SEN Information Report for the Beeston Primary School 2021 - 2022

Welcome to our SEN information report which is part of the Norfolk Local Offer for learners with Special Educational Needs (SEN). All governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools have a legal duty to publish information on their website about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published must be updated annually.

At Beeston Primary School, we believe in participation for all. We want all adults and children to participate in learning and we celebrate all members of our community. We want to create an inclusive culture in our school and we aim to be more responsive to the diversity of children's backgrounds, interests, experience, knowledge and skills. We value high quality teaching and aim to create a learning environment which is flexible enough to meet the needs of all members of our school community.

We would welcome your feedback and future involvement in the review of our offer, so please do contact us. The best people to contact this year are:

- Special Educational Needs Coordinator (SENCO) – Mr Justin Blocksidge (01328 701267)
- Executive Headteacher – Mrs Sarah Charman (01328 701267)
- Special Educational Needs Governor – Ann Maskell (01328 701267)

If you have any specific questions regarding the Norfolk Local Offer please look at the Frequently Asked Questions on the Local Offer website https://www.norfolk.gov.uk/children-and-families/send-local-offer. Alternatively, if you have any questions or concerns regarding SEN provision please contact your child's class teacher, Mrs Sarah Charman (Headteacher) or Mr Justin Blocksidge (SENCO). The information below will give you a clear and informed picture about the curriculum and provision available for our pupils at Beeston Primary School.

How we identify SEN:	
What percentage of learners in the school have been identified with SEN?	• 7 pupils on roll have SEND. There are 3 child on SEN Support and 4 have an Education, Health and Care Plan.
How does the school know if children need extra help and what should parents do if they think their child may have special educational needs?	• We have an open door policy at the school. If a parent is concerned about the progress their child is making they can initially speak to the child's class teacher or alternatively, they can arrange to meet with the Special Educational Needs Co-ordinator (SENCO). • Throughout the year class teachers and the senior leadership team monitor the progress of all children in the school. If a child is not making the expected progress they will be closely tracked and additional support implemented if required. Learners can fall behind for lots of different reasons, therefore only those with a learning difficulty which requires provision that is in addition to or different from the normal differentiated curriculum will be identified as having SEN.

What we do to support learners with SEN:	
How does the school support pupils with special educational needs?	• All teachers adapt the curriculum to ensure access to learning for all children in their class. • When the school identifies the need for additional support to enable a pupil to make expected progress, the parents/carers will be invited to a meeting with the class teacher to discuss a plan of support. • The support may include pre – teaching opportunities, additional resources, modelling language and behaviours, preparation for changes in routine and intervention. • The school may also take advice from different professionals as to how we can best provide additional support for our children. Professional advice may involve internal staff (Head, SENCo, etc) as well as external staff (Speech Therapists, S2S Support, Educational Psychologists, etc). • We have a School Provision Map that shows the range of additional support taking place in our school for children who require extra help in their learning. We modify the provision map regularly and it changes every year, as our learners and their needs change.
What support is in place for Social and Emotional Wellbeing?	• All pupils are supported with their social and emotional development through the curriculum and at playtimes. • The school works with parents and children to encourage high levels of attendance. The best class for attendance is highlighted each week in the Celebration Assembly. • The school also has a very supportive and strong ethos and a positive approach to behaviour management is adopted.

How we keep parents informed:	
How will parents know how their child is doing?	• Parents/carers are invited to termly parent's evenings to discuss the achievements, progress and support that the school is providing and how they can help their child at home. • Targets/next steps will be set for the children following a discussion with the children and their parents. Parents/carers and children will also be involved in reviewing these targets at least termly. • If your child has an Education, Health and Care Plan (EHCP), a formal meeting will take place to discuss your child's progress annually in addition to the termly meeting.

How we evaluate the effectiveness of our provision:	
How will we know if the provision for children with SEND is effective?	• Progress data of all learners I monitored by teachers and Governors. The SENCO also collates impact data of interventions to ensure that interventions are proving effective.
Provision and Services:	
What specialist services and expertise are available at the school or accessed by the school?	When required specialist expertise can be drawn upon. Some services that have been involved with the school to date are: • East Coast Speech and Language Service • School to School Support (Fred Nicholson School) • CAMHS (Child and Adolescent Mental Health Service) • Educational Psychologist (CEPP) • Sensory Support
Accessibility Plan	The school has an Accessibility Plan and Policy which are included within the policy section of the school web site. The purpose of these is as follows: • To increase the extent to which pupils with disabilities can participate in the curriculum. • To improve the school's physical environment and increase the extent to which pupils with disabilities can take advantage of the education, benefits, facilities and services we provide. • To improve the delivery of information that is readily accessible to pupils without disabilities to pupils with disabilities.
How are pupils included in activities outside the classroom including trips?	• The school carries out risk assessments for all children including the children with SEN before attending a school trip. • Parents or carers are consulted prior to a school trip and asked to attend if necessary. • Consideration is made for how school trips can be adapted to assist the individual child. In the unlikely event that it is considered unsafe for a student to take part in an activity, then alternative activities will be provided in school.

Staff Training	
What training have the staff supporting pupils with SEN had?	The school is committed to further developing the skills and knowledge of the staff supporting children with SEND. Training is linked to the needs of the children on roll and performance management.

Transitions	
How does the school prepare and support pupils to join the school, transfer to a new school or the next stage of education and life in order to ensure their wellbeing?	• Before children start in Reception, the child and their parents are invited to transition events to meet their new teacher, teaching assistant and become more familiar with the setting. The children are later invited in for a half day and full day in their new class. • When joining our school from another school or nursery the class teacher/SENCO will ensure they have read the child's file and any reports from the previous setting and if appropriate will discuss the child's needs with the previous school or setting. They will also liaise with parents to ensure the transfer to the school is as smooth as possible. • When a child with special educational needs is moving to a new school, transition meetings/conversations will take place with the class teacher and SENCO of our school to make the transition as smooth as possible for the child. These ideas and meetings will also be shared with parents. • Transition to secondary school will be discussed during Year 5, to ensure time for planning and preparation. • The types of provision we put in place to ensure a smooth transition and support our children when they are moving school are things such as extra class visits, social stories, taking photographs of the new staff, transition books and the children's confidential files will be forwarded to the new school setting. The files contain educational information about the child which supports a smooth transition for the child as well as a continuous education from one school to another.

Written on: 06.10.17
Updated: September 2021
Review Date: September 2022