



An **INCLUSIVE** | MULTI ACADEMY TRUST School

SEND INFORMATION REPORT

Be Kind, Work Hard, Love Learning

Reviewed November 2023

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)
09/09/2019	Mrs Butler (SENCo), James Brown (SEND Gov)
17/09/2019	Local Governing Body
02/11/2020	Mrs Butler (SENCo), James Brown (SEND Gov)
02/11/2020	Mrs Hayward (PST Lead), Mrs Butler (SENCo)
10/11/2020	Local Governing Body
13/09/2021	Mrs Hayward (PST Lead), Mrs Butler (SENCo)
26/11/2021	Mrs Butler (SENCo), James Brown (SEND Gov)
14/12/2022	Mrs Cahill (SENDCo), Mrs Butler (IMAT), James Brown (SEND Gov)
15/11/23	Melissa Cahill (SENDCo)
15/11/23	Lizzie Butler (IMAT)
15/11/23	Jennifer Batanga (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/carers 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 SENDCo 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 Special Educational Needs and Disabilities Co-ordinator (SENDCo) 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.

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COGNITION AND LEARNING, COMMUNICATION AND INTERACTION, SENSORY AND/OR PHYSICAL NEEDS

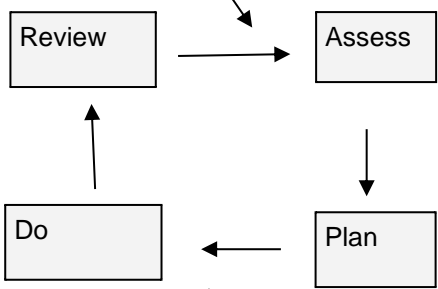


APDR Referral form completed by teacher.

SENCo Team
 Consider if any assessments may inform the discussions e.g. Sandwell, SpLD Base assessments.
 -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?

SENCo Team and Class Teacher meet to discuss concerns, outcome of assessments and agree actions to go forward. Class Teacher to feedback to parents/carers.

The child may be put on the school SEND register following discussions with the parents/carers.
 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.



