

SEND Information Report – December 2022



Introduction

Welcome to our SEN information report which is part of the Cumbria Local Offer for learners with Special Educational Needs and Disabilities (SEND). Beaconside C of E Primary School is an inclusive school and we value all members of our community.

All governing bodies of maintained schools have a legal duty to publish information on their website about the implementation of the policy for pupils with SEND including information about the arrangements for identifying, assessing and making provision for pupils with SEND. This information is updated annually. Our local offer is closely related to our SEND policy which was produced with pupils, parents and carers, governors and members of staff.

What is “The Local Offer”?

At Beaconside C of E we have a consistent approach to meeting the needs of pupils with Special Educational Needs and/or disabilities and are supported by Cumbria Local Authority to ensure that all pupils, regardless of their specific needs, make the best possible progress in school.

As part of the Children and Families Act 2014, Local Authorities are required to publish a 'Local Offer'. The purpose of the local offer is to enable parents and young people to see more clearly what services are available in their area and how to access them. It includes provision from birth to 25, across education, health and social care. The Cumbria Local Offer is available from the website:

<https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

How do we define SEN (Special Educational Needs)?

The 2014 Code of Practice says that:

A person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her. At compulsory school age this means he or she has a significantly greater difficulty in learning than the majority of others the same age, or, has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools. (Taken from 2014 SEN Code of Practice: 0 to 25 Years)

What is Our ‘SEND Support’ Profile?

Currently, 54 (11.4%) of our children are in receipt of Special Educational Needs support (SENS) and of these, 17 children (3.6%) have an Education and Health Care Plan (EHCP). The national average of children attending state-funded primary schools who are in receipt of SENS is 13% (Education Statistics, June 2022). The national average of children attending state-funded schools with an EHCP is 2.3% (Education Statistics, June 2022) Of these 17 children with EHCP, 9 (1.9%) of these are within our Resourced Provision unit.

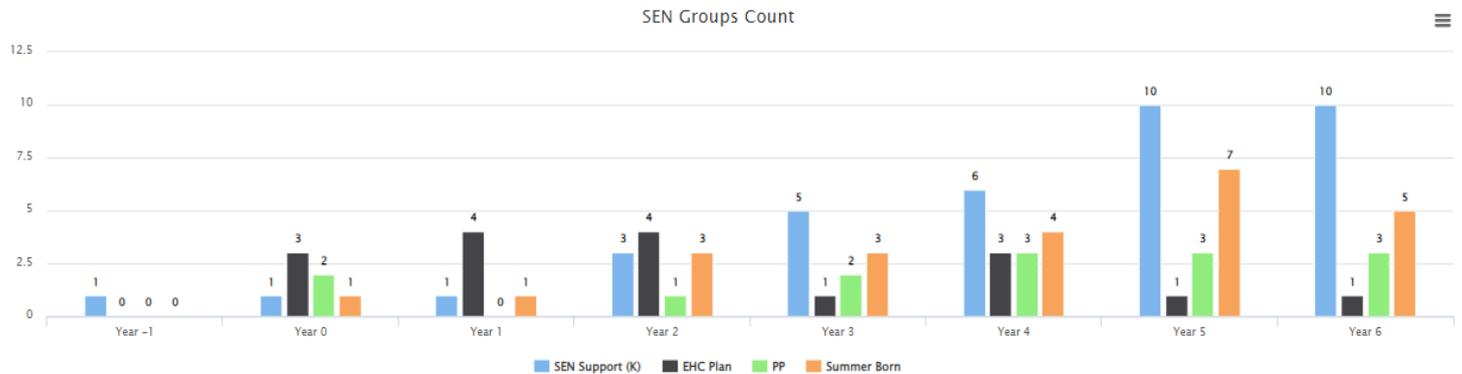
All teachers expect to have children with SEND in their classes. Our school currently provides additional and/or different provision for a range of needs including:

