



SEND Information Report

Together Everyone Achieves More

Reviewed March 2019

Reviewed and updated	Stakeholders involved
08/10/2016	Mrs Connell (SENCO)
14/11/2016	Mrs Connell (SENCO), Lesly Adams (Chair of Govs) and parents
27/03/2017	Mrs Connell, Governing Body, School staff
11/04/2017	Mrs Connell, James Brown (SEND Gov)
24/04/2017	Mrs Connell, Governing Body
18/06/2018	Mrs Connell, Governing Body
18/03/2019	Mrs Butler (SENCo), James Brown (SEND Gov)

What kind of special educational needs are catered for?

Beechfield School is a mainstream primary school. Our children come from a vast array of countries, religions and backgrounds and these are all celebrated and accepted in the school.

The SEND Code of Practice defines SEN as;

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

These needs can be categorised in four key areas that may create barriers to learning:

- Communication and interaction;
- Cognition and learning;
- Social, emotional and mental health difficulties;
- Sensory and/or physical needs.

A student has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of students of the same age;
- Has a disability, which prevents or hinders the child from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

We believe that every child has a right to an education and it is our job to adapt our practice and school life to suit every unique learning need that each child brings.

How does the school know if children/young people need extra help and what should I do if I think my child has special educational needs?

Beechfield School identifies any children who need extra help through;

- making regular observations of their learning behaviours and social and emotional needs over time
- marking the learning that has taken place and providing feedback to the child
- having daily discussions with the child and other adults involved in their learning
- identifying the level of progress that has been made over time
- meeting with parents and discussing any concerns that either they or the school may have

Assessment takes place in every lesson throughout the school day and through these assessments, teachers will identify children who need additional support. They can meet with the SENCO at any time throughout the year to discuss their concerns regarding children in their class and to gain advice as how best to support them.

If you think your child may have special educational needs, you should arrange to meet their class teacher in the first instance who will be happy to discuss your concerns with you at a mutually convenient time. The class teacher will feedback these concerns to the Inclusion Co-ordinator (SENCO) if necessary. Further discussions may then take place to determine the best way forward for your child.

We have a strong identification process in place with the child's learning and wellbeing at the centre of it.

Teacher raises concern Parent raises concern SENCO raises concern

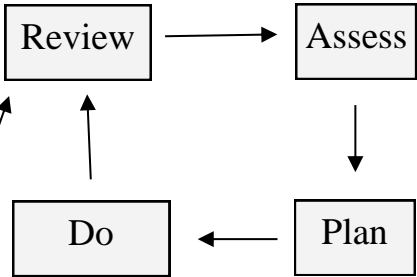
SEND surgery with SENCO
 -What are the concerns?
 -What is in place?
 -What does the pupil say?
 -What is working? What is not working?
 -What does the data show?

SEND referral form completed with actions and a review date set (See Appendix 1)

The child may be put on the school SEND register. Support plan targets will be set in consultation with teachers, parents and child. They will enter the cycle below and targets will be reviewed with parents and child three times per year.

If the actions have not had an impact when reviewed then...

If progress is still not having an impact, referrals will be made to external agencies.



Targets and Support plan will be adjusted following feedback from external agencies.

- Educational Psychologist
- SPLD base
- Chessbrook behaviour support
- Colnbrook learning outreach
- Communication and Disorders team
- CAHMS
- School nurse
- Early Years Support

If a child has a diagnosed disability, a provision plan will be drawn up through conversations between the parents, the child and the SENCO giving details of what the school will put in place to support the child and remove barriers to learning. This will take in to account any advice given from external professionals and will be reviewed regularly.

Every child in the school will receive quality first teaching on a daily basis. The learning will be differentiated to take in to account the starting points of every child and resources will be adapted where necessary.

For some children, they will need additional support beyond this to enable them to access the learning taking place. A 'Support Plan' will be drawn up through discussions with the school, parents and the child. Personal targets will be written linked to their area of need as identified in the new Code of Practice and a review date will be set to measure progress over time. Additional provisions and interventions will be put in place and impact measures set. Support Plans are reviewed with the child and their parents three times a year. Once a child has met their targets, new ones will be set.

The SENCO will support school staff to review the impact of the Support Plan and to advise on the effective implementation of support.

Please refer to the 'Beechfield School Local Offer' on our website for a comprehensive list of interventions and provisions that could be put in place to support your child.

How will I know how my child is doing?

