



# **SEND Information Report - July 2024**

**(Based on SEN Code of Practice 2014)**

**This report will be reviewed and updated in July 2025**

<b>SCHOOL NAME</b>	Beaconhill Primary School		
<b>TYPE OF SCHOOL</b>	Primary		
<b>ACCESSIBILITY</b> (Please refer to our accessibility plan)	<b>Fully wheelchair accessible</b>	Yes	
	<b>Auditory/Visual enhancements</b>	No	
	<b>Other Adaptations</b>	Yes	
<b>POLICIES</b>	<b>Does the school publish the following policies on its website?</b>	<b>SEN</b>	Yes
		<b>SAFEGUARDING</b>	Yes
		<b>BEHAVIOUR</b>	Yes
		<b>EQUALITY &amp; DIVERSITY</b>	Yes
	<b>Is the school aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?</b>		Yes

## Who are the best people to talk to in school about my child's difficulties with learning, Special Educational Needs and/or Disability?

### The Local Authority SEN team

Northumberland County Council's local Offer can be accessed via the following link;

<http://www.northumberland.gov.uk/SEND-Local-offer.aspx>

### The school's special educational needs coordinator: [Mrs Amanda Williams](#)

Mrs Amanda Williams

Tel: 01670 714864

Email: [amanda.williams@beaconhill.northumberland.sch.uk](mailto:amanda.williams@beaconhill.northumberland.sch.uk)

Responsible for:

- Coordinating all the support for children with special educational needs or disabilities (SEND) and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school. The % of SEND pupils in school is currently 19%.
- Co-ordinating referrals to the South East Locality Multi Agency Hub
- Ensuring that you are:
  - involved in supporting your child's learning
  - kept informed about the support your child is getting
  - involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc...
- Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in this school are known) and making sure that there are excellent records of your child's progress and needs.
- Providing specialist support for teachers and support staff in the school so they can help children with SEND in the school achieve the best progress possible.

### Your child's class/subject teacher

Responsible for:

- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support) and letting the SENDCo know as necessary.
- Co-ordinating appropriate interventions for your child so that they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.
- Ensuring that the SEND report is updated annually.

**Headteacher:** [Mr Joel Routledge](#)

Mr Joel Routledge

Tel: 01670 714864

Email: [joel.routledge@beaconhill.northumberland.sch.uk](mailto:joel.routledge@beaconhill.northumberland.sch.uk)

Responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEND.
- He will give responsibility to the SENDCo and class teachers but is still responsible for ensuring that your child's needs are met.
- He must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

**SEN Governor:** [Mrs. Paula Allen](#)

Responsible for:

- Making sure that the necessary support is made for any child who attends the school who has SEND.

## **What are the different types of support available for children with SEND at Beaconhill Primary School?**

The types of support available are outlined below. Each class teacher will have a personal support plan for each child on the SEND register. This may be in the form of a Pupil Passport or full Support Plan.

**Class teacher input via excellent targeted classroom teaching also known as Quality First Teaching**

For your child this would mean:

- That the teacher has the highest possible expectations for your child and all pupils in their class.
- That all teaching is based on building on what your child already knows, can do and can understand.
- Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support your child to learn.
- Your child's teacher will have carefully checked on your child's progress and will have decided that your child has a gap in their understanding/learning and needs some extra support to help them make the best possible progress.

All children in school get this as a part of excellent classroom practice.

### **Specific group work**

This group, sometimes called Intervention groups by schools, may be:

- Taught inside or outside of the classroom.
- Taught by a teacher or most often a Learning Support Assistant who has had training to run these groups.

For your child this would mean:

- He/ She will engage in group sessions with specific targets to help him/her to make more progress.

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.

- The class teacher/SENDCo/Headteacher might identify the need for extra specialist support in school from an outside professional e.g.; Speech and Language team, Literacy Team; Sensory support; Psychological services or outside agencies such as the Speech and Language therapy (SALT) Service

For your child this would mean:

- Your child has been identified by the class teacher/ SENDCo/Headteacher (or you may have raised your own concerns) as needing specialist input instead of, or in addition to, quality first teaching and intervention groups
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g. a Speech and Language Therapist or Educational Psychologist.

