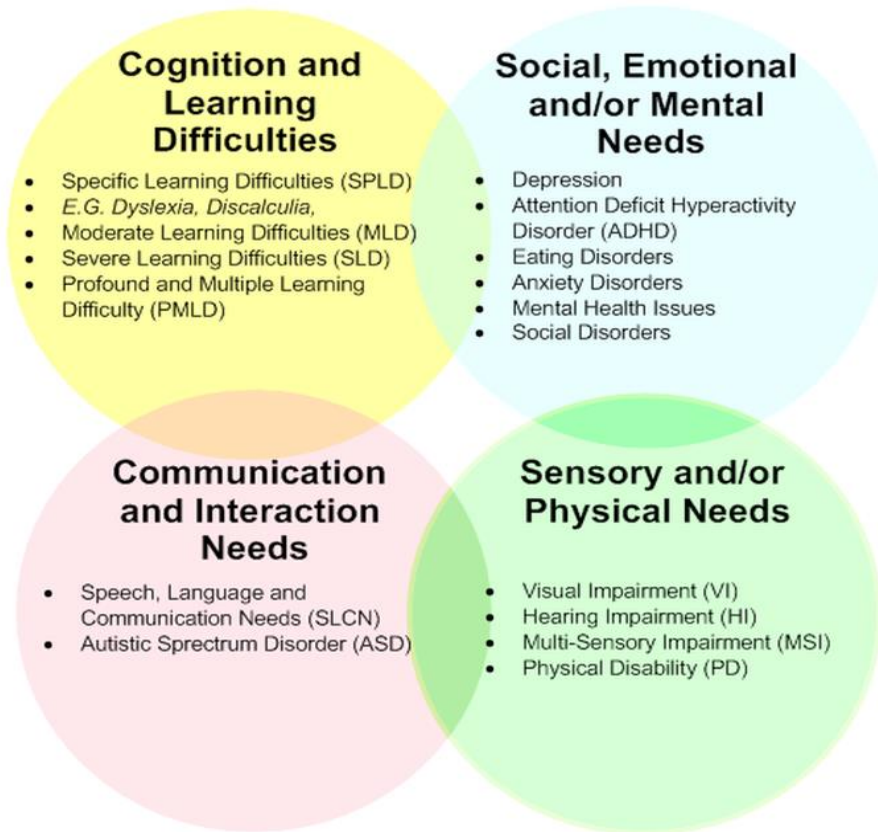


What are the different categories of SEND and how do we cater for them?

Our 'waves of provision' document gives examples of how we cater for the different kinds of SEND across all four broad areas of SEND:

- Cognition and learning
- Communication and interaction
- Sensory and/or physical and social
- Social, Emotional and Mental health needs.



How does the school know if children need extra help?

At Beecroft Academy, children's progress is monitored through:

- Class teachers assessing children's learning daily through observing and supporting them during lessons and assessing against National Curriculum objectives.
- Half termly assessments (including Star reader part of our Accelerated reader approach)
- Termly White Rose assessments
- Termly **Pupil Progress Meetings**
- Information from external agencies
- Biannually Pupil attitude to school assessment
- Dyslexia and Dyscalculia screeners
- Wellcomm
- Speech screeners
- Termly in school maths assessment for core skills.

When progress and attainment for children is identified as being significantly below curriculum related expectations or a child is struggling to access the curriculum, further adaptations and **reasonable adjustments** may be necessary. If a child continues to find their learning difficult, despite support and adaptations, teachers will follow the **graduated approach** and the **Assess, Plan, Do Review cycle**.

