

Beech Green Primary School Local Offer

From September 2014 schools are required to publish their 'Local Offer'. Beech Green's local offer comes in the form of questions and answers. These have been formulated in consultation with staff, the local authority and parents of children with SEND (Special Educational Needs and Disabilities).

Please find below a list of frequently asked questions (FAQs).

1. How does Beech Green know/identify that children have special educational needs (SEND)?

Teachers and Teaching Assistants (TAs) review and assess children and their needs regularly. Should a teacher or TA think there is an issue this will be raised with the school's Inclusion Coordinator (INCo). SEND strands of action (activities that a child may find difficult) will be highlighted and assessments/evidence scrutinised to ascertain whether a child has SEN. Parents' observations and concerns are also used to confirm or highlight any needs.

2. What are the first steps Beech Green will take if SEN are identified?

If special educational needs are identified the school will arrange a meeting with the school's INCo and/or the child's class teacher to discuss ways forward. Parents will also be given a letter detailing what the different stages of SEN are and what it means to their child. At this point permissions may also be sought to engage outside agencies such as Speech and Language Therapists, Occupational Therapists etc. Information about a child's specific needs is circulated to relevant teachers, TAs and where appropriate Midday Supervisors (MDSAs).

3. What should parents/carers do if they think their child has SEND? How do they raise concerns?

In the first instance parents should discuss their concerns with their child's class teacher and/or the school INCo.

4. How will Beech Green include parents and students in planning support?

Parents are invited at regular intervals to parents' meetings where they can discuss their views with their child's class teacher. In addition to this every child who is on the SEN Register will have an annual review to which parents will be invited to discuss their child's progress and ways forward for the next academic year. When children are old enough they are invited to these reviews to share their thoughts as well. Children who have a statement of

special educational needs or an Education and Health Care Plan (EHCP) will also have a regular annual review and any outside agencies will be invited to share their information about the child and next steps.

Copies of each child's targets will be sent home for parents to identify what their child will be working on and how they can help at home.

During a normal week in class children with SEN are involved in their targets, identifying how they can achieve their target and what their next steps to success should be. This is regularly monitored by both class teachers and TAs.

5. How will our school teach and support children with SEND?

Beech Green school is committed to a 'Quality first' teaching approach which means that lessons are differentiated appropriately (achievable work is set for pupils/groups depending to their ability) according to the levels of need within each class. Teachers in Beech Green identify specific work/interventions for pupils within their remit and, according to the specific needs of the children, identify different groupings, timetabled support from a TA or access to different tools or materials. Children on the SEN Register will have specific targets and have their needs identified, support planned and steps for progress. Small group and individual sessions are also timetabled (according to the child's specific needs). These may take place in the classroom or in other learning spaces around school.

For children with a statement of educational needs or an EHCP there is additional involvement of outside professionals whose advice is then targeted at the specific child in order to aid them in their next steps for learning.

6. How does our school plan the support? How are our resources allocated and matched to needs?

For children without a statement or EHCP

Through adjustments to learning within the classroom, with activities, tasks and resources differentiated (set at the right level) to suit individual needs. Small focus group work.

For children with a statement or EHCP

As above, plus allocated 1:1 support where appropriate. Possible use of specific aids where recommended, e.g. laptop to support writing tasks.

Intervention resources are based on an analysis of progress children have made and an impact of previous support. A basic level of funding is allocated to each year group to provision SEN, and this is then topped up where additional resourcing is required.

7. How is the decision made about the support your child will receive?

Our school aims to make this decision through discussion with the Headteacher, Key Stage Leaders, parents, teachers, outside agencies (if applicable) and, where appropriate, with the children themselves.

8. How will the effectiveness of our SEND provision be assessed and reviewed?

Progress is assessed by class teachers and teaching assistants. Targets are reviewed regularly throughout the year and adjusted/changed accordingly. These targets are shared with the INCo, parents and children. Children are involved appropriately according to their age and levels of understanding. An annual review is held during the summer term for those children who do not have a statement or EHCP involving class teachers, INCo, parents and where appropriate, children.

9. Who will be working with your child?

The class teacher has a prime responsibility for daily provision for the children with SEND through their planning and assessment. Intervention work happens with the teacher's knowledge. Feedback from these interventions is given to the class teacher and where appropriate to the INCo and Headteacher.

Where it is deemed appropriate the class teacher may direct a teaching assistant to work with groups or individuals. The results of these interventions are again given to the class teacher and the next steps are planned.

Should your child have a statement or EHCP planning meetings are held between adults directly involved with them and the INCo, with input from external professionals where required. This ensures that all information about your child is shared and understood by all relevant staff that come into contact with them.

The INCo liaises with class teachers to review progress and impact of these interventions.

10. Which other services do we use to provide and support our pupils?

Our school works with the following services to provide support: Health and Social services, Local Authority support services, educational psychologists, teachers for hearing and visual impairment, paediatricians, speech and language therapists, occupational therapists, behaviour support, ASD advisory teachers such as the Communication and Interaction team, the Cognition and Learning team etc.

11. How do we meet the needs of children with SEND?

The needs of pupils with SEND are met primarily within the classroom. Teachers have had training on working with children on the autistic spectrum, hearing impaired, speech and language difficulties, communication and interaction difficulties and behaviour difficulties. For different interventions that we currently use, that are appropriate to specific children, please see the provision map below.

All teaching and learning areas within the building are accessible to all children, including those with SEND. This includes wheelchair users. All parts of the curriculum are accessible to all our pupils. Where aspects of the new National Curriculum present a challenge, school will endeavour to modify activities, resources and facilities to ensure full inclusion.

All extra curricular activities are available to all children, though some activities are restricted to specific year groups.

