



## **Bentley West Special Educational Needs and Disability Information Report 2024-25**



**Special Educational Needs and Disability Coordinator (SENDCo):** Miss Jordan Jacks  
**Dedicated SEND Time:** 5 days  
**Contact:** 01922 720792 or [send@bentleywest.co.uk](mailto:send@bentleywest.co.uk)



**ToD and Deaf Resource Provision Phase Leader (DRP Phase Leader):** Mrs Jeni Turner  
**Dedicated SEND Time:** 3 days  
**Contact:** 01922 720792

**Special Educational Needs and Disabilities (SEND) Governor:** TBC  
**Contact:** TBC

**Local Offer:** <https://go.walsall.gov.uk/the-send-local-offer/>

## Whole School Approach

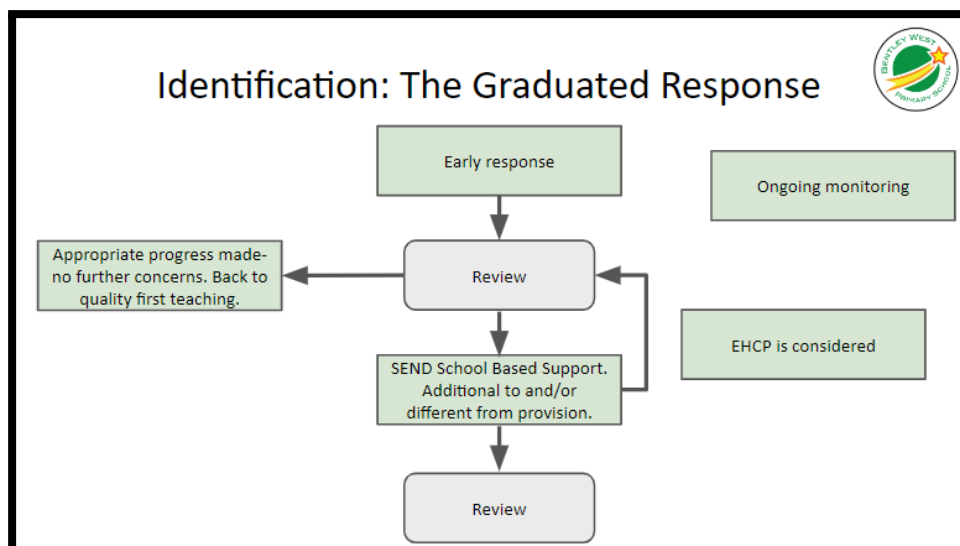
### **Vision**

At Bentley West we endeavour to meet the individual needs of all pupils to reach their full potential by providing them with the skills and knowledge they need to be as happy, fulfilled, and successful as possible.

### **What are Special Educational Needs and Disabilities (SEND)?**

As stated in the SEND Code of Practice (2015) 6.15, a child or young person has SEND where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age or has a disability which prevents or hinders him or her from making use of facilities generally provided for others of the same age. A child that has SEND, will require additional support or provision despite quality first teaching.

### **How do we identify if a child has SEND?**



We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves, regarding concerns relating to inadequate levels of progress or inclusion.
- Screening, such as that completed on entry or because of a concern being raised, indicates gap in knowledge and/or skills.
- Whole school tracking of attainment outcomes indicates lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs.

We follow the 'Walsall Getting it Right for SEND Banding Document' to identify if a child has SEND. This is broken down into the four areas of need and outlines the 'description of need' and what provision should be in place at each stage. This also helps us to know when it is appropriate to apply for additional funding to support a child through an EHCP. More information on this can be found on the Local Offer website:

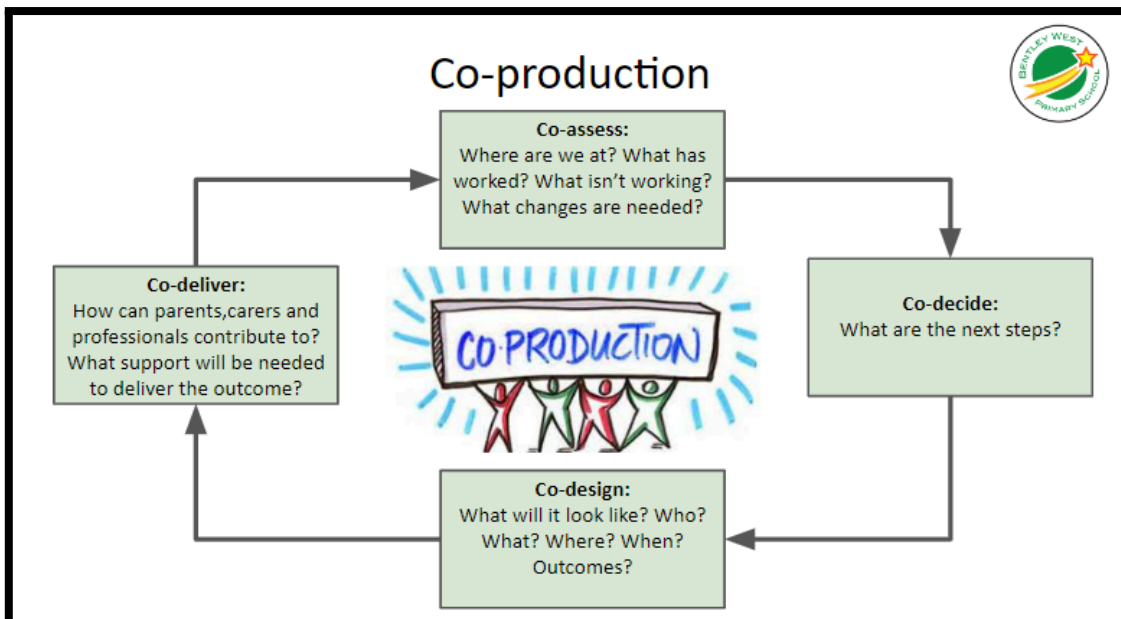
<https://go.walsall.gov.uk/the-send-local-offer/Education-and-Learning/SEN-Support-in-Education>

