

THE SEN INFORMATION REPORT

School Vision Statement for Children with Special Educational Needs:

Our vision is that all children will succeed in their learning and no individual or group will be left behind. All children will thrive because barriers to learning are removed. Effective and inclusive partnership work will ensure early identification and suitable provision. This will take place in an inspirational setting, where everyone works together to ensure all children have the opportunity to 'Be the Best they can Be!'

Beecholme Primary School is an inclusive school, which offers a range of provision to support the needs detailed in the Code of Practice (2015) under the following headings: Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health and Physical and/or Sensory. The range of support deployed will be tailored to meet individual need, as a result of thorough assessments by the school and/or external agencies, when required. Our aim is that all pupils leave Beecholme as independent and resilient learners.

Roles and Responsibilities in the School for children with SEN

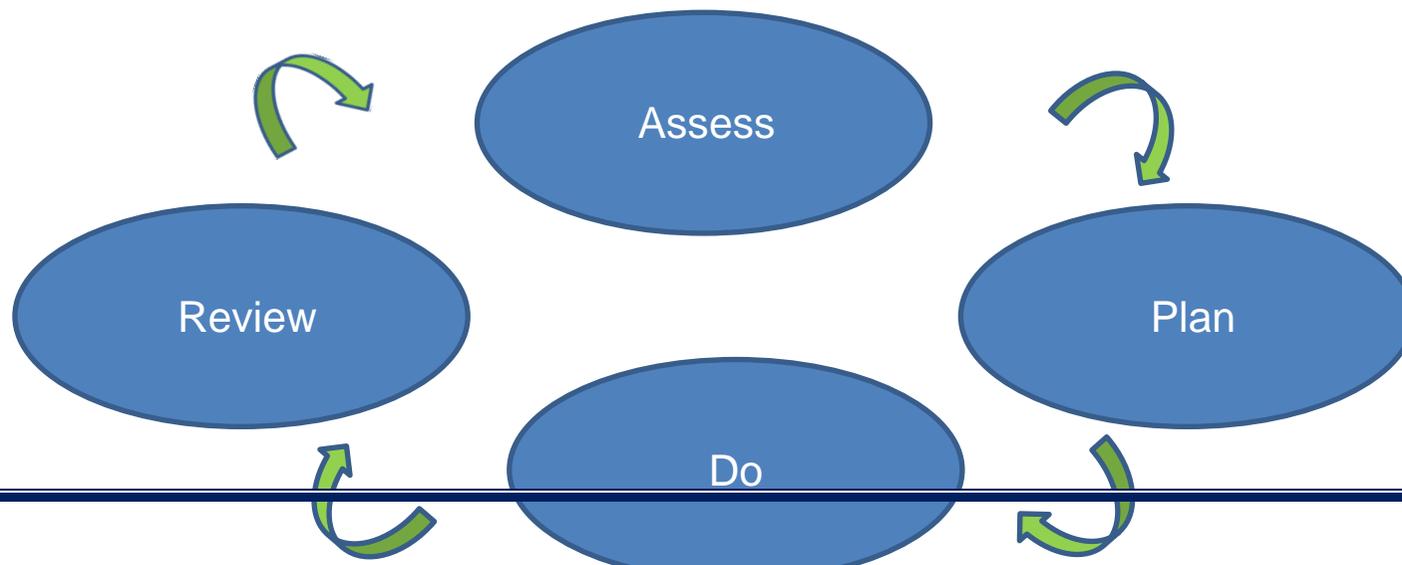
Role	Responsibility
Class Teacher	To provide good quality first teaching by: <ul style="list-style-type: none">• Taking into account the views of parents/carers and young people, through continuous dialogue;• Identifying and assessing individual need and tracking progress;• Planning and delivering a challenging and differentiated curriculum which ensures the progress of all children;• Using prior knowledge, as a starting point for learning;• Providing continuous assessment to influence and adapt teaching to meet the needs of all learners;

