



Beaumont
Primary
School

A Learning Community Partnership

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SEND Information Report 2022-23



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The kinds of SEND that are provided for at Beaumont

Our school currently provides additional and/or different provision for a range of needs including

- Communication and Interaction, for example, ASD, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia
- Social, emotional and mental health difficulties, for example, ADHD
- Sensory and/or physical needs, for example, hearing impairments, processing difficulties, cerebral palsy
- Moderate/multiple learning difficulties, for example, Downs syndrome

Identifying pupils with SEND and assessing their needs and contact details of the SENDCo

The identification of SEND is embedded in the whole school process of monitoring the progress and development of all pupils. We recognise the benefits of early identification and making effective provision in improving the long-term outcomes for children with SEND. The purpose of identification is to work out what action the school needs to take, not to fit the pupil into a category. It is also important to identify the full range of needs, not simply the primary need of an individual pupil.

We will assess each pupil's current skills and levels of attainments on entry, which will build on previous settings and Key Stages where appropriate. Class teachers will make regular assessments 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

This may include progress in areas other than attainment, for example, social needs.

Slow progress and low attainment will not automatically mean a pupil is recorded as having SEND.

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the pupil and their parents/carers. We will use this to determine the support

	<p>that is needed and whether we can provide it through the mainstream school offer e.g. quality first teaching or if the pupil requires something different or additional.</p> <p>In September 2021 Beaumont was instructed to become a part of the 'Locality SEND Support'(LSS). LSS schools are able to request additional resources to increase early intervention provision for pupils with SEND. 'Locality SEND Support Resources Funding', can be requested by LSS schools, with parental involvement, after schools have demonstrated that they have used all the resources available to them and demonstrated that additional resources are necessary to fully support the pupil's needs effectively in mainstream schools.</p> <p>Further information regarding LSS can be found on the school website.</p> <p>Further details can be found in the school's SEN policy which can be found on the school website https://www.beaumont.croydon.sch.uk</p> <p>Parents / carers are encouraged to speak to the class teacher and SENDCo about any concerns they have regarding their child's needs.</p> <p>The SENDCO is Catherine Donohue cdonohue@beaumont.croydon.sch.uk 0208 660 7707</p>
<p>Consulting and involving parents/carers and pupils</p>	<p>We will have early conversations with the pupil and their parents/carers when identifying whether they need special education provision. Conversations with these stakeholders will ensure that:</p> <ul style="list-style-type: none"> • Everyone develops a good understanding of the pupil's areas of strengths and difficulty. • We take into account the parents'/carers' concerns • Everyone understands the agreed outcomes sought for the pupil • Everyone is clear on what the next steps are <p>Once identified as requiring additional SEND support, pupils will receive individual targets and a tailored package of support to target key areas of difficulty.</p>
<p>Assessing and reviewing pupils progress towards outcomes</p>	<p>This will be managed through a four-part cycle of assessment, planning, intervention and review. This cycle is known as the Graduated Response and follows the model described in the 2015 SEND Code of Practice. It will enable a growing understanding of the pupil's strengths and barriers to learning. It will ensure that any additional provision is closely matched and will support progress towards short and long term targets and outcomes.</p> <p>The class teacher will work with the SENDCO to carry out a clear analysis of the pupil's needs. This will draw on:</p>

- The teacher's assessment and experience of the pupil
- Their previous progress and attainment or behaviour
- Other teachers' assessments where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The pupil's own views
- Advice from external support services, if relevant

A full list of external agencies the school uses to support the progress and welfare of pupils with SEND is included in Appendix 2.

The assessments will be reviewed regularly.

Where appropriate, a teacher will write an 'Individual Education Plan' for a pupil. This is a half term plan that contains specific, measurable, attainable, realistic and time bound (SMART) targets written specifically for an individual pupil. The IEP targets and the progress made towards them are shared with parents / carers.

All teachers and support staff who work with the pupil will be made aware of their needs, the outcomes sought, the support provided and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions and their impact on the pupil's progress.

Removal from the SEND Register

Where evidence shows that a pupil has made good progress and achieves the outcomes set they will no longer require additional SEND support and his/her name will be removed from the register.

Parents will be formally notified of this decision. Progress will continue to be monitored regularly as part of the termly tracking for all pupils.

Support for Pupils with Significant Needs

The additional needs of most of the pupils with SEND at our school can be met by interventions and resources available from the school budget or with additional funding through LSS.