## **How do we support children with SEND?**

Because over 20% of our school population have special educational needs and/or disabilities, supporting children with SEND is a golden thread within our classrooms and it is not seen as a bolt on provision. There is a focus on Quality First Teaching (QFT) and supporting all children within the classroom to break down their barriers to learning. Additional adult support, reasonable adjustments, differentiated and personalised resources are provided to help children access the curriculum. Interventions are also used to support children develop skills in their area of need and as much as possible, these happen within the classroom. We have a Deaf Resource Provision (DRP) to support children with profound and severe hearing loss. Children are supported within the classroom by a member of the DRP and they have additional 1:1 sessions to support the development of their language skills. For children with the highest level of need, who are unable to access a mainstream classroom, a specialist provision has been created for them to best meet their special educational needs.

## **Target Setting**

As stated in the SEND Code of Practice (2015) 6.44, every child on the SEND register has an Individual Learning Profile (ILP) which follows the assess, plan, do, review process. The ILP is an overview of the child and has the child and parent/carer voice as well as containing additional information about medical needs, agencies involved, family background and barriers to learning. This is reviewed on an ongoing basis and contains a child's targets and what is in place to support them to achieve these. All targets come from either outside agency advice, or a target setting document devised by the SENDCo that helps us track small step progress for each area of need. Targets are shared with parents and carers at termly Parents' Evenings, Annual Reviews or meetings arranged by the SENDCo at the request of



parents throughout the year. To promote co-production, parents/carers are invited to write and review the targets in partnership with school staff.

### **How are pupils involved in decisions regarding provision that can better meet their needs?**

The school uses child-centred learning profiles. These are completed in collaboration with parents/carers, pupils, and school staff. These are completed with the children, and they identify their abilities and strengths, their aims, and the action they require to be taken by the school to reduce the barrier to learning and social success. This information is reviewed, and the pupil's views are gained on the effectiveness of the action taken so far to meet their needs.

### **Pupils with medical needs**

Pupils with medical needs will be provided with a detailed Individual Health and Care Plan, compiled in partnership with the school, parents and if appropriate, medical staff and the pupil. Staff who volunteer to administer and supervise medications, will complete formal training, and will be verified as being competent. All medicine administration procedures adhere to the Local Authority Policy and Department of Education (DfE) guidelines included within Supporting Pupils at School with Medical Conditions (DfE, 2014) and identified in the School Medicine Administration Policy.

## SEND Profile

As of September 2024, **25% of the** children at Bentley West are identified as having special needs and disabilities. This figure can change in line with pupil needs.

Below is a breakdown of the percentage of children with SEND within each year group.

SEN children across year groups							
Nursery	Reception	1	2	3	4	5	6
4 (3.6%)	14 (12.6%)	11 (9.9%)	11(9.9%)	17 (15.3%)	20 (18%)	18 (16.2%)	17 (17%)

Children's SEND needs are generally thought of in the following four broad areas of need and support. Although children may fall into multiple areas, we must select one main area for them. This helps us plan the resources needed and training requirements for staff.

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health
- Sensory and Physical

Band	C&L	SEMH	SLCN	HI	VI	MSI	Phys	Med	Total
1	0	1.80%	1.80%	0.00%			0.00%		6.31%
2	15.32%	4.50%	4.50%	0.00%			0.00%		21.62%
3	5.41%	0.90%	27.03%	0.00%			0.90%		37.84%
4	0.90%	2.70%	2.70%	1.80%			0.00%		6.31%
5	1.80%	0.90%	7.21%	0.00%			0.00%		11.71%
6	9.91%	0.00%		1.80%			0.00%		12.61%
7	1.8%	1.80%		1.80%			0.00%		3.60%
<b>Total</b>	<b>35.41%</b>	<b>15.32%</b>	<b>43.24%</b>	<b>5.41%</b>			<b>0.90%</b>		<b>100%</b>

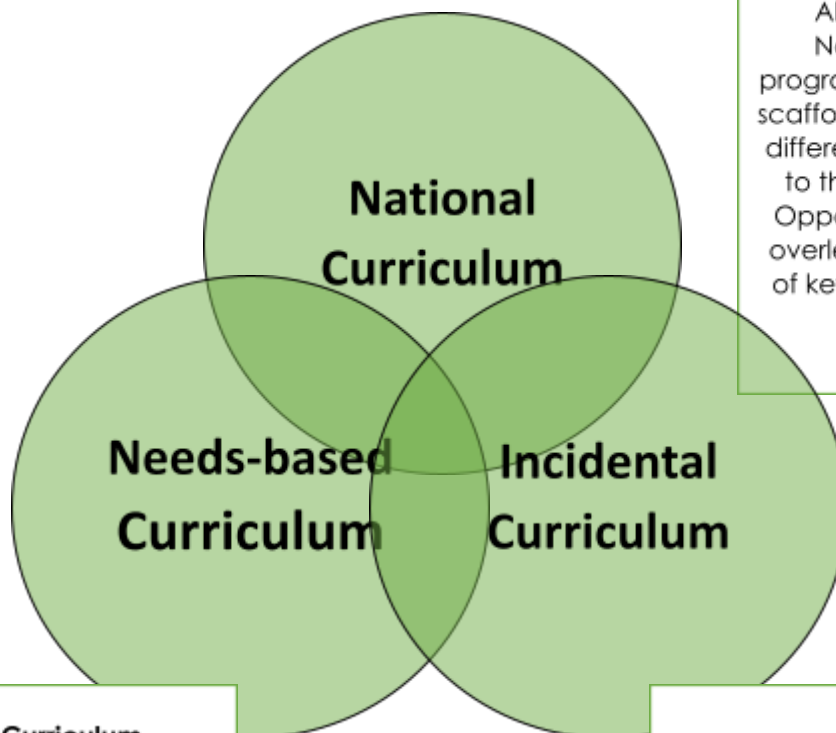
These percentages show what the main areas of need are across the school.

