



Name of School	All Saints Benhilton CoE Primary School
Address	All Saints Road Sutton
Postcode	SM1 3DA
Name of contact person	John Belardini (SENCo)
Telephone	0208 644 6492
Email	office@allsaintsbenhilton.org.uk
Website	www.allsaintsbenhilton.org.uk
Facebook	NA
Twitter	@ASB_Primary
Contact to discuss child needs Who will I contact to discuss the concerns or needs of my child?	<p>Class Teacher, first point of contact – Adapting and refining the curriculum to respond to strengths and needs of all pupils. Monitoring progress of your child and liaising with key staff about interventions needed.</p> <p>Phase Leader, second point of contact – Responsibility for progress of year group and deals with concerns which cannot be dealt with by the Class Teacher.</p> <p>SENCO, third point of contact - Co-ordinating provision for children with SEN, developing and following the school’s SEN policy. Ensuring that parents are:</p> <ul style="list-style-type: none"> • Involved in supporting their child’s learning and access to the curriculum. • Kept informed about the range and level of support offered to their child’s development and progress. • Consulted about planning successful movement to a new class or school. • Liaising with a range of agencies outside of school who can offer advice and support to help pupils overcome any difficulties.

	<ul style="list-style-type: none"> • Providing specialist advice and facilitating training to ensure that all staff are skilled and confident about meeting a range of needs. • Overseeing and line managing Learning Support Assistants, Pupil Premium children and Accessibility. <p>Head Teacher, K Stanley - Bristowe. Responsible for the day to day management of all aspects of the school, including the provision made for pupils with SEN.</p> <p>SEN Governor – J Jones. Responsible for supporting school to evaluate and develop quality and impact of provision for pupils with SEN across the school.</p>
<p>About the school</p>	<p>All Saints Benhilton CoE Primary School is a Voluntary Aided School. We work closely with the Southwark Diocesan Board of Education as well as the London Borough of Sutton, our Mission Statement and Educational Aims outline our expectations for all our children.</p> <p>Our aim is to ensure that every child is given the opportunity to fulfil his or her potential in whatever skills and talents they have, whilst feeling happy, safe and secure.</p>
<p>Assessing children How does the school know how well my child is doing?</p>	<ul style="list-style-type: none"> • Ongoing monitoring by all teachers of rates of progress and identifying pupils not making progress. Half-termly pupil progress meetings conducted by the Head Teacher, Inclusion Manager, SENCo, member of SLT and Class Teachers. • Use of the London Borough of Sutton’s Graduated Support for Special Educational Needs to determine the type and severity of need. • Termly review meetings alongside other contacts to track progress towards outcomes and evaluate interventions (SEN review meetings, parents meetings and Annual Record of Achievement / reports). • Additional support provided via additional resources after discussions with key staff, parents/carers, pupil and where relevant, external agency. • Additional support may be documented by an Individual Education Plan (IEP), also called a Learning Plan and or a Provision Map. Parents online, through Provision Mapping, can access such documents. • Seek external support for children continuing to experience significant difficulty – may involve an application for Education Health and Care Needs Assessment Request depending on criteria. This may result in an EHCP being issued.

