



SEND Information Report July 2022

(Based on SEN Code of Practice 2014)

This report will be reviewed and updated in July 2023

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

1. Who are the best people to talk to in this school about my child's difficulties with learning/ Special Educational Needs or disability (SEND)?

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

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 14%.
- 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.

Head Teacher: Mr Joel Routledge

Mr Joel Routledge

Tel: 01670 714864

Email: 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.

2. 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 should be getting this as a part of excellent classroom practice when needed.

Specific group work

This group, often 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/Head teacher 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/Head Teacher (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/Head Teacher 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 have 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:
 - provide an adult to support your child within the whole class learning
 - run individual programmes or small groups including your child.
 - pay for support from outside agencies
 - 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

3. Who are the other people providing services to children with a SEN in this school?

Directly funded or provided by the school:

- 4 HLTAs (Higher level Teaching Assistants)
- 14 TA's (Teaching Assistants)
- Additional Speech and Language Therapy input to provide a higher level of service to the school.
- 1 ELSA

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

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

- Occupational Therapy
- Physiotherapy
- CYPS (Children and Young peoples Services)
- Primary Mental Health

4. How are the teachers in school helped to work with children with a SEND and what training do they have?

- The SENDCo's job is to support 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.

5. How will the 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.
- 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.

6. How do we provide support for improving emotional and social development?

- Mrs. Mason, one of our HLTA's, is a qualified 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. Mrs. Mason delivers an emotional health session to every class in school. She is assisted by the older members of the B3B committee in school.
- The needs and support for vulnerable children are discussed in every staff meeting so that all members of staff are aware of current provision for this group of children.
- 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 anti-bullying workshops every year 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.

7. How will the views of the 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.

8. What arrangements are there for CLA who have SEN?

- The SENDCo will have a meeting with the child's class teacher and a member of the CLA 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.

9. SEND categories in our school

	SEND register	Whole school (229)
Number of children with SEN	33	33
% of school on SEN register	14%	13%
% Girls (8)	24%	3%
% Boys (25)	76%	11%
% Pupil Premium (22)	67%	10%
% Not Pupil Premium (11)	33%	5%
% SEN children who are in Early Years (4)	12%	2%
% SEN children who are in Key Stage 1 (10)	30%	4%
% SEN children who are in Key Stage 2 (4 classes) (19)	58%	8%
% SEN children with EHC Plan/STAR (4)	12%	2%
% SEN children where Communication and interaction is primary area of concern (6)	18%	3%
% SEN children where Cognition and learning is primary concern (13)	39%	6%
% SEN children where Social, emotional and mental is primary concern (13)	39%	6%
% SEN children where sensory and/or physical is primary concern (1)	3%	-1%

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.
- If your child is in Year 1 and above, but is not yet at National Curriculum levels, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress. The levels are called 'P levels'.
- 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.
- 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.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review for all adults involved with the child's education.

How do we close the gap for children with SEND?

- 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.

What support do we have for you as a parent of a child with an 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 as needed to your child's individual needs.

- A home/school contact book may be used to support communication with you, when this has been agreed to be useful for you and your child.

How is Beaconhill accessible to children with SEND?

- The building is accessible to children with a physical disability.
- 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 child when they are leaving this school 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 would be helped by a book, or other resources, to support them understand moving on, then it will be made for them.
- In Year 6:
 - The SENDCo/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 do 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. They may choose to become an ambassador for the school, asking any questions that their peers have regarding transition.

• What should I do if I feel my child is not receiving the support they require?

- Contact Mr Joel Routledge (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)
- If you are still not satisfied then contact the mediation service.

Where else can I go to get support?

- Northumberland Parent Support Partnership
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 2024	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 2024		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 2024	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		
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	Ed visit co-ordinator to monitor visit planning.	

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					