

Beaufront First School SEND

Information Report

September 2019

Contact details

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

**Our SEND Policy 2018-2020 is available on our website
[www.beaufront-first-school.co.uk/downloads/Beaufront-SEND-
Policy.pdf](http://www.beaufront-first-school.co.uk/downloads/Beaufront-SEND-Policy.pdf)**

or from our office please telephone 01434 602903.

Beaufront First School

SEND Information Report

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

For specific questions or to arrange a visit to school please contact Mrs Booth by email frances.booth@beaufront.northumberland.sch.uk or by telephone 01434 602903.

Beaufront First School's admissions arrangements for pupils with SEND.

Beaufront First school is a community school. The Governing Body of Beaufront First School uses the admissions arrangements that are set out by Northumberland County Council.

<https://www.northumberland.gov.uk/Education/Schools/Admissions.aspx>

Beaufront First School delivers Northumberland County Council's local offer to ensure that appropriate special educational provision for each child is made within mainstream school, and will deliver extra provision when necessary. Our school is experienced at supporting parents and applying for Education, Health and Care Needs Assessments.

The Head teacher Mrs Eileen Daniel is the school lead for SEND.

For more information on the SEND local offer please see the Council's web pages.

<https://www.northumberland.gov.uk/Children/Northumberland-Local-Offer-SEND-0-to-25-years/Education-Schools.aspx>

We provide for the following kinds of special educational needs and disabilities:

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

As we are 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. Every teacher is a teacher of SEND and the whole school supports each child.

In the last four years we have supported: a child with physical, medical needs, children with specific dietary requirements, children with Dyslexic tendencies (diagnosed and undiagnosed); children with ADHD; children with ASD (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 SEND in school who are also in the care of the Local Authority.

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

- Our recently opened nursery (within our EYFS unit) gives children an opportunity to start their educational journey in a nurturing and stimulating environment. In addition, it allows us to assess children at a very early stage of their school career. We are able to access further professionals such as health visitors and early speech and language professionals where we have concerns.
- Some children arrive at our school with identified SEND, in which case the SENDCO liaises with the previous school, nursery, parents and carers to ensure a smooth transition and continuity of provision to fit with the child's needs.
- We hold regular staff meetings, where the progress of all children is discussed and any initial concerns for a child are flagged up. Individual members of staff are able to point out to the Headteacher and to their colleagues, children who seem to be having any difficulties. A whole school approach is taken for staff to assess individual needs.
- There is regular careful monitoring of progress against the appropriate "Programme of Study" as the first assessment indicator.
- Parents are contacted to discuss any concerns and share their views to gain a holistic perspective and understanding of each child.

All of these routes provide a range of information that identify specific needs. The graduated approach is always implemented to effectively identify, assess and support each child following the Assess > Plan > Do > Review cycle.

This approach means that we remove any barriers to learning effectively and put in place the right special education provision at the right time for each individual child.

Northumberland graduated approach:

<https://www.northumberland.gov.uk/NorthumberlandCountyCouncil/media/Child-Families/SEND/FINAL-GA-Guidance-for-Schools-2FSettings-June18-3.pdf>

Any areas of concern and the actions to address them are recorded in a “short note”.

Depending upon the nature of the difficulty or need shown, staff then undertake “in school” assessments that further identify the needs and the next steps that are required.

This includes: BFS Letters and Sounds assessment tool; RW assessment tool; Talk Boost baseline; detailed 1:1 reading with a teacher; and progress against specific maths skills. These tests are augmented by close observations by specialist staff:

Our teaching staff are trained to deliver specialist dyslexia programmes and work with our intervention teachers to shape and deliver 1:1 sessions with children showing early reading and writing and maths difficulties. This has allowed us to set up a suitable range of provision for each of the pupils concerned. Teaching staff are experienced and able to address specific literacy difficulties (including maximizing the progress of some High Achievers who need support).

We also consult with ENABLE which is 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 onto other services. We have then provided specific sessions (lead by Paul Clark our PE teacher) for physical and movement interventions in school to support each of the identified children.

Beaufront First School also accesses the full range of support services in ‘Northumberland County Council’s SEND Support Services and Inclusion Service’ as appropriate to support our assessment and identification processes.

LIST services include Psychological; Speech, Language and Communication; Literacy; Behaviour Support and Autism Services.

<https://www.northumberland.gov.uk/Children/Needs/SEND-support-services.aspx>

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; and the SENDCo/Head teacher.

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

Our School Improvement Partner, the School Development Plan Committee of Governors, and the Full Governor Board review the progress of children with a SEND as part of the whole school monitoring process. For example, when reporting on whole cohorts, or during reviews of whole school data sets.

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

- Overall progress is logged via our whole school assessment schemes
 - For Early Years Foundation Stage (EYFS nursery and reception) each child's progress is tracked against the Develop Matters age bands 24 to 36 months / 30 to 50 months / 40 to 60 months with each band divided into three levels; emerging / expected/ exceeding. Each child is also carefully tracked against their actual chronological age and considered "typical", "below" or "above".
<https://www.foundationyears.org.uk/files/2012/03/Development-Matters-.pdf>
 - For those children in Years 1 to 4 each child's progress is tracked against the Programme of Study according to the agreed terminology of the Hexham Partnership of schools: working towards / expected standard/ greater depth for each year group. 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 during the year to update overall progress.
<https://www.gov.uk/government/publications/phonics-screening-check-and-key-stage-1-assessments-england-2018/national-curriculum-assessments-at-key-stage-1-and-phonics-screening-checks-in-england-2018>
- Each child's individual progress is measured against the objectives set on their "Individual Support Plan" or their "short note". This provides a more precise measure of how a child is progressing in regard to their specific need. These reviews take place regularly.