	<ul style="list-style-type: none"> • Those children with EHCPs, Annual Reviews are held in school with successful outcomes shared with parents and areas of development / changes in provision proposed. • The SEND Code of Practice advises that children’s special needs are defined under these four categories: <ul style="list-style-type: none"> - Cognition and Learning - Social, Emotional and Mental Health - Communication and Interaction - Sensory and Physical <p>In addition to attainment in the curriculum areas, staff may raise concerns with regards to fine and gross motor skills in relation to dressing, eating, P.E. and handwriting, mobility in and around school, hearing sight and medical conditions where they may be affecting the child’s progress or ability to access their learning within school. Advice from external agencies will be sought in this instance.</p>
<p>Informing parents and carers How will I be kept informed about how well my child is doing?</p>	<ul style="list-style-type: none"> • Parents are invited to regular review meetings to track progress, evaluate interventions and celebrate success. • Additional support and resources are provided after discussions with key staff, parents/carers, the pupil and where relevant, external agencies • Additional support is documented on an IEP / Learning Plan and parents can receive a printed copy of each one and access these online. They are updated termly by class teachers and parental input is valued. • All reports from external agencies are shared with parents and carers. • Education Health and Care Plans are reviewed either every six months or annually according to the child's age.
<p>Updates on progress How regularly will I be updated on my child’s progress?</p>	<ul style="list-style-type: none"> • Termly review meetings alongside other contacts to track progress towards outcomes and evaluate interventions (SEN review meetings, parents meetings and Annual Record of Achievement / parents evening)
<p>If a child is not making progress Will I know if my child is not making progress and what will happen?</p>	<ul style="list-style-type: none"> • Use of the London Borough of Sutton’s Graduated Support / Response for Special Educational Needs to determine the type and severity of need. • Termly review meetings alongside other contacts to track progress towards outcomes and evaluate interventions (SEN review meetings, parents meetings and Annual Record of Achievement / parents evening). • Additional support provided via additional resources after discussions with key staff, parents/carers, pupil and where

	<p>relevant, external agency. Additional support may be documented by an IEP / Learning Plan and or a Provision Map.</p> <ul style="list-style-type: none"> • Seek external support for children continuing to experience significant difficulty – may involve an application for Education Health and Care Needs Assessment Request depending on criteria. • Parents/carers' views are taken into consideration when planning additional provision and the school seeks the permission of the parent/carer before referring their child to other professionals for support or advice. Parents/Carers are invited to comment on their child's progress and on any actions agreed during review meetings.
<p>Curriculum What is the curriculum and how is it taught?</p>	<ul style="list-style-type: none"> • Some classes/groups of pupils or individuals may be allocated support staff and have access to guided group work or interventions. • Every child's strengths and needs will be drawn upon and planned for. • Short-term targets may be set for children with an IEP / Learning Plan. Provision made; to meet the needs of individual children. • Success criteria may be set to know when a child is successful. • Teachers skilled and receive training with adapting the curriculum. • Grouping arrangements organised carefully to maximise learning opportunities for all. • Additional adults may be used to help a group with independence as an outcome. • Use of digital and multisensory resources to enhance learning and remove barriers. • As a Church of England School, we also follow The Southwark Diocesan Board of Education RE syllabus. Although legally parents have the option of withdrawing their children from the teaching of RE, it is expected that, by applying to a church school, parents understand the school's distinctive Christian character and recognise that RE is central to the life of the school and will therefore not feel it is necessary to withdraw their child from RE. • The statutory curriculum is tracked by the Deputy Headteacher and subject leaders to ensure depth of coverage, progression and accountability. This ensures horizontal and vertical progression across the school so that key learning is embedded and built upon each year.
<p>Adapting for child needs How will the curriculum be adapted to meet the needs of my child?</p>	<ul style="list-style-type: none"> • Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning regardless of their individual starting point or attainment. • Grouping arrangements organised carefully to maximise learning opportunities for all.