This column shows the percentage of children in each band.

# Our Curriculum

At Bentley West we recognise that children follow three interwoven curriculum that identify the knowledge, skills and values our pupils learn. The purpose of this is to:

- Prepare our pupils for the world of work.
- Teach academic subjects for their intrinsic value.



## National Curriculum

All children follow the National Curriculum's program of study. Staff adjust, scaffold and where necessary differentiate work to respond to the needs of the pupils. Opportunities are built in for overlearning and recapping of key concepts and skills to support retention.

## Needs-based Curriculum

With a high percentage of children having an Education, Health and Care Plan (EHCPs) compared to national. We use their EHCP which identified outcomes for pupils to achieve in line with the four broad areas of needs. We use a unique system to identify developmental gaps when considering developmental milestones. This curriculum is delivered and supported through quality-first teaching and through interventions.

## Incidental Curriculum

Children have access to a range of opportunities to develop their social skills. This curriculum is responsive to the presenting needs within the school and opportunities are built in to develop skills outside of skills and in a range of situations.

# Pastoral Support

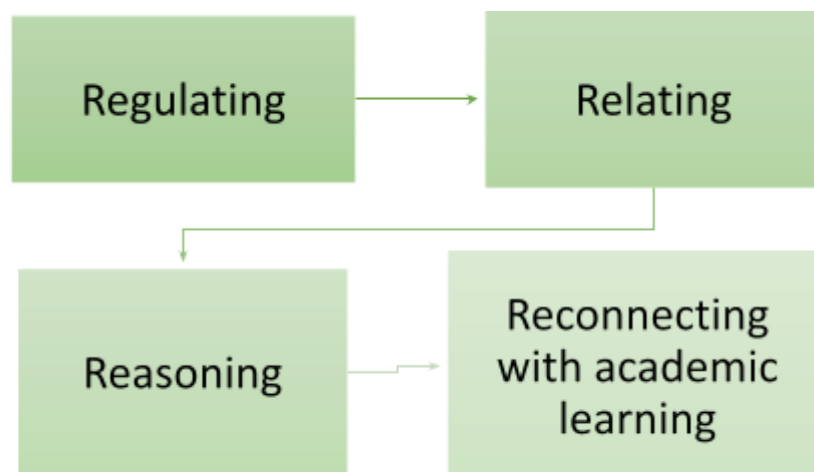
Our Pastoral provision offers a bespoke, flexible and responsible safe space and approach to support our nurture values. It is instantly available for pupils who need more support when they are finding engagement in academic learning difficult.

In response to fluctuating needs our Pastoral Support is used strategically to support children in crisis, to provide respite as well as targeted work on relationship building, transition and developing self-regulation strategies.

No matter how long pupils access Pastoral for, they will be working towards achieving the following objectives which are prerequisite skills for academic learning:

1. To develop self-monitoring and regulation skills to access academic learning in their classroom. I am regulating.
2. To develop a positive view of themselves as a learner. I am learning about the skills I have and need to be a positive learner.
3. To develop emotional resilience that can be applied to facing academic challenges back in their classroom. I am learning what helps me to learn best when things are challenging.

This is achieved through a nurture, PACE approach or as an alternative low arousal workspace where the pupils can go through the process of:



## **Outside Agencies**



### **Speech and Language Therapy**

We buy into the traded service so get an additional 5 full day sessions each term. During this time, Kimberley and Jodie review children's targets and advise staff on how to support their speech in school. Some children are referred on to be seen at the clinic.



### **Cadmus Inclusive – Advisory Teacher**

Beccie Hawes is our named Advisory Teacher, and we buy into this traded service. We have 10 half day sessions each year. She works with children to help identify barriers to learning and delivers staff training.

### **Place2be – Childrens' Mental Health Counselling**

Jo Williamson is our named Place2Be contact. We buy into this traded service. We have Jo and her term available to use 2.5 days per week. She works with children to support their social, emotional and mental health needs.

### **Play Therapist – Childrens' Mental Health Counselling**

Raj is our named play therapist who works with children to support to express themselves to support their social, emotional and mental health needs.

<b>Service</b>	<b>Professional</b>
Occupational Therapy	Lynsey Evans
CAMHS	Allocated based on pathway the child is following
School Nursing Service	West Locality Team
Black Country Women's Aid	Named workers for individual children



Reflexions	Named workers for individual children
Visual Impairment Team	Named workers for individual children
Hearing Impairment Team	Heather Brindley

## **Interventions for each area of need**

We aim to have all children in the classroom experiencing and accessing quality first teaching (QFT) but, in some cases, additional carefully matched and time limited interventions are offered based upon pupil need.

