



Bentham CP School
SEND Information Report
Date: April 2026
Review Date: April 2027

Code of Practice 6.79

‘The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their websites about the implementation of the governing body’s or the proprietor’s policy for pupils with SEN. The information published **must** be updated annually and any changes to the information occurring during the year must be updated as soon as possible. The information required is set out in the draft Special Educational Needs (Information) Regulations and reflects the information required for the local offer’.

Schools should ensure that the information is easily accessible by parents and is set out in clear, straightforward language. This should include information on the school’s SEN policy, named contacts within the school where parents have concerns and details of the school’s contribution to the local offer.

In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

The North Yorkshire local offer can be found at:

<http://www.northyorks.gov.uk/article/23542/SEND---local-offer>

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What Bentham CP School offers

This is North Yorkshire LA's minimum expectations of good practice

What kinds of SEN are provided for in our school?

A pupil has SEN 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.' (SEN Code of Practice 2015).

The inclusive nature of Bentham CP School means that we seek to provide the best opportunities and learning whatever the child's background, ability or circumstances.

At Bentham CP School, we welcome children with any form of SEND across the 4 areas of need as laid out in the SEND code of practice 2015:

- **communication and interaction**
- **cognition and learning**
- **social, emotional and mental health difficulties**
- **sensory and/or physical needs**

When a concern has been raised that a child may have SEN, then the Graduated Response is implemented. This is a 4 part cycle: **Assess, Plan, Do Review**. If a child is considered to have Special Educational Needs / Disabilities, then they will be placed on the school's SEND Register, as part of the 4 part cycle of support. Parents are an important part of this process and will be involved in discussions if children are to be added or taken off the register.

Children and young people with SEN have different needs, but the general presumption is that the parents of all children, including those with SEN are welcome to apply for a place at our school, in line with the schools admissions policy. If a place is available, we will undertake to use our best endeavours, in partnership with parents, to make the provision required to meet the SEN of pupils at this school.

For children with an EHCP, parents have the right to request a particular school and the local authority must comply with that preference and name the school or college in the EHCP unless:

-It would be unsuitable for the age, ability, aptitude or SEN of the young child or

Children and young people (CYP) with a wide range of SEN are welcomed into the school. If a parent of a pupil with an EHCP requests a place at the school, the CYP is welcomed and strategies sought to meet needs.

-Before making the decision to name a school in a child's EHCP, the local authority will send the governing body a copy of the EHCP and then consider their comments very carefully before a final decision on placement is made.

-Parents of a child with an EHCP also have the right to seek a place at a special school if they consider that their child's needs can be better met in specialist provision.

person, or
-the attendance of the child or young person there would be incompatible with the efficient education of others, or the efficient use of resources.

What policies do we have for identifying children with SEN? How do we assess their needs? What is the SENDCo's name and how can I contact them?

What do I do if I think my child has Special Education Needs (SEND)?

Who to contact

**Our Special Educational Needs Co-ordinator is – Mr Richard Wright
01524 261412**

Our Special Educational Needs Governor is – Mr Chris Hawkins

- If you have concerns about your child's progress you can speak to your child's class teacher. Class teachers are the first point of contact as they are responsible for your child's education.
- You can also speak to the SENDCo.
- The Head teacher can be contacted if you have concerns about how your child's SEND is being managed.

Who will support my child?

Class Teacher:

They are responsible for:

- Ensuring all children have access to high quality teaching and that the curriculum meets needs.
- Checking on the progress of your child and identifying, planning for, and delivering any additional help your child may need (targeted work, adaption of resources, additional support) and talking about this with the SENDCo as necessary.
- Writing support plans and sharing these with parents termly.
- Ensuring that all staff working with your child are aware of their needs and any specific adjustments that might be needed.
- Ensuring that the Schools SEND practice is followed in their classroom and for all children they are responsible for teaching.

