

# Beaufort Primary School

## **SEN&D School Information Report**

**March 2018/19**



Derby City Council



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## SEN&D School Information Report

Together we succeed

Beaufort Primary is an inclusive school where diversity is celebrated.

### Our School is:

- The school is of above average size (314 pupils) and the number on roll does not fluctuate greatly. Most pupils typically around 89% are from White British family backgrounds.
- The proportion of the pupils with special educational needs is high compared to the national average and usually accounts for a fifth and a quarter of the pupil population. The vast majority of pupils with special educational needs have moderate learning difficulties – a smaller percentage have speech and language difficulties and emotional and behavioural difficulties.

### What is SEN&D and SEN&D support?

SEN&D stands for special needs and, or a disability.

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to pupils of the same age.’

Many children will have special educational needs of some kind during their education. Schools and other organisations can help most children overcome the barriers their difficulties present quickly and easily. A few children will need extra help for some or all of their time in school.

### Who are the best people to talk to at our school about my child’s difficulties with learning / SEN&D?

**SENCo : Phil Harris.**

**SEN&D governor: Matt Ross**

**Other key staff: Jo Bridges( Pastoral)**

### They are responsible for:

- Developing and reviewing the school’s SEN&D Information report/ policy.
- Coordinating all the support for students with special educational needs or disabilities.
- Updating the school’s SEN&D register (a system for ensuring that all the SEN&D needs of students in the school are known) and making sure those records of your child’s progress and needs are kept up to date and are confidential.
- Providing specialist support for teachers and support staff in the school, so that they can help students with SEN&D in the school to achieve the best possible progress.

### They are also responsible for ensuring that you are:

- Involved in supporting your child’s learning.
- Kept informed about the support your child is receiving.
- Involved in reviewing how your child is doing and liaising with all other agencies which may be involved with your child e.g. Educational Psychology, Behaviour Support Service, Social Care and Health Service.

## Provision in our school

When identifying the nature of a pupil's special educational needs, the four areas of need are taken into account are:

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

*The school recognises that the pupil may need support in more than one of these areas.*

## How are pupils with SEN&D identified at our school?

Referring to the 'SEN&D code of practice: 0-25' 2014, a pupil has SEN 'where their learning difficulty or disability calls for special educational provision, that is provision different from or additional to that normally available to pupils of the same age'.

Class teachers make regular assessments of progress for all pupils. From this, the school is able to identify pupils making less than expected progress given their age and individual circumstances. Other factors including attendance, punctuality and health are considered. Consideration is also given to the particular circumstances of pupils, for example those who are in Care and/ or eligible for the Pupil Premium.

When deciding whether to make special educational provision, a meeting will be arranged between the SENCo and the class teacher, to consider all the information gathered from within the school.

Parents/carers will be notified by a telephone call/letter of the meeting, when the following will be discussed:

- The pupil's areas of strengths and difficulties.
- Any parent/carer concerns.
- Plan any additional support your child may receive.
- Discuss with you, any referrals to outside professionals, to support your child's learning.

Where a pupil is identified as having SEN&D, the school will seek to remove barriers to learning and put SEN&D provision in place. THE SEN&D support will take the form of a four part cycle:

**Assess** - An analysis of pupil's needs will be carried out by the subject teacher and SENCo. Outside agencies may also be involved.

**Plan** – If the school decides to provide the pupil with SEN support parents/carers will be notified. All staff involved with the pupil will be informed.

**Do** – Interventions/support will be delivered.

**Review** – The effectiveness of the intervention/support will be reviewed regularly.

We aim to work with the pupils and parents through this process.

## What are the different types of support available at our school?

Teachers have the highest possible expectations for your child and all pupils in their class.

The quality of teaching and learning is reviewed regularly to ensure the highest possible standards are achieved. The school has a training plan for all staff to improve the teaching and learning of pupils, including those with SEN&D.

This includes whole school training on SEN&D issues.

- Teachers adapt planning to support the needs of pupils with SEN&D.
- Teachers use a variety of teaching styles and cater for different learning styles to allow pupils with SEN&D to access the curriculum.

- Teachers and other adults in the classroom work together to give targeted support according to your child's needs.
- Your child is fully involved in learning in class.
- Strategies which may be suggested by the SENCo or other professionals working with your child are in place to support your child to learn.