This will help the school and yourself understand your child's particular needs better and be able to support them better in school

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
  - Making changes to the way your child is supported in class e.g. some individual support or changing some aspects of teaching to support them better
  - Support to set targets which will include their specific expertise
  - A group run by school staff under the guidance of the outside professional e.g. a social skills group
  - A group or individual work with outside professional
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.

This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups.

### **Specified individual support**

This is usually provided via extra funding given to school (STAR – Short Term Additional Resource), or an Education, Health and Care Plan (EHCP). This means your child will have been identified by the class teacher/ SENDCo/Headteacher as needing a particularly high level of individual or small group teaching (more than 20 hours a week), which cannot be provided from the budget available to the school.

Usually your child will also need specialist support from a professional outside the school. This may be from:

- Local Authority central services such as: the Behaviour and ASD team; Speech, Language and Literacy Team; Sensory support; Psychological services.
- Outside agencies such as the Speech and Language therapy (SALT) Service.

For your child this would mean:

- Initially, the school can apply for extra funding (STAR) in order to provide additional support to meet a child's needs. This funding is short term, usually lasting one term.
- The school (or you) can request that the Local Authority carry out a statutory assessment – Consideration of Statutory Assessment (COSA) of your child's needs. This is a legal process which sets out the amount of support that will be provided for your child.
- After the school has sent in the request to the Local Authority (with a lot of information about your child, including some from you), they will decide whether they think your child's needs (as described in the paperwork provided), seem complex enough to

need a statutory assessment. If this is the case they will ask you and all professionals involved with your child to write a report outlining your child's needs. If they do not think your child needs this, they will ask the school to continue with the support they are currently receiving.

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong and that they need more than 20 hours of support in school to make good progress. If this is the case they will write an EHC Plan. If this is not the case, they may agree to "STAR" funding for a cycle of interventions (usually one term).
- The EHC Plan will outline the number of hours of individual/small group support your child will receive from the LA and how the support should be used and what strategies must be put in place. It will also have long and short term goals for your child.
- The additional funding may be used to:
  - o provide an adult to support your child within the whole class learning
  - o run individual programmes or small groups including your child.
  - o pay for support from outside agencies
  - o provide resources not available within the school budget

This type of support is available for children whose learning needs are:

- Severe, complex and lifelong
- Need more than 20 hours of support in school

## Who provides support to children with SEN at Beaconhill Primary School?

### ***Directly funded or provided by the school:***

- 8 HLTAs (Higher level Teaching Assistants)
- 14 TAs (Teaching Assistants)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- 1 ELSA
  
- Educational Psychology services

### ***Paid for centrally by the Local Authority but delivered in school:***

- Social Services Provision
- Sensory Service for children with visual or hearing needs
- Speech and Language Therapy (provided by Health but paid for by the Local Authority)
- School Nurse

- Support Services team professionals
- Emotional wellbeing and behaviour support services
- Literacy and Numeracy support services
- Autism support services

***Provided and paid for by the Health Service (Northumberland NHS Trust) but delivered in school:***

- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young people's Services)
- Primary Mental Health

## **How are the teachers at Beaconhill Primary School supported to work with children with SEND?**

- The SENDCO supports the class teacher in planning for children with SEND.
- The school responds to and seeks out training for all staff to improve the teaching and learning of children including those with SEND. This includes whole school and individual training on SEND issues such as ASD (autistic spectrum disorder), behaviour, nurture and speech and language difficulties.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g. from the Support Services team.

## **How will teaching be adapted for my child with SEND?**

- Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.
- Specially trained support staff can adapt the teachers' planning to support the needs of your child where necessary. Scaffolds can be put in place to ensure all children are able to access the teaching and learning.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.