- 56% (30 children) Communication and Interaction Difficulties (SLCN 41% + ASD 15%)
- 22% (12 children) Cognition and Learning (Specific and Moderate Learning Needs)
- 15% (8 children) Social, Emotional and Behavioural needs (including ADHD, attachment disorder and anxiety)

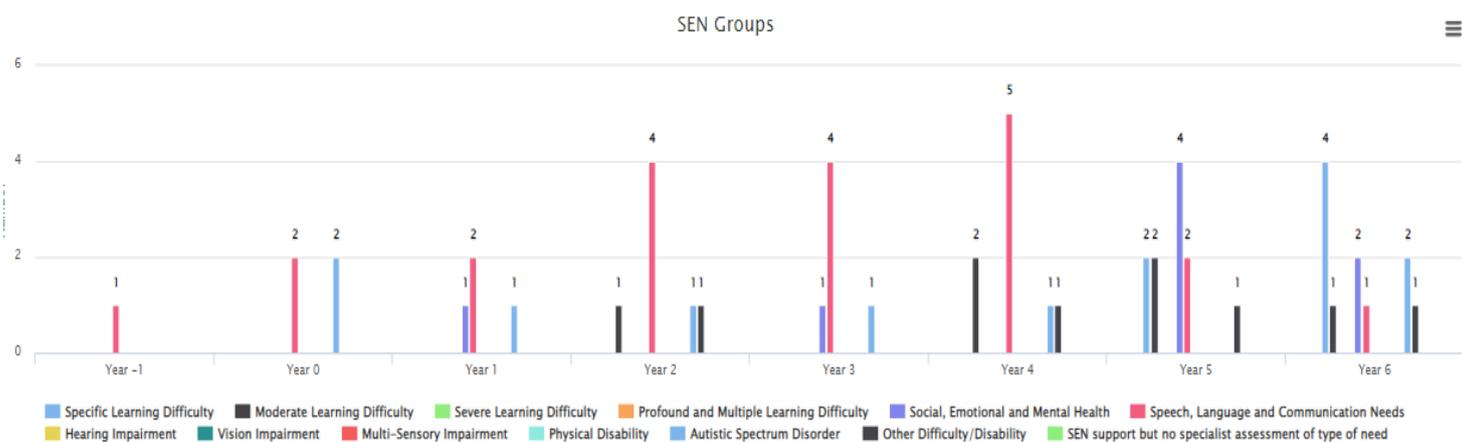
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- 7% (4 children) Physical and Sensory needs (including a wide range of medical conditions or disabilities such as those affecting health, mobility, sight and hearing)



The graph above shows year groups and if children are SEN support (in school specific support), EHCP plans (Plans supported through funding via the Local Authority) or Summer born children.



The graph above shows the different SEND groups/specific needs and how many children in each year group are classed within each SEND group on the SEND register.

How do we identify children needing SEN Support (SENS)?

We have a clear process that involves children, parents, teachers, leaders and external agencies. We first explore with teacher any further strategies that can be in place. Then we have an internal support system (including internal assessments) that are carried out by our SEND/ Leadership team.

If this is not having impact, we make a collective decision as a leadership team to discuss and agree with parent's further support. This will often involve raising an early help and asking for external agency support that can provide further information of type of need, level of need, appropriate provision and suitable strategies.

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What is the admissions process for children with SEND?

All children are admitted to Beaconside C of E Primary School in line with the schools' admissions policy which can be found on the schools' website, this will also be used in conjunction with Cumbria Local Authorities Admission Process.

If the family is requesting a place in the Resourced Provision unit (RP) this must be approved by Cumbria County Council. This must be done by filling in a Specialist Admissions Referral Form. [Cumbria Specialist Placement Referral Form Oct 2021.docx \(live.com\)](#)

If a child with additional needs is offered a place (either mainstream or RP), the child and family will be invited for a tour of the school and to meet key staff that will be involved with the child. (i.e. Head of School, SENDCo, Teacher, Support Assistant) A start date will be agreed and between this time a formal meeting with parents and/or other professionals may need to be requested so that provision and needs can be discussed.