<p style="text-align: center;"><b>Communication and Interaction</b></p> <ul style="list-style-type: none"> <li>✓ Welcomm</li> <li>✓ NELI</li> <li>✓ 1:1 and small group support to work on targets set by speech and language therapists.</li> <li>✓ Visual Timeline</li> <li>✓ Pragmatics</li> <li>✓ Lego Therapy</li> <li>✓ Preparing for a change in routine</li> <li>✓ Now and next boards</li> <li>✓ Makaton</li> <li>✓ Reduced levels of language when giving instructions for individual children</li> <li>✓ Following advice for children who stammer from SALT</li> </ul>	<p style="text-align: center;"><b>Cognition and Learning</b></p> <ul style="list-style-type: none"> <li>✓ Precision Teaching</li> <li>✓ Overlay/tinted books for visual stress</li> <li>✓ SNIP spelling programme</li> <li>✓ Colourful semantics</li> <li>✓ Toe by Toe</li> <li>✓ Pre-teaching</li> <li>✓ Post-teaching</li> <li>✓ Differentiated work</li> <li>✓ Concrete resources</li> <li>✓ Workstation</li> <li>✓ Specialist teaching groups for the highest levels of need</li> <li>✓ Additional adult support within lessons</li> <li>✓ Task slicer</li> <li>✓ NESSY</li> </ul>
<p style="text-align: center;"><b>Social, Emotional, Mental Health</b></p> <ul style="list-style-type: none"> <li>✓ 3-1 scales</li> <li>✓ Pragmatics</li> <li>✓ Lego Therapy</li> </ul>	<p style="text-align: center;"><b>Physical and Sensory</b></p> <ul style="list-style-type: none"> <li>✓ Writing Explorers</li> <li>✓ Write from the Start</li> <li>✓ Pencil grips</li> </ul>

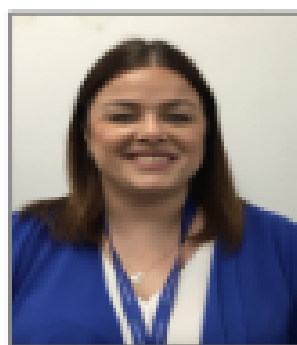
<ul style="list-style-type: none"> <li>✓ Communication Books</li> <li>✓ Learning Mentor – 1:1 and small group sessions, supporting children in class to break down their barriers to learning, offering support during unstructured times</li> <li>✓ Lunchtime clubs</li> <li>✓ Worry monster</li> <li>✓ Risk assessments</li> <li>✓ Every classroom has a display on identifying feelings as it is a thread which runs through the curriculum</li> <li>✓ Personalised reward chart</li> </ul>	<ul style="list-style-type: none"> <li>✓ Writing slopes</li> <li>✓ Deaf Resource Provision (DRP)</li> <li>✓ BSL used alongside speech for children in the DRP</li> <li>✓ Sensory areas within the classroom</li> <li>✓ Ear defenders</li> <li>✓ Weighted shoulder/lap pads</li> <li>✓ Bubble tubes</li> <li>✓ Fizzy Programme</li> <li>✓ Clever Hands</li> <li>✓ Following advice and targets from OT</li> <li>✓ Bespoke multi-sensory curriculum for individuals/small groups</li> </ul>
--	---

## **Pastoral Support**

**Miss Ellis**



**Miss Hawkins**



Miss Ellis is a member of the safeguarding team, who works with children, families, and external agencies. Miss Hawkins is the Learning Mentor and supports children to help break down barriers to their learning. This could be by supporting within the classroom, small group interventions or 1:1 sessions. They can be contacted on 01922 720792 or [safe@bentleywest.co.uk](mailto:safe@bentleywest.co.uk) and are on the gate on alternate mornings.

### **SEND Base**



At Bentley West, we have a SEND Base. This is a space for children to come for small group or 1:1 interventions. Children can also ask to come here if they need time to help them self-regulate away from the classroom. At lunchtimes, this space is used for alternating year groups to use to develop their confidence and social skills by playing games with the support of members of the SEND or Pastoral Team.

### **Sunflower Group**

At Bentley West, we have developed a provision to support children in Early Years and Key Stage 1 who have found it difficult to access the mainstream classrooms. These children have or display traits of autism and global developmental delay and either have an EHCP in place or it is in process. The children who access this provision have key transition points, a bespoke, developmentally-matched curriculum and sensory time within the provision, but join their peers for key times within the mainstream classroom. This is led by a Teacher, TA and HLTA in collaboration with the SENDCo.

### **Sonic Group**

For a small number of children in Key Stage 2 with EHCPs for severe learning difficulties, they are taught core subjects in a specialist group overseen by the SENDCo, with the support of a teacher (3 days), HLTA (5 days) and a teaching assistant. This group is designed for children who are working 4 years or more below the standards for their current year group and require a highly adapted curriculum. These children then return to their mainstream classrooms for foundation subjects with additional support from a teaching assistant.

## **Communication with parents**

We welcome and actively encourage and support working in partnership with parents and carers. We have an open-door policy and value parents and carers as partners in all aspects of their children's education.

- ✓ Three Parents' Evenings annually where the SENDCo is available for parents/carers to drop in throughout the evening to discuss their child's targets.
- ✓ Parents can call or email the SENDCo at any time to request a meeting.
- ✓ A member of the Pastoral Team are on the gate every morning for informal discussions and check-ins.
- ✓ Sharing reports from outside agencies as when they come through.
- ✓ Information on the school website
- ✓ EHCP Annual Reviews
- ✓ Coffee Mornings
- ✓ Updates on the newsletter

### **What should you do if you have a concern?**

- Speak to your child's class teacher in the first instance
- If your concerns continue, speak to the SENDCo .

