

BEACON PRIMARY ACADEMY
SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND) INFORMATION
REPORT July 2023

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What are Special Educational Needs and Disabilities (SEND)?

The Special Educational Needs and Disability Code of Practice 2014 states;

'a child or young person has Special Educational Needs if they have a learning difficulty or disability that calls for special educational provision to be made for him or her'

'for children aged two or more, special educational provision is educational or training provision that is additional to or different from that made generally for other children or young people of the same age by mainstream schools, maintained nursery schools.....relevant early years providers'

A disability is defined in terms of the 2010 Equality Act as:

'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'

Further information can be found in the Special Educational Needs and Disability Code of Practice 0-25 years, 2014. It can be found at:

<https://www.gov.uk/government/publications/send-code-of-practice-0-to-25>

At Beacon Primary Academy we are an inclusive school and strive to support all children to enable them to make the best possible progress within their learning and development and achieve their full potential. To accomplish these aims, we offer a broad and balanced curriculum with high quality teaching.

If your child needs additional help, you may have some questions - we hope the following will help you.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SPECIAL EDUCATIONAL NEEDS? HOW WILL I RAISE CONCERNS IF I NEED TO?

The key people in school who can help with information and advice are:

Miss L Wright-Principal, Ms Z Williams - Deputy Principal/ SENDCO, your child's class teacher

Talk to us

Discuss your concerns with your child's class teacher who will be able to discuss how your child is progressing. Together you may decide on some strategies to provide additional support in the classroom or extra activities at home, for example. The teacher will monitor how your child responds to this.

SENDCO

The class teacher may discuss your concerns with the SENDCO. There may be a further meeting with you and the SENDCO if necessary. If after a period of time concerns are still present then the SENDCO will become involved to offer advice and coordinate support.

What will happen next?

Depending on your child's needs, outside agencies may be requested to assess or observe your child. It may be decided that your child is placed on the Special Educational Needs and Disability list within school when further support will be given. The support might be through extra intervention or outside professionals giving advice or working with your child. A plan called an Individual Provision Map will be put together with staff acting on recommendations made from outside agencies and shared with you. This contains specific targets and how school will help your child to achieve them. Regular reviews of progress and the plan's targets will be held with you and your child.

HOW WILL SCHOOL DECIDE IF MY CHILD NEEDS EXTRA SUPPORT?

In our Academy, children are identified as having SEND through a variety of ways including:

- Liaison with Pre-school settings/previous schools
- Concerns raised by a parent/carer
- Identification by external agencies e.g. Health, Speech and Language Therapy Service (SALT), Specialist Teaching Team (STT), Educational Psychologist (EP)
- Formal or informal in-school assessments; looking at rates of progress over time and levels of attainment in different areas of the curriculum by monitoring of school data
- Adult observations over a period of time from teachers, teaching assistants or midday supervisors, including if there is a sudden change in the child's behaviour
- Pupil discussions

For more information on our criteria for SEND, please see our SEND Policy on our Academy website.

WHAT WILL SCHOOL DO TO SUPPORT MY CHILD?

We support children with a variety of needs including:-

Dyslexia

ADHD

Autism Spectrum Disorder

Sensory impairments

Medical needs such as Diabetes and Epilepsy

Physical disabilities

Social and emotional and mental health (SEMH), including anxiety and attachment

Learning difficulties

Speech and Language

Below is an outline of the Assess, Plan, Do, Review process which we use for all our children with SEND:

ASSESS

This could be through:

- formal assessments, such as termly testing; spelling assessments, times tables and mental maths tests; unaided writing; guided reading
- informal means, e.g. observations in class and on the playground and discussions
- assessments completed by outside agencies

PLAN

Targets specifically focused on your child's individual needs are created as part of their Individual Provision Map. These targets use information such as progress towards End of Year expectations or Steps identified on BSquared, recommended by the Specialist Teacher following her assessment with your child.

DO

A range of different strategies are used which might include:

- In class support from a teaching assistant
- Small group support within or outside the classroom to focus on specific skills
- 1:1 support within or outside the classroom on more individualised targets
- Additional intervention activities with staff outside of the classroom
- Specific teaching practices to support your child

REVIEW

Targets will be reviewed regularly with your child and their progress discussed with you at least 3 times a year at Parents'/Carers' Evenings or review meetings.

