Name of School: Bentley New Village Primary Date of Report September 2022

SEND INFORMATION REPORT

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the **implementation of the governing body’s or the proprietor’s policy for pupils with SEND.** The information published **must** be updated annually and any changes to the information occurring during the year **must** be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 (and in the updated 2015 Code of Practice).

The SEN Information Report must include the following information and be cross referenced to the School’s SEND Policy, Accessibility Plan and how the school meets its duties under the Equality Act 2010 (and updates issued in 2012).

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| The kinds of special educational needs and disabilities that are provided for in school |
| We currently provide for children with to following needs:   * Cognition and Learning * Social and Emotional Mental Health * Physical/Sensory * Communication and Interaction * Visual Impairement |
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| The name and contact details of the SENCO (mainstream schools) and further contacts where parents/ carers may have concerns |
| Miss Rachel Emery- SENCo [admin@newvillage.doncaster.sch.uk](mailto:admin@newvillage.doncaster.sch.uk)  Miss Louise Wales- Inclusion manager [admin@newvillage.doncaster.sch.uk](mailto:admin@newvillage.doncaster.sch.uk)  Mrs Abigail Smith- Inclusion lead [admin@newvillage.doncaster.sch.uk](mailto:admin@newvillage.doncaster.sch.uk) |
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| Policies for identifying children and young people with SEND and assessing their needs  *(list all relevant policies)* |
| SEN Policy  Inclusion Policy  Access Policy  Safeguarding Policy  Health and Safety Policy  Intimate care policy  Medicine policy |
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| Arrangements for consulting parents of children with SEND and involving them in their child’s education |
| Parents are involved in meeting the needs of their child and in whole school developments through:   * Appointment policy where parents can discuss any concerns, they have regarding their child with their child’s class teacher or the SENCo, please ring/see the office to do this. * Children with an identified SEND will be involved in termly/half termly review meetings in which their child’s progress is discussed in detail and parents are encouraged to play an active role in these meetings. * Parents receive updated copies of their child’s support plan and on- page profile to ensure they are aware of the outcomes their child is working towards (at reviews/parents evenings).   Parents are kept informed wherever possible to significant changes in routine to allow them to prepare their child for these changes.   * Parents are sent all information regarding groups/courses/support they may find useful. |
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| Arrangements for consulting young people with SEND and involving them in their education |
| Children are an integral part of the planning and reviewing process their voice is heard through:   * Pupil interviews and questionnaires * Informal discussions and observations * One Page Profiles * Attendance at SEND support plan review meetings where this is applicable * Use of child friendly language in documents and in meetings where children are present. |
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| Arrangements for assessing and reviewing children and young people’s progress towards outcomes, including the opportunities available to work with parents and young people as part of this assessment and review |
| All children identified by the school as having SEND have a SEND support plan or a SEND support map which is reviewed on a half termly/ termly basis at a meeting in which the SENCO, class teacher and parents share the plan as well as outside agencies were applicable  Children’s short-term targets are reviewed by all including the child and outcomes are set for the next 12 weeks. (Assess, Plan, Do, Review planning cycle). Progress towards these outcomes are measured in many evidence based ways as identified on the support plan these may include samples of work, curriculum level or behaviour logs. Each measure is personalised and matched to that child’s specific needs.  During this meeting, progress towards longer term targets are also discussed. |
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| Arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society |
| To support children with SEND in their transition to Key Stage 3 we; begin discussions around secondary provision as part of our annual review in Year 5 we:   * Invite representatives from the secondary schools to attend our 6 reviews * Involve specialist professionals in supporting this transition to work around specific areas such as travel. * We arrange additional visits to the Secondary School where members of our school staff accompany children and also invite members of the child’s future school into our school to work alongside the child in a familiar environment.   We support transition from year group to year group by:   * Allowing pupils to spend time in their new environment at different times of the school day. * Holding transition meetings with all professionals involved with the child, the child, their parents, SENCo and current and perspective class teachers to ensure all relevant information is shared. * SEND support plans and one page profiles are shared and any other plans such as medical or intimate care plans will be shared with the new class teacher. |
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| Approach to teaching children and young people with SEND |
