



Explore, Discover, Achieve

Beechwood Primary School

Special Educational Needs and Disability Information

At Beechwood Primary School we believe that all children should be equally valued in school. We will strive to eliminate prejudice and discrimination, and to develop an environment where all children can flourish and feel safe. We embrace the fact that every child is different and, therefore, we understand that the educational needs of every child will differ. We strive to break down barriers, through careful identification of needs and robust systems of support and therapy. We advocate for our learners with additional needs and champion aspiration and ambition.

In our school, pupils are provided with high quality teaching adapted to suit the diverse needs of all learners. We aspire to be an inclusive school and offer a range of provisions and resources to support children with additional needs to help them achieve. We also know that parents know their children best and are committed to ensure our parents have regular opportunities to make meaningful contributions to their children's learning journeys.

As a result of inspirational teaching, personalised support, engagement and empowerment, our pupils will be able to achieve through their ability to make, communicate and act upon safe and informed choices and decisions, to enable them to live positive and fulfilling lives.

Our Inclusion Team

- Miss Chick (SENDCo)
- Mrs Minter (Deputy Head of School / Designated Safeguarding Lead/Inclusion Lead)
- Mrs Baker (HLTA~ Nurture and Speech and Language)
- Miss Stock (TA – Nurture)

2. Legislation and guidance

This information report is based on the statutory [Special Educational Needs and Disability \(SEND\) Code of Practice](#) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN co-ordinators (SENCOs) and the SEN information report

What is the Local Offer?

The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. Knowing what is available and how it is accessed gives more choice and control over what support is right for your child. Parents need to know how to access provision: whether through a statement (or an Education, Health and Care Plan) or not.

The offer includes provision from birth to 25, across education, health and social care and has been developed in conjunction with children and young people, parents and carers, and local services, including schools, colleges, health and social care agencies.

You can find Wokingham's Local Offer here: <https://www.wokingham.gov.uk/local-offer-for-0-25-year-olds-with-additional-needs>

SEND at Beechwood

Frequently Asked Questions

How does Beechwood Primary School know if children need extra help?

We know when pupils need help if:

- concerns are raised by parents/carers, teachers, Learning Support Assistants, the pupil's previous school, nursery or playgroup
- concerns are raised through liaison with external agencies e.g. Health Team - paediatricians, speech and language therapists
- there is lack of progress
- a child is performing below age expected levels
- there is a change in the pupil's behaviour or any behaviour concerns
- a pupil asks for help

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

If you have concerns then contact your child's teacher or the school's SENDCO to discuss your concerns.

How will I know how Beechwood Primary School supports my child?

Each pupil's education programme will be planned by the class teacher. It will be differentiated accordingly to suit the pupil's individual needs. This may include additional general support by the teacher or teaching assistant in class.

If a pupil has needs related to more specific areas of their education, such as spelling, handwriting, Numeracy & Literacy skills etc. then the pupil may be placed in a small focus group. This will be run by a teacher or teaching assistant. The length of time of the intervention will vary according to need but will generally be for a term.

These interventions will be regularly reviewed by all involved to ascertain the effectiveness of the provision and to inform future planning.

Any additional support a child receives is recorded on the school provision map. All additional support is planned in accordance with the SEND Code of Practice's 'Assess, Plan, Do, Review' model and individual progress is tracked through an Individual Provision Plan.

If you have any queries related to interventions please do not hesitate to contact the class teacher or SENDCO.

Pupil Progress Meetings are held each term. This is a meeting where the class teacher meets with a member of the Senior Leadership Team to discuss the progress of the pupils in their class. This shared discussion may highlight any potential problems in order for further support to be planned.

Occasionally a pupil may need more expert support from an outside agency such as the Speech and Language Therapy Team, Paediatrician etc. Referral forms are then completed in conjunction with parents/carers and forwarded to the most appropriate agency. After a series of assessments, a programme of support is usually provided to the school and parents/carers.

The Governors of Beechwood Primary School are responsible for entrusting a named person, to monitor Safeguarding and Child protection procedures. This person is also responsible for the monitoring and correct administration of the Disclosure and Barring service procedures and the school's Single Central record. In a support and challenge role the Governors ensure that the school is as inclusive as possible and treats all children and staff in an equitable way. They monitor and review the accessibility plan and all other statutory policies as defined by the DfE.

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 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.

Teaching Assistants may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If appropriate specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencils grips or easy to use scissors.

How will I know how my child is doing?

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

You will also be able to discuss your child's progress at Parents Evenings.

Your child's class teacher will be at the classroom door/in the playground at the end of each day if you wish to raise a concern. Appointments can be made to speak in more detail to the class teacher or a member of the Inclusion team by visiting the school office. If needed a pupil may be given a communication diary in which messages can be exchanged between adults working with your child in school and yourself.

How will you help me to support my child's learning?

