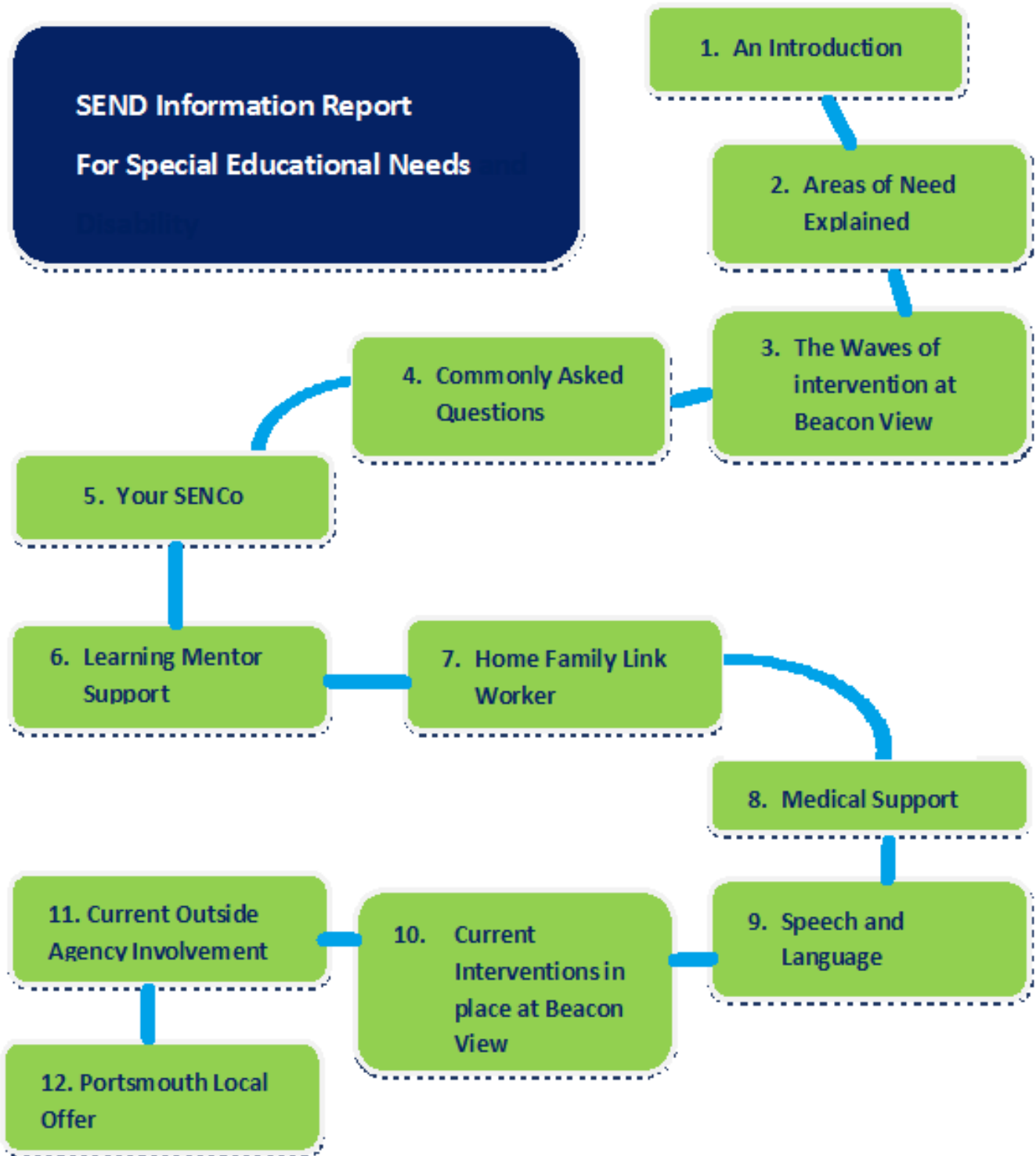




SEND Information Report For Special Educational Needs



1. An Introduction

Beacon View Primary Academy

SEND Information Report

For Special Educational Needs and Disability (SEND)

Beacon View believes that all pupils should be respected and valued as per our own school values.

Beacon View strives hard to ensure that all pupils:

- Have a wide and balanced curriculum which is differentiated to meet individual needs
- Can learn and make progress according to their individual developmental trends
- Are assessed using appropriate assessment tools and guidelines
- Have equal access to resources, provision and interventions as needed

Special educational provision is educational or training provision that is additional to or different from that made generally for others of the same age. This means provision that goes beyond the differentiated approaches and learning arrangements normally provided as part of high quality, personalised teaching. It may take the form of additional support from within a setting or require involvement of specialist staff or support services.