- Formal or informal evaluations of group interventions, or individual interventions have also evidenced the progress of individuals or groups and have fed into the assessment of individual support plans.
- Each member of staff is involved in these processes: class teachers, specialist intervention staff, and the SENDCO / Headteacher.

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 SEND 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 including:

- 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 our small First School with mixed age classes, a range of teaching objectives are considered at any time.

To further differentiate the curriculum, staff utilise whatever flexibility is required to tailor the curriculum to meet a child's Special Educational Needs. For example, using specialist dyslexia resources; apparatus and materials to develop specific gross and fine motor skills; a wide range of practical equipment for maths; and using the White Rose programme for planning maths lessons that provides a carefully differentiated approach,

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 our children with SEND take part in all of the whole school activities.

For example, every child takes part in swimming lessons (Nursery to Year 4), school assemblies, whole school activities, whole school themed days, the school Christmas performance, the whole school harvest community event and whole school gardening days.

On trips, where staff are concerned that any special needs indicate specialist provision, then appropriate steps are 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 our “playground buddies”. The roles of playground buddies are allocated in Year 4 and includes the children with SEND to carry out the role of playground buddies.

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

- The pastoral care of children with SEND is a high priority at Beaufront. First School. 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 SEND 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 in each class.
- All teachers are teachers of SEND, and our very experienced teachers provide a breadth of insight and understanding.
- All staff (including our non-teaching support staff) know all of the children, and their families, and the input gained from all our staff is valued to identify and address the needs of every child.

The name of our SEND Co-ordinator (SENDCo) is: Mrs. Eileen Daniel

Listed below are the names of staff members with specialist expertise related to SEND:

Mrs. Denise Condren

Consultant on Interventions Key Stage 1
Specialist teacher of Dyslexia (AMDA)

Mrs. Katherine Collier

Teaching Assistant
Support Assistant for Physical Needs

Miss. Joanne Couzens

1:1 tutor

Mr. Paul Clark

PE Coach
Gross motor, fine motor and sensory
skills

Mrs Becky Baker

Teacher/Teaching Assistant
Literacy Interventions.

In addition, we use the services of the following specialists:

- NCC Educational Psychologists; specialist literacy teacher; speech and language staff; and ASD specialist staff
- School nurse service
- ENABLE Paediatric physiotherapy and occupational therapy assessment and support.
- Health Visitors

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We currently possess the following equipment and facilities to assist our pupils with SEND:

- Read Write scheme and resources
- Numicon resources
- Teaching resources designed as a result of staff training with respect to ASD.
- A wide range of “normal” classroom resources that are used by all children but which particularly benefit SEND children. For example, coloured overlays for reading and coloured whiteboards.
- Our building has a wheelchair ramp.
- We have a large disabled toilet.
- We have no stairs in school, and all rooms are on the same level.
- All meals are catered by on-site staff to fulfil the dietary requirements of all the children in our care.

Our staff have been trained to support children with SEND

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:

- Autism education trust training.
- NCC in depth Autism training.
- Ruth Miskin Read Write Inc. training
- Numicon training
- Attachment training
- Whole staff training on sensory integration.

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 including Social and Emotional Aspects of Learning (S.E.A.L.); Emotional literacy support assistant training(ELSA); Talk boost; Development Co-ordination Disorder; and Supporting the Development of language skills.

Where children present with difficulties or disabilities outside of these areas, we would seek appropriate professional advice and training as required.

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

- Pre- starting in EYFS, we create close liaison with parents including visits to school in summer term, stay play and play opportunities, home visits, questionnaires to identify ways in which we may be able to support a child.
- Open door policy for parents to provide feedback and discuss progress
- For ALL children at our school there are two formal parent-teacher consultations every year. Options for further “drop –in” consultations are often taken advantage of by parents of children with a SEND.
- SEND consultations are set up to review individual support plans. Parent and pupil input are sought as these plans are drawn up.
- Children are consulted as part of these review processes and in an ongoing and informal way.
- Meetings are arranged as required to share resources, update progress, and clarify homework etc.
- Information is shared with parents for example. from ASD parents group via LIST.
- The point of contact for any queries or concerns is Mrs. Eileen Daniel (Headteacher and SENDCO).

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

Any concerns or complaints can in the first instance be raised by discussing them with the Headteacher (Mrs.Eileen Daniel).

We will always strive to fully resolve any complaint informally.

Copies of the school complaints policy can be obtained from the school office or via the website.

www.beaufront-first-school.co.uk/downloads/Complaints-Policy-and-Procedure.pdf

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

- LIST West- Educational 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 that provide 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 SEND may find the following support services helpful, in addition to the school's offerings:

- Northumberland County Council
<https://www.northumberland.gov.uk/Childre/Needs/SEND.aspx>
- Northumberland In It Together <http://www.in-it-together.org.uk>
- NSPCC <https://www.nspcc.org.uk/services-and-resources/>
- Barnardo's <https://www.barnardos.org.uk/what-we-do>
- National Autism Society <https://www.autism.org.uk/>
- British Dyslexia Association <https://www.bdadyslexia.org.uk>
- ADHD <https://youngminds.org.uk/adhd>

Our transitional arrangements for pupils with SEND include:

We have worked closely with the follow-on schools to which our children with SEND transfer. In many cases the 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 is to be reviewed by September 2020.