



# Special educational needs (SEN) information report

Beam County Primary School

<b>Approved by:</b>	<b>Date:</b>
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Dear parents and carers,

The aim of this information report is to explain how we implement our SEND policy. In other words, we want to show you how SEND support works in our school.

If you want to know more about our arrangements for SEND, read our SEND policy.

You can find it on our website: <https://www.beamcountyprimaryschool.org/>

**Note:** If there are any terms we've used in this information report that you're unsure of, you can look them up in the Glossary at the end of the report.

## 1. What types of SEN does the school provide for?

Our school provides for pupils with the following needs:

AREA OF NEED	CONDITION
<b>Communication and interaction</b>	Autism spectrum disorder
	Speech and language difficulties
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia, dyscalculia
	Moderate learning difficulties
	Severe learning difficulties
<b>Social, emotional and mental health</b>	Attention deficit hyperactive disorder (ADHD)
	Attention deficit disorder (ADD)
<b>Sensory and/or physical</b>	Hearing impairments
	Visual impairment
	Multi-sensory impairment
	Physical impairment

## 2. Which staff will support my child, and what training have they had?

## **Our special educational needs co-ordinator, or SENCO**

Our SENCO is Miss Mooney

She has 13 years' experience in this role and has worked with children with autism and their families, for over 20 years. She is a qualified teacher holds a BSc(Hons) degree and PGCE.

She achieved the National Award in Special Educational Needs Co-ordination in 2014.

She is employed for 3 days per week to manage SEN provision.

## **Deputy SENCO**

Our Deputy SENCO is Mrs Gholampour.

She has 8 years' experience in this role and leads on the support for pupils with medical needs. She is a qualified teacher holds a BA(Hons) degree and PGCE.

She achieved the National Award in Special Educational Needs Co-ordination in 2018.

She is employed for 3 days per week to manage SEN provision.

## **Additional SENCO support**

We are fortunate to have additional support provided by an experienced SENCO, Mrs Kinsella.

She has 23 years' experience in this role and leads on the support for pupils with, or in need of Education, Health and Care Plans. She is a qualified teacher holds a B Ed (Hons) degree.

## **Class teachers**

All of our teachers receive in-house SEN training, and are supported by the SENCO to meet the needs of pupils who have SEN.

Teaching staff have access to additional training provided by our private SALT, NHS SALT, BDSIP and from specialist setting such as Trinity School.

Training for teachers includes:

- Makaton Level 1
- Copy and Connect (adaptation of Intensive Interaction provided by private SALT)
- Use of visual schedules and supports (provided by in house SALT)
- Attention Bucket
- Colourful Semantics
- Lego Therapy
- TEACCH Autism
- Blanks Levels
- Engagement model – provided by Joy Barter
- Epilepsy Awareness
- Anaphylaxis – delivered by school nursing team
- Allergywise for schools
- Asthma care
- Attachment theory
- First Aid
- Phonics – via Little Wandle, including SEND
- OPAL (Outdoor Play and Learning)

- EEF Five-a-day – provided by SENCo and Helena Brooks
- Metacognition

## **Learning Support assistants (LSAs)**

We have a team of Learning Support Assistants, including higher-level teaching assistants (HLTAs) who are trained to deliver SEN provision and intervention.

We have two members of our team who are due to begin the Teaching Assistant Level 3 Qualification in SEN, this year.

We have two members of staff who are qualified Team Teach trainers.

We have two members of staff who are trained Emotional Literacy Support Assistants (ELSAs), who receive regular supervision from the Educational Psychology (EP) service.

Training for LSAs includes:

- Makaton Level 1
- Copy and Connect (adaptation of Intensive Interaction provided by private SALT)
- Use of visual schedules and supports (provided by in house SALT)
- Attention Bucket
- Colourful Semantics
- Lego Therapy
- Nurture Group Network training
- ELSA
- TEACCH Autism
- Blanks Levels
- Engagement model – provided by Joy Barter
- Epilepsy Awareness
- Anaphylaxis – delivered by school nursing team
- Allergywise for schools
- Asthma care
- Attachment theory
- First Aid
- Phonics – via Little Wandle, including SEND
- OPAL (Outdoor Play and Learning)

## **Privately employed experts**

We are incredibly fortunate to privately employ additional support from qualified professionals.

