



Beechwood Church of England Primary School Special Educational Needs and Disabilities (SEND) Information Report



Beechwood
CE Primary School





Welcome to Beechwood Church of England Primary School



Hello, my name is Mrs Seeley and I am the Special Educational Needs Co-ordinator (SENCo) at Beechwood. I work with children, parents, teachers and outside agencies to ensure that the needs of our pupils are met. I work 3 days per week (Monday to Wednesday) and I am always available to speak to if you have a concern about your child.

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Introduction

Welcome to our SEND information report which is part of the Dudley Local Offer for Learners with Special Educational Needs and Disability (SEND). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or proprietor's policy for pupils with SEND. The information published must be updated annually. The required information is set out in the SEN Code of Practice 0 -25 Years, September 2015.

All learners should have the same opportunity to access extra-curricular activities and we are committed to making reasonable adjustments to ensure participation for all. Staff are aware of the Equality Act 2010. This legislation places specific duties on schools, setting and providers including the duty not to discriminate, harass, or victimise a child or adult linked to a protected characteristic defined in the Equality Act and to make 'reasonable adjustments'.

The Equality Act 2010 definition of disability is:

"A person has a disability for the purposes of this Act if (s) he has a physical or mental impairment which has a substantial and long-term adverse effect on his ability to carry out normal day-to-day activities."

Section 1 (1) Disability Discrimination Act 1995

Statutory Guidance

We will work in partnership with you to identify the needs of your child and put in place the correct support, including family support if you need this.

The Academy Trust has a duty to ensure that the school adheres to the new **Code of Practice** under the **Children and Families Act 2014**. This means that the trustees of the academy hold the Head teacher, Mrs Blick and SENCo, Mrs Seeley to account.

One of the key responsibilities of the governing body is to make sure that the school's policy for children with Special Educational Needs and Disability (SEND) is published on the school website. The information on the school website must be reviewed annually by the governing body.

The school also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEND.

How we identify SEND in our school

At different times in their school career, a child or young person may have a special educational need (SEN). The Code of Practice (CoP) September 2015 0 -25 defines SEND as:

"A child or young person SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them.

A child of compulsory school age or a person has a learning difficulty or disability if they:

a) have a significant greater difficulty in learning than the majority of others of the same age: or

b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools mainstream post - 16 institutions."

If a learner is identified as having SEND, we will provide provision that is 'additional to or different from' the normal differentiated curriculum, intended to overcome the barriers to learning.

Learners can fall behind in school for lots of reasons. They may have been absent from school, they may have attended lots of different schools and not had a consistent opportunity to learn. English may not be a first language or they may be worried about different things that distract them from their learning. At Beechwood Church of England Primary School, we are committed to ensuring that all learners have access to learning opportunities and for those who are at risk of not learning, we will intervene. This does not mean that all vulnerable learners have SEND. Only those with a learning difficulty that requires special educational provision will be identified as having SEND.

If you think your child may have SEND please speak to your child's Class Teacher or Mrs Seeley, the school SENCO.

Types of SEND

Children with SEND are identified using 4 broad 'Areas of Need'. A children with SEND, may have a combination of needs within these areas.

Communication and Interaction



Cognition and Learning



Social, Emotional and Mental Health



Sensory and/or Physical



Provision for Types of SEND

We use a variety of interventions, teaching strategies and the resources to provide provision for children with needs in each of the 4 Areas. Examples are shown below.

Communication and Interaction



Widget
Get Talking
Colourful Semantics
Social skills groups
Individual work stations
TEACHH approach

Social, Emotional and Mental Health



Pastoral sessions
Emotion Coaching Approach
Meet and Greet
Transition Support
RHE curriculum
Positive behaviour systems

Provision for Types of SEND



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Cognition and Learning



Writing Frames
Precision Teaching
Task Boards
Individual Education Plans
Small group Interventions
Continuums

Sensory and/or Physical



Individualised Sensory Boxes
Wobble n Sit cushion
Angled boards
Implementation of OT Programmes
Get Moving

What is our approach to teaching learners with SEND?

At Beechwood Church of England Primary School we believe in participation for all. We expect all adults and children to participate in learning and we celebrate all members of our community. We aim to create an inclusive culture in our school and to be responsive to the diversity of our children's backgrounds, interests, experience, knowledge and skills.

We value high quality teaching for all learners and actively monitor teaching and learning in our school. We aim to create a learning environment which is flexible enough to meet the needs of all members of our school community. We monitor progress of all learners and staff continually assess, ensuring that learning is taking place. Our whole school system for monitoring progress includes pupil progress meetings every term.

If a teacher or a parent were to raise a concern about a child, we would follow an 'Assess, Plan, Do, Review' process. [Follow this link to see this pathway.](#)



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How do we assess SEND at Beechwood Church of England Primary School?

Class teachers, support staff, parents/carers and the learner themselves will be first to notice a difficulty with learning. We ensure assessment of educational needs is a partnership between the learner, their parents/carer and the Teacher. The Special Educational Needs Coordinator (SENCO) will also support with the identification of barriers to learning.

If necessary, the school SENCO can make referrals to outside agencies where specific assessments are needed.