## **How do we provide support for improving social, emotional and mental health?**



- In school, we have an Emotional Learning Support Assistant (ELSA). She works with children in all year groups covering a variety of issues, such as friendship, bullying, self-esteem, anger, bereavement, unhappiness, behaviour. The children she works with are referred to her by teachers or other adults in school.
- In addition to ELSA, we offer a counselling service which is led by a specialist counsellor. This is available for staff and parents to refer children to.
- We place a high emphasis on anti-bullying education in school and as a result, bullying incidents are very low. Our school deals quickly and effectively with any reported incidents of bullying. Children know what to do if they are being bullied or see bullying take place. We have delivered anti-bullying workshops that parents are invited to. The analysis of the annual anti-bullying questionnaires shows that the vast majority of parents are confident that we deal effectively with any bullying issues.
- Our PSHE curriculum teaches children to reflect on their short and long term learning, feelings and behaviours with an increasing ability to use their reflection to make improvements or adaptations to their lives and wellbeing.

### **How will the views of my child be listened to?**

- If your child has an EHCP they will be asked to complete an information document that will be shared at the review meeting. If your child is unable to do this, the TA who works with your child will help complete this, based on their experiences of working with your child. If at all possible, we will ask the child to attend the review meeting in person to give their views.
- Children who are looked after by the local authority will also be invited to a meeting to give their views on their learning. These views will be incorporated into their Personal Education Plan.
- Your child will share their views and these will be included on their Pupil Passport or Personal Support Plan.

### **What arrangements are there for Looked After Children (LAC) who have SEN?**

- The SENDCo or Headteacher will have a meeting with the child's class teacher and a member of the LAC team from Northumberland County Council. The child will also be invited to this meeting to give his/her views. The needs of the child will be discussed and objectives and actions will be mapped out for the year. These will be recorded in a Personal Education Plan, which will be referred to regularly by the class teacher throughout the year.

## SEND Categories at Beaconhill

	SEND register	Whole school (245)
<b>Number of children with SEN</b>	49	49
<b>% of school on SEN register</b>	20%	20%
<b>% Girls (11)</b>	22%	42%
<b>% Boys (38)</b>	78%	58%
<b>% Pupil Premium (36)</b>	73%	55.9%
<b>% Not Pupil Premium (13)</b>	27%	44.1%
<b>% SEN children who are in Early Years (10)</b>	20%	N/A
<b>% SEN children who are in Key Stage 1 (13)</b>	27%	N/A
<b>% SEN children who are in Key Stage 2 (4 classes) (26)</b>	53%	N/A
<b>% SEN children with EHC Plan/STAR (8)</b>	16%	3%
<b>% SEN children where Communication and interaction is primary area of concern (17)</b>	35%	7%
<b>% SEN children where Cognition and learning is primary concern (14)</b>	29%	6%
<b>% SEN children where Social, Emotional and Mental is primary concern (11)</b>	22%	6%
<b>% SEN children where sensory and/or physical is primary concern (7)</b>	14%	3%

## How will we measure the progress of your child in school?

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally in our Pupil Progress meetings each half term.

- At the end of Year 6, all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. In rare cases, children will be disapplied from the SATs. This is in cases where children are working at a level which is below Key Stage Two.
- Progress in interventions will be reviewed every term and the plan for the next term made. Parents/carers will also be involved in this process.
- Parents will be invited to attend a meeting with the class teacher three times through the year to discuss progress.
- Class teachers will formally meet with SENDCO three times throughout the year to discuss progress.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.
- Some children will remain on the SEN register throughout their time at Beaconhill Primary School because the nature of their need means they require additional or different support from the majority of their peers. However, many children on our SEN register make such good progress they no longer need additional support and so can be removed from the register. Because the group is not a fixed group, it is difficult to give meaningful figures which truly reflect the rate of progress. The number of pupils in some cohorts are very small and this must be taken into consideration when analysing any attainment data.

### **How do we support parents/carers of children with SEND?**

- The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.
- The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with the person involved directly, or where this is not possible, in a report.
- Homework will be adjusted if needed to your child's individual needs.
- A home/school contact book or diary may be used to support communication with you, when this has been agreed to be useful for you and your child.