12. What support does the school have in place for children and young people who find it difficult to conform to normal behavioural expectations?

The school has a rigorous, consistent behaviour system in place across the whole school which clearly explains the expectations to each child. We have developed advanced strategies for managing pupils with behavioural issues, based on experience and advice over time from external experts. Close links have been forged with the Pupil Referral Service – we liaise regularly regarding children at risk of exclusion. We will exclude where necessary, both to register levels of concern with the Local Authority and to protect the rights of other children where behaviour significantly disrupts learning and/or is a safety issue.

13. How does our school help with personal care where this is needed?

Within restrictions of resources available, additional support may be offered to help children who lack basic skills in personal care, e.g. midday supervisor directed to help child with eating difficulties.

14. What is the school's policy on day trips and school outings for children with SEN?

Wherever possible all children have access to all school activities. Risk Assessments are undertaken where needed and additional support provided where necessary to ensure this. If

school is unable to meet these needs from their own resources parental involvement may be requested. The safety of the individual child, and that of others, is of paramount importance when making inclusion decisions of this nature.

15. What extra pastoral support do we offer to students with SEN and what measures are in place to prevent bullying?

Two Learning Mentors operate exclusively to support children with emotional, behavioural and social needs, offering personal counselling and group activities to enable children to integrate as fully as possible into the life of their class and school. All children are encouraged to be open and to feel that they can share anxieties with adults in school. Class TAs and Intervention TAs have a crucial role in this.

See our Anti - Bullying Policy for further information on this.

16. What access do our SEN pupils have to facilities and extra curricular activities available to all children?

We aim to ensure that all SEN children have equal access to all aspects of school provision, including the full range of extra – curricular activities.

17. Who will be talking to and keeping in touch with parents/carers of children with SEN?

This could be a range of staff including; Class teacher, TAs, Learning Mentors, INCO and Headteacher.

18. How will parents/carers know how well their child is doing?

Parents have the opportunity to have parents' evenings with a child's class teacher, and a written report is produced with termly summaries of progress. Each student on the SEN Register has an Annual Review involving parents, class teacher, the INCo and the child themselves. There are also opportunities for additional meeting as and when needed.

19. How does Beech Green measure outcomes and impact of the support provided to the pupil?

Intervention programmes are baselined and assessed at completion to establish impact. Also, regular, ongoing teacher observations and assessments take place and are reported to the INCo and Headteacher in Pupil Progress meetings.

20. How will our school involve young people with SEN in their education?

Children have daily conversations with adults about their learning, what has gone well and how to move on. Children are aware of their targets and their progress towards them. Where appropriate children will have more involvement in their target setting and discuss progress towards them. Targets are also sent home so that parents can help their child with work towards achieving them.

21. How do we welcome children on entry/transfer into our school?

If a child transfers to us from another school we liaise closely with their previous school to establish needs and previous interventions and support. The child will be offered the opportunity to visit the school in advance, either with parents or to spend some time in the receiving class. Parents will have the opportunity to meet with the class teacher at an early stage to develop links and ensure school is fully informed of the child's history and needs. When transferring we forward all the documentation and data, and will contact the receiving school in advance to share key information. We are prepared to release staff to discuss issues with a member of the receiving school where this is appropriate.

On transfer to secondary school our staff always meet with the year group tutor or liaison officer and discuss all pertinent issues. If we had to manage a transfer to another school following an exclusion County protocol exists and we would fully conform with this.

22. What special arrangements are made for exams?

For SATs we may offer additional support such as; a scribe, additional time or working in a familiar location with their TA. This is all dependent on the child's needs.

23. What role do the governors have? What does our SEND governor do?

Governors have an overview of the SEN Policy and are involved in monitoring provision and resources for SEN children. The SEN Governor is available to meet with parents if required, and will visit the school to liaise with the INCo and Headteacher.

24. Where can you find our SEN policy?

On our website www.beechgreenprimary.ik.org

Our policy is due to be reviewed in September 2016.

25. What can you do if you're not happy?

In the first instance discuss concerns with the class teacher, however if you feel that they are still unresolved, ask to meet with the class teacher and INCO and/or Headteacher.

Concerns can be taken further in the form of a formal complaint if you remain dissatisfied.

See our Complaints Policy for further information (on website).

26. Who can you contact for more information?

Contact the school office on 01452 722363 to arrange a meeting with the Headteacher to view the school. Equally the INCo, Mrs Williams, would be pleased to provide more information.

Provision Map – Interventions currently used

Wave 1 Interventions (Inclusive Teaching)	Wave 2 Interventions (Additional Interventions – time limited)	Wave 3 Interventions (Highly Personalised Interventions)
<p>Differentiated curriculum planning</p> <p>Appropriate resources – word banks, pencil grips, visual aids etc.</p> <p>Structured Class routines</p> <p>In class support from Class TA</p> <p>In class ICT</p> <p>Social Development - PSHCE, Circle Time</p> <p>Parent Helpers</p> <p>Differentiated work appropriate to a child's level</p>	<p>Additional Reading & Phonics Support</p> <p>Home/School Record</p> <p>Letters and Sounds</p> <p>Targeted Reading</p> <p>In Gloucestershire Children Count (IGCC)</p> <p>Small Group work (Literacy and Numeracy)</p> <p>Reward Systems</p> <p>1:1 Maths/Literacy</p> <p>Better Reading Partnership</p> <p>Talk Boost</p> <p>Social Skills</p> <p>SULP</p>	<p>Outside Agencies</p> <p>Speech And Language Therapy</p> <p>Fizzy</p> <p>Bear Necessities</p> <p>Bearing Away</p> <p>Write from the Start</p> <p>Precision Teaching</p> <p>1:1 support from individual TA</p> <p>Speed Up (Handwriting/motor control programme)</p>