

Beecroft Academy Local SEND Offer

As part of the Children and Families Bill 2014, all schools in Bedfordshire are required to make available their Local SEND Offer to families which details how they can support children and young people with a special educational need and/ or disability (SEND).

An overview of the School:

Beecroft Academy is a Primary School of 370 children aged 4-11 years. We are an inclusive school that strives to support all children to enable them to make the best possible progress and achieve well. To accomplish these aims we offer a broad and balanced creative curriculum with a good quality of teaching. We provide effective support for children with special educational needs and disabilities, starting from our first contacts with parents and carers when a child enters our school. At Beecroft we ensure that additional needs are identified early and we offer a range of provisions to meet these identified needs. We work with a range of external agencies to ensure that children receive the support they need to achieve in School.

Identifying children's additional needs:

How will the school know if a child needs additional help and how will the school share information with parents/carers?

At Beecroft Academy some children are identified as having additional educational needs, which cannot be met through basic differentiation. These children are identified as having further individual needs which need to be supported in order for them to achieve and progress. These needs are identified in a number of ways:

- Through liaison with previous Nursery/ School settings,
- Child performing at a level well below the national Age Related Expectations (ARE),
- Concerns raised by Parents/ Carers,
- Concerns raised by the class teacher and school staff,
- Liaison with external agencies,
- Diagnosis from health services.

Parents and Carers can approach their child's class teacher at any time if they are worried about their child's progress. The SENCO will then start an identification process which consists of discussions with the family, the class teacher and gathering any evidence from agencies already involved with the child. Parents and Carers are kept informed at all stages of this process. Parents are invited to meet with the SENCO and discuss support planned for their child in school. At times further assessments are

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required from specialists such as the school's Educational Psychologists, Speech and Language therapists or Paediatrician.

Dedicated Contacts at the School

- Mrs. Mitchell– Acting SENCo (Special Educational Needs Co-Ordinator)
- Mrs. Nel- Interim SENDCo in school on Tuesday's (whilst Mrs. Mitchell is on maternity leave 2nd March 2017- 3rd March 2018)
- Mrs. Saunders- SEND assistant and wellbeing liaison assistant, in school every day.

The SEND team can be accessed via email office@beecroftacademy.co.uk (marked for the SENCOs attention) or by telephone on 01582 663486.

The SEND team will ensure that parents/carers are kept informed of their child's progress in school and updated with any information regarding assessments and referrals.

How will the School and families support children with SEND?

Once a child has been identified as having additional needs the Class Teacher will be supported by the SENCO to design an Individual Education Plan (IEP). Together the SENCO and the Class Teacher decide on targets that the child will work to achieve each term, these targets are related to the child's specific needs and are designed to be achieved within the termly time frame.

IEP meetings for Stage 1 children will be held with the Class Teacher, the Child and Parents/Carers in October and reviewed in June. During this IEP meeting the IEP will be discussed and reviewed, the Class Teacher will discuss support in school and Parents/Carers will have time to discuss how the child is supported at home. The child's view is also valued and they will have an opportunity to discuss their progress and strategies. All Stage 2 children's IEP's will be reviewed termly and any children with educational, health and care plans (EHCP's) will be reviewed according to the dates on their plans (this is usually annually.)

Support available to children with SEND at Beecroft

- Curriculum adaptations and differentiation
- Support for behaviour
- Trained supportive staff
- Relaxation, reflection, sensory room (Rainbow Room)

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- Nurture room and nurture groups
- Strong links with Jigsaw Behaviour Support and a Play Therapist

Measuring Children's Progress

We have an open door policy where you are welcome any time to make an appointment to meet with either the Class Teacher or the SENCO and discuss progress of the child.

At Beecroft we believe that children's education and progress should be a partnership between the Child, Parents and Staff, therefore we aim to keep communication channels open and we communicate regularly.

The IEP review meetings provide opportunity for discussion of the child's progress. The IEP targets are SMART related (Specific, Measurable, Achievable, Realistic, Time-Related) with the expectation that with good attendance the child will achieve the target within that term.

When the IEP is reviewed, it may be identified through assessment that the child has not yet achieved their IEP target. The IEP meetings provide opportunity to discuss reasons for this and to decide on new strategies and targets for the following IEP.

