Bentley St Paul's Church of England Primary School

SEND Information Report (School Offer)

School Ethos for SEND

At Bentley St Paul's, we encourage and support children in achieving their full intellectual, spiritual, physical, social and emotional potential. In a welcoming and caring community founded upon Christian values, we strive to develop happy, confident and independent children, inspiring them to be life-long learners.

Our Vision:

"Growing together in faith, love and trust, we will succeed."

We aim to create a happy, caring Christian community where all feel valued and secure. We value the contributions made by all children, professionals and parents to help enhance and maintain our inclusive school community. We appreciate and value the best efforts of every child in all aspects of school life, ensuring they realise their maximum potential.

We provide a broad, balanced and stimulating curriculum for every child regardless of race, gender or ability.
At Bentley St Paul's C of E Primary School, we aim to promote positive learning for our children with SEND through:

- Ensuring they feel a valued part of the school and wider community
- Providing a safe and supportive environment
- Having access to a range of teaching and learning strategies to provide personalised learning
- Promoting independence and resilience as a learner, without over-reliance on individual adult support
- Identifying and addressing needs as quickly as possible and responding accordingly through effective intervention
- Communicating their needs appropriately throughout the school and especially during periods of transition
- Encouraging parents/carers to maintain close links with the school to help support their child throughout their learning and development –
  for example, through attending meetings, communication through homework diaries, Parent-Teacher Consultation, by appointment, and following up on recommendations made with input at home.
- Making effective use of all support services available to us wherever possible.

Admissions Policy:

We are very pleased to be able to offer tours of the school on a regular basis. They are open to all prospective parents, no matter how old your child is now. Please contact the school office to make an appointment with the Head Teacher. Our website has the most up to date information on 'school life' and also outlines key information about the school.

Our admission arrangements can be viewed on our School website. Our admissions officer is happy to explain our admissions criteria further. For pupils joining at any other time apart from when they are four years old, the mid-year admissions procedure should be followed.

Partnership Ethos with the School

We appreciate and encourage support from parents/carers in their child's education and firmly believe that home and school should work in collaboration and partnership. We have an 'open door' approach where parents are encouraged to maintain close communication links with the class teacher and Headteacher/SENDCo. We welcome the involvement of parents supporting at home, in class and with specific events or educational trips.

For SEND pupils, discussion about pupil progress will take place via Parent/Teacher consultations which take place in the Autumn and Spring terms, with a written school report in the summer. Assessment data on pupil progress is shared at these parent meetings. Where specific targets are set for a pupil, progress to date is shared and new targets may be set for the pupil. Additional meetings with class teachers may also be arranged. The SENDCo also facilitates termly one planning meetings.

Relevant policies are available from the School website – paper copies can be made available by enquiring at the school office.

Parents may have the opportunity to meet face to face in school with the SENDCo, a variety of professionals such as Specialist Teachers, Educational Psychologists and Speech and Language Therapists, who may also be involved in their child's education. The school works closely with Health Services and is in contact with the School Nurse, Paediatricians, Occupational Therapists, Physiotherapists, etc. Social Care input is also available where needed.

The school accessibility plan and budget are reviewed regularly to ensure that the school building is fully accessible and well maintained. The school will makereasonable adjustments where necessary.

The Headteacher/SENDCo are able to signpost parents to various support services such as Optometrists, SNAP etc. should they require this.

The Governing Body has a contingent of Parent Governors – the Governing Body as a whole regularly communicates with, and seeks views of parents and pupils. The SENDCo reports to the Governing Body termly.

There is a specific SEND Governor whose role is to regularly support, monitor and challenge the SENDCo about the provision for SEND pupils. Parental views are sought via questionnaires (ParentView/school surveys) and face-to-face at review/one planning meetings.

The SEND Policy is available on the School website .

Pupils are involved in their One Plan and are encouraged to contribute their views. Where possible and appropriate they are invited to review/one plan meetings.

Pupils discuss their individual targets and are encouraged to consider the progress they have made or are making towards them.

Depending on individual needs, targets may be set and celebrated in different ways. For example: reward charts, the class marble jar and the celebration of progress andachievement through a system of team points, the Golden Leaf Tree and Headteacher awards.

We aim to provide pupils with a curriculum suited to their educational needs, which is rich, varied and enjoyable using themes to promote a context for learning. Pupils can pass on views about the school via their School Parliament reps who raise them at regular meetings with senior members of staff. Also, we use annual pupil perception surveys and children are encouraged to talk about their views and needs with the staff.

