



Special Educational
Needs and
Disabilities (SEND)
Information Report
2022-23

Benthal school follow the governments statutory guidance and recommendations as set out in The SEND Code of Practice (2015)

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

The SEND COP explains the duties of Local Authorities, health bodies, schools and colleges to provide for children with Special Educational Needs under part 3 of the Children and Families Act 2014.

WHAT IS A SEND INFORMATION REPORT?

This information report is designed to explain how we follow the SEND Code Of Practice (2015) to support pupils at each stage of their education, whatever their level of need or disability.

Our SEND information report is linked to Hackney SEND LOCAL OFFER

hackeylocaloffer@hackney.gov.uk

Our SEND policy provides a more detailed account of our day to day procedures.

benthal@hackney.sch.uk

WHAT IS A SPECIAL EDUCATIONAL NEED OR DISABILITY (SEND)?

A pupil has a special educational need or disability if there is a difficulty which requires additional support for the pupil to make progress in their learning, physical or social well-being.

A pupil may have a learning difficulty or disability if they have:

- A significantly greater difficulty in learning than other children of the same age,

Or

- A disability which prevents or hinders them from making use of the facilities provided for other children of the same age

**Benthal's SEND Information report will tell
you about:**

- ▶ **SEND at Benthal**
- ▶ **Types of SEND**
- ▶ **The role of the SEND Coordinator**
- ▶ **FAQ - Frequently Asked Questions**
- ▶ **Teamwork approach to SEND**
- ▶ **Transition**
- ▶ **Staff training and expertise**

We will keep our SEND Information report under review by asking Governors, staff, parents and children what is working well and what they would like to see improved.

SEND at BENTHAL

- ▶ In 2021– 2022, 25% of pupils at Benthall had a Special Educational Need or Disability (Hackney 17.9%, Nationally 12.6%).
- ▶ There are currently 58 pupils on the SEND register (Sept 22)
- ▶ 7 pupils hold an Educational, Health and Care Plan (EHCP)
- ▶ SEND register – 19 girls and 39 Boys
- ▶ 3 pupils made good or better progress and were removed from the register at the end of Summer 22

Types of SEND at Benthall

Type of Need	21-22	22-23
Moderate Learning (MLD)	4	12
Specific Learning (SpLD)	3	3
Complex /Severe learning (CSLD)	2	2
Speech, language and Communication (SLCN)	25	23
Social, Emotional and Mental Health (SEMH)	32	34
Autistic Spectrum Disorder (ASD)	4	8
Attention Deficit, Hyperactivity Disorder (ADHD)	1	2

NOTE: A pupil may present with more than one need.

Descriptors for each category of need

- Communication and interaction – difficulty using language to express understanding, feelings or needs. Difficulty understanding verbal instructions or explanations. Difficulties with social interactions, communication and imagination, which has an impact on an ability to interact and relate to others.
- Cognition and learning – learning at a slower pace than their peers due to a wide range of needs from ‘Moderate learning difficulties’ (MLD) to pupils with ‘Complex or Severe learning difficulties’ (CSLD). Specific learning difficulties (SpLD) affect one or more aspects of learning such as Literacy and language (Dyslexia) mathematical understanding (Dyscalculia) and fine/gross motor skills (Dyspraxia).
- Social, Emotional and Mental health (SEMH) – Behaviour that can be withdrawn, isolating, challenging, disruptive or

disturbing. These behaviours may reflect underlying mental health or well-being difficulties such as neglect (lacking a co-regulator or care-giver), anxiety, depression, self-harm, eating/sleep disorders or physical symptoms that are medically unexplained.

Bereavement/sudden loss, may also lead to similar presentations. Other pupils may present with a SEMH in relation to a diagnosis of a syndrome such as Autistic Spectrum Disorder (ASD) Attention Deficit Disorder (ADD) Attention Deficit Hyperactive Disorder (ADHD) or Attachment Disorder

- Sensory and/or physical needs – physical disability that prevents or hinders making use of the educational facilities generally provided. Visual impairment (VI), Hearing impairment (HI) or Sensory impairment (SI) and medical needs which requires specialist provision or equipment.

