



Special Educational Needs and Disability Information Report

Written by: J. Wild (SENDco)

Date: December 2021

Last reviewed on: December 2021

Next review due by: December 2022

Beal Vale Primary School

At Beal Vale Primary School we are committed to meeting the needs of all pupils including those with Special Educational Needs and Disability (SEND). As a main-stream primary school, there is a shared expectation that all pupils, regardless of their specific needs, should be offered inclusive teaching which will enable them to make the best possible progress in school and feel that they are a valued member of the wider school community.

Beal Vale Primary School adopts an inclusive approach and aims to provide support for pupils with communication and interaction needs, cognition and learning difficulties, social, mental and emotional health problems or sensory or physical needs. The range of support will be tailored to individual need following thorough assessment. Advice from external agencies is incorporated into classroom provision and/or individual programmes of study. This approach is designed to promote pupils working towards becoming independent and resilient learners.

The school will admit all children with a statement of special educational needs (or an Education, Health and Care Plan – EHCP) where Beal Vale Primary School is named in the statement or EHCP. If there are more children requesting admission than the number of remaining places available the decision on which children will be admitted will be based on the oversubscription criteria (SEE Admission Policy)

Information and Guidance

Who should I contact to discuss the concerns or needs of my child?

Your first point of contact is your child's class teacher. They are responsible for checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be targeted work or additional support)

The class teachers will contribute to devising personalized learning plans for your child, as identified on the class provision map, to prioritise and focus on the next steps required for your child to improve learning.

They are responsible for ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any Special Educational Needs.

You may be directed to the school's Special Educational Needs Co-coordinator (SENCO), Mrs. Janice Wild. Mrs. Wild holds a Post Graduate Diploma in SEN and National Award for SEN Co-ordination. The SENCO's responsibilities include:

- Developing and reviewing the school's SEN policy.
- Co-coordinating all the support for children with special educational needs or disabilities
- Ensuring that you are involved in supporting your child's learning and kept informed about the support your child is getting. The SENCO liaises with the class teacher and is involved in reviewing how your child is progressing.
- Liaising with all the other people who may be coming in to school to help support your child's learning, e.g. Speech and Language Therapy, Educational Psychology.
- Managing successful movement (transitions) from/to new schools or settings.

- Updating the school's SEN register (a system for ensuring that all the SEND needs of pupils in this school are known) and making sure that records of your child's progress and needs are kept.
- Providing specialist support and facilitating training for teachers and support staff in the school, so that they can help children with SEND in the school to achieve the best progress possible.

The head teacher is responsible for the day to day management of all aspects of the school. Including the provision made for pupils with SEND.

Our SEN Governor is Mrs. Jackie Hirst, she is responsible for supporting the school to evaluate and develop quality teaching and provision for pupils with SEN across the school.

What are the different types of support available for my child?

Teachers are skilled at adapting teaching to meet a diverse range of needs in each class, taking into account individual pupil's needs and requirements. Differentiation is approached in a range of ways to support access and ensure that all pupils can experience success and challenge in their learning.

Grouping arrangements are organized flexibly with opportunities for both ability and mixed setting to maximize learning opportunities for all.

Additional adults are used flexibly to help groups and individual pupils with the long term goal of developing independent learning skills.

Some specific interventions are used to support the learning of small groups of pupils or individual pupils, covering a range of needs. Examples of these programmes are BLAST, Write from the Start, Beat Dyslexia, 5 minute box, Toe-by-toe, Direct Phonics, Rapid Maths, Rapid Writing and Inference Training.

In addition to learning needs, we have also developed a range of resources and skills to support pupils with social and emotional needs including interventions such as Time to Talk, Socially Speaking and Talkabout. We have a learning mentor in school who has undertaken a number of training course, including ELSA qualification and has developed a broad knowledge of interventions to support pupils to be happy in school. Beal Vale also has access to counselling services, provided by 'Off the Record' to work with individual pupils.

For some pupils they may need more specialized individual support. This type of support is available for children whose learning needs are severe, complex and lifelong. This is usually provided via an Education, Health and Care Plan (EHCP). This means your child will have been identified by professionals as needing a particularly high level of individual or small-group teaching. This type of support is available for children with specific barriers to learning that cannot be overcome through Quality First Teaching and intervention groups. Your child may also need specialist support in school from a professional outside the school.

