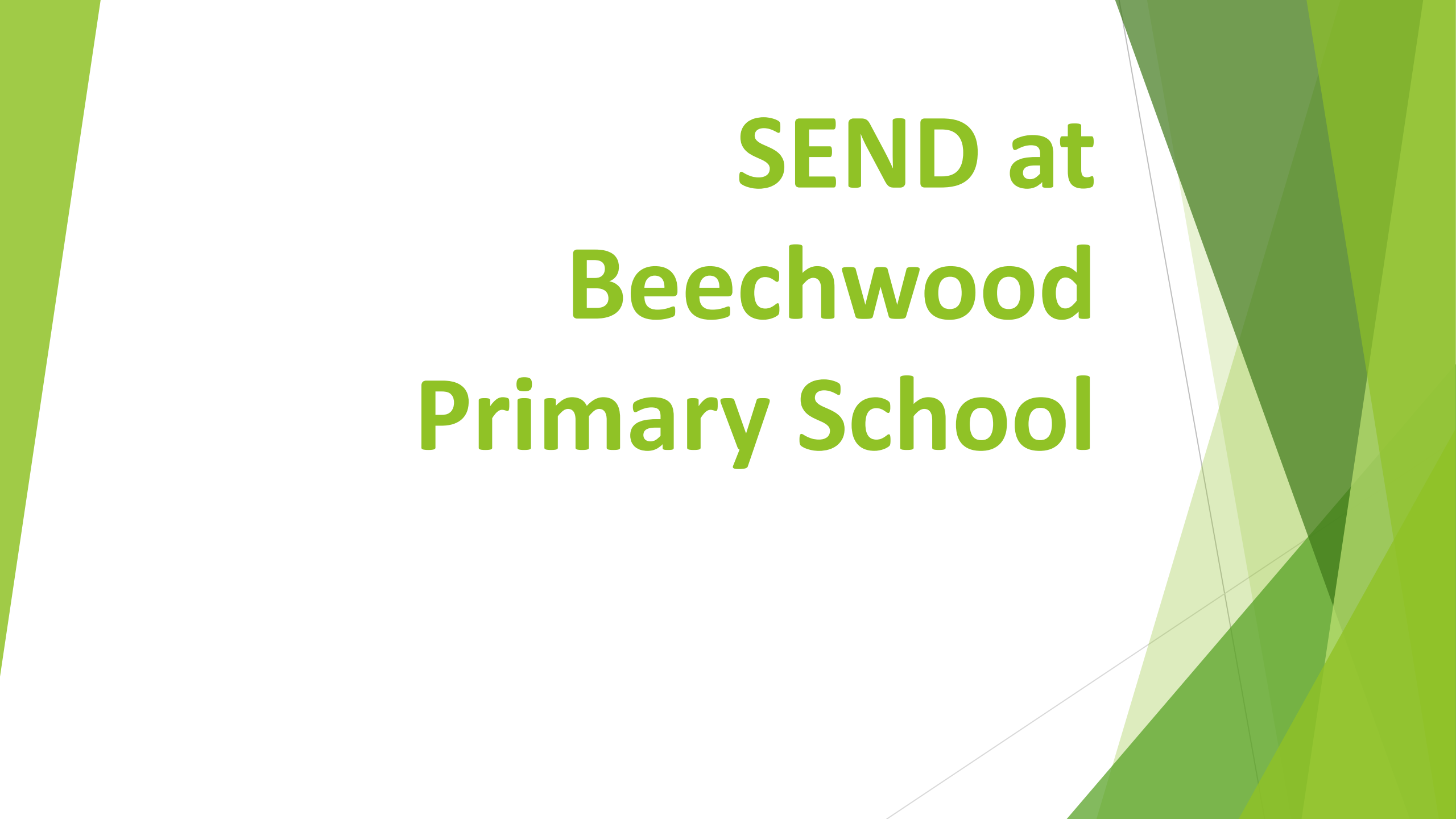


The background features abstract, overlapping green geometric shapes, primarily triangles and polygons, in various shades of green, creating a modern and dynamic visual effect.

