

SEND Information Report 2018/19

The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with Special Educational Needs and/or Disability (SEND). The information published should be updated annually and any changes to the information occurring during the year should be updated soon as possible. This SEND Information Report has been compiled using the information required as set out in the Special Educational Needs and Disability Regulations 2014.

Broad Areas of SEND

The Special Educational Needs and Disability Code of Practice: 0 to 25 years (Statutory guidance for organisations who work with and support children and young people with special educational needs and disabilities), effective September 2014, details four broad areas of need as follows:

1. Communication and interaction
2. Cognition and learning
3. Social, emotional and mental health difficulties
4. Sensory and/or physical needs

For further explanation, please see Appendix A at the end of this information report.

General School Details:	
School Name:	Beechwood Primary School
School website address:	http://www.beechwoodschooloruncorn.co.uk/
Type of school:	Primary
Description of school:	This is a smaller than average Primary School. Most children are of white British heritage, with a minority of ethnic pupils. There are low numbers of free school meals.
Does our school have resource base? Yes or No	No
Number on roll:	147
% of children at the school with SEND:	11%
Date of last Ofsted:	DEC 2015
Awards that the school holds:	Advanced Thinking School, Primary Quality Mark, Gold School games, ICT mark, Eco Silver, Artsmark Gold, Healthy Schools, Change School, Gold Green Tree award.
Accessibility information about the school:	There are two disabled parking spaces in the car park. There are 3 entrances to the school that are wheelchair accessible and 1 ramp into the mobile classroom. The pond and school field are also wheelchair accessible. Within the school building there is one disabled toilet. The curriculum is differentiated appropriately to meet the needs of all pupils and where appropriate staff are allocated to support individual pupil needs.
Expertise and training of school based staff about SEN. (CPD	3x TA's Trained in Manual Handling 1x Teacher National Award for SEN co -ordination 2x Teacher trained in working with children with SPLD

details)	All staff - Asthma and Allergy training Training linked to - Autism, ADHD, Dyslexia, Brain Injury Awareness, SEMH, Speech and Language training		
Documentation available:	Are the following documents available on the school's website? www.beechwoodschoolruncorn.co.uk	SEN policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality & Diversity	Yes
		Pupil Premium Information	Yes
		Complaints procedure	Yes

Range of Provision and inclusion information:

How we identify special educational learning needs as a school and how we seek the views, opinions and voice of pupils and their parents in planning to meet them.	<ul style="list-style-type: none"> When pupils have identified SEND before they start at Beechwood, we use the information from their previous setting to aid transition. If you think your child has SEN we work with you to agree next steps for your child. We will use assessment to identify if your child isn't making expected progress and if appropriate we will use outside agencies to plan next steps. We are child and family centred so you will be involved in all decision making about your child's support. We compare your child's behaviour at school and home and work together to support your child in the same way We will write School support plans (SSP) and share them with pupils and parents / carers. We use homework to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEN: specialist services, external expertise & how we work together. For example, health, social care, local authority support services and voluntary sector organisations.	<ul style="list-style-type: none"> We can access support from specialist teachers and support staff for accessing the curriculum. Where appropriate we can access additional input for specific needs e.g. speech, language and communication, visual and hearing impairment, behaviour related difficulties, autism spectrum conditions, moderate / severe learning difficulties. We can access support from local authority services and local special schools who provide outreach. We can access support from occupational therapy and physiotherapy for pupils who require this input and specific resources. We ensure that staff are trained in all areas appropriate to our children, Where appropriate we make referrals to outside agencies and take action on the outcomes. Where appropriate we hold multi-agency meetings with parents, and seek the pupils view to review the child's progress. At these meetings we consider such things as: actions to support learning, targets for achievement and agree ways to work together. A review date is always set to