The name and contact number of the SENDCo should be readily available for parents. Where the school feels that something additional or different is needed to support your child because they have SEND they will discuss this carefully with you. This information may well be recorded in a document for you and your child, known as an individual provision map or an individual education plan. This should include:-

- details of any strategies being used to support your child in class;
- details of any extra support or interventions for your child
- your child's learning targets and their long term desired outcomes
- the next date when your child's progress will be reviewed.

Most pupils will benefit from SEN support, but some pupils who need high levels of support, or who have complex needs will need to be referred for an education, health and care plan.

SENDCO:

They are responsible for and will use their best endeavour to:

- Coordinate and develop the schools SEND practice to make sure that all children get a high-quality response to meeting need.
- Liaise with you, teachers and external services to help support your child's learning.
- Seek external advice and support where necessary.
- Update the schools SEN register and maintain records.
- Seek and arrange specialist training where applicable.
- Organise continuing professional development for staff in relation to SEND.
- Liaise with the Cluster SENDCos to ensure consistency of practice and approach.
- Keep up to date with new developments in the area of SEND.
- Monitor, track and analyse the progress and attainment of pupils with SEND.
- Liaise with other educational settings to ensure smooth transitions between phases.
- Ensuring the Governing Body is kept up to date about SEND.

Headteacher:

They are responsible for and will use their best endeavours to:

- Overseeing the effectiveness of provision for children with SEND.
- Develop to school's strategy in relation to SEND practice and provision to ensure that all children get a consistent, high-quality response to meeting needs in school.
- Monitor, track and analyse the progress and attainment of all children.
- Support teaching staff and SENDCo.
- Ensure effective and efficient use of human, environmental and financial resources.

SEND Governor:

They are responsible for:

- Making sure that the school has an up to date SEND policy and / or SEND information Report.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children.
- Making visits to the school to understand and monitor the support given to children with SEND in the school and being part of the process to ensure all children with SEND achieve their potential.

Information about the school's Policies for identification and assessment of pupils with SEN.

Where pupils have identified SEND before starting at Bentham School, we work with the people who already know them and use the information available to identify what provision might be needed in our setting.

If you tell us you think your child has SEN, we will discuss this with you and investigate it further– we will share with you what we find and agree what the next steps should be and what you can do to help your child.

If our staff think that your child has SEND this may be because they are not making the same progress as other pupils; they may not be able to follow instructions or answer questions for example. We will observe them; we will assess their understanding of what we are doing in school and use assessments to pinpoint what is causing difficulty (what is happening and why).

Pupils are identified as having SEND, and their needs assessed, through:

- * Information passed on from Nursery / Playgroup or previous schools.
- * Information from external agencies.
- * Children working consistently well below age related expectations or not making the same progress as they have done so previously.
- * Statutory Assessment results, baseline testing and termly progress data.
- * Discussions with teaching staff and observations.
- * Interventions and their impact.
- * Concerns raised by parents/carers.

Parents' Evenings (held twice yearly) are an opportunity to discuss concerns about progress and attainment.

Termly reports on progress, attainment and attitude are provided to parents.

Bentham School also has access to a range of specialised assessment tools which can be used to try and investigate specific difficulties further. This includes; screening for Dyslexic traits through GL assessment Dyslexia Portfolio as well as identifying SEMH issues through the use of Boxall assessments.

What arrangements do we have for including parents of children with SEN and involving them in their child's education?

As a school, we aim to ensure effective communication with parents, so you feel well informed about what is happening and how well your child is

Schools communicate regularly with parents, usually once a term, to discuss how well their child is doing. They listen to what parents have to say and respond to it. For pupils with SEND it is often desirable that