# **SEND at Beechwood Primary School**

# How are children with SEND provided for across the setting?

- We use a separate assessment to assess and inform planning for individual PK children
- Advice is sought between peers- for example teachers with PK6 children can speak to Y2 staff
- PK children access the whole curriculum- it is modified where needed
- Expectations of children and their levels of recording varies depending on need
- Provision map in place, identifying additional support
- Intervention timetable in place, reviewed each half term

# ***“Every teacher is a teacher of***

## **Our universal offer so far** **More specific**

- Calm starts
- Morning check ins
- Visual timetable
- Scaffolded support in lessons
- Sensory circuits and independent sensory breaks
- Individual behaviour charts
- Individual task boards
- Woodland/Forest room sessions
- SEMH sessions
- IPMS and PBSPs regularly updated through SEND meetings
- B Squared for PK children updated regularly
- Individualised speech and language programmes
- Individualised recommendations



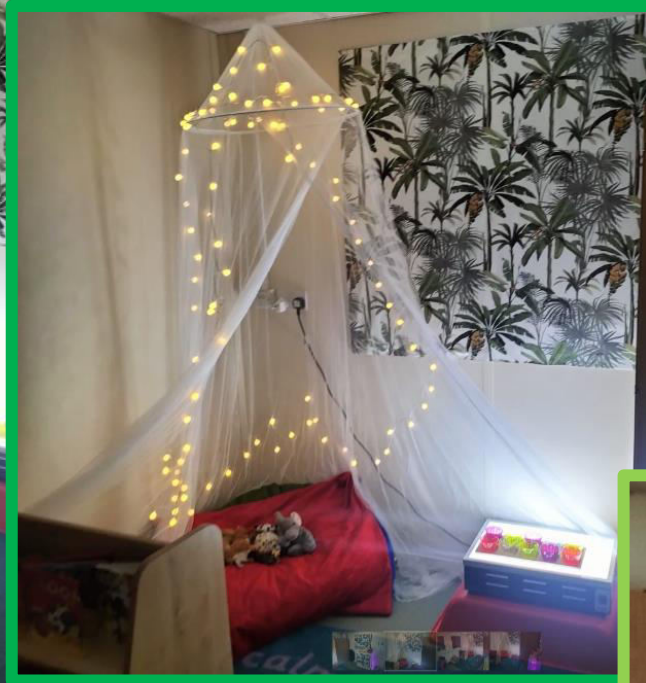
## Calm start!

Each class have a set of emotion drawers. Every morning when children come in, they take their name label and place it in the drawer with the emotion monster that best describes how they are feeling!

Monday 4<sup>th</sup> September  
Good Morning and welcome back! Choose seat, grab a pastry and have a look at Orla's morning question.

Share with the people on your table 3 things you enjoyed doing over the summer holidays!





### **The Forest Room**

The Forest Room is a safe calm space for children in EYFS and KS1 to use. Key children have been timetabled a weekly session in the Forest Room with their class TA. The Forest Room is also available to use for children who may need some unpredicted calming/sensory time.

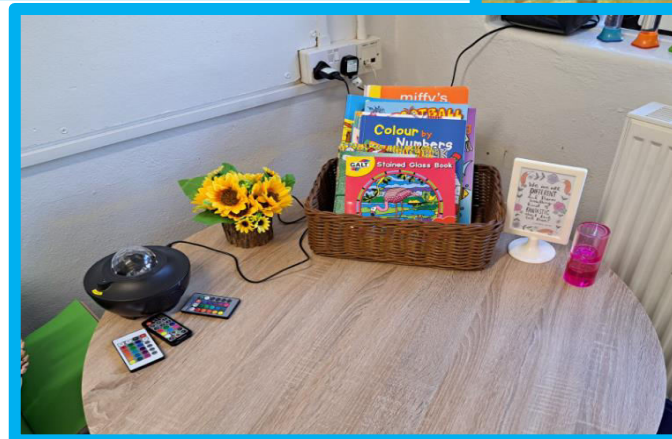
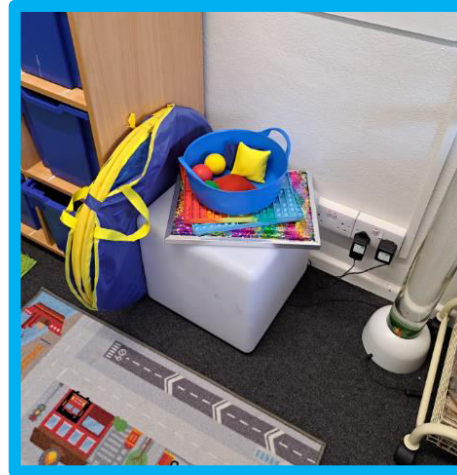


