**How does the school know if children need extra help and what should I do if I think my child has special educational needs?**

- When a child has an identified or suspected Special Educational Need or Disability (SEND) before they start at The Beeches we work with the people who already know them and use the information already available to identify how we can meet their current and any emerging needs in our school setting.
- When a child already in the school moves year group there are systems in place to ensure that information about their individual needs is passed on to the new teacher and support staff. This is overseen by the Special Educational Needs Coordinator (SENCO).
- If you tell us you think your child has a SEND we will discuss this with you and check it out. We will share with you what we find and agree with you what we will do next and what you can do to help your child.
- Our half termly pupil progress meetings will indicate whether a child is not making the expected progress and is below age expected levels. This may indicate a Special Educational Need. Staff will also raise concerns if they feel that other factors such as a child’s behaviour, self-esteem, ability to follow instructions or ability to form relationships are affecting performance or well-being.
- Liaison with external agencies for example health professionals.

**How do I raise concerns if I need to?**

- Talk to us first. Firstly contact your child’s class teacher as they work with your child on a daily basis. However, if you prefer you can always ask to meet with the Special Educational Needs Coordinator Mrs Cullimore (SENCO), Phase Leader or Deputy Headteacher.
- We are open and honest with parents and carers and hope that they are able to be the same with us.

**How will the school support my child and who will explain this to me?**

The level of support your child receives will depend on their needs which we know can change over time. It is our aim to be responsive to any developing and emerging needs

- Many children will have their additional needs met through excellent targeted classroom teaching also known as High Quality Teaching (Universal Support). This means teaching where:
  - the teacher has the highest possible expectations for all pupils
  - teaching is carefully planned to build on to what the child can already do and understand so as to accelerate progress
  - different ways of teaching are put in place so the child is fully involved in learning
  - specific strategies (which may have been suggested by the SENCO or another professional) are put into place to support the child’s learning
Some children may take part in specific group work with a smaller group of children. Such groups are put together to address specific gaps that have been identified in a child’s learning and will be closely monitored to ensure that they are resulting in good progress for the child (Targeted Support). These groups may be:

- run in the classroom or outside the classroom
- run by a teacher or teaching assistant who has had training to run these groups (usually school staff but sometimes from an approved outside agency which would only be done with a parent’s permission)

Some children may have needs that require one to one support (Specialist Support). This support may be:

- to deliver a specialist package (for example a programme devised by a speech therapist, occupational therapist, physiotherapist)
- to access certain parts of the curriculum
- individual teaching programmes to improve literacy or maths skills
- support with medical/physical needs
- support to manage social situations and emotional needs

It is at this stage that the child’s name will be officially added to the school’s Special Needs register and more individualised targets put in place through a SEN Support Plan.

For children whose needs are severe, complex and lifelong the school (or you) can request that the local Authority carry out a statutory assessment of the child’s needs. This is a legal process you can find out more about by looking at Suffolk’s Local Offer.

After a request has been made to the Local Authority they will decide whether they think the child’s needs (as described in the paperwork provided), seem complex enough to need a statutory assessment. If they do they will ask you and all professionals involved with the child to write a report outlining the child’s needs. If they do not think this is necessary, they will ask the school to continue with the support they are providing and may make suggestions as to how this can be further improved.

If they do decide to carry out statutory assessment the reports requested by the Local Authority will be carefully collated and they will write an Education, Health and Care Plan. The Education, Health and Care Plan will outline the support the child will receive from school and any other agencies involved in their care and what strategies must be put in place. It will also have long and short term goals for the child. It will then be regularly reviewed, with you and the child providing input as to how well it is meeting their needs.

**Explaining things to you**

- When we assess for Special Educational Needs or Disability (SEND) we will discuss with you what we are assessing and the results of that assessment. We will also want you to share with us your perceptions of how your child is functioning in school and what their understanding is like at home.
- Following on from this we will plan what support might be appropriate and share this information with you.
Progress and the outcomes of any support will be regularly reviewed and fed back to you. Support will be adapted in light of this to ensure your child’s needs continue to be met.

