

Report prepared by School on SEN incorporating the “Local Offer”.

SCHOOL NAME:	Beaufront First School		
TYPE OF SCHOOL:	Mainstream	4 to 9 years	
ACCESSIBILITY:	Fully wheelchair accessible	yes	
	Auditory/visual Enhancements	no	
	Other adaptations	Disabled toilet facilities	
CORE OFFER:	<p>Are you currently able to deliver your core offer consistently over all areas of your school?</p> <p>Yes</p>		
POLICIES:	Are the school policies available on the website for:	SEN	yes
		SAFEGUARDING	yes
		BEHAVIOUR	yes
		EQUALITY & DIVERSITY	yes
	Are you aware/familiar with the requirements of the Disability Discrimination Act 1995 and the Equality Act 2010?		yes
RANGE OF PROVISION:	Please indicate what your school has to offer (over and above your core offer) in each of the following areas:		
	<p>Areas of strength:</p> <ul style="list-style-type: none"> • Small school, all staff know all children • Highly qualified, experienced staff. • Family involvement, links, knowledge encouraged • Differentiation within mixed age classes allows children to work at the optimum level for their own development • Flexibility of teaching between classes may suit certain children • Individualised approach to children with SEND or simply requiring additional support to make progress in any area of the curriculum or their social and emotional development. • Staff very experienced in providing challenge for academically able children. 		
	<p>Specialist Facilities/Equipment to support SEND</p> <p>Staff training and expertise in the following areas:</p> <ul style="list-style-type: none"> • Talkboost and other early intervention approaches 		

	<ul style="list-style-type: none"> • ReadWrite Inc. resources used alongside other reading resources to enhance reading and writing in children with additional needs in these areas. ReadWrite Inc. resources and approach used to benefit all children. • ASD. All staff have received training re learning strategies and behaviour support. Named staff have received further in depth training which has been cascaded throughout school. Visual timetables etc. used to the benefit of all children. • Dyslexia Specialist teacher currently teaches in KS1, carries out interventions where necessary and supports other staff to develop “dyslexia friendly strategies” throughout the school. • Other interventions/support groups are developed according to need; e.g. writing fluency, maths development , friendship skills etc. • Literacy advisor acts as 1:1 tutor, supports staff, evaluates areas of difficulties in children <p>Input from Therapists/Advisory Teachers/other specialist support services</p> <p>A range of LIST services are accessed as necessary. (Ed Psychologists, specialist literacy teachers, ASD /communication support/ friendship skills support etc.)</p> <p>Other links as appropriate: CYPS; the health Service; school nurse; sensory integration expert.</p> <p>ENABLE , a local specialist physiotherapy/occupational therapy service is used to assess and support children who may have sensory processing difficulties.</p> <p>Breakfast and After School support</p> <p>No breakfast clubs at current time.</p> <p>A range of enrichment after school clubs take place throughout the year.</p>
INCLUSION:	<p>How do you promote inclusion within the school? Including day and residential trips?</p> <ul style="list-style-type: none"> • Careful differentiation and individual programmes wherever needed. • Mixed age classes promote opportunities for peer to peer support and the chance for every child to act as a helper as well as being helped by others. • Whole school events and some trips organised in vertical groups encouraging leadership responsibilities, care for others, self responsibility. • Planning reflects interests of children • Trips are always for all the children in the class. Adjustments made where necessary to suit all children. • Intervention classes and before school booster groups are run for a variety of reasons including high achievers. • Anti-Bullying Accreditation. • Whole school performances such as Christmas play and Harvest Community event always involve each and every child. <p>What proportion of children currently at the school have an SEND?</p> <p>16%</p>

PARENT SUPPORT INVOLVEMENT/LIAISON:	<p>How do you involve/support the parents of children/YP with an SEND regarding and meeting their needs. How do you communicate their progress and areas of difficulty?</p> <ul style="list-style-type: none"> • Open door policy • For all children: <ul style="list-style-type: none"> -autumn term consultation, autumn term “drop in” session for any parent with concerns -spring term consultation, spring term “drop in” - summer term annual written report. • Children with ISP’s/EHCP’s- parents invited to contribute to plans/review plans. • Children in interventions/booster groups- parental input invited to initial and final evaluations. • Informal contact when required. • Signposting to parent support group/ professional advice where needed. <p>How will school prepare children with SEND to join their next setting/college/stage of education or life?</p> <ul style="list-style-type: none"> -early contact made with next school - school accesses LIST transition information and expertise - partnership policy for transfer of information is followed -Teacher to teacher informal contact between schools. -within school careful transition procedures in place. - all staff know all the children.
OTHER INFORMATION:	<p>What else do you think parents carers would like to know about your school?</p> <ul style="list-style-type: none"> • All children get a chance to work in the school garden • Y4 annual residential trip to “The Calvert Trust” for Y4 children • Excellent outdoor spaces for play and teaching.
COMPLETED BY: (Name and position)	Eileen Daniel : Head teacher and SENCO.
DATE COMPLETED:	September 2015
REVIEW DUE:	September 2016