



Beanfield
PRIMARY SCHOOL

Beanfield Primary School SEND Information Report

SEND INFORMATION REPORT

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Brooke Weston Trust



Date: February 2024

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Since September 2014 the law for children and young people with special education needs and disabilities changed. The new law (the Children and Families Act 2014) alters the way you and your child receive support from your local council, health and social care services and your child's nursery, school or college. The new law brings a greater focus on personal goals, increased family involvement and improves rights and protections for young people in further education and training. The changes will be gradually introduced over the next few years.

This SEND 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:

www.brookewestontrust.org/page/?title=Brooke+Weston+Trust+policies&pid=45

Beanfield is a Primary School in Corby, Northamptonshire. At Beanfield Primary School we work together as a community to provide a happy, secure and stimulating environment where pupils are motivated to learn, are valued as individuals and encouraged to reach their full potential.

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 education provision to be made for them. A pupil of compulsory school age or a young person as a learning difficulty if they have:

- a significantly greater difficulty in learning than the majority of others of the same age
- 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.

What are special educational needs?

The definition of special educational needs and disabilities (SEND) is taken from Section 20 of the Children and Families Act 2014. A child or young person has SEND if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- a) Have a significantly greater difficulty in learning than the majority of others the same age: or
- b) Have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

A child under compulsory school age has special educational needs if they fall within the definition at (a) or (b) above or would do so if special educational provision was not made for them. The four main areas of SEND, as detailed in the Code of Practice (2014 p86) are:

COMMUNICATION AND INTERACTION

This includes children with speech, language and communication needs (SLCN) and those who are on the autistic spectrum (ASD)

COGNITION AND LEARNING

This includes children who demonstrate features of moderate, severe or profound learning difficulties or specific learning difficulties such as dyslexia, dyscalculia and dyspraxia

SOCIAL, EMOTIONAL AND MENTAL HEALTH

This includes children who may be withdrawn or isolated, displaying disruptive or disturbing behaviour and underlying mental health difficulties e.g. anxiety, depression. Other children may have hyperactivity, concentration difficulties or attachment issues

SENSORY AND/OR PHYSICAL

This includes children with sensory impairments, visual impairments, learning impairments or multi-sensory impairments and physical difficulties which may require ongoing support and specialist equipment

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1.
Who is the SEN contact?

Mainstream SEND- SENTeam@beanfieldprimary.org

- Mrs Samantha Eathorne- Principal and Mainstream SENCo
- Mrs Genevieve Kovacs – Assistant Principal and SENCO
- Mrs Kim Dixon- Mainstream

Special Provision SENUnit@beanfieldprimary.org

- Miss Gemma Cushing- Senior Vice Principal & special provision manager
- Miss Danielle Russell- Special Provision Assistant Manager
- Mrs Katrina Evans- SEND PA



Mrs Eathorne



Mrs Dixon



Miss Cushing



Miss Russell

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 6, 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:

- 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 committed to supporting the progress of all pupils, regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational need.



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3. How do we identify pupils who may have a SEN?

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.

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 SEN Team and class teacher to make sure that appropriate provision is continued.

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 SEN Team and the class teacher.

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.

Class teachers make on-going and regular assessment of progress for all pupils and identify those whose progress:

- 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.

If you believe your pupil has special educational needs, then you should contact the SEN Team (as outlined above) who will be able to undertake investigations and appropriate assessments to see if they meet national SEN criteria.



Special Provision:

Our pupils join our Special Provision with their primary Special educational need/disability already identified and defined through their Education Health Care plans (EHCP).

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.

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.



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4.
How does the school evaluate the effectiveness of its SEN provision?

a) How will school staff support a pupil?

b) Who will oversee, plan work with pupils and parents?

c) How often will this happen?

d) Who will explain to parents what is happening for the pupil?

e) How does the School assess and review the progress of pupils with SEN?

f) How is the decision made about the type and how much support a pupil will receive?

g) How does the school listen to pupil's views?

All pupils regardless of need are set targets using robust systems.

The SEN Team will work with all parties involved. The SEN Team will also work closely with the class teacher and any support staff to ensure all needs of the pupil are being met.

