



Beaumont Community Primary School Special Educational Needs and Disabilities (SEND) Information Report *SENDCo Honor Grainger*

As a school, we are committed to adopt a similar approach to meeting the needs of all the pupils including those with SEND. 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 progress and feel that they are a valued member in school.

What kind of special educational provision is made at Beaumont Community Primary School?

Learning Difficulties and Disabilities

The delivery of the provision for children with learning difficulties can take place in the normal classroom setting and is the responsibility of the Class Teacher. Through 'Quality First Teaching', children's needs are assessed, planned, implemented and reviewed. Teacher planning includes adjustments in learning for children with SEND.

Within in each class children are ability grouped for English, Maths and other subjects as applicable. Teaching Assistants (TAs) and/or Higher-Level Teaching Assistants (HLTAs) are deployed to support all children as directed by the teacher. Children with special needs in a small group or 1:1 by the Class Teacher and TA where applicable.

Children who are finding elements of learning difficult despite significant adjustments may be supported in a small group, or on a 1:1 basis, usually within the classroom, or withdrawn for short periods of time to work towards achieving specific objectives.

Intervention groups may run for small numbers of children who need extra support.

Depending on the nature of the child's difficulties, they may also be withdrawn from lessons for short periods of intensive specialised teaching. This will usually happen when:

- A child has an Education, Health and Care Plan (EHCP), or has been identified as having needs at the 'additional' level and needs time to work towards their specific targets.
- A child is following a short-term evidence-based intervention programme due to identification of a need to accelerate learning or target key skills.

Additional TA's are deployed to specifically work with the very few children with EHCPs or statements, under the direction of the SENDCo and class teacher.

Social, Emotional and Mental Health Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, reward charts, timers, clear rules and routines, etc. A personalised approach to their learning may be required such as, exploring feelings, anger management, SMART Thinking. Some may also be on their own personalised behaviour management plan.

The school has ELSA trained TA's who are used to support the children with social, communication, interaction and emotional difficulties.

Autism and Social Communication Difficulties

Children remain the responsibility of the class teacher and will receive an adapted approach to their school life depending on their need. For example, they may have additional resources to support them in the classroom such as, visual timetables, visual organisation prompts, now and next boards, broken down texts into manageable steps, precise use of language, a different way or recording work, work stations, sensory analysis, weighted cushions, fiddle objects, etc. Some may attend individual, paired or small group out-of-class sessions to develop their social communication skills.

Speech, Language and Communication Difficulties

Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may be pre-taught topic vocabulary, have tasks broken down into pictorial format, use mind mapping techniques, etc. Some may attend group or individual out-of-class sessions to develop their speech, language and communication skills.

A speech and language therapist visits at least once termly to assess and review cases. A specialist teacher for speech, language and communication difficulties can also be accessed to advise staff on how to support children with significant language needs.

Sensory, Physical and Neurological Difficulties

	<p>Children remain the responsibility of the class teacher and will receive a differentiated approach to their school life depending on their need. For example, they may have increased opportunities to use technology to record work, or use a scribe for where necessary. Time is allocated to children who have been assessed or supported by specialist services such as, Occupational Therapy and Physiotherapy, in order for advice to be implemented. The school would also put into place a programme of support as suggested by the health authority.</p> <p>The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>For children who have medical issues the school arranges meetings with the school nurse to complete Health Care Plans for children, including children with allergies, asthma, epilepsy and diabetes. On some occasions a TA is employed to support the child in the management of their difficulties.</p> <p>Occasionally a child may visit outside therapy clinics in order to access specialized support. Permission is granted if access to this support will benefit the child in a school setting.</p> <p>The provisions listed are in place at present, but due to the ever-changing needs of our children there may be additional support available that has not been covered in this document.</p>
<p>How are SEND professionals from outside of the school (External Agencies) involved?</p>	<p>Some children with particular difficulties are supported by the involvement of external agencies e.g. SES (Specialist Education Services), Educational Psychologists, Emotional Well-being and Mental Health Services, Paediatricians, GPs, Occupational Therapists, Physiotherapists, Speech and Language Therapists, Counsellors, Home/School Liaison, Health Visitors, School Nurses, Hospitals, Optometrists and other specific professionals. All may provide specialist assessments or advice on different strategies or materials.</p> <p>In conjunction with the class teacher and family, the SENDCo makes referral to appropriate outside agencies. The SENDCo liaises regularly with outside agencies as appropriate.</p>
<p>Are there any other Support Services that are readily available to Beaumont</p>	<p>Beaumont Community Primary School offers ELSA trained TAs to support children within school who need additional emotional support.</p> <p>ELSA is an initiative developed and supported by educational psychologists. It recognises that children learn better and are happier in school if their emotional needs are also addressed. We have four qualified Emotional Literacy Support Assistant here at Beaumont Community Primary School. They has been trained by Educational</p>