Who is the Special Educational Needs Coordinator (SENCO)?

Jill Joseph is the Assistant Head Teacher with responsibility for Inclusion and Safeguarding.

This includes leading and managing SEND provision at Benthall. Jill Joseph is a qualified teacher who holds a National SENDCO award (Masters level).

The SENDCO is responsible for

- **Developing and updating the SEND policy**
- **Maintaining the Graduated Approach to SEND via termly and Annual reviews of Individual Education plans (IEP's) and Education, Health and Care Plans (EHCP's)**
- **Leading and Managing the SEND team of specialist Learning Support Assistants (LSA's)**
- **Reporting to Parents, Senior Leadership Team and Governors**
- **Providing specialist advice and training to parents, staff and Governors**
- **Managing the SEND funding and budget**
- **Coordinating the day – to –day provision**

- **Liaising with a range of external agencies**
- **Ensuring parents have the information and guidance to be involved in the planning and reviewing of their child's SEND provision**
- **Keeping up to date with SEND legislation and Government guidelines**

How does the school know if your child has a Special Educational Need?

We may receive:

- Information from a previous school or nursery
- Referrals made to Medical, Children's services etc
- Concerns raised by parents /staff

Or the child may be performing below 'age expected' levels in their learning, with progress which is:

- Slower than other children of the same age

- Slower or less than the child's own previous progress
- Showing an increase in the learning gap between the child and other children in their class

What should I do if I think my child may have a special education need, medical need or disability?

- **First, discuss any concerns about your child's educational progress, health or well-being with their Class Teacher.**
- **The class teacher may then refer you to the Special Educational Needs and disabilities Coordinator (SENDCO) Jill Joseph, to discuss your concerns.**
- **You may wish to contact the SENDCO directly.**

Appointments can be made in person, by phone or email.

Jill Joseph – 0208 985 9310

jjoseph@Benthal.hackney.sch.uk

**What will happen after you have shared
your concerns?**

You will be offered a time and date to meet with the teacher and Sendco to talk about your worries or concerns. Your child will not be expected to attend this initial meeting.

- ▶ At this meeting, you will be asked to share your views and opinions about your child and their progress.
- ▶ Staff at the meeting will be asked to share their views and opinions about your child and their progress.
- ▶ You may be asked about languages spoken at home, medical information, information about your child's educational history or early childhood.

The SENDCO may offer some advice and make a plan about what actions could be taken and by whom.

For example:

- You may be asked to do an activity or use resources at home to support your child
- The teacher may be advised to put special activities into your child's daily timetable or use specific resources
- The Sendco and class team may offer to carry out classroom/playground observations and/or assessments to investigate causes.
- You may be offered a referral to seek specialist advice from external services such as: GP, School doctor or nurse, Educational Psychologist, Language, Hearing or Vision experts.

What is a SEND planning meeting?

If your child is identified as having a Special Educational Need or Disability (SEND), the SENCO will:

- ▶ design a SEND plan of action that describes what we will be doing for your child and who will be doing it. The plan also includes targets /outcomes to be reviewed within an agreed amount of time.**
- ▶ Seek your permission to share the plan with your child's class team and carry out the actions outlined in the plan.**
- ▶ Keep a written record of SEND plan meetings and ensure you are given a copy for your records.**
- ▶ Offer you a termly date to meet again in the future to share the results of assessments or the impact of actions – how well your child has met their targets. This is called a review meeting.**

How will my child be involved in their SEND plan?

Following the initial meeting and with your agreement, your child may be invited to attend all or a part of subsequent meetings to discuss their needs.

Whether your child attends or not, their views will be sought and shared at review meetings.

All children are asked to give their views in a termly pupil voice survey about what they:

- Like and are good at
- Think is important to them
- Find easy/hard
- Think is working/ not working for them
- Think would be helpful for them
- Hope and aspire to be in the future

How does the school find out what type of need my child has?

