

## Beecroft Primary School – Special Educational Needs Information Report 2017

### 1. What type of SEN do we provide for?

At Beecroft Primary School we are committed to giving all our children every opportunity to achieve the highest of standards. The school seeks to enable all children to achieve high standards of work, behaviour and attitudes to others. Due to this belief and a strategic and proactive approach to learning and tailored intervention for our pupils with SEN; they consistently achieve high standards outperforming expectations. Beecroft currently supports children who have a range of special educational needs.

### 2. How do we identify and assess pupils with SEN?

Following discussion with parents, in identifying a child as needing SEN support the class teacher, working with the SENCO, carries out a clear analysis of the pupil's needs. This draws on the teacher's assessment and experience of the pupil, their previous progress and attainment, as well as information from our core approach to pupil progress, attainment, and behaviour. It also draws on the individual's development in comparison to their peers, national data, the views and knowledge of parents, the pupil's own views and, if relevant, advice from external support services.

Where it is decided to provide a pupil with SEN support, parents are fully involved. The teacher and the SENCO agree in consultation with the parent and the pupil the adjustments, interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for at least a termly review.

All teachers and support staff who work with the pupil are made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. This is recorded on the school's information system and the pupil's Individual Learning Plan.

### 3. Who is our SENCO and how can she be contacted?

If you have any concerns about your child please make an appointment to see our SENCO, Miss Brown. Please ring the school office on 0113 2618820.

### 4. What is our approach to teaching pupils with SEND?

Targeted classroom teaching –

Our teachers have the highest possible expectations for your child and all pupils in their class.

- Teaching is based on building on what your child already knows, can do and can understand.
- A range of different methods of teaching are in place so that your child is fully involved in learning in class.
- Specific strategies, which may be suggested by the SENCO, are in place to support your child to learn.

- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

Specific small group work/intervention groups -

- Planned by a teacher and taught by either a teacher or a teaching assistant who has had training to run these groups.
- Your child will engage in group sessions with specific targets to help him/her to make more progress.

Specialist groups run by outside agencies e.g. speech and language therapy or occupational therapy groups -

- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place. This type of support is available for children with specific barriers to learning that cannot be overcome through class teaching and intervention groups.

Specified Individual support –

This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher and SENCO as needing a particularly high level of individual or small group teaching, which cannot be provided from the budget available to the school. Usually your child will also need specialist support in school from a professional outside the school.

5. How do we adapt the curriculum and the learning environment?

Pupils with special educational needs are integrated fully into the life of Beecroft and teachers differentiate work within the classroom so that all children can experience success within the curriculum. Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met. We provide a learning environment to enable pupils to have every opportunity to communicate and understand. This will include visual prompts, objects of reference, photographs, symbols and words. Staff use Makaton sign language and technology is also used to support learning where appropriate.

6. How do we enable pupils with SEN to engage in activities with other pupils who do not have SEN?

Beecroft is an inclusive school. All curriculum subjects and activities offered to pupils are available to pupils with SEN, including clubs and trips. Where necessary, additional resources are made available to ensure the safe and successful participation of pupils with SEN. Opportunities are provided for all pupils to be successful at Beecroft; pupils with SEN represent the school on School Council, at open days and in inter-school sporting competitions.

7. How do we consult parents of pupils with SEN and involve them in their child's learning?

We offer an open door policy where you are welcome any time to make an appointment to meet with either your child's class teacher or SENCO to discuss how your child is getting on. We can also offer advice and practical ways that you can help your child at home. We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs. If your child is on the SEN register then parents are involved at each stage of the assess, plan, do and review process and will be fully involved in discussing and planning your child's Individual Learning Plan (ILP) which will have clear SMART targets. This is discussed at least on a termly basis and parents are given a copy of the plan.

8. How do we consult pupils with SEN and involve them in their education?

The pupil is involved (as is appropriate) at every stage of the assess, plan, do and review process. The child is able to discuss any aspect of their provision, informally on a regular basis with their class teacher, and by contributing to their reviews.

There is also a school council at Beecroft which contributes ideas and suggestions for school improvement.

