

SEN Information Report

Question	What we do at Beechwood CE Primary
<p>1) What kinds of SEN do you cater for?</p>	<p>Beechwood is an inclusive Church of England Primary School. We cater for children aged 4 – 11 (Reception year to year 6). We welcome all children and provide different and/or additional provision for a range of needs, including:</p> <ul style="list-style-type: none"> • Communication and interaction, for example, autistic spectrum disorder, Asperger’s Syndrome, speech and language difficulties • Cognition and learning, for example, dyslexia, dyspraxia, • Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD), • Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy
<p>2) How do you identify children with SEN and support their needs? What are the contact details of the SENCo?</p>	<p>We will assess each pupil’s current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none"> • Is significantly slower than that of their peers starting from the same baseline • Fails to match or better the child’s previous rate of progress • Fails to close the attainment gap between the child and their peers • Widens the attainment gap <p>This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a pupil is recorded as having SEN.</p> <p>When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents. We will use this to determine the support that is needed and whether we can provide it by</p>

	<p>adapting our core offer, or whether something different or additional is needed.</p> <p>Teachers monitor every child’s progress as a matter of routine and report it every half term within Pupil Progress Meetings with the Senior Leadership Team (SLT). Any concerns will be raised and shared with the Phase Team Leader and SENCo.</p> <p>We deliver 3 waves of intervention within our provision map, which are reviewed each half term:</p> <ol style="list-style-type: none"> 1) Quality First Teaching (class based) 2) SEN 1 – interventions identified and extra support provided in a withdrawn group or within the class. 3) SEN 2 - personalised learning - in liaison with advice from an outside agency. <p>Individual Education Plans (IEPs) are put into place for all children with SEN in order to provide targets to work on each term. If outside agencies are involved, then advice from these agencies will be incorporated in these targets. IEPs are shared, every term, with parents and children so that they can be involved in the process and contribute to the targets and how they can be met.</p> <p>The SENCo is Mrs Seeley. She can be contacted at Beechwood CE Primary School, Beechwood Rd, Dudley DY2 7QA.</p> <p>Telephone number is 01384 816715.</p> <p>Working days – Monday, Tuesday and Friday</p>
<p>3) What are the arrangements for consulting parents of children with SEND?</p>	<p>We will have an early discussion with the pupil and their parents when identifying whether they need special educational provision. These conversations will make sure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil’s areas of strength and difficulty • We take into account the parents’ concerns • Everyone understands the agreed outcomes sought for the child • Everyone is clear on what the next steps are <p>Notes of these early discussions will be added to the pupil’s record.</p> <p>We will always notify parents when it is decided that a pupil will receive SEN support.</p>

	<p>Class teachers are responsible for informing parents of concerns they have in regard to their child. All parents are invited to attend two parents' evenings per year. This is an opportunity for a discussion about a child's progress, attainment and the next steps for each child. Parents can request to meet with the SENCo at these meetings. The SENCo will also offer a termly 'drop-in' afternoon for parents wishing to discuss their child's SEN further.</p> <p>Children who are involved with the Learning Support Service (LSS) will have additional meetings, every other term or termly with the SENCo and specialist teacher, class teacher and teaching assistant, to review their child's progress and set new targets. Other outside agencies may also require more regular meetings, for example the Educational Psychologist (EP).</p> <p>For children with medical needs, meetings with parents may also include the School Health Advisor (Stacey Harris).</p>
<p>4) What are the arrangements for supporting children in moving between phases of education?</p>	<p>All children moving from one phase to another participate in a transition process where they spend time with their new teacher and staff meet to share key information.</p> <p>Where appropriate, additional transition plans are put into place for children with SEN. These will involve becoming familiar with staff and spending additional time in their new classroom. The children may also receive a transition booklet, detailing their new classroom and teacher with photographs, to take home. These are tailored to individual needs and organised by the SENCo.</p> <p>When moving from primary school to secondary school the SENCo liaises with the new school to ensure a smooth transition. Pupil records are passed on to the secondary school. Additional induction may be requested by the primary school SENCo if required. This is also based on the individual needs of the child. If needed, the SENCo may arrange for the EP to offer a specialised transition intervention for a group of children who are identified as needing some extra support.</p> <p>If a child with a Statement of Special Needs or a new Education Health Care Plan transfers to our school, we will hold a meeting for all involved stakeholders</p>

	<p>including the parent/ carer of the child. The child is also encouraged to attend. This may also be the case for any child which is supported by a number of agencies or who has complex needs.</p>
<p>5) How do we ensure that children with disabilities can participate in the curriculum?</p>	<p>To ensure that children with disabilities can participate fully in the curriculum we use -</p> <ul style="list-style-type: none"> • our universal tracking system is available for staff to access and clearly highlight key groups of children with a view to planning targeted interventions. • pupil progress meetings between class teachers and the SLT give opportunities for individual and groups of children to be discussed and action plans put in place. • a range of teaching methods and styles to ensure access for all children eg. questioning techniques, paired work, group work • quality first teaching for children with the use of ‘inverted planning’ for close the gap learning makes the curriculum highly personalised for individual children. • differentiation of our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc. • adaptation of resources and staffing • effective liaison with Visual, Hearing, Physical Impairment Specialist services • effective liaison with a range of other external agencies and services regarding individual children (Sensory Support, Communication and Autism, Pupil Support Service, Educational Psychologist, ADHD nurses, Consultants at various hospitals throughout the city) • targeted interventions for specific groups of children • recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc. • access arrangements are made for assessments for specific groups of children (readers, extra time, scribes, prompts) • rigorous monitoring and moderation by all staff of teaching and learning across the school (s) from Early Years through to Key Stage Two.