Where applicable, a staff member may also attend the child's current setting to observe them in school and build up a relationship with them as well as knowledge about them prior to moving schools. If appropriate a period of transition including a graduated timetable may be implemented, this will be needs led.

How do we support children with SEN?

At Beaconside C of E Primary school, we believe that all of our classrooms are fully inclusive and that our children learn best when collaborating with the rest of their class. Our aim is for all children to be working in the classroom for the majority of the time and achieving their full potential. We believe that Children with SEN and disabilities are entitled to be taught by their teacher through Quality First Teaching approaches that are fully inclusive and support all learners to learn and progress academically.

The 'Waves of Intervention' Model (National Strategies) describes how different levels of intervention can be understood and systematically implemented.

Wave 1 (Universal): describes quality inclusive teaching which takes into account the learning needs of all the children in the classroom. This includes providing differentiated work and creating an inclusive learning environment.

The National Strategies suggested that the key to success with all learners is Quality First Teaching, the key characteristics of which are:

- Highly focused lesson design with sharp objectives
- High demands of pupil involvement and engagement with their learning
- High levels of interaction for all pupils
- Appropriate use of teacher questioning, modelling and explaining
An emphasis on learning through dialogue, with regular opportunities for pupils to talk both individually and in groups
- An expectation that pupils will accept responsibility for their own learning and work independently
- Regular use of encouragement and authentic praise to engage and motivate pupils.

Wave 2 (Targeted): describes specific, additional and time-limited interventions provided for some children who need help to accelerate their progress to enable them to work at or

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above age-related expectations. Wave 2 interventions are often targeted at a group of pupils with similar needs.

Wave 3 (Specialist): describes targeted provision for a minority of children where it is necessary to provide highly tailored intervention to accelerate progress or enable children to achieve their potential. This may include specialist interventions.

During Wave 2 and 3, Provision Mapping will be used to capture targeted and specialist interventions that will be 'additional to' and 'different from' the usual differentiated curriculum.

In line with the SEND Code of Practice 2014, we follow the graduated approach: 'assess, plan, do, review' to identify and support our pupils with SEN. If a child is on the SEND register they may have a SEN Support Plan with SMART targets (Specific, Measurable, Achievable, Realistic, Time scaled) to help them to progress with their learning. If a child has complex SEND an Education Health Care Plan (EHCP) may be in place. This means that review meetings or family meetings will occur regularly focussing on the progress of their individual targets.

What additional provision is offered?

At Beaconside C of E Primary School, it is important for us to identify the primary need of the child and offer support on a needs led basis. We offer a range of interventions which are designed to meet and support these specific needs and children will access these where appropriate.

All interventions are planned thoroughly using the assess, plan, do, review process. At the beginning of each block a baseline assessment will be completed and at the end of each block, children's progress against their target and baseline is assessed and recorded. Timescales for interventions differ depending on the needs of the children and the bespoke package. If children are receiving any additional provision/ interventions, parents will be informed by the teacher and/or SENDCo.

At times, we may also need to request support from external agencies to gain further advice about assessing a child and meeting their needs. (For example, SEND 0-25 Team, Speech and Language Therapist, Specialist Teachers, Educational Psychologist, Community Paediatrician, Occupational Therapist) Consent from parents is sought ahead of these discussions and these discussions will form part of an Early Help Assessment for Multi-agency support or a referral to a single agency.

Throughout the year we also provide all of our staff with SEND specific CPD, either internally or externally. This could either be requested by a member of staff or the Leadership team will work together to identify 'gaps' in knowledge and/or delivery and the needs of the children or school.

How do we adapt the learning environment, teaching and the curriculum to support children?

