

Beacon CE Primary School
SEND Information Report September 2024

**This report sets out the aims of our provision in regards to
pupils with special educational needs and/or disability.**

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Our Approach as a School:

High quality, first teaching and additional interventions form the provision that we offer to all our pupils in school. If a teacher or member of staff has concerns at any point about a child's development and or learning this is addressed straight away.

Our assessment processes help us to regularly check what we offer all children in our care. We ensure that all staff have high expectations and lessons are personalised to meet the needs of our children.

This policy will show how we support children with special educational needs or a disability across our school. Our aims are:

- To make reasonable adjustments for those with a disability by taking action to increase access to the curriculum and the environment.
- To ensure that children with SEND engage in the activities of the school alongside pupils who do not have SEND.
- To reduce barriers to learning by embedding the principles in the National Curriculum Inclusion statement <https://www.gov.uk/government/collections/national-curriculum>
- To use our best endeavours to secure special educational provision for pupils who need this.

We recognise and support the four broad areas of need:

- Communication and interaction:
ASD, ADHD, Speech and Language, communication difficulties.
- Cognition and learning:
A specific difficulty affecting learning in one or part of learning, working memory, organisation and memory skills.
- Social, mental and emotional health:
Difficulty managing relationships and emotions, bereavement, self-harming, eating disorders.
- Sensory/physical:
Visual impairments, hearing impairments and other physical difficulties.

We are committed to:

- request, monitor and respond to parent/carers' and pupils' views
- ensuring a high level of staff expertise to meet pupil need
- support pupils with medical conditions to achieve full inclusion in all school activities. We consult with health and social care professionals in order to meet their medical needs
- work in partnership with the Local Authority and other professionals to meeting the needs of all vulnerable learners.

What are special educational needs (SEND) or a disability?

At our school we use the definition for SEND and for disability from the SEND Code of Practice (2014). This states:

Special Educational Needs:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or*
- has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions*

Disability:

*Many children and young people who have SEND may have a disability under the Equality Act 2010 – that is ‘...a **physical or mental impairment which has a long-term and substantial adverse effect on their ability to carry out normal day-to-day activities**’. This definition includes sensory impairments such as those affecting sight or hearing, and long-term health conditions such as asthma, diabetes, epilepsy, and cancer.*

How do we identify and assess pupils with SEND?

As a caring school community, we know and value all of our children. We have on-going teacher assessments and termly pupil progress meetings with members of the leadership team to identify those pupils making less than expected progress. The first response to such progress is high quality targeted teaching by the class teacher. Where progress continues to be less than expected the class teacher will discuss their concerns with the SENCO.

In deciding whether to make special educational provision, the teacher and SENCO will consider all of the information gathered from within the school about the pupil's progress, alongside national data and expectations of progress. This information gathering will include an early discussion with parents/carers and where appropriate, the child. There begins a four-part cycle (*assess, plan, do, review*) through which earlier decisions and actions are revisited and revised. This leads to a growing understanding of the pupil's needs and what supports the pupil in making good progress and securing good outcomes. This is known as the graduated approach. It draws on more detailed approaches and more specialist expertise in successive cycles. If the support needed can be provided by adapting the school's core offer then a child might not be considered SEND nor placed on the SEND register. If, however, the support required is *different from or additional to* what is ordinarily offered by the school, the child will normally be placed on the SEND register at "SEND Support." The school will then seek to remove barriers to learning and put effective special educational provision in place.

Parents are encouraged to speak to the class teacher and SENCO about any concerns they have regarding their child's needs.

How do we evaluate the effectiveness of our SEND provision?

The Headteacher, SENCo and leadership team regularly monitor and evaluate the quality of provision for all pupils. The school governors visit the school regularly. Budgets are closely monitored by the School Business Manager, Headteacher, SENCo and Governors.

The school aims to use interventions in school that have proven outcomes and are evidence based. The impact of SEND provision on the progress and outcomes for children on the SEND register is measured through:

- Analysis of pupil tracking data and test results at pupil progress meetings
- Progress against national data
- How children progress in interventions groups
- Progress against individual targets
- Pupils' work

How do we assess and review pupils' progress towards their outcomes?