## **Specific group work intervention**

- On entry to Nursery all pupils are given a baseline assessment. From this, pupils are monitored and where appropriate intervention programmes are put in place. The school liaises closely with the Early Years Intervention team to access individual support. All pupils are screened by an allocated worker using the Speech link programme. Findings from these assessments inform intervention programmes and referrals to speech and language therapists are made where appropriate. The school employs a member of staff for 1.5 days a week to implement speech and language programmes and liaise with speech therapists. Half termly assessments and observations identify pupils who may have gaps in their understanding. These pupils receive daily targeted intervention led by teaching assistants.
- In FS2, SEN&D pupils receive daily targeted intervention led by teaching assistants. The focus areas for intervention include areas such as; developing knowledge of phonics, fine motor skills, letter and number formation, number recognition and guided reading.
- In KS1, SEN&D pupils receive extra daily phonics programmes. These groups are led by teaching assistants and are designed to provide pupils with the skills to both sound and decode words thus developing their fluency in reading and accuracy within spelling. Children also learn the common exception words along with applying grammatical features within sentence structure. Pupils are also withdrawn to receive Individual speech and language programmes.
- In KS2, SEN&D pupils receive daily Literacy support. SEN&D pupils also access daily intervention through the Nessy programme which is a computer programme that develops Literacy skills such as reading, writing and spelling. Pupils also learn strategies to develop writing skills focusing on developing vocabulary and grammar skills.
- The school employs a fulltime pastoral worker. Part of her work is to provide daily intervention programmes for pupils identified as having social and emotional difficulties. The programmes are designed to target the behaviour type and provide pupils with the skills to identify and manage their behaviour.
- The school manages behaviour through a very positive approach based on an embedded system of rewards that is followed by all staff and pupils. Incidents of poor behaviour along with all incidents of bullying are recorded systematically -please refer to the behaviour policy and anti- bullying policy on the school's website.

## **Outside agencies**

You may be asked to give permission for your child to be referred to a specialist professional, e.g. Educational Psychologist. This will help the school and you to understand your child's needs better and so support them more effectively.

## **How we measure progress?**

Pupil progress is continually monitored by teachers, teaching assistants and members of the senior leadership team as well as the SENCo using the school's tracking system. Progress is reviewed at regular intervals and formally once each term as part of pupil progress meetings led by the Head/Deputy Head teacher. The SENCo also monitors the effectiveness of provision or intervention programmes throughout school. Personal plans are reviewed and progress disseminated to parents termly.

## **Evaluating Effectiveness**

The SENCo and school leadership team will use the four part cycle (Assess, Plan, Do, Review) through which earlier decisions and actions are revisited, refined and revised with a growing understanding of the pupil's needs.

## **How can I let the school know I am concerned about my child's progress in school?**

If you have concerns about your child's progress you should, in the first instance, speak to your child's teacher, the SENCo or the Head teacher.

## **What support is there for my child's overall wellbeing?**

- The school employs a fulltime pastoral worker. Part of her role is to work with vulnerable pupils and ensure those pupils are ready for learning. She liaises closely with parents/carers and relevant professionals. She also addresses issues related to lateness and attendance. Early Help Assessments are used to identify any additional support required.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in the class and so this is the first point of contact for parents. If further support is required, the class teacher liaises with the SENCo for further advice and support. This may lead to the school working alongside external agencies such as Social Services and/or the Behavioural Support Team.
- Safeguarding procedures are secure, in line with Local Authority arrangements and monitored termly by governors. Regular updates are provided for staff with annual staff training including an E-Learning module on safeguarding. The Headteacher and Chair of Governors have undertaken additional Child Protection training and Safer Recruitment training. Early identification and strong links with external agencies mean that children's needs are well met through effectively planned support.
- SEN&D pupils enjoy positive relationships with staff and are able to share concerns and worries. Structures in school ensure vulnerable pupils are supported. This includes programmes delivered by staff trained to support pupils with emotional/behavioural needs either through group activities, one to one support with identified key staff or have access to breakfast /homework clubs.
- Where there are questions over mental health difficulties, we will undertake a Strengths and Difficulties Questionnaire to help give an overview to help make a judgement about whether a pupil is likely to be suffering from a mental health problem. The school have accessed referrals to a locality mental health practitioner.
- The school accesses support through behaviour specialists- referrals are made and professional support is allocated to appropriate pupils and staff.
- Other systems to support well- being include an extensive lunchtime activity programme. Group activities are used to encourage positive and co-operative play. Other systems include a buddy system, peer reading along with general responsibilities around school. As part of the behaviour policy (refer to the website) the school has an extensive reward system that promotes achievement and progress.