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

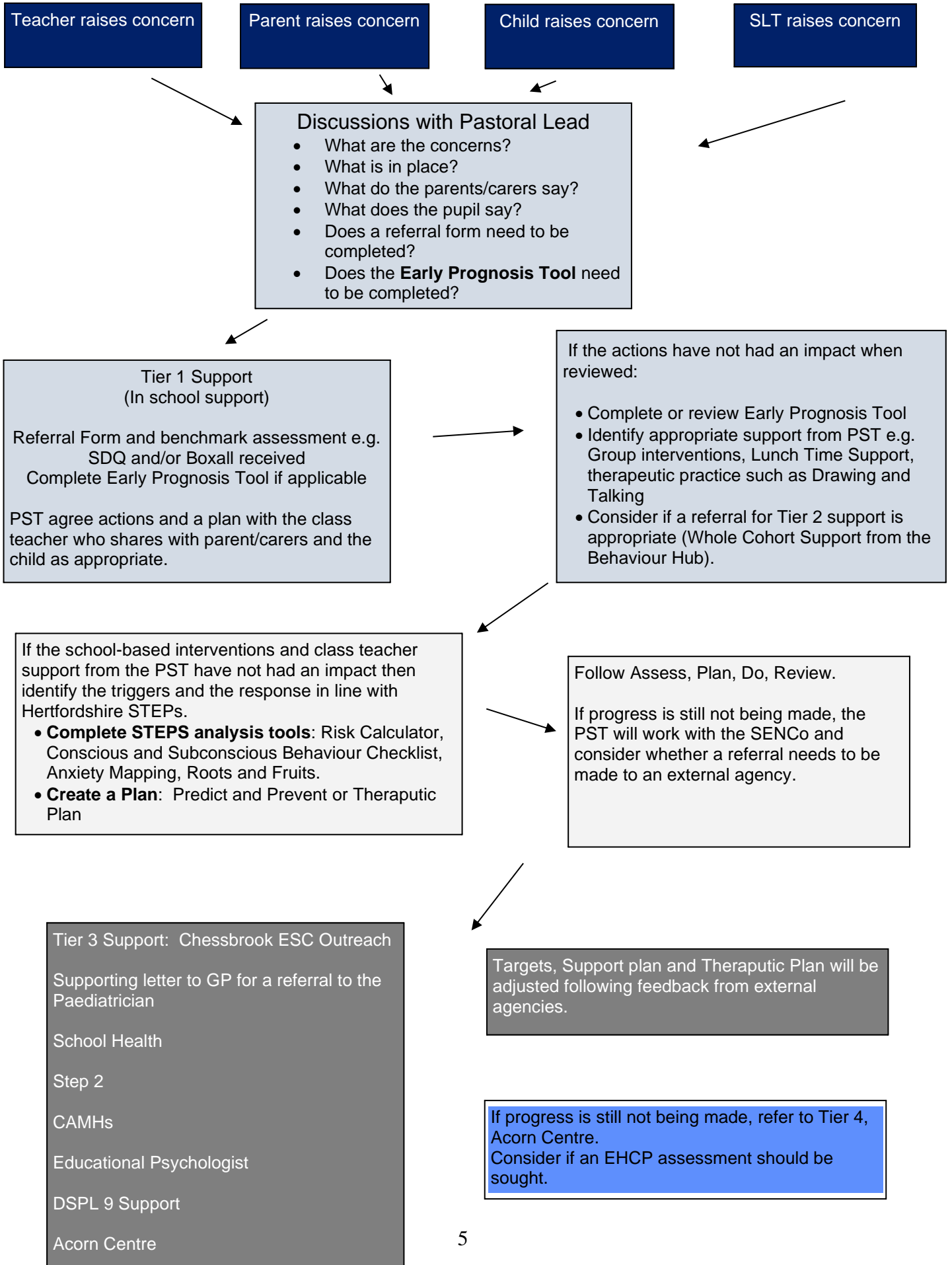
If progress is still not being made after at least two cycles of Assess, Plan, Do Review, consider if an EHCP assessment should be sought.

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.

- Example agencies are:
- Educational Psychologist
 - Chessbrook Outreach
 - Colnbrook Learning Outreach
 - Speech, Language, Communication and Autism Team
 - Early Years Advisory Team
 - Occupational Therapist
 - Speech and Language Therapist
 - DSPL 9 Support
 - Acorn Centre

SOCIAL, EMOTIONAL AND MENTAL HEALTH DIFFICULTIES



How will school staff support my child?

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. The class teacher will draw up a *Support Plan* through discussions with parents/carers and the child. Personal targets will be written linked to their area of need as identified in the Code of Practice and a review date will be set to measure progress over time. Additional provisions and interventions may be put in place according to the needs of the child and impact measures set. Support Plans are reviewed with the child and their parents/carers at least three times a year. Once a child has met their targets, new ones will be set.

The class teacher remains responsible for working with the child on a daily basis. The teacher will have an overview of any intervention that the child may be participating in. They will work closely with support staff who take the intervention in order to assess the impact and ensure that the learning is transferred into the classroom and that links are made.

The SENDCo will continue to support the class teacher to review the impact of the Support Plan and to advise on the effective implementation of support. The class teacher will review the support plans regularly and will meet with parents/carers a minimum of three times an academic year.

How will I know how my child is doing?

Parents/carers are integral to shaping provision. Class teachers will meet with parents/carers 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. The SEN Support Plan will follow the four-part cycle of Assess, Plan, Do, Review.

We also hold parent consultations 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/carers are invited to make an appointment with teachers to discuss these.

If parents/carers 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 SENDCo. This can be done over the phone or via email.

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. In addition, scaffolding may be in place such as visual resources, manipulatives, additional equipment e.g. writing slopes etc.