### **What happens next?**

The SENDCo will discuss your concern and carry out an observation and work review of your child's books. Pupil views are always gathered (in line with the pupil's age/ability and in an accessible way in line with their needs). The findings will then be discussed with you. In most instances, targets are set, and additional support is put in place, which is reviewed in 6-8 weeks' time. It will then be decided whether your child will be added to the SEND register for additional to and different from provision to continue or whether they will continue to be monitored.

### **How do we check the effectiveness of provision in place?**

- The SENDCo works collaboratively with the Senior Leadership Team (SLT) to complete monitoring. This could be done through book trawls, learning walks, lesson observations, pupil, and parent voice.
- We use the SEND Target Setting Document to track progress made by pupils towards their targets in each area of need. Children who are not making expected progress from their unique starting point are discussed at termly Pupil Progress Meetings with the Head of School.
- As we work closely with a range of outside agencies, we seek advice for individuals if strategies in place are not having required impact.
- Every year group has a Provision Map which outlines additional support in place and staff review this on an ongoing basis, but formally review it at the end of the term to assess the impact of the support in place.
- There are termly staff meetings with a focus on SEND, where staff are given time to ensure that children's ILPs are updated. Following this, the SENDCo reviews the progress of each individual child to see if the provision needs to be altered or if next steps are required.

### **Training and Development to be delivered 2022-24**

This is the training which has been delivered over the past 2 years or is due to be delivered this academic year. Training is also prioritised and organised in a responsive manner as needs arise.

<b>Staff</b>	<b>Year</b>	<b>Course</b>	<b>Outcome/certificate</b>
EYFS staff	2022	BSL	To develop children's communication skills and understanding as signs will be used alongside speech.
Specific TAS	2023	Supporting children with Complex SALT Needs	To be able to use a range of means to help children communicate including ALDs, PECS etc.
TAs	2023	Supporting Children with Speech Production Difficulties	To be able to support children who have difficulties pronouncing certain sounds.
TAs	2022	Supporting SEMH needs through Lego Therapy	To support children to understand and manage strong feelings. To help them become more independent in self-regulating.
Teachers	2022	Supporting children with SEMH needs	
Offered to all staff	2023	Mental Health Champions	To enhance professionals' understanding of children's mental health and introduce approaches that

		Foundation Course with Place2Be	foster positive wellbeing in schools, colleges and communities.
Offered to all TAs	2022	Autism	<ul style="list-style-type: none"> <li>• What is Autism?</li> <li>• How do we identify Autism?</li> <li>• Typical difficulties and possible solutions.</li> <li>• Supporting through quality first teaching.</li> <li>• Resource and intervention ideas.</li> </ul>
Offered to all TAs	2022	Supporting Learners with EAL	<ul style="list-style-type: none"> <li>• What barriers so our EAL learners face?</li> <li>• An overview of best practice.</li> </ul> <p>Strategies to support our EAL learners and their families in school.</p>
Offered to all TAs	2023	ADHD	<ul style="list-style-type: none"> <li>• What is ADHD?</li> <li>• How do we identify ADHD?</li> <li>• Typical difficulties and possible solutions.</li> <li>• Supporting through quality first teaching.</li> </ul> <p>Resource and intervention ideas.</p>
Offered to all TAs	2023	Dyslexia/supporting children with memory difficulties	<ul style="list-style-type: none"> <li>• How do we learn?</li> <li>• What is executive functioning and how do we support it?</li> </ul> <p>How memory works and how we support it for learning.</p>
Offered to all TAs and Learning Mentor	2023	Managing Anger	<ul style="list-style-type: none"> <li>• Explore what anger is.</li> <li>• How to support pupils to identify and manage their own anger effectively.</li> </ul> <p>Self-monitoring and regulation strategies.</p>
Offered to all TAs	2023	Multi-Sensory Learning	<ul style="list-style-type: none"> <li>• The eight senses – how they work in the classroom;</li> <li>• What sensory processing needs can look like in the classroom and wider school environment;</li> <li>• How sensory needs impact upon learning and behaviour in the classroom and beyond;</li> <li>• Practical, low cost and impactful strategies including some make and take resources;</li> </ul> <p>How to develop and implement a personalised sensory diet;</p>
All staff	2022	Empowering Potential – The Free	To use Microsoft to support individual learners (EAL, visual

		to Access Accessibility Tools Provided by Microsoft	stress, reading and recording their work).
All staff	2023	Using the SEND Tracking Tool	To be able to confidently use the tracking tool to set targets and track progress.
SENDCo 2022		'How to SENDCo'	<ul style="list-style-type: none"> <li>▪ Gain a more detailed knowledge and understanding of how to carry out the role of the SENDCo (<i>Teachers' Standard 8</i>).</li> <li>▪ Develop an understanding of how to effectively implement the SEND Code of practice <i>on</i> a day-to-day basis (<i>Teachers' Standard 8</i>).</li> <li>▪ Develop approaches to quality assure and further develop SEND policy, practice, and procedure in your setting (<i>Teachers' Standard 2</i>).</li> <li>▪ Ensure that the vision for SEND is addressed in all aspects of school life (<i>Teachers' Standards 1 and 2</i>).</li> </ul>
SENDCo 2022		My EHCP and Me	<ul style="list-style-type: none"> <li>▪ To understand the contents of an EHCP and what this means for the types of support that may be required (<i>Teachers' Standards 2 and 5</i>).</li> <li>▪ To match support strategies to need to promote and achieve pupil progress,</li> </ul>