Outside agencies include –

- Learning Support Service (LSS)
- Educational Psychology Service (EPS)
- Dudley Speech and Language Therapists (SALT)
- Autism Outreach Service (AOS)
- Occupational Therapy (OT)
- Physical Impairment and Medical Inclusion Service (PIMIS)
- Child and Adolescent Mental Health Service (CAMHS)
- Special Educational Needs and Disabilities Information and Advisory Support Service (SENDIASS)



What do we do to support learners with SEND?



Each learner identified as having SEND, is entitled to support that is '*additional or different from*' a normal differentiated curriculum. The type of support is dependent on the individual learning needs and is intended to enable access to learning and overcome the barrier to learning identified. This support is currently detailed on year group provision maps and Individual Education Plans, where appropriate. The provision map is revised each term. This details the interventions in place under a 4 tier approach –

1. Quality First Teaching
2. Whole Class Interventions
3. Group Targeted Interventions
4. 1:1 specialist Interventions

Staff work together to ensure that we monitor the impact of interventions on learning across the school.

Class Teachers will document the targets a child is working on within the interventions on an Individual Education Plan. Follow this link to see the format of our [Individual Education Plans](#).



How do we find out if this support is effective?

Monitoring progress is an integral part of teaching and leadership within Beechwood Church of England Primary School. Parents/carers, pupils and staff are involved in reviewing the impact of interventions for learners with SEND. We follow the 'assess, plan, do, review' model and ensure that parents/carers and children are involved in each step of the process.

Children, parents/carers and staff will be directly involved in the reviewing process. This review conversations will take place during parent's evenings, meetings with outside agencies and when reviewing your child's 'Individual Education Plan'.

If a learner has an Educational Health and Care Plan (EHC plan) termly review conversations will take place and the EHC plan will be formally reviewed annually.

Progress data for all learners including the impact data of interventions is collated and monitored by Teachers, Senior Leaders and SENCO. Our school data is also monitored by the Local Authority and Ofsted.

Staff Training

Mrs Seeley, our school SENCO, has obtained the National Award for Coordination of Special Educational Needs with the University of Birmingham.

We have a team of 7 Teaching Assistants (TA) including a number of Higher Level Teaching Assistants (HLTA) who are trained to deliver SEN provision.

Class teachers and support staff have received up to date training related to various areas of SEND.

These include –

- Speech and Language Workshops
- ASD training
- Precision Teaching
- Metacognition
- Get Talking
- Emotion Coaching

Resourcing

A range of resources will be available in all learning areas to support learning for children operating at different levels.

- Our **reading books**, in class and to take home, are **book banded** so that they are at the right level for your child to make progress.
- We have a range of **ICT equipment** including laptops, iPads, cameras and recording equipment to support children recording their work in different ways across the school environment.
- Positions of tables and chairs** are always considered for children with physical, hearing or sight impairment.
- Our **working walls** have examples of teacher models and vocabulary to support independent learning.
- Children are encouraged to **talk with partners** or in small groups to develop their ideas, reason and articulate before recording them.
- Table top resources** such as phonics charts, Common Exception Word Mats and Times Tables Grids are also used promote independence.
- Additional Equipment** is also provided as and when needed, for example – talk tins, pencil grips, reading rulers, angled boards and overlays.

Extra-Curricular Activities

The school will always ensure that children with additional needs and their families are able to take part fully in school trips and social events.

Children with additional needs participate in after school clubs.

The school curriculum includes trips to enrich the experiences children have. Our risk assessments are inclusive of SEND children and one to one adult support is provided, should this be required.

Parents are consulted regarding specific needs, including those children with medical needs, so that all children have a safe and enjoyable experience.

All children participate in their class assemblies and other performances, such as musical performances.

When we have outside theatre companies perform at school, the additional needs of pupils are considered. Whenever possible, all children join in unless participation, especially around noise level may cause the child distress and anxiety. We will provide these children with an alternative provision.

How do we prepare for the next step?

Transition is a part of life for all learners. This can be transition to a new class in school, having a new teacher or moving on to another school. Beechwood Church of England Primary School is committed to working in partnership with children, families and other providers to ensure that positive transitions occur.

Planning for transition is a part of our provision for all learners with SEND. Information about your child is shared with your child's new class teacher. Where necessary, the SENCo will also meet with teachers to ensure a smooth transition for the child. Provision identified will be bespoke to the child, depending on their needs. The SENCo will also liaise with Secondary School SENCo to ensure all appropriate information is shared to support the child at their new school.

Additional support we offer –

- Social stories and booklets to take home over the Summer
- Additional 'meet the teacher' sessions arranged
- Educational Psychology Service – small group work specific to transition to secondary school
- Whole class transition sessions for Year 6 in Summer 2
- Additional visits to secondary schools can be arranged and supported through agencies such as Autism Outreach Service
- 1 page profiles

What do I do if I have concerns?

As a school we believe that the special educational needs of pupils are best met when there is effective collaboration and communication between school, families, pupils and other agencies. We aim to foster good working relationships with all these groups, especially parents.