How do I let the school know I am concerned?

You can discuss any concerns with the class teacher at any time, making an appointment via the Office will ensure that the teacher can give your concerns their full attention. You will also be given the opportunity to meet the teacher at the two Parents' Evenings, held each year. If your child has been identified as needing additional support, you will also be invited to attend review meetings to discuss your child's progress and plan the next steps. These may be conducted face-to face, video link or telephone depending on your preference.

Contact the office on 0161 770 5752 or e-mail info@beal-vale.oldham.sch.uk You can contact the SENCO on the same number or e-mail jwild@bealvaleprimary.com

How will the school let me know that there are concerns?

All pupils are assessed regularly by class teachers, if your child is identified as not making progress, the school will set up a meeting to discuss this with you in more detail and to:

- Listen to any concerns you may have.
- Plan any additional support your child may need.
- Discuss with you any referrals to outside professionals to support your child.

How is extra support allocated and how do they progress with their learning?

- The school budget includes money for supporting children with SEN.
- The Head Teacher decides on the deployment of resources for Special Educational Needs and Disabilities, in consultation with the Business Manager and SENCO on the basis of needs in the school.
- The Head Teacher and the SENCO discuss all the information they have about SEND in the school, including;
 - a) children getting extra support already,
 - b) children needing extra support,
 - c) children who have been identified as not making as much progress as would be expected.

From this information, they decide what resources/training and support is needed, this information is reviewed regularly and changes made as needed, so that the needs of children are met, and resources are deployed as effectively as possible.

- Progress of pupils receiving support is monitored by the class teacher and the SENCO each term. The effectiveness of interventions and support is evaluated and adjustments made as necessary. Progress of all pupils is also reviewed by the class teacher, together with the head teacher at termly meetings.

Who are the other people providing services to children with Special Educational Needs and Disabilities?

At Beal Vale Primary School we work with a range of other agencies to support the learning and inclusion of pupils with Special Educational Needs and Disabilities. This support may take the form of advice, training, monitoring or direct one-to-one support for individual pupils. Other agencies who may be involved include:

- a) The school health advisor
- b) Additional & Complex Needs Service
 - QEST
 - Educational psychologist
 - Visual, Hearing and Physical impairment service
 - Early Years SEN Team
- c) Speech and Language Therapy
- d) Occupational Therapy
- e) Medical specialists e.g. Diabetic Nurse, Epilepsy Nurse
- f) Healthy Young Minds
- g) 'Off the Record' Counsellor

How are the teachers in school helped to work with children with SEND? What training do staff have?

The SENCO's job is to support the class teacher in planning for children with SEN and this may include identifying specific training needs. All staff are encouraged to undertake further training to develop their own knowledge and expertise to support pupils with a range of needs.

- The school provides training and support to enable all staff to improve the teaching and learning of children, including those with SEN. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class, e.g. Speech and Language Therapy, Dyspraxia. Recent training includes Emotional Literacy and Managing Attachment Disorder
- Health Care training for specific medical needs is arranged when required to ensure that staff are confident to support and manage pupils with long term health conditions such as asthma, diabetes and epilepsy.

How will the teaching be adapted for my child?

Class teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that your child's needs are met.

- Support staff, under the direction of the class teacher, can adapt planning to support the needs of your child where necessary.
- Specific resources and strategies will be used to support your child individually and in groups.
- Planning and teaching will be adapted, on a daily basis if needed, to meet your child's learning needs.
- Your child's progress will be continually monitored by his/her class teacher.
- His/her progress will be reviewed formally with the Head teacher and SENCO every term in reading, writing and numeracy.
- At the end of each key stage (i.e. at the end of year 2 and year 6), all children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results are published nationally. If eligible,

some pupils may be given extra time or modified tests as allowed in the assessment guidelines.

