

Beacon CE Primary School
Special Educational Needs Information Report September 2022

This report sets out the aims of our provision in regards to pupils with special educational needs and/or disability.

Our Approach as a School:

High quality, first teaching and additional interventions form the provision that we offer to all our pupils in school. If a teacher or member of staff has concerns at any point about a child's development and or learning this is addressed straight away.

Our assessment processes help us to regularly check what we offer all children in our care. We ensure that all staff have high expectations and lessons are personalised to meet the needs of our children.

This policy will show how we support children with special educational needs or a disability across our school. Our aims are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to learning by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils who need this.

We recognise and support the four broad areas of need:

- Communication and interaction:
ASD, ADHD, Speech and Language, communication difficulties.
- Cognition and learning:
A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills.
- Social, mental and emotional health:
Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders.

- Sensory/physical:
Visual impairments, hearing impairments and other physical difficulties.

We are committed to:

- request, monitor and respond to parent/carers' and pupils' views
- ensuring a high level of staff expertise to meet pupil need
- support pupils with medical conditions to achieve full inclusion in all school activities. We consult with health and social care professionals in order to meet their medical needs
- work in partnership with the Local Authority and other professionals to meeting the needs of all vulnerable learners.

What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs:

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.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- *has a significantly greater difficulty in learning than the majority of others of the same age, or*
- *has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disability:

*Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

The kinds of special educational needs (SEND) for which provision is made at the school:

- Children with SEND are welcome to apply for a place at our school. If a place is available, we will do our best to make provision for pupils with additional needs.
- For children with an Education Health and Care Plan, parents have the right to request a particular school.
- Parents of a child with an EHC Plan also have the right to seek a place at a special school.
- Before making the decision to name our school in an EHC Plan, the local authority will send the governing body a copy of the EHC draft plan and then consider their comments very carefully before a final decision on placement is made.

What are the admission arrangements for children with disabilities?

Children are admitted to The Beacon CE Primary School according to our admissions policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so we can plan accordingly.

How does our school know if children need extra help?

We know when a pupil needs help if:

- Concerns are raised by parents/carers, external agencies, teachers, the pupil's previous school or the pupil themselves
- There is a lack of expected rate of progress.
- Observation of the pupil indicates that they have additional needs

What should a parent do if it thinks their child may have special educational needs?

All teachers are responsible for every child in their care, including those with special educational needs. If parents have concerns relating to their child then we ask parents to discuss these with your child's teacher. A meeting with the school Inclusion and Intervention lead whose name is Miss Kellie Mooney and whose contact details are BeaconSENCO@ldst.org.uk is also possible.

Parents may also contact the Executive Headteacher or Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their hopes for their child will be central to all decisions made and support that is put in place.

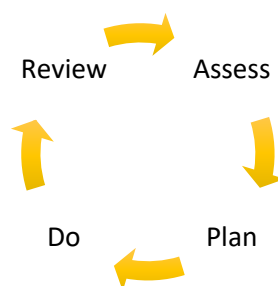
How will the school support a child with SEND?

A lot of planning goes into using our staff to ensure children achieve, for them to gain independence, make more progress or to catch up with their peers. Quality First teaching forms the very foundation of this. All classes from Year 1 – Year 6 have at least one class teacher and teaching assistant support. We deploy teachers and support staff to best meet the needs of all children through small group or 1:1 support. We also have teachers who deliver structured interventions.

Currently we have some children who receive Higher Needs Funding to provide 1:1 support and an Education, Health and Care Plan (EHC).

Pupils with a disability will be provided with reasonable adjustments to overcome any disadvantage experienced in schools and increase their access to the curriculum.

We adopt a graduated approach when support children and parents/carers. This is a cycle of assess, plan, do, review. This is how decisions and actions are made and improved to help them to make progress and secure good outcomes.



If progress continues to be limited despite the delivery of high quality support, we seek more advice from external professionals. This means that further strategies to best meet the specific needs of a pupil can be explored.

For a very small number of pupils, whose needs are significant and complex a request in partnership with parents can be made to conduct an assessment of education, health and care needs through an Education Health and Care plan.