- Benthall holds termly Pupil progress meetings with the Class teacher, Sendco and a Senior Leader to monitor the progress of every child. Assessments in reading, writing and maths tell us if a child is making enough progress in a term.
- If a child is making less than satisfactory progress, the SENDCO may carry out observations of the child at work or specific assessments to help identify the nature/causes of the need.
- The schools' own assessments may lead to a referral to a specialist service for specific assessments such as Educational psychology, Speech and Language or Occupational Therapy etc.

How much support will my child get?

The type and amount of support your child gets will depend on their level of need.

Regardless of their needs, our primary aim will be to promote independence. Support is carefully planned and monitored to avoid over-reliance. Your child may be offered:

1-1 or small
group teaching
with class team

Targeted activities
with the learning
mentor or
specialist learning
support assistant

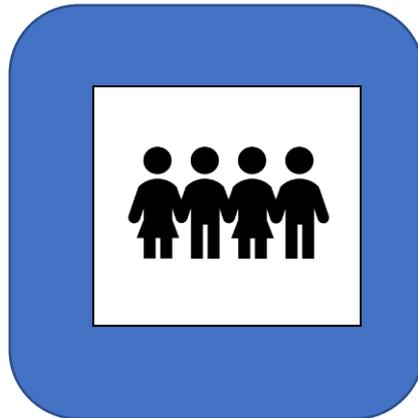
Specialist equipment
and resources

A Personalised
timetable

**How will the school know if the activities
or resources have helped my child
with their learning?**



You, your child,
staff and services
are satisfied with
outcomes



Your child has met
their
targets/made
expected progress
in their learning



Your child no
longer has the
need and is
making good
progress

How will the school support my child moving to a new class or school?

Benthal ensure continuity and a smooth move through sharing information via

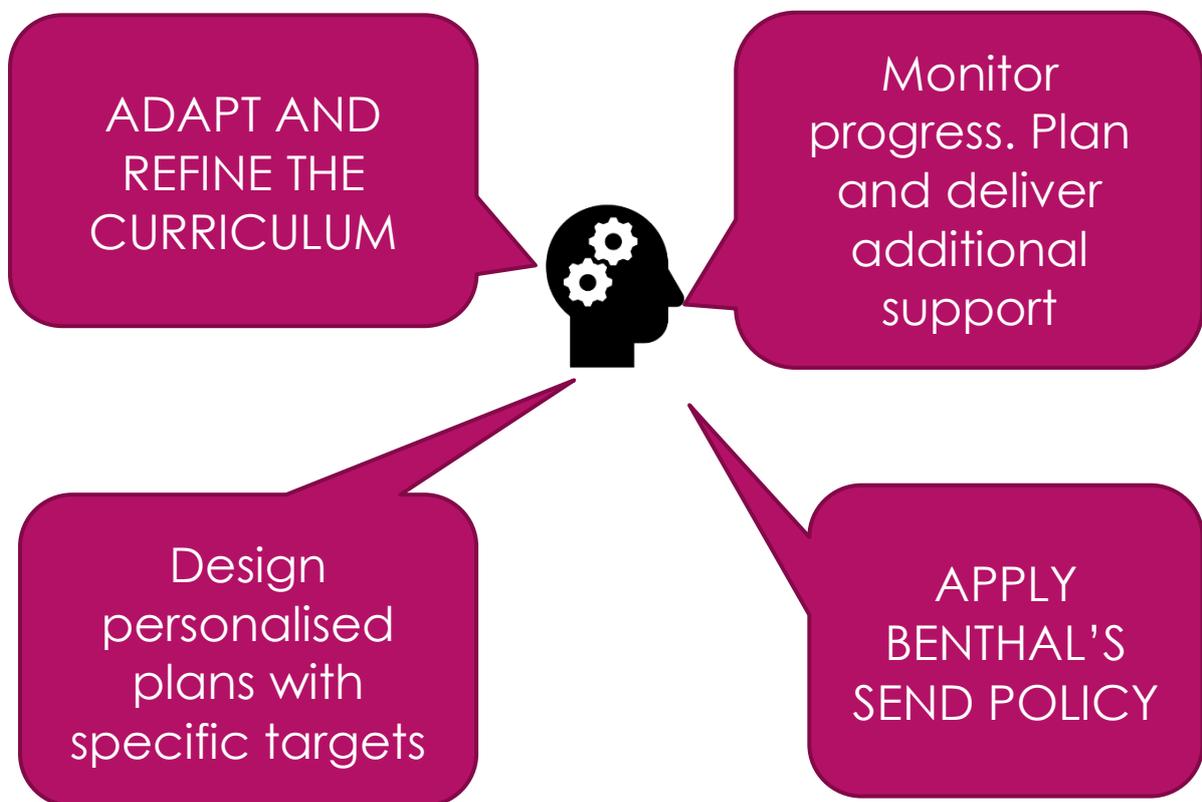
- Individual Education Plan Meetings
- Annual review Meetings
- Handover Meetings between old and new class teams
- Transition Plans/Social stories
- Countdown calendars (CIP2)
- Pupil Communication Passports