<p>progressing. This has included parent evenings, open events, questionnaires, stay and play sessions and annual reports. Parents also receive termly Effort Grade letters.</p> <p>We are a child and family centered school and as such we recognise the importance of working collaboratively with parents/carers of children with SEND in order to achieve the best outcomes for them.</p> <p>You and your child will be involved in the decision-making process about potential additional support that might be needed. At Bentham School, we aim to take into account your views so that we are all helping your child in the same way to progress.</p> <p>Class teachers will invite parents in termly to discuss their child's progress but are also available at other times if necessary. We aim to have an 'open door policy' and staff are happy to meet with parents at a mutually convenient time.</p> <p>In these meetings, parents and the child's views will be used to support the class teacher in writing and reviewing targets for your child. Class teachers will then write them onto individual support plans. The support plans are used by school and professionals to share information about your child's specific needs.</p> <p>The class teacher meets with parents of children on the SEN register termly to discuss progress and targets.</p>	<p>there is frequent communication as it is vital that parents and school work together closely. Your knowledge and understanding of your child's needs is essential to support the school in making the best provision for them. This should also take account of your and your child's hopes, personal goals and interests.</p> <p>This will allow the school to regularly explain to you where your child is in their learning, and to work with you to ensure the most appropriate targets are set to ensure progress.</p> <p>On-going communication with school may include:</p> <ul style="list-style-type: none"> • regular contact through a home-school book or by e-mail to keep you informed of things that are going well or particular successes • regular meetings to update you on your child's progress and whether the support is working • clear information about the impact of any interventions • guidance for you to support your child's learning at home.
What arrangements do we have in place in our school to involve the children with SEN?	
<p>We will always endeavour to include and seek the views of our children in all aspects of their learning and decision making. This will be done in the most age and need specific appropriate way for your child.</p> <p>Your child's views will be heard and recorded onto their Support Plan (previously known as an IPM).</p>	<p>School will obtain the views of all children (pupil voice) to shape provision in school. Your child's school may have a school council. In addition, it is vital that the views and aspirations of children and young people with SEN are listened to and they are supported to achieve their aspirations as far as possible. Your school will be able to describe how this is undertaken and the frequency with which the child is consulted.</p>
What are our arrangements for assessing and reviewing the child's progress towards outcomes? How do we include parents and the children as part of this assess, plan, do and review approach?	
<p>All children are assessed using the EYFS and National Curriculum statements depending on their age.</p>	<p>All pupils with SEND should make at least expected progress, in line with their peers. Your school will be able to explain how it will be monitoring your child's progress to ensure that it is at least in line with</p>

We use NFER for English and Smartgrade for Maths to assess and track attainment and progress for all children across the school. However, children with more complex needs may need to be assessed using an alternative method such as PIVATS or the AET assessment framework (if applicable) to track smaller steps of progress in specific areas. Individual progress for children on the SEN register is tracked and monitored termly by the Headteacher as part of termly pupil monitoring.

Children on the school's SEN register are also monitored according to their personal targets. Each term, class teachers will discuss progress with parents and update support plans. Children with an EHCP will have ongoing support plan reviews as well as an Annual Review, which is reported to the local authority.

We check how well a child understands and makes progress in each lesson through formative assessments and evaluations. Staff work closely with each other to moderate their judgements. The Headteacher monitors the progress of all children every term to make sure that children make the expected progress including those with SEND. The Headteacher reports back to governors on the attainment and progress of all children in school.

expectations. This will usually include progress made with personal targets, and overall progress on the National Curriculum. Your child may well have their own support plan with personalised targets which they can share with staff and which can help to explain their interests and things that help them learn and to enjoy school.

What are our arrangements for supporting children in their transition into our school and when they leave us?

For the children entering our Early Years Foundation Stage, there is a planned, phased introduction in the summer term prior to your child starting in September. This will include:

- A home / setting visit where information regarding any SEND can be gathered.**
- Meetings will be arranged with outside agencies, for those children who are already in receipt of additional support.**
- All children can have a phased introduction into the setting which can be personalised to the needs of your child if required.**

Additional visits to the school are encouraged for those children who may find the transition difficult. We recognise that 'moving on' can be difficult for child with SEND and take

School staff should arrange an appropriate transition review in plenty of time before any move. Staff from the receiving school should be invited to attend. Transition meetings and visits should be arranged for the pupil or student, often accompanied by a well-known member of staff. The pupil should receive as much transition work as they feel necessary.

steps to ensure that any transition is as smooth as possible.

