



**Beenham Primary School**

**2023/24**

**SEN Information Report**



Under the Children and Families Act (CFA) 2014 Section 69 schools must publish a SEND information report. The purpose of which is to provide information to our current and prospective parents, the Local Authority and Government agencies. This report will be updated at least annually. The required information is set out in the SEN Code of Practice 0 -25 Years.

### **What is a Special Educational need or Disability?**

At Beenham Primary School we welcome all pupils and families, whatever their individual needs. Some of our pupils have a Special Educational Need and/or disability. These may be long, or short-term needs.

A child has a Special Educational Need if they have a learning difficulty or disability which calls for special educational provision to be made for them. They may have:

- A significantly greater difficulty in learning than the majority of other children of the same age. This could be for a number of reasons.
- A disability which prevents or hinders them from making use of educational facilities generally provided for other children of the same age in a mainstream school.

### **1. What kinds of SEN(D) are provided for in your school?**

Beenham Primary school is an inclusive school, who welcome children with a wide range of special educational needs. We are experienced in meeting the needs of children with SEN(D) across all four broad areas of need:

- **Communication and Interaction (C&I)** – including Autism Spectrum Condition (ASC) and Speech, Language and Communication needs (SLCN)
- **Cognition and Learning (C&L)** – including Specific Learning Difficulties (SpLD)
- **Social, Emotional and Mental Health Difficulties (SEMH)** – including attention deficit hyperactivity disorder (ADHD) and difficulties with stress, anxiety, and depression.
- **Sensory or Physical Impairment (S/PI)** – including difficulties with vision, hearing, and mobility.

### **2. What policies do you have for identifying children and young people with SEN(D)? How do you assess their needs? What is the SENCo's name and how can I contact them?**

**2A.** If you have a concern about your child, it should initially be raised with your child's class teacher. The teacher will look closely at your concerns and will monitor the progress of your child. The class teacher may complete a GAP (Graduated Approach Plan), which they will share

with the SENCo and monitor for one term. Your child's progress will be discussed at regular pupil progress meeting with the headteacher and SENCo.

Once your child has been identified as having SEN(D), a Support and Achievement Plan (SAP) will be written outlining your child's area(s) of strength and difficulties, as well as the tailored support your child will be offered, to ensure they make progress. Your child will also be added to the SEN register.

Where difficulties continue to persist, it may be appropriate to ask the local authority to carry out an Educational, Health and Care (EHC) assessment. This is usually when a child has significant and longer-term needs that need a higher level of support than a mainstream school can provide.

Children will be assessed in their area of need. Assessments will usually be undertaken by school staff, but they may be undertaken by external agencies, such as the Cognition and Learning Team (CALT). In most cases, class teachers, supported by the SENCo, will decide on the educational interventions that best support a child's identified needs based on the results of the assessment.

**2B.** The SENCo's name is Miss Holly Reid. You can contact the SENCo either through the office on 01189 713397, [boffice@beenham.w-berks.sch.uk](mailto:boffice@beenham.w-berks.sch.uk) or directly at [senco@beenham.w-berks.sch.uk](mailto:senco@beenham.w-berks.sch.uk). The Governor responsible for SEND is Mrs Vicky Thirkell.

### **3. What arrangements do you have for consulting with parents of children with SEN and involving them in their child's education?**

Parents of SEN(D) children are invited to three meetings a year to discuss your child's progress and their Support and Achievement Plan (SAP), in addition to our regular parents' evenings. Parents may also be invited to meet with specialists. Specialist reports are shared with parents, as are records of visits. Parents are always welcome to make an appointment to see their child's class teacher. The easiest way to do this is to either speak directly to the teacher, contact them via ClassDojo or through the school office.

### **4. What arrangements do you have in place in your school to consult with young people with SEN and how do you involve them in their education?**

Part of the daily teaching and learning process involves the children assessing their learning. All children contribute to their annual school report. Children with EHCPs contribute to their annual reviews and Children with SAPs contribute to their SAP reviews termly.