Termly pupil progress meetings in school include the leadership team and progress is measured against national data and based on their age and starting points. Termly reviews and target setting meetings are planned to coincide with parents' evenings and SEND catch up meetings where possible. Some children may need more frequent reviews or at times to coincide with assessments from outside agencies.

We use a four-part cycle of *assess, plan, do, review* through which earlier decisions and actions are revisited, refined and revised. This leads to a growing understanding of the pupil's needs and what helps them to make progress and secure good outcomes.

During this process information may be captured in a *SEND Support Plan*. This plan is intended to be a working document, which is regularly updated as more is understood about the child's SEND.

What is our approach to teaching pupils with SEND?

Every teacher is a teacher of every child including those with SEND. At The Beacon CE Primary School we believe that all children have the right to a broad and balanced curriculum. High quality teaching, differentiated for individual pupils, is always the first step in responding to pupils who have SEND. All staff members are committed to creating an inclusive learning environment in their classrooms believing this to be the key to ensuring children with SEND are making good progress and eliminating underachievement.

We also recognise there are times when some children require a more personalised curriculum and support staff, including intervention teachers within each year group, will work with small groups or individual children to provide a fully supported, intensive programme of learning aimed at the children's specific learning needs. All children with an EHC Plan will have suitable provision in class

with appropriate intervention as necessary. This provision is monitored and tracked regularly through progress meetings, year group meetings and teacher/TA briefings.

Every child at The Beacon CE Primary School, including those with SEND, is an individual and is treated as such. Support and intervention for children on the SEND register is planned to meet their individual needs. We take a holistic view to supporting children with SEND, encouraging participation in the wider school curriculum and support the family around the child.

How do we adapt the curriculum and learning environment?

All teachers match the tasks, support and resources to the differing needs of the children. All our teachers are clear on the expectations of 'Quality First Teaching' and are monitored by the leadership team. Where appropriate our Inspire Curriculum is personalised and individual learning targets are set. Teachers plan lessons to accommodate different learning styles and to engage auditory, visual and kinaesthetic learners. When a child with complex SEND needs meets the criteria of disability, the school will comply with its duties under the Equality Act 2010. *Reasonable adjustments* will always be made to enable access to all areas of the school curriculum for pupils and their parents/carers with a disability (eg. adapted seating or auxiliary aids in the classroom.) Where there are concerns of safety and access, further consideration is given to planning for an activity and where applicable parents/carers are consulted. If necessary, additional staff members are provided to ensure SEND pupils can be included and risk assessments are carried out.

Personalised risk assessments are created for any pupils with a physical disability which prevents them from accessing the school environment independently. This is created with the child, their parent/carer, the class teacher and relevant healthcare professionals involved. The personalised risk assessments will also be adapted for pupils with significant SEMH difficulties that are impacting their access to the mainstream learning environment and include temporary reduced hours contracts to support the child reintegrate to full time education.

What additional support for learning is available?

We work alongside other agencies to provide support for those children whose needs require multi-agency partnerships. Support in school can take many forms such as adult support in class, focused 1-1 or small group intervention, additional resources in class, access to a wide range of IT or supporting the use of auxiliary aids.

During the COVID-19 school closure, work was available in two formats: through the online learning platform, Seesaw and Tapestry; or paper-based learning pack. These were monitored daily and weekly (paper-based when returned) by the class teacher and adapted suitably according to the pupil's learning needs and accessibility needs. This level of support remains in place for any child who cannot access the physical learning environment and has to be educated at home or off site.

What other services are provided through school?

We receive specialist support from:

Speech and Language Therapy Service: based at Alder Hey Children's Hospital Trust

<https://alderhey.nhs.uk/parents-and-patients/services/speech-and-language-therapy>

Phone number for Alder Hey 0151 228 4811

Occupational Therapy Service: based at Alder Hey Children's Hospital Trust

<https://alderhey.nhs.uk/parents-and-patients/services/occupational-therapy>

Phone number for Alder Hey 0151 228 4811

Liverpool ASD Team: based at Alder Hey Children's Hospital Trust

<https://www.thelivewelldirectory.com/Services/16>

Phone number: 0151 252 5252

Early Help Teams

https://fsd.liverpool.gov.uk/kb5/liverpool/fsd/service.page?id=ldumW_Hq5ls

Education Welfare Officer

<https://liverpool.gov.uk/schools.../education-welfare/school-attendance-behaviour-wel...>