Contact details of the Special Educational Needs Co-ordinator (SENDCo):

SENDCo – Mrs Louise Putt (Headteacher)
She is contactable in person by telephone 01277 372295
Or email: admin@bentley-st-pauls.essex.sch.uk

Assistant SENDCo- Mrs Natalie Head (Deputy Headteacher)
She is contactable in person by telephone 01277 372295
Or email: admin@bentley-st-pauls.essex.sch.uk

The school has an 'open door' policy. We aim to resolve any issues swiftly and in person, often coming to mutual agreement and understanding.A parent's first port of call is to arrange for a meeting with the class teacher.
If necessary, they would then go to the SENTA, after which, the matter progresses to the SENDCo / Headteacher.
In the unlikely event that the matter is not concluded, the Complaints Procedure can be read on the school website, or a copy is available in the school office on request.

The LA's local offer can be found on the website www.essexlocaloffer.org.uk
Further information can also be requested by email or telephone: contact@essex.gov.uk or 0345 743 0430 (8:30a.m. – 5:00p.m. Mon – Fri)

Identification and Early Intervention

We assess learners continuously in order to track progress and identify specific needs. We aim to address these through adjustment of 'quality first teaching', teaching methods (including learning styles and multi-sensory approaches), work differentiation, intervention strategies, and individual and group support.
The class teacher is usually the first person to identify a learning issue. Sometimes a parent may pass on a concern which leads to further investigation. Our school has a 3step process which outlines the procedure for identification of SEN and the support provided at each stage. This is set out in our SEND policy document.
It is not the school's role or practice to diagnose specific conditions but we may be able to assist with further support, assessments and signposting.
Special Needs pupils who are entitled to the Pupil Premium Grant will receive interventions that meet their needs, in line with the PPG strategy statement.The SEN budget is used to predominantly fund the deployment of LSAs, equipment and resources, and training and CPD of staff.

Here at Bentley St Paul's C of E Primary School, we have a committed staff base, selected for experience, knowledge and aptitude for working with pupils with SEND and dedicated to the wellbeing of each individual. We put in plans to meet learners' holistic needs including: strong close working relationships with outside agencies and professionals; Care Plans; Individual Provision Timetable and One Plans where children's views are recorded and we outline how we can best support them in school.
As a part of the Mid Essex Anglican Academy Trust (MEAAT) we have a great support network with a vast range of knowledge and skills to draw from.
We are members of the Brentwood Collaborative Partnership (BCP), a group of local schools working together to drive improvement. This gives us access to counselling and a variety of other services which can be accessed according to need.
We have the support of local authority specialist teachers who have a wealth of experience in areas such as: Autistic Spectrum Conditions, learning and communication difficulties, physiological and neurological impairments and visual impairment. We currently have access to an Educational Psychologist who may make observations and meet with parents.
All our staff are up skilled and receive training through our pupil led CPD programme based on the current needs of our children.

Quality First Teaching and Personalisation

All staff are informed of the principles of quality first teaching and their responsibility for teaching all pupils in their class. We differentiate learning in lessons. We believe in trying to meet pupils' needs through this approach. However, where the child's needs are 'different from and additional to their peers' and 'they have a significantly greater difficulty in learning than the majority of others of the same age, or have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools', a variety of strategies or interventions may be deployed or the school may engage external professionals or outside agencies. Parents will be consulted before this happens.
If we feel that children need further support in school to make progress, we will discuss with all parties involved in making a request for an Education, Health and Care Plan (EHCP) assessment. If this is not the case, the outside agencies will ask the school to continue with the support at 'SEN Support' and also set up a meeting in school to ensure a plan is in place to ensure the child makes as much progress as possible.
Wider support may be required for emotional needs. At this point we would consult with parents first before referring to extended services.
Data is analysed to inform the SENDCo and parents about pupil progress. This information is currently included on One Plans and Annual Reports. The data is also used to inform staff about the effectiveness of interventions, next step targets and also influences systems for personalised learning.

The Headteacher / SENDCo will meet with parents to discuss particular needs and requirements for individual pupils. Specialist equipment can be provided to ensure that all our pupils are given the opportunity to fully access all aspects of learning. The school work closely with other professional partners including the school nurse, education psychologist,speech and language therapists, specialist teachers, physiotherapists and occupational therapists all of whom contribute towards the overall plan for some of our children.