<p>Teacher flexibility on child needs How flexible can teachers be in meeting the needs of my child?</p>	<ul style="list-style-type: none"> • Some classes/groups of pupils or individuals may be allocated support staff and have access to guided group work. • Strategies to support /develop literacy - including reading. • Strategies to support /develop numeracy. • Low incidence SEN strategies, focusing on developing independence. • Teachers take into account the different learning styles of the pupils within their class and adapt the curriculum accordingly within the framework of the National Curriculum
<p>Additional support Is there any additional support available to help my child reach his/her expected outcomes?</p>	<ul style="list-style-type: none"> • Specialist staff in different areas of SEND e.g ELSA, Drawing and Talking and Nurture group practitioners. • External agencies may be sought to offer advice. • Diagnostic testing and assessment • Additional adults may be used to help groups or individuals. • Research based interventions providing additional support may be used to support an area of learning. • Interventions can cover the four main areas of learning: <ul style="list-style-type: none"> - Cognition and Learning - Social, Emotional and Mental Health - Communication and Interaction - Sensory and Physical
<p>Learning strategies Are there any special features or strategies to help children learn?</p>	<ul style="list-style-type: none"> • Lessons are planned carefully to meet the needs of all learners. • Learning tasks are introduced and modelled for the pupils, teaching points are addressed in the lesson and learning is reshaped accordingly. • Strategies to support/develop literacy including reading. • Strategies to support/develop numeracy. • Low incidence SEN strategies. • Developing independence. • External agencies may be sought to support individual or groups of children. • Diagnostic testing and assessment. • The school's physical environment is accessible to all learners, including those with disabilities • Learning walls in classrooms support the learning and children are actively encouraged to use them. • Staff receive regular development/training to undertake more effective strategies.
<p>Meeting child needs How do I know my child's particular need will be met?</p>	<ul style="list-style-type: none"> • Termly review meetings alongside other contacts to track progress towards outcomes and evaluate interventions (SEN review meetings, parents meetings and Annual Record of Achievement / parents evening).

	<ul style="list-style-type: none"> • Additional support provided via additional resources after discussions with key staff, parents/carers, pupil and where relevant, external agency. • Additional support may be documented by an IEP / Learning Plan and or a Provision Map. • Seek external support for children continuing to experience significant difficulty – may involve an application for Education Health and Care Needs Assessment Request depending on criteria. • Some pupils with special educational needs have an IEP / Learning Plan which identifies the expected outcomes for the pupils and the planned strategies in order for the pupil to reach those expected outcomes and make progress. • Some pupils have a visual timetable which details the daily planned activities. • Reasonable adjustments are made to help pupils to learn. • Trained Emotional Literacy Support Assistants (ELSAs) Drawing and Talking or Nurture Group Practitioners may work with individuals so that they are in a position to focus on learning when in class. • Some children may be involved in social skills groups. • Provision for pupils is related specifically to their needs.
<p>Access to exams What arrangements are available for pupils to access tests and assessments?</p>	<ul style="list-style-type: none"> • Year 6 pupils may be assessed to determine whether individuals may qualify for additional time. • Some children who suffer from anxiety, mental health or medical needs can access statutory tests in a smaller environment • School adheres to current access arrangements for Key Stage 1 and 2 statutory tests. • Booster and revision groups • Adjustments that may be made include: <ul style="list-style-type: none"> - A break during the test - Large print - An adult to help the child to stay focused - Reading questions to the child if reading difficulties would prevent them accessing tests (except reading tests) - Making a transcript of the test if the child’s writing is difficult to read <p>Any adjustments would become part of normal classroom practice and would be shared with parents/carers.</p>
<p>Additional support or time for exams How will I know if my child qualifies for additional support or time to access tests?</p>	<ul style="list-style-type: none"> • Teacher / Parent liaison via the class teacher, based on National criteria and whether the child qualifies for additional time or support. • We adhere to the Government’s guidelines set out in the link below. We ensure that no child is unfairly advantaged or has a disadvantage in accessing tests and assessments.