If your child is moving to another school:

- Transition meetings are arranged between settings that include both staff and children. Additional visits are encouraged and available to those children who may find the transition difficult.
- All records are passed onto the new school.
- The Secondary schools pastoral team visit the school to meet the children and include review meetings with the Year 6 staff where information is shared.
- Information is shared with the new schools SEND team and meetings between the secondary school SENDCo and parents are encouraged.

We are a small, family school and the staff know all of the children throughout the school well, however transition between year groups in school is supported by additional visits to the new class if necessary.

When moving classes in school:

- Information and relevant documents will be passed onto the new class teacher and a 'handover' meeting with the previous teacher will take place.
- Where there are complex needs, a transition plan will be discussed and put in place teaching staff to discuss individual needs and strategies.
- Transition booklets may be used if it would be beneficial to do so.
- There will be an opportunity for children to meet their new teacher and other adults who may be working with them and to see their new classroom.

In Year 5 (Summer Term) or Year 6 (Autumn Term):

- Children with EHCPs will have a transition phase review of their progress and needs which will be an opportunity to discuss appropriate Secondary school options.

In Year 6:

- For children with EHCPs, the SENDCO of your child's SENDCo school will be invited to attend their annual review meeting.

What is our school's approach to teaching children with SEN?

At Bentham Community Primary school, we believe that the biggest impact on teaching and learning of all pupils is quality teaching in the classroom (Quality First Teaching).

Teachers are expected to plan appropriately targeted lessons with use of adaptive practices so that all children can access the curriculum.

Examples of this include: **use of structured resources, additional processing time, planned adult support if available, extra time to complete a task, specific resources for the child's needs, e.g. a lap-top/ IPAD, first and next boards so that the expectations are clear, as well as sensory equipment where appropriate.**

For those children whose attainment is well-below the year group expectations, they may need a separate programme of study for some areas of the curriculum to address gaps in learning. Teachers work with support assistants in the delivery and assessment of this on a regular basis. Where we feel there is an appropriate need, we are able to offer specific interventions that focus on addressing these barriers to learning.

Additional interventions start from EYFS which include;

- Interventions to support Speech and Language development.
- Speech programmes as recommended by SaLT e.g. EYBIC for supporting comprehension of language.
- Zones of Regulation to support emotional needs.
- Little Wandle for Phonic catch up.

Into Key Stage 1:

- Additional phonic sessions in class,
- Additional one to one reading sessions with an adult,
- Little Wandle Catch Up Programme
- Zones of Regulation,
- Number Plus 1 for Maths,
- Play Therapy.

Into Key Stage 2 the children may continue to access earlier interventions depending on level of need as well as be included in:

- Zones of Regulation

High quality support for learning within mainstream lessons is the most important factor in helping pupils with SEND to make good progress alongside their peers. There may be occasions when the school feels that some additional support within lessons may help your child to make better progress. This is by no means always the case. However, if some additional small group or one to one support within lessons is planned, the school will explain how this will work, what the aims of this support will be and how and when the impact of this support will be reviewed. Most importantly, this support should be aiming to make your child more independent in lessons. Schools use a range of evidence based interventions to support pupils with SEND to make better progress. Interventions are structured learning programmes.

- ELSA support
- SNIP Literacy Programme
- Beat Dyslexia
- Number Plus 1 / 2
- Play Therapy

For those children for whom the usual method of teaching phonics has proven through assessment as not to be effective, we may adapt the phonic teaching to address individual needs.

We will also follow advice from the Cognition and Learning Service as to what may best support individual children's needs.

Some children may take part in further specific interventions which are led by support plan targets such as working on gross motor skills or one to one interventions that have been recommended by external agencies for children.

How do we make adaptations to the curriculum and learning environment to best meet the needs of children with SEN?