Our school has a Special Educational Needs Co-ordinator (SENCo) who is responsible for the management of provision and or support for identified pupils with SEND. They will also coach and support teachers and other staff to enable them to provide appropriate assessment and focussed provision for children in their class with SEND.

All teachers are teachers of SEND pupils and as such provide high quality teaching which takes account of the particular individual needs of pupils with SEN within the classroom.

2. Areas of Need Explained

The new 'Code of Practice' (July 2015) states that there are four main areas which cover Special Educational Needs. These areas and their meanings are as follows:

SEN Need	Relating to difficulties with:
Communication and Interaction	<p>Children may have a delay or disorder in one or more of the following areas:</p> <p>Attention / Interaction skills: May have difficulties ignoring distractions. Need reminders to keep attention. May need regular prompts to stay on task. May need individualised motivation in order to complete tasks. Difficulty attending in whole class. Interaction will not always be appropriate. May have peer relationship difficulties. May not be able to initiate or maintain a conversation.</p> <p>Understanding / Receptive Language: May need visual support to understand or process spoken language. May need augmented communication systems to support frequent misunderstandings. Repetition of language and some basic language needs to be used to aid their understanding.</p> <p>Speech / Expressive Language: May use simplified language and limited vocabulary. Ideas / conversations may be difficult to follow, with the need to request frequent clarification. Some immaturities in the speech sound system. Grammar / phonological awareness still fairly poor and therefore their literacy can be affected.</p>
Cognition and Learning	<p>May have difficulties with the skills needed for effective learning such as use of:</p> <ul style="list-style-type: none"> • Language, memory and reasoning skills • Sequencing and organisational skills • An understanding of number • Problem-solving and concept development skills • Fine and gross motor skills • Independent learning skills • Exercising choice • Decision making • Information processing <p>Children may have a specific learning disability such as dyslexia, dyscalculia, dyspraxia or dysgraphia.</p>
Social, Mental and Emotional health	<p>May have difficulties with social and emotional development which may lead to or stem from:</p> <ul style="list-style-type: none"> • Social isolation • Behaviour difficulties • Attention difficulties (ADHD) • Anxiety and depression • Attachment disorders • Low self esteem • Issues with self-image
Sensory and / or Physical	<p>These pupils may have a medical or genetic condition that could lead to difficulties with:</p> <ul style="list-style-type: none"> • Specific medical conditions • Gross / fine motor skills • Visual / hearing impairment • Accessing the curriculum without adaptation • Physically accessing the building(s) or equipment. • Over sensitivity to noise / smells / light / touch / taste. • Toileting / self-care.

3. The Waves of intervention at Beacon View

The school provides a graduated response to each child dependent on the level of need. These are often referred to as waves of intervention.

- Wave 1:** High quality teaching through differentiation in lessons
- Wave 2:** Small group support for those pupils who are achieving below age expected levels
- Wave 3:** Focused, individualised programmes for pupils working well below age expectation

Teaching Approach:	Whole School Approach (High Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> Access to a varied and stimulating curriculum Use of different Individualised teaching approaches according to needs Hands on learning School trips Good use of visual and practical learning Remove all potential barriers for all pupils while also providing support for pupils during learning activities A range of technology to support and aid quality teaching Consideration of differing culture and beliefs. Setting groups with other children Small guided groups Opportunity for guided and independence work. Opportunities to develop positive self-esteem, independent learning, enabling pupils to exercise choice, involvement in decision making and problem solving Extra adult (teaching assistant) in every class 	<ul style="list-style-type: none"> Phonics groups BEAM (fine /gross motor) 1:1 reading (targeted) Comprehension groups Handwriting groups Spelling Maths 1:1 Tuition where needed Conferencing Booster Groups SENCo observation / Assessment Parent discussion with SENCo Rapid Reading 	<ul style="list-style-type: none"> FFT (Family Fisher Trust) reading/writing Intervention Precision Teaching (Reading /Writing/ Maths) PLPs (Personalised Learning Plans) Sidney Reading programme School's Therapy Pack Rapid Reading