Parents are integral to shaping provision. Class teachers will meet with parents a minimum of three times a year to review the Support Plan, listen to the views of the parent and together, identify next steps for their child.

We also hold parent consultations twice a year where each parent will be allocated a time to discuss progress. Annual reports are sent home towards the end of the academic year and parents are invited to make an appointment with teachers to discuss these.

If parents would like to discuss their child's needs outside of these set times, they are very welcome to make an appointment with the class teacher or INCo. This can be done over the phone, via email or in person via the school office.

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

The new Code of Practice calls for educational settings to 'remove barriers to pupil achievement' so they can 'participate fully in accessing the curriculum.' As mentioned above in section 2, every child receives Quality First Teaching where the teacher will adapt the learning to suit the needs of every child. This will be through differentiation and adjusting the resources being used.

When a 'Support Plan' is in place, additional strategies will be listed to support the child. Advice from other agencies will be incorporated and planned for if necessary. Visual aids, specialist equipment, bespoke furniture and other such provisions may be used.

A child may also be accessing targeted interventions that take place in addition to their usual classroom lessons. These are run by trained support staff and can be 1: 1 or in small groups with children who have similar All interventions are time limited and are reviewed and monitored to ensure they are impacting the learning and progress of the child and that it is the appropriate provision for them.

We aim for all our children to be independent learners so no child will receive full-time 1:1 support from an adult. They will be taught strategies to enable them to learn independently alongside their peers.

What support will there be for my child's overall well-being?

The Code of Practice notes that when identifying a Special Educational Need, not only will attainment be assessed but also a child's social and emotional skills will be taken in to account. With this in mind, we run a number of specific interventions which are designed to support a child's well-being and a pupil may be referred to one of these by the class teacher. These are Non-Directive Play, Drawing and Talking Therapy, Social Skills and Self-Esteem and Counselling.

We have Anti-Bullying Ambassadors in school who were trained to spot signs of bullying and to help prevent it. They work with the PSHE leader to carry out activities throughout the year to raise awareness of bullying and to make the school a happier place for everyone. Through PSHE lessons in the classroom and daily assemblies, the children learn who they can talk to when they need help and how they can keep themselves safe.

Protective Behaviours is also embedded throughout the school and children are taught how to keep their minds and bodies safe. We encourage our children to practice mindfulness so they have this strategy available in their toolkits should they need it.

What specialist services and expertise are available at or accessed by school?

The school is currently liaising with and accessing support from;

- Speech and Language Therapist
- Colnbrook Outreach
- Chessbrook Outreach
- Hearing Impairment Advisory Teacher
- School Health team
- Health visitors
- Autism Advisory Teacher
- SPLD base at Laurance Haines
- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- Family Support Workers through South West Herts Partnership

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

All teaching and learning staff in the school support children with SEND and have a responsibility for their learning and progress. The school strongly prioritises the provision of high-quality, whole-class learning. To ensure all children receive this, there is a continual cycle of professional development for staff based on the needs of the school and the children who they teach. Senior Leaders continuously monitor the provision in place and any areas for development are then followed up.

Support staff and the Learning Mentor are all trained to run specific interventions that they lead on and these are monitored by the SENCO regularly throughout the year. Support is given where necessary to ensure all children are making the progress they are capable of.

In classes, where needs of the learners are more complex, teachers and support staff will receive training from external professionals such as the Hearing Impairment Teacher or the Autism Advisory Teacher.

How will you help me to support my child's learning?

Through discussion around the targets on the Support Plan, the class teacher will make suggestions as to how the parents can support their child at home. The school may provide additional home learning activities to support and reinforce the learning in school.

Some interventions that the children take part in may also provide additional tasks that can be completed at home with the parents. These may include learning some key words or maths facts. All necessary resources for this will be provided. In addition to this, parents may request to come in and view one of these intervention sessions being run with their child so they can better understand the learning process and how they can help further at home.

If external support is sought for your child eg a visit from the Educational Psychologist or Speech and Language therapist, parents will usually receive additional guidance and suggestions from them.

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

When a teacher raises a concern with the SENCO about a child in their class, the views of the parent will be asked for. This is to gain a whole overview of the child and to discuss any factors which may be affecting the progress being made.

If the school decides that a Support Plan is needed, it will be written with the parent and child and aims to build up a complete picture covering likes and dislikes, strengths and areas for development.

More information to answer this question can be seen in sections 1, 2 and 3.

