



School SEN Information Report

Beanfield Primary School is part of the Brooke Weston MAT. We are a larger than average-sized primary school with over 700 on roll and an overall capacity of 763. The school has a unique 55 place Special Provision for students with an EHCP identifying severe and profound learning difficulties including Autism, which, whilst part of our school, forms part of the local special school offer. The provision is signposted by the LA and places are allocated on need not on year group which means the numbers per year group fluctuate. The provision is led by our Trust Director of Specialist Provision & Primary Outreach Miss Charlie Smith.

This SEN Information Report forms part of a wider collection of documents which provide a framework for supporting children and young people with additional needs. Parents may also wish to consider the SEN Policy, Equalities Policy, Complaints Policy and others, all of which can be found at:

<http://www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+Policies&pid=45>

Definition of Special Educational Needs (SEN):

The 2015 SEN Code of Practice defines SEN as:

A pupil or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A pupil of compulsory school age or a young person has a learning difficulty or disability if they have:

- a significantly greater difficulty in learning than the majority of others of 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 or mainstream post-16 institutions.

	Question	School response
1	Who are the SEN contacts?	Miss Charlie Smith - Trust Director of Specialist Provision & Primary Outreach Miss Gemma Cushing- Mainstream EYFS & KS1 Miss Charlotte Johnson- Mainstream- KS2 Miss Danielle Russell- Special Provision Assistant Manager Miss Chelsea Harley- SEND PA Mainstream SEND- senco@beanfieldprimary.org Special Provision SEUnit@beanfieldprimary.org
2	What kind of SEN provision is accessible to pupils	Beanfield Primary school is a fully inclusive mainstream primary school catering from Nursery through to year six, including a 55 place Special Provision supporting EHCP identifying severe and profound learning difficulties including Autism from Reception through to year 6. We aim to make appropriate provision for pupils recognised within the four broad areas of SEN/D: <ul style="list-style-type: none">• Communication and Interaction• Cognition and Learning• Social, emotional and mental health difficulties• Sensory and/or physical needs All teachers and support staff in the school have been trained to support pupils with special educational needs and are



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		committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.
3	How do we identify pupils who may have a SEN?	<p>We will assess each pupil's current skills and levels of attainment on entry, which will be on previous settings and Key Stages where appropriate.</p> <p>We have good links with pre-school settings which means that information about special educational needs will usually accompany pupils upon entry to the school and this will be used by the SENCO and class teacher to make sure that appropriate provision is continued.</p> <p>Transition meetings are held with nurseries and pre-schools and a Reception transition meeting is offered to parents in the summer term to discuss specific concerns with the SENCO and the class teacher.</p> <p>For pupils transferring into the school at any other phase of their education, this information will be collated from the transfer of files from the previous school. If necessary, a transition plan will be drawn up for each pupils with SEN to ensure a smooth transition into the school and ensure that individual needs are met.</p> <p>Class teachers make on-going and regular assessment of progress for all pupils and identify those whose progress:</p> <ul style="list-style-type: none">• Is significantly slower than that of their peers starting from the same baseline.• Fails to match or better the pupil's previous rate of progress.• Fails to close the attainment gap between the pupil and their peers.• Widens the attainment gap. <p>If you believe your pupil has special educational needs, then you should contact the SENCO (as outlined above) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.</p> <p>Special Provision:</p> <p>Our pupils join our Special Provision with their primary Special educational need/disability already identified and defined through their Education Health Care plans (EHCP).</p> <p>Within the Special Provision, we have small classes and high staffing ratios, as a result it is possible for us to meet the learning needs of each pupil on an individual, small group & whole class teaching basis.</p> <p>Each year the cohort is reviewed and classes are based on SEND, academic & communication needs ensuring that not only are the learning needs of each pupil are being met but also social, communication, independence and whole child development.</p>
4	How does the Academy evaluate the effectiveness	All pupils regardless of need are set targets using robust systems.