Review meetings will focus on progress made by the child, effectiveness of the interventions used and next steps. A decision will be made as to whether the pupil needs to continue to receive support, whether more intensive support is required or whether the pupil's needs have been met and they can be removed from the SEND list.

WHO WILL SUPPORT MY CHILD IN SCHOOL?

Member of staff	Roles and responsibilities
Class Teacher	<ul style="list-style-type: none"> -Sets tasks that are appropriate and accessible for your child based on their needs. -Monitors the pupil's progress and attainment. -Are responsible for ensuring the intervention recorded on any Individual Provision Map is implemented.

Learning Support Assistants	<ul style="list-style-type: none"> -Provide day to day support within the classroom with tasks (on an individual level or with a small group). -Provide additional interventions for specific areas of need directed by the teacher to support the targets set in Individual Provision Maps.
SENDCO	<ul style="list-style-type: none"> -Can support with effective target setting. -Monitors the effectiveness of intervention groups through the use of intervention provision maps. -May complete referrals to agency support, including providing further detail as requested. -May lead review meetings and complete relevant paperwork. -Will monitor provision and support across the whole school.
Midday Supervisors	<ul style="list-style-type: none"> -May provide support for monitoring and supporting personal, social and emotional needs of your child through play.
Additional Agency Support	<ul style="list-style-type: none"> -May complete assessments or observations to support with further details regarding your child's needs. -Will support with target setting. -Will be involved in the review process and deciding next steps.
Family Key Worker	<ul style="list-style-type: none"> -Works with children and families in a pastoral role offering support, advice and liaison within school and via home visits.
Principal	<ul style="list-style-type: none"> -Has overall responsibility for all provision in school. As such she asks challenging questions to ensure pupils are supported most effectively.
Academy Advisory Council	<ul style="list-style-type: none"> -Oversees the provision for SEND and implementation of the SEND policy within the academy.

WHAT TRAINING AND EXPERIENCE DO STAFF HAVE FOR THE ADDITIONAL SUPPORT OF MY CHILD'S NEEDS?

All staff have had training in First Aid, Safeguarding, Epipen usage, diabetes, Autistic Spectrum Disorder (ASD) and dyslexia.

Our staff have a wealth of experience in supporting children with additional needs.

HOW ARE THE SCHOOL'S RESOURCES ALLOCATED AND MATCHED TO THE CHILDREN'S SEND NEEDS?

Provision is made for all children who have additional needs using allocated funds within the school budget.

We have a team of Learning Support Assistants who deliver programmes designed to meet the needs of individual children as well as small groups of children where the identified need is similar. The budget is allocated on a needs basis. The children who have the most complex needs are given the most support. We also 'buy in' to the Specialist Teaching Team to access the services of a highly skilled teacher to assess and advise on support for any child who may have additional needs.

If a child has an Education Health and Care Plan the school's budget may be supplemented by additional funding from the Local Authority.

WHO ELSE MIGHT BE INVOLVED IN SUPPORTING MY CHILD?

We are fortunate to be able to access a range of agencies to support children with additional needs:

Agency	Roles and responsibilities
Specialist Teaching Team-Helen Curwen	Support for teachers on the use of interventions and specific learning needs. Completes assessments to identify areas of need including the identification of dyslexia and monitor progress.
Working Together Team-Helen Pitfield	If a referral meets criteria she may -observe pupils with social, communication difficulties including those with autism to provide advice on approaches and strategies to use to support them.
Educational Psychology Service-Phylly Pritchard	If a referral meets criteria she may - complete observations and assessments to support with learning, personal, social, emotional and mental health needs and support with target setting.
Speech and Language Therapy Service	If a referral is accepted a therapist may - conduct specialist assessments, provide advice and implement programmes with pupils with communication difficulties.
Community Paediatricians	Paediatricians are doctors who specialise in working with children. If a referral is accepted they can diagnose and review medical conditions and refer on to specialist services if necessary e.g. physiotherapy.

Sensory Education and Support Service	The specialist teacher offers advice to teachers who support pupils with visual, hearing or sensory impairments.
Early Support Care Coordination (ESCO)	ESCO provides support and coordination of other appropriate services for children with a disability/special educational need and their families.
Nursing Team	Various nursing teams advise and support schools on the needs of pupils with specific medical conditions e.g. epilepsy, diabetes. The Community Nursing Team checks hearing and weights in specific year groups and supports with general needs.
Occupational Therapy Service	Able to assess pupils' needs and give advice on specialist equipment, adaptations and programmes to support pupils to be able to access all activities in school and feel as fully included as possible.

