maths interventions across the school
EPS intervention
Maths plus one
Power of two

Mental Health

Learning Mentors
Mindfulness
Play Leaders
Sports Ambassadors
Nurture group
Outdoor Learning

Speech and Language

Dedicated LSA to support speech and language across the school
Chatters bugs for EYFS
Black sheep press
Makaton
Elklan resources

Physical

Fine motor intervention group
Sensory Circuits
Individual physio programmes
Write from the start intervention
O.T programmes

Literacy

Dedicated LSA to support phonics and spelling across the school
Phonics
Toe by Toe
Precision Teaching
Additional supported reading
Word Wasp

Social

Time to talk
Socially speaking
Attention Autism
Musical communication
Lego therapy



Within the school:

- All teaching staff are responsible for the SEND provision within their class and plan differentiated work to suit the needs of children, including engagement planning
- The Head of Learning Support and the Assistant Head of Learning Support have both completed the National award for SEND co-ordination
- There are lifts, ramps and hoists to make the buildings and outside space fully accessible
- Light and sound and soft play rooms to support physical and sensory development
- There is an intervention room to support with children's development and learning
- Dedicated rooms for phonics, maths and speech and language interventions
- Regular Makaton training is held
- 20 members of staff have attended Attention Autism training
- 15 members of staff have gastrostomy training
- 20 members of staff have had epilepsy training
- 20 members of staff have had De-escalation and Positive Handling training
- Regular speech and language training including visual coding, blanks levels, PECS and Augmentative and Alternative Communication devices.
- Key adults across the school with Paediatric First Aid training