

# Ben Jonson Primary School



**SEND REPORT**

**A SUMMARY FOR FAMILIES OF BEN JONSON SCHOOL**

**Realising Potential**

# Special Educational Needs and Disabilities at Ben Jonson School

## SEND Mission Statement

At Ben Jonson, our guiding principle is one of inclusion. Our aim is to support the growth of a wide range of pupils with special needs and disabilities.

We aim to provide Quality First Teaching for all pupils to ensure they achieve their best, become confident individuals and responsible learners. We are committed to the best outcomes for all children, including those with SEND through collaborative planning sessions with all professionals involved with each child. They receive a strategically delivered and enriched curriculum which inspires a thirst for learning and maximises individual attainment and success.

Pupils are encouraged to be resilient, independent learners who are respectful and understanding of the needs of those around them. We regularly review our inclusive practice and strive for the best provision and opportunities for our pupils. We know we work best when we work together with the families and communities of Ben Jonson School. We are committed to working tirelessly to ensure that all children of Ben Jonson School reach their highest level of achievement and personal wellbeing.



# The Inclusion team

**Ben Jonson Primary School is an inclusive school which is always striving to improve**

At Ben Jonson School we understand that all children have needs and our provision must be personalised and targeted to ensure we understand and respond effectively.

We have a robust and multi-disciplinary Inclusion team to support a wide range of need in and out of the classroom.



**Ebru Karatufek**  
Assistant Headteacher for  
Inclusion



**Lyndsay Johnson**  
SENDCo.



**Lee-Ann Smith**  
Lead Child and Family  
Support Worker



**Dee Dillon**  
Attendance, Child and  
Family Support Worker



**Rachel Corbishley**  
ASD specialist TA  
Medical Needs  
Co-ordinator



**Shireena Begum**  
SLCN specialist TA



**Ruth Gwyther**  
Learning Mentor



**Shara Noor**  
Learning Mentor



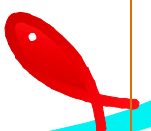
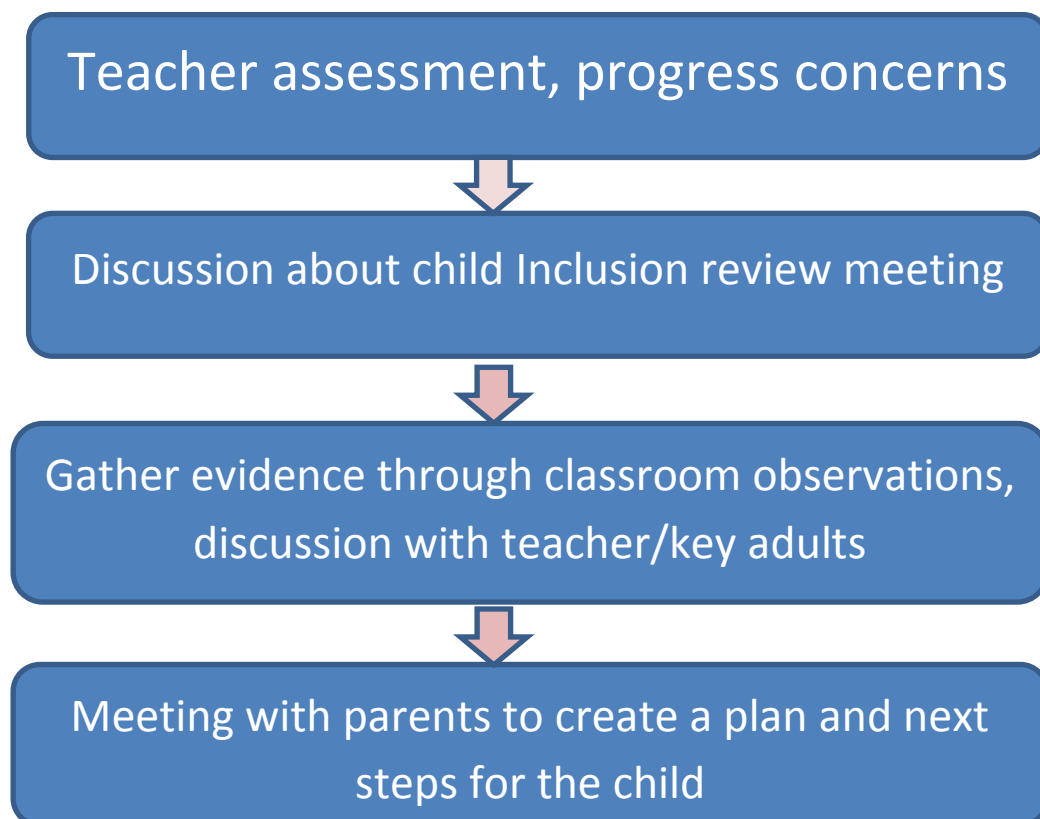
# Identification of SEND