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:

Interventions:

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.

These interventions follow:

- 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.

Access arrangements:

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 pupils 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 if pupils make progress this support may not be available for the duration of their study at Beanfield Primary School.

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 twice 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.

If a pupil has an Educational Health Care Plan then a Post EHCP review takes place following 6 weeks full time education following the issue of the EHCP/start to Beanfield. A Mid-Year EHCP Review takes place and an extensive statutory 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.

We have an ethos across the school in that if 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. Requests for meetings can be made directly with the class teacher, or via the admin contact details.

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 SEN Team. 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.

Support for a pupil can be in many ways, these include:

- 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.

This is always under constant review and all interventions and additional support is outlined on the school provision map which is overseen by the SEN Team. This is reviewed termly, but may be reviewed more regularly depending on the need of the pupil.

All pupils in the school are involved with setting themselves targets whether academic or SEN related. The school has an active Pupil Parliament 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.

Pupils with behaviour charts and management plans are involved with writing them, where appropriate. All pupils are welcome at Parents evenings.

Pupils with Educational Health Care plans are involved in discussions about their annual review and are encouraged to contribute actively to the process.

5.
How does the school support pupils with SEN?

a) will the curriculum be matched to a pupil's needs?

b) What is the school's approach to differentiation?

c) How are the school's resources allocated and matched to pupils' special educational needs?

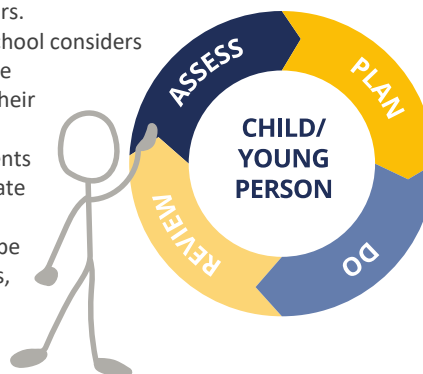
d) What support will there be for a pupil's overall well-being?

e) Pastoral, medical, social emotional in and out of school?

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 environment to meet the needs of the individual. When additional support is advised by the SEN team, this is monitored and reviewed regularly to ensure it is in place as well as the impact it is having on the pupil.

All pupils within the school 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 timetables 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 they most appropriate interventions are on offer to all pupils. Some pupils with SEN 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.



All pupils with an EHCP also work with their EHCP outcomes and small step targets. These are reviewed regularly with the class teacher and SEN Team and additional support amended to continue to support the pupil towards their targets.

Within the Special Provision all children follow either the EYFS or Semi-Formal Curriculum. We have subject specific curriculums for Maths, English, Phonics and Science which all Children work within them dependent on their needs and abilities. 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 small achievable objectives.

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.

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.



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.

At Beanfield Primary School, we have a well-established well-being team which meets regularly to address the needs of any students that have been referred for concerns with social, emotional or mental health concerns. Initial meetings with parents may be offered to address any concerns the pupil/family may be having and further support could be offered for the family such as through an EHA (Early Help Assessment). Following on from this, additional support may be offered to these specific pupils through 1:1 time with our wellbeing team, lunch time games club to support social skills and specific further interventions depending on the pupil's needs. Staff within the wellbeing team work closely with the SEN Team as well as external agencies including; Educational Psychology, Social Services support teams and Looked After Pupils teams.

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.

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.

6.
How does the School adapt the curriculum and learning environment for pupils with SEN?

How will pupils be included in activities outside the classroom, including school trips?

As an inclusive school; the school takes reasonable steps to modify or adapt the learning environment to meet the needs of the individual. Widget symbols are used to support the use of visuals across each year group and where necessary communication boards, PECS and Colourful Semantics may also be used in mainstream classrooms.

Across the Special Provision, we use a Total Communication Environment which includes the use of Widgets, visual schedules, Colourful Semantics, AAC, Makaton, Intensive Interaction and Attention Autism to ensure that all pupils are able to communicate their needs.

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.

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.

7.

