



Benson Community School

There are no limits to what you can achieve



SEN Information Report

2020 - 2021

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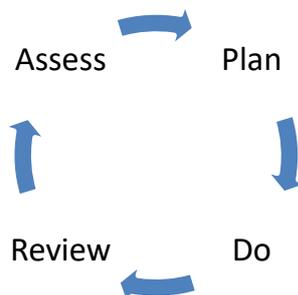
Contact: 0121 554 4913/enquiry@benson.bham.sch.uk

Birmingham Local Offer: <https://www.localofferbirmingham.co.uk/>

Whole School Approach:

High quality first teaching and additional interventions are defined through our annual dialogue across the school contributing to our provision management approach. These documents help us to regularly review and record what we offer EVERY child/young person in our care and what we offer additionally. These discussions also serve to embed our high expectations amongst staff about quality first teaching and the application of a differentiated and personalised approach to teaching and learning. We make it point to discuss aspirations with ALL our learners.

Underpinning ALL our provision in school is the **graduate approach** cycle of:



All teachers are responsible for every child in their care; including those with special educational needs. (**Reference:** SEN Policy Autumn 2020)

Assess: *termly standardised tests, ongoing teacher assessments (class teachers); discussions with parents/carers, the child and class teachers*

Plan: *identify barriers for learning, intended outcomes and detail additional support required to overcome barriers, recorded in intervention tracking/support plan documents (class teacher/SENCo)*

Do: *providing the support – extra assistance for learning – as set out in plan stage (class teacher or identified teaching assistant)*

Review: *Measuring impact of the support provided, and considering whether changes to that support need to be made. All involved part of this process – pupil, parents/carers, class teacher, SENCo, outside agencies (where appropriate). This stage informs the next cycle.*

All our additional provision (internal or external) is based on an agreed outcomes approach.

SEN Needs:

Children and young people's SEN are generally thought of in the following four broad areas of need and support:

1. **Communication and interaction:** a difficulty with communicating with others. This may be because they have a difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. This area includes ASC and speech and language needs.

Details of provision:

- *Quality First Teaching in class, differentiated to meet the needs of all children*
- *Makaton signs and symbols*
- *speech and language assessments and planned interventions (delivered by speech and language therapist or trained TA)*
- *Wellcomm Language Intervention*
- *Black Sheep Press Speech and Language Resources*
- *Intervention activities based on the Birmingham Language and Literacy Continuums*
- *Talkabout Interventions*
- *See and Learn Teaching Programmes*
- *SNIP Literacy*
- *ELSA program and resources*

2. **Cognition and learning:** children with additional needs may learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties covers a wide range of needs, from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD).

Details of provision:

- *Quality First Teaching in class, differentiated to meet the needs of all children*
- *IDL online (Maths, Reading and Spelling)*
- *Word Shark (Reading and Spelling)*
- *Precision Teaching*
- *Toe by Toe (English)*
- *Plus One (Maths)*
- *Power of Two (Maths)*

- *5 Minute Box (Reading and Spelling)*
- *Lightning Squad (Reading)*
- *Intervention activities based on the Birmingham Language and Literacy/Mathematics Continuums*
- *Pre and Post-Tutoring*

3. **Social, emotional and mental health:** children may experience a wide range of social and emotional difficulties, which manifests themselves in many ways. These may include becoming withdrawn, as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may also reflect underlying mental health difficulties.

Details of provision:

- *Quality First Teaching in class, differentiated to meet the needs of all children*
- *Talkabout Interventions*
- *ELSA program and resources*
- *Wellbeing check-ins*
- *Targeted SEMH activities*

4. **Sensory and/or physical needs:** some children may require special educational provision because they have a disability, which prevents or hinders them from making use of the educational services provided. Many children with a vision impairment (VI), hearing impairment (HI) or multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning.