	<ul style="list-style-type: none"> • Providing classroom structure and tools, where all pupils understand expectations and know where to find support; • Creating a classroom atmosphere which encourages all children to contribute; • Supporting the identification, planning and provision for children who need extra support outside of the classroom and linking this with the learning that occurs within the class; • Devising personalised Additional Support Plans, alongside the SENCo and using these as working documents, which are continuously adapted to meet changing needs; • Liaising with outside agencies to seek specialist advice and implementing this in classroom practice.
SENCo	<p>To develop, alongside the Head of School and Local Governing Board (LGB), the strategic development of SEN provision, within the school, by:</p> <ul style="list-style-type: none"> • Creating an overview of the needs across the school; • Training and supporting staff to meet these needs; • Ensuring tailored provision is in place, which will impact on progress; • Working in partnership with pupils and parents/carers to improve outcomes. This will include parent training to support home learning, SEN coffee mornings/ advice surgeries; • Liaising with a range of agencies and ensuring the implementation of support programmes; • Reports are given to the LGB half-termly
Support Staff	To support the work of the class teacher by:

	<ul style="list-style-type: none"> • Working directly with children who have Special Educational Needs and Disability (SEND) by supporting the children within the classroom and targeting areas of focus from their Additional Support Plans (including additional provision); • Contributing to planning and feeding back to the class teacher at the end of each lesson; • Working in partnership with the class teacher, providing pre-coaching to address areas of weakness through continuous assessment.
Head of School Phyllis Sternberg	<ul style="list-style-type: none"> • Overseeing the day to day management of all aspects of the school including the provision made for children with Special Educational Needs (SEN).
SEN Governor/Local Governing Board Hannah Roberts	<ul style="list-style-type: none"> • Supporting the school to develop the quality and evaluate the impact of provision for children with Special Educational Needs (SEN).

How are Children with Special Educational Needs Identified?

- When children have a Special Educational Need or Disability (SEND) before they start our school, we work with the people who already know them and use the information already available to identify what their needs will be in our school setting.
- If you are worried about your child, please discuss your concerns with your child's class teacher, by asking for a meeting with them. The class teacher may then speak with the Inclusion Manager to seek further advice.
- If a teacher is concerned they will discuss the issues with you and implement ways of working together to support your child.
- Where a child continues to make little or no progress, despite support matched to the child's need, Special Educational Needs support is then put in place.
- Difficulties with social and emotional wellbeing may also trigger a need for additional support.
- Four types of action should be taken to ensure effective support. The following cycle will be used to provide your child with additional support:



Assessment, Planning & Review

Class teachers identify pupils who are not making progress or who have needs, which are affecting their ability to engage with the learning process. After discussion with the child, parent/carer and SENCo, a plan of action is implemented. The impact of the support plan will be reviewed formally, each term, with parents and the young person, but on-going assessment will take place throughout, led by the class teacher. Targets and actions to help your child overcome any difficulties will be carefully recorded by the school. These will take into account your child's strengths, as well as areas of difficulties, and will identify ways in which the school and parents/carers can work together to make a difference. The impact of intervention will be regularly assessed and sometimes, it may be necessary to increase or change the nature and level of support. This may involve seeking help and advice from a range of specialist agencies such as the Educational Psychologist or Speech and Language Service. A referral for support from an outside agency will only be made with your consent.

How will teaching be adapted to meet the needs of my child?

At Beecholme, we have a number of non-negotiable principles, which guide and inform our approach to teaching. In this way we aim to meet the needs of all learners:

- All teachers will know the needs of every child in their class. Before taking the class, in September, all teachers will have read their class SEND (Special Educational Needs and Disability) file;
- Every pupil will be able to participate in lessons because the curriculum is differentiated to ensure all children experience success. All learning will be based on the child's prior knowledge so that children are moving forward at the level appropriate for them;
- Children will be able to understand and use key vocabulary. For children who find this more difficult, we will put in place pre-coaching, an extra provision, which introduces the children to the vocabulary of the lesson beforehand;
- Continuous assessment, throughout the lesson and within marking, will influence and adapt teaching;
- Misconceptions will be addressed at every opportunity, both within the class and in pre and post coaching sessions where children receive extra input, based on the outcomes of the lesson;

- The success of all learners will be shared and celebrated to raise self-confidence;
- Positive and constructive feedback will produce independent and reflective learners;
- The classroom atmosphere will encourage all children to contribute;
- Where required, specific and personalised interventions will be put in place to develop key areas of learning
- Integrating resources and strategies, as recommended by specialist agencies, will be a key priority.

