

**Beaufront First School  
SEND**

**Information Report April 2016**

**Contact details**

**Head Teacher: Mrs. Eileen Daniel  
SENDCo: Mrs. Eileen Daniel**

**Our SEND Policy 2015-2016  
Is available on our website  
Or from our office  
On 01434 602903**



## Beaufront First School

### SEN Information Report

The Special Educational Needs and Disability Regulations 2014 require the school to publish certain information regarding our provision for pupils with SEN. We hope parents of current and prospective pupils find the following information helpful and we encourage all interested parties to contact the school for more information.

#### Beaufront First School's admissions arrangements for pupils with SEN or disabilities.

Beaufront First school is a Community School. The Governing Body of Beaufront First School uses the admissions arrangements set out by Northumberland County Council. These can be accessed from a link on our website.

#### We provide for the following kinds of special educational needs (SEND):

At Beaufront First School, we offer a range of provision to support children with additional needs (e.g. communication and interaction, cognition and learning difficulties, social mental and health problems or sensory or physical needs.)

As a small school, we do not have a high number of children with any one type of need but we are very adaptable to the needs of the children that we have at any one time.

Recently (2014-2015 and 2015-2016) we have supported: children with Dyslexic tendencies (diagnosed and undiagnosed); children with ADHD; children with ASD (again diagnosed and undiagnosed) this includes high achievers; children with some form of developmental co-ordination disorder and children with social, emotional and mental health needs.

Currently we have had no children with SEN in school who are also in the care of the Local Authority.

#### We identify and assess pupils with SEND using the following methods:

Some children arrive at our school with identified SEND, in which case the SENDCO has liaised with the previous school, nursery or setting to ensure a smooth transition and continuity of provision.

Regular staff meetings, where the progress of all children is discussed, have initially flagged up children causing concern. Equally, individual members of staff have pointed out to the H T and to their colleagues, children who seem to be having difficulty. A whole school approach is taken.

Careful monitoring of progress against the appropriate "Programme of Study" has been the first assessment indicator.

Parents have been contacted to discuss these concerns and share their views.

Areas of concern and actions to address them have been recorded in a "short note".

Depending on the nature of the difficulty or need shown, staff have then undertaken “in school” assessments to further identify the needs and next steps required. This has included:

BFS Letters and Sounds assessment tool; RW assessment tool; talk boost baseline; detailed 1:1 reading with a teacher; progress against specific maths skills.

These tests have then been augmented by close observations by specialist staff:

Our specialist Dyslexia teacher (Mrs. Denise Condren) has worked 1:1 with children having early reading and writing and maths difficulties, this has allowed us to set up a suitable range of provision for the pupil concerned.

Our literacy consultant (Mrs. Sarah Elliot) has also advised staff regarding specific literacy difficulties (including maximizing the progress of some High Achievers who need support).

We also have consulted with ENABLE, a service that provides expert Paediatric Physiotherapy and Occupational therapy. Specialist staff have advised school and parents with respect to “sensory integration” and also given us further evidence to refer children on to other services. We have then provided PE/movement interventions in school to support the identified children.

Beaufront First School also accesses the full range of LIST services as appropriate to support our assessment and identification processes.

**We evaluate the effectiveness of our SEND provision in the following ways:**

We evaluate the effectiveness of our provision by considering the outcomes for each child individually as there are no cohorts of children with similar needs large enough to be meaningful. Each member of staff is involved in this process: class teachers; specialist intervention staff; SENDCo; and the Head teacher.

Each individual intervention is also evaluated to see if it is good value for money and if the outcomes demonstrate sufficient impact.

School Development Plan Committee Governors and the FGB have reviewed the progress of children with a SEN as part of the whole school monitoring process – for example when reporting on whole cohorts or during reviews of whole school data sets such as those on Raise Online.