	<p>evaluate progress. This information is recorded to ensure accountability.</p>
<p>How we provide access to a supportive environment; ICT facilities/equipment/resources/facilities etc.</p>	<ul style="list-style-type: none"> • Where appropriate we purchase specialist equipment to support the curriculum • All children have access to appropriate ICT resources such as iPad, iPod and laptops. • Where appropriate we devise specific prompt and reminder cards to aid organisation and understanding. • Where appropriate we devise individual visual timetables and use symbols and visual prompts specific to the child.
<p>What strategies/programmes/resources are available to support speech & language and communication including social skills?</p>	<ul style="list-style-type: none"> • We are able to request intervention from speech and language therapist. • On the speech and language therapists' advice, we deliver a personal speech and language programme. • Where need is recognised by the school, children work in small support groups or individually with a teaching assistant. • When appropriate we use social stories with children to aid their understanding.
<p>Strategies to support the development of literacy (reading/writing).</p>	<ul style="list-style-type: none"> • All children receive small group support in class for guided reading/writing. • We have a range of reading schemes to meet the needs of all learners. • Where need is recognised by the school, children work in small support groups or individually with a teaching assistant.
<p>Strategies to support the development of numeracy.</p>	<ul style="list-style-type: none"> • All children receive small group support in class through guided teaching • Where need is recognised by the school, children work in small support groups or individually with a teaching assistant.
<p>How we adapt the curriculum and modify teaching approaches to meet SEN and facilitate access.</p>	<ul style="list-style-type: none"> • We offer a personalised and differentiated curriculum • Where appropriate we offer small group support in class from teaching assistant or teacher. • Where appropriate we use 1:1 support in the classroom from a teaching assistant to facilitate access through support or modified resources • Where appropriate we purchase specialist equipment to support learning. • Where appropriate, strategies are put into place as provided by professionals/ specialist services/outreach.
<p>How we track and assess pupil progress towards the outcomes that we have targeted for pupils (including how we involve pupils and their parents/carers). What we do when provision or interventions need to be extended or increased and how we evaluate their overall effectiveness.</p>	<ul style="list-style-type: none"> • Observation • Target setting • School support plan written in conjunction with parents and include the view of the child. • External professionals undertaking assessment • Regular review of targets with child/parents, appropriate to need. • If provision or interventions need to be extended this will be agreed by the Class teacher, SENCO and Senior Leadership Team, all changes will be fully discussed with both parents and where applicable children. • All interventions are reviewed and evaluated on a regular basis and progress is discussed with the Senior Leadership Team.
<p>Strategies/support to develop independent learning.</p>	<ul style="list-style-type: none"> • Where appropriate we use of individual timetables and checklists • Individual success criteria • Where appropriate we use visual prompts

	<ul style="list-style-type: none"> • 'PSHCE' / personal development targets
Support /supervision at unstructured times of the day including personal care arrangements.	<ul style="list-style-type: none"> • Where needed we use a named midday supervisor at lunchtimes • Where needed we use individual pastoral support plans which specify break and lunchtime provision • All Reception children have a Buddy and where appropriate this is extended throughout the school.
Extended school provision available; before and after school, holidays etc.	<ul style="list-style-type: none"> • We offer a range of fully inclusive lunchtime and after school activity/ sports clubs for pupils of different ages and abilities. • The school does not run any before/after school or holiday care however there is an onsite Link Club which is inspected by Ofsted.
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEN?	<ul style="list-style-type: none"> • Where needed we use a named midday supervisor at lunchtimes • Where needed we use individual pastoral support plans which specify break and lunchtime provision • All Reception children have a Buddy and where appropriate this is extended throughout the school. • All children are part of a Thinking Skill 'house' and work collaboratively on regular occasions. • Children work in mixed year groups during our half termly excellence weeks.
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	<ul style="list-style-type: none"> • Where appropriate we have planned support from teaching assistant • Where appropriate we will meet and greet at the start of day • Where appropriate we facilitate parental contact daily through home-school book • Where appropriate, regular parental contact is established • Referral to CAMHS • Nurture groups in place • Seasons for growth in place • Where appropriate we will write an individual pastoral support plan
What strategies can be put in place to support behaviour management?	<ul style="list-style-type: none"> • Use of the school's behaviour policy • Where appropriate individual behaviour plans in place • Where appropriate we hold social skills/behaviour groups • Where appropriate we work with the child and parent to produce a daily behaviour record • Time-out support • Reward system • Support and intervention from EWO/Behaviour team • Where appropriate we facilitate an individual pastoral support plan • Strategies in place for unstructured times of the day e.g. alternative location for break time
How we support pupils in their transition into our school and when they leave us <i>and in preparing for adulthood.</i>	<ul style="list-style-type: none"> • The class teacher and the SENCO support the transition process • Where appropriate we hold regular meetings with parents • Where appropriate we have transition plans for individual children • Risk assessments are completed • Social stories and visual prompts for pupils • Work through PSHCE on managing and preparing for change • Programme of visits

