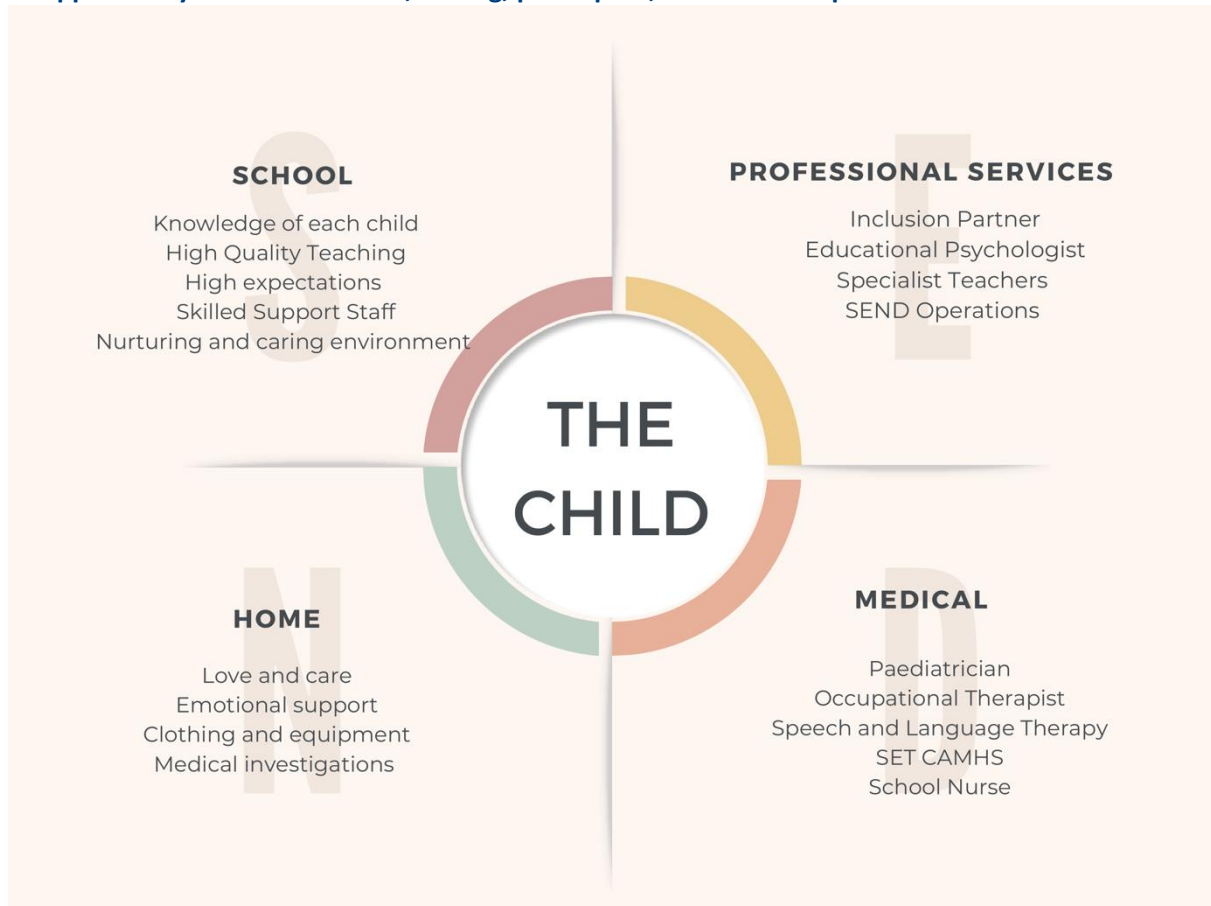




“At Beckers Green Primary School, our vision is to create a community where all children, supported by home and school, belong, participate, excel and are proud of their achievements”



What is Special Educational Needs or Disabilities (SEND) or Additional Needs?

A pupil has SEND/Additional Needs where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that provided by 'high quality teaching' within the classroom to pupils of the same age.

Special educational needs and provision can be considered as falling under four broad areas:

- Communication and interaction
- o Cognition and learning
- o Social, mental and emotional health
- o Sensory and / or physical needs

Who should I contact if I think that my child has SEND/Additional Needs?

The first person that you should speak to is your child's class teacher. They will know your child well and will be able to talk through your concerns with you. They will know your child's strengths and difficulties, how they are progressing in school and whether this is in line with their classmates. You will find that if there are any concerns, your child's class teacher will have usually approached you before you approach them!