**Our arrangements for assessing and reviewing the progress of pupils with SEN are as follows:**

- Overall progress has been logged via our whole school “PET” assessment scheme. This tracks progress against the Programme of Study according to the agreed terminology of the Hexham Partnership of schools- Entering; developing; secure; mastery. A child with SEND needs may, on some occasions be measured against a programme of study other than that of their chronological age. This assessment process takes place formally three times a year, but has been used at any time of year to update overall progress.
- Each child’s individual progress has been measured against the objectives set on their “Individual Support Plan”. This will provide a more precise measure of how a child is progressing in regard to their specific need. These reviews take place termly.
- Formal or informal evaluations of group interventions or individual interventions have also informed the progress of individuals or groups and have fed into the assessment of individual support plans.
- Each member of staff is involved in this process: class teachers, specialist intervention staff, SENDCo and the Head teacher.

#### Our approach to teaching pupils with SEND includes:

The approach to each child depends on their own individual needs. We consider ourselves a very inclusive school with children having SEN being integrated into their class. To meet the needs of any child with a special educational need or disability, a range of different types of provision may be used. These have included:

- Quality first teaching, perhaps with additional support from adults.
- Small group interventions, in or out of the classroom.
- 1:1 support to work on specific closely specified objectives
- Working with a younger year group to access closely differentiated teaching and learning.

The balance of these types of provision is considered very carefully and always evaluated with respect to the child’s self-esteem. Peer to peer support is also an important ethos, including asking the child with SEND to support other children.

Children who are very able have at times spent time out of the classroom to receive teaching that will extend them and engage them. This helps to build the ethos that many children may receive extra support, both within and outside the classroom.

**We adapt the curriculum for pupils with SEN in the following ways:**

Within a small First School with mixed age classes, a range of teaching objectives are considered at any time. To further differentiate the curriculum, staff show whatever flexibility is required to tailor the curriculum to meet a child's Special Educational Needs.

**We enable pupils with SEND to engage in the activities of the school, together with children who do not have SEND, in the following ways:**

All SEND children take part in all school whole school activities.

For example each and every child took part in the school Christmas performance, whole school harvest community event and whole school gardening days.

Trips:

Where staff are concerned that special needs indicate specialist provision, then appropriate steps will be taken. For example, additional risk assessments, including "familiarisation" photographs, to share with children before undertaking any trips.

All children (SEND and non-SEND) share outside play spaces with careful monitoring by staff and "playground buddies".

Children with SEND carry out the role of "playground buddy" when in year 4.

**The following emotional, mental and social support is available for pupils with SEND:**

- The pastoral care of children with SEN is a high priority at Beaufront. Teaching staff take care to notice when self-esteem is low and step in to act accordingly. Playground staff are highly trained in observational and support skills so that they can listen out to the views of young people with SEN and take measures to prevent bullying.
- Children's Champion (safeguarding and member of non-teaching staff) (Mrs. Frances Booth.)
- Close consideration of any child's needs by the caring staff who teach each class.
- ELSA available in school (Mrs. Angela Mole)
- Literacy consultant (Mrs. Sarah Elliot) takes a close interest in supporting children with emotional needs and helping teaching staff identify such needs.
- All staff (including support staff) know all children, with the input of all staff being valued to identify needs in children.

**The name of our SEN Co-ordinator (SENCo) is: Mrs. Eileen Daniel**

Listed below are the names of staff members possessing expertise related to SEN:

Name: Mrs. Denise Condren	Mrs. Angela Mole
Job role: Interventions advisor/KS1 teacher.	Teaching Assistant
Expertise: Specialist teacher of Dyslexia (AMDA)	Emotional Literacy Support Assistant.