Updated staff training and regular discussion with the SENDCo outlines how learning and / or the environment can be adapted to meet the needs of specific children who may have barriers to learning within one or more of the four areas of difficulty within the classroom.

Planning within classes may be adapted, with children being taught at a level appropriate to their learning needs.

Universal Resources are provided in the classroom to support children with their learning i.e. word mats, sound mats, multiplication squares etc.

Visual timetables and cues are used when necessary.

IT equipment, apps and programmes are available to support specific needs as appropriate.

Resources and activities are identified for those children who may have

Your school will be able to describe some of the approaches that classroom teachers and other staff will be using throughout the day to help address your child's needs within lessons. They may also be able to share with you the school's overall plan of support (provision map), which outlines many of these strategies.

Some children with a high level of need will also need a care plan or a health care plan which may include a risk assessment.

<p>sensory processing needs.</p> <p>Any specific physical requirements will be assessed individually, and equipment will be provided to those with advice and support from the local authority SEND services.</p> <p>Where deemed necessary, risk assessments are undertaken and put in place for the safety of all within the setting.</p>	
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How do we ensure that the expertise and training of staff to support children with SEN is current?	
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<p>All staff receive training from relevant co-ordinators about ensuring Quality First Teaching for their specific subject areas.</p> <p>Co-ordinators of key subjects receive termly network and update meetings at a county level.</p> <p>The SENDCo receives termly updates through a SENDCo network meeting at County level.</p> <p>Individual staff training has been undertaken on aspects of SEND including social, emotional and mental health needs and Autism.</p> <p>Additional advice and training are sought from external agencies working with specific children.</p> <p>Individual staff have been trained according to the potential needs of the children in our care including support and advice from external agencies as to how to deliver specific programmes e.g. Makaton, ELSA.</p> <p>The school governors also have a role in ensuring your child is supported where necessary. The Head teacher and SENDCo report back to the Governing body regularly in addition to the SENDCo meeting on a termly basis with the SEN Governor.</p>	<p>All staff should receive regular training to enable them to meet a range of SEN. Teachers and teaching assistants should have regular generic training and specific training to meet individual needs as necessary. Schools must make good use of their SEN funding to meet a range of need. However, if a pupil has particular needs and the school has exhausted its repertoire, specialist support should be sought promptly.</p>
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How do you evaluate the effectiveness of the provision made for children and young people with SEN?	
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<p>At Bentham Community Primary School, we monitor and track progress through the agreed assessment systems. All class teachers are responsible for tracking progress and monitoring. The Headteacher reviews all children's progress each term, including those who are identified as have SEN.</p>	<p>The progress and attainment of all children is carefully monitored and reported to parents. Your school will be able to explain how they track pupil progress in their school. If a child is provided with additional and different provision/interventions, the school will carefully monitor the impact by a variety of methods; such as: measuring how the intervention accelerated progress over a given time – known as a ratio</p>
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<p>In addition to the whole school monitoring systems, we also:</p> <ul style="list-style-type: none"> -Identify early on through class tracking systems those children who are a cause for concern. These children are closely monitored over a term, to see if quality first teaching is having impact. -Where a concern remains, the class teacher in conjunction with the SENDCo assess where specific needs lie and put adaptations and / or interventions in place to support the child. -Following on from a pre-determined review, the class teacher, parent and SENDCo will decide if impact has been made and the child is now closing the gap with their peers, or if the gap is widening and concerns remain then the child will be added to the SEN register. At this point a support plan will be drawn up with parents and the child and smaller, specific targets identified. <p>➤ These targets are reviewed each term.</p> <p>Monitoring will also continue against chronological year group expectations. This will be reviewed by relevant members of the senior leadership team as well as class teachers.</p> <p>Where, after at least two cycles of the plan, do, review approach has been put into place and progress continues to remain limited, the SENDCo will make a referral to the local authority for additional advice and support.</p> <p>Class systems for monitoring progress include termly assessments in Maths and Reading as well as weekly spellings and Rapid Recall of Maths facts.</p>	<p>gain or the before and after impact on self-confidence, behaviour etc. Many schools use Individual Provision Maps (IPMs) to capture information, which is written during a planning meeting. This meeting with you and your child is often described as a 'learning conversation'. The school will evaluate the impact of all interventions and whether they have a strong evidence base of effectiveness.</p> <p>Other provision, for example provision regularly used in-class (known as Quality First Teaching), will be evaluated regularly by the Senior Leadership Team. Your school will be able to describe how this is undertaken.</p>
<p align="center">How do we ensure that our children with SEN are enabled to engage in activities available with children in the school who do not have SEN?</p>	
<p>The school ensures that all pupils have equal access to activities in school, including extra- curricular clubs and activities. Additional arrangements are made to enable participation for all when necessary.</p>	<p>The school's policies should all state how all pupils are actively included in a wide range of curriculum and extra-curricular activities, including school trips. Pupils with SEN should be equally represented in positions of responsibility e.g. the school council.</p>