	<ul style="list-style-type: none"> • Longer term links with secondary schools to increase familiarity • For some pupils additional visits to high school delivered. 		
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	<ul style="list-style-type: none"> • Where appropriate we access intervention from physiotherapy / occupational therapy team • Where appropriate assessment and individual programmes are implemented. • Where appropriate specialist resources are purchased • Delivery of planned intervention programme by skilled member of school staff. • Close liaison with medical staff where required • Staff training for managing particular medical needs 		
Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	<ul style="list-style-type: none"> • Where appropriate child has an identified key worker who they meet with and know to go to if they require support / advice. • As the need arises we organise parent workshops/family learning opportunities. • The school will signpost appropriate groups and organisations to you which are relevant for your family's needs. • The school works closely with the local authorities CART team and will support families through a CAF. 		
How additional funding for SEN is used within the school with individual pupils.	<ul style="list-style-type: none"> • Schools receive funding for all pupils including those with special educational needs and disabilities and they meet pupil's needs through this (including additional support and equipment) • The local authority may contribute if a child needs support beyond this. 		
Arrangements for supporting pupils who are looked after by the local authority and have SEN. Including examples of how pupil premium is used within the school.	<ul style="list-style-type: none"> • Specific interventions • iPads • Additional staffing • Enterprise groups that develop the whole child, especially, literacy, maths and self- esteem. 		
SENCO name/contact	Mrs Claire Forshaw		
Headteacher name/contact	Mrs Stephanie Kidd Email: head.beechwood@halton.gov.uk		
Completed by:	Mrs Forshaw	Date: September 2018	

Version Control

Area of Document Updated:	Updated By:	Date:

Appendix A

Broad areas of SEND taken from *SEND Code of Practice 0-25 effective September 2014*

Communication and interaction

6.28 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.

6.29 Children and young people with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

Cognition and Learning

6.30 Support for learning difficulties may be required when children and young people learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs, including moderate learning difficulties (MLD), severe learning difficulties (SLD), where children are likely to need support in all areas of the curriculum and associated difficulties with mobility and communication, through to profound and multiple learning difficulties (PMLD), where children are likely to have severe and complex learning difficulties as well as a physical disability or sensory impairment.

6.31 Specific learning difficulties (SpLD), affect one or more specific aspects of learning. This encompasses a range of conditions such as dyslexia, dyscalculia and dyspraxia.

Social, emotional and mental health difficulties

6.32 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 challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, substance misuse, eating disorders or physical symptoms that are medically unexplained. Other children and young people may have disorders such as attention deficit disorder, attention deficit hyperactive disorder or attachment disorder.

Sensory and/or physical needs

6.34 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 habilitation support. Children and young people with an MSI have a combination of vision and hearing difficulties. Information on how to provide services for deafblind children and young people is available through the Social Care for Deafblind Children and Adults guidance published by the Department of Health (see the References section under Chapter 6 for a link).

6.35 Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.