The class teacher will meet with you at least on a termly basis to discuss your child’s needs and progress towards their targets, (this could be part of parent’s evenings but class teachers will always make an additional appointment to talk to you as the need arises).

The Special Educational Needs Coordinator (SENCO) is readily available to talk things over with you.

It is easy to assume that all is well if we don’t hear from parents. If you would like more information about anything regarding your child’s needs or progress please ask.

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

- At The Beeches we measure children’s progress in learning against national expectations and age related expectations.

- Your child’s class teacher will continually assess each child and note areas where they are improving and where further support is needed. We track all children’s progress from entry in Nursery or Reception through to Year 6, using a variety of different methods including nationally agreed expectations and standardised reading, spelling and maths ages.

- Each child’s progress will be discussed at our half termly pupil progress meeting. This is a meeting between class teachers and the leaders in the school to discuss the progress each child has made over the preceding few weeks. Things that are working well will be noted and any necessary changes to the existing support will also be discussed.

- If your child has individual targets set out in a SEN Support Plan then your child’s teacher will review these regularly and collect evidence of the targets being achieved. Every term the targets will be reviewed more fully. They will then set some new targets (if still appropriate) which they will bring home to share with you. Anybody who works with your child will be able to see how they are progressing towards their target and what strategies will support their learning.

How will I know how my child is doing and how will I know how to support them at home?

We believe that your child’s education should be a partnership between parents and teachers; therefore we aim to keep communication channels open and communicate regularly. We offer an open door policy where you are welcome any time to make an appointment to meet with either the class teacher or Special Educational Needs Coordinator (SENCO) and discuss how your child is getting on. We are more than willing to offer advice and practical ways you can support your child at home.

- The school has systems in place to measure children’s progress against national and age related expectations (see Section ‘How does the school know how well my child is doing?’) All children are carefully tracked throughout their time at The Beeches. This information is available to be shared with you at scheduled meetings and at any
other time you may wish to request it. Class teachers continually assess children and note areas of progress and difficulty so they can be addressed on a daily basis.

- We operate a home/school link book (known as a child’s reading diary) which your child will bring home daily so comments from parents and teachers can be shared and responded to as needed. It is very helpful if parents keep staff informed of any changes at home which might impact on their child’s learning. Where necessary any such information will be handled sensitively. Parents may wish to make contact with the school’s Home School Liaison Manager for further advice and support.

- If your child is on the Special Educational Needs or Disability (SEND) register they will have a One Page Profile and SEN Support Plan. The One Page Profile will contain information about them as a learner and the SEN Support Plan will have some individual targets set on a termly basis along with details of the provision provided to enable these targets to be met. These targets will be set by the class teacher in consultation with your child and the SENCO as necessary. You will receive a copy of these targets each term when the teacher will discuss what you can do at home to help (written on the SEN Support Plan). You will receive detailed feedback at the termly parents meetings described above.

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

All work within class is pitched at an appropriate level so that all children are able to access it according to their specific needs.

- All of our staff are trained to make work more accessible or more challenging so that every child is able to learn at their level.
- We use additional schemes/materials so that we have something at the right level for children with Special Educational Needs or Disability (SEND).
- Our staff are trained in a variety of approaches which means we are able to adapt to a range of SEND for example: specific learning difficulties including Dyslexia, Autistic Spectrum Disorder, speech, language and communication needs and behavioural, social and emotional needs.

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

The Beeches is an inclusive school. We welcome and celebrate diversity. All staff believe that children having high self-esteem is crucial to a child’s well-being. We have a caring understanding team looking after our children.

- Your child’s class teacher has overall responsibility for the pastoral, medical and social care or every child in their class on a daily basis making them a parent’s first point of contact. For children with Special Educational Needs or Disability (SEND) the class teacher will liaise with the Special Educational Needs Coordinator (SENCO) for further advice and support. This may also involve liaising with outside agencies; such as health and social care professionals.
- Our school has a full time Home School Liaison Manager who works under the direction of the Head teacher to support children and parents with a range of different matters.
- The schools also have a team of mentors for pastoral support to work directly with individuals or small groups of children to provide support with a range of social,
emotional and behavioural issues. We have a specific section in our behaviour policy stating out measures to prevent bullying.