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

For all school trips a risk assessment is undertaken to ensure that each child is kept safe from harm. All children with SEND are included on all school trips and when appropriate additional staff are deployed and an individual risk assessment written. Parents are consulted to ensure full participation and active engagement of all children. If appropriate, parents will be invited to attend the trip alongside their child. Where the outings are run by outside agencies they are made aware of each child's needs so that they deal with them in a sensitive and appropriate manner. Any child with a medical issue will be accompanied by a trained adult.

How accessible is the school environment?

Beechfield School complies with the Education Equality Act 2010. We make reasonable adjustments to cater for the needs of all the children and adults in the school. Trained school staff undertake termly Health and Safety assessments around the school which are monitored and assisted by the Health and Safety governor. Included in this review is a check of the building to ensure there are no potential hazards.

There are two designated disabled parking bays in the school car park closest to the Reception. Our fire alarm system provides visual aid for people with impaired hearing. The EY and KS1 building has a unisex disabled toilet in the entrance corridor and in the KS2

building there is a unisex disabled toilet on both floors. All doorways in the school have wheelchair access.

Where anyone has a physical disability, a risk assessment will be undertaken where appropriate and a designated escort will be available in case of evacuation.

The EY and KS1 building is all on one level apart from a few steps at the rear. Whilst no ramp for this exit is in place, anyone requiring wheelchair access would be guided to one of the classroom exits on the same level. The KS2 building has a lift to access the upper level. Access to the school grounds is made possible via walkways incorporating slopes.

Every classroom has a Sound Field System installed as well as in the Assembly Hall to support children with hearing impairments and to improve classroom acoustics. All classrooms are also carpeted.

Who can I contact for further information?

Parents can contact the class teacher in person or by telephone. In addition you can arrange a meeting with the SENCO (Lizzie Butler) via the School Office.

admin@beechfield.herts.sch.uk

01923 221269

The Governor responsible for SEND is James Brown.

If you are not happy with the level of support that your child is receiving, you can make an appointment with the class teacher in the first instance. This may be followed up with a meeting with the SENCO. You can also obtain a copy of our Complaints Policy from the school office.

The SENCo Team are made up of an experienced SENCo, Lizzie Butler, and an experienced SEN Inclusion Support Assistant, Fiona Prior. They can be contacted directly via

senco@beechfield.herts.sch.uk

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

The staff at Beechfield School feel that a strong transition programme is fundamental to supporting a child with their next steps in their learning journey.

On entering the school in Nursery or Reception, all children will receive a home visit from school staff. In addition to this, children will be invited in to meet with their class teachers and to begin getting familiar with their new learning environments. Parents will be invited to stay for 'Stay and Play' sessions to learn alongside their child.

If your child is joining us from another school, parents and the child will be invited to look round the school. We will also speak to the previous educational setting so we can ensure what works well there can be adapted and put in place at Beechfield. Children will also be invited to come and stay for taster sessions if appropriate. We have also found that

sometimes a book of photos of the new school and their new teacher can also help children settle quicker.

When a child leaves Beechfield to go to another educational setting, we will ensure we contact the SENCo and ensure he/she knows of any special arrangements that have been in place. All SEN records will also be forwarded to the new school.

When moving to a new class for the start of a new academic year, a personalised transition will be put in place in the previous half term if appropriate. This may include additional trips to the new learning environment and some 1:1 time with the new adults who will be supporting them.

How will the school's resources be allocated and matched to children's special educational needs?

The school budget is set by the Inclusive Multi- Academy Trust (IMAT) in consultation with the head teacher. The IMAT Board will take advice from the Local Governing Committee on the basis of the needs in the school. The money is used to provide additional support or resources dependent on an individual's needs. At termly Pupil Progress Meetings, teachers will discuss all pupils in their class and highlight any children who may need additional resources. Support Plans also highlight what support is needed for each child on the SEND register. These children will then be discussed further at Inclusion meetings where resources will be allocated depending on the needs within the school.

Some children may be in receipt of Exceptional Needs Funding and this will be allocated directly to the child to fund additional staffing costs.

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

As outlined above, the Support Plan will identify what additional support a child may be given at that time. All interventions are time limited and are reviewed and monitored regularly to ensure they are the most suitable for each individual.

It is our aim to develop the independence of all pupils so no child will receive full-time support from one adult.

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?

Hertfordshire County Council's Local Offer can be accessed online at:

www.hertsdirect.org/localoffer