You can also contact the school's Deputy Headteacher and SENCo, Mrs Emma Carvalho. She oversees the provision for children with SEND/Additional Needs in school and will liaise with your child's class teacher if you have concerns.

How will children with Special Educational Needs be identified by our school and what sorts of assessments will be completed?

To make sure that each child at Beckers Green Primary School reaches their full potential, teachers are constantly assessing children and planning learning opportunities that meet the needs of all children in the class. The ongoing assessments may include:

Baseline and summative tests

Formative assessments, including marking

Observations

Some screening tools

Progress markers

First of all, we will address any weaknesses through High Quality Teaching. For some children, targeting these areas will see their learning improve. If a child continues to make less than expected progress, we will speak to parents in the first instance. After discussion with parents on the amount of support required in school, the child may be placed on the school SEN register with formalised support. We will then endeavour to meet the child's needs, whether or not they have a formal diagnosis.

At Beckers Green, the progress of children is continuously reviewed – including their position on the school SEN list. Children will no longer stay on the SEN list if sufficient progress is being made, with parents being informed. Likewise, if a child has a diagnosis but their needs are met through High Quality Teaching, they will not automatically be placed on the school SEN list.

What arrangements are there for consulting parents of children with SEND/Additional Needs and involving them in their child's education?

At Beckers Green Primary School, we endeavour to keep our parents informed on each child's progress through strong home-school relationships and formalised processes. For children on the school SEN register, this will be:

Formal methods

- One Plan Meetings in the autumn and summer terms. Additional appointments available in the spring term if required.
- Parents' consultation evenings twice yearly, with the option of an additional appointment or support from Mrs Carvalho if required.
- Annual reviews for children with an EHC plan
- Meeting with advisors from the local authority or educational psychologists if appropriate

Informal methods

- Discussion at the classroom door when needed
- Drop in to Mrs Carvalho/Mrs Dunne at any time
- Communication books – if required
- Telephone calls to share information
- Home visits for Foundation Stage children



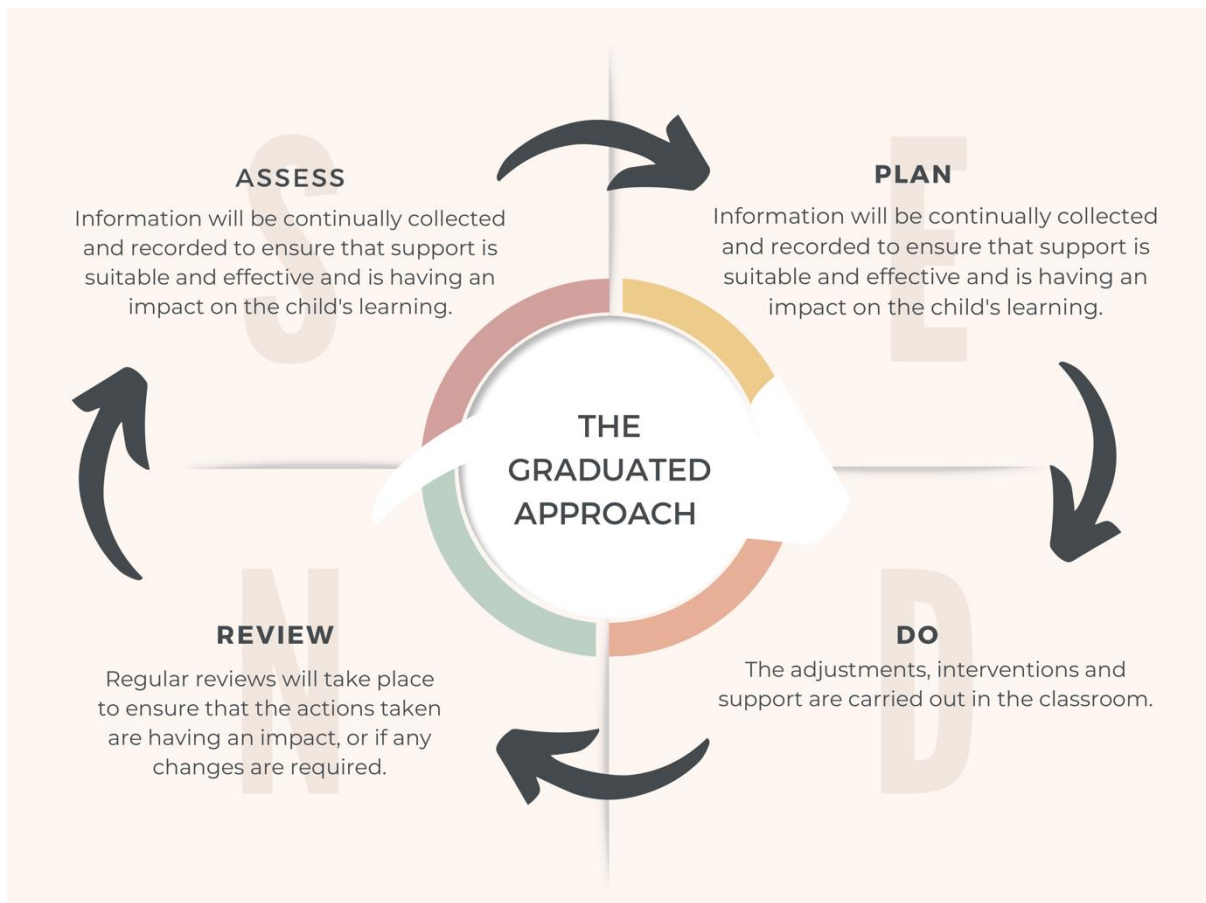
What arrangements are there for consulting young people with Special Educational Needs and involving them in their education?