## **How is SEN&D support allocated to CYP at our School?**

The Code of Practice 2014 states that:

‘A student has SEN where their learning difficulty or disability calls for special educational provision, that is different from or additional to that normally available to children of the same age.’ :

- Pupils who are underachieving and failing to meet targets have interventions.
- Pupils are moved on to SEN&D support when, despite accessing catch up interventions, they are still not making expected progress and are not meeting their targets.
- For a minority of pupils who are not making progress in more than one subject we would investigate using the graduated approach for an extended period.
- Pupils with more complex needs who may also require support from outside agencies would be classified as SEN&D support -previously known as School Action Plus.

### **Specified individual support**

This type of support is available for children whose learning needs are more severe and complex. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. The school, or parents/carers, may apply for this type of support for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. The progress of children with an EHCP will be formally reviewed at an Annual Review with all parents/carers and professionals involved with the child.

## **Who else could support your child with SEN&D?**

### **Directly funded by the school:**

- Teaching Assistants funded from SEN&D budget who support in class and deliver programmes designed to meet individual and group needs.
- Pastoral Support Worker.
- Educational Psychology Service / STePS.

### **Paid for centrally by LA/Health Service:**

- Speech and Language Therapy.
- Education Welfare officer.
- Behaviour Support Service (LA)
- Multi-agency team.
- Support Services for the Hearing, Physically & Visually impaired.
- Child and Adolescent Mental Health Service (CAMHS)
- Social Care.
- School Nurse.

For more information go to [www.derby.gov.uk/sendlocaloffer](http://www.derby.gov.uk/sendlocaloffer)

## **What support do we have for you as a parent/carer of a child with SEN&D?**

This section is also appropriate for children and young people who are looked after by the Local Authority. Subject teachers, SENCo, Behaviour/Pastoral Support Worker are available to discuss issues, as appropriate to their roles in school.

- Your child's target will be reviewed 3 times a year, we will work with you to plan and review these.
- We will meet with you 3 times a year to discuss how you think things are going -this must be at least once a year.
- We will hold meetings with outside professionals where and when appropriate.

## **How does the school support pupils with medical conditions?**

The school follows 'Supporting pupils at school with medical conditions Statutory guidance for governing bodies of maintained schools and proprietors of academies in England' April 2014.

The school has a policy regarding the administration and management of medicines on the school site. Some pupils will have a care plan in place. Staff have updates on conditions and medication affecting individual students and training, where appropriate, so that they are able to manage medical situations.

## **How is our school accessible to pupils with SEN&D?**

Please refer to the school's accessibility plan.

## **How will my child be supported through transitions?**

The school recognises that transitions can be difficult for children with SEN&D and their families and so take steps to ensure any transition is as smooth as possible.

### **Starting school**

- Visits to school.
- Parent sessions.
- Share records.

### **Transition from Key Stage 2 to Key Stage 3:**

- Head of Year and SENCo will visit your child's primary school.
- Transition meeting with staff from both schools.
- Record sharing.
- Enhanced transition, which includes visits and activities with designated members of staff.
- Extra support for tests, assessments and examinations will be considered as and when necessary.

## **What training have the staff had about SEN&D?**

There is an on-going professional development programme throughout the school year which addresses areas of SEN&D within the school. Specific training for individual staff is undertaken when required.

- Differentiation.
- Access Arrangements.
- ADHD- supporting pupils with social and emotional difficulties.
- Supporting pupils with ASD.
- Using specialist equipment.
- Speech and language training.
- Target setting for individual education plans.
- Specific SENCo training.

**What if I want to complain?** Our school has a complaints policy which can be found on our website. If you wish to complain we always suggest you come and speak to us first to try to resolve any issues.

#### **Linked documents include:**

- SEN&D policy.
- Behaviour Policy
- Anti-Bullying Policy.
- Supporting pupils at school with medical conditions statutory guidance for governing bodies of maintained schools and proprietors of academies in England April 2014.
- Accessibility Policy.
- Safeguarding Policy.
- Complaints policy.