These are:

### **Speech and Language Therapist**

Ed Hooke – Talk Repairs LTD

Ed Hooke has worked with us for over 10 years, and is employed for 1 day per week.

### **Educational Psychologist**

Dr. Brian Davis – PEACHES Psychology Ltd

Dr. Brian Davis has worked with us for 2 years and is employed for 4 days per term.

### **Counsellor**

Masuma Sultana

Masuma Sultana is a qualified and experienced counsellor, and has worked with us for 2 years. She is employed for 1 day per week.

### **Art Therapist**

Emma Stephenson

Emma Stephenson is a qualified and experienced Art Therapist, and has worked with us for more than 2 years. She is employed for 1 day per week.

### **External agencies and experts**

At times, we need extra help to offer our pupils the support that they need. Whenever necessary we will work with external support services to meet the needs of our pupils with SEN and to support their families. These include:

- › Speech and language therapists
- › Educational psychologists
- › Occupational therapists
- › GPs or paediatricians
- › School nurses
- › Health Visitors
- › Joseph Clarke Outreach Service (Visual Impairments)
- › Teacher of the Deaf
- › Child and adolescent mental health services (CAMHS)
- › Education welfare officers
- › Social services and other LA-provided support services
- › Portage
- › Voluntary sector organisations
- › BDSIP (Barking and Dagenham School Improvement Partnership)

## **3. What should I do if I think my child has SEN?**

Tell us about your concerns

We will invite you to a meeting to discuss them

We will decide whether your child needs SEN support

If you think your child might have SEN, the first person you should tell is your child's teacher.

You can request to meet with your teacher at any time, via the school office. You will be invited to a parents evening with your child's teacher three times per year.

The class teacher will pass the message on to our SENCo/ Deputy SENCo who will be in touch to discuss concerns.

You can also request to meet with the SENCo/ Deputy SENCo directly, via the school office.

We will meet with you to discuss your concerns and try to get a better understanding of what your child's strengths and difficulties are.

Together we will decide what outcomes to seek for your child and agree on next steps.

We will make a note of what's been discussed and add this to your child's record.

If we decide that your child needs SEN support, your child will be added to the school's SEND register.

A Pupil Profile will be written by your child's teacher, which will detail your child's needs and how to support them.

If your child needs support that is additional and different to that which is ordinarily available, your child will also have a Personal Learning Plan that will detail targets and provision needed.

## 4. How will the school know if my child needs SEN support?

All our class teachers are aware of SEN and will regularly review any pupils who aren't making the expected level of progress in their schoolwork, personally, socially or emotionally. This might include assessments of their academic levels, observations of them in class or in other contexts, or via other assessment tools such as SNAP-B or SDQ. Teachers will also have an awareness of pupils who are not meeting age related expectations, and will alert the SENCo/ Deputy SENCo to their observations of pupils via a SEND Support Request Form.

If the teacher notices that a pupil is falling behind or is not meeting age related expectations, they try to find out if the pupil has any gaps in their learning. If they can find a gap, they will give the pupil extra support by way of adapted provision or intervention to try to fill it. Pupils who don't have SEN usually make progress quickly once the gap in their learning has been filled.

If the pupil is still struggling to make the expected progress, the teacher will talk to the SENCO/ Deputy SENCo, and will contact you to discuss the possibility that your child has SEN. A SEND Support Request Form will be completed with you, and next steps will be proposed and shared with the SENCo/Deputy SENCo

The SENCO/ Deputy SENCo will usually observe the pupil in the classroom and in the playground to see what their strengths and difficulties are. They will have discussions with your child's teacher/s, to see if there have been any issues with, or changes in, their progress, attainment or behaviour. They will also compare your child's progress and development with their peers and available national data.