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<p>of its provision for pupils with SEN?</p> <p>a) How will school staff support a pupil?</p> <p>b) Who will oversee, plan work with pupils and parents?</p> <p>c) How often will this happen?</p> <p>d) Who will explain to parents what is happening for the pupil?</p> <p>e) How does the Academy assess and review the progress of pupils with SEN?</p> <p>f) How is the decision made about the type and how much support a pupil will receive?</p> <p>g) How does the school listen to pupils views?</p>	<p>The SENCO will work with all parties involved. The SENCO will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.</p> <p>The class teacher is responsible for overseeing the work the pupils do in class and liaising with parents. Ways in which we support a pupil:</p> <p>Interventions:</p> <p>At Beanfield Primary School, we offer a variety of additional interventions that we use to support pupils. These include small group interventions to support social, emotional needs, friendship skills, speech and language, English and Maths. Pupils are identified for additional interventions according to the assessments discussed in section 3 and 6; the progress they have made; the recommendations by teachers and support staff and concerns raised by parents.</p> <p>These interventions follow:</p> <ul style="list-style-type: none">• inclusion of all pupils in high-quality lessons through quality first teaching.• small-group intervention/closing the gap sessions, designed to support pupils to 'catch up' with their peers.• one-to-one targeted interventions for pupils identified as requiring academic support e.g. children with EHCP's. <p>Access arrangements:</p> <p>From entry into the school, data is analysed and pupils are identified that may require additional support. The support a pupil can have is dependent on the support levels that they currently require in class. Additional support may include a reader, writer, extra time, prompter or a transcript as appropriate and will be arranged according to the SAT arrangements identified by the DfE for that year. When internal assessment are taking place class teachers will request support from the SEN team to enable pupil to develop their skills to use this form of support during external examinations. It is important to note that there is clear criteria set by exam boards for this support, so pupils makes progress this support may not be available for the duration of their study at Beanfield Primary School.</p> <p>Parents Evenings take place on a minimum twice over the year where the progress of each pupil is shared with their parents. Any interventions or extra provisions in place for the pupil will also be shared with the parents during this time and the progress the pupil is making towards these. Reports are sent home to parents three times a year to all pupils. If a pupil is SEN or has additional needs further meetings are arranged between parents, class teacher and SENCo to discuss the progress of their pupil.</p> <p>If a pupil has an Educational Health Care Plan then an Post EHCP review takes place following 6 weeks full time education of issue of the EHCP/start to Beanfield. A Mid Year EHCP Review takes place and an extensive statutory</p>
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		<p>EHCP Annual Review. During the Annual Review parents, SENCO, class teacher, all professionals who have an Education or Health responsibility for the child and any outside agencies involved meet to discuss how the pupil is working towards their EHCP outcomes, small steps, academic & SEND progression for the rolling year. This information is shared with the Local Authority. If you would like more information regarding the EHCP Annual Review process please contact; Miss Chelsea Harley senunit@beanfieldprimary.org</p> <p>We have an ethos across the school in that if the parents wish to discuss their child's progress or anything else then they can arrange a formal meeting with their pupil's class teacher whenever they like as well as talking informally on the playground daily.</p> <p>When reviewing support each pupil is treated as an individual. The amount and type of support a pupil receives is decided based on their individual needs. This decision is made by the class teacher and in liaison with (if needed) the SENCO. Some of the interventions and work may also be advised by outside professionals e.g. speech and language interventions. Some pupils receive extra funding due to their SEN needs and therefore may receive more support than others. Pupils with an EHCP may also receive extra support to enable them to meet their targets.</p> <p>Support for a pupil can be in many ways, these include:</p> <ul style="list-style-type: none">• Intervention groups/work (academic or well-being related)• Work to be adapted to enable them to access it independently (e.g. for visual impairment needs).• Access arrangements for external tests. <p>This is always under constant review and all interventions and additional support is outlined on the school provision map which is overseen by the SENCO. This is reviewed half termly, but may be reviewed more regularly depending on the need of the pupil.</p> <p>Pupils Views:</p> <p>All pupils in the school are involved with setting themselves targets whether academic or SEN related. The school has an active School Learner Council where a pupil from each class is represented in a group to share thoughts and concerns from their classes. These meetings occur weekly and the representatives from each class are asked to feedback to their classes after each meeting.</p> <p>Pupils with behaviour charts and management plans are involved with writing them, where appropriate. All pupils are welcome at Parents evenings.</p> <p>Pupils with Educational Health Care plans are involved in discussions about their annual review and are encouraged to contribute actively to the process.</p>
5	How does the Academy support pupils with SEN?	We are a truly inclusive school and all pupils regardless of need are provided access to a broad and balanced curriculum that is differentiated/scaffolded to address the needs of all. The school take reasonable steps to modify or adapt the learning