<p>Community Primary School?</p>	<p>Psychologists to plan and deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. The majority of work is delivered on an individual basis, but sometimes small group work is more appropriate, especially in areas of social and friendships skills. ELSA sessions take place in a calm, safe space for the child to feel supported and nurtured.</p> <p>Trauma Informed Practice (TIP) training has been completed and will be imparted to staff. This is to ensure staff are able to recognise the impact of adverse experiences on a child and reduce the negative impact of these.</p> <p>From September 2025 all staff will be trained in Therapeutic Thinking following the Headteacher and SENDCo completing the training. Therapeutic Thinking is a trauma-informed approach that aims to improve the emotional well-being and mental health of children and young people by analysing behaviour to better understand their needs. This approach will form the basis of our relationships and behaviour policy which can be found on our website.</p>
<p>How does Beaumont Community Primary identify, assess, provide provision and assess the effectiveness of support for children with SEND?</p>	<p><u>Current Identification And Assessment For Children Who Potentially Have SEND</u></p> <p>We know that not all children will progress at the same rate and that not all children falling behind their peers have SEND. The identification of SEND is built into the overall approach of monitoring the progress and development of all pupils. Where pupils are falling behind or making inadequate progress given their age and starting point they are given extra support. The pupil's response to such support may help identify their particular needs.</p> <p>Adequate progress includes progress which:</p> <ul style="list-style-type: none"> • is similar to that of peers starting from the same baseline; • matches or betters the child's previous rate of progress; • closes the attainment gap between the child and their peers; • prevents the attainment gap growing wider. <p>Where pupils continue to make inadequate progress, despite high-quality teaching targeted at their areas of weakness, the class teacher, working with the SENDCo, will assess whether the child has a significant learning difficulty. If the answer is yes, the pupils will be put on the school SEND register at SEND Support.</p> <p>Identification and Assessment includes:</p> <ul style="list-style-type: none"> • the use of high-quality formative assessment, for example observation, looking at work and data

- summative assessment materials, for example reading, writing and maths assessment.
- specialised assessments from external agencies and professionals

School leaders and teaching staff, including the SENDCo, will seek to identify any patterns in the identification of SEND both within the school (and in comparison, with national data), and use these to reflect on and reinforce the quality of teaching.

Provision for Children at 'SEND Support'

1. **Quality First Teaching**, seeks to engage and support the learning of all children. Differentiation for individual pupils is the first step in responding to pupils who have SEND.

2. **A graduated approach** is then acted upon. This involves more detailed approaches, more frequent review and more specialist expertise in successive cycles in order to match interventions to the SEND of the child. The process is:

Assess – using the methods above.

Plan - the interventions and support to be put in place, as well as the expected impact on progress, development or behaviour, along with a clear date for review. The support and intervention provided is based on reliable evidence of effectiveness and provided by staff with sufficient skills and knowledge. A Personal Provision Plan will be put in to place and recorded in a pupil passport.

Do - The teacher remains responsible for working with the child on a daily basis. Where the interventions involve group or one-to-one teaching away from the main class, they still retain responsibility for the pupil, working closely with any teaching assistants or specialist staff involved, to plan and assess the impact of interventions. The SENDCo supports the class or subject teacher in the further assessment of the child's particular strengths and weaknesses, in problem solving and advising on the effective implementation of the support.

Review -The effectiveness of the support and the impact on the child's progress is reviewed in line with the agreed date. The class teacher, working with the SENDCo, will revise the support in light of the pupil's progress and development, deciding on any changes to support and revised outcomes in consultation with the parent and pupil. Formal reviews with parents are conducted termly where a new provision plan for the child will be drawn-up.

3. Involving Specialists

We may involve specialists at any point for advice regarding early identification of SEND and effective support. When available we involve a specialist if a child continues to make little or no progress over a sustained period or where they

continue to work at levels substantially below those expected of children of a similar age despite support. Parents are always part of this discussion.

Current Identification of Children who Need a Statutory Assessment

Beaumont Community Primary School will discuss requesting that the Local Authority (LA) initiate statutory assessment of the child's needs if:

- Adequate progress has not been made despite provision of an individual programme and concentrated SEN Support, backed up by evidence.
- A child is identified as demonstrating a significant cause for concern.

And;

- The child's needs cannot be met under the current resources available to the school.

The Code of Practice (2015) is used to ensure rigorous following of statutory procedures.

Provision for Children with EHCPs or Statements

Any additional resources awarded through an EHCP or Statement will be allocated in discussion with teachers, parents, external agencies and LA representatives.

Provision will take the Graduated Response format. In addition to the termly review meetings, an Annual Review will take place where all parties involved with the child, and the child, will be invited.

What is the name and contact details of the SEND co-ordinator (SENDCo)?

We have a SEND team comprising of:

Our Headteacher, Mrs Mayleen Atima, who can be contacted via our school office on 01473 825120 or via dojo to arrange an appointment.