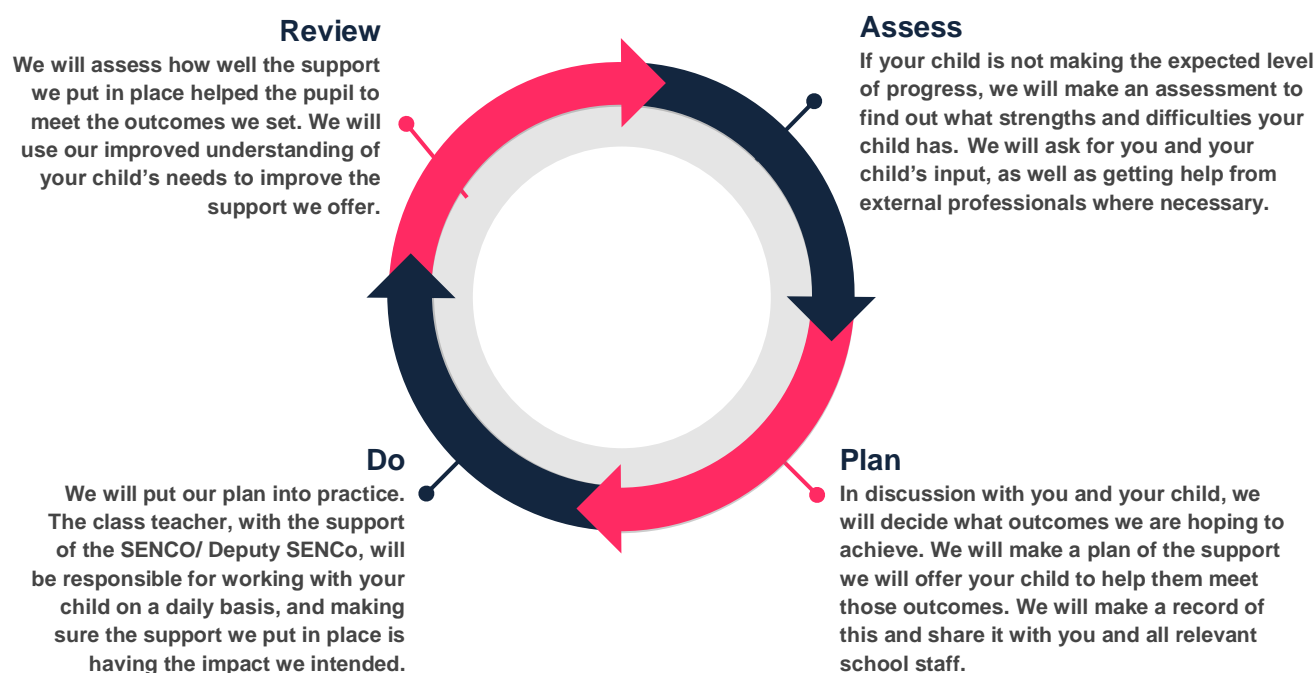
The SENCO/ Deputy SENCo will ask for your opinion and speak to your child to get their input as well. They may also, where appropriate, ask for the opinion of external experts such as a speech and language therapist, an educational psychologist, or a paediatrician.

Based on all of this information, the SENCO/ Deputy SENCo will decide whether your child needs SEN support. If your child does need SEN support, their name will be added to the school's SEN register, and the class teacher will work with you to create a Pupil Profile, and where needed, a Personal Learning Plan for them.

## 5. How will the school measure my child's progress?

We will follow the 'graduated approach' to meeting your child's SEN needs.

The graduated approach is a 4-part cycle of **assess, plan, do, review**.



As a part of the planning stage of the graduated approach, we will set outcomes that we want to see your child achieve.

Whenever we run an intervention with your child, we will assess them before the intervention begins. This is known as a 'baseline assessment'. We do this so we can see how much impact the intervention has on your child's progress.