### **5. What arrangements are in place for assessing and reviewing children and young people's progress towards outcomes? Please can you explain what opportunities are available to enable you to work with parents and young people as part of this assessment and review?**

**5A.** Children we have identified with SEN(D) will have a Support and Achievement Plan (SAP) or Graduated Approach Plan (GAP). SAPs are written and reviewed three times a year, in the autumn term, spring term and summer term. SAPs, alongside GAPs, follow a 'Graduated approach' using

a Assess, Plan, Do, Review to ensure that children are making progress.

**5B.** Parents are invited by the class teacher to attend termly review meetings of SAPs. During these meetings, the class teacher will seek the opinion of the parent and include their thoughts on the SAP proforma.

Some children may have an Education, Health, and Care Plan (EHCP). EHCP reviews are held yearly and will involve all professionals supporting the child, as well as the parents and the child themselves, where this is appropriate.

## **6. What are the arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood?**

We recognise that transitions can be difficult for a child with SEN(D) and therefore we take steps to ensure that any transition is as smooth as possible.

**6A.** If your child is due to start at Beenham Primary School and you feel they have SEN(D), you may wish to arrange an appointment with your child's class teacher and the SENCo to discuss their needs, prior to your child starting with us. Please contact the school office on [boffice@beenham.w-berks.sch.uk](mailto:boffice@beenham.w-berks.sch.uk), 01189 713397 or the SENCo at [senco@beenham.w-berks.sch.uk](mailto:senco@beenham.w-berks.sch.uk) to make an appointment.

**6B.** If your child is moving classes within the school, information will be passed on to the new teacher in advance. All pupils have the opportunity of visiting their new classroom, teacher, and any teaching assistants on transition days. As Beenham Primary School is a very small school, it is likely the new teacher already knows your child well.

**6C.** If your child is moving to another school, we will contact the new school SENCo to ensure they know about any special arrangements or support that needs to be made for your child. We will make sure that all records about your child are passed on as soon as possible.

## **• What is the school's approach to teaching children and young people with SEN?**

Children with SEN will be supported through quality first teaching and specific interventions.

**2A.** Teachers deliver adaptive, quality first teaching. They provide pupils with the opportunity to experience success by:

- Adapting lessons, whilst maintaining high expectations for all, so that all pupils have the opportunity to meet expectations.
- Balancing input of new content so that pupils master important concepts.
- Making effective use of teaching assistants

**2B.** Some SEN(D) children will do interventions with teachers or teaching assistants. These are detailed in their SAP or GAP. These are the interventions we currently offer at Beenham Primary School:

### **Communication and Interaction (C&I)**

- Lego therapy

- Speech and language – following individual SALT from NHS services.
- Nuffield Early Language Intervention (NELI)
- Attention Autism
- Colourful semantics

#### Cognition and Learning (C&L)

- Dyslexia Gold
- Targeted reading fluency practice 1:1
- RWI Phonics 1:1 or small group tuition
- Targeted reading fluency practice and reading comprehension by trained volunteers – ABC 2 Read
- Precision teaching

#### Social, Emotional and Mental Health Difficulties (SEMH)

- Emotional Literacy Support (ELSA)
- Nurture groups.
- Lego therapy
- Sand therapy.
- Big empathy drawing
- Monday morning nurture group – for children struggling to transition back into school from weekend.