Details of provision:

- *Quality First Teaching in class, differentiated to meet the needs of all children*
- *Reasonable adjustments to the classroom and school environment*
- *Sensory room*
- *Sensory resources*
- *visualisers*
- *equipment and exercises specific to pupils*

(Reference: SEN Policy Autumn 2020)

As at (July 2021), we have 58 children/young people receiving some form of SEN Support.

We have internal processes for monitoring quality of provision and assessment of need. *These include:*

- *regular learning walks and book looks*

- *pupil progress meetings (termly)*
- *discussions/meetings with relevant teachers and support staff*
- *monitoring of half-termly assessment data*
- *monitoring of Birmingham Language and Literacy/Maths Continuums*
- *feedback from monitoring completed by leaders of curriculum subjects*
- *internal SEN referral process*

Consulting with children, young people and their parents

Involving parents and learners in the dialogue is central to our approach and we do this through:

Action/Event	Who's involved	Frequency
Parent Consultations	Teacher, parents, pupil, SENCo (as needed)	Termly
SEN Review Meetings	Parents, teacher, SENCo, outside agencies involved and pupil where appropriate	Additionally as needed
EHCP Review Meetings	Parents, teacher, SENCo, outside agencies involved and pupil where appropriate (note: pupil voice is always collected and shared)	Yearly
Pupil Voice Survey	Pupils	Termly
SEN Parent Voice Survey	Parents	Yearly (via email)

Staff development

We are committed to developing the on-going expertise of our staff. Training undertaken during 2020-2021:

Training	Provided by
Mental Wellbeing	Education Psychology Service
Adverse Childhood Experiences	Home Office/West Midlands Police
Psychological First Aid	Public Health England
Wellcomm Speech and Language Program - refresher	Hayley Greatorex – Soundswell Speech and Language
Precision Teaching	Pupil and School Support/Ms Beer
Communicate in Print	Ms Beer
Medical Needs Training: Asthma, Anaphylaxis, Diabetes Awareness	South Central School Nursing Team

Note: additional bespoke training/advice provided to staff to follow advice from outside agencies.

Staff deployment

Considerable thought, planning and preparation goes into utilising our support staff to ensure children achieve the best outcomes, gain independence and are prepared for adulthood from the earliest possible age.

Support staff are deployed in the following ways:

- *supporting teachers in the delivery of quality first teaching – differentiating so all can access learning*
- *planning and/or delivering teaching/targeted interventions matched to individual targets*
- *small group support within lessons*
- *1:1 targeted support within lessons*
- *Pre and Post-Tutoring of learning/vocabulary in small groups*
- *delivering small group interventions*
- *delivering 1:1 interventions*
- *supervision of computer-based interventions*

School Partnerships and Transitions

Our academic assessment for children/young people with special educational needs is moderated through our cluster of schools/neighbouring partners.

This year, we worked with nurseries and other schools to welcome **4** children/young people with special educational /disability and we supported **12** children to transition to secondary school.

Our approach involved:

- *liaising with secondary school SEN teams*
- *sharing of key strategies*

We closely monitor children and young people's destination data.

Challenges this year

Challenges for our school have included:

- *increasing need of sensory provision for pupils*
- *high numbers of pupils presenting with speech and language needs*
- *delivering interventions and targeted support during COVID 19*
- *whole staff training due to COVID 19 measures*

We intend to address this through:

- *further development of our sensory provision: the sensory room, sensory kits for classrooms and developing an additional sensory space*
- *securing a second day of specialist speech and language support from SOUNDSWELL*
- *assessing for gaps and planning/delivering interventions both within class and in small groups*
- *use of online interventions such as IDL, Lightning Squad and Dyslexia Gold (beginning September 2021)*

- *online training videos/sessions from outside agencies/recordings (via Microsoft Teams) during 20-21; return to whole school training in September 2021 (if restrictions allow)*

Further development

Our strategic plans for developing and enhancing SEN provision in our school next year include:

- *developing our social and emotional health provision: Wellbeing Award for School, wellbeing staff training, Emotional Learning Support Assistant training, Adverse Childhood Experiences and Bereavement training this term*
- *develop one page profiles for all SEN pupils*
- *continue to develop our sensory provision*

COVID 19

Provision:

In September 2020, full provision for all needs was resumed as much as possible, while following government guidelines. Our most vulnerable pupils were phased back into the new school routines. Any children at home due to illness were kept in regular phone contact with. Isolating pupils had home learning provided.