We will track your child's progress towards the outcomes we set over time and improve our offer as we learn what your child responds to best.

This process will be continual. If the review shows a pupil has made progress, they may no longer need the additional provision made through SEN support. For others, the cycle will continue and the school's targets, strategies and provisions will be revisited and refined.

## 6. How will I be involved in decisions made about my child's education?

We will provide termly reports on your child's progress.

Your child's class/form teacher will meet you 3 times per year, during parents evenings to:

- Set clear outcomes for your child's progress
- Review progress towards those outcomes
- Discuss the support we will put in place to help your child make that progress
- Identify what we will do, what we will ask you to do, and what we will ask your child to do

The SENCO/ Deputy SENCo may also attend these meetings to provide extra support.

We know that you're the expert when it comes to your child's needs and aspirations. So we want to make sure you have a full understanding of how we're trying to meet your child's needs, so that you can provide insight into what you think would work best for your child.



We also want to hear from you as much as possible so that we can build a better picture of how the SEN support we are providing is impacting your child outside of school.

If your child's needs or aspirations change at any time, please let us know right away so we can keep our provision as relevant as possible.

After any discussion we will make a record of any outcomes, actions and support that have been agreed. This record will be shared with all relevant staff.

If you have concerns that arise between these meetings, please contact your child's class teacher, via the school office.

## 7. How will my child be involved in decisions made about their education?

The level of involvement will depend on your child's age, and level of competence. We recognise that no two children are the same, so we will decide on a case-by-case basis, with your input.

We may seek your child's views by asking them to:

- Attend meetings to discuss their progress and outcomes
- Prepare a presentation, written statement, video, drawing, etc.
- Discuss their views with a member of staff who can act as a representative during the meeting
- Complete a survey
- Complete observations and seek feedback from staff who work closely with your child

## 8. How will the school adapt its teaching for my child?

Your child's teacher is responsible and accountable for the progress and development of all the pupils in their class.

Quality first teaching (QFT) is our first step in responding to your child's needs. We will make sure that your child has access to a broad and balanced curriculum, wherever it is appropriate to do so. Teaching staff receive training on the EEF Five-a-day approach, which provides guidance on practices that can support all pupils, including those with SEN. The EEF Five-A-Day principles are:

1. Explicit instruction
2. Cognitive and metacognitive strategies
3. Scaffolding
4. Flexible grouping
5. Using technology

We will adapt how we teach to suit the way the pupil works best. There is no 'one size fits all' approach to adapting the curriculum, we work on a case-by case basis to make sure the adaptations we make are meaningful to your child.

These adaptations include:

- Adapting our curriculum to make sure all pupils are able to access it, for example, by grouping, 1-to-1 work, adapting the teaching style or content of the lesson, etc.
- Adapting our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Teaching assistants will support pupils on a 1-to-1 basis when it is necessary to do so

➤ Teaching assistants will support pupils in small groups when it is necessary to do so

We may also provide the following 'in house' interventions or provisions:

- Atlantis Class
- Apollo Class
- AQ Class
- Speech and Language
- Nurture Group
- ELSA
- Social Skills
- Phonics group
- Literacy booster group
- Maths booster group
- Lexia licence

In addition, with parent/carer consent, we are able to refer pupils for support from:

- Masuma Sultana – Counsellor
- Emma Stephenson – Art Therapist

We may also seek parental consent for assessment and advice from:

- Ed Hooke – Speech and Language Therapist
- Dr. Brian Davis – Educational Psychologist