Action for Children

www.actionforchildren.org.uk/

Bully Busters

www.bullybusters.org.uk/

ADDvanced Solutions

www.advancedsolutions.co.uk/

ADHD Foundation

<https://www.adhdfoundation.org.uk/>

Barnardos

<https://www.barnardos.org.uk/>

We have also buy support from the:

Educational Psychology service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

School Family Support Service

<https://liverpool.gov.uk/council/strategies...families/liverpool-families-programme/>

Seedlings Therapeutic Service

<https://www.liverpoolcamhs.com> › Support › 0 - 11 years old

SENISS

<https://liverpool.gov.uk/schools-and-learning/special-educational-needs/>

How do we enable pupils with SEND to engage in activities with other pupils who do not have SEND?

At The Beacon CE Primary School we are committed to giving all our children every opportunity to achieve their potential and develop as well rounded individuals. We have a whole school approach to inclusion which supports all learners engaging in activities together. Any barriers to learning or engagement in the wider curriculum are reviewed with discussions on what can be done to overcome these. We always make *reasonable adjustments* so that all learners can join in with activities regardless of their needs.

How do we support pupils with SEND to improve their emotional and social development?

The needs of all children are known by staff who are able to provide a high standard of pastoral support. We have implemented a 'Whole School Approach' to mental health and wellbeing and work closely with Liverpool Learning Partnership and Liverpool CAMHS. The Zones of Regulation are used to support children's emotional regulation and the 'ROAR' response rainbow for pupils to identify their emotional wellbeing throughout the day. Pupils also develop understanding of their own emotional and social development through a comprehensive PSHE curriculum taught explicitly in weekly lessons. Interventions to support pupil's well-being are delivered to targeted pupils and aim to support improved interaction skills, emotional resilience and well-being.

Specific staff are trained to support the medical needs of pupils and where relevant, individual care plans are put in place as required. The Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and adhered to by all staff. We have a zero tolerance approach to bullying (Behaviour Policy/Equalities objectives) in our school and will address the causes of bullying as well as the negative behaviours.

Pupils who find outside class times difficult are looked after with support or can access inside activities. We regularly monitor attendance and take the necessary actions to help improve both attendance and punctuality. All children are encouraged to participate in a wide range of extra-curricular activities, where able, and are fully included in all clubs.

A Governor also captures Pupil and Parent voice to monitor the effectiveness of SEND throughout the school year. We have also has gained Health and Wellbeing Award in Spring 22, which shows we support pupils' well-being and mental health.

Who can you contact at the school?

All teachers are responsible for every child in their care, including those with special educational needs. If parents have concerns relating to their child then we ask parents to discuss these with your child's teacher. A meeting with the school Inclusion and Intervention lead whose name is Miss Kellie Mooney and whose contact details are BeaconSENCO@ldst.org.uk is also possible.

Parents may also contact the Executive Headteacher or Headteacher directly if they feel this is more appropriate.

All parents will be listened to. Their views and their hopes for their child will be central to all decisions made and support that is put in place.

What expertise and training do our staff have to support pupils with SEND?

We have staff who are trained to deliver evidence based interventions to support children in reading, writing and maths. Additional programmes recommended by external agencies are also in place to support speech and language development, social skills, handwriting and fine motor skills. The SENCO has a teacher's qualification and has completed the National Award in Special Educational Needs Co-ordination. Where it is deemed that external support is necessary we discuss any referrals with parents in the first instance and only proceed with parental consent.

The SENCO attends the School Improvement SEND Briefing in March and November, half termly Consortia cluster meetings and safeguarding training. They have also attended training on the New Code of Practice 2015, Educational Psychologist Service (EPS)- Growth Mindset, Educational Psychologist Service (EPS)- Emotion Coaching, MYA- React (Anxiety).

Members of our leadership team have completed National Professional Qualifications (NPQs) including NPQH, NPQSL, NPQLTD and NPQ for SENCOs.