All of our classrooms are inclusion-friendly: we aim to teach in a way that will support children with additional needs to feel safe, secure and ready for learning. Our working environments are reviewed regularly but aim to support children through the use of:

- Pictorial Support (i.e. visual timetables, visual prompts, pictures to support learning)
- Differentiated and collaborative seating plans (based on Kagan structures)
- Working walls (i.e. up to date support materials to aid learning)

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- Key vocabulary displays for core/Beacon subjects
- Access to key learning resources (i.e. age appropriate learning resources to support key learning skills – dictionaries, word banks, times table charts)

Beaconside C of E Primary School has been adapted so that the environment is fully inclusive and is as disability friendly as possible. The school is on a split level but we do have a fully working lift and easy access to toilets and have a disabled toilet. Each year we consider the needs of each child and reasonable adaptations to the physical environment will be made if needed.

We have our own Sensory Room which is modified and added to each year with bespoke and appropriate resources that can be accessed by all children at various times of the day if needed. We have also developed 2 'cosy rooms' that support children with Social and Emotional Mental Health needs to de-escalate and have time away from the classroom if/when needed.

Although our approach is to be fully inclusive, there may be times that some children may need additional support with their learning so that they can continue to make progress and ensure that we maintain high expectations of them. This could be through specific interventions or by differentiating work appropriate to the child's needs.

Through offering adult support, we may also 'pre-teach' the vocabulary and skills needed before a lesson so that a child/group of children begin a lesson with the knowledge and understanding needed to achieve the outcome. Children may then be able to work independently or continue to work with an adult through planned and scaffolded smaller steps that offer 'over learning' opportunities so that children can then embed these skills independently in the future.

Our Beacon Curriculum ensures that all learners can flourish and have opportunities to succeed against age-related expectations. As well as having high expectations and academic rigour, we have worked hard to ensure that our curriculum develops the 'whole' child and skills needed for life through practical and hands-on experiences as well as giving them Outdoor Learning Opportunities throughout the year. All children get to go on Educational Visits, welcome visitors to school, participate in sporting events across the year and go on a residential each Year from 2 onwards.

How do we support improving emotional and social development of children with SEN?

We hold the Social, Emotional and Mental Health development of all pupils as the key to ensuring that they are ready for learning and 'shining' at school. We provide all of our children with universal provision through help from our Pastoral Team as we know that, at times, all children may need support with problems that they occur in life. (i.e. bereavement, parental separation, friendship issues)

We understand that some children may need more targeted support especially if they have particular needs in this area. Provision includes the following:

- Universal provision through the PSHE programme (SCARF)
- Universal support through all staff in school and where needed and more tailored support through our Pastoral Team
- Use of the Play Leaders to support children outside at break times
- Whole-school programs used to support learners and class expectations (i.e. Mindfulness / Growth Mindset / Decider Skills)

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- Targeted group intervention and 1:1 work for specific pupils that need support around friendships and socialisation (i.e. Time to Talk, Social Interventions, Lego Therapy)
- Targeted group interventions and 1:1 work for specific pupils that need support around dealing with emotions and self-regulating feelings (i.e. Emotion Coaching, Psychoeducation, Lego Therapy, work on Zones of Regulation)

Behaviour is not classified as a specific SEN need but may be an expression of other needs that the child is working through. If the universal and tailored interventions do not have sufficient impact, the school may do external referrals to support with identifying needs and working with children on their Social, Emotional and Mental Health. We work with parents to complete an Early Help Assessment which will be sent to the relevant agencies. We may also refer to CAMHS (Child and Adolescents Mental Health Service) who deal with more severe cases including eating disorders, depression, anxiety, anger and self-harm. The school has a zero-tolerance approach to bullying, especially towards children with SEND and disabilities.

When are children assessed for an EHCP (Education, Health and Care Plan)?

If over time, the school and/or family are still concerned about a child's progress in any of the 4 areas of need (Cognition and Learning, SEMH, Communication and Interaction and Sensory and/or Physical) despite receiving universal and targeted support we may apply for the child to be assessed for an EHC Plan.

