Annual Review
SEND Information Report 2020-21

This Special Educational Needs and/or Disability (SEND) Information Report has been compiled using the information required as set out in the Special Educational Needs and/or Disability Code of Practice and Regulations 2014. **SEND Broad Areas of Need** (**Appendix A** of this information report provides more information).

The SEND Code of Practice: 0-25 years, details these as:
1. Communication and Interaction
2. Cognition and Learning
3. Social, Emotional and Mental Health difficulties
4. Sensory and/or Physical Needs

General School Details:	
School Name:	Beechwood Primary School
School website address:	www.beechwoodschoolruncorn.co.uk
Type of school:	Primary
Description of school:	This is a smaller than average Primary School situated in the Beechwood area of Runcorn. The vast majority of our pupils are of white British heritage. The proportion of pupils eligible for the pupil premium is well below the national average. The proportion of pupils who are disabled or have special educational needs is below the national average.
Does our school have resource base? Yes or No If Yes, please provide a brief description.	Yes In 2019 the school opened a resource base for pupils with Social, Emotional and Mental Health needs (SEMH). The resource base caters for 6 pupils, aged between 4 -7 years old. The base offers additional support to those children highlighted by the Local Authority and in receipt of an EHCP (or undergoing the assessment process) where their primary need is highlighted as SEMH. The aim of the resource base is to support children's wide range of SEMH needs and enable them to access/return to mainstream education. To facilitate this the base is staffed by 1 class teacher and 2 Teaching assistants.
Number on roll:	160
% of children at the school with SEND:	15%
Date of last Ofsted:	DEC 2019
Awards that the school holds:	Quality Mark, School Games Platinum, Music Ambassador School, Music Mark, Advanced Thinking School, ICT mark, Eco Schools Silver, Artsmark Gold, Healthy Schools Gold, Green Tree School Gold.
Accessibility information about the school:	There are two disabled parking spaces in the car park. There are 5 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 are two disabled toilets, one of which contains changing and showering facilities. The school also has a sensory room and outdoor multisensory area. The curriculum is differentiated appropriately to meet the needs of all pupils and where appropriate staff are allocated to support individual pupil needs.
Please provide a web link to your school's Accessibility Strategy	www.beechwoodschoolruncorn.co.uk

Expertise and training of school-based staff about SEND. (CPD details) Please comment specifically in relation to autism and include dates.	3x TA's Trained in Manual Handling 1x Teacher National Award for SEN co –ordination 2x Teacher trained in working with children with SPLD 1 X TA ELSA trained 4 X staff trained in Mental Health First Aid All staff – Asthma and Allergy training. All Staff – Team Teach trained (Supporting Positive Behaviour Management) Training linked to – Autism, ADHD, Dyslexia, Brain Injury Awareness, SEMH, Speech and Language training, PCP		
Documentation available:	Are the following documents available on the school's website? www.beechwoodschoolruncorn.co.uk	SEND Policy	Yes
		Safeguarding Policy	Yes
		Behaviour Policy	Yes
		Equality and 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.	• When pupils have identified SEND before they start here, we work with the people who already know them and use the information they already have available to manage the particular needs within a mainstream setting • If you tell us you think your child has SEN, we will discuss this with you and investigate. We will share with you what we find out and agree next steps with you as to how we can all help your child. We follow the Graduated Approach carefully, ensuring the 'assess, plan do and review' stages are implemented. • If your child does not appear to be making the same level of progress, whether academic, social or emotional, as other children of their age, we will undertake assessment in school and if appropriate, consult outside agencies, to identify possible barriers to their learning. Parents and carers will be involved at all stages. • We are child and family centred so you will be consulted in all decision making about your child's support. • We will ensure that Parents are given the details for Halton SEND Partnership where they can access additional advice and support if necessary. • When we assess pupils, we discuss if specific issues and behaviours presented are the same at school and at home; we take this into account and work with you so that we are all helping your child in the same way. • We will write individual support plans with pupils