At the Beacon, we have provided a range of CPD opportunities to staff within our school. These include training on the following:

- Autistic Spectrum Disorder
- ADHD
- Social, Communication and Interaction intervention
- Quality First Teaching
- Adaptive Teaching
- Trauma Informed Practice

The school has also invested in the Seedlings Therapeutic Support Service to offer children counselling on a 1:1 basis once a week throughout the year. Additionally, the school has invested in the Mental Health Support Team who provide support for families through their offer of parental courses and workshops. The MHST can also support children on a 1:1 basis where appropriate.

How will we secure specialist expertise?

The school accesses advice from School Improvement Liverpool SEND team, the Learning Support service, Educational Psychology, Behaviour Support service, Sensory Advisory Service, ASD / ADHD outreach, Occupational Therapy Services, Physiotherapy services, Mental Health Support Team (CAMHS / YPAS), Alder Hey specialised teams and Speech and Language therapy service.

How will we secure equipment and facilities to support pupils with SEND?

The Beacon CE Primary School has an excellent record of supporting SEND and provision of resources for SEND pupils. However, if equipment or facilities were required which were beyond the school's budget, appropriate sources of funding would be explored; e.g. High Needs Funding or request an Educational, Health and Care plan assessment.

How are pupils with medical needs supported?

Pupils with more complex medical needs will be provided with an Individual Health and Care Plan. This is completed by the Inclusion and Intervention lead and parents. Parents can be supported by school in this process.

We have designated staff who administer and supervise medications and who complete formal training. All medicine administration procedures adhere to the Trust policy and Department of Education (DfE) guidelines and the School Medical Policy.

How do we consult parents of pupils with SEND and involve them in their child's education?

We operate an open door policy where parents are strongly encouraged to come into school to speak to the SENCO if they have concerns about progress or SEND provision for their child. We share feedback about the children's learning on an on-going basis with parents and formally at the termly parents' SEND Catch up meetings and Parents Evening. At these meetings we share next steps in learning and also discuss ways in which parents can support their child's learning at home. Parents can also arrange to meet the class teacher to discuss their child's individual support plan each term.

General information regarding the curriculum and learning is available on the school's website.

How do we consult pupils with SEND and involve them in their education?

An important part of the early stages of information gathering includes talking to pupils. We strive for a person-centered approach to information gathering and the cycle of *assess, plan, do, review*. All children contribute to their plan and targets are put into child friendly statements.

Please look at the school website, www.beaconceprimary.co.uk It includes links to websites and resources that we have found useful. The class teacher or SENCo may also suggest other ways of helping your child's learning.

How do we handle complaints from parents of children with SEND about provision made at the school.

If parents/carers have any concerns regarding the SEND policy or the provision made for their child at The Beacon CE Primary School, please speak to us as soon as possible. In the first instance, please speak to the class teacher or the SENCO. If parents/carers feel their child's needs are still not being met they should make an appointment to see the head teacher.

If concerns are still unresolved parents may wish to engage with the school's complaints procedure, which can be found on the school website at www.beaconceprimary.co.uk

How do we involve other organisations in meeting the needs of pupils with SEND and supporting their families?

The SENCO attends termly multi professional planning meetings to discuss school priorities and how other professionals can help to support pupils with SEND. When specialist support is required, beyond that which the school is able to offer, an individual referral will be made. In these cases parents will be consulted and consent sought.

We have established relationships with a range of professionals in health and social care. These include educational welfare, school nurses, educational psychologist, social workers, behaviour support services, Mental Health Support Team, ASD outreach, ADHD outreach, speech and language therapy, physiotherapy services and occupational therapy.

We have a particular duty in ensuring that 'Looked after Children' are given the appropriate support and care to help support their progress and engagement with learning. When 'Looked after Children' attend our school we do our utmost to ensure they fulfil their potential. We attend review meetings with children's services and maintain a Personal Education Plan (PEP).

What support services are available to parents?

If you have spoken to school and still have concerns, Liverpool City Council has commissioned the support of WIRED (Wirral Information Resource for Equality and Disability). The name of the new combined service is Liverpool & Knowsley Special Educational Needs & Disability Information Advice and Support Service (SENDIASS). Tel: 0800 012 9066

How do we support pupils moving between different phases of education?