			<p>achievement, and engagement (<i>Teachers' Standards 2 and 5</i>).</p> <ul style="list-style-type: none"> <li>▪ To support pupils to become and sustain their independence in a range of learning and wider school situations (<i>Teachers' Standards 2 and 5</i>).</li> </ul>
SENDCo 2022		Using Visual Supports and Graphic Facilitation to Support Learning	<ul style="list-style-type: none"> <li>● The principles of high-quality visual supports to aid understanding and recall.</li> </ul>
SENDCo 2022		Neurodivergence in Education	<ul style="list-style-type: none"> <li>● To enhance understanding and recent updates on neurodivergence within education.</li> </ul>
SLT and Pastoral Team	2023	Team Teach	<ul style="list-style-type: none"> <li>● With an emphasis on de-escalation, this training supports participants to see beyond the behaviour to find ways to support pupils who are in crisis. Team Teach provides a holistic view on behaviour, enabling staff to reflect on the purpose of the behaviour and offer a wealth of strategies to de-escalate. It also supports staff in understanding when they may need to physically support pupils, what the law says about this and safe, effective and humane ways to do so.</li> </ul>
All staff	2023	Attachment and Trauma Training through Place2Be	<ul style="list-style-type: none"> <li>● Theory on attachment and trauma and the impact on early childhood development.</li> <li>● Practical strategies offered through case studies.</li> </ul>
EAL Team	2023	STEPS EAL Conference	<ul style="list-style-type: none"> <li>● Attachment and the Impact of Trauma on Refugees and asylum-seeking</li> </ul>



			children and International New Arrival Children • Supporting EAL Learners in the Classroom • Children in poverty with no recourse to public funds
--	--	--	---

### Training Available to selected members of staff 23-24 through Cadmus Inclusive

Course	Outcome/certificate
Supporting Children with Complex Needs in EYFS	<ul style="list-style-type: none"> <li>• Develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Teachers' Standard 5).</li> <li>• Understand how pupils learn and how this impacts upon teaching (Teachers' Standard 2).</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (Teachers' Standard 5).</li> </ul>
Identifying and Supporting Pupils with Specific Learning Difficulties	<ul style="list-style-type: none"> <li>• Develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Teachers' Standard 5).</li> <li>• Understand how pupils learn and how this impacts upon teaching (Teachers' Standard 2).</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (Teachers' Standard 5).</li> </ul>
Making Phonics Accessible for Pupils with Special Educational Needs	<ul style="list-style-type: none"> <li>• Provide effective and impactful support to aid pupils in learning effectively (Teachers' Standards 2 and 5);</li> <li>• To know which resources and approaches can be best deployed to benefit all learners as they develop their phonic skills for reading and writing – especially those that find accessing phonics challenging. (Teachers' Standards 2 and 5);</li> <li>• To reflect systematically on the effectiveness of lessons and approaches to teach phonics effectively and then drive phonic skills forwards (Teachers' Standard 4).</li> </ul>
Play and Sand Tray Based Therapy Approaches	<ul style="list-style-type: none"> <li>• Gain a more detailed knowledge and understanding of the principles of play based therapy approaches. (Teachers' Standard 5).</li> <li>• Deepen their understanding and repertoire of how to support children who have experienced trauma. (Teachers' Standard 5).</li> <li>• Know how to implement effective play based therapy approaches in their setting. (Teachers' Standard 5).</li> <li>• Leave with ideas for resources and activities to support their approach. (Teachers' Standard 5).</li> </ul>

Child Development and Play	<ul style="list-style-type: none"> <li>• Develop a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these (Teachers' Standard 5).</li> <li>• Understand how pupils learn and how this impacts upon teaching (Teachers' Standard 2).</li> <li>• Demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development (Teachers' Standard 5).</li> </ul>
SEND Digest – a round-up of all of the latest publications, guidance resources and approaches for all things SEND	<ul style="list-style-type: none"> <li>• Gain a more detailed knowledge and understanding of how to carry out the role of the SENDCo (Teachers' Standard 8);</li> <li>• Develop an understanding of how to effectively implement the SEND Code of practice on a day-to-day basis (Teachers' Standard 8);</li> <li>• Develop approaches to quality assure and further develop SEND policy, practice and procedure in your setting (Teachers' Standard 2);</li> <li>• Ensure that the vision for SEND is addressed in all aspects of school life (Teachers' Standards 1 and 2).</li> </ul>
Reading: Supporting Reading Skills Development for Students who Struggle.	<ul style="list-style-type: none"> <li>• Provide effective and impactful support to aid pupils in learning effectively (Teachers' Standards 2 and 5);</li> <li>• To know which resources and approaches can be best deployed to benefit all learners as they develop their reading skills – especially those that find reading challenging. (Teachers' Standards 2 and 5);</li> <li>• To reflect systematically on the effectiveness of lessons and approaches to teach reading effectively and then drive reading forwards (Teachers' Standard 4).</li> </ul>
Identifying and Supporting Pupils with Foetal Alcohol Syndrome Disorder (FASD)	<ul style="list-style-type: none"> <li>• Identification.</li> <li>• Potential barriers to learning and accessing school life.</li> <li>• Support strategies and resources.</li> </ul>
The Bucket Therapy Approach	<ul style="list-style-type: none"> <li>• Bucket Therapy is a fun intervention designed to improve your pupil's attention and listening skills.</li> <li>• Everything you need to set up and run Bucket Therapy immediately.</li> </ul>
Pathological Demand Avoidance (PDA)	<ul style="list-style-type: none"> <li>• What is PDA?</li> <li>• Identification</li> <li>• Potential barriers to learning and accessing school life.</li> <li>• Supportive strategies and resources.</li> </ul>
De-escalation Techniques	<ul style="list-style-type: none"> <li>• What can cause big emotions to escalate?</li> <li>• Self-monitoring and regulation skills.</li> <li>• A range of de-escalation strategies and resources for behaviours.</li> </ul>
Supporting Refugee Learners and those who speak English as an Additional Language	<ul style="list-style-type: none"> <li>• What is EAL and how can we support refugee learners?</li> <li>• Supporting the development of English speaking and understanding – strategies and resources.</li> </ul>
Identifying and Supporting Sensory Needs	<ul style="list-style-type: none"> <li>• Sensory avoiding and seeking behaviours.</li> <li>• Exploring eight of senses.</li> <li>• Sensory avoiding and seeking behaviours.</li> </ul>

