

# Beaconsfield Primary School

## SEN Information Report

### 2017

**Since the introduction of the SEN Code of Practice (2014), the governing bodies of maintained schools must publish information on their websites about the implementation of the governing body's policy for pupils with SEN (Special Educational Needs). This report will be updated once a year.**

#### **What kinds of needs can be supported at our school?**

Children with a range of special educational needs are supported at our school and we strive to ensure that every child in our school makes progress and is prepared for their next stage of learning.

Children who are identified with Special educational needs will be placed in one or more of the areas of need.

Communication and interaction	Children and young people with speech, language and communication needs (SLCN) have difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. The profile for every child with SLCN is different and their needs may change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives.
Communication and interaction	Support for learning difficulties or specific learning difficulties maybe required when children and young people learn at a slower pace than their peers, even with appropriate differentiation, high quality teaching and a graduated approach.
Social emotional and mental health.	Children and young people may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

	displaying disruptive behaviour.
Sensory and/ or physical needs	Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age related and may fluctuate over time. Many children and young people with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning, or habituation support.

At Beaconsfield Primary School we also have an Additionally Resourced Provision (ARP) that has 16 places for children with Complex Learning Difficulties; this includes ASD, SLCN & SpLD. These children may need a smaller classroom environment or adapted resources as well as additional adult support to enable them to access the curriculum as well as opportunities for integration. All children in the ARP must have a statement or Education Health and Care Plan. The description of which children are best suited to use this provision can be found in the

Ealing Local offer [http://www.ealing.gov.uk/info/200994/special\\_educational\\_needs\\_and\\_disability](http://www.ealing.gov.uk/info/200994/special_educational_needs_and_disability)

Occasionally we will request for other professionals input. We may need to recruit additional staff or buy specialist equipment in order to meet the child's needs.

In a situation where one of our children requires a more specialist provision and does not have an EHC /Statement, we will advise accordingly, however as a school we do not have the power to make this decision. It would be a decision made by parents, the child or young person and with advice from external professionals, usually by applying for a statutory assessment.

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## Access facilities

At Beaconsfield Primary School, we promote a total communication environment to support children with special educational needs. Our teachers use visual timetables to reassure children what is happening in the day. In classes where children need further adaptations to their work, teachers use communicate in print or clicker 7 to support children's independent learning. On the ground floor in our main building, there is an accessible toilet. The new building will consist of a lift, sensory room and soft play room with access to both outdoor play areas. If a child with a physical disability was placed in the main building, the school would make changes to the existing classrooms and move the year group class to the ground floor, if necessary. This is in accordance to paragraph 3 of schedule 10 of the Equality act 2010.

## **2. How are children's needs identified?**

At Beaconsfield Primary School we assess all children on entry using a baseline assessment. This helps us to monitor if the children are making progress. If we feel that a child might have a special education need, then a meeting with parents and the class teacher (and the child if appropriate) will always be arranged to investigate the needs further. The class teacher would need to report this to the SENCO and provide evidence or attainment levels to demonstrate the area of need.

The SENCO would then advise the Teacher to speak to parents before making a referral to either

- Occupational Therapist
- Educational Psychologist
- Speech and language therapist
- GP

After discussing any concerns with parents the SENCO would then agree to a referral being made. The SENCO may observe the child whilst the referral is being carried out to ensure high quality teaching and reasonable adjustments have been made and followed.

Children and young people with statements of SEN or EHC who meet the criteria described in our Entry Criteria. Robust evidence that a child or young person's needs are not being met in the mainstream or special school placement is needed prior to admission. Admission is coordinated by the SEN Assessment Team at **Carmelita House, 21-22 The Mall, Ealing , London W5 2PJ.**

## **Arrangements for consulting parents of children and involving them in their children's education.**

### **Talking to the teacher - Open door policy**

We feel that working in partnership with all parents helps inform a better approach for children with SEN. Parents can advise us on what strategies have worked previously. The teacher may also want to advise on how to support the child at home with learning.

### **Parent consultation evenings**

We hold 2 parent consultations per year to discuss the learning progress of all our pupils. Please use these meetings to voice any concerns you may have. We often extend the time of these meetings for parents of children in the ARP so that we have more time to discuss the needs of each child and the effectiveness of the support in place.

