

Lindon Bennett School SEN Policy & Information Report 2021-2022

	Question	School Response
1.	<p>a) How does the school know if children need extra help?</p> <p>b) What should a parent do if they think their child may have special needs?</p>	<ul style="list-style-type: none"> • At Lindon Bennett School the majority of the children already have an Education Health Care Plan in place before joining the school in which their individual needs, either severe or profound learning difficulties and/or autism or other medical/physical needs, are identified. • However, through continual assessment further educational needs may be identified by staff and strategies are put in place to address these difficulties. • The school also works closely with a range of other professionals to further support this process including Educational Psychologists, Speech & Language Therapists, Occupational Therapists, Physiotherapists, the SENSE team, the Challenging Behaviour Team, CAMHs (Child & Adolescent Mental Health Service), Social Services, Children with Disabilities Team, Continuing Care, Community Paediatricians, Special School Nursing Team and other health professionals. • Parents are encouraged to let staff know at any time if they think that any further needs may have arisen. • For children within the Nursery the focus is even more specifically around continuous assessment and identifying the most suitable placement for a child's reception year.
2.	<p>a) How will school staff support a child?</p> <p>b) Who will oversee, plan work with children and parents?</p> <p>c) How often will this happen?</p> <p>d) Who will explain to parents what is happening for the child?</p>	<p>The 2015 Code of Practice sets out four main areas of need:</p> <ul style="list-style-type: none"> • Communication and interaction • Cognition and learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>Lindon Bennett School caters for children within all four areas of need, but all children must have either severe or profound cognition and learning needs. Many children have multiple and complex needs, requiring a highly individualised approach to their education provision. On the initial visit to school there is a discussion around your child's needs and the approaches to learning that may be used.</p> <p>The following interventions provide a summary of the approaches used:</p> <p>Access to a supportive environment:-</p> <ul style="list-style-type: none"> • Specialist equipment, including IT, to access the curriculum where appropriate. • Small class groups with high adult ratio • Purpose built facilities to provide a varied and practical approach to the curriculum • Visual picture strips or instructions to support behaviour or understanding of a task • Use of visual timetables <p>Provision to facilitate or support access to the curriculum</p> <ul style="list-style-type: none"> • 1:1 support in the classroom from support staff or the class teacher • Small group support from support staff or the class teacher • Breaking down of activities into small steps • Repetition of instructions and key information • Use of specialist equipment such as seating, writing slopes or IT equipment • Visual/symbol support for learning activities

		<ul style="list-style-type: none"> • Use of Makaton to assist communication • Use of AAC (alternative and augmentative communication) to assist expressive language <p>Strategies to support and develop literacy</p> <ul style="list-style-type: none"> • Consistent approach to developing literacy and communication skills • 1:1 intervention • Specialist support for children with specific difficulties with language and communications • Small group support in similar ability groups with guided teaching • Use of AAC and assisted technology including Intensive Interaction and PECS (Picture Exchange Communication System) <p>Social Skills programmes/support strategies to reduce anxiety</p> <ul style="list-style-type: none"> • Use of social stories to discuss events • Breaktime structured activities to alleviate unstructured time • Individual focused playground support for some named children <p>Strategies/programmes to support Occupational Therapy/Physiotherapy Needs/Motor needs/sensory needs</p> <ul style="list-style-type: none"> • Intervention programmes from an Occupational Therapist or Physiotherapist • Provision of equipment advised by Occupational Therapist/Physiotherapist • Both fine and gross motor support including activities from Occupational Therapists/Physiotherapists • Intervention programmes and specialist 1:1 support from SENSE team for children with a visual, hearing or multisensory impairment • Specialist support from Occupational Therapists for sensory processing difficulties <p>Strategies to Support Behaviour</p> <ul style="list-style-type: none"> • Use of school's behaviour policy, available on web site • Use of praise, rewards and sanctions • Individual positive intervention programmes • Advice and support from Educational Psychologist, challenging behaviour team and CAMHs • All staff have Team Teach training on positive intervention and de-escalation techniques <p>The class teacher will be responsible for overseeing and planning the work for each individual child within their class and will be the first point of contact for parents. Personalised Learning Outcomes (PLOs) are updated termly and are monitored by the leadership team. Middle leaders also monitor all class planning on a weekly basis.</p>
3.	<p>a) How will the curriculum be matched to a child's needs?</p> <p>b) What is the schools approach to differentiation?</p>	<ul style="list-style-type: none"> • The curriculum is based on the National Curriculum but it is carefully adapted to ensure that children have the best possible chance of success. There is a focus on communication skills, literacy & numeracy, and independence, as well as a range of subjects many of which are more practically based. We follow an age-appropriate themed curriculum which is based on topics throughout the early years foundation stage, keystage 1 and keystage 2, this helps children both link their learning across the curriculum and consolidate their knowledge. • The class size is small and will vary according to the age and ability of the peer group. Typically class sizes are between 7 and 9 with a teacher, a teaching assistant and 2 or 3 classroom assistants. There is specialist provision within the school for children with ASD. This follows best practice for children with ASD including use of aspects of both TEACCH principles and PECS.

