

**Beaufront County First School**

**SPECIAL EDUCATIONAL NEEDS AND DISABILITY  
INFORMATION REPORT**

**August 2022**

## **Beaufront County First School**

### **SEN Information Report – August 2022**

Beaufront County First School is a mainstream setting. It is an inclusive school where all children are known and valued as individuals. We provide a safe, caring community which encourages everyone to become confident, independent and lifelong learners. We aim to provide children with the most effective and appropriate support to meet their needs.

#### **How does the school know if children have special educational needs and disability (SEND) are in need of extra help?**

At Beaufront, children are identified as having SEND through a variety of ways, usually a combination of some of the following:

- Liaison with previous school or pre-school
- Child performing below age expected levels
- Concerns raised by parent
- Concerns raised by teachers, for example behaviour or self-esteem is affecting performance
- Liaison with external e.g. speech and language therapy service
- Children coming to the school with an Education and Health and Care Plan (EHCP) already have many of their needs clearly identified. Their placement at our school is a decision which is made by the Local Authority.

#### **How will I raise concerns if I think my child has special educational needs or I am worried about their progress?**

- Talk to us. Contact your child's class teacher, SENDCO (Special Educational Needs and Disability Co-ordinator) or Head teacher. This can be done in person or by phoning or e-mailing the school.

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

##### **Who will oversee, plan, work with my child and how often?**

- The class teacher will oversee, plan and work with each child in their class to ensure that progress is made in every area.
- The SENDCO oversees the progress of any child requiring additional support across the school, working closely with the class teacher and Learning Support Assistants.
- There may be a Learning Support Assistant (LSA) working with your child either individually or as part of a group.

## **Who will explain this to me?**

- The class teacher or SENDCO will meet formally with you on a termly basis (this could be part of a Parent's evening) to discuss your child's needs, support and progress.
- Class teachers are always happy to discuss your child's needs if you have questions or concerns between more formal meetings.
- The SENDCO is available to discuss needs and support in more detail.

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

- All work within class is pitched at an appropriate level to individuals and groups of children so that all children are able to access learning. Typically this might mean that in a lesson there would be three or four different levels of work set for the class. However, in some situations the work may be individually differentiated for specific children.
- All children, including those with SEND (Special Educational Needs & Disability) will have access to appropriate resources needed to help them make progress. For example, visual aids and prompts, voice recorders or writing frames.

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

- The class teacher alongside the SENDCO will discuss your child's needs and what support would be appropriate.
- Different children will require different levels of support at different times in their school life. Support can be based around their learning, speech and language, physical, emotional or social needs.
- Your child's class teacher and/or the SENDCO will always be happy to discuss the support your child is currently receiving.
- Where a child has an EHCP, a formal annual review meeting will take place at least once a year to review provision.

## **How will we know if this has had an impact?**

- By reviewing children's individual targets (this may be in the form of an SEN Support Plan) to check progress.
- Through tracking all children's progress against national age related expectations to see whether the gap is narrowing between them and their peers.
- Through class assessments including reading, keyword and phonic checks.
- Through verbal feedback from the child, parents and teacher.
- When a child no longer needs additional support parents will be informed.

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

### **What opportunities will there be for me to discuss my child's progress?**

- Parent's evenings offer opportunities to discuss your child's progress with the class teacher. SEND support plans and targets will be shared with you on parents evening.
- You are always welcome to make an appointment with the SENDCO and /or the class teacher to discuss how your child is getting on. We can support you with practical ideas and advice so that you can help your child at home.
- Your child may have an IEP (Individual Education Plan). This is also known in our school as an SEN Support plan. This will inform you of the targets your child is working on, the progress being made against these and the support being provided.
- If your child has more complex SEND, an Inclusion Partnership Agreement may be drawn up and they may have an Education, Health and Care Plan (EHCP). This means that a formal meeting will take place to discuss your child's progress and a report will be written at least annually. The review report is sent to the Local Authority.

### **How does the school know how well my child is doing?**

- As a school we measure children's progress in learning against national age related expectations.
- Class teachers continually assess each child and note areas where they are improving and where further support is needed. As a school, we track children's progress from entry at Year R through to Year 4, using a variety of different methods. Learning progress is tracked termly.
- The SENDCO meets with all teachers regularly and spends time in all the classes in order to monitor the progress of all children with SEND.
- Pupil progress meetings are held every half term between class teachers, and the senior leadership team. In these meetings a discussion takes place concerning children who are not making progress and actions are discussed.
- The school has a range of assessments which can be used to explore a child's strengths and difficulties in more depth.

## **What support will there be for my child's overall wellbeing?**

### **What is the pastoral, medical and social support available in school?**

- We view a child's emotional well-being as a priority. Emotional, social and medical needs can be a barrier to learning, and we work closely with parents to meet these needs to the best of our ability.
- The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. The teacher should always be the parent's first point of contact. If further support is required, the class teacher will liaise with the SENDCO for further advice and support. This may involve working with outside agencies.
- The school also has an Emotional Literacy Support Assistant (ELSA) who works with children who may be experiencing anxiety or social/emotional difficulties

### **How does the school manage the administration of medicines?**

- The school has a policy for the Administration of Medicines. This describes the administration and managing of medicines on the school site. This is available to parents. There is also a policy for Supporting Pupils with Medical Conditions at School.