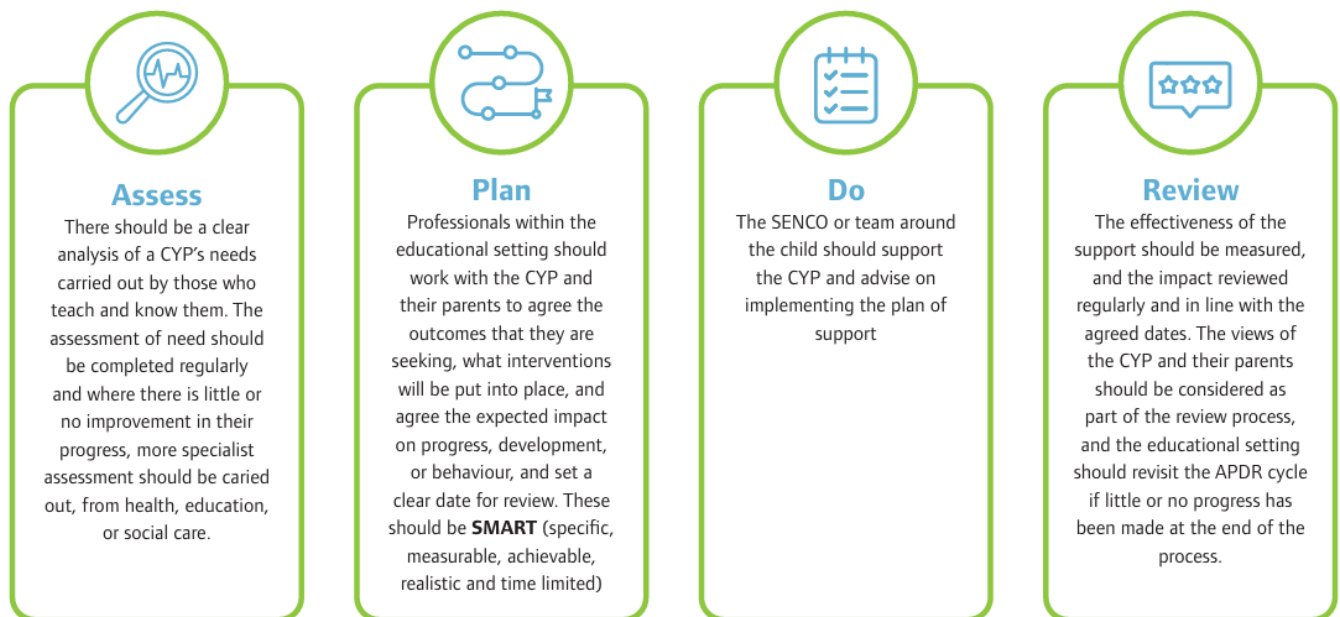
What should I do if I think my child may have special educational needs?

In the first instance, parents/carers need to contact their child's class teacher. If parents/carers still wish to discuss their concerns further after meeting with class teacher, they are encouraged to request a meeting with Miss Bell (SENDCo) sendco@beecroftacademy.co.uk

What is the assess, plan, do, review cycle?

At Beecroft Academy we utilise an internal SEND referral process to identify a child's needs and what provision is required to meet their needs. We follow an Assess – Plan – Do – Review cycle;

- Assess – the child's needs
- Plan – what we need to do, the provision needed and what outcome should be achieved
- Do – put the provision in place
- Review – what difference is it making towards outcomes?



What interventions are offered at Beecroft Academy?

Where progress is not in line with age related expectations or additional support is needed, we devise additional support to enable the child to 'narrow the gap'. Examples of extra support and interventions are [here](#).

When will we seek support from outside agencies?

If school based interventions are not overcoming a child's barriers to learning, the school will consider (with reference to [The Graduated Approach](#)) whether it needs to request advice from outside agencies. If this is considered in the best interests of the child, the SENDCo will facilitate a referral to the appropriate agency after collaborating with parents, children and staff. The SENDCo may also consider whether they need, in collaboration with parents, to apply for an EHC needs assessment in order to access funding from the Local Authority

What is Beecroft Academy's approach to teaching children with special educational needs?

We make every effort to ensure high quality adaptive teaching in our classrooms for all our children. See the school's Teaching and Learning Policy for detailed information on this.

Specifically, for our SEND children we use One Page Profiles (OPP) Individual Education Plans (IEPs) which match the provision to the child's individual needs.

How does Beecroft adapt the curriculum and learning environment for children with SEND?

The school adapts the curriculum and learning environment and makes reasonable adjustments to these where necessary. This is very much dependent on the individual needs of the child.

[Examples](#)

[Adaptations in History](#)

How does Beecroft Academy enable children with special educational needs to engage in activities of the school (including physical activities) together with children who do not have special educational needs?

All clubs, trips and activities offered to children at Beecroft Academy are available to children with special educational needs. Where necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the child in the activity. For example, during break times, lunchtime, the beginning and end of the school day, during after school clubs and trips and visits (including overnight residential.) If it is required, then a specific risk assessment will be written by staff with parent/ carer support to ensure all possible risks are considered and appropriate support is planned.

Which training have staff had to enable them to support children with SEND?

All teachers and teaching assistants have had internal training led by the SENDCo, the graduated approach, the assess-plan-do-review cycle and in writing and reviewing OPPs and IEPs.

