



Benington Primary School

SEND Information Report 2026-2027

Inspiring care, respect and trust for all, in our Christian community

All Hertfordshire maintained schools have a similar approach to meeting the needs of pupils with Special Educational Needs and are supported by the Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school. All schools are supported to be as inclusive as possible, with the needs of pupils with a Special Educational Need/s and or disabilities being met in a mainstream setting wherever possible, where families want this to happen. At Benington School we are committed to achieving this.

Special Educational Needs and Disabilities (SEND) Information Report For further information please see the Hertfordshire Local Offer — [The Hertfordshire Local Offer](#)

1. How does the school know if children need extra help and what should I do if I think my child may have special educational needs?

At Benington School teachers continually assess children through regular pupil progress and attainment meetings and strategies are put in place to support any gaps in a child's knowledge. When progress and attainment are significantly below age related expectations further assessment may be necessary. Sometimes it might be necessary for the school's Special Educational Needs Coordinator (SENCo) and outside professionals to be involved together with the child's parents. The Graduated Approach to SEND at Benington (see school website) outlines the process for this.

If you believe your child may have a Special Educational Need you should arrange to meet the class teacher to discuss your concerns. Parent Consultations are a termly opportunity to talk, but it is always better to share your concerns sooner. This can be done by phone or you can email school to make an appointment.

2. How will school staff support my child?

We ensure we offer Ordinarily Available Provision which focuses on **high quality and inclusive teaching for every child in a classroom**. This is a Universal Level of support and inclusive strategies that mainstream schools and educational settings are expected to provide for all students, including those with Special Educational Needs and Disabilities (SEND), using their own resources. It's a set of expectations that promotes consistency across settings and aims to help children access the curriculum and participate fully without the initial need for extra, specialised support.

The class teacher is responsible for all the children in their class including those with SEND. It may be necessary for your child to receive extra support in small groups or occasionally on a one to one basis to help support any gaps in their learning. These small intervention groups could be run by the class teacher, teaching assistant or SENCo.

Help may be sought from The Special Educational Needs Coordinator who may suggest the involvement of an outside specialist. Parents will be fully involved at every stage of this process.

This might include:

Autism Advisory Team, Early Years Advisory Teachers, Speech and Language Services, Educational Psychologist, School Nurse, Specific Learning Difficulties Service, Families First, DSPL, Step2, PNI or CAHMS

There is information about outside agencies available at the - [The Hertfordshire Local Offer](#)

3. How will I know how well my child is doing?

All parents are invited to formal consultations in the Autumn and Spring terms to discuss their child's progress and all children receive an end of year report. At other times appointments can be made for a mutually convenient time to speak in more detail to the class teacher by phoning, emailing or calling into the school office.

The Special Needs Coordinator is available to speak with by appointment. If a child has Special Educational Need, parents will be invited to all meetings with outside professionals. For some children with SEN, they will need more than Ordinarily Available Provision. In this instance teachers will write an individual education plan (IEP) where specific targets are decided on and strategies to achieve those targets laid out. This process is always discussed and shared with parents and the child and reviewed in line with the SEN Code of Practice – at least termly. Other children

with SEN may not need an IEP, but may need staff to be aware of their needs. For example; sitting on one side of the classroom or near the front of the room. These children may have an All About Me document instead.

4. How will the learning and development provision be matched to my child's needs?

All children receive Ordinarily Available Provision from their class teacher. This means that work will be carefully planned and adapted - made easier or more challenging according to the child's needs and appropriate resources will be used to support learning. Carefully planned interventions will be used where necessary. Assessment is on-going and used to plan next steps.

We have looked at every subject to ensure that barriers to learning are addressed to ensure every child can access the curriculum. For example; putting subtitles on for film clips for auditory impaired children, providing weighted blankets to relieve anxiety and involving children with now and next boards. Some of these can be seen in our barriers to learning documents.

Teachers attend termly pupil progress and attainment meetings with the head where progress and attainment are rigorously challenged. There is regular communication between the SENCo and teachers to ensure provision remains consistent. We also encourage and guide children to self-select "challenging tasks" for some activities so that they are actively involved in developing their own approach to learning.

If your child has an IEP all provision will be detailed and reviewed in this document in addition to the above support.

5. What support will there be for my child's overall wellbeing?

At Benington, we promote positive relationships between parents, children and all school staff. The class teacher has the primary pastoral responsibility for your child supported by teaching assistants and mid-day supervisors. The Head is a trained senior mental health lead. She is also available to support pupil and parent wellbeing. We believe that a child's mental health is crucial if they are to achieve and this approach underpins everything we do at Benington School.

All children including those with SEN are encouraged to participate in clubs. Our pupils are supervised at lunchtime by a dedicated team of Midday Supervisory Assistants (MSAs) and appropriate play equipment is available at lunchtimes. We also employ a sports coach at lunchtimes to support the children with sporting activities. Older children encourage younger ones to play co-operatively together at lunchtimes.

We have specific lessons on Personal, Social, Health Education (PSHE) which focus on aspects of emotional wellbeing. We also have a weekly circle time where class discussions take place. We listen to the children's views through: class discussions, big questions, prefects, pupil voice and pupil questionnaires.

We have undertaken whole school training on trauma and attachment. Mrs Presland (HLTA) is trained in nurture. Parents can request their child receives nurture time from her – school may also recommend certain children access this provision. Children can also self-refer themselves.