AREA OF NEED	CONDITION	HOW WE SUPPORT THESE PUPILS
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<b>Communication and interaction</b>	Autism spectrum disorder	<p>Atlantis Class</p> <p>Apollo Class</p> <p>AQ Class</p> <p>Visual timetables</p> <p>Visual support/ Widgit symbols</p> <p>Objects of reference</p> <p>Now and Next</p> <p>Work stations</p> <p>Attention Bucket</p> <p>Intensive Interaction</p> <p>Sensory support</p> <p>Social stories</p> <p>Personal care support</p>
	Speech and language difficulties	<p>Apollo Class</p> <p>AQ Class</p> <p>Speech and language intervention</p> <p>Colourful Semantics</p> <p>Lego Therapy</p> <p>Visual support/ Widgit symbols</p> <p>Social skills</p> <p>Lexia</p>
<b>Cognition and learning</b>	Specific learning difficulties, including dyslexia, dyspraxia and dyscalculia	<p>AQ Class</p> <p>Writing slope</p> <p>Wobble cushions</p> <p>Pencil grips</p> <p>Visual support</p> <p>Coloured overlays</p> <p>Reader pen</p> <p>Use of iPad or other technology</p> <p>Chromebooks</p> <p>Lexia</p>
	Moderate learning difficulties	<p>AQ Class</p> <p>Visual support</p> <p>Reader pen</p> <p>Use of iPad or other technology</p> <p>Chromebooks</p> <p>Lexia</p>

	Severe learning difficulties	AQ Class Visual support Reader pen Use of iPad or other technology Chromebooks
<b>Social, emotional and mental health</b>	ADHD, ADD	Quiet workstation Fidget toys Wobble cushion Sensory support Timers
	Adverse childhood experiences and/or mental health issues	Nurture group ELSA Counsellor Art Therapist AQ class Boxing Futures intervention (summer term)
<b>Sensory and/or physical</b>	Hearing impairment	Visual support/ Widgit symbols Input from Teacher of the deaf (ToD) Radio aid systems (if suggested by ToD)
	Visual impairment	Visual support/ Widgit symbols Input from Joseph Clarke service Adapted books, paper, rulers purchased with guidance from Joseph Clarke service
	Multi-sensory impairment	Visual support/ Widgit symbols Objects of reference Now and Next Sensory input and support Tactile learning opportunities
	Physical impairment	Personal care support Scheduled time for therapy input under guidance of professionals Use of specialist equipment under the guidance of professionals

These interventions are part of our contribution to the London Borough of Barking and Dagenham's local offer.

## 9. How will the school evaluate whether the support in place is helping my child?

We will evaluate the effectiveness of provision for your child by:

- Reviewing their progress towards their goals each term
- Reviewing the impact of interventions each term
- Using pupil questionnaires, where appropriate
- Monitoring by the SENCO/ Deputy SENCo
- Observations
- Feedback from professionals involved with the pupil
- Feedback from parents
- Holding an annual review (if they have an Education, Health and Care Plan (EHCP))

## 10. How will the school resources be secured for my child?

It may be that your child's needs mean we need to secure:

- Extra equipment or facilities
- More learning support assistant hours
- Further training for our staff
- External specialist expertise

If that's the case, we will consult with external agencies to get recommendations on what will best help your child access their learning.

We may need to make applications to the Local Authority for high needs top-up funding, in order to provide what is needed to support your child.

## 11. How will the school make sure my child is included in activities?

All of our extra-curricular activities and school visits are available to all our pupils, including our before and after-school clubs.

All pupils are encouraged to go on our school trips, including our residential trips to Trewern and Stubbers.

All pupils are encouraged to take part in sports day, school performances, special workshops and off-site visits.

No pupil is excluded from taking part in these activities because of their SEN or disability and we will make whatever reasonable adjustments are needed to make sure that they can be included.

## 12. How does the school make sure the admissions process is fair for pupils with SEN or a disability?

- No pupil will be refused admission to Beam County Primary School on the basis of his or her special educational need. In line with the SEN and Disability Act, we will not discriminate against disabled children and we will take all reasonable steps to provide effective educational provision.
- Please see our Admissions policy which can be found on our school website, for more information
- Admission requests for pupils with an EHCP will be considered as part of the EHCP consultation process

- › At times, requests for in-year admissions may be subject to consideration under the Fair Access Protocol (FAP)

### **13. How does the school support pupils with disabilities?**

- › Beam County Primary School takes all necessary steps to prevent disabled pupils being treated less favourably than other pupils.
- › We have made changes to our school access, building and hygiene facilities in order to support those with physical disabilities and impairments
- › Please see our Accessibility Plan which can be found on our school website, for more information.