## Woodland Room

The Woodland Room is a safe calm space for children in

Years 3-6 to use. Key children have been timetabled a weekly session in the Woodland Room with their class TA.

The Woodland Room is also available to use for children who may need some unpredicted calming/sensory time.



## Sensory station

A sensory station is set up in the Woodland Room. Staff can take equipment from this area to set up sensory activities for children- both as weekly timetabled sessions and when a child needs time to regulate and calm.



## Misbehaviour database

### Trigger

The trigger will help us identify any patterns in behaviour and to add support where needed for both children and staff.

The immediate trigger may be the event which took place directly before the misbehaviour was observed:

- Being asked to stop or start a specific task
- Specific lesson/subject
- Lesson transitions
- A particularly easy or difficult activity
- Independent work or group work
- Being told 'no'
- Loud noises or bright lights
- A comment or action from another child
- Absence of attention (eg: adult working with another child)
- Choosing time
- Praise

### Action

The misbehaviour is the **action** which the child chooses to take.

When describing the misbehaviour in a database, the aim is to be precise and specific.

Instead of... 'Child A was annoying the girls at lunch time. He walked away and refused to talk to me'

Try...

'Child A disrupted a game of basketball by repeatedly throwing the ball the opposite way, the girls asked him to stop and he called them all idiots. when I asked him to come speak to me, he jumped over the rail in the gazebo.'

### Outcome

The outcome may be a sanction or support depending on the specific needs of the child.

What did you/the child do after this action.

It could be:

- restorative conversation
- A time out
- Time in the Woodland/Forest room
- Told they would have a detention
- Apologised to the other person
- Shown cue cards, eg: kind hands

Sanctions should go hand in hand with support. The children who repeatedly receive misbehaviour incidents and sanctions should be the children with a high level of support (sensory circuits, Woodland/Forest sessions, outside agency support), often those on PBSPs.

# Areas for development and what has been put in place- in line with our

## Trust schools

### Effective use of resources

- CPD for staff
- Deployment of TA

Sensory training for all staff

SEND team visiting other schools

Conferences

Bespoke support for staff (ADHD)

### Monitoring, tracking and evaluation/assessment

- Track individual pupil progress

- Monitor & review personalised plans

Every teacher is a teacher of SEND  
New SEND PPM

### Leadership

- Whole school responsibilities

- Governors

New SEND governor  
AHT for inclusion  
SEND team- to turn this into a strength

## **The Quality of SEND provision**

- Working in partnership with outside agencies

- Use of research

- Developing expertise

Cluster, GIPSIL, LUFC, The Beck, MindMate, Chatterbugs

Woodland/Forest room

Use of outside agencies to support specific teachers/needs

SEND networking and conferences to develop

## **Working collaboratively with parents & carers**

- SEN information report

- Parental engagement

- Parent voice

Parent workshops

Children observations across school and student interviews

Change in coffee

mornings-focus

Parents evening change

## **Curriculum and QFT**

- Quality First teaching

- Efficient use of TAs

All children working on the same work but scaffolded

support TA training

Woodland room

# ***“Every teacher is a teacher of SEND”***

- Trust focus
- Trust SEND meetings
- Trust SEND day with guest speakers chosen by SEND team
- Leeds Learning Alliance
- Conferences
- External agencies

# How can we work

together?

- Reading at home (5 minutes each day)
  - You can read to your child and discuss pictures
  - They can read to you
- Timetables practice
- School apps- TTRS, Ed Shed etc
- Cooking with your child
- Life skills- food shopping, money
- Communication- how was your day?
- Positive thoughts
- Self talk and good body image
- Look and discuss role models

"Don't let what you  
can't do stop you  
from doing what you  
can do"

- John Wooden