		<ul style="list-style-type: none"> All teaching activities are personalised to meet individual children's needs with children having individual targets for each lesson.
4.	<p>a) How will both the school and parent know how a child is doing?</p> <p>b) How will the school support parents to help their child's learning?</p> <p>c) When will parents be able to discuss a child's progress?</p>	<ul style="list-style-type: none"> The school has a continuous cycle of assessment covering all areas of learning and development that incorporates reference to national benchmarking data and at least termly individual children progress meetings are held within school. Daily home/school diaries are kept and teachers are always happy to phone or email parents, if there is a need. Two written reports are sent home to parents on the progress their child has made together with an annual report focussed more directly on the content of the child's Education Health Care Plan. Parents evenings are held termly alongside a yearly Annual Review meeting and teaching staff are always happy to discuss more specific progress with you by appointment at any point. Half-termly newsletters are sent home identifying areas of work that will be focussed on over the coming half-term, together with ideas of supporting work that can be carried out at home. Regular coffee mornings are also held for parents when there is a different focus on some aspects of their child's development which will support their child's learning when at home.
5.	<p>a) What support will there be for a child's overall well-being?</p> <p>b) Pastoral, medical, social, emotional in and out of school?</p>	<p>We believe that if children are not happy and healthy they will not learn. We therefore make sure that children's needs are met as fully as possible. All staff are trained in Child Protection & Safeguarding, Positive Intervention, moving and handling where necessary and we have a high number of First Aiders on site.</p> <ul style="list-style-type: none"> The school caters for a large number of children with complex medical needs and many require daily medication. Both sites are supported by a Health Care Assistant (Richmond & Hounslow NHS Trust) most of the time. In addition many members of school staff are willing to administer regular and emergency medication, once provided with the appropriate training for the individual. There are clear procedures in place for record keeping of administration of drugs. Care Plans are shared with all staff and a central record is kept. Up-dates are provided as and when needed, but at least annually. All staff are trained for individual children within their care, as needed. If there was a medical emergency the School would follow the child's care plan and call 999 if required. In the case of an accident or unknown medical emergency 999 would be called and a member of staff would accompany the child in the ambulance. Parents would be informed as soon as practically possible. We also have access to the Hounslow Special School Nursing Team when needed and have a parent liaison worker who can offer additional support.
6.	What specialist services and expertise are available or accessed by the school?	<p>Lindon Bennett School works closely with a range of professionals who support the young people who attend the school. These include staff from:</p> <ul style="list-style-type: none"> The Speech & Language Service (HRCH) The Child & Adolescent Mental Health Service (CAMHs) Physiotherapists (HRCH) Occupational Therapists (HRCH) SENSE Team Educational Psychology Service The Challenging Behaviour Team Consultant Paediatricians Continuing Care Team Hounslow Special School Nursing Service An Occupational Therapist employed directly by the school

