



SEND Information Report
Betley C of E (VC) Primary School
2020-21

School name	Betley C of E (VC) Primary School
Headteacher	Mrs Sam Ray
SENDCo	Mrs Kimberley Foy
Governor with responsibility for SEND	Mrs Andrea Cartlidge
Contact details: address	Betley C of E (VC) Primary School 1 Church Lane, Betley, Crewe CW3 9AX
Email (admin)	office@betley.staffs.sch.uk
Email (SENDCo):	k.siegersz@st-lukes-silverdale.staffs.sch.uk
Telephone (admin)	01270 820286
Telephone (SENDCo)	01782 973865
Age range	4 - 11
Funding	Community primary
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.
How do we make sure all children reach their potential?	<ul style="list-style-type: none"> • Access to a broad, balanced curriculum which is well differentiated and takes account of different learning styles and children's interests. • Well-staffed classrooms – at least one teacher and one support assistant in each class. • Quality of teaching and learning well monitored by highly experienced leaders. Teaching deemed to be 'good' by OFSTED April 2019. • Individualised targets for all children • Rigorous pupil tracking system, which ensures all children, are monitored. • Professional dialogue about every child in school every term ensures any difficulties

	<p>are identified early and suitable provision put in place.</p> <ul style="list-style-type: none"> • Dedicated SENDCo, who has a non-teaching role so is able to be reached at all times during the school day. Our SENDCo is on the Senior leadership team and has completed the SENDCo training. • Detailed programme of reviews with parents and professionals: regular parents' consultations each half term; termly reviews for all children on the SEND register and comprehensive annual reviews. Parents' views are very important to us. • Children's views are very important: invited to consultations, SEND reviews, help to formulate one page plans, active school council and annual questionnaire etc. • Currently, a team of support assistants to meet individual needs. • Carefully devised behaviour charter created by the children in school. This includes a strict zero tolerance policy for bullying. • Long established, acknowledged and celebrated ethos of inclusion and equality.
How do we help a child with physical needs ?	<ul style="list-style-type: none"> • Access ramp at main entrance and at Reception class entrance. • Ramps leading into mobile classrooms. • Hand rails next to stairs. • Disabled toilets. • Every class has access to equipment which helps writing: sloping boards; a variety of pencil grips; a variety of pens and other writing apparatus and a range of ICT equipment. • Variable height tables and chairs available. • Working closely with KEY Learning Centres.
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • Delivery of programmes devised by speech and language therapists • High profile of Speaking and Listening in EYFS and KS1 • Talk is encouraged throughout the curriculum
How do we help a child with SENDSory impairment ?	<ul style="list-style-type: none"> • Carpeted throughout the classrooms • Whole staff trained in deaf awareness
How do we help a child who has communication and emotional difficulties ?	<ul style="list-style-type: none"> • Access to specialist counselling • Staff ASD aware and use appropriate strategies to support children with ASD's learning. • Access to specialist support for children with ASD and their families. • PSHE curriculum allows opportunities to develop emotional wellbeing. • Staff members to talk to about general issues. • Social stories to reduce anxiety. • Friendship stop on the playground. • Children's self-esteem improved by making decisions about school during school council meetings and eco-committee meetings. • Year 6 regularly run whole school assemblies. • Medical care plans written in partnership with parents and with the school nurse if necessary.
How do we help a child with mental and social, emotional health ?	<ul style="list-style-type: none"> • Variety of after school clubs to promote self-esteem. • Close liaison with Behaviour and Attendance Service to create individual behaviour plans. • Behaviour policy which sets out when parents will be contacted – this is kept for absolute emergencies. • Referrals to outside groups or agencies, such as CAMHS (Child and Adolescent Mental Health Service) where appropriate • Emotional coaching is used to help children become confident in expressing their feelings.
How do we help a child who needs support with literacy ?	<ul style="list-style-type: none"> • Extensive programme of 1:1 reading (Better Reading Partners) • Dyslexia aware staff throughout school, who use Dyslexia friendly teaching strategies. • Specific target focused interventions