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<p>a) will the curriculum be matched to a pupil's needs?</p> <p>b) What is the schools approach to differentiation?</p> <p>c) How are the school's resources allocated and matched to pupils' special educational needs?</p> <p>d) What support will there be for a pupil's overall well-being?</p> <p>e) Pastoral, medical, social emotional in and out of school?</p>	<p>environment to meet the needs of the individual. The SENCO is part of termly planning sessions with each year group to ensure children with SEND are discussed at the initial planning stage.</p> <p>All mainstream pupils from year one to year six, are set targets in Reading, Writing and Maths. Pupils that are not at expected levels within Reading, Writing and Maths will be identified on a provision map and will be given additional sessions or interventions to support them out of the usual timetabled sessions. These are intensive programmes which are there to enable the pupils to progress and close the gap between themselves and their peers. Throughout the school year, the school considers the needs of pupils and appropriate interventions on offer to address their needs. The school will consult with pupils and where appropriate parents to ensure that the most appropriate interventions are on offer to all pupils.</p> <p>Some pupils may be placed on individual learning plans, these are personalised to the needs to the pupil and targets are worked on in class and through additional provisions or interventions</p> <p>All pupils with an EHCP also work with their EHCP outcomes and small step targets. These are tracked against MAPP to ensure good progress for each child and reviewed at each academic data point, where additional support and interventions are put in place</p> <p>Within the Special Provision all children follow their own individual curriculum pathway alongside either a Pre-Formal, Semi-Formal, Formal-Semi and Informal Curriculum. Children can work within one branch or across a number dependent on their needs and abilities including inclusion within the mainstream classroom and therefore accessing the mainstream curriculum where appropriate. The curriculum within the Special Provision is a skills based curriculum which is differentiated and tailored to meet the individual learning needs of each pupil. Within this curriculum, broader areas of learning are broken down into a series of achievable objectives.</p> <p>Beanfield Primary School works with the Health team including Physiotherapists and occupational therapists to ensure that the pupils have access to the appropriate equipment in order to support them with appropriate levels of independence.</p> <p>Each year, the accessibility of the site is reviewed in line with the needs of the existing and new pupils. We have experience of working with pupils with physical disabilities, hearing impairment and visual impairment.</p> <p>Within the Special Provision, we have a highly adapted environment with specific areas of the school designated for specialized teaching including a sensory room, soft play and a designated outside area to meet the needs of the pupils.</p> <p>Beanfield Primary School, as part of the Pastoral support, has a wellbeing team which meets weekly to address the needs of</p>
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		<p>any pupils that have been referred for concerns with mental, emotional and social concerns. Staff within the wellbeing team work closely with the SENCO as well as external agencies including; Educational Psychology, Social Services support teams and Looked After Pupils teams.</p> <p>Pupils identified with complex behavioural needs are identified on a Behaviour Management Plan. This plan communicates the individual needs of the pupil to their class teachers including strategies for supporting them in lessons.</p> <p>The wellbeing team have their own interventions where they work closely with small groups of pupils on a range of things including anger management, emotional literacy and social skills. They also contribute and lead Early Help Assessments (EHA) to ensure families are supported to meet all of their pupil's needs.</p>
6	<p>How does the Academy adapt the curriculum and learning environment for pupils with SEN?</p> <p>How will pupils be included in activities outside the classroom, including school trips?</p>	<p>As an inclusive school; the school takes reasonable steps to modify or adapt the learning environment to meet the needs of the individual.</p> <p>Across the Special Provision, we use a Total Communication Environment which includes the use of Widgits, visual schedules, PECS, Colourful Semantics, AAC, Makaton, Intensive Interaction, Attention and Autism to ensure that all pupils are able to communicate their needs.</p> <p>Displays are purposeful and showcase children's work or to support learning whilst not being overstimulating, or sensory overload. Boards are all backed in hessian which is either neutral or a calming colour.</p> <p>Across the whole school we offer a range of trips and extra-curricular activities for all pupils, as found on our website. We aim to support all pupils to enable them to attend trips, visits and take part in extra activities where appropriate. Risk assessments will be completed for each trip and the needs of individual pupils are considered as part of this process. A decision will then be reached by the Senior Leadership Team/SENCO/ Director of SEN & Special Provision Assistant Manager, in collaboration with parents and class teachers.</p>
7	<p>Parent/Carer involvement</p> <p>a) How will both the school and parent know how a pupil is doing?</p> <p>b) How will the school support parents to help their pupil's learning?</p>	<p>On-going assessments will be carried out throughout your pupil's time at school and at key points throughout the year. These include:</p> <ul style="list-style-type: none"> • Assessment towards the Early Learning Goals for EYFS, Foundation Stages • Mains pupils: <ul style="list-style-type: none"> ○ Reading, Writing and Maths formal assessments each term ○ Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify pupils who are not making the expected progress. ○ Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress. • Special Provision: <ul style="list-style-type: none"> ○ Reading, Writing and Maths formal assessments each term for those working on the Semi-Formal, Formal-