	and parents / carers, which will be reviewed regularly. • We use differentiated homework tasks to repeat and practise activities that are new and present an achievable challenge.
What extra support we bring in to help us meet SEND: specialist services, external expertise and how we work together. For example, health, social care, local authority support services and voluntary sector organisations.	• When necessary, we receive support from specialist and professional agencies, including specialist teachers from the SEN assessment team, who provide training for our staff; advise on strategies and programmes and will make referrals for further assessments, if we believe they support the child. • The SENCO attends half termly Group Consultations, led by two Educational Psychologists and various other agencies such as the Hearing Improvement Team (HIT) and CAMHS, were individual pupils are discussed and advice is given, and strategies shared with the SENCO or school staff attending • 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 also get support from a school nurse who produces care plans for pupils with medical needs. 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 evaluate progress. This information is recorded to ensure accountability.
How we provide access to a supportive environment; ICT facilities/equipment/ resources/facilities etc.	• Specific ICT assessments where necessary • Specialist equipment to support the curriculum • Individual workspaces • Access to ICT resources such as IPad • Adaptations to furniture and classroom layout • Prompt and reminder cards for organisation Symbols and visual prompts – e.g. visual timetables
What strategies/programmes/resources are	• Following undertaking Boxall Profile, an individual

used to support pupils with autism and social communication difficulties?	plan is created which includes strategies and resources to help support individual pupils • SEN Team are regularly consulted regarding individuals - strategies and plans are shared with staff and included into individual Support Plans, which are regularly reviewed with pupils and parents/carers • Access to quiet/safe areas when needed • Black Sheep resources are used with individuals to support pupils with social and communication difficulties around a variety of social situations in school/home • Visual timetables, 'Now and Next' cards, interactive games, social stories are some of the resources used regularly with individuals
What strategies/programmes/resources are available to speech and language difficulties?	• Regular consultation with SALT (Chatterbug) • Delivery of personal speech and language programme, as specified by speech and language therapist • Identified support from teaching assistant within class for pre-learning vocabulary • Identified support from teacher/ TA for small group or individuals. • Range of language resources and programme materials
Strategies to support the development of literacy (reading /writing).	• Quality first teaching – differentiated to meet the child's needs • Small group support in class for guided reading / writing • Withdrawal into target groups for intervention programmes aimed at developing reading / writing skills • RWI – targeted phonic support • Year 6 booster sessions carried out in preparation for SATS • Extra targeted guided reading sessions delivered by teacher / teaching assistant • Individually targeted daily reading with teacher / teaching assistant
Strategies to support the development of Maths.	• Quality first teaching of Singapore Maths – differentiated questioning and resources to meet the child's needs • Small group support in class through guided teaching and questioning. • Withdrawal in a small group or 1;1 for Pre teaching of Maths skills. • 1x Teacher and 1 x TA trained in Intervention in a Mastery context. • Targeted gap task teaching, carried out by teachers / teaching assistants • Year 6 booster sessions carried out in preparation

	for SATS
How we adapt the curriculum and modify teaching approaches to meet SEND and facilitate access.	• Personalised and differentiated curriculum • Where appropriate, we use 1:1 support in the classroom from teacher or teaching assistant to facilitate access through support or modified resources • Specialist equipment as necessary, specified by SEN Services or within an EHCP. • Individual School support plans (educational, behaviour, pastoral) • Strategies put into place as provided by professionals/ specialist services / outreach
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.	Monitoring of pupil progress through • Target setting, assessment, monitoring and review of pupil progress • Observations carried out regularly by members of the Senior Leadership Team (SLT), learning walks, pupil interviews and book scrutinies • 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, SENDCO and SLT. 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 SLT. • Through target setting and evaluations at EHCP/CAF/CIN/PEP meetings
Strategies/support to develop independent learning.	• Quality first teaching • Individual success criteria • Use of individual timetables and checklists • 'Chunking' of activities • Visual prompts • Personal development targets
Support /supervision at unstructured times of the day including personal care arrangements.	• Where appropriate, named midday supervisor at lunchtimes • Where needed, we use individual support plans which specify break and lunchtime provision • Quiet, indoor area available at break times and lunchtimes • Playtime buddy system • Specified staff are responsible for personal care for named pupils and care plans in place for medical needs
Extended school provision available; before	• Based on the school site is an independently run