#### Sensory or Physical Impairment (S/PI)

- Sensory circuits
- Nussy fingers
- Dance mat typing.
- Stormbreak
- Handwriting/fine motor intervention group

### **7. How are adaptations made to the curriculum and the learning environment of children and young people with SEN(D)?**

**7A.** There is an accessibility plan on our website, which can be found on the policies page.  
<https://www.beenhamprimary.co.uk/policies/>

This details how we:

- Improve access to the physical environment of the school, adding specialist facilities as necessary. This covers reasonable adjustments to the physical environment of the school and physical aids to access education.
- Increase access to the curriculum for pupils with a disability, expanding and making reasonable adjustments to the curriculum as necessary to ensure that pupils with a disability are as, equally, prepared for their transition to their secondary school as any other pupil. This includes the provision of any auxiliary aids as required.
- Ensure that all wider and extra-curricular activities of the school such as participation in after-school clubs, school visits and activities are equally accessible or that reasonable adjustments made, or auxiliary aids provided.
- Improve and make reasonable adjustments to the delivery of written or on-line information to pupils, staff, parents and visitors with disabilities.

There is a disabled toilet. Parents have previously provided items such as toilet training seats, flushable wipes, and spare changes of clothes where they feel this may be needed.

If your child is likely to need toileting support, please read our intimate care policy, which can be found on the policies page of our website. We are unable to provide toileting support without an agreed 'Individual Intimate Care Plan.' This needs to be signed by at least one parent/carer and either the headteacher or SENCo. <https://www.beenhamprimary.co.uk/policies/>

**8. What sort of expertise for supporting children and young people with SEN do you currently have in school? How do you ensure that the expertise and training of staff to support children and young people with SEN is current? How do you access and secure further specialist expertise?**

All staff at Beenham Primary School are committed to developing their knowledge of SEN(D).

**9A.** The SENCo is currently completing the National Award for SEN Coordination (NASENCo). They also have a Level 6 Accredited Learning Support Assistant (ALSA) qualification which is accredited by the British Dyslexia Association. They are being trained, alongside another member of staff, to deliver the intervention Attention Autism. The headteacher is passionate about mental health and wellbeing and has completed mental health champions training with Place2Be and Stormbreak school advocate training. They have also completed the IRC Healing Classroom and IRC A Trauma-Informed Approach in Education training, alongside another member of staff. The Emotional Literacy Support Assistant (ELSA) has the ELSA qualification and receives regular supervision from an Education Psychologist. Four members of staff have been trained to deliver Precision teaching, two members of staff have been trained to deliver sand therapy and big empathy drawing. One member of staff is trained to deliver speech and language interventions and is a Nuffield Early Language Intervention (NELI) practitioner.

All Beenham Primary School's support staff are very well qualified. Most teaching assistants in the school have either completed, or are completing, a Level 3 teaching and learning or early years apprenticeship. One teaching assistant is completing an Early Years Initial Teacher Training (EYITT) qualification. All these courses have modules about SEN(D).

**9B.** The headteacher and SENCo provide regular training to all staff in school around quality first teaching, inclusion, and the needs of pupils.

**9C.** Staff also regularly receive training and input from external specialists, such as the West Berkshire Autism Team or the Cognition and Learning Team. The school also accesses support and training from Charities such as Daisy's Dream.

**9. How do we evaluate the effectiveness of the provision made for children and young people with SEN?**

As part of the whole school data collection the progress of children with SEND is carefully monitored by the SENCo and the headteacher. Progress is shared with parents at termly parent/teacher discussions and as the children progress through school they know what level

they are working at in English and Maths and are given the opportunity to challenge themselves. A yearly parent/carer questionnaire is distributed, and parents/carers can express their views on the effectiveness of SEN provision through this. In addition, parents/carers are welcome to share their views with the class teacher or SENCo throughout the year. Parents are invited to evaluate and give feedback about Beenham Primary School's SEN information report.

**10. How children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN?**

**2A.** Trips and experience days (workshops) are carefully planned to meet the needs of all pupils. They are thoroughly risk-assessed for all pupils. Where appropriate, staff members may also create specific risk assessment for SEN pupils.

**2B. Outdoor learning, PE and extra-curricular clubs.** Staff who provide extra-curricular clubs are aware of the needs of pupils and plan to support these needs.