9. How do we assess and review pupil's progress towards their outcomes?

The school uses a variety of assessment processes as relevant to the different key stages within the school. These are documented in our assessment policy. We review progress daily in lessons which informs our planning. ILP targets are reviewed at least termly with pupils and parents, and there is an annual report to parents on the child's progress.

The ILP targets are usually as a result of school and parental agreement on the areas that the child needs work on in terms of their academic progress and also in relation to personal development and social and emotional aspects.

10. How do we support pupils preparing for adulthood?

Pupils throughout school are encouraged to be as independent as possible using the skills that they have. This will include aspects of personal care, personal organisation, learning to work independently and in moving around the school independently.

11. How do we help children transfer to the next phase of their education?

We recognise that 'moving on' can be difficult for a child with SEN and take steps to ensure that any transition is as smooth as possible. If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that needs to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.

Where a child has an EHC Plan, a preference for their education setting should be made during the annual review process the year prior to the transition to secondary school. This enables the local authority to consult and request placements at the preferred school.

12. How do we support pupils with SEN to improve their emotional and social development?

We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child's well-being. Our school views relationships and emotional well-being as vital to learning. The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class; there are good ratios of staff to pupils in our school so that the children can feel valued and have their needs met. Our learning mentor also works individually with pupils where this is deemed appropriate.

13. What expertise and training do our staff have to support pupils with SEN?

Children in school will get support that is specific to their individual needs. This may be all provided by the class teacher or may involve -

- Other staff in the school including the SENCO
- Staff who will visit the school from the Sensory Service or the SEN and Inclusion team
- Staff who visit from outside agencies such as the Speech and Language Therapy Service.

The school has a training plan for all staff to improve the teaching and learning of children including those with SEN. This includes whole school training on SEN issues-

- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.
- We have a member of staff trained in delivering speech and language programmes provided by speech and language therapists.
- All of our teaching assistants have had training in delivering reading and spelling / phonics programmes.

14. How will we secure specialist expertise?

Beecroft has a policy of continuous professional development of all staff, including teachers and teaching assistants, developing expertise and utilising the skills and knowledge of our workforce. This includes training on special educational needs. Staff receive training 'in house' and from outside agencies where appropriate in order to meet the needs of pupils with SEN in the school. Some specialist expertise is provided through commissioned and local authority services i.e. therapy and outreach services.

15. How will we secure equipment and facilities to support pupils with SEN?

A pupil's need for equipment and facilities is individually assessed. Funding for the purchase of equipment may be provided by the school or for specialist equipment requested from the appropriate agencies.

16. How do we involve other organisations in meeting the needs of pupils with SEN needs and supporting their families?

Our school is supported by external agencies and outreach services to meet the pupil's needs. Some of these services attend reviews and visit pupils in school to monitor their progress/needs and to share information with the school.

17. How do we evaluate the effectiveness of our SEN provision?

The school evaluates its own effectiveness and this is monitored through a variety of processes. The Headteacher reports on all aspects of the school to governors and we have an identified governor responsible for SEN provision. The school also buys external monitoring to provide governors with an independent view of the school.

18. How do we handle complaints from parents with SEN about provision made at the school?

There is an opportunity for all parents to raise concerns about their child's provision and/or progress at any time through contact with the class teacher or the Headteacher. Every effort is always made by our school to work with parents to address any concerns, however if the issue cannot be resolved then parents should follow the complaints procedure which is on the school's website. We would hope that through early intervention any complaints could be resolved without the need for this stage.

19. Who can pupils and parents contact if they have concerns?

Pupils may raise a concern with their own teacher or one of the named teachers of our school TELL system (posters are displayed around our school). Parents may wish to address the class teacher or take their concern directly to the Headteacher.

20. What support services are available to parents?

The school provides some training for parents in preparing pupils for school, reading and parenting skills and guidance is provided for esafety. We are also available to listen to parents' concerns and needs, providing a sign posting service and making referrals if required to support parents to access external services.

21. Where can the local authority's local offer be found?

The authority's local offer is found on their web page [www.leeds.gov.uk](http://www.leeds.gov.uk)