The child may be accessing specific interventions that are focused on giving the pupils strategies to learn within the primary classroom e.g. pre-teaching, Reading Revival, Social Skills groups etc.

All interventions are time limited and are reviewed and monitored to ensure that they are the appropriate provision for that particular child and that they are impacting on progress.

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. In addition, consideration should be made as to whether a child may have a disability under the Equality Act 2010 and, if so, what reasonable adjustments may need to be made for them.

The school puts the well-being of the child at the very centre of its ethos and has a Pastoral Support Team who support children and their families. The Pastoral Support Team work with all staff to embed the six principles of nurture within the school curriculum. In addition, they lead on other initiatives such as Five Ways to Well-being, Zones of Regulation and Protective Behaviours.

Please refer to page 4 above. The Pastoral Support Team 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. In addition, the Pastoral Support Team can help the family to access the right additional support e.g. through Families First, DSPL9 or referrals to School Health.

The Pastoral Lead is also the Mental Health Lead in the school.

The Pastoral Lead also works closely with the RSHE leader to carry out activities throughout the year to raise awareness about well-being, mental health and bullying and to make the school a happier place for everyone. Through RSHE weekly Jigsaw 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. In addition, Jigsaw lessons promote a strong emphasis on emotional literacy, building resilience and nurturing mental and physical health in all children

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
- Early Year Advisory Service
- Hearing Impairment Advisory Teacher
- Visual Impairment Advisory Teacher
- School Health Team
- Speech, Language, Communication and Autism Team
- SPLD Team
- Educational Psychologist
- Occupational Therapists
- Physiotherapists
- DSPL 9 Family Support Worker
- Acorn Centre
- Health visitors
- CAMHS
- STEP 2
- The Virtual School
- ESMA (Education Response for Medical Absence)
- NHS e.g School Nursing Service

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. We believe strongly in an inclusive education, and ensure that all children have access to all opportunities in school. Teachers are responsible for the learning and progress of all children in their class. The school strongly prioritises the provision of high-quality, whole-class teaching.

There is a continual cycle of professional development in the school and the Senior Leadership Team are dedicated to developing and mentoring teachers, especially those in their first years of teaching. There is a rigorous training and support programme for Early Career Teachers and those in their second year of teaching. The Senior Leadership Team closely monitors the quality of provision, and this feeds into the continuing professional development.

The Inclusion Teaching Assistant is trained to run interventions as appropriate according to the needs of the children they work with. This may be speech and language interventions, FFT (Fischer Family Trust), Reading Revival etc. They may receive bespoke training from the external advisors that they work with, e.g. SpLD Base, Colnbrook Outreach etc. Teachers will attend the appropriate continual professional development based upon the needs of the children in their class e.g. Visual Impairment Training. In addition, they will attend whole school training e.g. Hertfordshire STEPS, Zones of Regulation, Hertfordshire Autism Training.

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 Speech, Language, Communication and Autism Advisory Teacher.

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

The Support Plan, which is written in consultation with parents/carers and the child, outlines the support that the child will receive. The class teacher will support parents/carers with their child's learning. They 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/carers. These may include learning some key words or maths facts. All necessary resources for this will be provided.

Parents/carers previously have been able to 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/carers will usually receive additional guidance and advice from them.

In addition, there are a number of local support groups as listed below. This is not an exhaustive list

Angels Support Group (Angels supports families of children with Autistic Spectrum Condition and/or ADHD.)
Email: info@angelssupportgroup.org.uk
Telephone: 01462 685150
Website: www.angelssupportgroup.org.uk

Kids-Hub (The KIDS HUB services are new information and support services for parents and carers of disabled children and young people across)
E-mail: hub.herts@kids.org.uk
Telephone: 01992 504013
Website: www.kids.org.uk/hub