In addition, we have staff trained in the following areas:

- Attention Autism
- BLANKs
- ELS phonics
- Precision Teaching
- Level 2 CACHE in Understanding Autism
- Lego Social Skills
- Wellcomm Speech and Language
- Team Teach
- DESTY
- Masking
- ADHD
- Communication Champions
- Zones of Regulation
- Drawing and Talking
- SCERTS

If a training need is identified beyond our current staff specialisms, we are able to access a number of outreach teams for behaviour, SEMH and ASD. These specialists plus CPD led by the local authority's SEND team and Speech and Language Team (SALT) are also available regularly throughout the year.

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

- Meetings with class teacher/trip lead and Inclusion Team.
- Individual Risk Assessments.
- With your permission and on the completion of the medical form, medication will be given to your child by a designated member of staff on a residential trip.
- Reasonable adjustments and adapted resources will be put in place dependent on your child's needs.
- Your child can attend during the daytime of a residential trip instead of having an overnight stay if required.
- Meeting with or advice from external agencies to further provide support and advice if needed.
- Alternative methods of transport considered e.g. travelling to the Grove Theatre instead of walking for the Pantomime.
- Parents invited to attend extra-curricular activities where appropriate.
- Wrap-around care is fully accessible.

How accessible is the school environment?

As stated in our Accessibility Policy, at Beecroft Academy we are committed to inclusion and equality for all. To this end, the key objective of our accessibility policy and plan is to ensure that we reduce and eliminate barriers to the curriculum and ensure full participation in the school community for all pupils. The full policy can be found on our website.

How are parents of children with special educational needs involved?

- Parents evening - twice a year
- End of term written report in December, April and July
- Early Year's open days (new students)
- Tour with the Headteacher (new students)
- SENDCo coffee events (once a term)
- All parents can request a meeting with the class teacher/ SENDCo if needed

How is my child involved in decisions about their education?

When a child has been identified as having special educational needs s/he will be consulted about and involved in the arrangements made for them as part of person-centred planning. This information will be elicited from the child during a discussion with someone they know well (Class Teacher, Support staff member) and their answers will be transcribed for them if needed. We give opportunities for children to attend IEP and EHCP review meetings if they and their parents feel it is appropriate. There is a section on the bottom of the IEP for children's contributions to be recorded.

What happens if I have a complaint about the SEND provision?

Beecroft Academy has a formal complaints procedure for any complaint made by parents/carers. This procedure should be followed for any complaint about provision made for special educational needs. We encourage parents to discuss their concerns - in the first instance - with their child's class teacher. Our complaints policy is on our website.

How will the school prepare and support my child to join the school, or transfer to a new school or the next stage of education?

We know that transitions can be difficult for a child with SEND and take steps to ensure that any transition or change is as smooth as possible.

Nursery-Reception Transition

This is arranged by the Early Years Lead and SENDCo. The Reception team will meet with feeder early years providers to discuss the needs of all pupils and they will visit them in their current settings. For children with EHCPs or complex needs without an EHCP, the SENDCo will also visit the child in their current setting. We will arrange transition meetings with parents and the feeder setting to discuss how we can best support them.

Years R, 1, 2, 3, 4 and 5 Transition

Before moving to the next year group:

- Your child's current class teacher will have a transition meeting with their new class teacher to discuss their needs and share successful strategies for supporting them. The SENDCo will be part of this.
- Children have a postcard given before transition days to tell them about their new teacher.
- All pupils have transition days near the end of the summer term where they will spend time in their next class with their new teacher.
- There is also a Meet the New Teacher drop-in session after school near the end of the summer term where parents and children can meet the new teacher together.
- For children with complex needs who will find the transition to the next year group particularly difficult, we make arrangements for a more enhanced transition.

Year 6 Secondary Transition

We work very closely with our feeder secondary schools to ensure a smooth transition for all our pupils.

- SEND information is shared with the SENDCo or other appropriate professionals at the new school at the earliest opportunity.
- Where possible your child will visit their new school on several occasions.
- Staff from the new school will visit your child during the summer term of year 6.
- Some secondary schools offer an enhanced transition for pupils with SEND needs.
- The SENDCo and appropriate staff will transfer information and documents to the secondary school.

Where can I find out about the local authority's Local Offer of services and provision for children and young people with SEND?

The local authority's local offer is published on:

https://www.centralbedfordshire.gov.uk/info/15/special_educational_needs_and_disability_-_local_offer

I think my child needs an EHCP plan, what should I do?

Speak to your child's classteacher or the SENDCo. There is more information here

<https://localoffer.centralbedfordshire.gov.uk/kb5/centralbedfordshire/directory/advice.page?id=16qpJt5H0fl>