- Where necessary, children will have an individual plan with specific targets designed to accelerate learning and close the gap, these may be set by outside agencies specific to their needs. Progress against these targets will be reviewed regularly, evidence for judgements assessed and a future plan made.
- The progress of children with an EHC Plan will be formally reviewed at an Annual Review with all adults involved with the child's education.
- The SENCO will also check that your child is making good progress within any individual work and in any group that they take part in.
- Regular book checks and lesson observations will be carried out by the SENCO and other members of the Senior Management Team to ensure that the needs of all children are met and that the quality of teaching and learning is high.

How is the progress of my child measured?

At Beal Vale Primary School we follow a graduated approach; assess, plan, do, review.

- Your child's learning will be assessed, using a range of assessment tools, depending on the area of need. The assessment will help formulate a plan of action to address the identified needs. The planned approach will be carried out in an agreed time period, after which progress will be reviewed. Both your views and your child's views will be included in regular reviews.
- The class teacher is available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school, so that similar strategies can be used.
- The SENCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.
- All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.
- A home-school contact book may be used to support communication with you when this has been agreed to be useful for you and your child.

What support do we have for you as a parent of a child with SEND?

We value the partnership of parents in the education of all our pupils and welcome the involvement of parents in the Beal Vale community. We have two Parents' Evenings, one in the Autumn Term and one in the Spring Term. In addition, for pupils' with identified SEND necessitating additional support, you will be invited to at least one review meeting to discuss your child's progress and plan further support. As mentioned previously, our staff are always happy to discuss particular concerns.

Further advice and support is available from:

POINT – point-send.co.uk

Oldham SEND IASS

Telephone: 0161 503 1540
Email: iassoldham@point-send.co.uk
Oldham Parents and Carers Forum
Telephone: 0161 503 1555
Email: forum@point-send.co.uk
Facebook: www.facebook.com/oldhampcf

How is Beal Vale Primary School accessible to children with SEND?

- The school is fully compliant with DDA requirements.
- The school is on one level with easy access and double doors and ramps.
- There is a disabled toilet
- We ensure where ever possible that equipment used is accessible to all children regardless of their needs.
- School visits are chosen to ensure accessibility for all. Risk assessments identify adjustments and support equal access.
- Extra-curricular activities are accessible for children with SEN, with extra support or adjustments made to ensure full inclusion.
- Advice is sought from ACNS regarding specific requirements and all reasonable adjustments undertaken.

How will my child be supported when they are joining school? Leaving the school? Or moving to another Class?

We recognise that transitions can be difficult for a child with SEN, and we take steps to ensure that any transition is as smooth as possible.

If your child is joining us from another school:

- The SENCO and /or the Foundation Stage Leader will visit pre-schools.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.
- Your child will be able to visit our school and stay for taster sessions, if this is appropriate.

If your child is moving to another school:

- We will contact the school SENCO or Head teacher and ensure he/she knows about any special arrangements or support that need to be made for your child.
- We will make sure that all records about your child are passed on as soon as possible.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

When moving classes in school:

- Information will be passed on to the new class teacher in advance and when required a planning meeting will take place with the new teacher.
- Transition activities will take place for Reception pupils moving into Year 1, to familiarise both pupils and staff.
- All pupils will have the opportunity to meet new teachers in the term prior to transition.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

In Year 6:

- The SENCO will discuss the specific needs of your child with the SENCO of the child's secondary school. In most cases, a transition review meeting to which you will be invited will take place with the SENCO from the new school.
- Your child will participate in focused learning relating to aspects of transition, to support their understanding of the changes ahead.
- Where possible, your child will visit their new school on several occasions, and in some cases staff from the new school will visit your child in this school.
- If your child would be helped by a book/passport to support them in understand moving on, one will be made for them.

How will my child's emotional well-being and social development be supported?

We aim to provide a caring, inclusive environment for all pupils to thrive. All staff are responsible for the emotional well-being of pupils and information is shared to support vulnerable pupils. We have a dedicated room, The Den, as a base for our Learning Mentor.

In addition:

- We employ the services of a counsellor for confidential discussions, parental permission is always sought.
- We employ a pastoral/learning mentor who has been trained in Emotional Literacy (ELSA)
- Personal, Health and Social Education activities
- Small group social skills groups
- Mid-day supervisors training to ensure safe and happy play times
- Additional supervision when required
- Regular contact and liaison with parents as necessary.
- Transition support and visits