	<ul style="list-style-type: none"> • consistent setting of attainable and achievable targets with high expectations. • risk assessments to ensure that all school visits and trips are accessible for all children • provision of after school clubs and activities open to all children
<p>6) How are adaptations made to the curriculum and the learning environment of children with SEN?</p>	<p>All children access a broad and balanced curriculum. Trips out of school are an important part of enhancing a child's learning and we provide all our children with a range of enriching experiences. When required, identified pupils with SEN will have their own personalised risk assessment to ensure their safe participation in the activities. This may include 1 to 1 support from an adult.</p> <p>School can be accessed using ramps and we also have a disabled toilet in the main building. We do not have a lift to access the two rooms upstairs, however, these are not currently used by children. Designated spaces are available for group work and individual work. There are handrails on the stairs and clear signage around school.</p> <p>Visual timetables are used in classrooms and some children have individual timetables. Simplified language, signing, pictures, symbols, photographs and task management boards are used for identified children.</p> <p>Hearing systems are available as necessary, for those children who are hearing impaired.</p> <p>Staff have access to additional training for any individual specific needs of a child e.g. ASD</p>
<p>7) What expertise and training do your staff have to support children with SEND?</p>	<p>All class based staff are included in a programme of training to meet the needs of our children. As a result, we have experienced staff trained in: supporting children with learning difficulties, speech, language and communication difficulties, supporting children with emotional needs, ADHD, ASD, Visual Impairment and Hearing Impairment.</p> <p>Local authority advisors offer further training as do outside agencies which school can access as and when needed.</p> <p>We have a team of 8 teaching assistants including a number of Higher Level Teaching assistants (HLTAs) who are trained to deliver SEN provision.</p>

	<p>In the last year, staff have been trained in – speech and language interventions, working with children with ASD, Reciprocal Teaching, REAP and Precision teaching.</p> <p>If a child has a significant medical need a Care Plan will be written in co-operation with the parents and a medical advisor. A copy will be held in the first aid cupboard and shared with phase, lunchtime and first aid staff.</p> <p>They are also taken on school trips in case of emergency.</p>
<p>8) How do you evaluate the effectiveness of provision made for children with SEN?</p>	<p>We evaluate the effectiveness of provision for pupils with SEN by:</p> <ul style="list-style-type: none"> • Reviewing pupils’ individual progress towards their targets each term • Reviewing the impact of interventions after each half term. • Monitoring by the SENCO • Holding termly meetings for children who have outside agencies involved • Holding annual reviews for pupils with statements of SEN or EHC plans <p>The SLT and the SENCo analyse data each half term in order to establish and track levels of progress that children have made, relative to their starting points. Extra support will be appropriately implemented as a result of this if appropriate.</p>
<p>9) How are children with SEN enabled to engage in activities with children who do not have SEN?</p>	<p>As an inclusive school children of differing abilities learn together. We take steps to overcome learning barriers including physical disabilities so that all children are afforded the same opportunities. Risk assessments are completed to ensure safe participation.</p> <p>All of our extra-curricular activities and school visits are available to all our pupils, including our before- and after-school clubs.</p> <p>All pupils are encouraged to go on our residential trips to Laches Wood (Yr2), Shugborough (Yr 3/4) and Chasewater (Yr 5/6).</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops, etc.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEN or disability.</p>

<p>10) How do the school involve other bodies?</p>	<p>At Beechwood CE we work closely with a number of other bodies. These include: Dudley Learning Support Service, Dudley Educational Psychology Service, Speech and language Therapy Service, Autism Outreach Service, Visual Impairment Service. Hearing Impairment Service , Dudley Physical Impairment and Medical Inclusion Service (PIMIS), Occupational Therapy, Child and Adolescent mental Health Service (CAMHS) and our School Health Advisor. We have also worked alongside charities such as Barnardo's.</p> <p>Referrals to most organisations are completed by the SENCO. Referrals to CAMHS must be made by the GP but school can support these referrals in writing. A referral to Occupational Therapy must be made through the School Health Advisor.</p>
<p>11) How do the school support the emotional and social development of children with SEN?</p>	<p>The school provides a wide variety of pastoral support for pupils, including evidence-led interventions in place for children who are identified as needing support with interaction skills, emotional resilience and well-being.</p> <p>All children are given the opportunity to take part in the school council where they are given the chance to have a voice, contribute ideas and be involved in the wider school life.</p> <p>The views of children are listened to and taken into account in all stages of SEN provision. Children attend meetings, are aware of and consulted on targets set for them and are involved in the review process.</p>
<p>12) What are the arrangements for handling complaints?</p>	<p>Beechwood staff work hard to support children with SEND. However, if a parent or carer wishes to make a complaint, they must first talk to their child's class teacher. If they are still not satisfied with the outcome, they will need to make an appointment to see the SENCO. Further complaints would need to be made to the Deputy Headteacher (Mrs Sophie Blick), Headteacher (Mrs Anna Williams) or the Executive Headteacher (Mrs Hilary Wheeldon).</p>

What is 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 -

www.dudley.gov.uk/resident/localoffer/