### **How is our school accessible to children with SEND?**

- Our vision for children with special educational needs and disabilities at Beaconhill is the same as for all children and young people – that they achieve well in their early years and throughout school and lead happy and fulfilled lives.
- The building is accessible to children with a physical disability.

- Whole-class teaching and learning opportunities which offer support and scaffolds to allow all children to access learning.
- We ensure that equipment used is accessible to all children regardless of their needs.
- Extra-curricular activities are accessible for children with SEND providing appropriate support can be provided by the school if needed.

## **How will we support your children when they are leaving Beaconhill or moving on to another class?**

We recognise that transitions can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

- If your child is moving to another school:
  - We will contact the school SENDCo and ensure he/she knows about any special arrangements or support that need to be made for your child
  - We will make sure that all records about your child are passed on as soon as possible.
- When moving classes in school:
  - Information will be passed on to the new class teacher in advance and a planning meeting will take place with the new teacher.
  - All children have an opportunity to spend a session with their new class teacher for September at the end of the summer term.
  - If your child requires any further support or transition work, this will be arranged.
- In Year 6:
  - The SENDCo and Year 6 teacher will meet with the SENDCo and the Head of Year 7 from the secondary school to discuss the specific needs of your child.
  - Your child will take part in focused learning about aspects of transition to support their understanding of the changes ahead.
  - Your child will visit their new school on several occasions towards the end of the school year.

## **What should you do if you feel that your child is not receiving the appropriate support?**

- Contact Mrs Amanda Williams ([amanda.williams@beaconhill.northumberland.sch.uk](mailto:amanda.williams@beaconhill.northumberland.sch.uk)) providing details of your concerns and who you have already discussed these concerns with.
- Contact Mr Joel Routledge

([joel.routledge@beaconhill.northumberland.sch.uk](mailto:joel.routledge@beaconhill.northumberland.sch.uk)) providing details of your concerns and who you have already discussed these concerns with.

- If you are not satisfied with the outcome of that consultation, then contact Philip Watters, Chair of Governors ([philip.watters@beaconhill.northumberland.sch.uk](mailto:philip.watters@beaconhill.northumberland.sch.uk))
- If you are still not satisfied then contact the mediation service. The mediation service for Northumberland is provided by Barnardos.

### Where else can I go to get support?

- Northumberland Information, Advice and Support Service  
Telephone: 01670 623555 Email: [iass@northumberland.gov.uk](mailto:iass@northumberland.gov.uk)
- Northumberland Parent Support Partnership  
[Alison.bravey@northumberland.gov.uk](mailto:Alison.bravey@northumberland.gov.uk)  
01670 623555

Appendix 1.

## Beaconhill Community Primary School Accessibility Plan

The SEN and Disability Act 2001 extended the Disability Discrimination Act 1995 (DDA) to cover education. The governing body has three key duties towards disabled pupils, under part 4 of the DDA.

- Not to treat disabled pupils less favourably for a reason related to their disability.
- To make reasonable adjustments for disabled pupils, so that they are not at a substantial disadvantage.
- To plan to improve access to education for disabled pupils.

Under legislation schools are required to put in place an Accessibility Plan. In order to facilitate this, an audit of the school was carried out by Dickinson Associates.

A new plan has been constructed to cover the period 2021-24.

This plan sets out the proposals of the governing body to increase access to education for disabled pupils in three aspects required by planning duties in the DDA:

- Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)
- Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services.
- Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled.

It is a requirement that the school's Accessibility Plan is resourced, implemented, reviewed and revised as necessary. Attached is a set of action plans showing how the school will address the priorities identified by Dickinson Associates.

### DUTIES AND DEFINITIONS

There are three sets of duties which provide the statutory framework underpinning equality of opportunity for disabled pupils:

1. The **disability discrimination** duties in Part 4 of the DDA;
2. The **planning** duties in Part 4 of the DDA;
3. The **Special Educational Needs (SEN) duties** in the Education Act 1996.

The DDA's fundamental **definition** of a disabled person is someone who has '**a physical or mental impairment which has a substantial and long-term adverse effect on his or her**

***ability to carry out normal day-to-day activities.*** Physical or mental impairment includes sensory impairments and also hidden impairments. In the DDA '*substantial*' means '*more than minor or trivial*'. '*Long-term*' means has lasted or is likely to last more than 12 months.