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	<p>c) When will parents be able to discuss a pupil's progress?</p> <p>d) How are parents involved in the school, and how can they become involved?</p> <p>e) Who can parents contact for further information, or raise concerns?</p>	<p style="text-align: center;">Semi Pathways</p> <ul style="list-style-type: none"> ○ Communication assessments each term for those on the Pre-Formal & Informal pathways. ○ Annual Communication assessments for all pupils ○ Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress, where necessary. ○ MAPP assessments to track progress towards EHCP Outcomes ○ Stages of Learning a SEN specialist system is used to track and report on pupil's academic progress. ○ Pupil progress meetings and discussions held at every data point to track and monitor pupils and identify pupils who are not making the expected progress- academic & MAPP. <p>As stated in Section 4 , reports are sent home to parents three times a year to all pupils. Parents evenings are also scheduled twice a year. If a pupil is SEN or has additional needs further meetings are also arranged between parents, class teacher and SENCo to discuss the progress of their pupil.</p> <p>If a pupil has an Educational Health Care Plan then an annual review is held where parents, SENCO, class teacher and any outside agencies involved meet to discuss how the pupil is getting on.</p> <p>We have an ethos across the school in that if the parents wish to discuss their pupil's progress or anything else then they can arrange a formal meeting with their pupil's class teacher whenever they like as well as talking informally on the playground daily.</p> <p>Additional information may also be collated through the following means:</p> <ul style="list-style-type: none"> ● Referrals from outside agencies ● Parents ● Observations ● Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational therapists, Speech and Language Therapists, Specialist teacher advisors (such as teacher of the deaf or visually impaired team, or the Specialist Support Service). <p>Reports from these services are shared with parents and school whenever there are updates.</p>
9	<p>What specific expertise is available to pupils with SEN?</p> <p>What specialist services and expertise are available or accessed by the school?</p>	<p>Our SENCOs are trained teachers and all have the National SENCo accreditation. The SENCOs all sit within the Senior Leadership Team.</p> <p>All staff are highly trained and have a wide range of qualifications to enable them to support pupils. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, English, Maths, Phonics, behaviour and Autism. The wellbeing team are experienced to support pupils with mental, social and emotional needs.</p>



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	<p>What training will the staff supporting pupils and young people with SEND have had or receive?</p>	<p>Staff within the Special Provision are highly trained and experienced in how to best support pupils with severe, profound and multiple learning difficulties, Autism, Communication difficulties, complex associated behaviours linked to SEND and cognition & learning difficulties. Specific training needs are identified through the needs of the pupils within the setting. These can include Manual Handling, Team Teach, Makaton, an array of Communication training, medical training specific to pupil's needs.</p> <p>Alongside the staff that work within the school, the Special Provision commissions a Specialist Speech and Language Therapist 2 days a week to support individual pupils, groups, classes and training and continuous development of staff. We work with outside agencies to support pupils. These include Physiotherapists, Occupational Therapists, Sensory Impairment Team, Social Services, Educational Psychologies, Speech and Language, Special School Nurse, Child and Adolescent Mental Health Services (CAHMS) and Specialist Support Service and any other available agencies.</p> <p>All staff are highly trained and have a wide range of qualifications to enable them to support pupils. There is a team of experienced teaching assistants who have expertise in a range of areas including speech and language, English, Maths, phonics, English as an additional language, behaviour and autism. The wellbeing team are highly qualified to support pupils with mental, social and emotional needs.</p> <p>Specific training needs are identified through the needs of the pupils. These can include manual handling, epilepsy and asthma, team teach and medical training specific to pupil's needs.</p> <p>Alongside the staff that work within the school, we work with outside agencies to support pupils. These include Physiotherapists, Occupational Therapists, Sensory Impairment Team, Social Services, Educational Psychologists, Speech and Language, School nurses, Child and Adolescent Mental Health Service (CAMHS) and Specialist Support Services and any other available agencies.</p>
11	<p>How accessible is the school environment?</p>	<p>The environment is adapted to meet the needs of the pupils as required. This includes; ramps, wider corridors, disabled parking bays, disabled toilets and changing facilities which include hoists, outside play areas accessible to wheelchair users, wide entrances, lifts and an accessibility minibus.</p> <p>Some children who require it have their own individual routes and evacuation procedures outlined in their personal emergency evaluation plans (PEEPs).</p> <p>Within the Special Provision, if there is need, some pupils will have access to specialist equipment. This will be part of external agency advice and specialist training is provided to staff around the use of this equipment.</p>
12	<p>Transitions</p>	<p>Although we are a large primary school, we work hard to ensure smooth transitions for all pupils when moving through the school. Transition days are provided to all pupils where they spend time with their new class teacher and class mates in their new classroom. Additional transitional sessions are arranged depending on the needs of the pupil. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would benefit the pupil.</p>