Name: Mrs. Sarah Elliot	
Job role: Literacy Consultant/1:1 tutor.	
Expertise: Very wide literacy teaching experience. Experience of supporting teachers and schools with literacy needs across the ability range.	
In addition, we use the services of the following specialists:	
<ul style="list-style-type: none"> <li>• LIST West- Ed Psychologists; specialist literacy teacher; speech and language staff; ASD specialist staff</li> <li>• School nurse service</li> <li>• ENABLE – Paediatric physiotherapy and occupational therapy assessment and support.</li> </ul>	
We currently possess the following equipment and facilities to assist our pupils with SEND:	
<ul style="list-style-type: none"> <li>• Read Write scheme and resources</li> <li>• Numicon resources</li> <li>• Teaching resources designed as a result of staff training with respect to ASD.</li> <li>• A wide range of “normal” classroom resources that are used by all children but which particularly benefit SEND children- e.g. coloured overlays for reading; coloured whiteboards.</li> <li>• Our building has a wheelchair ramp</li> <li>• We have a large disabled toilet.</li> <li>• We have no stairs in school. All rooms are on the same level.</li> </ul>	
Our staff have been trained to support children with SEND	
<p>Within the staff group as a whole, we have individuals who have been trained to carry out specific programmes and to support children with specific needs:</p> <ul style="list-style-type: none"> <li>• Autism education trust training.</li> <li>• NCC in depth Autism training.</li> <li>• Ruth Miskin Read Write Inc. training</li> <li>• Numicon training</li> <li>• Attachment training</li> <li>• Whole staff training on sensory integration.</li> </ul> <p>In addition many of our staff are very experienced and in the past have been trained in a wide range of relevant interventions and strategies, for example: Specialist Dyslexia teacher (AMBDA). Social and Emotional Aspects of Learning (S.E.A.L.) ; Emotional literacy support assistant training(ELSA); Talk boost; Development Co-ordination Disorder; Supporting the Development of language skills.</p>	

Our arrangements for ensuring the involvement of parents of children with SEN are as follows:

- Pre- starting in Reception, close liaison with parents including visits to school in summer term, home visits, questionnaires to identify ways in which we may be able to support a child.
- Open door policy
- ALL children: 2 formal parent-teacher consultations per year. Options for 2 further “drop –in” consultations – often taken advantage of by parents of children with a SEND.
- SEND consultations have been set up to review individual support plans. Parent and pupil input has been sought as these plans were drawn up.
- Children are consulted as part of these review processes and in an ongoing informal way.
- Meetings have been arranged as required to share resources, update progress, clarify homework etc.
- Information forwarded to parents – e.g. from ASD parents group via LIST.
- Point of Contact for any queries or worries: Mrs. Eileen Daniel (HT; SENCO)

Our arrangements regarding complaints from parents of pupils with SEN are as follows:

Any concerns or complaints can in the first instance be raised by discussing them with the Head teacher. (Mrs. Eileen Daniel)  
We will always strive to resolve any complaint informally.  
Copies of the school complaints policy can be obtained from the website or from the school office.

We work with the following bodies to ensure the best possible provision for our pupils with SEN:

- LIST West- Ed Psychologists; specialist literacy teacher; speech and language staff; ASD specialist staff  
We use the LIST services to give us detailed assessments (including standardised tests), to train our staff; to devise or advise on specific interventions; advise on transitions.
- School nurse service.  
To provide individual support for children regarding, healthy eating, worries about home life and worries about relationships.
- ENABLE – Paediatric physiotherapy and occupational therapy assessment and support.  
To produce short reports; design physical interventions; advise staff regarding individual children and whole school strategies that will benefit all children.

Parents of children with SEN may find the following support services helpful, in addition to the school's offerings:

- NSPCC
- Barnados
- National Autism Society

Our transitional arrangements for pupils with SEN include:

We have worked closely with the follow on schools to which our children with SEN transfer. In many cases that work is assisted by LIST advice and personnel.

Each case is considered on an individual basis and may involve extra visits, supported work in the new school and 1:1 meetings between Beaufront Staff and the staff of the new school.

Northumberland County Council 's local offer, explaining what is available on a local authority basis, can be found using the following link:

<https://northumberland.fsd.org/kb5/northumberland/fsd/localoffer>

This report to be reviewed by March 2017.