Communication and Interaction Needs:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> • Speech, Language and Communication • Autistic Spectrum Disorders 	<ul style="list-style-type: none"> • AS ABOVE + • Drama / Role play • Outside theatre groups/shows and workshops • A range of technology to support learning • Outdoor learning activities / areas to support environmental learning • Puppets • Full inclusion in all school assessment and tasks • Clear verbal instructions / explanations which can be simplified along with visual or concrete support • Visual timetables 	<ul style="list-style-type: none"> • Additional Speaking and Listening groups • Symbols • Communication boards • Pastoral Support Worker (as required) • Referral to Parent Partnership (as required) • SENCo observation /assessment • Additional ICT use of audio / visuals • Parent discussion with SENCo 	<ul style="list-style-type: none"> • Referral to the Speech and Language Therapist (SALT) • Speech and Language Support Assistant who can deliver the individualised programmes according to the SALT directions • Completion of a SAF • Application for an Educational Health Care Plan • Application for an Education Health Care Plan if needed • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Cognition and Learning:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties • Cognition and learning 	<ul style="list-style-type: none"> • Use of different individualised teaching approaches according to needs • Hands on learning • School trips • Good use of visual and practical learning • Remove all potential barriers for all pupils while also providing support for pupils during learning activities • Appropriate quality resources • Positive learning environment • A curriculum delivered appropriate to level of ability and understanding • Access to a full and broad curriculum • Consideration of home, cultural, language and heritage • Promotion of a positive attitude towards learning and behaviour • Motivation to help build a positive self-esteem, increase concentration • Lessons differentiated in order to include both sensory and physical disabilities 	<ul style="list-style-type: none"> • SENCo observation / Assessment • Salford Reading assessment • WRAPS reading assessment • Parent discussion with SENCo 	<ul style="list-style-type: none"> • Sidney reading support programme • FFT (Family Fisher Trust) reading/writing intervention • Precision Teaching • (Reading / Writing / Maths) • PLPs (Personalised Learning Plans) Fully inclusive curriculum • Access to a Specialist Teacher Advisor • Access to Educational Psychologist • Completion of a SAF • Application for an Educational Health Care Plan • SENCo assessments and monitoring to ensure appropriate intervention and access to learning

Sensory and Physical Needs:	Whole School Approach (1st Quality Teaching)	Targeted Support For Individuals or small groups	Specialised Intervention for those with additional needs
	(Wave 1 intervention)	(Wave 2 intervention)	(Wave 3 intervention)
<ul style="list-style-type: none"> • Hearing Impairment • Visual Impairment • Multi-Sensory Impairment • Physical Needs • Medical Needs 	<ul style="list-style-type: none"> • Whole school approach • After school clubs • Outside play areas / swimming • A fully inclusive and differentiated class / curriculum approach according to individual needs • Audit of environment to consider adaptations (as required) • Modification of organisation, routine and environment • Access to a place for therapy if required 	<ul style="list-style-type: none"> • Hand gym / BEAM • Handwriting practice • Extra 1:1 / small group activities • Targeted small group / individual intervention to address specific needs such as: self-help skills, touch typing and independence • Physical aids where necessary or where advised by specialists • Parent discussion with SENCo 	<ul style="list-style-type: none"> • Access and liaison with the OT (Occupational Therapist) • Access and liaison with the Physio Therapist • SENCo assessments and monitoring to ensure appropriate intervention and access to learning • 1:1 support if required • PLPs as needed • Identified key worker • SENCo to lead provision • A place for time- out or exercise if necessary • Extra support and access to appropriate ICT interventions needed • School's Therapy Pack

Social, Mental and Emotional Health:	Whole School Approach (1st Quality Teaching) (Wave 1 intervention)	Targeted Support For Individuals or small groups (Wave 2 intervention)	Specialised Intervention for those with additional needs (Wave 3 intervention)
	<ul style="list-style-type: none"> • Moderate Learning Needs • Severe Learning Difficulties 	<ul style="list-style-type: none"> • All pupils can confidently grow in a safe, caring, supportive and purposeful environment that enables the development of relationships based on mutual respect and understanding. As according to our school values • Access to Learning Mentor support • Small group activities to address needs • Opportunities for children to talk about any fears, confusion and guilt • Opportunities for children to meet adults they can trust and to participate in activities where they can meet other children • Provision to explain and discuss about the events and circumstances surrounding the parental mental health problems • Continuity of care and minimal disruption of routines during a crisis • Breakfast Club 	<ul style="list-style-type: none"> • Regular Learning Mentor Input • Behaviour Logs / Charts • Time out • Parent discussion with SENCo

4. Commonly asked questions

Regularly Asked Questions and Answers

How does Beacon View Primary Academy know if children need extra help?