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	<p>a) How will the school prepare and support a pupil to join the school.</p> <p>b) Transfer to a new school or the next stage of education or life?</p>	<p>At the end of an academic year- all staff complete a transition meeting with the new class teacher to share information, including that about SEN or emotionally vulnerable pupils in preparation for the pupil's arrival in September. The SENCo and Wellbeing team will also share recent information from external agencies and updates.</p> <p>When moving onto secondary school transition meetings happen in school from all secondary schools. Transition forms are also completed by year 6 staff with information about the pupil and any strategies teachers find useful when supporting that child. Visits are arranged with local schools and extra transition visits are arranged for SEN, vulnerable and any other pupil we feel need some extra transition. Transition interventions also happen for all year 6 pupils.</p> <p>Within the Special Provision, all pupils are visited in their current setting before transitioning to our setting. Additional visits and days are planned in to support this. All pupils upon transitioning to our Special Provision will start on a part-time timetable.</p> <p>Throughout a pupil's transition to our Special Provision, all professionals involved with that pupil are involved to enable all information to be passed accurately. During an open evening, parents are able to meet the teachers and are given information packs. Also, pupils within the Special Provision have a transition day which consists of attending for two hours in either the morning or afternoon to familiarise themselves with the staff, other children and environment. When starting in September, each pupil is offered a settling in session of 2 hours for a minimum of three sessions a week, this is then built up</p> <p>We work hard to ensure smooth transitions for all pupils when moving through the school. Transition days are provided to all pupils where they spend time with their new class teacher and peers in their new classroom. Additional transitional sessions are arranged depending on the needs of the pupil. When moving mid-year, we can also offer a gradual transition if school and parents/carers feel that it would be beneficial to the pupil.</p> <p>At the end if an academic year all staff complete a transition meeting with the new class teacher to share information including that about SEND or emotional vulnerable pupils in preparation for the pupil's arrival in September, The SENCO and wellbeing team will also share recent information from external agencies and updates.</p> <p>When moving onto secondary school transition meetings happen in school from all secondary schools. Transition forms are also completed by Year 6 staff with information about the pupil and any strategies teachers find useful when supporting that child. Visits are arranged with local schools and extra transition visits are arranged for SEND, vulnerable and any other pupil we feel need some extra transition. Transition interventions also happen for all Year 6 pupils.</p>
18	<p>Governance</p> <p>a) Who are Governor Contacts?</p>	<p>Chair of Governors- Stephen Prati - admin@beanfieldprimary.org SEND Governor- Kathryn Pithey - admin@beanfieldprimary.org</p> <p>We share reports to Governors with respect to attainment and progress, provision mapping, interventions, attendance, exclusions, behaviour, impact of pupil and sports premium and curriculum.</p>



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	b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?	The Governors review policies, attend school meetings and monitor and challenge provisions through talking to staff, pupils and parents. The Director of SEND has regular meetings with the SEND governor, who also meets SEND Team and tours provision regularly.
19	Admissions How do pupils gain admission to the Academy or any specialist units/provision on the school site?	<p>For admissions into our Early Years Foundation Stage, then applications are via the usual means of the Northamptonshire County Council School Admissions and pupils will then be allocated a school place. Looked after pupils or pupils of the armed forces are considered first, followed by SEN needs.</p> <p>If there are mid-year transfer then this is again done via the NCC School Admissions.</p> <p>Admissions for children into the Specialist Provision must have a relevant EHCP, meeting the required criteria of need. To apply for a place you must contact the EHC Team at North Northamptonshire Council: ehckettering.ncc@northnorthants.gov.uk. https://www.northamptonshire.gov.uk/councilservices/children-families-education/SEND/ehc/Pages/ehc-plan.aspx</p> <p>Dedicated tours for the Specialist Provision are available on request: sendunit@beanfieldprimary.org</p>
20	Where can I access other information around support for pupil, young people and families for SEN and disabilities (including the LA's Local Offer)?	Northamptonshire County Council, along with all other authorities, are required to publish information about services they expect to be available in their areas for pupils and young people from birth to 25 who have special educational needs and/or disabilities (SEND). This is known as the 'Local Offer'. The local offer outlines all services and support available across health, education, social care and leisure services and will improve choice and transparency for families. For further information about Northamptonshire Local offer please visit: https://www3.northamptonshire.gov.uk/councilservices/pupils-families-education/SEND/local-offer

Further policies on the following can be found at www.beanfieldprimary.org

- Equalities Policy
- Accessibility Policy
- SEN Policy