and after school, holidays etc.	Link Club which offers before and after school care. • We also run a wide range of inclusive after school activities which are available for all pupils. • Activities for targeted pupils e.g. Fit for Life, after school cookery club • We signpost parents to the Local events page on the Local Offer: http://board.halton.me/
How will we support pupils to be included in activities outside the classroom (including school trips) working alongside their peers who do not have SEND?	• Trips are planned in advance and are accessible to all. • Transport is planned in advance alongside any risk assessments necessary. • Where appropriate a TA will be assigned to a pupil who needs additional support. • Wheelchair access to both The Dell and Field allow all pupils to access Forest Schools and Allotment. • Where needed we use support plans which specify break and lunchtime provision • All Reception children have a Y6 Buddy • All pupils within the SEMH resource base have a 2x Y5 Buddy. • All children are part of a school house team and work collaboratively on specific activities such as sports day. • Excellence weeks ensure that pupils work with pupils from other classes and year groups
Strategies used to reduce anxiety, prevent bullying, promote emotional wellbeing and develop self-esteem including mentoring.	• Where appropriate, planned support from teaching assistants • Meet and greet at start of day, Morning Challenge activities • Where appropriate, parental contact daily through SEESAW/Tapestry • Reward systems based on pastoral targets • Individualised School support plan • Targeted programme of activities, including Mindfulness, Growth Mindset and Boxall profile • Referral to outside agencies, including UK Child Bereavement and CYPMHS • Nurture support for targeted pupils • Multi-sensory room
What strategies can be put in place to support behaviour management?	• Use of the school's behaviour policy and implementation of school behaviour management programme • Strategies employed from Team Teach Training, with a focus on de-escalation • Where appropriate, individual behaviour plans and then if necessary, support plans are put in place • Social skills / behaviour group using social skills

	programme
	• Where appropriate, daily behaviour record
	• Meet and greet at the start and end of the day
	• Time-out support
	• Reward systems, including Golden time, extra playtime or those suggested by the children.
	• Support and intervention from outreach behaviour specialist
	• Strategies in place for unstructured times of the day e.g. alternative location for break time
	• Referral to PBS (Positive Behaviour Support Team)
How we support pupils in their transition into our school and when they leave us *and in preparing for adulthood*.	• Regular meetings with parents
	• Transition plans for individual children
	• Foundation Teachers, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings
	• SENCO, alongside Head teacher carry out transition meetings and observations at nursery/pre-school settings for pupils entering the SEMH resource base.
	• Risk assessments completed
	• Social stories and visual prompts for pupils
	• Work through PSHCE on managing and preparing for change
	• Programme of visits – specifically tailored to individual pupils
	• Longer term links with secondary schools to increase familiarity
Access to strategies, resources, programmes, therapists to support occupational therapy/ physiotherapy needs and medical needs.	• Intervention from physiotherapy / occupational therapy team
	• Assessment and individual programmes
	• Specialist resources as specified by medical services
	• Delivery of planned intervention programme by skilled member of school staff.
	• Close liaison with medical staff/school nurse where required
	• Staff training for managing particular medical needs
	• 4 X staff trained in Mental Health First Aid
	• 7 teaching assistants are first aid trained.
	• 1 Midday assistant is first aid trained.
	• 9 staff are training for de-fib machines
	• 2 staff are Outdoor first aid trained.
	• 2 staff are Manual Handling trained.
	• 1 staff has training for Diabetes management
	• All staff have external training in Asthma and Allergies annually

Extra support for parents and carers and pupils offered by the school/how parents are involved in their child's education.	- Pupils views are very important to us and we listen to the pupil voice i.e. pupil interviews, suggestion box, letters to Luna and the Junior Leadership team - Parent Workshops are offered in all year groups and parents are invited in to school - Parent Consultations take place for all pupils during the Autumn and Spring term where parents discuss the progress of their child and questionnaires are given out. - The school operates an open door policy. - Parents have the facility to access SEESAW and Tapestry, which are updated regularly with examples of their child's learning. This also offers a messaging system where parents can share learning at home and staff can answer any queries. - There are other opportunities where parents are welcome to join us, for example Learning Journey and class assemblies - Through the Halton website (https://localoffer.haltonchildrenstrust.co.uk/), 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 and other outside agencies and can support families through a CAF or referral to Nurturing Parenting or Triple P Parenting course
How additional funding for SEND is used within the school with individual pupils.	Schools receive funding for all pupils including those with special educational needs and disabilities and we meet pupils needs through this (including additional support and equipment) If the assessment of a pupils needs identifies something that is significantly different to what is usually available, there will be additional funding allocated or applied for.
Arrangements for supporting pupils who are looked after by the local authority and have SEND. Including examples of how pupil premium is used within the school.	- SENCO and Designated teacher attend termly PEP meetings - SENCO and Designated teacher consult with pupils, carers and staff prior to writing PEP plans. These are reviewed termly and new targets set - To purchase and deliver specific interventions and resources meet the needs of individuals or groups of pupils - Enterprise groups that develop the whole child, especially, literacy, maths and self- esteem.
SENCO: Claire Forshaw forshaw@beechwoodprimary.gov.uk	
Headteacher: Stephanie Kidd Head.beechwood@halton.gov.uk	

Appendix A:

SEND Broad Areas of Need

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.