Interventions and Additional Support

Interventions will be given to children where quality first teaching is not alone sufficient to meet their needs. These interventions may be in small groups or at times 1 to 1. Interventions will be based specifically around the objectives in the child's one plan and progress against these objectives will be monitored closely. Where a child has a specific diagnosis and requires more specialist support, adults are deployed to cater for their needs. Individual work with a child will not be restricted to one adult as this can be detrimental in the long term where children can become over reliant with one adult, so carefully timetabled support is preferable. Where a child requires 1 to 1 support to achieve their targets we endeavour to mix this with adult led small group activities too, to support the children's social interaction skills and encourage inclusion.

Where a child has an EHCP we ensure their objectives are worked towards through a series of methods, these will include 1 to 1 support and adult led small group work. They may work with children with similar needs if this enables them to interact with others whilst also working towards their own objectives.

Whilst a child may be allocated an adult to support their needs this adult may alter from time to time. Adults are not contracted to specific children as this can be very restrictive and can lead to children becoming too reliant on one person. Adults are deployed according to their skills base and the needs of individual children. Parents should not expect one adult to be with their child throughout their time at Bentley – and should know any changes made will be considered at length, focusing on what is best for both the child and adult.

All support is timetabled, carefully planned and tailored to children's individual needs. This is monitored termly and changes made appropriately.

The Pathways Inclusion Base:

In September 2026 The Pathways Inclusion Base opened for children within our school who have complex needs and whose needs cannot be met within the mainstream classroom. The base works on it's own timetable which is centred around the children within it. Individual Needs and provision maps are created using the children's own EHCP targets and the base is staffed with an HLTA with SEND experience and an LSA with SEND experience under the supervision of the SENDCo. The Pathways has its own resources which are centred around the needs of the children.

Interventions and Workshops

As part of our SEND provision we hold interventions and workshops for children with additional needs. These include playing board games to develop strategy, problem solving and develop Maths and English skills through alternative means as well as the more traditional methods and strategies. They may also include practical activities like cooking or gardening encouraging children to learn through alternative means rather than pursuing 'more of the same'. Sensory workshops are also in place for children who have sensory needs where they are given opportunities to explore through their senses. Workshops are designed to encourage the most reluctant of learners to engage and find enjoyment in their learning, developing their basic skills often without even knowing it. Enjoyment is key to effective learning, it helps build self-esteem and confidence which in turn strengthens engagement and progress.

Games Workshops

These include a number of different games, primarily board games. Children have to follow instructions, think strategically, listen to each other. They will learn about winning and losing and taking turns, they will learn to adapt and improve.

Cooking

Following a recipe, working methodically, organising themselves and their equipment, making decisions, weighing and measuring, writing out recipes etc.

Sensory

This gives children the opportunity to explore their emotions through sensory play and can support their ability to regulate.

Lego Workshop

Following instructions, making decisions, describing things for someone else writing descriptions/instructions.

Gross Motor

Following a physical program to support coordination, concentration, skills including gross motor – core strength, balance etc. Children also develop team work, communication skills and develop confidence.

Fine Motor

Following a physical program to develop children's dexterity and hand eye coordination. This can support children with handwriting and concentration.

Extension Groups

Children who are exceeding age related expectations in an area may work in a small group to develop their knowledge and understanding further.

Subject Specific Interventions

These will take place as required to support individual or groups of children with specific aspects of the curriculum. It may take different forms including games, reviewing knowledge or practising skills.

Zones of Regulation

This is a system for children who find it difficult to regulate their emotions, it encourages them to be in touch with their feelings and emotions.

Musical Communication Therapy

This is a specific programme designed to support children in communicating where language is a barrier.

Horse Riding

This is a therapeutic outsourced activity where the children ride at Barrow Farm Riding for the Disabled once a week. Spaces are allocated according to needs.

Our Governing Body plays an active role in strategic planning and has responsibility for overseeing the practice in the school and ensuring it meets the needs of learners and families.

SNAP – www.snapcharity.org – **01277 211300**
Local Library – **0345 603 7628**
Children's Centre – Larchwood Gardens Family Hub (Larchwood Primary School) – **0300 247 0013**
School Nurse (Virgin Care) – **0300 247 0013** www.virgincare.co.uk
Families In Focus (Essex) – **01245 353575** www.familiesinfocusessex.org.uk
Parent Partnership – **01245 436036** www.essex.gov.uk/special-educational-needs-and-disabilities

Through our inclusive approach the school seeks to support pupils at all stages of transition. Close liaison with local preschools and secondary schools secures a smooth transition process for all our pupils. Should the need arise; additional transition visits to secondary schools can be organised.

Copies of essential paperwork are transferred to the secondary school in the Summer Term prior to the child leaving. Information regarding the special educational needs of looked after children are reported to the placing local authority termly.