

Beecroft Garden Primary School

SEND Information Report 2015

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This report was compiled during the summer term 2015. The Governing Body ratified this document for publication on Thursday 9th July 2015.

Beecroft Garden Primary School is an inclusive mainstream primary school.

The Inclusion Manager, Ali Carter, is our Special Educational Needs Coordinator (SENCO). She can be contacted via the school, on 0208 692 2762 and on admin@beecroftgarden.lewisham.sch.uk

1. HOW DOES THE SCHOOL KNOW IF CHILDREN NEED EXTRA HELP?

Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination of the following:

- Liaison with previous school or pre-school setting
- Child performing below 'age expected' levels or equivalent
- Concerns raised by a parent
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting learning and progress
- Liaison with external agencies e.g. for a physical/ sensory need, speech and language
- Use of tools for standardised assessment such as PM Benchmarking or Raven Progressive Matrices
- Children with a Statement / EHCP (Education, Health and Care Plan) already have many of their needs clearly identified. Their placement at our school is a decision that is made by the Local Education Authority

2. HOW DO I RAISE CONCERNS IF I NEED TO?

- Talk to us: contact your child's class teacher about your concerns initially. If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the Inclusion Manager (Ali Carter). Appointments can be arranged in person, by phone or by email

3. HOW WILL THE SCHOOL SUPPORT MY CHILD?

3a WHO WILL OVERSEE, PLAN AND WORK WITH MY CHILD?

- The class teacher will oversee, plan and work with each child with SEND in their class to ensure that appropriate progress is made in every area
- Our Inclusion Manager oversees the progress of any child identified as having SEND
- There may be an LSA (Learning Support Assistant), TA (Teaching Assistant) or Early Years Practitioner working with your child either individually or as part of a group. The content of this support will be explained to parents when support begins, and is reviewed and updated during parents evenings and recorded in a class provision map

3b WHO WILL EXPLAIN THIS TO ME?

- The class teacher will meet with you formally on at least a termly basis in order to discuss your child's progress and the support that they are receiving
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings. Please speak to them directly to arrange this
- An appointment can be made with the Inclusion Manager to discuss support in more detail if required, at any time during the term

4 WHAT SUPPORT WILL THERE BE FOR MY CHILD'S OVERALL WELL BEING?

4a WHAT IS THE PASTORAL, MEDICAL AND SOCIAL SUPPORT AVAILABLE IN THE SCHOOL?

- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class
- Any additional staff working with vulnerable children requiring support during the school day, will work under the direction of the Inclusion Manager
- The Learning Mentor, Neola Worrell, liaises with class teachers and the Inclusion Manager in order to provide support for individual children who are experiencing particular difficulties

4b HOW DOES THE SCHOOL MANAGE THE ADMINISTRATION OF MEDICINES?

- The school has a policy regarding the administration and managing of medicines, which is available on the policy page of the school website
- Parents need to contact the school office if prescribed medication is recommended by healthcare professionals and needs to be taken during the school day. Any medication must be given to the school in the packaging that it was dispensed in by the pharmacy, with the child's name and administration information clearly shown. A form must also be completed by the parent and medicines handed into and collected from the school office
- On a day-to-day basis, the administrative staff generally oversee the administration of any medicines. Another member of staff will always witness any administration
- As a staff, we have regular training and updates on conditions and medication affecting individual children, so that all staff are able to manage medical situations
- A number of staff hold first aid qualifications, which are updated regularly

4c WHAT SUPPORT IS THERE FOR BEHAVIOUR, AVOIDING EXCLUSION AND INCREASING ATTENDANCE?

- The school has behaviour and exclusion policies available on the school website. If a child has significant behaviour difficulties, parents receive a letter about this and will be invited into school to discuss the issues. The difficulties may then be addressed through the involvement of the learning mentor; a referral for specialist behaviour support through New Woodlands School

outreach; the involvement of Trefor Lloyd, a behaviour specialist teacher; or through the support of the Children's Centre who run parenting programmes

- The school has an attendance policy. Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Headteacher who may involve the Lewisham Attendance and Welfare service if this becomes a concern. Various incentive schemes are used to promote positive attendance throughout the school including the presentation of certificates individually, and a weekly assembly when class attendance trophies are presented.

4d HOW WILL MY CHILD BE ABLE TO CONTRIBUTE THEIR VIEWS?

- Children discuss their progress and targets when these are reviewed (as is age appropriate)
- If your child has a Statement or EHCP, their views will be sought before any review meetings (as is age appropriate)
- Children are routinely asked to reflect on their learning and share how they feel they are progressing during the course of their daily learning journey
- All children are provided with the opportunity to be voted onto the School Council as well as hold other positions of responsibility, by their class or teachers

5. HOW ACCESSIBLE IS THE SCHOOL ENVIRONMENT?

- Our school has an accessibility policy
- All areas of the school are accessible by wheelchair
- Accessible toilet facilities are available
- A hearing loop is installed at Reception. There is also a mobile loop available
- If you have specific access queries or concerns please speak with us

6. HOW WILL THE CURRICULUM BE DIFFERENTIATED TO MATCH MY CHILD'S NEEDS?

- The long term curriculum plans are available to parents on the school website, alongside ideas for how parents can support their child's learning outside of school
- All learning activities within class are planned and differentiated at an appropriate level, so that all children are able to access learning 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 might be individually differentiated
- The class teacher, alongside the Inclusion Manager will discuss a child's needs and what support will be appropriate
- Children with SEND will have access to the appropriate resources needed in order to help them to make progress e.g. phonic mats, coloured overlays, Numicon

HOW WILL WE KNOW IF THIS HAS HAD AN IMPACT?