Children may be identified as having SEN through a variety of ways including the following:

- Liaison with Infant school/previous school
- Child performing below age expected levels
- Concerns raised by Parent
- Through termly SEND Pupil Progress Meetings held between the teachers, Teaching Assistants and SENCo
- Concerns raised by teacher for example behaviour or self-esteem is affecting performance
- Liaison with external agencies EG: physical
- Health diagnosis through paediatrician/doctor

As a school we measure children's progress in learning against national Age Related Expectations (ARE).

The class teacher continually assesses each child and notes areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Nursery or Reception through to Year 6, using a variety of different methods including National Curriculum ARE and the Foundation Stage Profiles.

Children who are not making expected progress are picked up through our termly Pupil Progress Review meetings with the class teacher, SENCo and Phase Leaders. In these meetings a discussion takes place concerning why individual children are experiencing difficulty and what further support can be given to aid their progression.

What should I do if I think my child may have special educational needs?

Talk to us – firstly contact your child's class teacher. If you require more information, contact our SENCo or Head Teacher. We pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us.

How will Beacon View Primary Academy staff support my child?

Our SENCO / Inclusion Manager will closely monitor all provision and progress of any child requiring additional support across the school. The class teacher will oversee, plan and work with each child with SEND in their class to ensure that progress in every area is made. There may be a Teaching Assistant (TA) working with your child either individually or as part of a group, if this is seen as necessary by the class teacher/SENCo. The regularity of these sessions will be explained to parents when the support starts.

How will the curriculum be matched to my child's needs?

All work within class is pitched at an appropriate level so that all children are able to access according to their specific needs. Typically, this might mean that in a lesson there would be at least three different levels of work set for the class, however on occasions this can be individually differentiated. The benefit of this type of differentiation is that all children can access a lesson and learn at their level.

How do we know if the support or strategies used have had an impact?

In school we will often use PLPs (Personalised Learning Plans) or IBPs (Individual Behaviour Plans) to set targets and review progress. We can use these targets to monitor pupils' progress and to compare their ability against national age related expectations. PLPs are reviewed and updated half termly. This may involve updating into smaller steps or using a different approach to ensure progress is made.

Children may move off of the SEND register when they have 'caught up' or made sufficient progress or when additional provision or learning is no longer required.

How will I know how my child is doing and how will you help me to support my child's learning?

The class teacher will meet with parents at least twice a year (this could be as part of Parent's evening) to discuss your child's needs, support and progress. For further information, the SENCo is available to discuss support in more detail.

We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or SENCo and discuss how your child is getting on. We can offer advice and practical ways that you can help your child at home.

We believe that your child's education should be a partnership between parents and teachers, therefore we aim to keep communication channels open and communicate regularly, especially if your child has complex needs.

- Your child may have a PLP / IBP in place and therefore the targets set are SMART (Specific, Measurable, Achievable, Realistic, Time scaled) targets with the expectation that the child will achieve the target by the time it is reviewed.
- If your child has complex SEND they may have an Education Health and Care Plan (EHCP) which means that a formal Annual Review will take place to discuss your child's progress and a report will be written. This can also be done at a six monthly interim review if changes to circumstances occur or concerns arise.

How will my child be able to contribute their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council which has an open forum for any issues or viewpoints to be raised.

Children who have Personalised Learning Plans (PLPs) discuss their targets with their class teacher and teaching assistants. If your child has an EHCP or an Annual Review of their EHCP then their views will be obtained before any meetings.

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

We are an inclusive school, we welcome and celebrate diversity. All staff appreciate the importance of children having high self-esteem in order to achieve positive well-being. Here at Beacon View Primary Academy we commit to our own values and ensure pupils are able to develop in a caring, fair and understanding environment.

The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class, therefore this would be the parents' first point of contact. If further support is required, the class

teacher can liaise with the SENCo / Inclusion Manager for further advice and support. This may involve working alongside outside agencies such as Health and Social Services, and/or the Behaviour Support Team.

How accessible is the school environment?