- When a child has a medical need we will work with you and any relevant medical professionals to put together a Care Plan which we will review with you regularly or as the need arises.

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

Pupil Voice is very important to us at The Beeches and we seek to gather pupil views when we make key decisions and as part of our monitoring processes. We believe that children have clear views about their needs and what helps them to succeed and that these views need to be respected.

- We have a school council whereby pupils can express their views on all aspects of school life and contribute towards any changes.
- Staff, including the Special Educational Needs Coordinator (SENCO), carry out pupil perception interviews to gather information about how pupils feel about their learning, what supports them in their learning and what would improve things further for them.
- Children on the Special Educational Needs or Disability (SEND) register co-write their individual One Page Profile which we also encourage parents and carers to contribute to as well. This shares information about them as a learner.
- When formal meetings are held between parents, school staff and any outside professionals, pupils will be encouraged to contribute their views by either attending the meeting or expressing them to an adult prior to the meeting who will then deliver them on the child’s behalf. We try to encourage children to take part in this process but remain sensitive to their age and their individual needs.

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

We work closely with any external agencies that we feel are relevant to individual children’s needs.

Relevant agencies include the following:

- County Inclusive Support Service (CISS) Outreach for children with Autistic Spectrum Disorders and/or social, emotional needs.
- County Resource Outreach for Dyslexia
- Speech and Language Therapy
- Occupational Therapy
- Physiotherapy
- Educational Psychology
- Social Services
- The Early Help Team
- GP
- Paediatrician
- School Nurse
- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS – formerly Parent Partnership) [https://www.suffolksendiass.co.uk/](https://www.suffolksendiass.co.uk/)

Any discussions with the above professionals include parents and the child as appropriate. Together we review the child’s progress, agree what everyone will do to make learning more effective and set appropriate targets.

**What training have staff had regarding special needs?**

We have a strong commitment to continuous staff training and development. We consider it very important to keep up to date with the most recent research and its findings regarding SEN.

- Our Special Educational Needs Coordinator (SENCO) is experienced in the role and is completing the National SENCO Award.
- One Specialist Teaching Assistant and several other teaching assistant are ELKLAN trained which means they have had additional training in how to deliver speech and language programmes.
- Many teaching assistants have been trained in delivering a range of reading, writing, phonics and maths programmes.
- Some teachers and teaching assistants are Makaton trained.
- All teachers and some teaching assistants have been trained in supporting children with behavioural difficulties.
- Staff receive training to support pupils with medical needs as required.
- Our Home School Liaison Manager and mentor team work to support families and individual pupils who may be having a difficult time for a whole range of reasons.
- The school has a continuous programme of auditing the skills and expertise of staff and providing the relevant training to fill any gaps identified.

**How accessible is the school environment?**

- The Beeches is a two storey school which also has changes of levels within floors so some areas of the school are not easily accessed by wheelchairs. The ground floor has one change of level (steps) and the first floor has 2 changes of levels (two sets of steps). We have some mobile ramps which can be used, a lift and specified fire exits.
- Emergency evacuation plans are drawn up for any wheelchair users/people with limited mobility with a designated route and an alternative route clearly identified (including the use of an Evac chair if required)
- We have a disabled toilet large enough to accommodate changing
- Accommodating children who need adaptations to the school environment is carefully considered each year when children move classes and changes/adaptations made as necessary.
The Beeches CP School SEND Information Report
Updated March 2019

- We strongly advise parents to meet with us as soon as possible so we can explore the accessibility of the school with your child’s needs in mind and make any additional changes identified.

- Pupils have access to ICT and adapted equipment to support their physical needs as required.

- The school is able to liaise with the EMEA team who can assist us in supporting the children and families within our school who have English as an additional language (EAL). We also have a teacher within the school with responsibility for EAL. Where necessary we will use translators.

- Full details can be found in the schools accessibility plan via the school’s website.

**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 on school trips and choose visits that are accessible to all. We will provide the necessary support to ensure that this is successful.