What type of support can the school offer to support my child?

Beecholme strongly believes that the teaching of children with special educational needs is about good quality first teaching from the class teacher. Staff receive training in a range of specialist areas, so that they are prepared to address the needs of all children. The teacher, with the support of the SENCo, will plan carefully to meet additional needs within the class, ensuring that every child has equality of opportunity. Highly trained teaching assistants support learning and every class in the school has at least one extra adult each morning. Pre and post coaching, as mentioned previously, is used to provide extra support, either before or after the lesson, so that children are prepared for new learning. In these coaching sessions misconceptions are addressed so that children move onto the next lesson with confidence. Subject specific language is taught to enable children who have language or processing difficulties to access the curriculum. A range of focussed intervention is available throughout the day, both for learning and social difficulties. We have an open door policy and there will always be somebody available to listen to the concerns of both parents/carers and children.

What specialist support can the school access to support my child?

The school works with a number of specialist agencies to seek advice and support to ensure that the needs of all children are fully understood and met. These include:

- CAMHS (Child and Adolescent Mental Health Service)
- Children's Centres
- Community Paediatrician
- Education Welfare Service
- Educational Psychologist
- Occupational Therapy
- Parent Partnership
- School Nurse
- Social Care
- Special School Outreach Support

- Speech and Language Therapy
- Virtual School for Children who are Looked After

A full range of the support available can be found in the Merton Local Offer for pupils with SEN www.merton.gov.uk/kb5/merton/directory/localoffer

How can the school help my child with transition?

Some children with SEN can become particularly anxious about transition. As a school we try to make this as stress free as possible for both you and your child. When entering the school, a meeting is held with the current provision, frequently a nursery, for children who have additional needs. Transition books are frequently made, involving pictures of the staff at the old and new school so that the child feels less anxious about the impending change. Extra visits are also available outside of the introduction mornings. When moving between classes a transition meeting will take place between the current teacher and the new teacher. If appropriate, there will be opportunities for your child to visit the new class and meet key staff.

When moving to secondary school the Inclusion Manager will liaise with all of the receiving schools, regarding any child with additional needs. At this point, parents/carers can join the meeting to express their concerns. Successful arrangements and interventions currently used to support your child can be shared with the receiving school. Additional visits to the new setting may be planned to increase familiarity and consequently reduce any anxieties. A section called, Implications for Secondary School, is added to the child's Additional Needs Form, which highlights to the secondary school the child's strengths and the areas which may need addressing.

There are many Special Education Needs terms that are abbreviated which can lead to confusion.

Below is a glossary of the most used terms:

ADD	Attention Deficit Disorder	NC	National Curriculum
ADHD	Attention Deficit and Hyperactivity Disorder	OT	Occupational Therapist
ASD	Autistic Spectrum Disorder	PEP	Personal Education Plan
BESD	Behavioural Emotional and Social Difficulties	PSP	Pastoral Support Programme
CAF	Common Assessment Framework	P&FSW	Pupil and Family Support Worker
CAMHS	Child and Adolescent Mental Health Service	SaLT	Speech and Language Therapy

LAC	Looked After Child	SEN	Special Educational Needs
CoP	Code of Practice	SENCO	Special Educational Needs Co-ordinator
CP	Child Protection	SpLD	Specific Learning Difficulty
DCD	Developmental Co-ordination Disorder	TA	Teaching Assistant
DDA	Disability Discrimination Act	VI	Visual Impairment
DfE	Department for Education		
EAL	English as an Additional Language		
EH&CP	Education, Health and Care Plan		
ELP	Enhanced Learning Provision		
EP	Educational Psychologist		
EWO	Education Welfare Officer		
FSM/UFSM	Free School Meals/ Universal Infant Free School Meals		
HI	Hearing Impairment		
IEP	Individual Education Plan		
ISR	In School Review		
KS	Key Stage		
LA	Local Authority		
MLD	Moderate Learning Difficulty		