

**Bonneville Primary School
Special Educational Needs and Disability (SEND) Information Report for Children with SEND**

Brief description of school, phase, size, any special/resourced base provision on site

Bonneville is a 2 form entry primary school in Clapham. We are a vibrant community school which prides itself on the wide variety of ethnic groups who represent our school community. The main groups include White British, Black Caribbean and Black African.

Bonneville operates an 'additional teacher model'. This means that in each year group there is a 3rd teacher who works alongside both class teachers to help facilitate greater differentiation through the curriculum. Children, including those with SEN, benefit from smaller class sizes and more focused teaching.

At Bonneville we believe that every child has the right to access the curriculum. A child is identified as have a learning difficulty, or special educational need, if they have a significantly greater difficulty than the majority of children of the same age to access the curriculum and require special educational provision to be made for them. The identification may be made by the school, parents, health care, nursery, school or alternative agency. Once the needs are identified the parents/carers are consulted and relevant programmes of work are created to match the needs of individual children. Additional resources may be provided within the limits of the delegated school budget. Realistic targets are set and progress will be monitored and reviewed. Sometimes a child's needs may be beyond the limits of the delegated budget and an Education, Health and care Plan may be needed.

All Lambeth maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or Disabilities being met in a mainstream setting wherever possible, where families want this to happen.

The school will meet the needs of children with the following SEND:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory /physical

SEND Governor	<p>that your child's needs are met and that they make the best possible progress.</p> <ul style="list-style-type: none"> • She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND. <p><i>How do I contact the Headteacher?</i> Please telephone the school for an appointment or leave a message at the school office requesting a meeting or phone call.</p> <p>He is responsible for:</p> <ul style="list-style-type: none"> • Making sure that the school has an up to date SEND Policy • Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school • Making sure that the school's SEN funding is appropriately spent. • Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities. • Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school. <p><i>Contacted by:</i> Please write to the SEN Governor via the school office.</p>
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B. HOW COULD MY CHILD GET HELP IN SCHOOL? :

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or additional teacher or may involve:

- **Staff who will visit the school from the Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need)**
- **Staff who visit from outside agencies such as the Speech and Language Therapy (SALT) Service.**
- **Specialist staff in school who work with children 1:1 or in small groups such as a learning mentor or school councillor.**

Types of support provided also showing the stage of the Code of Practice (the document that schools use to plan their SEND input), children will be at when receiving this input.	What would this mean for your child?	Who can get this kind of support?
What are the different types of support available for all children, children with SEN and /or disabilities in this school?		
<p>Class teacher or additional teacher input via good/outstanding classroom teaching.</p>	<ul style="list-style-type: none"> • Teachers will have the highest possible expectations for your child and all pupils in their class. • All teaching is based on building on what your child already knows, can do and can understand. • Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child. • Putting in place specific strategies (which may be suggested by the SENCO or staff from outside agencies) to enable your child to access the learning task. This may include occasional Support from a Teaching Assistant to help with a particular difficulty. 	<p>All children in school receive this.</p>
<p>Where the class teacher and the school SENCO, on the basis of high quality evidence conclude that a pupil needs the additional targeted support given by SEN Support.</p> <p>Specific small group work. This group may be</p> <ul style="list-style-type: none"> • Run in the classroom or outside. <p>Specialist groups run by outside agencies e.g Speech</p>	<ul style="list-style-type: none"> • Your child’s teachers will have carefully checked on your child’s progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to close the gap between your child and their peers. • The school will discuss with you the implications of their additional needs and the impact this may have on their learning. Together, we will look at the options available to improve the progress and learning of your child. • Interventions may include small group work or individual sessions on a specific theme. • Where small group sessions are put in place they will be run by an appropriate staff member or an outside professional (like a Speech and Language Therapist)) using a recognised programme where available or appropriate. • Where specialist professionals work with your child to understand their needs and make recommendations, these may include: <ul style="list-style-type: none"> ○ Making changes to the way your child is supported in class e.g. some 	<p>Any child who has specific gaps in their understanding of a subject/area of learning.</p>