If a parent or carer has any concerns or complaints regarding the care or welfare of their child, an appointment can be made by them to speak to the SENCO or Head Teacher, who will discuss the issue and make every effort to resolve the matter.

[Follow this link for contact details](#)

The Local Offer

The Local Offer aims to provide information about all the services and support available for children and young people with Special Educational Needs or Disability (SEND) with or without an Education, Health Care Plan (EHCP) from birth to 25.

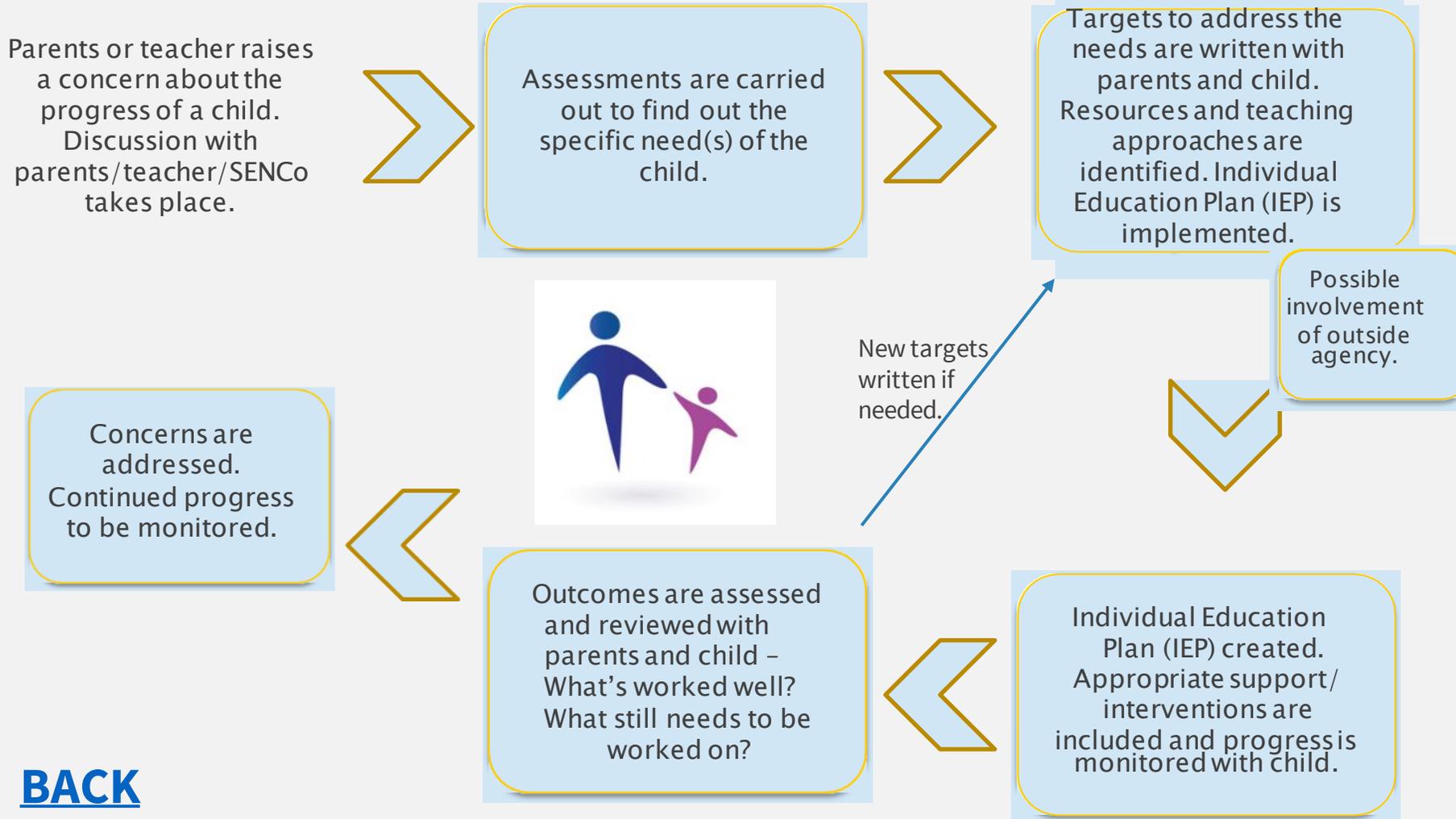
Here is a link for your information –

<https://www.dudley.gov.uk/resident/localoffer>

The school will involve you in all decisions and listen to your views. The model outlined below is called: 'Assess-Plan-Do-Review'



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Individual Education Plans



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Date: May 2020/1		Name:		Class:		Year:		IEP No:	
				Outside Agencies involved:				Review date: July 2021	
My Individual Education Plan									
Area of need  Speaking Listening/ Reading/Writing	My targets and strategies 	Success criteria to achieve my target 	Who is going to help me and when? 	Comments 	How I got on  Achieved Partially Achieved Not Achieved				
1. Reading					Entry Data - Exit Data -				
2. Writing					Entry Data - Exit Data -				

IEP Review		
Has IEP been effective? Why? Why not? Provision? Attendance? Staffing?	Views of Parents/Carer/Child	IEP targets/ideas next time

[**BACK**](#)



