



## **SEND**

### **Universal offer SEND (Special Educational Need)**

#### **General statement**

Beechwood Primary School has an inclusive ethos and works in partnership with children, parents and other agencies provide the best possible educational outcomes. We have high expectations of all our children and put support in place at the earliest possible stage where needed.

School has an identified budget for SEND. Decisions about the SEND budget are made by the SLT in consultation with the governing body and reflect a priority of need. For children identified with a high level of need, further applications for Top Up funding (FFI) from the Authority may be made by the SENDCO in collaboration with staff and other professionals as appropriate. This top up funding is accessed in order to allow a very personal and specialised provision to be put in place to maximise progress. Targets and progress are always regularly reviewed as outlined above.

We also access 'SENDIF' funding for a few of our 3 year olds. This is for children with lower level and emerging SEND and for us, often supports more intensive speech and language work with individuals.

All our children are treated as individuals and the class teacher, alongside other support staff, plan an appropriate differentiated curriculum for children with additional needs to ensure high quality teaching and learning with effective support and resources. Clear Individual Provision Maps (IPMs) and care plans are put in place and reviewed regularly. Key assessments are then made to ensure children are on track to meet targets and that planning accurately addresses need. Progress and plans are regularly reviewed and evaluated to inform next steps.

Parents are vital partners in the child's journey through school and are invited to attend review meetings of their child's progress every term through parent's evenings. Where the child has more complex needs parents are also invited to annual reviews, which may involve other professionals. For children in Nursery, these reviews are held each term. Parents are always invited to request a meeting with the SENDCO should concerns arise. Parents are encouraged to engage in supporting learning in different ways such as targeting homework.

An appropriate and accessible learning environment is provided within the school building and grounds and is adapted with additional funding, if available and necessary. The school has stair lifts and ramps to aid wheelchair access to some areas of school. There is a disabled toilet on both levels of the KS2 ground floor, KS1 and in the Nursery. Accessibility is always of prime importance when considering any building alterations.

Many staff in school are trained, and have worked alongside other professionals, to develop their skills, knowledge and expertise in specific areas of SEND such as autism, general learning difficulties and more complex needs. High priority is given to the emotional and social wellbeing of our children and we offer Nurture groups, 1:1 counselling and 1:1 support for children who may benefit.

Support is sought from other agencies where necessary in order to maximise learning potential. We regularly engage with CAMHS, School Nursing Service and Occupational Health Service. We have very close links with Local Authority services such as School Improvement, Educational Psychologists, STARs, Behaviour Support and Complex Needs Team.

Cluster services such as Attendance Support, Family Support Workers, Counselling and Therapeutic Services can all be accessed via our Inclusion Team.

### **Frequently asked questions from parents/ carers**

#### **What do I do if I think my child may have special educational needs?**

Parents may contact the SENDCO Kirsty Giles on 0113 2930250. Arrangements will be made for a meeting where school will listen carefully to concerns and put appropriate actions in place. This may involve signposting to other professionals if necessary.

#### **How will school support my child?**

Class teachers always plan and deliver lessons to meet the changing needs of the children. Differentiation is used along with rigorous assessment procedures to ensure we have a clear picture of what your child can do, identify the next steps for them and plan how we deliver this. It may be that your child attends a smaller group for extra support for a period of time for example.

The class teacher will also discuss the learning, progress and any concerns they have with the SENDCO. From this point the SENDCO may give further advice or seek further support from an outside agency if required. Your child's class teacher can provide specific detail about what has been put in place to support your child.

#### **How will the curriculum be matched to my child's needs?**

At Beechwood Primary School we ensure that our whole curriculum is differentiated to meet the needs of all of our learners. If your child has complex, specific or general learning needs they may have individual objectives that form part of the class teachers planning or if they are accessing a specific intervention program, they will be working on those targets in those. Your child may also work in small groups or work 1 to 1 sometimes to support learning. If your child has behaviour which requires support they will have a Pupil Behaviour Support Plan (PBSP) which will detail targets. Specialist resources will be put in place when they are needed to support your child.

#### **How will I know how well my child is doing and how will you help me support my child's learning?**

In addition to normal reporting arrangements there will be Parent Evenings where there will be opportunities for parent/carer to discuss their child's progress with class teachers. The SENDCO is

always available on these evenings for further discussion and to support parents/ carers with any concerns they may have.