	<p>https://www.gov.uk/government/publications/2018-key-stage-2-assessment-and-reporting-arrangements-ara https://www.gov.uk/government/publications/2018-key-stage-1-assessment-and-reporting-arrangements-ara</p>
<p>Comfort, safety and socialising How does the school help my child to feel comfortable and safe and manage social situations?</p>	<ul style="list-style-type: none"> • Open door policy. • Mentoring activities by adult/peer. • Peer mediation. • Groups and interventions by trained staff to develop Social skills and enhance self-esteem • Family Liaison Officer to support individual children and families. • Access to specialist support and external agencies where appropriate. • Lunchtime & after-school clubs. • Home/School liaison: Record of Achievement and Parent/Teacher interviews. • Shared target setting, visual timetables/cues. • Strong pastoral care from staff, which is embedded within the values of a Christian ethos, through daily collective worships and everyday teaching practice. • Anti-Bullying Policy and procedures – focus on vulnerable groups. • Staff presence at breaks and lunch. • Preparation for high school and transitions. • Jigsaw programme delivered across the school as part of our PSHE and SRE curriculum. • Staff can deploy Lego Therapy or seek support from Play Therapists. • Nurture Group Provision to support social skills, interaction, non-verbal cues and emotional regulation. • Restorative approach to address behaviour.
<p>Developing social & emotional skills How does the school help develop my child's social and emotional skills?</p>	<ul style="list-style-type: none"> • Open door policy and transparency between school and parents. • Mentoring activities by adult/peer. • Groups and interventions by trained staff to develop Social skills and enhance self-esteem. Such as: Lego Therapy, ELSA sessions, Fun Friends, SMILES therapy, Nurture Group Provision, Play therapy and personalised social stories. • Access to specialist support and external agencies where appropriate. • Before school, lunchtime & after-school clubs. • Home/School liaison: Record of Achievement and Parent/Teacher interviews. • Young Carers Lead supports the schools Young Carers, as well as liaising with Sutton Young Carers Association. • Shared target setting and steps to success for the child.

	<ul style="list-style-type: none"> • Visual timetables / cues and social stories. • Strong ethos of pastoral care. • Jigsaw programme delivered across the school. • Staff regularly receive training on aspects that contribute to SEMH to ensure that staff awareness is sound.
<p>Early Help Support in the Community (Tier 2) Examples : please include any ELSA (Emotional Literacy Support Assistant), counselling, Talk and draw, parent groups, support groups for parents and children e.g. Self Esteem and social skills, Clinical Psychology paid for by the school, Mentoring, Anger management / Feelings work.</p>	<ul style="list-style-type: none"> • The school has four ELSA (Emotional Literacy Support Assistant) and offer Drawing and Talking therapy sessions. All ELSAs attend training days and group supervision sessions led by an Educational Psychologist. The school also offers small group social skills activities (Fun Club). • Three trained Nurture Group Practitioners support groups and individual children. • Family Liaison Officer to support individual children and families. • Anti-Bullying Policy and procedures. • Focus on vulnerable groups. • Wheelchair access. • Reasonable adjustments e.g. three accessible disabled toilet facilities. • Duties under the Equality Act 2010. • School all on one floor. • Visuals. • Parent groups are held covering a range of areas such as supporting your child’s learning, curriculum support and open days in which parents are invited to attend lessons. • Learning breaks. • Differentiated activities. • Specialist equipment • We regularly make referrals to Parenting Programmes to support our parents in managing their children’s SEND diagnoses.
<p>Bullying What is the school’s policy on bullying?</p>	<p>Anti-bullying policy: https://www.allsaintsbenhilton.org.uk/static/parents_files/Anti-bullying%20Policy%20June%202020.pdf</p> <ul style="list-style-type: none"> • E-safety and cyber bullying is addressed at an age appropriate level. • We ensure that pupils with SEND are an integral part of the school community, e.g. school council and extracurricular activities.
<p>Disability support What facilities are in the school to assist children with disabilities move around the building and take part in lessons?</p>	<ul style="list-style-type: none"> • Wheelchair access. • Reasonable adjustments e.g. three accessible toilet facilities. • Duties under the Equality Act 2010. • School all on one floor. • Transition support • Sensory support