If your child moves to a new school, we will make sure that the receiving school have all the information and paperwork they need to provide a similar level of support.

What SEND expertise do teaching staff have?

All of our teachers are responsible for the teaching and learning of pupils with SEND as described in the SEND Code of Practice (2015)
This is called Quality First teaching.

Quality First Teaching is the teachers' ability to:



11 Benthal support staff have been trained to run the following specialist activities

AREA	Language and Learning	Social and emotional well-being	Medical – care and management
INTERVENTIONS	Speech & Language Therapy	Drumming and music therapy	Downs Syndrome
	Assistive technology	Drama	Personal care
	Listening, memory and concentration skills	All about me/ I am special	Diabetes
	Dyslexia	Zones of Regulation	Epilepsy
	Precision teaching (maths/literacy)	Social skills	Visual/ hearing impairment
	Reading and Comprehension	Flexible thinking skills	Asthma
	Learning Breaks	Sensory integration activities	Allergies
	Independent skills	Cognitive behaviour Therapy	ADHD

Benthal's Learning Mentor specialises in:

- ▶ Social Communication skills
- ▶ Positive behaviour management
- ▶ Restorative Justice
- ▶ Anti- bullying
- ▶ Playground games
- ▶ English as an additional language
- ▶ Emotional regulation
- ▶ Trauma and bereavement counselling
- ▶ School council

What SEND training have staff received in the past?

- ▶ **Trauma-informed practice – building resilience for learning, role as co-regulator.**
- ▶ **Makaton**
- ▶ **Picture Exchange Communication systems**
- ▶ **Paediatric First Aid**
- ▶ **Solution-focussed problem solving**
- ▶ **Zones of Emotional Regulation**
- ▶ **Running Speech and Language interventions**
- ▶ **Syndromes – ASD, ADHD, Attachment etc**
- ▶ **Autism in Girls**
- ▶ **Mental Health – reflective practice**

What SEND facilities are available at Benthall?

We have a sensory room which pupils can access if they require a sensory diet. Some pupils use the room for respite from noisy areas of the building. Some need a quiet place to recover from an emotional or anxious episode.



Benthall school is a ground floor building with full wheelchair access. There is a dedicated, fully adapted changing room and toilet facilities (See Accessibility policy)

What about school visits, residential trips and clubs?

- ▶ Our extensive extra-curricular activities and school visits are offered to every pupil.
- ▶ All pupils are encouraged to attend breakfast club and after school playcentre.
- ▶ All pupils are encouraged and supported to go on residential trips to Kench Hill, Frylands and Spain.
- ▶ All pupils are encouraged and supported to take part in sports days/school plays/workshops/school council etc.

NO PUPIL IS EVER EXCLUDED FROM ANY ACTIVITY BECAUSE OF THEIR SPECIAL EDUCATIONAL NEED OR DISABILITY

Useful Contacts

Telephone: 0208 985 9310

Website: Benthal@hackney.sch.uk

Email office@Benthal.hackney.sch.uk

Further information:

SEND: a guide for parents and carers:

<https://www.gov.uk/send-guide-for-parents-and-carers>

Sendiags are a Hackney parent support service offering advice and guidance:

<https://www.hackneylocaloffer.co.uk>

IPSEA is a charity that helps parents and professionals to support children with SEND:

<https://www.ipsea.org.uk/>