

Information Report

Hello. My name is Victoria Kindon and I am the Special Educational Needs and Disabilities Co-ordinator (SENDCO) at Beaver Primary School.



At Beaver Primary School we are committed to ensuring that all of our children achieve their full potential. We work hard to remove any barriers that may be affecting learning and aim to provide all children with the support they need to make progress and succeed. However, we understand that children learn at different rates and that some children require more personalised help. We embrace the fact that every child is different and therefore the educational needs of every child are different and we work collaboratively to ensure each child gets a quality learning experience that meets their needs.

What does SEND mean?

SEND stands for Special Educational Need/Disability. It is a term used in schools to describe a child who needs extra help with their learning and/or support to access the curriculum.

There are 4 main areas of SEND:

1. Communication and interaction

These children have a difficulty in communicating with others. This may be because they have difficulty saying what they want to, understanding what is being said to them or they do not understand or use social rules of communication. For example, children with Autistic Spectrum Disorders (ASD), including Asperger syndrome, are likely to have particular difficulties with social interaction. They may also experience difficulties with language, communication and imagination, which can impact on how they relate to others.

2. Cognition and learning

Children with learning difficulties learn at a slower pace than their peers, even with appropriate differentiation. Learning difficulties cover a wide range of needs from moderate learning difficulties (MLD) to children with profound and multiple learning difficulties (PMLD). Specific learning difficulties (SpLD), affect one or more specific aspects of learning, such as dyslexia, dyscalculia and dyspraxia.

3. Social, emotional and mental health difficulties

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated, as well as

displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety or depression, self-harming, eating disorders or physical symptoms that are medically unexplained. Other children may have disorders such as attention deficit disorder (ADD), attention deficit hyperactive disorder (ADHD) or attachment disorder.

4. Sensory and/or physical

Some children require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. Many children with vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and /or equipment to access their learning.

At Beever Primary School we work with pupils and parents/carers to ensure fully inclusive access to our learning by meeting the needs of children with SEND in our school, wherever possible.

How does the school identify children who may have a SEND?

- Some children have already been identified before they start with us. This is usually done by a Health Visitor, doctor or pre-school setting. If this happens, we work with the people who already know the child, before they start school, and use this information to plan what they might need in our school setting.
- We rely heavily on parents. YOU know your child best. If you have any concerns regarding their progress or general development, we want to know. We will then look into it and share with you what we find.
- All staff in school observe and assess children regularly. If we notice that your child is not making the same progress as other children, we will give them some extra support (sometimes called 'intervention'). If this does not help as much as we would like, we will ask you to come into school to discuss next steps.

What happens if school has a concern about your child's progress?

We will ask you to come into school so that we can talk about our concerns and find out more information from you. Often, you as parents can 'shed more light' onto the difficulties your child is having, which then helps us to identify a way forward. At this stage, your child will be categorised as requiring '*SEND support*', but please do not worry about this – it is not a label that will stick with your child for the rest of their lives. In many cases, it is a temporary issue that resolves itself once the right support has been given.

What happens once a child has been identified as needing SEN Support?

Together with parents we identify the main areas of difficulty and consider what might be causing these. We will also set out everything we, as a school, will do to help your child to achieve their targets, along with ideas/strategies that you can do at home.

If children require SEN support, what will school provide for them?

Support can be provided in lots of different ways. Some of these include:

- Small group sessions in Reading, Writing and Maths.
- Activities to develop social interaction with others.
- Targeted interventions – following advice from other agencies (e.g. Speech & Language therapists, Educational Psychologists, Occupational therapists, etc.)
- Pre/post-tutoring – talking through new topic before and after they are taught, to consolidate understanding.
- Access to assistive technology, i.e. a laptop with special software (especially if a child struggles with handwriting and/or spelling.)
- Extra help in lessons, from the teacher or a teaching assistant.
- Using a range of resources, e.g. Numicon (to develop understanding of number).
- Providing a place for children to ‘calm down’ if they need it.
- Opportunities for sensory/movement breaks if they need it.
- Giving children someone to talk to about their feelings (i.e. the pastoral lead or another adult they feel comfortable with.)

How will the curriculum be matched to a child’s need?

All staff in school are trained to identify aspects that children find challenging. We then adapt our approach so that children are able to access learning at their level. This may be via an adapted task/activity; modified resources or a higher degree of adult support.

How will school know if the extra support is working?

We monitor children even more closely and regularly assess how well they are doing. We also meet with parents at least termly to review how things are going. You will be invited to a Pupil Centred Review meeting (PCR), with the class teacher and SENDCO every term. Together we will discuss your child’s targets and how they have progressed towards them, and work in partnership to set new targets.

What happens if the support that school provides does not appear to be working?

If this is the case, we may call upon the advice of other agencies, with your consent. We use a wide range of services to support our children and families such as:

- QEST (Quality and Effectiveness Support from the Local Authority)
- Educational Psychology
- Speech and language therapy (SALT)
- Early Help
- Visual impairment team
- Hearing impairment team
- Occupational therapy
- Healthy Young Minds (Formerly Child and Adolescent Mental Health Service - CAMHS)
- School nurse
- Primary Outreach service (behaviour management)
- Paediatrician

What happens if my child has high level needs that require more specialised support and/or funding?

At this point we will need to consider applying for an EHC Assessment. This is a process where we have to submit evidence to an external panel, to determine whether an EHC plan is a suitable way forward (see below for an explanation of an EHC plan).

