



Beetham CE Primary School

SEN Information Report.

Caring for Everyone, Learning together, Achievement for All.

At Beetham CE Primary School, we strive to ensure that all our children are supported to achieve to the very best of their ability. We believe that building positive relationships with families is the most important factor in supporting children with Special Educational Needs or Disabilities (SEND).

How does the school know if my child needs extra help and what should I do if I think my child may have Special Educational Needs?

As a first port of call, parents/carers should raise any concerns with their child's class teacher. They can also request an appointment with our Special Educational Needs Coordinator (SENCo), Mrs Abi Johnson.

'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.' (Special Education Needs and Disability Code of Practice: 0 to 25 years, 2015)

At Beetham CE Primary School we may identify a child with SEN in various ways:

- Information passed on by other nursery provisions and primary schools during transition processes will identify pupils who are already on the SEN register. Any initial concerns about pupils not yet on the SEN register are also passed on so that progress can be closely monitored and additional support can be actioned swiftly if necessary.
- Ongoing teacher assessment will identify pupils who are making insufficient progress or performing significantly below expected age levels. If it is felt that difficulties with learning and progress may be because of a Special Educational Need, the pupil will then be discussed further with our SENCo.
- Class teachers can seek advice from our SENCo regarding concerns that they have about a child displaying possible Special Educational Needs at any time.
- Liaison with professionals and external agencies may provide information that indicates that a child should be placed on the SEN register. The extensive list of specialists who liaise with school to ensure that pupils receive the support that they need include Educational Psychologists, Speech and Language Therapists, Occupational Therapists, Physiotherapists, Paediatricians and GPs.
- If a child's learning progresses to a level where they no longer need additional or different from support, they will be removed from the SEN register.

How will school support my child?

- Class teachers will set the highest expectations and deliver high quality teaching to all children. Together with teaching assistants, they will plan and deliver any additional support required by individual pupils, with advice from the SENCo as appropriate.
- At Beetham CE Primary School, we have a range of experienced and trained Teaching Assistants (TAs) who will provide support for all children, including those who require extra intervention and support. For some pupils with very specific needs, a planned intervention programme may be delivered by one of our TAs.

In line with the SEND Code of Practice, we follow a graduated 'assess, plan, do, review' approach to identify and support our pupils with SEN.

- Children on the SEN register may have an Individual Education Plan (IEP) with SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets to help them to progress with their learning. These targets may be academic or social, or a combination of both.

- There are three IEP cycles each academic year – starting in September and completed termly. In between these times, targets are regularly monitored and adapted as necessary to ensure that they are always relevant to the child’s needs.
- Parents of pupils with SEN will be offered opportunities to come in and meet with the class teachers to contribute towards the setting and reviewing of the IEP targets. This will be in addition to Parents’ Evening appointments. Within the IEP document, parents will be guided towards key ways in which they can support their child at home.
- Children may be provided with specialist resources which are tailored specially to their needs. These may include adapted writing equipment or large font texts.
- All children are assessed for their suitability to sit the SATs tests following the guidance laid out by the Department for Education (DfE). Any child who meets the criteria for additional time, a scribe, a reader or being dis-applied is given the correct level of support.

How are the school Governors involved?

- Our named governor is Mr Brian Smalley.
- Regular meetings are held between Mr Smalley and the SENCo.
- SEN is discussed at each governors’ meeting and governors monitor how the needs of the children on the SEN register are met.

How will the curriculum be matched to my child’s needs?

- Lessons activities match the needs and abilities of every pupil, with effective differentiation in place wherever necessary.
- We adopt a mastery approach to our maths teaching that supports pupils to work at their individual level of ability. This allows all pupils to use concrete, pictorial or abstract methods of learning and this can be tailored to the individual needs of pupils. Children work alongside their peers so that they are fully included and engaged with learning.
- Additional support through the use of specialist resources or allocation of TA time is provided where appropriate to ensure all children, including those with SEN, can access the curriculum.
- The curriculum is broad and rich, with arts and sports having a high focus – enabling all children to succeed.

How will I know how my child is doing and how will you help me to support my child’s learning?

- Beetham CE Primary School uses continuous assessment records to keep track of maths, reading and writing progress for each child. Progress is measured against national expectations, and assessment systems help teachers to identify the next learning steps for their pupils.
- We hold two parents’ evenings a year, with an optional third parents’ evening after the annual reports go out in July, where all parents have the opportunity to discuss their child’s progress with class teachers.
- In addition to this, parents of pupils on the SEN register will be invited into school throughout the academic year to discuss their IEP targets.
- Teachers are happy to meet with parents at any time to discuss progress that their child is making. This can be arranged by making an appointment directly with the class teacher.
- Each term discussions are held in school about where extra support and intervention may be needed to support groups and individuals across school. Parents are informed of any additional interventions that their child undertakes.

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

- At Beetham CE Primary School we are a small team who meet regularly to discuss the well-being needs of pupils across the school and identify where additional support may be required.
- All staff are given necessary training for specific medical needs as appropriate (i.e Diabetes, Asthma, Epilepsy, Epi pen training)
- Individual Health Care Plans are drawn up with parents as appropriate to support pupils with specific medical needs.