At Beckers Green, we believe that the child's voice is paramount in deciding how support is working. This information gathering may include:

- 'What's working for me now?' document which informs the One Plan
- Conversations with teacher/learning support assistant/SENCo/Pastoral Support Manager
- Observations of the child in the learning environment
- Reviews – including parents' evenings, One Plan meetings and annual reviews
- Interactions between the child and specialist teachers, educational psychologists etc.
- Relationship Circles work and rating scales of activities with our Pastoral Support Manager

What arrangements are there for assessing and reviewing children and young people's progress towards outcomes?

As outlined in the SEND Code of Practice, at Beckers Green we follow the 'Graduated Approach' to setting and reviewing the child's targets and support in place. This is often known as 'assess, plan, do, review cycle' which is shown here:



What is the approach to teaching children and young people with SEND/Additional Needs?



Teachers are responsible and accountable for the progress and development of the pupils in their *class*, including where pupils access support from teaching assistants or specialist staff' [Code of Practice; June 2014: 6.36]

Teachers should attempt to meet the needs of all children through High Quality Teaching in the classroom. This includes providing children with the resources and equipment needed to support them in accessing the learning tasks that have been planned to move each child on in their learning. This may also include targeted interventions to meet individual needs or work towards specific targets either in small groups or on a 1:1 basis. Interventions will be evidenced based and most are recommended on the Essex Provision Guidance. Teachers may seek support from the SENCo and Pastoral Support Manager to provide the necessary support within class.

All additional interventions/provisions are listed and regularly assessed for impact.

A Graduated Approach is used within school – this involves assessing a child's needs, creating a plan to meet those needs, carrying out the plan and then reviewing the impact. This cycle then begins again.

Advice is often requested from outside agencies, such as an Educational Psychologist, Speech and Language Therapist, Specialist Teachers and medical professionals. This is to gain a detailed insight into the child's needs and to assess the support in place.

If necessary to meet a child's needs, a child may receive 1:1 support from a Learning Support Assistant. However, at Beckers Green, children will still be encouraged to become independent learners and staff receive training to ensure the child does not become dependent on this support. An Education and Health Care Needs Assessment can be requested by parents or the school if it is felt a child requires an even higher level of support to make progress, especially if the child is seen to have lifelong learning needs. The school will need to collate evidence of current levels of support and interventions and the impact this has had on a child's progress. The school will also include evidence from other professionals involved in supporting the child and family.

We adopt a therapeutic approach to behaviour at Beckers Green. Further information can be found on the school website.

The following adaptations can be made to the physical learning environment:

- Toilet adapted for disabled users
- Double doors in some parts of the building
- High marking – making the edge of steps more visible
- Use of assistive technology where appropriate

What support is available for ensuring the emotional and social development of children with SEND?

At Beckers Green Primary School, we employ a full time Pastoral Support Manager – Mrs Wendy Dunne. She works with children who have a variety of social, emotional or mental health (SEMH) needs. Mrs Dunne provides children with space and time to talk and also strategies to use to help with self-regulation. Mrs Dunne also works with children and staff when a consistent plan is required for high levels of behaviour support.



We have adopted Zones of Regulation, which is visible throughout the school. Further information is available on the school website. At Beckers Green, all staff are completing Trauma Perceptive Practice (TPP) and we adopt a therapeutic approach to behaviour.