At Beecroft every child's progress is tracked and realistic targets are given to every child to ensure children are appropriately challenged yet achievable. Children who are not making the expected progress to achieve these targets are discussed at regular meetings between the senior leadership team (SLT) and the Class Teacher.

Supporting children with an EHC Plan

EHC Plan (Education, Health and Care Plan) the SENCO is required to ensure that the requirements stated in the plan are being met by the school. Relevant training, advice and support is given to ensure that the strategies highlighted in the document are being implemented by the school. The EHC Plan is reviewed annually by the Parents/Carers, the SENCO, Class Teacher, relevant support staff, any relevant external agencies and at times the SEND Officer from Assessment and Monitoring. The child is also invited if appropriate, or their views are gathered through a more appropriate task. Parents/Carers are asked for their views on the child's progress before the review. At the Annual Review the child is discussed at length, achievements and progress are

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shared and each objective identified in the EHC Plan is reviewed. The School Staff discuss how each of these objectives are being met in School and will identify any changes that need to be made to the Plan. Any reports from external agencies are shared which may affect the strategies and requirements of the Plan. From the Annual Review it may be decided that the child no longer requires the support they are currently receiving or it may be decided that the School can no longer meet the needs of the child, and plans may be put into place to transfer the child to a more appropriate setting.

At times the EHC Plan may be reviewed before the annual review is due; this may be required if change is required to the Plan urgently or on request of the Parent/Carer.

Support and Training for School Staff

Mrs Mitchell (Mrs. Nel during her maternity leave) is responsible for communicating with external agencies such as the Educational Psychologist, Speech and Language therapists, Jigsaw Behaviour Centre and Edwin Lobo Centre.

It is also essential that other members of school staff receive high quality training in order to support them within their role in regards to working with children with SEND.

Recent training includes:

- 2015/2016- SEND training delivered by the Jigsaw Centre and Chiltern school (SENDCo attended)
- September INSET- annual in school update training led by school SENDCo.
- January 2017 – ASD awareness – All teaching staff, including teaching assistants
- Spring and Summer term 2017- training about ADHD, OCD, ODD, ASD delivered by the Jigsaw Centre and/or Chiltern school for our 1:1 teaching assistants.
- All year NASEN 'Focus on' training for teaching staff (6 modules across the 2016/17 academic year)

Inclusion

How does the school ensure that children with SEND will be included in all activities at school, after school clubs and on school trips?

Pupils with SEND are encouraged to participate in all school activities. All Teachers are required to plan lessons which are inclusive for the whole class; provision is always made for children to ensure they can access a task at an appropriate level. All pupils

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have equal rights and opportunities around the school, for example being a member of the School Council, Librarians, etc.

Children are selected on a first come first served basis for after school challenge clubs, and any trained activity leaders that deliver after school clubs are required to cater for children with SEND needs.

School trips are accompanied by a high ratio of adults to children, specialist transport if necessary and all trips have a detailed risk assessment highlighting any risks before booking. Parents/Carers may be invited to plan and accompany school trips if we feel this would best serve the child.

Starting or Changing Schools (Transition)

Careful consideration is given to preparing pupils with SEND for transition at all stages. If a child with identified SEND is being transferred to Beecroft Academy initial contact is made with the setting previously attended and with the parents if necessary. Plans are then put into place to how we can best support the child as they transfer to Beecroft. The SENCO and Class Teacher will meet with the Child and Parent/Carers if needed.

When pupils are changing classes or moving to another school, teachers liaise together and with Parents/Carers to share information and prepare the child for the move. In some cases an action plan for the transition is prepared to ensure that the child is able to access their new classroom, Teacher, Teaching Assistant (if necessary) or school, in advance in order to prepare the child for these changes.

The children leave Beecroft Academy at the end of Year 6 and the children transfer to Secondary School. Teachers and the SENCO will prepare children with SEND for transfer to their new school. Meetings are held with the new schools SENCO to ensure relevant information and strategies are shared. The SENCO and Teachers work hard to ensure that the children's needs are shared and understood by the new school and will ensure that the child is in the same class as some friends if it is felt this will support their transition.

Support and training for Parents/Carers

The School has an open door policy and the SEND team will always make time to discuss provisions regarding children with SEND, or will make an appointment to discuss this at a convenient time.

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The School does provide several workshops throughout the year to support parents and carers.