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

Involving parents and learners is central to we do. We do this through:

Action/Event	Who’s involved	Frequency
Parents evening	All teaching staff	Each term
Informal parents meetings	SENCO, class teacher, school learning mentor, Executive Headteacher or Head of School	As and when required, depending on need and circumstances (assess, plan, do, review cycle)
Early Help Assessment Tool (EHAT) meetings and review meetings	SENCO, learning mentor and any internal and external professional supporting the child or family, parents/carers	EHAT can be raised at any time with permission from the parent, an EHAT is then reviewed approximately every 3 months
Parent lesson observations	Teachers delivering specific interventions for parents to observe	At least once parent visit per child, per cohort
Intervention letters	SENCO, teachers delivering specific interventions	Whenever a child begins a new intervention

Intervention lesson observations	Teachers delivering the intervention	When a child is participating in a structured intervention programme.
Education, Health Care Requests (EHC)	SENCO, parents and professional from the authority SEN Team	An EHC can be requested by the school in partnership with parents or by the parent at any point in the year, initial meetings are arranged then a formal meeting including the SEN Team to review the draft EHC prior to final EHC document
Assessments by external professionals	SENCO, Educational, Psychologist, SENISS teacher, parent, child	A referral for assessment from external provision can be raised at any point. Report completed and shared with the parent
School Family Support	SENCO, learning mentor, parent, child	A referral for support can be raised at any point, within the year. 6 and 12 weekly reviews are held, an EHAT is opened and 2 families at a time can access support
Seedlings	SENCO, learning mentor, parent, child	A referral for support can be raised at any point in the year, half day of support is available, which means that 2 children at a time can be supported

How will parents know how their child is doing?

Attainment will be shared with parents termly through Parents' Evenings. Parents may also find the home-school diary a useful tool. Regular meetings are also held with the Inclusion and Intervention lead, Kellie Mooney.

Parents are welcome to arrange an appointment with the class teacher, the SENCo or a member of the senior leadership team at any time, to talk about their child. Please contact the school office who will arrange this appointment for you. The contact number is 0151 263 4206

How will the curriculum be matched to each child's needs?

When a pupil has been identified as having special educational needs the curriculum and the learning environment will be changed by the class teacher to reduce barriers to learning and enable them to access the curriculum more easily. In addition, if it is considered appropriate, pupils may be provided with specialised equipment or resources such as ICT and/or additional adult help.

All actions taken by the class teacher will be shared with parents.

How will parents be helped to support their child's learning?

Please look at the school website. It can be found at www.beaconceprimary.co.uk and includes links to websites and resources that we have found useful. The class teacher or SENCo may also suggest other ways of helping your child's learning.

The school also holds parent workshops during the year. These are advertised on our website too.

How will the school evaluate the effectiveness of the SEND provision made for pupils?

We have internal processes for monitoring quality of support and assessment of need. These include:

- Learning walks
- Lesson observations
- Pupil performance meetings
- Pupil and parent views
- Information presented to Governors
- Data collection and analysis
- Work scrutiny

What support will there be for children overall well-being?

The school offers a wide variety of pastoral support for pupils. This includes:

- An evaluated PHSE curriculum. Please visit our website to see the topics that are included within this area of the curriculum.
- Staff has received ROAR training to support them on how to recognise the signs of mental health problems.
- A Governor captures Pupil and Parent voice to monitor the effectiveness
- Interventions to support pupil's well-being are delivered to targeted pupils and aim to support improved interaction skills, emotional resilience and well-being.
- Pupils who find outside class times difficult are looked after with support or can access inside activities.
- The school has gained Healthy School status, which shows we support pupils' well-being and mental health.

How are pupils with medical needs supported?

Pupils with more complex medical needs will be provided with an Individual Health and Care Plan. This is completed by the Inclusion and Intervention lead and parents. Parents can be supported by school in this process.

We have designated staff who administer and supervise medications and who complete formal training.

All medicine administration procedures adhere to the Trust policy and Department of Education (DfE) guidelines and the School Medical Policy.

What training do the staff supporting children and young people with SEND undertake?

We are committed to developing the ongoing expertise of our staff. We have the current expertise in our school:

Area of expertise	Level of Qualification
English	Readers Count Teacher
English	Readers Count Teacher
English	Readers Count Teacher
English	Readers Count Teacher
English	Reading Recovery Teacher
English	Reading Recovery Teacher
English	Reading Recovery Teacher
English	Reading Recovery Teacher
English	Reading Recovery Teacher
English	Reading Recovery Teacher
English	GROW- Reading and Writing Intervention
Sign language	British Sign Language
Sign language	Makaton
National SENCo Award	Post Graduate Certificate
Forest Schools	Forest Schools
Philosophy for Children	Philosophy for Children

We have also put in additional training into the following areas:

- Autistic Spectrum Disorder
- ADHD
- Philosophy for Children
- Looked After Children
- Lego Therapy
- Readers Count
- Reading Recovery
- Quality First Teaching - reading focus

The SENCO attends the School Improvement SEND Briefing in March and November, half termly Consortia cluster meetings and safeguarding training. She has also attended training on the New Code Of Practice 2015, CAMHS – Anxiety and Trauma, Looked After Children and has achieved The National SENCo Award.