We can also make referrals to the following who have their own criteria for accepting the referral:

- Child and Adolescent Mental Health Service (CAMHS)
- Educational Welfare Service
- Grief and Loss Counselling Service
- Behaviour Outreach Support Service
- Relate Counselling Service
- Mental Health Support Team
- Healthy Minds

WHAT SUPPORT WILL THERE BE FOR MY CHILD'S SOCIAL AND EMOTIONAL WELLBEING?

We believe that having a secure self-esteem is crucial to a child's well-being. As such, we have a caring, understanding and nurturing approach to our pupils. All staff build up strong relationships with children to support their emotional needs.

We have a proactive approach to promoting positive behaviours and our behaviour policy is adhered to. A clear reward system is understood and followed by all staff and pupils. Where sanctions are necessary it is to ensure clear boundaries and expectations are in place, poor choices are reflected upon with the aim of making better choices in the future.

All child protection matters will be reported to one of the safeguarding officers in school -Miss Wright (Principal), Ms Williams (Deputy Principal/ SENDCo) and Mrs Vincent (Family Key Worker).

Pastoral support

Interventions are planned for personal, social and emotional development by need across the school. The content of this will vary according to the identified needs of the children involved but could include social development, small group work, self-esteem activities and individual personalised support.

We have a structured PSHE curriculum through which we promote speaking, listening, empathy, working together, turn taking and following social rules.

If a child has social, mental or emotional difficulties an Individual Strategy Plan will be drawn up to help identify specific issues and put support in place. The SENDCO and outside specialist agencies may contribute as will all staff who work closely with the child along with the child themselves.

Support for behaviour (including attendance and exclusion)

If a child is at risk of exclusion a Pastoral Support Plan (PSP) will be drawn up in consultation with parents/carers to help support the pupil. Advice from outside specialists may also be sought.

In addition, if your child will have a behaviour plan. This will follow the Assess, Plan, Do, Review process as per other pupils with SEND:

ASSESS
Your child may be observed by the adults involved and agency support such as the Behaviour Outreach Support Service or Educational Psychologist will be requested to help us understand and plan for the nature of the difficulty.
PLAN
Based on the observations, specific targets to support your child in their particular difficulty will be drawn up. These will form an Individual Provision Map, an Individual Strategy Plan or a Behaviour Plan. The map/plan may include strategies to support, interventions to be implemented, triggers for the behaviours, procedures for adults involved and rewards.
DO
The Behaviour Plan will be put into place, with all adults working with your child being made aware of the plan, the targets and the strategies to use.
REVIEW
Progress towards the targets will be reviewed with you and your child on at least a termly basis. Depending on the nature and severity of the difficulties a review may be held more frequently. Any agencies involved will contribute to the review. Next steps will be agreed upon and the next plan implemented.

The attendance of every child is monitored on a daily basis. Lateness and absence are recorded and reported to the Principal. Support is given through an incentive scheme where good attendance is actively encouraged throughout the school.

Medical Needs

The school has a medical policy regarding the administration and managing of medicines in school. All medication is locked in a safe, secure medical cupboard and only designated staff have access to it. Records will be completed of when medicines are administered.

If your child has specific medical needs then please contact the office so appropriate plans to support your child are put into action. If your child requires on-going medication, please complete a medicine administration form.

Health Care plans will be written where necessary for individual pupils to provide further details of a specific condition and how to support it. These may be written in conjunction with health professionals such as the School Nurse.

All staff have a first aid qualification to deal with minor incidents and some staff hold a Paediatric First Aid qualification. Staff have regular training and updates of conditions and medication affecting individual children so they are able to manage medical situations e.g. epilepsy awareness and Epi-pen training has been completed and will be updated regularly.

HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

Review Meetings - When your child's targets are being reviewed they will be asked to contribute to the process by thinking about their progress, what has worked well for them and what their next steps should be.

Social Stories - These are written with individual children to help them to manage their emotions and behaviours in a certain situation.

On-going recording of views - Your child's views and responses will be recorded throughout interventions to inform future planning.

School Council - Your child can also contribute to the wider school through School Council meetings.

HOW WILL THE CURRICULUM BE MATCHED TO MY CHILD'S NEEDS?