### **Teacher assessments**

All pupils' progress and achievement is monitored by teachers. Academic achievement and progress information is collected for each pupil, usually half-termly, in order to ensure that all pupils are making accelerated progress and are on track to achieve their targets. If a child is making sustained progress then further investigations will be made to ensure that the school is meeting their needs. A child may be required to attend an intervention outside of the classroom with a small group of children. Intervention data is collected before and after the intervention and the impact of the intervention should then be continued into the classroom. If after further investigation the school believes your child may have Special Educational Need, then we will arrange a meeting with you and if appropriate your child too, to identify these needs further and plan support. Parents are encouraged to meet for regular pupil progress meetings. The child can attend pupil progress meetings and are notified of referrals made to professionals. Teachers are encouraged to ask children what reasonable adjustments they may want in place and what helps them to learn.

### **During a review of progress against SEN desired outcomes**

If your child has already had some Special Educational Needs identified then a plan to support them to reach certain outcomes should have already been put in place either by our school, provision Map or Statement/ EHC plan or your child's previous school or Nursery.

The success of this plan in meeting their needs and ensuring they make progress should be reviewed at least termly. This process really helps to ensure that everyone

involved in supporting the child really understands their needs; if needed interpreters can be requested.

### **3. How do we work in partnership with parents of children with SEN?**

We try and work closely with all our parents to ensure that all pupils are making progress. Working in partnership with parents of children with SEN is even more important so we do the following things:

- Communicate regularly and informally through home school link books and/ or phone calls and letters and quick informal chats at the beginning and/or end of the school days as and when needed.
- Parents can arrange to see the class teachers and/or SENCo when they are concerned and would like a longer discussion.
- The parent's meeting- to discuss the identification of a child's need and the desired outcomes that need to be worked by everyone involved.
- Issue annual school reports (summer term).
- Handover meetings to new class teacher, that outline pupils needs and how they are best supported.
- For any child with a Statement/EHC plan and for some children with more complex educational needs the school will work with parents and children to draw up a "one page profile" that describes a child's needs and how they like to be supported so that it can be communicated quickly and easily to members of staff.
- Provide parents with a copy of the desired outcomes (statemented children only) agreed for their child and the strategies and interventions set up in school to help them achieve them.
- Hold an Annual Review for any child with an EHC plan/Statement.

### **4. How do we enable children with SEN to make decisions about their education?**

All children are expected to evaluate their own learning success and discuss their needs with their teacher. We do this in school through

- Verbal/ visual feedback
- Evaluations
- Annual review child questionnaire-may be adapted.
- Involving children in parents evening
- Feedback in workbooks.
- target setting / assertive mentoring meeting discussion
- writing comments in pupil reports (summer term)

### **Children with SEN support**

Children with SEN Support have a plan that outlines the support needed to achieve additional agreed outcomes to help them become better prepared for adulthood. These outcomes are decided with pupils and with parents during meetings and

discussions. The outcomes and the additional support needed to help the children achieve them are recorded termly as a plan on our school provision map. A date for reviewing the success of these plans will be set and should happen at least termly. Please make sure that you come to any meetings as this is the best way we can work together with you. If you need help to get to the meeting, or you need someone to help you (e.g. a translator) then we can try to arrange that too if you give us some notice.

### **Children with an EHC plan or Statement**

In addition to termly review meetings we also hold an Annual Review Meeting. We work with the parents and pupil to invite all the people needed in order to review the progress made against the outcomes in the EHC plan. We aim to include the children's views in this meeting in as appropriate a way as possible through photos or workbooks. Staff work with pupils and parents to develop an up to date one page profile that is presented to the meeting at the beginning of any discussion, this is called a Person Centred Plan. This will include any information that the child wishes to share with the adults' involved and important information about their happiness and aims in life. Children can attend the whole of the Annual Review meeting if they wish – or just state their views.

### **5. How do we help children when they move to another school?**

Whenever any child moves to another school we always pass on school records to the new school.

If a child has SEN we also:

- Pass on SEN records to the new school including SEN support plans, or EHC plans and "one page profiles" drawn up.
- Liaise with the SENCo/ year group leader of the new school to clarify any information necessary,
- If needed we can include ways to support a child to have a settled move to a new school through their SEN support plan or EHC plan. For example we may organise some extra visits to the school or do some work to help prepare them for the transition.
- We invite the new school to the last annual review of a child with an EHC plan and a transition plan can be set up as part of this meeting.
- Records of baseline and current academic progress.
- Transition booklet if required.