In a few cases for pupils with the most significant needs it may become apparent that he/she will require a more comprehensive and individualised package of support to help them achieve their outcomes and remove barriers to learning which cannot be funded long

	<p>term from the school's own resources/budget or the LSS. In these cases, an application for an Educational, Health Care Plan (EHCP) needs assessment can be made.</p> <p>If a pupil has an EHCP it will be formally reviewed annually. Any additional support offered will continue to be reviewed and modified termly, taking into account the views and contributions of parents, pupils and external agencies.</p> <p><i>Meeting the needs of pupils with medical conditions</i></p> <p>In compliance with revised statutory guidance, arrangements are in place to ensure that any pupil with a medical condition is able, as far as possible, to participate in all aspects of school life and achieve their academic potential.</p> <p>These arrangements are set out in an Individual Health Care Plans (IHC).</p> <p>The IHC plans will detail the type and nature of support that will be available. The plans will be:</p> <ul style="list-style-type: none"> • Produced through collaboration with parents, pupil as appropriate, and health professionals. • Shared with all relevant staff • Reviewed annually or sooner to reflect changing needs and support. <p>Where a pupil with a medical condition also has SEND, the IHC plan will be closely linked to educational special provision so that there is a coordinated approach.</p> <p>Staff who have responsibility to support a pupil with medical needs, including the administration and supervision of medication, will receive appropriate, ongoing training and support so that they are competent and confident about their duties.</p> <p>Full details on the arrangements to meet the needs of pupils with medical conditions are set out in a separate policy which can be found on the school website.</p>
<p>Transition Arrangements</p>	<p>The school is proactive in seeking to ensure that there is a successful transition between phases of education and this is a key responsibility of the SENDCO. For pupils joining the school in our Reception class, the SENDCO and EYFS teacher will seek information about the nature and level of needs for pupils identified with SEND and the provision that has already been offered to overcome these barriers.</p> <p>Where there is a high level of need this may involve visits to pre-school settings and information sharing meetings with the pupil's family and other key agencies supporting the pupil. This may involve setting up a detailed 'Transition Plan' which sets out clearly how the move will be managed. This is likely to be the case where the pupil has an EHC plan.</p>

	<p>For pupils moving to secondary school or to a different school, the SENDCO and class teacher will make both written and verbal contact with the new school to share relevant information. As above, where the pupil has significant needs or has an EHC Plan, there will be a formal transition meeting when parents, pupils, representatives from the new school and other key professionals discuss and plan support required to ensure there is continuity in the range and level of support offered.</p>
<p>Our approach to teaching pupils with SEND</p>	<p>Teachers are responsible and accountable for the progress and development of all pupils in their class. Quality First Teaching is our first step in responding to pupils who have SEND.</p>
<p>Adaptions to the curriculum and learning environment</p>	<p>We have highly skilled teaching assistants to support children on a 1:1 or small group basis.</p> <p>We make the following adaptions to ensure all pupils' needs are met:</p> <ul style="list-style-type: none"> • Differentiating our curriculum to ensure that all pupils are able to access it, for example by grouping, 1:1 work, teaching style, content of lesson etc. • Adapting our resources and staffing • Using recommended aids such as laptops, iPads, coloured overlays, now and next cards, larger font etc. • Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud etc. • Providing children with Individual Education Plans (IEPs) where appropriate • Providing the provision detailed in Hearing Access Plans or Visual Access Plans written by the Sensory Support Service
<p>Additional support for learning</p>	<p>We have highly skilled teaching assistants to support children on a 1:1 or small group basis.</p> <p>We work closely with the following agencies to provide support for pupils with SEND.</p> <ul style="list-style-type: none"> - Educational Psychology - Speech and Language - Sensory Support Service - Occupational Therapy - CAMHS - Early Help - Drama therapy - Virtual School for Children who are Looked After

<p>Expertise and training of staff</p>	<p>Our school is committed to an ongoing programme of training and support to enable teachers and support staff to have the understanding and skills required to differentiate and scaffold learning for the pupils with a range of SEND within everyday teaching.</p> <p>Staff who support and deliver interventions for pupils with more complex needs have access to additional training to update their knowledge and skills.</p> <p>Induction arrangements are in place for new staff and newly qualified teachers so that they are familiar with the school's approach to supporting pupils with SEND.</p> <p>The SENDCO attends the monthly LSS panel meetings and the termly Croydon briefing sessions. She has opportunities to attend other local and national training sessions to keep abreast of local and national policy and initiatives to continue to enhance SEND provision at our school.</p>
<p>Securing equipment and facilities</p>	<p>We work with relevant agencies to ensure that children with SEND have access to the equipment and facilities that they require.</p>
<p>Evaluating the effectiveness of SEND provision</p>	<p>We evaluate the effectiveness of provision for pupils with SEND by:</p> <ul style="list-style-type: none"> • Reviewing pupils' progress towards meeting their SMART targets on their IEPs • Using pupil questionnaires • Reviewing the impact of interventions • Monitoring by the SENDCO • Using provision maps to measure progress • Holding annual reviews for pupils with EHC plans
<p>Enabling pupils with SEND to engage in activities available with those in the school who do not have SEND</p>	<p>All of our extra-curricular activities and school visits are available to all of our pupils, including before and after school clubs.</p> <p>All pupils are encouraged to go on our trips and individual risk assessments are carried out as necessary.</p> <p>All pupils are encouraged to take part in sports day/school plays/special workshops, individual risk assessments are carried out as necessary.</p> <p>No pupil is ever excluded from taking part in these activities because of their SEND.</p>