	<ul style="list-style-type: none"> <li>• Strategies and resources.</li> <li>• Sensory Diets.</li> </ul>
Nurture Principles	<ul style="list-style-type: none"> <li>• Explore the principles of nurture.</li> <li>• Creating a nurture-based approach in the classroom.</li> <li>• Strategies and resources.</li> </ul>
Adapting Quality First Teaching for SEND	<ul style="list-style-type: none"> <li>• Explore potential barriers to learning linked to the four broad areas of need.</li> <li>• Strategies and resources to adapt teaching.</li> </ul>
Developing Expressive and Receptive Language Skills	<ul style="list-style-type: none"> <li>• Strategies and resources designed to support pupils in developing their expressive and receptive language skills in order to access learning</li> </ul>
Supporting Pupils with Bereavement	<ul style="list-style-type: none"> <li>• Understanding the different ways in which pupils may experience grief.</li> <li>• How to support pupils who may be preparing for a bereavement or experienced a bereavement- sudden and expected loss, trauma and suicide.</li> <li>• Dealing with potentially difficult conversations.</li> <li>• Supportive resources.</li> <li>• Developing a supportive whole school policy and approach.</li> <li>• Remembering – long term support.</li> </ul>
Managing Anxiety	<ul style="list-style-type: none"> <li>• Anxiety – what is it and possible causes?</li> <li>• What can anxiety look like?</li> <li>• Supporting pupils to identify and manage their anxiety.</li> <li>• Supportive strategies and resources.</li> </ul>
Building Self-Esteem and Confidence	<ul style="list-style-type: none"> <li>• Explore the background: What is self-esteem and confidence and how can do they impact upon learning and access to school life?</li> <li>• How to support pupils to grow their self-esteem.</li> <li>• How to support pupils to grow their confidence and resilience.</li> <li>• Supportive strategies.</li> <li>• Useful Resources.</li> </ul>
Supporting Pupils Who Are Afraid to Get Too Close.	<ul style="list-style-type: none"> <li>• Explore attachment.</li> <li>• Strategies to support pupils in making and maintaining positive relationships with their peers and adults.</li> <li>• Resources.</li> </ul>

## **Teaching to the Top**

Eight members of staff completed a project during 2022-23 in collaboration with other settings following the principles below:

### **The principles of working in the Teaching to the Top Programme**

Drawing from extensive experience and a robust evidence-base, Dr Rogers will lead the professional learning of participants on this programme. The structure of the programme enables professionals to work collaboratively to help support, challenge and develop each other's practice. This is a 'bottom-up' approach where professionals take ownership of their learning. Participants will identify areas of their existing practice that may benefit from additional scrutiny, and work together in trios to identify relevant research, develop strategies, conduct an enquiry, explore the results and consider the implications for their own, and wider, practice. This ensures the programme is relevant and bespoke to the individual with the potential to inform whole-school approaches.

### Areas of commonality:

- A focus on consistent, high-quality teaching with appropriate challenge for all pupils: 'teaching to the top'.
- Developing effective inclusive practice ensuring planning and practice, at all levels, takes in to account all learners' needs
  - Ensuring a lens is placed on the lived and learning experience of children with SEND
  - Providing high-quality, evidence-informed, and sustainable professional learning opportunities for teachers, TAs and senior leaders through a joint professional learning community.

### Intended Outcomes

A cadre of professionals:

- Confident in critically engaging with research and evidence to inform decision-making and practice.
  - Skilled in reflecting on their own practice, evidencing impact and improving.
- Systematically using a range of evidence to inform planning and practice, with a particular focus on learners' needs (particularly those learners with special or additional educational needs).
  - Engaged in a professional learning network across the schools.
  - Confident in presenting the outcomes of their professional enquiry.
- Consistently applying effective and challenging inclusive approaches to their practice

<b>Staff Members</b>	<b>Project Title</b>
Miss Rolph and Miss Bench	How do we support children with EAL?
Miss Jones and Miss McGovern	What is the impact of the classroom environment on learners?
Mrs Price and Miss Mitchell	To evaluate the impact of interventions on children's working memory.

Miss Stanley and Miss Jacks	To further develop the use of speech and language interventions in Key Stage 1.
-----------------------------	---

\*Some of these members of staff were within a previous Federation

## **Links with other settings**

As well as receiving additional training, we work closely with other settings to share good practice. The EAL Team visited a local school with a high level of children with EAL to learn about the systems in place and interventions recommended. TAs working with children with complex needs visited a local specialist setting for half a day to shadow staff and learn different strategies to support children, which they could implement within their own practice.