	<ul style="list-style-type: none"> • The school identifies and monitors the changes it can make to improve access through the Accessibility Plan.
<p>Accessing lessons How do I know my child will be able to access all lessons?</p>	<ul style="list-style-type: none"> • Wheelchair access. • Reasonable adjustments e.g. three accessible toilet facilities and a disabled parking bay in the staff car park. • Duties under the Equality Act 2010. • School all on one floor. • Reasonable adjustments are made by staff to ensure children with disabilities can access all lessons. • School can refer to specialist services to seek advice regarding areas such as seating assessments • Advice is taken from external agencies who may recommend equipment e.g. larger print text for visually impaired children • Chromebooks / Learn pads are available for children where necessary. Software such as Nessy and Clicker support some children on a daily basis. • Staff trained in use of epi-pens • First aiders • School nurse • Individual Health Care Plans for individual pupils
<p>Who we work with Who does the school work with?</p>	<p>The school works with external agencies listed below. After discussion with parents, staff, SENCo and Inclusion manager, a referral may be made if it is deemed that further support is required to support an individual. The service will then decide if the child meets the criteria to access the service:</p> <ul style="list-style-type: none"> • Educational Psychology Service • Sensory, Visual and Hearing Impairment Service • Speech Language Communication Service • Autism Spectrum Disorder Service • Special Educational Needs Team • Occupational Therapy • School Nurse • Behaviour Support Team • Child and Adolescent Mental Health Service • Social Care • Voluntary • Paving the Way (SEMH) • Young Carers • CAMHS • Play Therapist • Adapt to Learn (ASD service) • Early Years Advisory Service • Social Care • Sutton Information, Advice and Support Service SIASS

	<ul style="list-style-type: none"> • All external services are subject to referral following specific criteria. • Protocols for informing parents/ carers and child - The school will always seek written consent for any assessment to be made (except in the case of an emergency safeguarding referral).
<p>Working with other agencies How does the school work with other agencies?</p>	<ul style="list-style-type: none"> • Partnership agreements. • Joint target setting liaison time with appropriate staff • All external services are subject to referral following specific criteria. • Protocols for informing parents/ carers and child - The school will always seek written consent for any assessment to be made (except in the case of an emergency safeguarding referral).
<p>Informing parents and carers How will I be informed?</p>	<ul style="list-style-type: none"> • Protocols for informing parents/ carers and child - The school will always seek written consent for any assessment to be made (except in the case of an emergency safeguarding referral). • The service, class teacher or SENCo will inform parents about progress by either a written report, IEP / Learning Plan or meeting directly with parents.
<p>Helping your child settle with confidence How will the school help my child settle with confidence and manage change as they move between schools and year groups?</p>	<p>Children and young people with SEN can become particularly anxious about 'transition' so we seek to support successful transition by:</p> <ul style="list-style-type: none"> • Attending borough transfer meetings to discuss individual needs with High School, Pre School and or Nursery SENCO's. • Make arrangements for additional visits if deemed necessary. • If appropriate, transition books with photographs of key people and points of contact are made well in advance and given to pupils to refer to at home during holiday periods. • Information sharing meetings / class handover with new teacher to discuss needs of pupils. • High School staff visit school to meet children and Yr6 staff extend transition input via PHSCE topic on change. • Opportunities for additional meetings with new class teacher/ support staff. • All pupils in Year 6 are invited to a familiarisation day at their secondary school. Reasonable adjustments are made for those with SEN and /or disabilities e.g. names of key staff members, maps of the school, tutor group information etc are shared with the primary school • Invite relevant staff to Y5 Annual Review meetings.
<p>Extended School Day What additional facilities do you offer?e.g. Breakfast</p>	<p>The school has a walking bus to after school care at Kidzone in Stayton Road, Sutton. This is available before and after school.</p>

club; After school clubs; walking train to after school care	
Policies Please ensure the link works! Add any relevant web links to things like policies here, e.g. SEN policy, Behaviour policy, Equalities policy, Access Plan	All policies are available as PDFs here: http://www.allsaintsbenhilton.org.uk/policies.php
Keywords	