ADD-Vance (ADD-Vance is a Hertfordshire based charity that supports families affected by ADHD, Autism or a related condition and the professionals who support them.)
Email: herts@add-vance.org herts@add-vance.org
Telephone: 01727 833963
Website: www.add-vance.org www.add-vance.org

SPACE (SPACE supports families of children and young people who are autistic, have ADHD or other neurodiverse conditions. No diagnosis is necessary.)
E-mail: spaceherts@gmail.com
Website: www.spaceherts.org.uk

Parent Network in partnership with Families in Focus (Families in Focus is a Hertfordshire-based community interest company, which provides training information and therapeutic and emotional support to parents.
E-mail: info@familiesinfofocus.co.uk
Telephone: 01442 219720
Website: www.familiesinfofocus.co.uk

SENDIASS (The Special Educational Needs and Disabilities Information Advice and Support Services (SENDIASS) offer information, advice and support for parents and carers of children and young people with special educational needs and disabilities (SEND).
E-mail: sendiass@hertfordshire.gov.uk
Telephone: 01992 555847
Website: www.hertfordshire.gov.uk/microsites/local-offer/support/sendiass.aspx

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

When a teacher raises a concern with the SENDCo 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 shared with the parent and child. In addition, a One Page Profile will be written and this aims to build up a complete picture of the child, ensuring that the child's views are considered and covers likes and dislikes, strengths and areas for development. Please refer to pages 3 and 4. The class teacher will review the support plans regularly and will meet with parents/carers a minimum of three times an academic year. As the child moves up into the next year group, the current class teacher will meet with the receiving class teacher to ensure a successful and fluid transition.

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 the school trips. Sometimes it may be necessary to deploy additional staff to support and write an individual risk assessment. Parents/carers are consulted to ensure full participation and active engagement of all children. If appropriate, parents/carers 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. If a child has a medical issue a trained adult will be on the trip.

How accessible is the school environment?

Please refer to the Accessibility Plan, the Equality Plan and the Equality Action Plan

With regards to 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 office reception area. Our fire alarm system provides visual aid for people with impaired hearing. There is a unisex disabled toilet in the entrance corridor of the school 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 front 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.

Who can I contact for further information?

Parents/carers can contact the class teacher in person or by telephone. In addition, you can contact the SENDCo Team via the School Office or directly via email.

admin@beechfield.herts.sch.uk

senco@beechfield.herts.sch.uk

01923 221269

The SENDCo and Autism Lead is Melissa Cahill.

The Governor responsible for SEND is Jennifer Batanga.

Depending on the nature of your query, you may want to contact the Pastoral Lead (Lara Carvalho). She can be contacted either through the School Office or directly via email.

lara.carvalho@beechfield.herts.sch.uk

The Pastoral Support Team are made up of an experienced Pastoral Lead, Lara Carvalho, and an experienced Pastoral Assistant, Michelle Ward.

The SENDCo (Melissa Cahill) 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/carers 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/carers and the child will be invited to look round the school. However, please note that this may not be possible during the school day due to the pandemic. The risk assessment is continually being reviewed. Please call the school to enquire.

If a child has SEND then the school may also speak to the previous educational setting so we can ensure what was effective previously 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 SENDCo 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.

Transition to the next year group within school is also carefully planned. There is a whole school transition day. Some pupils will be given extra 'drop in sessions' to the classroom or 'drop by' sessions by the teacher and/or teaching assistant of their new class. Pupils in Nursery, Reception and Year 1 have additional reading sessions in the receiving year group. For pupils with complex needs who have a Families First Assessment, both the receiving teacher and the current teacher attend the TAF (Team Around the Family) meeting and transition is planned around the specific needs of the child. This may involve photographs of their new classroom and key staff members being sent home.

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 with the headteacher where resources will be allocated depending on the needs within the school.

Some children may be in receipt of Local High Needs Funding and this will be allocated directly to the child to fund additional 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. Class teachers will make a recommendation to the SENCo for specific support.

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