## Ben Jonson Primary School takes pride in ensuring that no learner is left behind

Teachers monitor pupils' work continuously to identify children who are not making expected progress. Where progress continues to be less than expected, teachers have the opportunity to highlight pupils in our termly Inclusion review meetings.

The teacher will then work closely with the Inclusion Team to assess whether the child has a special education need. The SENDCo or Assistant Headteacher for Inclusion will gather information through classroom observations, discussions with teacher and the child. A meeting with the child's family will then be set up in order to develop a good understanding of the child's areas of strength and difficulty, the parent's concern and to agree the next steps. This meeting is to gain a holistic view of the child.

If any parent has a particular concern about their child's progress, they can also contact the office to arrange a meeting with any member of the Inclusion Team.



# Assessment of SEN

## Ben Jonson Primary School employs the plan, do, review cycle in line with the SEN code of practice 2014

If a child is not making progress, classroom level interventions are put into place through differentiated learning and scaffolded activities to ensure the learning is pitched accurately to the child. If a child's needs are not met through quality first teaching, they may need early intervention to ensure 'gaps' are targeted.

Assessment data is vigorously analysed termly in pupil progress meetings together with the phase leader and senior leadership team.

We have many interventions which happen outside the classroom including Head Start for reading comprehension, speech and language, social skills, attention and listening and maths groups. This is usually in a small group with targeted outcomes for the group of children over a term. The intervention is tracked and assessed with a clear baseline and end point.



# SEND support plans

In class SEND support plans detail the differentiated approach the child may need to make progress

Children who require ongoing support different from or in addition to general provision will have their targets and SEND support plan reviewed termly. The children will be on the SEND register and monitored closely.



## SEND support plan

Name:

Outline of needs:

Class:

Progress measured using:

Picture of child

Key adults who support to develop and deliver this plan:



### I am good at, my strengths are:

- I am good at explaining my ideas, thoughts and feelings and I am getting better at explaining what I need to adults using my words
- I am good at working with an adult and listening carefully, especially if I am interested in what I am learning about and feeling calm
- I am getting more confident in maths and am enjoying doing my maths learning



### By the end of this term I will be able to:

- Independently use my activity wipeboard at the tables
- Write at least 3 clear sentences independently
- Show I am engaged with carpet time by responding to questions

### Things I find trickier:

- Staying focused on work for long periods
- Connecting learning together in my mind
- My working memory- keeping more than one idea in my head, for example numbers and a number rule
- Remembering instructions more than 2 steps

### Strategies and approaches that help me learn include/ interventions in place:

- Having very high expectations of me and challenging me when I act younger than my age or say I can't do it
- Sitting at a table that has some adult support to re-explain instructions when doing my learning
- Asking me to say my ideas using full sentences when thinking through my ideas
- Being kind and encouraging about my reading- it can make me feel anxious and shy
- Encouraging me to focus my attention back using humour and not accepting excuses to stop learning
- I may need to have a rest in the afternoon as I can grow very tired, let me sit in the book corner

# Education, Health and Care Plans

## Assessments from external agencies may be required if children continue to have significant difficulties

Ben Jonson Primary School has robust links with external agencies. Should children continue to make limited progress due to a significant barrier to learning, the school may seek further assessments, advice and input from a range of services.