If your child has Special Educational Needs or Disabilities then they will require support that is 'additional to and different from' the rest of the class. This does not necessarily mean that they need to be taught outside of the classroom. Teachers plan learning activities within class to ensure they are pitched at a level so that all the children are appropriately challenged in order to take their learning forward. Teachers use a range of different strategies to support children in order for them to be included in the learning and activities with their peers.

Use of visual supports e.g. visual timetables, visual timers, emotions fans, displays, learning 'working' walls, word mats	Use of seating e.g. careful positioning on the carpet/ at tables, to ensure support and attention; consideration for the needs of pupils with visual or hearing impairments	Using ICT to record e.g. using iPads to record or to type as an alternative to writing, iPods to take photographs	Using concrete apparatus e.g. practical resources in maths, magnetic/wooden letters for reading and spelling
For children with physical disabilities, one to one assistance may be given during PE and apparatus, planning and provision adapted to meet their individual needs	Using drama techniques e.g. using hot seating, freeze framing, filming and other speaking and listening activities	Using ICT to support learning e.g. apps to develop basic skills in a motivational way	Use of carefully considered groupings e.g. mixed ability/attainment in different curriculum areas, mixture of age, same ability/attainment, self-chosen
Use of recommended resources in class e.g. 'fiddle' objects, coloured overlays, prompt lists, writing slopes	Use of talk partners e.g. rehearsing, generating and sharing ideas and peer learning	Use of pre-teaching e.g. sharing key points of the learning and vocabulary prior to the lesson	Extra-curricular activities e.g. sporting, cooking, gardening, art and craft. These support pupils' social development, enjoyment, self-esteem and confidence

WHAT OPPORTUNITIES WILL THERE BE FOR ME TO DISCUSS MY CHILD'S ACHIEVEMENTS? HOW WILL I KNOW HOW WELL MY CHILD IS PROGRESSING?

We strive to develop positive relationships with parents and carers as we understand that to support a child fully, we all have to work together. We have an 'open door' policy at school so if you ever have a concern or just want to find out how your child is doing, then speak to your class teacher. They will be happy to arrange a mutually agreeable time to talk to you.

Other opportunities for feedback are:

Review meetings - Individual Provision Maps are reviewed with parents/carers and pupils at least 3 times a year. Education and Health Care Plans (EHCPs) are reviewed with parents and pupils once a year.

Assessment or observation feedback from outside agencies - Feedback will be given for any assessed report or observation from an outside agency or the SENDCO. These may coincide with review meetings.

Parents'/Carers' Evenings - Targets may be reviewed and your child's progress discussed.

Class teacher feedback - When there are concerns or particular achievements to celebrate, you may be contacted for a meeting. An end of year written report will be provided outlining your child's progress, achievements and areas for development.

Home/School books or contact - Some children may have a written record of daily/weekly incidents or achievements or verbal contact by telephone.

HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

Your child's progress against age related expectations will be recorded on our assessment tracking system on an on-going basis. Their level of achievement is decided upon using tests, classroom work and observations such as:

- End of year expectation statements in the New Curriculum 2014
- Standardised assessments (carried out by our Specialist Teacher and Educational Psychologist)
- Early Learning Goals and Ages and Stages in Foundation Stage
- Reading and Spelling age assessments
- Assessment for learning - carried out within the classroom by the teacher, self- assessment and peer assessment
- Progress towards individual targets as recorded in the pupils' Individual Provision Maps These help to identify areas of weakness to target. If your child is not making expected progress in certain areas they will be given specific targets which will be discussed with them initially and then with you. Despite intensive intervention and our best efforts over time, if they continue to experience difficulties it may be necessary, in exceptional circumstances, to formalise their specific needs by making a request for an 'Education and Health Care Plan' assessment to the Local Authority. If issued it brings together all relevant agencies appropriate to your child's needs and will clearly set out what actions are required. An Education Health and Care Plan is usually issued for children with complex needs and remains relevant for any child in the 0-25 age range.

HOW WILL MY CHILD BE INCLUDED IN ACTIVITIES OUTSIDE THE CLASSROOM, INCLUDING SCHOOL TRIPS?

We enhance our children's learning through our broad and balanced curriculum and the use of first hand experiences such as school visits and residential trips in order to bring learning to life. We aim for all children to be included in school trips and residential visits ensuring any specific needs they have are taken into account with our risk assessment. We may discuss with you the need for your/enhanced support on a visit, dependent on your child's individual needs. Staff members with first aid qualifications accompany on school trips to ensure medical needs are addressed. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that cover the same curriculum area will be provided in school.