Following the application, the Local Authority Service conduct a statutory assessment or Education, Health and Care assessment of your child's individual needs, with the information submitted to them from the professionals currently supporting your child. The 'Panel of Professionals' will assess your child's needs are complex enough to indicate a statutory assessment. If the panel deem that your child does not meet the criteria, then school will continue to provide the level of support to aid your child. If successful and statutory assessment takes place, then reports will be written from all the professionals involved including parents and a decision is made as to whether your child's needs are severe, complex and lifelong. Following this an Education Health Care plan will be written outlining the long and short-term goals for your child, the amount of funding the school will receive from the LA, also strategies that must be put in place in the educational setting. The EHCP is a legal document and all agencies are held accountable to meeting the needs of your child. Your child's EHC Plan will be reviewed annually with the family and all professionals involved to discuss the progress made, set new targets and review the support in place. The EHCP will stay with your child for as long as they need it or until they turn 25.

What is an Education & Health Care plan?

This is also known as an EHC plan. It is a co-ordinated way that different agencies can come together to support the child. It is a legal document that describes a child or young person's educational, health and social care needs and sets out the additional support needed to meet those needs. It lasts until they are 25 years old or until their needs can be met with universal support.

What training do school staff have in supporting children with SEND?

Training is based upon the needs of individual children. As a school, we make sure that any member of staff who is supporting a child with SEND has access to relevant training and support, so that they are better able to cater for the child's personalised needs.

Will my child be left out of any activity because of his/her SEND?

Beever Primary is fully inclusive, which means that we take steps to make sure that ALL children are included in every aspect, regardless of a particular difficulty. We select activities and trip destinations that all children can access and make adjustments, if necessary, to enable full participation. In May 2022, Beever Primary gained the EDIQM (Equality, Diversity and Inclusion Quality Mark) demonstrating our commitment to inclusivity for all.

What support will there be for my child's overall wellbeing?

Unless children are happy at school, learning is not as effective as it should be. Our school is passionate about supporting all children who are struggling with emotional difficulties. In addition to the high-quality class teaching, we also use individualised programmes, usually on a one to one basis, often supported by outside agencies. If parents feel that their child's overall wellbeing is being impacted as they are struggling with issues at home, then they can come into school to discuss matters with the SENDCo or Pastoral Lead. An Early Help referral may be suggested; this is a referral to the local authority to access different support at home. The assessment can be done in school or a self-referral can be made. Miss Greaves

is the schools Mental Health and Wellbeing Lead and she works closely with the SENDCo to ensure the wellbeing of every child is a priority. Key Staff are also trained in Mental Health First aid to ensure the team are fully equipped with supporting all children.

What if my child has a medical need?

The school will work together with your child, the family, local authorities, health professionals and other support services to ensure that your child receives a full education. In some cases, this will require flexibility and involve, for example, programmes of study that rely on part-time attendance at school in combination with alternative provision arranged by the local authority. Consideration will be given to how your child will be reintegrated back into school after periods of absence. No child with a medical condition will be denied admission or prevented from taking up a place in school because arrangements for their medical condition have not been made. However, in line with our safeguarding duties, we will ensure that pupils' health is not put at unnecessary risk from, for example, infectious diseases. We retain the right not to accept a child at school at times where it would be detrimental to the health of that child or to others.

Procedures

The following procedures are to be followed when notification is received that a pupil has a medical condition. A parent or a health care professional informs the school that:

- a child has been newly diagnosed, or;
- is due to attend a new school, or;
- is due to return to school after a long-term absence or
- has medical needs that have changed.

The Headteacher and/or SENDCo coordinates a meeting to discuss the child's medical support needs, and identifies the member of school staff who will provide support to the pupil.

Individual Healthcare Plans

A meeting will be held to discuss and agree on the need for an Individual Healthcare Plan (IHCP). The meeting will include key school staff, child, parent, relevant healthcare professional and other medical/healthcare clinician as appropriate (or to consider written evidence provided by them). An IHCP will be developed in partnership, and the meeting will determine who will take the lead on writing it. Input from a healthcare professional must be provided. School staff training needs will be identified. Healthcare professional commissions or delivers appropriate training and staff are signed off as competent. A review date for the training will be agreed. The IHCP will then be implemented and circulated to all relevant staff. The IHCP will be reviewed annually or when the medical condition changes. The parent or healthcare professional will initiate the review.

The IHCP will then be made into a 1 page 'Medical Action Plan' (MAP) which will contain all of the key information including emergency contact numbers and will be displayed in the school office and classroom so all staff are aware of key information to support and protect your child. This will be agreed and signed by parents and a copy will be sent home.

For children starting at a new school, arrangements should be in place in time for the start of the relevant school term. In other cases, such as a new diagnosis or children moving to a new school midterm, every effort will be made to ensure that arrangements are put in place within two weeks.

Not all pupils with medical needs will require an IHCP/Medical Action Plan. The school together with the healthcare professional and parent will agree, based on evidence, whether a healthcare plan would be inappropriate or disproportionate. If consensus cannot be reached the Headteacher will take the final view.

Emergency Procedures

Each Medical Action Plan will clearly define what constitutes an emergency and explain what to do, including ensuring that all relevant staff are aware of emergency symptoms and procedures. If a child is taken to hospital, a member of school staff will stay with the child until the parent arrives. Some children may have a Personal Emergency Evacuation Plan (PEEPs) in addition to their IHCP.

Where else can I find more information?

CoP (2015)
Equality Act (2010)

Where else can I find support?

Local Offer

POINT

Early Help