**11. What support do you have for improving emotional and social development?**

Any concerns you have about your child's emotional and social development, should initially be raised with your child's class teacher. The teacher will share these concerns with the SENCo and the Beenham Primary School's headteacher and mental health and wellbeing lead, Miss Sophie McBean.

**2A.** The school has a member of staff who is trained as an Emotional Literacy Support Assistant (ELSA). Children who would benefit from support with their emotional and mental health may be offered a program of support from the ELSA. ELSA typically takes place for an hour a week, over a 6-week period. The ELSA also runs two nurture groups. These are typically run for an hour, once a week. These groups are run for children who we would like to have ELSA, but there is not any space available, or their need is not severe enough to warrant 1:1 support. It is also sometimes for children who finish ELSA but who would still benefit from some input from the ELSA.

Some children are offered 'protected lunchtimes' as part of their provision. This usually means they have a greater amount of adult support during lunchtimes. This level of support is only provided in exceptional circumstances and is usually delivered as part of ECHP provision.

We follow the Jigsaw curriculum during our weekly PSHE lessons.

**12. How do 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 SEN and supporting their families?**

The SENCO, with your permission, may make referrals to other external agencies to gain specialist advice if they feel your child needs additional support. This could include a referral to the Therapeutic Thinking Support Team (TTST), Cognition and Learning Team (CALT), Child and Adolescent Mental Health Service (CAHMS), West Berkshire Autism Team, Ethnic Minority and Traveller Achievement Service (EMTAS), Emotional Health Triage (EHT) or Specialist Inclusion

Support Service (SISS). Specialist professionals will work with your child to understand their needs and make recommendations to the school. They may also share advice and ideas about support at home too.

The school may also refer your child for support by voluntary organisations, such as Daisy's Dream.

### **13. What are the arrangements for children and young people who are Looked After and have SEN?**

The Designated Teacher (DT) for Looked after Children (LAC) and Previously Looked After Children (PLAC) is Miss Holly Reid. If you wish to make an appointment with the DT, you can contact her either through the office on 01189 713397, [boffice@beenham.w-berks.sch.uk](mailto:boffice@beenham.w-berks.sch.uk) or directly at [senco@beenham.w-berks.sch.uk](mailto:senco@beenham.w-berks.sch.uk).

All looked-after children must have a care plan. This is drawn up and reviewed by the local authority responsible for the child. The care plan must also include a health plan and a PEP (Personal Education Plan). The PEP is a record of the child's education and training. The PEP should help everyone gain the clear and shared understanding about the teaching and learning provision necessary to ensure academic progress and meet the child's educational needs, describing how that will be provided. *Taken from 'The designated teacher for looked after and previously looked-after children,' Statutory guidance on their roles and responsibilities (DFE, 2018).*

Details of a LAC child's SEN needs will be captured in a Support and Achievement Plan (SAP) and the SAP will be included as part of their PEP, as well as any further documents relevant to their SEN needs.

### **14. What are the arrangements for handling complaints from parents of children with SEN about the provision made at the school?**

Our intention is that all children are happy, well cared for and make progress. We value the partnership between school and home to make this happen. Depending on the nature of the complaint, parents are encouraged to speak to the class teacher in the first instance, then the SENCo. If you are dissatisfied with the outcomes of these discussions, a meeting can be arranged with the headteacher.

Complaints about SEN(D) should follow the general complaints procedure. Complaints will be dealt with in a sensitive, impartial, and confidential manner and will be resolved as fairly and quickly as possible.

The complaints policy and complaints procedure can be found on the policies page of our website. <https://www.beenhamprimary.co.uk/policies/>

### **15. Where is the local authority's Local Offer published?**

All Local Authorities must publish information about their Local Offer for children who have Special Educational Needs and Disabilities. This means all the services which are available for children with SEND provided by Education, Health, and Social Care, as well as the voluntary sector. Follow the link to access [West Berkshire's Local Offer](#).