**1. Disability discrimination duties** state that it is unlawful for schools to discriminate against disabled pupils. A school discriminates if:

- it treats a disabled pupil or prospective pupil less favourably than another for a reason related to their disability and without justification;
- it fails, without justification, to take reasonable steps to avoid placing disabled pupils at a substantial disadvantage. This duty is often known as the 'reasonable adjustments' duty.

**2. Planning duties** require Local Authorities and schools to develop accessibility strategies and plans to improve access to school education for disabled pupils. The strategies and plans are required to show how, over time, access to local schools will be increased by:

- increasing access to the curriculum for disabled pupils;
- making improvements to the physical environment of the school to increase access to education and associated services;
- making written information accessible in a range of different ways for disabled pupils, where it is provided in writing for pupils who are not disabled.

**3. Special Educational Needs duties** in the Education Act 1996 overlap with DDA legislation duties. The definition of SEN includes many, but not necessarily all, disabled children: a disabled child has special educational needs if they have a disability and need special educational provision to be made for them in order to be able to access the education which is available locally. The SEN duties provide support for children identified as having SEN. The 1996 Act sets out duties on local education authorities to:

- identify;
- assess; and
- make additional or different provision available, for example: equipment or human resources, where necessary.

#### MAKING REASONABLE ADJUSTMENTS FOR DISABLED PUPILS

Reasonable adjustments meet **statutory requirements** when they:


- act to **prevent** disabled pupils being placed at a **substantial disadvantage**;
- are aimed at **all disabled pupils**;
- are **anticipatory**;
- enable pupils to **participate** in education and associated services.

When deciding if a reasonable adjustment is necessary to avoid placing disabled pupils at a substantial disadvantage, schools need to consider the potential impact on disabled pupils in terms of:

- time and effort;
- inconvenience;
- indignity or discomfort;
- loss of opportunity;
- diminished progress.



### Improving the delivery to disabled pupils of information which is provided in writing for pupils who are not disabled

Target	Action	Success Criteria	Review	Monitoring	Cost
Improve liaison with local Early Years Settings	Review current informal system; ensure inclusion for families and pupils in need.	All families and pupils have equal access to information.	By July 2025	Head and Leadership Team. Report to Governors 	£ in house
Access translation service for specific families as needed.	Develop core principles of need, establish process of translation.	Principles and procedures clear to all staff and available to parents as needed.	ongoing		£ TBE
Access E2L service to support families in need.	Work with E2L division at NCC to gain support when needed.	Support for pupils in place at early stage.	As needed		Nil
All parents and pupils access and contribute to procurement of SEN provision	Review SEN process to ensure all parents and pupils have equal access to process	All parents and pupils able to contribute effectively to SEN process	By July 2025		Leadership meeting £
					£ 0.5 release day for SENCO

**Increasing the extent to which disabled pupils can participate in the school curriculum (including extra curricular activities)**

Target	Action	Success Criteria	Timescale	Review	Cost
Continue to develop use of ICT to support all pupil needs.	Ensure ICT connectivity, hardware and software are fit for purpose of supporting all pupils' needs	All pupils can access curriculum using appropriate ICT.	July 2025	IT technician	As necessary
Maintain resources, expertise and a range of support networks for staff	Audit SEN information and resources in school and NCC	Staff informed of available support. SENCO to monitor delivery.	Ongoing	Head/Govs ↓	
Ensure equal access to educational visits.	Review Educational visits policy.	Educational visits inclusive in policy and practice.	Ongoing	Ed visit co-ordinator to monitor visit planning.	
Short term planning to reflect inclusion	Directed time given to staff (PPA) to review and develop planning process.	All planning includes opportunities for all pupils to take part and achieve.	Ongoing		

Target	Action	Success Criteria	Timescale	Monitoring	Cost
See Access audit and action plan					
Improving the environment of the school to increase the extent to which disabled pupils can take advantage of education and associated services					