### **What support is there for behaviour, avoiding exclusion and increasing attendance?**

- As a school we have a positive approach to behaviour with a clear reward and sanction system in place in all classrooms that is followed by all staff and pupils.
- If a child has significant behaviour difficulties, they may have an individualised reward system and an Individual Behaviour Management Plan (IBMP), which will set targets for the child and put relevant support in place.

- If a child has behaviour needs, they may spend some time working with our ELSA, and where there is a significant need they may be referred to Primary Behaviour Services, who can work with the child, parents and school to ensure positive outcomes.
- Attendance of every child is monitored on a daily basis by the school. Lateness and absence are recorded and reported to the Head teacher. If absence falls below 95%, the Head teacher will communicate with the parents to try to resolve any issues.

### **How will my child be able to contribute their views?**

- Progress and targets are regularly discussed with the children as part of their normal lessons and feedback.
- Children with individual targets, e.g. as part of an SEND Support Plan (IEP) are involved in a discussion with their class teacher about their targets and their progress.
- If a child has an EHCP they are always asked to contribute their views before an annual review meeting. Again this is a child friendly format which can include photographs etc. An adult will always help the child record their views if they cannot do it independently.

### **How are the Governor's involved and what are their responsibilities?**

- The Governors must do their best to ensure that the necessary provision is made for any pupil who has SEND
- One of the Governors is responsible for SEND and meets regularly with the SENDCO. They report back to the Governors to keep them informed.
- The SENDCO reports to the Head teacher and Governors regularly to inform them about the progress of children with SEND and how resources are used. This report does not refer to individual children and confidentiality is maintained at all times.
- The Governors agree priorities for spending within the SEND budget with the overall aim that all children receive the support they need in order to make progress
- The SEN governor comes into school each half term to meet with the SENDCo and also completes regular monitoring.

### **How are parents involved in the school? How can I get involved?**

- As a school, we are always keen to work in partnership with parents to ensure the best outcomes for the child. Parents are encouraged to get involved in their child's learning from the time they start in Year R.
- Parents are very welcome to volunteer to help within school, under the guidance of a teacher. This could be on a regular basis, e.g. hearing individual children read, or

more general classroom activities. If you are interested in volunteering your help, then please make your interest known to our admin staff or Head teacher.

- Parents are always welcome to support the school during outside visits and school trips. If you are interested in helping with these, then please speak to your child's class teacher.
- We also have an active PTA (Parent Teacher Association).

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

- Our SENDCO spends time working in all the yeargroups and has a good understanding of how to identify and support children with SEND.
- As a school we work closely with any external agencies that we feel are relevant to individual children's needs within our school. These agencies may include:
  - Psychology service
  - Emotional wellbeing and Behaviour Support Service
  - Educational Psychologists
  - Autism Support Service
  - Speech and Language and Communication Therapies
  - Literacy Support Services
  - Sensory Support Services
  - Portage
  - Health Services including school nurses and the range of medical specialties that they are gatekeepers to.

### **What training have the staff supporting children with SEND had or are currently having?**

- Our SENDCO is a trained teacher and also the headteacher.
- We have a fully trained ELSA (Emotional Literacy Support Assistant)
- We have a fully trained High Level Teaching Assistant who coordinates interventions for children identified with skills gaps.
- Most of the Learning Support Assistants (LSAs) are trained in delivering reading and phonic programmes and precision teaching and have experience in teaching children with ADHD, ASD and other neurodevelopmental conditions.
- On-going professional development is the key to ensuring staff at all levels are kept up to date and skilled. This may take the form of peer training/ observation, twilight courses and meetings, staff meetings, visits from external agencies.

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

- All children are included in all parts of the school curriculum and we aim for all children to be included in school trips. We will provide the necessary support to ensure this is successful.
- A risk assessment is carried out prior to any off site activity to ensure that health and safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities which will cover the same curriculum areas will be provided in school.

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

- The school site is wheelchair accessible with a disabled toilet large enough to accommodate changing. The school is all on one level.
- See also, the school's Accessibility plan.

## **How will the school prepare and support my child when joining the school or transferring to a new school?**

There is an extensive induction programme for those children joining in EYFS which can be adjusted to each child where necessary. This can be discussed directly with our head of EYFS Gemma Boucetla.

When the children are preparing to leave us to move on to middle school at the end of Year 4, we arrange many opportunities for them to visit their new school, especially in the Summer term before they leave us.

- When a child leaves Beaufront First School, we liaise with their new school and teachers to ensure a smooth transition.
- At the end of the school year, our SENDCO will have several meetings with the middle school SENDCO to handover relevant information concerning children with SEND and the support they may need in Year 5.
- We liaise closely with staff when receiving and transferring children to or from different schools, ensuring all relevant paperwork is passed on and all needs discussed and understood.



- If your child has more complex needs, then an TPA (Transition Partnership Agreement), Statement or EHCP review meeting will be used as a transition planning meeting to which we invite staff from both schools to attend.

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

- Your child's class teacher
- Our SENDCO- Mrs Eileen Daniel
- Headteacher- Mrs Eileen Daniel

At:

Beaufront First School  
Nr Sandhoe  
Hexham  
Northumberland  
NE464LY

01434 602 903

Or e-mail: [admin@beaufront.northumberland.sch.uk](mailto:admin@beaufront.northumberland.sch.uk)

See our website for the school's policies including SEND, Behaviour, Accessibility , Health and Safety, Administration of Medicines and Supporting Children with Medical Conditions.  
[www.beaufront.northumberland.sch.uk](http://www.beaufront.northumberland.sch.uk)