Additional professional advice the school may make use of includes:

- Educational Psychology Service
- Speech and Language Service
- Child and Adolescent Mental Health Service
- Support for Learning Service
- Phoenix Outreach
- Occupational Therapy Service
- SEN ICT advisory Service

Referrals to any external agencies are discussed with families and only pursued with consent.

Following further assessments, additional funding may be available to support the learning needs of children with significant difficulties. This can be accessed using the Local Authority process and may result in the development of an Education, Health and Care plan (EHCP).

Parents and parental views are central to the development of EHCPs. There may be several meetings when developing an EHCP and the process can be lengthy. Further details about the process and benefits of an EHCP can be found in the Local Authority's Local Offer website.



# Speech, Language and Communication

**Our speech therapists help us to identify, assess and support children with speech and language difficulties**



**Esther Wood**  
Early Years Speech Therapist



**Noreen Hussain**  
EHC Speech Therapist



**Charlotte Iles**  
London Speech Therapy  
SEN Support Therapist

If a child has difficulty with speech, language and communication, we may speak to parents about referring them to our speech and language team. We have termly visits from our Early Years Therapist who focuses on Reception and weekly visits from our two other therapists who work with children on the SEN Register.

A child may be referred to speech therapy if they have:

- Difficulties with managing behaviour e.g frustration, hitting out, withdrawal
- Limited understanding of vocabulary
- Difficulty in making and maintaining friendships
- Difficulty processing information and instructions
- Difficulty expressing needs, wants, feelings and ideas

A child may also be referred if a parent expresses a high level of concern. This might be to rule out any difficulties or provide a better understanding of the child's needs.



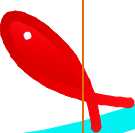
# Pastoral Support

## The wellbeing needs of all children is central to Ben Jonson Primary School's Inclusion strategy

The wellbeing of all children is an important part of their development. This includes their self-esteem, their social skills and behaviour for learning.

Children's wellbeing is discussed as part of Inclusion review meetings termly. Should they need additional support to develop any aspect of their wellbeing, targeted intervention is set up. This could include:

- Whole class SEAL (Social and Emotional Aspects of Learning) sessions for specific areas
- Targeted friendships groups
- Targeted 1:1 work with Inclusion team members
- Learning Mentor referral and support for a fixed programme or ongoing support
- Individual Behaviour Plan with up to three target areas and regular reviews
- Celebration books and celebration meetings with class teachers
- Support from external agencies including Children and Adolescent Mental Health Service (CAMHS), Cherry Trees Outreach Service



# Physical needs and disabilities

## Providing appropriate care and provision for every child is at the heart of what we do

Every child has a carefully thought out timetable to ensure their physical needs as well as their learning needs are met.

We work closely with external agencies: occupational health, physiotherapists, audiologists, eating and drinking specialists and our Medical Outreach Teacher to regularly review and amend each child's provision. Through this assess, plan, do, review process, we meet regularly with parents to hear updates from medical appointments and think of ideas to improve each child's school experience.

To support our children with physical needs and disabilities, Ben Jonson School offer:

- Wheelchair access with use of lifts
- Physiotherapy room
- Three disabled bathrooms
- Specialist physical equipment e.g hoists, standing frame, walking frames
- Specialist in class equipment e.g posture packs, adjustable tables, pencil grips
- Access to fine motor interventions
- Access to assistive technology, software, audio digital books and iPad applications
- Targeted support for complex medical needs, including practical support e.g. specialist rooms accessible by those with mobility issues or use of lifts;

We also have Care Assistants who supplement the work of classroom teaching assistants and support our children with daily care and specialist interventions including physio therapy and other physical tasks like toileting.