<p>and Language therapy or Occupational therapy groups and/or Individual support</p> <p>This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Service (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service. 	<p>individual support or changing some aspects of teaching to support them better</p> <ul style="list-style-type: none"> ○ Support to set targets which will include their specific professional expertise ○ Your child’s involvement in a group run by school staff under the guidance of the outside professional e.g Speech and Language Support. ○ A group in school run by an outside professional. <ul style="list-style-type: none"> • You will be informed of any agencies or services outside the school who are or will work with your child. 	
<p><i>Support provided through an Education, Health and Care Plan (EHCP).</i> This means your child will have been identified by the class teacher/SENCO as needing a particularly higher level of individual and small group support which cannot be provided from the resources already delegated to the school.</p> <p>Usually, if your child requires this high level of support they may also need specialist support in school from</p>	<ul style="list-style-type: none"> • If, despite the good and outstanding class room teaching, the intervention groups and referrals to outside agencies to advise and support that the school has provided from its own resources to enable your child to make progress, your child needs further or more specialist input the school, or you, can recommend that the Local Authority makes a statutory assessment for an Education, Health and Care Plan (EHCP). This is a legal process and you can find full details about this in the Local Authority (LA) based Local Offer, Lambeth web site at: www.lambeth.gov.uk • This is done in partnership with you and your child. After the school have sent in the request to the Local Authority (with a lot of information about your child, including some from you), the LA will decide whether they think your child’s needs (as described in the paperwork provided), are sufficient to need a statutory assessment. • If this is the case they will ask you and all professionals involved with your child to write a report, to which your child contributes, outlining your child’s needs and how they will be met and the long and short term outcomes that are being sought. • If they do not think your child needs an EHC plan, the school will continue with the SEN Support in school and where possible, the local authority will provide further support to you and to the school to ensure your child’s needs are met. 	<p>Children whose learning needs are more severe, complex and potentially lifelong</p>

<p>professionals outside the school. This may be from:</p> <ul style="list-style-type: none"> • Local Authority central services such as the ASD Outreach Team or Sensory Services (for students with a hearing or visual need) • Outside agencies such as the Speech and Language therapy (SALT) Service, Occupational Therapy service, Physiotherapy and/or CAMHS 	<ul style="list-style-type: none"> • After the reports have all been sent in, an EHC Plan to which you and your child will contribute will be prepared. It is called an Education Health and Care Plan because it brings together all of the educational health and social care needs that your child may have in one plan. • The school must make its best endeavours to put in place the support identified in the plan. • The progress your child makes with the support identified and the appropriateness of the interventions in place will be regularly reviewed. 	
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How will we support your child with identified SEND starting at school?

- If your child has been allocated a place in our school by the local authority and they have a SEND, please contact us as soon as you receive the offer as we may not have details of their needs at this stage. It is very important that you give us clear and up-to-date information regarding any SEN issues. This will help us to support your child as effectively as possible when they start at Bonneville.
- If your child has complex needs we will invite you to visit the school with your child to have a look around and speak to staff and ask any questions that you may have about SEND provision within the school.
- If other professionals are already involved, a team around the Child (TAC) meeting will be held to discuss your child's needs, share strategies used, and ensure provision is put in place before your child starts wherever possible.
- A key member of staff may make a home visit where appropriate and also visit your child if they are attending another provision or school. We may suggest adaptations to the settling in period to help your child to settle more easily, but these will be agreed with you and staff at Bonneville.
- If they have not already visited, your child will be invited into school in advance of starting to meet the staff and their peer group.
- Following the settling in period, an appropriate member of staff will arrange a meeting with you to review your child's learning and progress.
- Staff will meet regularly in school to monitor the progress of your child and invite you into school for parent's consultation meetings, or additional meetings where necessary.

How can I let the school know I am concerned about my child's progress in school?

- If you have any concerns we recommend you speak to your child's class teacher initially, and at the earliest opportunity.
- If you are not happy that the concerns are being managed and feel that your child is still not making progress you should speak to the SENCO or Headteacher.
- If you are still not happy you write to the Governing Body via the school office.

How will the school let me know if they have any concerns about my child's learning in school?

- Throughout the school year staff, will highlight any concerns regarding learning and progress of a pupil to an appropriate member of staff and this will be discussed with parents.
- Teachers will discuss your child's progress with you at our parents' consultation meetings when you will be informed of your child's progress and any additional support being given.
- In school there are regular meetings between teachers and senior staff members to ensure all children are making good progress. This is another way your child may be identified as not making as much progress as expected.

Who are the other people providing services to children with SEN in this school?	
A. Directly funded by the school	<ul style="list-style-type: none"> • Higher Learning Teaching Assistants focused on Outreach, Behaviour and Pastoral support. • Counselling • Additional Speech and Language Therapy input to provide a higher level of service to the school • Educational Psychology input to provide a higher level of service to the school • Additional teachers who may work with groups or 1:1 with children where appropriate
B. Paid for centrally by the Local Authority but delivered in school where appropriate (sometimes only after a referral has been made)	<ul style="list-style-type: none"> • Autism Outreach Service • Sensory Service for children with visual or hearing needs • Speech and Language Therapy (provided by Health but paid for by the Local Authority). • Occupational Therapy • Physiotherapy • Professional training for school staff to deliver medical interventions • Parent Partnership Service (to support families through the SEN processes and procedures).
C. Provided and paid for by the Health Service	<ul style="list-style-type: none"> • School Nurse
D. Voluntary agencies	<p>(for example)</p> <ul style="list-style-type: none"> • National Autistic Society • MENCAP <p>The contact details for the support services can be found on the school website www.bonneville-lambeth.sch.uk and on the Lambeth Local Offer website; www.lambeth.gov.uk The Lambeth Local Offer Web site contains full information of the services available to children, young people and their families under the Lambeth Local Offer.</p>

How are the adults in school helped to work with children with an SEND and what training do they have?