### **14. How will the school support my child's mental health and emotional and social development?**

We provide support for pupils to progress in their emotional and social development in the following ways:

- › All classes use a daily 'well-being check in'
- › All classes have Worry Bags
- › Pupils in Key Stage 2 have access to Toot Toot
- › Pupils with SEN are encouraged to be part of the school's pupil parliament
- › Pupils with SEN are also encouraged to be part of all after school clubs, to promote teamwork/building friendships
- › We run nurture groups for pupils who need extra support with social or emotional development
- › We provide ELSA sessions for pupils who need additional support with social or emotional development, or in cases where pupils have been affected by situations such as bereavement
- › Pupils can be referred to the counsellor or Art Therapist
- › Referrals can be made to Child and Adolescent Mental Health services, where appropriate
- › Pupils can access the Boxing Futures intervention in the Summer Term
- › Behaviour is understood as communication
- › Our behaviour policy is based on relational practice and employs a restorative, rather than punitive approach to behaviour. Please see our behaviour policy which can be found on our school website, for more information
- › We have a 'zero tolerance' approach to bullying. Please see our anti-bullying policy which can be found on our school website, for more information

### **15. What support will be available for my child as they transition between classes or settings?**

#### **Between years**

To help pupils with SEND be prepared for a new school year we:

- › Ask both the current teacher and the next year's teacher to attend a transition meeting when the pupil's SEN is discussed
- › Schedule time with the incoming teacher towards the end of the summer term

- Opportunity for parents to meet the incoming teacher during the summer parents evening and 'Meet the teacher' event

## **Between schools**

When your child is moving on from our school, we will ask you and your child what information you want us to share with the new setting. We may make contact with the SENCo at your child's new school and invite them in to meet the staff who support your child and the SENCo/Deputy SENCo

## **Between phases (moving to Key Stage 3)**

The SENCo/ Deputy SENCo and Year 6 teachers will attend a transition day event hosted by the Local Authority, during the summer term. Pupils will be identified and discussed with the secondary school SENCo.

The SENCo of the secondary school will be invited into our school for a meeting with our SENCo/ Deputy SENCo. They will discuss the needs of all the children who are receiving SEN support or who have an EHCP.

Pupils will be prepared for the transition by:

- Meeting key staff from the new school
- Transition visits to the new school, supported by staff from Beam County Primary as needed
- Learning how to get organised independently
- Use of social stories

## **16. What support is in place for looked-after and previously looked-after children with SEN?**

Mr Anderson is our Designated Safe Guarding Lead (DSL) and has responsibility for looked-after children and previously looked after children.

Mr Anderson will work with our SENCo/ Deputy SENCo, to make sure that all teachers understand how a looked-after or previously looked-after pupil's circumstances and their SEN might interact, and what the implications are for teaching and learning.

Children who are looked-after or previously looked-after will be supported much in the same way as any other child who has SEND. However, looked-after pupils will also have a personal education plan (PEP). We will make sure that the PEP and any SEN support plans or EHC plans are consistent and complement one another.

## **17. What should I do if I have a complaint about my child's SEN support?**

Please see our Complaints Procedure which can be found on our school website, for more information.

Complaints about SEN provision in our school should be made to your child's class teacher or to the SENCo/Deputy SENCo the first instance. They will then be referred to the school's complaints policy.

If you are not satisfied with the school's response, you can escalate the complaint. In some circumstances, this right also applies to the pupil themselves.

To see a full explanation of suitable avenues for complaint, see pages 246 and 247 of the [SEN Code of Practice](#).