	<p>Our SENDCo is Ms Honor Grainger, who has 1 day allocated for her SENDCo duties. She can be contacted on the school telephone number 01473 825120, or via email senco@beaumontschool.suffolk.sch.uk</p> <p>Mrs Miebaka Coker (trainee SENDCo) who will be available by appointment, which can be organised by Dojo.</p>
<p>What expertise and training do staff have in relation to children with SEND?</p>	<p><u>Teachers and LSAs</u></p> <p>We have a team of teachers and TAs who have varying degrees of experience and expertise. They all take part in:</p> <ul style="list-style-type: none"> • In-school training in relation to SEND. • External training – identified through a needs-analysis, performance management procedures or area of need. • Performance Management and Standards Meetings (termly). • Observations by the Senior Management Team while supporting or teaching in-class and during out of class interventions. • SENDCo liaison meetings as necessary to discuss programmes, feedback on courses and SEND children. • Regular workshops to train new or less experienced Teachers or TAs. • In school training is arranged for specific SEND topics and medical diagnosis, for TA's, teachers and Mid-Day assistants <p>TAs teach small focused groups for assistance with Maths and English. One trained TA is used to act as mentor for the support of children with social, communication, interaction and emotional difficulties.</p> <p><u>SENDCo</u></p> <p>Our current SENDCo:</p> <ul style="list-style-type: none"> • Has undertaken the SEN National Award of Co-ordination (will be completed in July 2024) • Attends Local Authority training • Attends SENDCo up-date meetings • Has attended numerous SEND courses delivered at a county level and continues to access these as required.
<p>What equipment and facilities does Beaumont Community Primary School have for children with SEND?</p>	<p>Specialist resources are used to aid learning across the school. These include sand timers, behaviour charts with incentives, visual timetables, left handed scissors, pencil grips, sit and move cushions, writing slopes, wobble chairs, coloured overlays, calming space (each classroom), sensory area, and use of technology. The school is fully accessible and has a disabled toilet. Further specific specialist equipment is bought or hired according to the needs of the children, as and when they arise.</p> <p>All monies used for specialist equipment is utilised from the SEND budget, EHCP plan or Statement allocated budget or from the pupil premium funds of SEND children.</p>

<p>How Does Beaumont Community Primary School consult with parents of children with SEND?</p>	<p>Termly meetings are arranged to review and update Pupil Passports and distributed to parents. For some parents, regular structured conversations are offered to ensure good quality discussion between home and school.</p> <p>The SENDCo regularly contacts parents to keep them updated with any issues or consideration of new strategies. Parents of children with an EHCP or Statement are invited to discuss their child's progress at the Annual Review. In Nursery (ready for Reception) and Year 5 the amendment of the EHCP/Statement will be discussed ready for secondary school transition. Parents of children who have an EHCP/Statement are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p> <p>Parents are invited to discuss arrangements with the Class Teacher and/or SENDCo throughout the year by making an appointment at the school office.</p>
<p>What are the arrangements for consulting children with SEND and involving them in their education?</p>	<p>Children on the SEND register are informed about their progress and next steps on a regular basis. Children are encouraged to think about their needs too and a Pupil Passport is drawn up reflecting these. Annual review meetings are held for children with an EHCP/Statement to analyse outcomes and determine strategies to improve attainment. Children are invited to discuss their achievements during the Annual Review meeting.</p> <p>Rewards for achievement of targets and good conduct include stickers, achievement certificates awarded in celebration assembly, certificates awarded for specific programmes.</p> <p>Children with SEND are given equal opportunities to participate in all school activities and roles of responsibility. In the past SEND children have been represented on the school council.</p>
<p>How are complaints dealt with?</p>	<p>The procedure for complaints is outlined in the School Complaints Policy on the website.</p>
<p>How can parents get the contact details of support services?</p>	<p>Specialist service contact details are available on the "Suffolk Local Offer" website: https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/</p>
<p>What are the school arrangements for supporting</p>	<p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM INFANTS TO THIS SCHOOL</u></p>

<p>children transferring between preschools or nurseries to Beaumont Community Primary School or to secondary school?</p>	<p>Where children are transferring from other setting, visits will be made to Beaumont Community Primary School. Parents are invited to attend meetings at our school throughout the year before their child attends our school. During the second half of the summer term, prior to the children attending our school, they will be invited to visit the school in order to familiarise themselves with the layout, staff and children. A class change over morning will also be arranged for a morning. The SENDCo will meet / liaise with the SENDCo of the previous infant school.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM CLASS TO CLASS</u></p> <p>At the beginning of a new academic year, the SENDCo will inform teachers and their TAs about the SEND children in their class and provide them with the summer term’s targets and any other medical information. Relevant courses will also be arranged.</p> <p><u>TRANSITION PLAN ARRANGEMENTS FOR TRANSFER FROM BEAUMONT COMMUNITY PRIMARY SCHOOL TO SECONDARY SCHOOL</u></p> <p>Where children are transferring to Secondary School, the SENDCo will meet/liaise with the SENDCo of each secondary school to transfer SEND information. All SEND school records will be passed on to secondary school. Close links are in place with our local secondary school, Hadleigh High. A SEND morning is set up in the summer term, where children with significant SEND needs are able to meet with other children with SEND and the TAs.</p> <p>Parents of children who have an EHCP/Statement are invited to discuss transitional provision with the potential secondary school at a Transitional Review.</p>
<p>Where can parents get information on the local authority’s local offer?</p>	<p>The SEND Information Report – School Offer SEND Policy School website Suffolk Local Offer:- https://www.suffolk.gov.uk/children-families-and-learning/send-and-the-local-offer/</p>