The school has also invested in the Seedlings Therapeutic Support Service to offer children counselling on a 1:1 basis once a week throughout the year.

How are the school's resources allocated and matched to children's special educational needs?

The school receives funding for all pupils and then some further funding to respond to the needs of pupils with SEND. For those pupils with the most complex needs, the school can apply for further funding from the Local Authority called High Needs SEND Funding. SEND funding and expenditure are reported on annually to the Finance Governors.

Families who are claiming Free School Meals or whose parents are in the Armed Services are also given extra funding. The deployment of this funding is published on the school website.

If parents wish to discuss the options available for their child, they are welcome to make an appointment to see the class/subject teacher, SENCo or a member of the Senior Leadership Team.

What other services are provided through school?

We receive specialist support from:

Speech and Language Therapy Service: based at Alder Hey Children's Hospital Trust

<https://alderhey.nhs.uk/parents-and-patients/services/speech-and-language-therapy>

Phone number for Alder Hey 0151 228 4811

Occupational Therapy Service: based at Alder Hey Children's Hospital Trust

<https://alderhey.nhs.uk/parents-and-patients/services/occupational-therapy>

Phone number for Alder Hey 0151 228 4811

Liverpool ASD Team: based at Alder Hey Children's Hospital Trust

<https://www.thelivewelldirectory.com/Services/16>

Phone number: 0151 252 5252

School Nurse

<https://www.merseyscare.nhs.uk/our-services/physical-health.../school-health-team/>

Early Help Teams

fsd.liverpool.gov.uk/kb5/liverpool/fsd/advice.page?id=4PwHG848ehk

Education Welfare Officer

<https://liverpool.gov.uk/schools.../education-welfare/school-attendance-behaviour-wel...>

Action for Children

www.actionforchildren.org.uk/

Bully Busters

www.bullybusters.org.uk/

ADDvanced Solutions

www.advancedsolutions.co.uk/

ADHD Foundation

<https://www.adhdfoundation.org.uk/>

Barnardos

<https://www.barnardos.org.uk/>

We have also buy support from the:

Educational Psychology service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

School Family Support Service

<https://liverpool.gov.uk/council/strategies...families/liverpool-families-programme/>

Seedlings Therapeutic Service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

SENISS

<https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

How will my child be included in activities outside the classroom including school trips?

Risk assessments are carried out and procedures are put in place so that all children can take part in all school activities.

How accessible is the school environment?

The following adaptations have been made to the school environment:

- Steps edged with yellow to ensure they are easier for those with visual impairments to negotiate
- Ramps have replaced the two steps into school to ensure the site is accessible to all.
- One toilet has been adapted to ensure accessibility for visitors with a disability.
- A medical room has been provided in order to enable a safe place for insulin testing/injections.
- A lift has been installed to ensure an accessible site for all.

Our Accessibility Plan (statutory requirement) sets out actions the school has taken to make it fully accessible for everyone.

What is working well?

For our school these have included the following:

- Effective identification of children with additional needs

- Implementation of proven and effective interventions
- Progress made by pupils with SEND
- Parental involvement and communication with parents
- Liaise between staff to support transitions

What needs to develop further?

Our strategic plans for developing and enhancing SEND provision in our school include:

- Establish effective monitoring systems for SEND provision
- Review progress made by children with SEND and vulnerable groups compared to non SEND children
- Monitoring impact of structured interventions
- Review and update statutory and non-statutory policies and reports
- To improve the quality of support for the families of children with SEND

How will the school prepare/support my child when joining or transferring to a new school?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- For pupils starting Reception in September we do home visits and visit their current nursery setting, we have planned visits to school to meet their new classroom, teacher and friends.
- Parent/carers are invited to a meeting in school to help their child to settle into the school routine.
- The SENCo can meet with new parents of pupils who are known to have SEND.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting can be arranged with parents.

Transition to the next school:

- Support from outside agencies.
- Accompanied visits to other providers may be arranged.
- For pupils transferring to local schools, the SENCos of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Year 6 to 7 transition event

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Executive Headteacher or Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Danielle Azanhuwaha They can be contacted via the school office.

Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Parents can gather further information on the Local Authorities Local Offer by clicking on this link <http://fsd.liverpool.gov.uk/kb5/liverpool/fsd/organisation.page?id=fB7tdpXOf9Q&familychannel=10-1-2>

Relevant school policies and plans underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- The Local Offer
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

References:

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)