<p>Support for improving emotional and social development</p>	<p>We provide support for pupils to improve their emotional and social development in the following ways:</p> <ul style="list-style-type: none"> • Pupils with SEND are encouraged to be part of the Beaumont Parliament • Pupils with SEND are encouraged to be part of NEST club to promote social skills and friendships • Our 'Wellbeing and Support Mentor' is available to meet with SEND pupils • We recognise that pupils with SEND are vulnerable to bullying and the impact that bullying can have on emotional health and wellbeing. Through careful monitoring of bullying incidents and regular review of anti-bullying policies and practices with the school community we ensure our effectiveness in reducing and responding to bullying. <p style="text-align: center;"><u>We have a zero tolerance approach to bullying.</u></p>
<p>Working with other agencies</p>	<p>We work closely with the following agencies to provide support for pupils with SEND.</p> <ul style="list-style-type: none"> - Educational Psychology - Speech and Language - Sensory Support Service - Occupational Therapy - CAMHS - Early Help - Drama therapy - Virtual School for Children who are Looked After
<p>Concerns and complaints about SEND Provision</p>	<p>Parents / Carers are encouraged to share any concerns they have about the quality and impact of SEND provision for their child at the earliest possible opportunity. In the first instance parents should speak to the class teacher, with further discussions with the SENDCO and other senior leaders as required.</p> <p>Parents will be encouraged to seek advice and support from the local parent SEND Information, Advice and Support Services (SENDIASS) and Mediation services. This is an independent, impartial and confidential service. The school can also make arrangements for parents to discuss concerns with other key professionals such as an Educational Psychologist. If concerns are still unresolved, parents will be asked to make a formal complaint and directed to the School Complaints Procedures on the website.</p> <p>Where the parental complaint is directly related to decisions around an EHC plan assessment of needs or provision this will be managed directly by the Croydon SEND team. Parents will be contacted directly to receive information about the mediation services available.</p>

Contact details of support services for parents	<p>Croydon’s local offer is published here https://localoffer.croydon.gov.uk/</p> <p>Special Educational Needs and Disabilities Information, Advice and Support Service (SENDIASS) https://www.kids.org.uk/croydon-sendiass</p>
Named contacts within the school for when pupils or parents have concerns	<p>Mrs Catherine Donohue - SENDCo Mrs Anne Morrell – head teacher</p>
Admission and accessibility arrangements for disabled pupils – accessibility plan	<p>We are committed to providing a fully accessible environment which values and includes all pupils, staff, governors, parents and visitors regardless of their education, physical, sensory, social, spiritual, emotional and cultural needs. We are committed to challenging negative attitudes about disability and accessibility and to developing a culture of awareness, tolerance and inclusion. Our school aims to treat all its pupils fairly and with respect. This involves providing access and opportunities for all pupils without discrimination of any kind. The accessibility plan will be made available online on the school website, and paper copies are available upon request. Our school is also committed to ensuring staff are trained in equality issues with reference to the Equality Act 2010, including understanding disability issues. The school supports any available partnerships to develop and implement the plan.</p> <p>Beaumont Primary School reviews the accessibility of provision for all pupils, staff and visitors to the school on an ongoing basis. The Accessibility Plan will contain relevant actions to:</p> <ul style="list-style-type: none"> • Ensure full access to the physical environment of the school, adding specialist facilities as necessary. • Ensure full access to the curriculum for pupils with any disability, expanding the curriculum as necessary to ensure that pupils with a disability are equally as prepared for life beyond primary school. This covers teaching and learning and the wider curriculum of the school such as participation in after-school clubs, leisure and cultural activities or school visits. It also covers the provision of specialist aids and equipment, which may assist these pupils in accessing the curriculum. • Regularly review the delivery of written information provided to pupils, staff, parents and visitors with disabilities.