# Parental involvement

## Parents and families are at the heart of successful academic progress

Parents will have access to and be invited to attend:

- Bi-annual parents' evening to discuss progress with class teachers
- Regular team around the child meetings (TACs) with teachers, key internal and external professionals
- Annual reviews for children with an Education, Health and Care plan with teachers, key support staff, internal and external professionals
- Meetings as necessary to discuss referrals to external agencies
- Coffee mornings by topic including ASD coffee mornings

Parents and carers are welcome to make contact with the school to request a meeting with teachers, phase leaders or members of the Inclusion team at any stage.

# Medical needs

## Ben Jonson School has a designated Medical Needs Co-ordinator to evaluate and review medical needs

The Medical Needs Co-ordinator works closely with the School Nurse in order to ensure all children at Ben Jonson School are kept safe and healthy.

Medical Care Plans are created for all children with medical needs in conjunction with families.

Families must provide detail from a medical professional should medication need to be taken on school site. The information must detail the reason for the medication, when it must be administered and for how long.

Children with life threatening conditions are highlighted in red on the school's Medical Needs Register. Care plans for these children are discussed regularly with all adults in school.

The school has several specially trained members of staff to support with a range of medical needs including general First Aid training, diabetes, asthma, eczema, EpiPen and moving and handling training for children with physical needs.

The school's Medical Needs Policy is available on the School website.



**Rachel Corbishley**  
**ASD specialist TA and**  
**Medical Needs Co-ordinator**



# Transition

## Change can be both an exciting and challenging time

Transitioning between year groups, phases or schools can be a complicated process. Some children find transitions more difficult and change can provoke anxiety and worry. We work carefully with other schools and relevant professionals to support smooth transitions for all children.

### **Moving from Nursery to Reception**

We have strong links with the neighbouring nursery, Harry Roberts Nursery, which is our main feeder. For all Reception children who have additional needs, a transition meeting will be held which the SENDCo and, where possible, the new teacher will attend.

Extra visits are usually arranged for the child. Staff also visit the child at their nursery on several occasions. Any information about additional needs or medical issues are passed on to the SENDCo. from nursery feeders and additionally when the Reception teachers visit pupils on home visits.

### **Moving to another school**

We will contact the school SENDCo. and share information about any arrangements and support systems the child might need if they are leaving Ben Jonson School. Their files will be transferred alongside any records. With prior notice, transition visits can be arranged alongside social stories and meetings to support the move.

### **Moving to Secondary School**

The SENDCo and other members of the Inclusion Team are responsible for organising transition to Secondary School. SENDCos will often meet with the Primary School team on the transition day meeting to discuss the needs of specific children. Where necessary Team around the Child meetings will be arranged to create detailed transition plans which may include extra visits and a programme of access for the child to meet new members of staff over a longer period of time. Members of staff from the in taking secondary school are invited to summer term Annual Reviews to gain a full understanding of the child's needs.

# Further information

**Make contact with any member of the Inclusion team if you have more questions**

Additional information about support and services for pupils with SEND and their families can be found in:

## **The Local Authority Local Offer**

Available at: [www.towerhamlets.gov.uk/lgnl/education\\_and\\_learning/local\\_offer](http://www.towerhamlets.gov.uk/lgnl/education_and_learning/local_offer)

## **Parents Advice Centre**

30 Greatorex Street

London

E1 5NP

Telephone: 020 7364 6489

Email: [pac@towerhamlets.gov.uk](mailto:pac@towerhamlets.gov.uk)

## **The Department for Education**

### **SEND Code of Practice**

Available at:

[www.gov.uk/government/publications/send-code-of-practice-0-to-25](http://www.gov.uk/government/publications/send-code-of-practice-0-to-25)