| * At Bentley New Village Primary school, we focus on removing barriers to learning and ensuring appropriate targets are set with every opportunity for the child to make progress towards these. * All children including those with SEND receive ‘Quality First Teaching’ Teachers are highly skilled and have access to a wide range of resources to support the facilitation of effective learning. As part of this teachers differentiate the curriculum and make adjustment for any child that is finding learning difficult. * Should children require further support to access their learning or the environment a personalised support package is put in place to meet the individual needs of our children. |
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| How adaptations are made to the curriculum and the learning environment of children and young people with SEND; schools should include details of how the broad and balanced curriculum is adapted or made accessible for pupils with SEND |
| Children with SEND receive a personalised curriculum to support their particular needs. These may include specific interventions but, on the whole, this personalised curriculum will take place in the child’s classroom. The style and type of curriculum children receive is dependant entirely on the children’s needs and these needs are reviewed on a 12 week assess, plan, do, review cycle. |
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| The expertise and training of staff to support children and young people with SEND, including how specialist expertise will be secured |
| * SENCO attends SENCO network meeting for regional and national updates and support other setting with SEN as required. * Expertise from Thrive practitioners is utilised to support our children effectively. * School also has very strong relationships with external professionals such as Educational Psychologists, Speech and Language Therapists, School Nurses, CAMHs workers and regularly draws on their advice and expertise. |
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| Evaluating the effectiveness of the provision made for children and young people with SEND |
| Effectiveness of provision is evaluated through a rigorous and robust monitoring and evaluation cycle which includes:   * Reviewed SEN support plans * Support maps * Work scrutinies * Lesson observations * Pupil observations * Case studies * Support maps * Behaviour logs where appropriate * Pupil and parental voice * Thrive screening |
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| How children and young people with SEND are enabled to engage in activities available with children and young people in the school who do not have SEND |
| Children with SEND at Bentley New Village Primary are fully integrated with their peers, on the occasion when a child is not able to access learning with their whole class every effort is made to ensure regular interactions with their peer group are planned |
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| Support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEND and measures to prevent bullying |
| We are proud at Bentley New Village that Inclusion is at the heart of our school. We use the Thrive approach to specifically support the emotional and social development of our children. Wherever possible the Thrive Practitioner will work alongside parents/carers and teachers to assess individual children and create action plans for both home and school.   * Our ‘Thrive programme’ provides extensive and precisely targeted support for our children and young people that need support around their emotional health and well-being. * Lunchtime and playtime clubs offering children alternative provision over the lunchtime period. * One staff member (Louise Wales) trained in attachment – Level 2 * Roots of Empathy practitioner in school (year 3/4 teaching assistant) * Regular support from our EP service alongside APDR meetings * Clear rewards and sanctions- Class dojo’s * Personalised timetables * Regular parental contact |
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| How the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people’s SEND and supporting their families |
| * Our school prides its self on the strong links we have with external professionals and the local community. * We meet with our Educational Psychologist on a termly basis and she is able to attend meetings and provide advice and strategies to support children with SEND * Our school has strong links with the ASD team and have received regular support, advice and training from the service and have recently received the Autism Chartermark as in recognition of the way in which we support our young people with Autism. * Our CAMHs worker visits schools on a half termly basis and is able to offer additional support and advice. |
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| Arrangements for handling complaints from parents of children with SEND about the provision made at the school |
| Our school has a robust complaints procedure. The parents of children with a SEND should speak to their child’s class teacher in the first instance. Following that an appointment can be made with the school SENCo- Miss Rachel Emery. Should parents feel dissatisfied with the response that an appointment can be made with the school’s head teacher and the school’s complaints procedure will be followed. |
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| Details of the school’s contribution to the Local Offer, including information on where the Local Authority’s Local Offer is published |
| Information about our school’s contribution to the Local Offer can be found at:  [www.doncasterchildrenandfamilies.info/education-schools.html](http://www.doncasterchildrenandfamilies.info/education-schools.html) |

Please note:

The above should include arrangements for supporting children and young people who are Looked After by the Local Authority and have SEND.

Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language.

Schools should also make data on the levels and types of need within the school available to the Local Authority. This data will be required to inform local strategic planning of SEND support, and to enable the Local Authority to identify pupils who have or may have SEND. Such data, collected through the School Census, is also required to produce the national SEND Information Report.