Parent/Carer Involvement

a) How will both the school and parent know how a pupil is doing?

b) How will the school support parents to help their pupil's learning?

c) When will parents be able to discuss a pupil's progress?

d) How are parents involved in the school, and how can they become involved?

e) Who can parents contact for further information, or raise concerns?

On-going assessments will be carried out throughout a pupils time at school and at key points throughout the year. These include:

- Mainstream Pupils:
 - Assessment towards the Early Learning goals for EYFS, Foundation Stage
 - 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:
 - Reading, Writing and Maths formal assessments each term for all children
 - Interventions or support programmes are then implemented and monitored to ensure that the pupil makes progress, where necessary.
 - Progress towards EHCP Outcomes
 - 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.

As stated in Section 4, reports are sent home to parents twice a year to all pupils. Parent's 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 SEN Team to discuss the progress of their pupil.

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.

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.

Additional information may also be collated through the following means:

- Referrals from outside agencies
- Parents
- Observations
- Liaison from outside agencies e.g. Educational Psychologists, Physiotherapists, Occupational Therapists, Speech and Language Therapists, Specialist teacher advisor (such as teacher of the deaf or visually impaired team, or the Specialist Support Services).

Reports from these services are shared with parents and school whenever there are updates.

Over the academic year there are a range of opportunities for parents to formally meet with staff to discuss the progress of their child. These include; parents evenings, curriculum, events, learning log books, reports as well as staff being available both before and after school to support with concerns.

There are also many events involving parents over the year including Stay and Play sessions, school shows and assemblies. More information would be available on the school website.

In the first instance, for further information about any support the pupil may or may not be getting speak to the class teacher or a member of the SEN Team. The class teacher will liaise with the SEN Team on your behalf if needed.

Parents who have concerns are urged to speak with the SEN Team regarding their complaint. If this cannot be resolved, or is regarding the SEN Team, the parent should speak to the Principal. If the issue is still not resolved parents would be directed to the School's complaints procedure, a link to this can be found on the School's website.



8.

What specific expertise is available to pupils with SEN?

What training will the staff supporting pupils and young people with SEND have had or receive?

What specialist services and expertise are available or accessed by the school?

Members of our SEN Team are trained teachers and 3 of them have the National SENCO Qualification.

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 social, emotional and mental health needs.

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.

The Special Provision commissions a Specialist Speech and Language Therapist a day a week to support individual pupils, groups, classes and training and continuous development of staff.

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.

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.

Alongside the expertise within the school we also use the services of Educational Psychologists; School Nurse and Paediatrician, Advisory Teachers, Child and Adolescent Mental Health Services (CAMHS), to support the pupils academic and social progress. The school will only commission external assessments if the considered special educational need is having a negative impact on the pupil's progress despite school intervention.

9.
How accessible is the school environment?

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.

Some children who require it have their own individual routes and evacuation procedures outlined in their personal emergency evaluation plans (PEEPs).

Within the school, if there is a need, 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.

10.
Transitions

a) How will the school prepare and support a pupil to join the school.

Although we are a large primary school, we work hard to ensure smooth transitions for all pupils when moving through the school. In the summer term, 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.

b) Transfer to a new school or the next stage of education or life?

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 SEN Team and Wellbeing team will also share recent information from external agencies and updates.

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 pupil. 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.

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. 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 started part time which extends up over a few weeks to build in success and a solid transition into school.

11.

Governance

a) Who are Governance Contacts?

b) How do Governors monitor attainment and progress of SEN pupils ensuring their needs are met by the school?

Chair of Governors- Ruth Hurcombe - admin@beanfieldprimary.org

SEND Governor- Jake Ogden- admin@beanfieldprimary.org

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. The Governors also review policies, attend school meetings and monitor and challenge provisions through talking to staff, pupils and parents. The SEN Team have regular meetings with the SEND Governor.

12.

Admissions

How do pupils gain admission to the School or any specialist units/provision on the school site?

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.

If there are mid-year transfer then this is again done via the NCC School Admissions.

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>

Dedicated tours for the Special Provision are available on request:

sendunit@beanfieldprimary.org

13.

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>



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