What expertise and training do staff supporting children and young people with Special Educational Needs have, including how specialist expertise is secured?

Our school Learning Support Assistants (LSAs) receive training on areas of SEND and interventions, carried out by the SENCo and Pastoral Support Manager in regular meetings. LSAs can also access external training when required.

Our teaching staff receive SEND training in staff meetings, carried out by the SENCo or external professionals when appropriate. Past training includes updates to the SEN Code of Practice, ASD and ADHD awareness. The school has also gained the Attachment Awareness award and all staff are currently being trained in TPP (Trauma Perceptive Practice). Our SENCo and Headteacher have both gained the NASENCo Award.

In addition, teachers, LSAs, SENCo and our Pastoral Support Manager often access advice from the following services:

School Inclusion Partner
Educational Psychologist
Engagement Facilitator
Speech and Language Therapist
Occupational Therapist
Physiotherapist
Advice from SET CAMHS (Southend and Essex Children and Adolescent Mental Health Services)
Home/School Liaison worker
School Nurse
Community Paediatrician
Support from the Diabetes Team

What arrangements are there for supporting children and young people in moving between phases of education?

As a child progresses from class to class, they will continue to receive the SEND support that they need. Teachers ensure that records are passed on and hold transition meetings. All children have the opportunity to work with their new teachers in their new classrooms during transition week. Parents will also have the opportunity to informally meet teachers at this point if they wish. Phase transition plans will include:

Pre-school to Foundation

- Pre-school cluster meetings attended
- Home visits carried out by Foundation Stage teachers
- Liaison with pre-school SENCo and key workers if appropriate
- Visits to nursery/pre-school to see children in secure surroundings
- Parents invited to welcome meetings and information given in booklet
- Tours of the school arranged
- Transition visits



Foundation to Key Stage 1/Key Stage 1 to Key Stage 2

- Welcome meetings to inform parents of expectations of new year group and to meet staff
- Last week of school children spend in their new class – transition week
- Key Stage 1 teachers observe Foundation children in Foundation Stage
- Foundation teacher discusses child's needs and achievements with new teacher

Key Stage 2 – Key Stage 3

- Transition programme in place with local high schools
- Extra visits to secondary school if required
- Parents encouraged to visit a range of secondary schools to decide on correct secondary provision for their child's needs
- Year 7 children to visit to share their experiences of high school
- Liaison between primary SENCo and teachers with secondary SENCo and teachers
- Necessary paperwork – including details of interventions and outcomes to be shared as soon as possible with new school

If children have arrived at school from out of county, statement or EHC plan to be rewritten into Essex format.

How does Beckers Green evaluate how effective the support is for children with SEND/Additional Needs?

As part of the graduated approach, the support that children receive is regularly reviewed by the teacher and SENCo to ensure that it is appropriate and matched to secure progress.

How does the school involve other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's Special Educational Needs and supporting their families?

Local authorities are required to set out and publish a 'local offer'. This explains how they will work with parents, local schools and colleges, as well as other services, such as speech and language and the educational psychology service. This will encourage a more joined-up process when delivering services for children with Special Educational Needs & Disabilities (SEND). It will also make the system easier to navigate for families by giving parents more information about the services and expertise available locally and by increasing their choice. You can find the 'local offer' for Essex online www.essexlocaloffer.org.uk.

We ensure that information is shared in line with Data Protection and Information Sharing regulations to support families in accessing necessary support, including Social Care attending subsequent meetings and supporting the family where involved.

After discussion with parents, we may make referrals as needed to:

- General Practitioner (through parents)
- Paediatrician (through GP)
- SET CAMHS
- Kids Inspire
- The Wilderness Project
- The Affinity Project



- Speech And Language Therapist [SaLT]
- Family solutions/Social Care
- Educational Psychologist [EP]
- Specialist Teacher Team [STT]
- Family Support to include signposting to:
- Home/School Liaison worker
- Families in Focus
- Family Solutions
- APEX parent support group
- ARK
- ADHD Action
- Parent Partnership
- ISEssex – Independent Supporters in Essex
- Various other local support groups

What happens if a parent is not happy with the support their child is receiving?

At Beckers Green Primary School, we aim to work in partnership with parents to ensure a joined-up approach to meeting each child's needs. Any complaints regarding the SEND provision should initially be discussed with the child's class teacher or raised with the SENCo, then the Headteacher. If a satisfactory outcome cannot be agreed, parents should follow the steps outlined in the school's complaints policy, available online.