A number of strategies are in place to enable effective pupils' transition. These include:

On entry:

- For pupils starting Reception in September we do home visits and visit their current nursery setting, we have planned visits to school to meet their new classroom, teacher and friends.
- Parent/carers are invited to a meeting in school to help their child to settle into the school routine.
- The SENCo can meet with new parents of pupils who are known to have SEND.
- If pupils are transferring from another setting, the previous school records will be requested immediately and a meeting can be arranged with parents.

Transition to the next school:

- Support from outside agencies.
- Accompanied visits to other providers may be arranged.
- For pupils transferring to local schools, the SENCOs of both schools will meet to discuss the needs of pupils with SEND in order to ensure a smooth transition.
- The records of pupils who leave the school mid-phase will be transferred within five working days of the parents notifying their child has been enrolled at another school.
- Year 6 to 7 transition event

We aim to ensure all learners and their families feel welcome and to quickly become part of our school community. Transition meetings are held between EYFS and both Key Stages where necessary information is shared between the SENCO and class teacher. Parents are encouraged to visit the school prior to entry and further visits can be arranged for the child to visit separately. An enhanced transition plan is agreed between both schools, parents and the child before transitioning to the next phase of education. Each year group has a transition support team and children work in groups on preparing to move between year groups and onto year 7. Any pupils moving to secondary schools that require a high level of transition support work with the SENCO in organizing visits to the school (virtually or in person).

What are the admission arrangements for children with disabilities?

Children are admitted to The Beacon CE Primary School according to our admissions policy. The admission of pupils with disabilities is the same as those applied to pupils without disabilities. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled the school will make reasonable adjustments and provide auxiliary aids or services to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

Parents of children with disabilities are advised to speak to us prior to admission to discuss any reasonable adjustments required so we can plan accordingly.

Where can the LA's local offer be found? How have we contributed to it?

Liverpool's local offer provides information for children and young people with special educational needs and disabilities (SEND), their parents or carers - all in one place. Knowing what is out there gives you more choice and control over what support is right for you or your child.

On the local offer website you can search for services from a range of local agencies including education, health and social care; find out more about SEND reforms and keep up to date with the scope of the local offer as it develops and grows.

Visit their website at <http://liverpool.gov.uk/localoffer> which we have contributed to with information about the school.

Who can I contact for further information or if I have any concerns?

If you wish to discuss your child's special educational needs or are unhappy about any issues regarding the school's response to meeting these needs please contact the following:

- Your child's class teacher
- The SENCo
- The Executive Headteacher or Headteacher
- For complaints, please contact the School Governor with responsibility for SEND. Their name is Danielle Azanhuwa They can be contacted via the school office.

Support services for parents of pupils with SEND include:

- Information, Advice and Support Agency Network offers independent advice and support to parents and carers of all children and young people with SEND and will direct visitors to their nearest IAS service <http://www.iasnetwork.org.uk/>
- For parents who are unhappy with the Local Authority or school responses to their child's SEND, parents may seek mediation from the regional mediation services. Information on this free service is located here <http://preview.tinyurl.com/qx5a8vq>
- Parents and carers can also appeal to the Government's SEND tribunal if you disagree with the Local Authorities decisions about your child's special educational needs. You can also appeal to the tribunal if the school or council has discriminated against your disabled child. Information on this process is available here <http://preview.tinyurl.com/ovg4so3>

Relevant school policies and plans underpinning this SEND Information Report include:

- SEND Policy
- Teaching and Learning Policy
- The Local Offer
- Accessibility Plan

Legislative Acts taken into account when compiling this report include:

- Children & Families Act 2014
- Equality Act 2010
- Mental Capacity Act 2005

References:

Schedule 1 of The Special Educational Needs and Disability Regulations 2014.

The **SEND Code of Practice** (January 2015) The Code of Practice provides statutory guidance on duties, policies and procedures relating to Part 3 of the Children and Families Act 2014 and associated regulations <http://preview.tinyurl.com/nenth62>

Supporting pupils at school with medical conditions Sept 2014.

<http://preview.tinyurl.com/nrv8wxy>

SE7 Local Offer: Framework and Guidance. <http://preview.tinyurl.com/otma4gj>

Glossary (A glossary of SEND terms is included in the appendices of the SEND Code of Practice <http://preview.tinyurl.com/nenth62>)