How do we support children with SEN to improve their emotional and social development?

The school has a structured PSHE (Personal, Social, Health and Economic education) curriculum. All classes access 'My Happy Mind,' to support the development of mental well-being.

We recognise that some children have extra emotional and social needs that require additional provision and nurture. These challenges may manifest themselves in several ways, including behavioural difficulties anxiety etc. The school offers a variety of support for children encountering such difficulties. These include:

- ELSA support assistants,
- Staff with mental awareness training,
- Members of staff being readily available for pupils who need to discuss issues.

The Boxall assessment system can be used to screen for specific SEMH difficulties.

Zones of Regulation is a programme available in school to help children to develop the language needed for emotional literacy, where extra support is needed.

Individual staff members are ELSA trained and provide SEMH support as part of their role as emotional literacy support assistants.

Those children who have been raised as a concern by class teachers, support staff and / or parents may be included in a small group or one to one session depending on need. This maybe for a short interim period or longer depending on needs.

The school has access to Play Therapy, that some children may be eligible for.

We work with external agencies such as Compass Phoenix to seek advice and additional input in supporting children who are experiencing difficulties with their mental health and well-being.

Some of the interventions implemented should be for emotional support e.g. SEAL nurture groups, the provision of a key worker.

What further expertise for supporting children with SEN do we use to help us meet SEN and how do we work together collaboratively?

If we feel that the children we are monitoring closely need additional support and advise beyond that already being given, we can access input from specialist teachers via a school referral, who will assist school to meet specific needs (speech and language, hearing / visual impairments, behaviour and emotional related needs and severe learning difficulties). We work with local authority services such as SEN specialists and Educational Psychologists (if available), Speech Therapy, Early Help and CAMHS as needed.

Where external agencies are involved, we work together and review progress regularly so that all the stakeholders are clear as to their roles and responsibilities in the development of your child.

The Local Authority offers a range of specialist support and outreach services, including educational psychologists and local enhanced mainstream schools, to help schools to deliver appropriate support and interventions, Other specialists such as speech and language therapists can also support schools in this. If the school feels that the involvement of another agency will help them to meet your child's needs you will be informed and asked to give your consent.

What arrangements do we have if you are not satisfied regarding the SEN provision made at the school?

At Bentham CP School, your first point of contact is always the class teacher. Class teachers are responsible for the educational provision for all the children in their care, including those with SEND.

If further advise is needed or where issues remain, the next step is to speak to the SENDCo – **Natasha Smith**

If you are not satisfied that your concerns have been addressed, speak to the Head teacher then ask for the school governor representative for SEN. Our SEN Governor is **Mr Chris Hawkins**.

There must be a designated governor for SEN in the school and complaints about SEN should follow the general complaints procedure. It is always best to approach the teacher or the Headteacher first, to see if your concerns can be immediately addressed. If you still feel that your view has not been listened to or answered to your satisfaction you can make a formal complaint by writing to the chair of governors at the school.