7.	What training will the staff supporting children and young people with SEND have had or receive?	<ul style="list-style-type: none"> • Our recruitment policy ensures that when staff are employed by the school, they come with experience, aptitude and skills which are needed to work with young people with special educational needs (SEN) • In addition to this there is an induction programme which all staff are required to undertake. This training ensures that staff are aware of the correct safeguarding procedures and the management of children's SEN, including challenging behaviour, as well as approaches to teaching and learning for children with SEN. • Throughout the year the school also has a range of training opportunities to ensure that all staff are kept up to date with their knowledge and understanding of SEN. • A range of professionals are invited into school to share their expertise as well as 'in-house' training and the sharing of outstanding practice across both sites. • There is a comprehensive Continuing Professional Development programme available to all staff. Further professional qualifications are encouraged. • All staff have training to ensure that they understand how children learn. We also ensure that all staff are able to identify any difficulties that children have in relation to their SEN, and work with them to overcome these. Staff working with children with ASD have training specific to this cohort of children. Staff work closely with Health Professionals including Occupational Therapists, Physiotherapists and School medical teams who provide annual training for all staff. • All teachers are either fully qualified or are following a programme to gain their qualified teacher status. All support staff either have or are working towards a relevant level 2 or level 3 qualification.
8.	How will children be included in activities outside the classroom, including school trips?	<ul style="list-style-type: none"> • The school has 2 minibuses and all children have access to regular off-site activities appropriate to their needs • Use of public transport is also made to facilitate trips when appropriate
9.	How accessible is the school environment?	<ul style="list-style-type: none"> • The school building and outdoor play areas are accessible to all children.
10.	<p>a) How will the school prepare and support a child to join the school?</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	<p>Children can start at Lindon Bennett at any point during their nursery/primary school career and careful thought is given to transition to ensure it is successful for the children and their family. Transition plans can include:-</p> <ul style="list-style-type: none"> • Accompanied visits to the School to become familiar with the building • Home visits, especially for children starting in EYFS (early years foundation stage), or with complex needs • Visits to current settings by key staff • Attendance at Annual Reviews and Child in Need meetings • Transition visits to work alongside peers • Photo books/Social stories of key staff and peers • As a child approaches the end of their primary schooling, or when a parent feels that is appropriate for them to be moving on, their next school placement is discussed as part of the annual review process and transition arrangements are agreed with the new school • For those moving onto Oaklands, they attend one of our Open Evenings as well as holding a coffee morning for Year 5 parents at Lindon Bennett. Year 6 children also get more frequent opportunities to visit the school throughout the year
11.	How are the School's resources allocated and matched to children's special educational needs?	<ul style="list-style-type: none"> • Both support staff and resources are allocated to either individual children or a group of children dependent on their personalised learning programme • Best use is made of the pupil premium grant, the sports premium grant, the EYP and Disability Access Fund, to enhance learning opportunities for all the children for whom it is applicable.
12.	How is the decision made about the type and how much support a child will be receive?	<ul style="list-style-type: none"> • All children have an Education Health Care Plan, that clearly identifies the type and amount of support a child will receive. Parents and carers are always invited to the review process organised by the School, when they have the opportunity to share both success and concerns.

13.	How are parents involved in the School and how can they become involved?	<ul style="list-style-type: none"> Parents are sometimes invited on educational visits and activities; if you are happy to be involved in this way, please let us know. We also hold regular coffee mornings and parental training where parents have met together socially and supported each other.
14.	Who can parents contact for further information or raise concerns?	<ul style="list-style-type: none"> The first point of contact for parents should always be their child's class teacher, but they can always contact the Headteacher, the Deputy Headteacher or one of the Assistant Heads through the school office or via email to: office@lindonbennett.hounslow.sch.uk Staff working in the office can always provide information regarding day-to-day issues. The Chair of Governors can also be contacted via email at: governor@lindonbennett.hounslow.sch.uk
15.	How does the school decide what support and how much support a child receives?	<ul style="list-style-type: none"> All children have an Educational Health Care Plan, that clearly identifies the type and amount of support a child will receive. Parents and carers are always invited to the review process organised by the School, when they have the opportunity to share both success and concerns.
16.	How does the School listen to the child's views?	<ul style="list-style-type: none"> Children are always supported to make choices and express their views and opinions in whatever way is appropriate for their needs.
17.	How do Governors monitor attainment and progress of SEN children ensuring their needs are met by the School?	<ul style="list-style-type: none"> Governors receive termly reports on the progress that all children within the school are making towards the whole school targets that they have approved. They are also actively encouraged to visit the school and spend time in lessons on a regular basis throughout the year.
18.	How do children gain admission to specialist unit/provision on the school site?	<ul style="list-style-type: none"> Applications to either the School or the Nursery need to be processed through the Hounslow Local Authority SEN Department. Please go to: fsd.hounslow.gov.uk/localoffer to look at Hounslow's Local Offer or call on 020 8583 2672.
19.	Covid-19	<ul style="list-style-type: none"> Please refer to the 'Covid Risk Assessment' on the website.