If you feel that our school discriminated against your child because of their SEND, you have the right to make a discrimination claim to the first-tier SEND tribunal. To find out how to make such a claim, you should visit: <https://www.gov.uk/complain-about-school/disability-discrimination>

You can make a claim about alleged discrimination regarding:

- Admission
- Exclusion

- › Provision of education and associated services
- › Making reasonable adjustments, including the provision of auxiliary aids and services

Before going to a SEND tribunal, you can go through processes called disagreement resolution or mediation, where you try to resolve your disagreement before it reaches the tribunal.

Please see the Barking and Dagenham Local Offer for further information:

[www.localoffer.lbbd.gov.uk](http://www.localoffer.lbbd.gov.uk)

## 18. What support is available for me and my family?

If you have questions about SEND, or are struggling to cope, please get in touch to let us know. We want to support you, your child and your family.

To see what support is available to you locally, have a look at Barking and Dagenham's Local offer:

[www.localoffer.lbbd.gov.uk](http://www.localoffer.lbbd.gov.uk)

We are aware that some of our families live at addresses that fall within the Havering Local Authority. Information about Havering's Local Offer can be found at:

[www.familyserviceshub.havering.gov.uk](http://www.familyserviceshub.havering.gov.uk)

Our local special educational needs and disabilities information advice and support services (SENDIASS) organisations are:

Carers Centre SA Ltd - 0208 593 4422

[www.carerscentre.org.uk](http://www.carerscentre.org.uk)

Local charities that offer information and support to families of children with SEND are:

Children and Young People Disability Hub – 0208 227 5500

[www.lbbd.gov.uk/children-young-people-and-families/disability-and-special-needs/children-young-people-disability](http://www.lbbd.gov.uk/children-young-people-and-families/disability-and-special-needs/children-young-people-disability)

National charities that offer information and support to families of children with SEND are:

- › [IPSEA](#)
- › [SEND family support](#)
- › [NSPCC](#)
- › [Family Action](#)
- › [Special Needs Jungle](#)

## 19. Glossary

- › **Annual review** – an annual meeting to review the provision in a pupil's EHC plan
- › **Area of need** – the 4 areas of need describe different types of needs a pupil with SEND can have. The 4 areas are communication and interaction; cognition and learning; physical and/or sensory; and social, emotional and mental health needs.
- › **CAMHS** – child and adolescent mental health services
- › **Differentiation/ adaptive teaching** – When teachers adapt how they teach in response to a pupil's needs
- › **EHC needs assessment** – the needs assessment is the first step on the way to securing an EHC plan. The local authority will do an assessment to decide whether a child needs an EHC plan.



- › **EHC plan** – an education, health and care plan is a legally-binding document that sets out a child's needs and the provision that will be put in place to meet their needs.
- › **First-tier tribunal/SEND tribunal** – a court where you can appeal against the local authority's decisions about EHC needs assessments or plans and against discrimination by a school or local authority due to SEND
- › **Graduated approach** – an approach to providing SEN support in which the school provides support in successive cycles of assessing the pupil's needs, planning the provision, implementing the plan, and reviewing the impact of the action on the pupil
- › **Intervention** – a short-term, targeted approach to teaching a pupil with a specific outcome in mind
- › **Local offer** – information provided by the local authority which explains what services and support are on offer for pupils with SEN in the local area
- › **Outcome** – target for improvement for pupils with SEND. These targets don't necessarily have to be related to academic attainment
- › **Reasonable adjustments** – changes that the school must make to remove or reduce any disadvantages caused by a child's disability
- › **SENCO** – the special educational needs co-ordinator
- › **SEN** – special educational needs
- › **SEND** – special educational needs and disabilities
- › **SEND Code of Practice** – the statutory guidance that schools must follow to support children with SEND
- › **SEN information report** – a report that schools must publish on their website, that explains how the school supports pupils with SEN
- › **SEN support** – special educational provision which meets the needs of pupils with SEN
- › **Transition** – when a pupil moves between years, phases, schools or institutions or life stages