Generally, we apply for an EHC Plan if:

- The child has a disability which is lifelong and which means that they will always need support to learn effectively.
- The child's cognition is well below the age appropriate level and their ability to learn is impeded by their needs.
- The child needs specialist support to learn and make additional progress.
- The child needs to be in our Resourced Provision Unit due to them having complex and/or multiple needs.
- The child needs additional support to ensure that a bespoke curriculum can be delivered in a small group/1:1 basis
- The child is Looked After and therefore additionally vulnerable and is not making the expected progress in school.

The Local Authority has processes and thresholds for EHCP needs assessment requests and more information on this can be found through the Local Offer.

If the application for an EHCP assessment is successful, other professionals (i.e. an educational psychologist or a speech and language therapist) will be asked to complete some assessments and observations with the child. A member of the Local Authority will oversee the writing of the plan and this will record the child's strengths, their dreams and aspirations as well as the barriers they face.

The EHCP will be used by school to record progress against the individual targets set and these will be broken down into manageable chunks for the child to achieve. The plans will be reviewed at least yearly and feedback to the families and Local Authority will be done during these meetings.

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Working with and supporting Parents

We aim to have good and informative relationships with all of our parents. If a child is experiencing difficulties, parents will be informed either at Parents Evenings (Autumn and Spring terms) or through additional meetings to discuss the child's progress. During these meetings there may be a member of Senior Leadership or the SENDCo present to support the process and to answer any questions that the family may have.

At Beaconside C of E Primary school we have an open door policy which allows regular feedback to parents, we also support parents through wellbeing calls where again, they can request further advice and/or support.

Cumbria's SEND Information and Local Offer page offers impartial and confidential information, advice and support to parents and carers who have a child or young person with special educational needs (SEN) or a disability or have concerns that their child has special educational needs. They also offer impartial and confidential information, advice and support to young people and children with special educational needs (SEN) or a disability or who have concerns they may have special educational needs. See <https://localoffer.cumbria.gov.uk/kb5/cumbria/fsd/localoffer.page?familychannel=5>

Access to extra-curricular activities

Providing all children with opportunities for extra-curricular opportunities is extremely important to us at Beaconside. After school clubs and wrap around care is available to all children and we will work with families to meet needs of children who attend these clubs.

We also aim to provide all children with opportunities to represent the school at sporting events if they wish to do so. We are currently working with Active Sport Cumbria to ensure children with SEND get a range of opportunities and this includes attending Panathlon and swimming events specifically aimed at children with SEN, disabilities, lacking in sporting confidence or that may have a social need.

Preparing children for transitions/next steps

We have a thorough transition plan in place for all children that attend Beaconside, then we will work on bespoke plans for groups and individuals based on their needs and requirements.

Children who join our school within the school year and have needs around transition will work with our SENDCo and Head of School to tailor a bespoke transition plan to re-integrate them back into full-time education.

This could include:

- Multi agency meetings to plan transition and provision
- Specific meetings to discuss needs (SENDCO and class teacher where appropriate)
- Visits to current setting to establish needs or relationships
- Additional tours or transition books
- A tailored timetable (if appropriate)

Children transitioning from our school (Resourced Provision at the end of Year 2 and children at the end of Year 6) will receive a thorough transition. For children with SEND this may include extra transition. For example:

- Additional multi agency meetings to discuss needs
- Additional visits to school

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- Our staff attending transitions with children to aide transition (where appropriate)
- Visits from key workers to our setting

We also review our staffing structure each year, thinking about the needs of individuals as well as cohort specific. In-school transitions are also thought extensively about and shared with staff, children and families so that these transitions go as smooth as possible. In addition to this, we also send home booklets and information to our children with SEND and other children if requested by parents. These are also sent to teachers at the end of the year to share with their whole class ready for September.

As a school we also have access to advice, information, resources and training to support us with transition and will sometimes require the support for outside agencies.

Further information and complaints

The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils' needs. For further information on any aspect of our provision for children with SEND, including complaints about SEND provision in our school, please contact **Darren Glynn (Head of School) via the school office or by emailing mr_glynn@beaconside.cumbria.sch.uk**

All complaints are taken seriously and are heard through the school's complaints policy and procedure.