- The school has Learning Mentors with Emotional Literacy training who work in partnership with the SENCo and the Emotional Health and Wellbeing Advisor, with vulnerable children during the school day.
- The school has a policy regarding the administration and managing of medicines on the school site. Parents need to contact the school's Lead First Aider to discuss this and if agreed complete a form: 'Parental Agreement for School to Administer Medicines'. This may include medicines for life threatening conditions or required for a long term illness such as asthma and diabetes. In such cases a 'Health Care Plan' may be put in place according to the directions of the School Nurse.
- School will generally not take responsibility for other medicines such as cough medicines, however we may be able to administer prescribed medicines following discussions with parents.

What specialist services and expertise are available at or accessed by Beacon View Primary Academy?

Our SENCo/Inclusion Manager is fully qualified and accredited.

As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school including: Health, School Nurse, General Practitioners, Child and Adult Mental Health (CAMHS), Paediatricians, Occupational Therapist (OT) and the Speech & Language Therapy Service (SALT). We also work very closely with Social Care and the Education Psychologists (EP). Should your child require any form of involvement with an outside agency then the school would immediately inform you and obtain permission from parents to pursue any kind of professional intervention.

What training have staff had or going to have?

- We have Learning Mentors in school who are fully trained as ELSA's (Emotional Literacy Support Assistants) who receive regular support from the Emotional Health and Wellbeing Advisor.
- Most of our TAs have had training in delivering reading and spelling/phonics programmes such as Letters and Sounds, Jolly Phonics, Family Fisher Trust (FFT) reading and writing intervention, Precision Teaching (Literacy and Numeracy) and emotional literacy.
- The school also have two Teaching Assistants who have had Speech and Language Therapy training. They are therefore able to deliver Speech and Language sessions to pupils according to their individualised reports.

As a staff we have regular training and updates of SEND conditions, medication use and resources / Interventions available for our pupils in order to ensure all staff are able to manage pupils accordingly.

What are the Governors responsibilities?

We currently have one Governor involved in both SEND and Inclusion. The Governor regularly meets with the SENCo who will update her on changes, needs in school, current concerns and budget. The Governor is also able to agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress.

How will my child be included in activities outside the classroom including school trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful.

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

Attendance of every child is monitored on a daily basis by the Attendance Officer. Lateness and absence are recorded and reported during the weekly attendance meetings with the headteacher. Good attendance is actively encouraged throughout the school and rewarded on a termly basis as is improvement in attendance. Families who struggle with attendance and lateness are supported by the school's Home Family Link Worker (HFLW). We have had many successes where families were struggling with lateness but are now able to get their children into school on time.

Who can I contact for further information?

Your main point of contact would always be the class teacher and then following this you may need to speak to the SENCo (Michelle Kemp).

What should you do if you feel that the SEND Information Report is not being delivered or is not meeting your child's needs?

First point of contact would be your child's class teacher to share your concerns.

You could also arrange to meet Michelle Kemp our SENCo and/or Miss Sykes our Headteacher. You may also wish to contact: Mr Mike Bowen or Mrs Rebecca Mitchell our Deputy Headteachers.

- Look at the SEN policy on our website
- Contact Parent Partnership or the SEN team at PCC website

Who should I contact if I am considering whether my child should join Beacon View Primary Academy?

In this instance you can contact the school administration office to arrange a meeting with either the Head Teacher 'Miss Sykes' or our SENCO Michelle Kemp to discuss how the school could meet your child's needs.

How is the SEND Information Report reviewed?

This report will be reviewed annually to reflect the changing needs of the children who join and are developing in our school. Part of this review process will involve contributions from parents, teachers and Governors.

5. Meet Your SENCo

SENCo: Mrs Michelle Kemp

Working as part of the Senior Management I work closely with all staff in school, parents, outside agencies and colleagues throughout the city. I have the responsibility of co-ordinating the provision made for individual children with Special Educational Needs and Disabilities (SEND).

- Giving advice on issues related to Special Educational Needs, Social and Emotional difficulties, pupils with English as an additional language.
- Meeting with parents to discuss any concerns they may have about their child's development or learning difficulties
- Assessments of individual pupils to identify need
- Referrals may be made to a range of other professionals such as: Educational Psychologist, Speech and Language and Specialist Teacher Advisors in the City

6. Learning Mentor Support

Learning Mentors:

Learning Mentors are here to support the children in overcoming any difficulties that are getting in the way of their learning. The support each child gets will depend on their individual needs.