All children have the same opportunities to attend our extra-curricular clubs and we make all 'reasonable adjustments' to ensure they can. If the club is run by an external agency we will make sure that they are aware of any specific needs your child has that would impact on the activities within the club.

Our Breakfast Club is available to all pupils and if you would like your child to attend please make us aware about your child's specific needs.

HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

To support your child in accessing the school facilities we have:

- A site which is accessible to wheelchair users.
- Toilets which are accessible to wheelchair users.
- Access to advice regarding specialist equipment and adjustments to the school environment from external agencies e.g. Physiotherapist, Occupational Therapist.

HOW ACCESSIBLE IS THE CURRICULUM?

In addition to the information given above in response to the question 'How will the curriculum be matched to my child's needs'.....

To support your child in accessing the curriculum we have:

- Access to laptops, I-pads, cameras and audio equipment
- Easily accessible practical equipment in each classroom, such as mathematics resources, magnetic letters and

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO JOIN THE SCHOOL?

Early Years Transition:

- The Early Years teachers visit feeder nurseries.
- Parents/carers are encouraged to look round with their children and attend the information evening.
- Visits are arranged the term before starting to coincide with the whole Academy transition days.
- School receives and uses relevant paperwork to plan extra support if needed.
- Agencies already involved are consulted.
- A transition book using Louis the puppet is given to children.

Transition between classes:

- There is an exchange of information between teachers during a staff meeting session.
- Transition opportunities with their new teacher in their new class before the end of the summer term.
- Extra lessons/visits with the new teacher can be arranged if a pupil is particularly anxious.
- A Parents/Carers' Evening in the Autumn term to discuss settling in and any concerns.

Year 6 transition to secondary schools:

Year staff, SENDCo and Safeguarding Leads meet with staff from the secondary schools to provide as much relevant information on individual's children's needs to ease transition.

Year 6 attend taster days at their prospective new schools.

If needed extra transition days are arranged with secondary SEND team at SKA.

HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD TO TRANSFER TO SECONDARY SCHOOL?

We understand that this is a daunting time for all pupils but more so if your child has SEND needs. We will support your child by:

- Arranging meetings with Outreach Services and SENDCOs from Secondary Schools for parents if required.
- Sharing information with the Secondary School through transfer of paperwork, face to face meetings, emails, etc.

- Secondary SENDCOs and Teaching Assistants may visit pupils in school to provide them with additional information and meet them prior to any visits.
- Additional visits can be put in place to meet each child's individual needs if this is felt to be helpful.
- If your child has an Educational Health Care Plan, relevant outside agencies and the Secondary School SENDCO will be invited to the Annual Review meeting prior to transition.

HOW CAN I BE INVOLVED IN SUPPORTING MY CHILD?

There are many ways that we would encourage you to support your child in our Academy:

- By attending meetings about your child as regularly as possible.
- At review meetings you will be asked to comment on progress and make suggestions for future targets.
- You may be asked to support your child in achieving a specific target by practising at home with them.
- All parents/carers are asked to hear their child read regularly and assist in learning their times tables.
- You may wish to volunteer in your spare time to support with activities in school.
- By attending celebration events such as open days, celebration assemblies, Christmas performances and fundraising events.
- Completing any parent/carers questionnaires given and other methods of feedback that we may use.
- By being encouraging, interested and praising your child's efforts in our Academy to be 'the best that they can be'.

HOW CAN I ACCESS SUPPORT FOR MYSELF AND MY FAMILY?

Some useful organisations are:

Lincolnshire County Council Support and Aspirations, 01522 782030

<http://www.lincolnshire.gov.uk/parents/support-and-aspiration/>

<http://www.lincolnshire.gov.uk/SENDlocaloffer>

Parent Partnership, 01522 553351

www.lincolnshireparentpartnership.org.uk

Parentlineplus, 0808 8002222 www.parentlineplus.org.uk

The National Autistic Society www.autism.org.uk

WHO CAN I CONTACT FOR FURTHER INFORMATION?

For any further help and advice please contact:

Your child's class teacher (your first point of contact)

SENDCO - Ms Zöe Williams

Principal - Miss Lisa Wright

Family Welfare Officer - Ms Nicki Vincent

Tel: 01754 879211