- Clear information about pupils' medical needs is held within the school, by each class teacher and on the school cloud. This enables information to be made available as appropriate to any members of staff working in school.
- The school has a policy regarding the administration and managing of medicines on the school site.
- On a day to day basis, the class teacher oversees the administration of any medications. Parents must inform the school if health professionals have recommended that medication should be taken by their child during the school day.
- We have a Behaviour Policy and an Anti-Bullying Policy whereby all staff are expected to be responsible for behaviour; parents are kept informed of any negative behaviour at the earliest stage.
- Risk assessments are undertaken before any educational visit with correct ratio of adults to children, including extra support if needed with children with SEND.
- All children can contribute their views through the School Council. Pupils with an Educational, Health and Care Plan (EHCP) complete a questionnaire to express their views prior to their Annual Review meeting.

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

- In order to access advice from external specialists or agencies, an Early Help Assessment form must be completed. This form is completed by the class teacher and SENCo followed by a meeting with parents which then gives parental consent for the information within the form to be shared with the appropriate services. It includes the views of both the parents and school in order to summarise the pupil's (or whole family's) need and the desired outcomes.
- Support from a wide variety of services can be accessed in this way:
 - Educational Psychologists – an assessment completed by an Educational Psychologist provides information about a child's general learning ability and also identifies key aspects of learning that they may be struggling with (e.g. memory, process skills).
 - Local Authority Specialist Advisory Teachers' (SATs) team. This may be related to difficulties such as Speech and Language, Visual or Hearing Impairment, Physical Disabilities or Autistic Spectrum Conditions.
 - Public Health and Wellbeing Nurse, Continence Team, Occupational Therapists and Physiotherapists.
 - Other agencies such as Social Care, Barnardo's, Family Action NSPCC and the Community Police also advise school.
- Where advice is received from an external agency, this may be incorporated into a child's IEP in the form of individual targets or suggested strategies, or developed into wider classroom practice.

What training are the staff receiving or have completed to support children with SENDs?

We currently have members of staff in school who are trained in the following areas:

- Early Help Assessment training – regular updates.
- Medical condition awareness training – diabetes, Epi-pen use.
- Areas of SEND Awareness training – ADHD, Autism, Dyslexia.
- Phonics Training
- Adverse Childhood Affects training.

How accessible is the school environment?

- The main school building is fully wheelchair accessible.
- There is one disabled toilet which is also a changing facility.
- Disabled parking is available on the Heron theatre car park.
- Technology is available to assist pupils with their learning as appropriate to individual needs i.e. iPads.

How will the school prepare and support my child to join the school or to transfer to a new school?

Entry into school in EYFS

- Stay and Play sessions are held in our EYFS classroom to support new parents.
- Nursery Children can join us from term they turn 3.
- Meetings and transition activities are held with parents of children who are not known to the school.

Year 6 to Year 7 Transition

- Class teachers meet with secondary school to pass on relevant information about all children in year 6 during the summer term.
- The SENCo meets or telephones SENCos from the Secondary Schools to discuss all pupils with SEND. Paperwork is passed on confidentially at the end of the school year.
- Transition visits are arranged for all year 6 pupils. Pupils with SEND may have additional transition activities, during which they will become familiar with the new school building and key secondary school staff.
- Secondary School SENCos will attend Year 6 Annual Reviews for pupils with EHCPs wherever possible. Parents are able to discuss the provision that their child will receive with secondary school staff at these meetings or through contacting the secondary school directly.

How are the school's resources allocated and matched to children's Special Educational Needs?

- Class teachers and the SENCo will discuss individual children's needs and decide on the most appropriate support. This will include the type of intervention/support to be used, any additional resources necessary and the amount of time that these will be put in place in the first instance.
- We recognise that different children will require different levels of support in order to bridge the gap to achieving age expected levels.
- A termly Provision map is compiled to show the allocation of support.
- Teaching assistants are funded from the SEN and wider staffing budgets as appropriate. They are trained to deliver a wide range of programmes designed to meet the needs of individuals and groups of children.

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

- Decisions are made in consultation with the class teacher, the SENCo and the headteacher as well as parents. These decisions are based upon termly tracking of pupil progress and assessment. Decisions may also be made in consultation with other agencies where appropriate, such as on the advice of an Educational Psychologist.

Who can I contact for further information?

- The first point of contact for parents/carers is always the child's class teacher.
- An appointment can be made with Mrs Abi Johnson, our Special Educational Needs Coordinator (SENCo).
- Look at our SEN Policy on our website as well as the other policies referred to.
- Contact the Cumbria SEND Information, Advice and Support Service – <https://www.cumbria.gov.uk/childrensservices/schoolsandlearning/ils/parentpartnership/>
- Contact IPSEA (Independent Parental Special Education Advice) www.ipsea.org.uk

- Cumbria's SEND Local Offer can be accessed at <http://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5> n