The class teacher may suggest ways of supporting your child's learning through messages in the school diary, at parents' evenings or at the end of the school day.

A member of the Inclusion Team may meet with you to discuss how to support your child. This would normally follow on from when a child has been assessed in some way. If outside agencies or the Educational Psychologist have been involved suggestions and programmes of work/activities are normally provided that can be used at home.

Parent/carers workshops are arranged throughout the year to encourage an open and relaxed forum where advice and ideas can be exchanged

Pupils with medical needs

If a pupil has a diagnosed medical need then a detailed Care Plan is compiled by the school in consultation with parents/carers. These are discussed with all staff who are involved with the pupil.

Staff will receive regular asthma/epipen training delivered by the school nurse and any other training as and when it is needed.

Where necessary and in agreement with parents/carers medicines are administered in school but only where a signed Medi-Care Plan is in place to ensure the safety of both child and staff member.

What specialist services and expertise are available at or accessed by the school?

At times it may be necessary to consult with outside agencies to receive their more specialised expertise. The agencies used by the school include:

- Foundry (Behaviour Support)
- CAMHs (Child and Adult Mental Health Service)
- Educational Welfare Officers
- Educational Psychologist
- CYPITT
- Service for Sensory Impairment (Hearing/Vision)
- Social Services
- Child Development Team
- Occupational Therapist
- Speech and Language Therapy Team
- School Nurse

What training are the staff supporting children and young people with SEND had or are having?

All staff have received some training related to SEND. These have included sessions on:

- How to support pupils with Speech, Language and Communications Needs
- How to support pupils on the autistic spectrum.
- How to support pupils with social development

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

Activities and school trips are available to all. Risk assessments are carried out and procedures are put in place to enable all children to participate.

If a health and safety risk assessment suggests that that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.

How accessible is the school environment?

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- 1 disabled toilet
- Most external corridor doors are double doors
- Most classrooms have low thresholds to allow easy access
- Disabled parking bays school car park
- If needed classrooms would be reallocated to cater for individual needs.

How will the school prepare and support my child when joining Beechwood Primary School or transferring to a new school?

Beechwood Primary School understands what a stressful time moving schools can be therefore many strategies are in place to enable the pupil's transition to be as smooth as possible. These include:

- Close liaison with feeder playgroups and private nurseries.
- Where it is considered needed the school may link up with the child's previous school to support a smooth transition.
- Additional visits are also arranged for those pupils who may need more time in their new school before making the transition
- A member of the Inclusion Team is always willing to meet with parents/carers when their child joins the school.
- We ensure that all children who have Special Educational needs are met to the best of the school's ability with the funding available.
- We have Learning Support Assistants who are funded from the SEND budget and deliver programmes designed to meet groups of children's needs and individualised programmes.
- The SEND budget is allocated each financial year. The money is used to provide additional support or resources, dependant on an individual's needs.
- The additional provision may be allocated after discussion with the class teacher at pupil progress meetings or if a concern has been raised by them at another time during the year.
- If any concerns are raised The Inclusion Team may carry out some further assessments which may result in additional intervention being allocated to your child.

How is the decision made about how much support my child will receive?

The class teacher alongside the Inclusion Team will discuss the child's needs and what support would be appropriate. Different children will require different levels of support in order to bridge the gap to achieve age expected levels. This will be planned alongside and in discussion with all those involved with the pupil including parents.

How will I be involved in discussions about and planning for my child's education?

All parents/carers are encouraged to contribute to their child's education. This may be through:

- Discussions with the class teacher
- Parents evenings
- During discussions with The Inclusion Team and other professionals, including the Headteacher
- Parents/carers are encouraged to comment on their child's individual targets with possible suggestions that could be incorporated.

Who can I contact for further information?

If you wish to discuss your child's educational needs or are unhappy about something regarding your child's schooling please contact the following in this order:

- Your child's class teacher
- Miss Chick- SENDCo
- Mrs Minter - Deputy Headteacher
- Miss Hunter- Headteacher

There are many SEND words that are abbreviated which can lead to confusion (even for us!). Below is a glossary of the most used SEND terms.

AAP	Attendance Advisory Practitioner
ADD	Attention Deficit Disorder
ADHD	Attention Deficit & Hyperactivity Disorder
ASD / ASC	Autistic Spectrum Disorder / Condition
CAMHS	Child & Adolescent Mental Health Service
COP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EP	Educational Psychologist
FSM	Free School Meals
HI	Hearing Impairment
EHCP	Education, Health Care Plan
ISR	In School Review
KS	Key Stage
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OT	Occupational Therapist
PSP	Pastoral Support Programme
SaLT	Speech & Language Therapist
SEN / SEND	Special Educational Needs / & Disability
SENDCo	Special Educational needs coordinator
SpLD	Specific Learning Difficulty
VI	Visual Impairment

We hope these have answered any queries you may have but do not hesitate to contact the school if you have further questions.