How do we help a child who needs support with numeracy ?	<ul style="list-style-type: none"> • Targeted ICT programmes • Springboard Intervention available • Implementation of daily maths meetings • Assessment tools in school to identify children with numeracy needs
How do we support a child who has medical needs ?	<ul style="list-style-type: none"> • Individualised medical needs plans created by a team around the child including the school nurse, parents and first aiders in school. • Team of trained first aiders and paediatric first aid. • All staff within school are aware of medical needs of pupils and what to do in an emergency.
How do we help a child who has English as an Additional Language (EAL) ?	<ul style="list-style-type: none"> • SENDior teacher with responsibility for children with EAL • Induction programme when children arrive at school • Dual language resources sought
How do we support a child with complex and multiple needs ?	<ul style="list-style-type: none"> • Close liaison with local primary special schools, including split placements/ inclusion visits. • Risk assessments conducted by local special primary school • Staff experienced (several children been through school with complex needs) • KLC/PDSS Support
Which specialist services do we access beyond the school?	<p>We have current regular contact with the following services who give us support and advice: _</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD, VI and HI team • Special Educational Needs Support Services (SENDSS) • Key Learning Centres • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD service • CAMHS • EWO • The Minority Ethnic Achievement Service (MEAS) • The West Midlands Consortium Services to Travelling Children, Schools and Families (WMCSTCSF) • Behaviour and attendance service • School nursing service
How will we include children in activities outside the classroom including school trips?	<ul style="list-style-type: none"> • Support assistants are deployed to support children with SEND in out-of-school clubs. • Extra staff deployed for trips to meet the stringent requirements of our risk assessments • Newsletter about events in local authority SEND to parents with SEND • Parents/carers consulted prior to trips for advice and guidance.
How do we prepare and support a child for joining school and transferring to secondary school ?	<ul style="list-style-type: none"> • Visits to pre-school placements by SENDCO and other school staff • Allocation of a support assistant as soon as possible and introduction before child starts school. • Social stories • Providing a buddy • Extended visits to Reception Class planned in summer term before starts. • Transition plans – extended visits to secondary school with primary school staff. • Close liaison with all other settings involved in transition – good exchange of information.
How will we develop social skills throughout the school day, especially break times?	<ul style="list-style-type: none"> • Playtimes/lunchtimes seen as an important part of the day and included in time for 1:1 support for statemented children if appropriate. • Midday supervisors trained in developing children's social skills. • Play leaders lead activities at break times.

How do we allocate resources ?	<ul style="list-style-type: none"> • One to one support given as specified in a child's statement of SEND • Our school employs a support assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets. • All children regularly reviewed (at least once a term) and provision is matched to needs. • Human resources allocated according to need/recommendations
How do we ensure all staff are welltrained ?	<ul style="list-style-type: none"> • Regular training sessions for all support staff on SEND issues. • Whole school training part of School Improvement Plan • Commitment to maintain levels of training if staff leave. • Well planned programme of CPD, accessing both external agencies and in-school support.
How do we raise awareness of special educational needs for parents and the wider community?	<ul style="list-style-type: none"> • Achievements of children with SEND are celebrated in newsletters and other public documents. • We hold drop-in sessions for parents of children with SEND.
COVID-19 related issues	<ul style="list-style-type: none"> • All children are taught in their class bubbles and do not mix bubbles at any time. • SEND children will still have access to all the provision stated in this report. • Interventions will take place and social distancing will be adhered to. • There will be 'safe' spaces for any children that need them with regards to SEND. These will be thoroughly cleaned after use. • SEND reviews will still be taking place and where appropriate these will be done virtually or by telephone. • Outside agencies will be providing interventions • within school or online via Zoom/ Microsoft Teams/Telephone calls, where necessary, following all guidance on social distancing and hygiene.
Remote/ home learning	<ul style="list-style-type: none"> • Work will be set by class teachers. It will take in to account the needs of the pupils in their classes and will follow a well-sequenced curriculum so that knowledge and skills are built incrementally, with a good level of clarity about what is intended to be taught and practised in each subject. • Teachers will check work regularly to gauge how well pupils are progressing through the curriculum. • Daily contact with children via Google Classroom or a telephone call, to ensure that pupils outcomes are kept at the forefront and that their emotional needs are being met. • Class teachers will set work and provide resources for individual SEND children relating to the outcomes/targets on their EHCP or SEND support plans. • Class teachers will use remote education resources such as Oak National Academy specialist content for pupils with SEND. This covers communication and language, numeracy, creative arts, independent living, occupational therapy, physical therapy and speech and language therapy. This will complement the other remote education resources set by the class teacher. • We will provide printed resources, such as workbooks and worksheets for pupils who do not have suitable online access.

Thank you for taking the time to find out about SEND at Betley C of E (VC) Primary School- please do not hesitate to contact us for any further details.