6. What training have the staff, supporting children and young people with SEND, had or are having?

Teachers and Teaching Assistants attend relevant courses to help support all children and their individual needs. This includes: Autism training, SPLD training, trauma and attachment and challenging behaviour. The Special Educational Needs Coordinator receives regular updates. Information, recommendations and strategies are taken back into school and implemented to support children's learning. Outside agencies and advisory teachers support school with on-going advice and recommendations.

7. How will Benington School help me to support my child's learning?

We are keen to help parents support their child's learning. We have information meetings at the start of each year and additional subject specific parent meetings at different times in the year.

The class teacher may also suggest ways of how you can support your child at home. If outside agencies have been involved suggestions and programmes of study are normally provided. These can be used at school and home.

We can talk to you as well as provide useful ideas for how to help your child at home. These may include ideas for phonics activities, reading or maths. There are lots of ideas on our website, too.

If your child has an IEP, suggestions for how you can support your child at home will be incorporated into the document in liaison with you.

8. How will I be involved in discussions about and planning for my child's education?

All parents are encouraged to contribute to their child's education. This may be through:

- discussions with the class teacher during parents' evenings
- discussions with the SENCO or other professionals
- sharing the writing and target setting of the IEP with the class teacher as well as reviewing this at least termly
- further discussions with SENCO around specific concerns. (Appointments can be made via email or through the school office)
- discussions with outside professionals if they are involved then Families First can set up a Team around the Family (TAF) to discuss particular issues and set actions to be done
- for a few children with very complex needs an Education and Health care plan (EHCP) will be suggested The SENCo would advise about the process and whether it is appropriate
- involvement of parents with their child's provision, Health Care Plan or Education, Health and Care plans [EHC Plans]

9. How will my child be included in activities outside the classroom including school trips?

The safety of all children on trips is paramount and for all trips from school a risk assessment is completed. Teachers visit venues before the trip happens and consider the specific needs of the children and arrangements that would need to be put in place to ensure their safety and wellbeing.

For some children where other reasonable arrangements need to be considered, the parents will be involved and in some circumstances a representative of the family might accompany the trip if appropriate.

10. How accessible is the school environment?

All Hertfordshire schools comply with the equality act 2010 and will make reasonable adjustments to ensure the site is accessible. As a school we are happy to discuss individual access requirements. However, our school is over 150 years old and in a conservation area so unfortunately some areas are not accessible to all. Facilities we have at present include: ramps into school to make some classes accessible to all, adapted toilet for disabled users in the main building, wide doors in some parts of the building. Please see school's Accessibility Plan for further information.

11. Who can I contact for further information?

In the first instance always contact your child's class teacher. The SENCo is also available by appointment to discuss concerns with parents. Our SENCo works one day per week, but will always aim to meet with you as soon as possible. The Governing body has a SEN Governor who can be contacted via the school office.

Support for parents is also available from parent Partnership (SENDIASS)

<https://www.hertssendiass.org.uk/home.aspx>

At County level, the SEN Officer for East Herts can be contacted at County Hall, Hertford.

Whilst we would hope that any SEND queries may be dealt with by school staff or governors, there is a Complaints policy which can be found on our policy section.

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

Starting a new school, whatever the age of the child, is an important event and we work hard to ensure that all children's transitions are as positive and as smooth as is possible.

For children joining our school in reception we have a parent's meeting so any concerns that you have can be shared with the staff. We also have Seedlings sessions where children are invited into school once a week for up to 6 one hour sessions in the summer term.

For in year admissions, we offer a transition session to help allay any concerns. New children might be introduced to a

class buddy who can look after them at playtimes and lunchtimes.

Secondary School transition arrangements are in place for all Year 6 pupils. These can include children visiting their allocated secondary schools, Secondary school teachers visiting the pupils here, plus each secondary school produces their own information sheets. We aim to make the transition into secondary school as smooth as possible and liaise with their next school to ensure this happens

Some children benefit from having extra visits to their secondary schools. Relevant paperwork is passed on to the next school.

13. How are the school's resources allocated and matched to children's special educational needs?

Support for SEN children is funded from a small additional budget which is set by County. Within these budgetary constraints, support is allocated according to the level of need.

How the budget is spent is decided in consultation with Headteacher, senior management and SENCo. This budget could pay for some adult support, particular interventions as well as buying specific resources.

14. How is the decision made about how much support my child will receive?

Decisions about the support your child receives are made collaboratively between the class teacher, parents, child and the SENCo/Head Teacher. We work together to understand your child's needs and agree on appropriate strategies. Support is monitored and reviewed regularly so we can adapt approaches as needed. Our aim is to build a trusting partnership where everyone's voice is heard and where support encourages independence at a pace that feels right for your child.

15. How can I find information about the Local Authority's Local Offer of services and provision for children and young people with special educational needs and disability?

Information about the Hertfordshire Local Authority Offer can be found at:

[The Hertfordshire Local Offer](#)

Benington SEND policy can be found on the school website by following this link

[Special Educational Needs — Benington C of E Primary School](#)

If you have further questions that have not been covered by these questions, the SENCo can be contacted via email on [:senco@Benington.herts.sch.uk](mailto:senco@Benington.herts.sch.uk)