- A risk assessment is carried out prior to any off site activity to ensure everyone’s health and safety will not be compromised. Where a child has additional needs this will be taken into account at this stage and additional control measures put in place to enable them to participate fully. For children with significant needs they may require an individual risk assessment. We understand that including parents to ensure that a child is able to take part in any trip or activity successfully may make both the parent and child feel more at ease. We will talk to you about what will work best for your child.

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

We place huge importance on ensuring that children are well prepared for the next stage in their education and feel comfortable and supported through any transitions.

- We encourage all new children to visit either school prior to starting when they will be shown around and meet staff. A series of induction events are planned for pupils and parents for all children starting in Nursery, Reception or transferring to High School.

- We write social stories and make transition books with any children for whom it is considered transition may prove difficult or especially worrying. These include key information about the new setting and relevant photographs of staff and parts of the school building. They will also focus on any key areas of change that may be causing anxiety. The children are encouraged to take them home and share them with their families.

- We recognise that some children, including those with Special Educational Needs or Disability (SEND), will need something in addition to our planned transition programme. Such pupils will have an extended transition programme put in place that is tailored to meet their individual needs. This may include additional visits to the school to assist with the child becoming more familiar with their new surroundings and new key adults.
Staff from the receiving school will liaise with the staff from the feeder school to discuss each child’s specific needs and hand over any paperwork.

The SENCO is available to meet with you at the end of each academic year to discuss your child’s transition into the next school or year group to explore any concerns and adjust plans for meeting your child’s needs.

Most of the secondary schools our pupils move on to run extended transition programmes for any pupils with additional needs. Whether or not such a programme would be beneficial for your child will be discussed with you and your child at the relevant time.

If your child has an Education, Health and Care Plan the Special Educational Needs Coordinator (SENCO) from the school you wish your child to attend after leaving us will be invited to attend your child’s Annual Review in their final year at The Beeches.

**How are the school’s resources allocated and matched to children’s additional needs?**

- We receive a fixed amount of funding for each pupil in the school. We put part of this funding towards the cost of some of the teaching assistants, the delivery of some interventions, staff training and additional equipment if required.

- Suffolk also has a system for securing High Tariff Needs top up funding for pupils whose needs match specific criteria and whose needs are considered greater than can be met through the school’s general budget/SEND allowance. If the school can provide evidence of the child’s needs meeting the strict criteria set then extra funding will be secured. This funding is set out in bands with the amount awarded increasing as the complexity of need increases.

- Children with an Education, Health and Care Plan will have resources allocated appropriately depending on the content of the plan. If the plan identifies something that is significantly different to what is usually available, there will be additional funding allocated. You will be told by the Local Authority if this means you are eligible for a personal budget. Parents will have a say in how this is used. However, this must be used to fund the agreed plan.

- There are also other sources of funds available to use with specific children, such as those that are children in care or in receipt of free school meals.

**How can I be involved?**

At The Beeches we understand that as a parent you are the expert on your child and have a valuable contribution to make regarding your child’s needs and wishes.

- We aim to involve you in decision making processes.

- We encourage you to meet with us as often as you feel necessary. Your child’s class teacher will be happy to share information about your child’s progress and listen to what you have to say about what your child is doing at home. We hope that this will make sure that we are doing similar things to support your child at both home and school and that we can share what is working well in both places.

- The Special Educational Needs Coordinator (SENCO) is available to meet with you and discuss any worries or concerns you may have.
- Information from outside professionals will be discussed with you so you are aware of any recommendations they have made. If you do not have a face to face meeting with the relevant professional and receive a written report instead, the SENCO will be happy to meet with you and discuss the contents.

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

- The SENCO: Mrs H Cullimore or Senior Leaders at The Beeches would be happy to expand further on any of the information given above. Please contact the school directly on 01473 741225. Any complaints related to her can be made directly to her. The schools complaints procedure can be viewed on the school website.

- Special Educational Needs and Disability Information, Advice and Support Service (SENDIASS – formerly Parent Partnership) can offer further advice and support. Contact them at: [https://www.suffolksendiass.co.uk/](https://www.suffolksendiass.co.uk/)

- Visit Access Unlimited, the One Stop Shop for Suffolk children and young people with additional needs and disabilities [www.access-unlimited.co.uk](http://www.access-unlimited.co.uk)