## **Transition**

### **Daily transitions**

*This is referring to children who might find it difficult to transition into school, from one activity to another or to transition from different areas of the school.*

- Objects of reference
- Visual Timeline
- Now and next board
- Photos/visuals
- Bespoke task to do during SODA (Start of Day Activity)
- Small group support from the Learning Mentor
- Prior warning of changes to routine
- Transition object from home to school

### **When a child transitions to a new year group:**

- The new teacher as well as the SEND and Pastoral Team meets the previous teacher to discuss children in detail.
- The previous teacher updates all SEND targets ready for September so there is not a break in support offered while staff get to know their new class.
- Parents of children with an EHCP are invited to a face-to-face meeting with the new teacher and SENDCo so they have an opportunity to discuss their child in more detail.
- The SENDCo attends the 'Meet the Teacher' event.
- Children spend a day with their new teacher.
- Children who may need additional time to adjust to the upcoming change regularly speak to their new teacher and see their new classroom in the Summer Term to try and reduce anxiety.
- A booklet is sent home with photos and information of key adults, environments, and expectations for them to review over the summer holidays.

### When a child transitions to a new school/secondary school:

- The class teacher and the SENDCo/Pastoral Team meet with staff at the new school.
- Children are offered transition sessions and those with SEND are offered additional sessions.
- If a child has an EHCP, a member of staff from their new school is invited to attend any upcoming annual reviews.
- The class teacher or Inclusion Lead completes documents outlining the child's strengths, difficulties, and support in place.
- Once a child has started at their new school, a member of the SEND/Pastoral Team delivers all their paperwork.

## **Future Developments**

We have four key focuses to further develop our provision this academic year:

- ✓ To continue to develop and monitor the provision in place for children with the most complex needs through the Sonic Group.
- ✓ To develop and monitor the provision in place for children with the most complex SLCN needs through the Sunflower Group.
- ✓ To further develop the training offer to all staff through monthly training delivered by the SENDCo as well as training offered by external agencies.
- ✓ To further develop the provision for children with SEMH needs including working towards accreditations for the Attachment Aware Schools Award.
- Maintain: Last year, we developed the provision and systems in place for children with speech, language and communication difficulties which we would like to continue enhancing.

## **Whole School SEND Budget**

We have a dedicated SEND budget which is overseen by the SENDCo and Business Manager. This budget is used to employ teaching assistants, buy into traded services with outside agencies (Speech and Language Therapy, Advisory Teacher and Educational Psychology) and to purchase resources to support children based on their areas of need (e.g., pencil grips, fidget toys, coloured overlays etc.)

## **How accessible is the school environment?**

Listed below are some of the steps we have taken to ensure the school environment is accessible to all children, staff, and visitors.

- ✓ Disabled parking spot marked and located next to the school reception
- ✓ Disabled toilets
- ✓ A medical room has been provided to enable a safe place for administering medication
- ✓ A Pastoral Pod has been developed to provide a safe space for vulnerable pupils if they need support from the Pastoral Team
- ✓ Every classroom has an area focusing on children's emotional wellbeing
- ✓ Steps are edged with yellow to ensure they are easier for those with visual impairments to negotiate
- ✓ Where there are steps to access different levels of the school, there are also steps to help wheelchair users

Our Accessibility Plan describes the actions the school has taken to increase access to the environment and the curriculum which is available via the school website:

<https://www.bentley-west.org.uk/about-us/policies>

## **Complaints procedure**

If you are concerned about something, please approach staff in the following order to help address and resolve your concerns. In our experience, most matters can be resolved promptly and positively this way. Meetings can be arranged with these members of staff by contacting the school office.

1. Your child's class teacher
2. The SENDCo (Miss Jacks)
3. The Head of School (Mr Molloy)
4. The Executive Headteacher (Mrs Nott)
5. The SEND Governor (TBC)

Our school's Complaints Policy can be found on our school website, by clicking the following link: <https://www.bentley-west.org.uk/our-school/policies>

## **Contact details of support services**



**Walsall SENDIAS:** *Walsall's Special Educational Needs and Disabilities Information and Advice Support (SENDIAS) service provides free and impartial support to children and young people with Special Educational Needs and Disabilities (SEND), and their parents and carers.*

- Phone: 01922 612008
- Email: [Walsallsendiass@family-action.org.uk](mailto:Walsallsendiass@family-action.org.uk)
- Write to: Manor Farm Community Centre, King George Cres, Walsall WS4 1EU

**Walsall Speech and Language Therapy Service:**

<https://link.walsall.gov.uk/Traded-Services/Education-Learning/Walsall-NHS-Speech-and-Language-Therapy-Service>

**Cadmus Inclusive:** <https://www.cadmusservices.co.uk/>

**Educational Psychology Service:**

<https://www.wcld.co.uk/kb5/walsall/asch/service.page?id=7KERp6lsmB4>

**Occupational Therapy Service:**

Phone: 01922 605820

Email: [cdc.therapies@nhs.net](mailto:cdc.therapies@nhs.net)

Website: <https://www.walsallhealthcare.nhs.uk/>

**Children and Adolescence Mental Health Service (CAMHS):**

Phone: 01922 607400

Email: [camhswalsall.dwmh@nhs.net](mailto:camhswalsall.dwmh@nhs.net)

**School Nursing Service:** <https://www.walsallhealthcare.nhs.uk/our-services/school-nursing/>