- Ensuring that the child is making progress academically against national/ age expected levels (or equivalents) and that the gap is narrowing between them and their peers
- By reviewing children's targets and ensuring that they are being met
- Through verbal feedback from the child, the parent and teacher to build a wider picture
- Through children moving off the SEN Register when they have made sufficient progress – parents will always be informed if this has taken place

7. HOW WILL I KNOW HOW MY CHILD IS DOING AND HOW WILL YOU HELP ME TO SUPPORT MY CHILD'S LEARNING?

- You are welcome to make an appointment to meet with either the class teacher or Inclusion Manager at any time throughout the year and discuss how your child is getting on. We can offer advice and practical ways that you can help to support your child at home
- Your child may have a Provision Map that will have individual/group outcomes. This is discussed with you on a termly basis and parents can be provided with a copy. We can also provide suggestions as to how you can support your child's learning at home. All parents are offered a termly opportunity to participate in a discussion about their child's learning at parents evening, but you are welcome to make additional appointments if you would like to. When your child's Provision Map is reviewed, comments are made against each-outcome to show what progress your child has made.
- If your child has complex SEND they may have a Statement of SEN or EHCP. In such instances a formal meeting will take place to discuss your child's progress and a report will be written at least annually

8. HOW DOES THE SCHOOL KNOW HOW WELL MY CHILD IS DOING?

- As a school we track and analyse the children's progress in learning against national expectations and age related expectations on a termly basis
- 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 Year R through to Year 6, using a variety of different methods. Please ask the school if you require any further details
- Pupil Progress Meetings are held each term between each class teacher, the Inclusion Manager and the Headteacher or Deputy Headteacher. In these meetings, a discussion takes place concerning children who are not making expected progress and possible actions are discussed
- We observe all our children closely upon their entry to Year Reception. Children with language difficulties are identified and given additional small group or individual support to develop their confidence, range of vocabulary and speaking skills

- Where specific needs are apparent, the school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth, for example the British Picture Vocabulary Test
- The Headteacher and Inclusion Manager report regularly to the Governing Body. We have a governor who is responsible for SEN, who meets regularly with the SENCo and attends briefing sessions. They also report back to the Governing Body.
- The Governors agree priorities for spending, with the overall aim that all children receive the support that they need in order to make progress. This will include resourcing appropriate equipment and facilities

9. 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 and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs
- 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 that will cover the same curriculum areas will be provided within the school environment, wherever possible
- A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Some children find the lunchtime period challenging. Depending upon their needs, it might not be appropriate for them to eat in the dining hall with a large number of children or spend long periods of time outside. Each child's needs will be considered on an individual basis

10. HOW WILL THE SCHOOL PREPARE AND SUPPORT MY CHILD WHEN JOINING THE SCHOOL OR TRANSFERRING TO A NEW SCHOOL?

- We encourage all new children to visit the school prior to starting
- We can create 'social stories' with/for the children if transition is likely to prove challenging
- For children starting in Reception, the Headteacher meets with all parents and their children individually in addition to planning a series of stay and play visits for children during the Summer Term, in order to help children, parents and staff get to know each other
- We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood

- If your child has complex needs, then a Statement or EHCP review will be used as a transition planning meeting to which we will invite staff from both schools
- Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher
- At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education

11. WHAT SPECIALIST SERVICES AND EXPERTISE ARE AVAILABLE?

As a school we work closely with any external agencies that are relevant to supporting individual children's needs. Health services include: school nurse, CAMHS (Child and Adolescent Mental Health Service), paediatricians, speech and language therapists, occupational and physiotherapists; Children's Services include: social workers; educational psychologists and specialist advisory teachers, such as from Drumbeat Autism Outreach service. In addition, our links with New Woodlands Outreach, Trefor Lloyd (see section 4c), and our full time Learning Mentor, all provide support as is appropriate to the child's needs

12. WHAT TRAINING HAVE THE STAFF SUPPORTING CHILDREN WITH SEND?

- We look to ensure that we have a variety of skills among our staff body, in order to enable us to support children in the best possible way
- Our Inclusion Manager has completed the National Award for SEN
- The specific training held by staff includes: TEAM TEACH: training in working with children who have an Autism Spectrum Disorder; Speaking and Listening; Dyslexia Awareness training; working memory training; and training in understanding attachment disorders

13. WHO CAN I CONTACT FOR FURTHER INFORMATION?

- Please speak to the class teacher in the first instance
- General information relating to SEND can be found on the school website, including within the SEND policy, where you can find details of the School's Local Offer. This can be found on the policy page of the school website
- Further information is available from the Inclusion Manager, Ali Carter, the Headteacher Graham Voller or, in exceptional circumstances, the SEN Governor, Beate Hellawell
- The LA's Local Offer can be found on www.lewisham.gov.uk/myservices/education/special-educational-needs/Pages/Local-offer.aspx

14. WHO SHOULD I CONTACT IF I AM CONSIDERING WHETHER MY CHILD SHOULD JOIN THE SCHOOL?

Please arrange a meeting with the Inclusion Manager, Ali Carter in the first instance.
Tel: 0208 692 2762 E-Mail: admin@beecroftgarden.lewisham.sch.uk