- Children referred to the Learning Mentors may have difficulties with: feelings, making friends, social skills, behaviour or home issues
- Children may come out of class to work 1:1 or in a small group with the Learning Mentors
- There is very good communication with all staff in school, parents, carers, pupils and outside agencies including Social Services and the Police
- As part of their role Learning Mentors may signpost to other relevant services

7. Home Family Link Worker

Home Family Link Worker: Mrs Dawn Kefford

Our Home Family Link Worker is here to offer support, advice, guidance and a listening ear to all of our parents with any difficulties that they are experiencing in a friendly and non-judgemental way.

- Parent/behaviour concerns
- School attendance/lateness
- Support at times of change/stress

She can offer support to families in a variety of ways such as:

- One to one contacts
- Home visits
- Meetings in school
- Telephone contact
- Signposting you to other services/agencies for further support
- Speaking on your behalf
- Promoting courses, education and family learning in the local area
- Form filling
- Benefits advice

If you feel you would like to talk to her about any of these issues, please ask at Main Reception or telephone the school on 023 92375302.

8. Medical Support

Jessie Davies

I work closely with all staff in school, the school nurse, parents/carers and a range of outside agencies throughout the city to support all pupils health and medical needs within school. This support includes:

- I am available to meet with parents/carers to discuss their concerns within a confidential environment.
- Making sure that staff are updated and when necessary receive training and or advice from relevant health professional to meet a pupil's individual needs.
- Arranging School nurse and Community Asthma nurse 'Drop ins' for parents/carers
- Administering medication including asthma inhalers or train staff to do so.
- Liaise with the School nurse, parents and staff and provide support in writing care plans for pupils with more complex medical needs

9. Current Interventions in place at Beacon View Primary Academy

Every child needing additional support and provision on the SEND register is provided with a bespoke Personalised Learning Plan (PLP). The child is assessed individually in order to identify barriers to learning. Half termly achievable targets are then set and regular time allocated for the child to take part in the additional learning intervention. Resources and methods of teaching vary according to the needs of the child. Where a child might require additional learning needs but is not on the SEND register, the child is monitored closely through in class personal targets but they are not necessarily in the form of a PLP.

10. Current Outside Agency Involvement

Multi Behaviour Support Service (MABS)

We have a school based outreach support teacher to help in developing children social and emotional skills

Special Teacher Advisor for Visual Impairment (STAVI)

They can provide support, advice and at times direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a visual impairment have the appropriate resources and support needed to enable full access to learning.

School Nurse

The school nurse is assigned to the school and can be contacted via the school's Lead First Aider, Mrs Jessie Davies. You may also be referred to the School Nurse via your GP and a possible Care Plan may need to be put in place. School will also hold sessions for parents to come in and discuss any health concerns. We also have access to a range of other Specialist Nurses should they be required.

Speech and Language Therapy (SALT)

We currently have a SALT come into school at least termly. The support from the therapy service may include the following:

- Discussion and advice on activities you can use at home
- Assessing pupils' individual communication needs and supplying school/home with an individual SALT plan identifying targets to be worked towards.
- Providing advice, games and activities for school or home to work on the children.

Advisors (STA)

They assess and work with teachers and Phase Leaders in order to help make the most of the educational opportunities for every individual child.

Rainbow Trust

A voluntary organisation who can support both pupil and families of those who have a child or young person up to the age of 18 with a life threatening or terminal condition.

Educational Psychologist (EP)

We have subscribed to the Portsmouth EP service and access will be dependent upon the individual pupils needs through discussion with the SENCo, parents/carers and class teacher/ The EP service are able to work with school staff, parents and directly assessing/observing pupils in order to support learning and identify areas of need and how next to support.

Specialist Teacher Advisor for Hearing Impairment

They can provide support, advice and sometimes direct teaching. They will work closely with schools and give training where required in order to ensure pupils with a hearing impairment have the appropriate resources and support needed to enable full access to learning.

Parent Partnership

They provide clear and accurate information and advice so parents can participate in decisions about their child's education. They can support parents in accessing information regarding Statutory Assessment requests.

Social Care

School has access to and works very closely with Social Care in supporting both our children and families as needed. Social Care helps to reduce a child's difficulties and improve their ability to learn, socialise and play, finding ways to over-come any problems they experience in participating in day to day activities. They will work closely with the child, parents and teachers to develop practical approaches and find solutions to help children get the most from life, whether at nursery, school or in the home.

Child & Adolescent Mental Health (CAMHs)

A wide range of health professionals who can support children where there are concerns about their emotional wellbeing and mental health. They can also work with families and their carers.

Treatment is based on the assessment of the child's needs and developing an individualised treatment plan.

11. The Waves of intervention at Beacon View

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