During Lockdown, (January – March 2021), our staff continued to support children identified with a SEND needs in the following ways: providing differentiated work, weekly check wellbeing calls, interventions such as 1:1 reading and speech and language where possible. In addition, we also kept in close contact with parents and connected some of our families with relevant outside agencies for additional support.

From March 2021, full provision for all needs was resumed again as much as possible, while following government guidelines. Our most vulnerable were once again phased back into the new school routines. Any children at home due to illness were kept in regular contact with. Isolating pupils had home learning provided.

Identification and assessment of needs:

Upon return to school in September 2020, internal assessments continued as much as possible. Commissioning external advice and input from agencies remained an online process. Occasional visits from outside agencies were possible. Our speech and language therapist returned to weekly school visits. Records and observations of students were kept as much as possible in the circumstances.

During Lockdown in March 2021, identification of need was not possible in terms of any formal assessments or input from external specialists. However, the staff continued to observe any patterns of need or behaviours, as part of the overall online provision provided. Concerns raised were shared with the SENCO for further follow-up.

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Consulting with/involving parents:

Between January and March 2021, regular calls were made to parents/ carers regarding the SEN needs of pupils. The conversations focussed on provision delivery and support at home, as well as the overall wellbeing of the child and family.

The return to school was discussed with parents, particularly where there was anxiety about them returning. Transitions and wellbeing check ins were put in place where needed.

Adapting the curriculum and learning environment:

During Lockdown from January to March 2021, the learning environment switched from being face-to-face to online (live / pre-recorded). Most curriculum subjects were taught. A range of tools were used. Our main platform being Teams and Tapestry. Work was broken down into smaller chunks and due care was given to using a variety of methods for presentation. For families unable to access online materials, work booklets were sent out to ensure learning could continue. In some instances, personal devices were provided to pupils to access online learning.

Between March 2021 and the end of term, we returned to normal learning environments (following government guidelines) and the full curriculum resumed. Interventions continued within bubbles as much as possible.

Additional support for learning:

Additional support during Lockdown in January 2021 was limited. In some instances, support staff led small groups and 1:1 interventions. Speech and Language support was provided online or over the phone. Additional ad hoc support was provided, particularly around how students were coping with lockdown.

Additional support during the return to school phase returned to normal as much as possible. Teaching staff continued to deliver support and interventions, where possible. Pupils were monitored and observed, as capacity would facilitate.

Evaluating the effectiveness of provision:

Provision for pupils during lockdown was monitored through regular communication with families. Parents / carers were able to give us feedback on the type of work being set, pitch and pace. Feedback was used to adapt provision and enhance effectiveness.

Priority on return to school was to consider emotional wellbeing of students and staff, during this time of change. Effectiveness was measured through regular check ins and touch base sessions.

Who can you speak to regarding SEN at Benson Community School?

The SENCo was the main point of contact for families during Lockdown 2021. However, parents were advised to first speak to the teachers or teaching assistants. The SENCo facilitated contact with outside agencies and families where needed and where possible.

Contact details for outside agencies supporting pupils with SEN:

During Lockdown in January 2021, fliers from relevant outside agencies and contact details were provided to our most vulnerable families. Additional information was signposted via our school website and the Birmingham Local Offer. Families also contacted the SENCo directly, who passed relevant information and contact details on.

Relevant school policies underpinning this SEN Information Report include:

Special Educational Needs and Disability Policy

Safeguarding Policy

Supporting Children with Medical Conditions Policy

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

Date presented to/approved by Governing Body: October 2021