Parent/ carers themselves can be involved in supporting their child's education in consultation with the class teacher. This may involve special homework tasks or reinforcement of classroom strategies in the home.

School will always endeavour to offer parent training, such as parenting courses or learning events to aid this process and would welcome suggestions from parents.

### **What support will there be for my child's overall well-being?**

Beechwood Primary prides itself on having a caring and supportive ethos. We have an inclusion team who make sure children have the highest levels of pastoral care possible.

We work closely with Place2be who offer support to children through an effective therapeutic approach.

We enjoy working partnerships, working with many agencies and have an Inclusion Team who ensures cluster support is available for families who may need additional support.

All our staff are trained in Child protection procedures and we also have a members of staff who are specially designated to ensure the Safeguarding of all children.

### **What specialist services are available or accessed by the school?**

Our Inclusion Team ensure parents can feel confident when they approach school with a problem. Parents will be invited to air concerns and from this school can access a range of services to provide support. This may involve referral to targeted cluster resources such as counselling, Mindmate Wellbeing or family support. Where education is the issue our SENDCO has access to specialists such as Educational Psychologist, Speech and Language Therapy, SENIT and the STARS team (Autism). We recognise the importance of early diagnosis and intervention and have close links with the Early Years Team who are able to support children, staff and parents in our nursery. A Speech and Language Therapist attends school at least once a week to work with children in our school, assess need and update programmes.

We have close links with the School Nurse and specialist nurses who are available to train staff when children have specific medical issues and have links with many other support agencies.

### **What training are staff supporting children with SEND having/ had?**

Our SENDCO has completed the 'National Award' in Special Education and is experienced in the variety of needs that may present in an inclusive primary school.

Our Inclusion Team, Teachers and Teaching assistants are skilled in behaviour management, through our in house training and input from outside providers. We also have high levels of expertise in the understanding of behavioural difficulties and have robust systems in place to support and monitor children whose barriers to learning lie in this area.

Staff have attended extra training to support their own learning such as:

Autism, Dyslexia awareness, Spelling, Numicon, Speech and Language, Phonics, Restorative Practice, Safer Working Practice.

### **How will my child be included in activities outside the classroom?**

At Beechwood Primary our aim is to ensure all children with SEND are able to access all activities and school trips enjoyed by their peers. Parent/ carers may be involved in the planning of activities to ensure safety and inclusion wherever possible.

### **How accessible is the school?**

An appropriate and accessible learning environment is provided within the confines of the building and is adapted where necessary and possible with additional funding. The school has a lift and ramps have been added to aid wheelchair access to some areas of school.

Children who need additional specific equipment and facilities will have their needs met to the best of our ability through application to additional funding.

### **How will the school help my child on transfer to the next phase of education?**

Transition arrangements and the involvement of child and parent in these arrangements are firmly established in the school. Nurture provision is planned to ensure children make all transitions smoothly and confidently.

### **How are school resources allocated and matched to the children's SEND needs?**

School has a SEND budget, which supports provision for the majority of SEND pupils. We have a SEND Register which identifies children who need additional or different provision and the SEND budget is managed by the SLT to deliver provision for children on the SEND Register. The school can apply for a 'top up', based on strict criteria, for children with a higher level of additional needs. Where top-up funding is allocated, the parent is informed and involved regularly in the assess, plan, do, review process. The school uses the funds to put appropriate provision in place to meet the specific needs of a child.

### **How is the decision made about what type and how much support my child will receive?**

The SENDCO will take advice from all professionals involved with the child alongside the views of parents and the child themselves if appropriate. The best package of support will be presented to the Head teacher and the Senior Leadership Team and will be implemented accordingly.

### **How are parents involved in the school and how can I be involved?**

The Governing Body have parent governors to act as a link between the school and all parents. Parents are kept informed about teaching and other events through regular newsletters, texts, open evenings and open days.

**Who can I contact for further information?**

Who would be the first point of contact if:

- a. I am considering applying for a place? Contact **the office**.
- b. I wish to discuss something about my child? Contact **the Class teacher**.
- c. I want information about other support services? Contact **the Inclusion Team**.

Leeds Local Authority Offer: <https://leedslocaloffer.org.uk/#!/directory>

**Date approved by the Governing Body: September 2024**

**Review date: Sept 2025**