



Beckley Church of England Primary School

SEND Information Report 2020-2021

The pages of this report set out information about the provision for children with special educational needs or disabilities (SEND) at Beckley School.

Beckley Primary School is committed to ensuring that every child achieves their full potential. As part of this process, the school provides appropriate support for children with a wide range of special educational needs including those with:

- Communication and Interaction needs;
- Speech, language and communication difficulties including autistic spectrum condition;
- Cognition and learning needs;
- Specific learning difficulties including dyslexia, dyspraxia and dyscalculia;
- Social, emotional and mental health needs;
- Multi-sensory needs;
- Visual or hearing needs;
- Physical disabilities that affect learning.

There are currently 5 children on the SEND register, although this is a continuous process, where changes can be made at any time. The special educational needs and disability co-ordinator (SENDCo) is Laura Cockhill and through the role, they co-ordinate the provision of extra support and carry out related assessments, monitoring and evaluation. The SENDCo can be contacted by phone on 01865 351416 or by email on lcockhill@beckleyschool.org. The Senior Leadership Team meet regularly to discuss provision for those pupils with SEND and the Governing body have an active involvement, monitoring the progress of these children.

Our SEND policy can be found on our school website: www.beckleyschool.org

Identifying and supporting pupils with SEND

Beckley School uses Oxfordshire County Council's guidance, 'Oxfordshire Guidance for Special Educational Needs (SEN) Support' to identify children who may have a special educational need or disability. The guidance sets out:

- How to identify if a child has a special educational need;
- How to assess children and plan for their special educational needs, adapting teaching accordingly;
- Ways in which you can adapt the school environment to meet each child's needs;
- How to review progress and agree outcomes.

The document can be found in full on our school website: www.beckleyschool.org

The SENDCo works closely alongside class teachers and parents to identify and assess whether a child may have an SEND and need to be added to the school's SEND register. Parents will be contacted if there is a concern that their child may have a special educational need. The school works closely with children with SEND and their parents to create a collaborative document called a Pupil Profile. Within this document, there are mutually agreed intended outcomes, strategies to support learning and further information about the child. Progress is then reviewed at regular intervals. Pupil Profiles are shared with parents and updated at least three times each year, or more often if necessary. The SENDCo and class teachers communicate with parents in a variety of ways, such as termly meetings, in line with parent evening meetings, using home/school diaries, telephone conversations and emails.

If a child does not have SEND but falls behind age-related expectations and makes minimal progress, along with other factors, they may be added to our internal Initial Concern register. Teachers then use targeted interventions and support to diminish this difference, with the aim of removing pupils from the register after they have made accelerated progress and catch up with the expectations for their year group.

Adapting the curriculum

A broad and balanced curriculum is offered to all children, including those with SEND. Details of curriculum planning are published on the school website. The school are committed to encouraging all children to become independent learners and to have a growth mind-set attitude to learning. An emphasis on quality-first teaching is a strategy that all teachers use, in the first instance. A range of specialist intervention programmes including FFT Reading/Writing, Looking and Thinking and Precision Teaching are also used when necessary, to support the development of reading, language and literacy skills. There is a consistent approach to phonics teaching from Reception through to the end of Year 3 with daily small groups led by trained teachers and support workers. Practical resources such as Numicon, Number lines and specialist ICT programs are used to support learners to develop skills in mathematical reasoning and calculation strategies, along with 1:1 Precision teaching sessions when necessary.

Training and Advice

The SENDCo has extensive training in a variety of areas including Speech and Language, Autistic Spectrum Disorder and numerous intervention programmes. Teachers and teaching assistants receive regular specialist training to enable them to meet the needs of specific pupils in their classes. All staff at Beckley School have Safeguarding training and most members of staff have been trained for First Aid. Selected staff are also trained for Epi-pen administration.

The school has access to the advice and support of a variety of external support services and agencies including:

- The Oxfordshire School Inclusion Team;
- SENSS, an autism outreach service who support children with communication and language, sensory and physical needs;
- Educational Psychology;
- Speech and Language therapy;
- Specialist advisors for a range of SEND;
- The School nurse team.

This multi-agency approach provides valuable advice to the school in meeting the needs of specific pupils. Involvement from specialist SEND services will also be discussed with parents before referrals are made, to ensure a consistent approach at home and school to support the child. With the family's permission, we also work with other services and organisations that may be involved with a family.

Effectiveness of SEND Provision

The progress of all children is tracked through our rigorous assessment programme, which is monitored closely by the Senior Leadership Team, who then report to the Governing Body. The SENDCo liaises with class teachers and interventions are put in place to support pupils with specific difficulties and consolidate knowledge and understanding. In addition, for children with SEND, progress towards intended outcomes is regularly reviewed on Pupil Profiles, assessing whether the support that has been in place has made a positive impact and how it can be adapted to further progress. The SENDCo also evaluates this progress against age-related expectations, personal targets and other measurable assessment packages. When a specific intervention is used with a child, a baseline assessment is performed before the intervention begins and teachers re-assess regularly as the intervention progresses. This information allows the SENDCo to evaluate how successful the intervention has been and how it can best be adapted for future use.

Accessibility for pupils with SEND

Teachers plan activities and educational visits, including residential, that are fully accessible to all pupils. As part of this process, they perform specific risk assessments where needed, in accordance with their duties under the Equalities Act 2010. They communicate with parents and children when planning educational trips so that there is a clear and consistent plan to support the specific needs of children with SEND, to enable them to participate fully in all aspects of the activity or visit.

All children have the opportunity to share their views through their school council representatives. Bullying is taken very seriously and staff help to prevent the bullying of children with SEND through our focus on Values teaching. Teaching children to be safe on the internet is a priority and staff and pupils receive regular E-safety training.

Please click on the following link for information about activities and events for children with SEND in Oxfordshire, as part of the Family Information Directory:

<http://fisd.oxfordshire.gov.uk/kb5/oxfordshire/fsd/disabilities.page>

Transition for pupils with SEND

All children new to Beckley School are encouraged to visit before starting. For children with SEND, the school can offer the opportunity to attend an extra transition visit with the class teacher, SENDCo and/or Headteacher as appropriate. The SENDCo then works closely with the nursery or school from which the child is transferring.

During Year 6, children are given more opportunities for responsibility and independence. To prepare children for transition into the next stage of their education, visits from representatives from Wheatley Park School and other secondary schools are organised to talk to the children here at Beckley. Year 6 teachers also work alongside secondary providers to allow Year 6 children to visit their new schools prior to transition. In the case of pupils with SEND, additional transition visits are arranged for the most vulnerable pupils and there is good communication with the SENDCo of the receiving school, sharing relevant and useful information to help with the transition into Year 7.

The Local Offer

Oxfordshire's Local Offer provides information on a number of issues, including:

- Special educational provision;
- Health provision;
- Social care provision;
- Training provision;
- Travel arrangements for children and young people to schools or college.

Please click on the following link for information about these services and what they can offer:

<https://www.oxfordshire.gov.uk/cms/public-site/special-educational-needs-and-disability-local-offer>

Contacts

If you are concerned about whether your child may have a SEND, speak first with the class teacher. If you would like to discuss their school provision, please contact the SENDCo, Laura Cockhill by telephone on 01865 351416 or by email at lcockhill@beckleyschool.org . You can also contact the Headteacher, Mark Szortowski by telephone or by email at headteacher@beckleyschool.org .