## **6. How do we help children when they move into a new year /or phases of education?**

When moving to a new year group:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher (this may include the ARP Leader/SENCO).
- Transitions to new classroom with new staff and teachers.
- Transition booklet if requested.

## **7. How are adaptations made to the school to help children with SEN?**

- Class Teachers plan activities and work in regards to the specific needs of all groups of children in their class.
- Strategies and targets agreed by professionals to be implemented in class as part as high quality teaching.
- Environmental checklists to be completed annually.
- Opportunity for sensory breaks.
- Visual timetables.
- Clear start and finishes in tasks and activities.
- Use of Power points and displays to support reading, writing, maths, and foundation subjects.
- Graduated approach-assess, plan, do review.

Beaconsfield Primary School has an on-site Speech and Language Therapist (2 days) and Occupational Therapist (1 day) to work with the ARP and mainstream pupils. In addition Counselling / Play Therapy is available for children with identified support needs.

## **8. What skills and training do the staff at Beaconsfield have?**

- Aspiring SENCo (Completing the NaSENCo training)
- ARP Leader
- Autism training
- TEAM Teach trained staff
- Variety of intervention trained staff
- Numbers count
- Regular staff meetings on inclusion and reasonable adjustments.

### **All teaching staff**

Are trained in the requirements of:

The SEND code of practice

All have QTS and received regular updates through INSET sessions.

All general school policies/ training on teaching and learning and behaviour management include information on how to include children with SEN.

### **Teaching Assistants**

We have a variety of skill in our teaching assistants depending on their job. All have a minimum of Level 2 NVQ and many have Level 3 qualifications.

All TA's have had training in the following areas:

Reading, Writing & Maths support

Some have training in:

- SLT (**Speech and Language** Therapy) programmes
- OT(Occupational Therapy) programmes
- Behaviour & Social Skills
- Phonics
- Talking Box – Speech

### **9. What do I do if I am concerned about the quality or effectiveness of support my child is getting?**

If at any time you are worried about your child then it is important to contact the school and discuss this so that any issues can be resolved. We take your concerns very seriously and will do everything we can to resolve them.

The first person to contact would be your child's class teacher.

If you still feel concerned then please contact the SENCo to discuss your concerns. We would expect any problems to be resolved after this.

However, if you still feel that your concerns have not been addressed please contact the Head Teacher. An appointment can be made via the school office.

### **10. How are children's needs identified before they start at our school?**

Parent information meetings for pupils entering the Foundation Stage pupils are held for new parents in the summer term, before your child starts our school. On entry to our Nursery or Reception classes (for children aged between 3 and 5 years) members of the EYFS Team like to meet all our children and families. These meetings help us to work with parents and children to identify the needs of the child in a familiar environment before they come to school. We can then plan together to help your child settle into school. Additionally Resourced Provision (ARP) staff will carry out a visit to see children in the current setting before your child starts at Beaconsfield Primary. If a child has been identified as having SEN in nursery then the

school would arrange for a transition day or meeting with nurse SENCo or teacher to plan for starting at the school.

#### If you have attended a different school

If you believe that your child has a Special Education Need that has not been previously identified by your child's current school then please inform us of your concerns. Please let us know any information about your child's needs and share with us any other documentation from other professionals like Health, Speech and Language, occupational therapy. We will then arrange a time to follow this up with you and your child later. (Please see sections on working with parents and pupils).

#### Work with previous schools or educational settings

All school records are passed on to us and the Head Teacher and/or SENCo will review these carefully. If we feel there is a child with SEN who will be moving to our school then the Deputy Head and/or ARP Leader will contact the primary school to gather further information.

### **11. How are children's needs identified whilst children are at our school?**

At Beaconsfield Primary School we want all our children to be happy, confident and feel they are learning. Our children can tell members of staff of any concerns or worries and be confident that they will be listened to. Issues can also be raised through the following strategies:

If a child is concerned

- Feedback in books – children can write notes in their books for the teacher to see when they mark.
- Circle time
- Assertive mentoring meetings
- School council
- Talk with Teacher or teaching assistant.

We also offer talks in each class to existing students to support their understanding of their peers. The SENCo will liaise with the class teacher to create a short session where students are able to ask questions supporting their understanding of how children with special educational needs may require different strategies or support during their school day. This ensures that children with SEN are treated less favourably than their peers. The SENCo will also deliver assemblies to promote an inclusive culture across the school.