- The SENCO's job is to co-ordinate and support teachers in the planning and delivery of services for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD, dyslexia etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of children in the school e.g. from the ASD Outreach service, or medical /health training to support staff in implementing care plans.
- Individual training for an identified staff member linked with the needs of a child with special educational needs and/or disabilities or identified through the school's performance management process.

Training takes place on a regular basis. Training needs are review in school each academic year dependent on the needs and priorities of the school.

How will the teaching be adapted for my child with SEND?

- Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible..
- Support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary.
- Where appropriate, specific resources and strategies will be used to support your child individually, in groups and in the classroom so that they can learn most effectively, and be included, as much as is possible, in the full life of the school.
- Planning and teaching will be adapted regularly to meet your child's learning needs and increase your child's access to what is on offer.

How will we measure the progress of your child in school? And how will I know about this?

- Your child's progress is continually monitored by his/her teachers.
- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, numeracy and science. Further feedback back is given during parents consultation meetings regarding progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- At the end of each key stage (i.e. at the end of year 2 and year 6) all children are more formally assessed. This is often done by children undertaking SATs (Standard Attainment Tests). In some cases, where a child's needs may be more complex, children with SEND will be

assessed using other strategies such as teacher assessment, or by completing other tasks to help teachers identify progress and attainment. .

- Some children in receipt of SEND Support have an IEP which will be reviewed, in some cases with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults, including parents, involved with the child's education.
- The SENCO will also check the rates of progress of individual children and groups regularly with all teachers.
- A range of ways will be used to keep you informed, which may include:
 - Home/school contact book
 - Letters/certificates sent home
 - Additional meetings as required
 - Annual Reviews
 - End of Year Reports

What support do we have for you as a parent/ carer of child with an SEN/and or disabilities?

- We would like you to talk to your child's teachers regularly so we know what they are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support them both at home and school and can share what is working in both places. The first person that should be contacted if you have any concerns about learning or progress is your child's class teacher.
 - The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
 - Information from outside professionals will be discussed with you often via a written report such as an Educational Psychologist report, or a Speech and Language Therapy report. In some cases the SENCO will arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.
 - IEP's will be reviewed each term and where appropriate with your involvement.
 - Resources are sometimes sent home in order that parents/carers can help to reinforce the learning taking place in school. This can be discussed with teachers or the SENCO by appointment.
 - A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.
- In addition:**
- We regularly hold workshops for parents of all children in the school, for example in relation to reading, phonics or maths. We will be happy

to discuss any necessary adaptations for your child.

- The IEP will include ideas for how you can support your child at home, following discussions with you.

If your child is undergoing statutory assessment for an EHC Plan you will also be supported by the Children's Services SEN Team. They will ensure that you fully understand the process

How have we made this school physically accessible to children with SEND?

- We ensure that equipment used is accessible to all children regardless of their needs wherever is realistically possible.
- The school has staff trained to suit children with a range of needs.
- If you have a specific concern, please make contact with the SENCO.
- Due to the age and style of the school building it is often very difficult to make significant changes to layout and accessibility. We are willing, to work with parents and the Local Authority to discuss possible adaptations to the school. The outcome of these discussions must be based on realistic negotiations by all parties in order to provide 'reasonable adjustments' to help make the school accessible for those with physical disabilities.

How will we support your child when they are leaving this school? OR when moving on to another class?

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
 - We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
 - We will contact the new school's SENCO and ensure s/he knows about any special arrangements or support that needs to be made for your child.
 - Where possible we will support a visit to the new school in advance of the move.
 - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
 - You will be invited to meet with the new teacher before the move takes place.
 - Information will be passed on to the new class teacher in advance and in all cases, a detailed hand-over meeting will take place with the new teacher. All IEP targets will be shared with the new teacher.
 - If your child would be helped by a book to support them understand 'moving on' then it will be made for them.

- In Year 6
 - All year 6 children will take part in a variety of transition work such as lessons, workshops, visits etc.
 - Those children with SEND will often be supported in other ways to help them with their understanding of the changes ahead. This may include creating pieces of work which includes information about themselves for their new school, or working in small groups or with individuals in school.
 - Where possible your child will visit their new school, sometimes on several occasions, and in many cases staff from the new school will visit your child in this school.

GLOSSARY OF TERMS

IEP	Individual Education Plan
PLP	Personal Learning Plan
S	Statement stage of the SEN Code of Practice
SA/SA+	School Action stage of the SEN Code of Practice
SA+	School Action Plus stage of the SEN Code of Practice
SEN	Special Educational Needs
SEN Code of Practice	The legal document that sets out the requirements for SEN
EHC plan	Education, Health, Care Plan
SEN	Special Educational Needs
SEND	Special Educational Needs and or disabilities
SALT	Speech and Language Therapist
CAMHS	Child & Adolescent Mental Health Service
EP	Educational Psychologist
SENCO	Special Educational Needs Coordinator
ASD	Autistic Spectrum Disorder