

BEAUMONT PRIMARY SCHOOL

SPECIAL EDUCATIONAL NEEDS SCHOOL OFFER



General Information/Frequently Asked Questions:

What should I do if I think my child has a Special Educational need or Disability?

If you think your child has a special educational need or disability you should meet with your child's class teacher and/or SENCO to discuss your concerns.

What is the school ethos/approach to SEN and Disability?

(Reg 3c: in general, how do school approach the teaching of pupils with SEN/D?)

Beaumont School provides a welcoming environment which embraces the diversity of all children who attend, and recognises the enrichment this provides to the whole school.

All children are special and unique and deserve high quality provision for learning according to their individual needs.

Children are at the heart of everything we do

At Beaumont we aim:

- For each child to feel happy, secure, confident and valued
- For each child to enjoy learning and achieve high standards
- For each child's individual skills and talents to be developed
- For each child's individual needs to be supported
- For each child to value, respect and cooperate with other children and adults
- Give all pupils a curriculum entitlement that is broad, balanced and relevant.

How will I know how my child is doing in school?

(Reg 3b: school arrangements for assessing and reviewing the progress of children/young people with SEN)

Children with a special educational need or disability have targets set with them on a termly basis. These targets will be shared with parents/carers so that parents/carers can support their child at home. Class teachers will contact parents to either come into school to discuss these targets or send provision maps home to be signed and returned by parents. School holds regular parents meetings where parents can discuss their child's progress with the class teacher/SENCo. An annual report is sent home to all parents. If a child has an Education and Health Care Plan (EHCP) the SENCO will arrange an annual review where all professionals involved with the child's plan will meet with parents to discuss the progress towards the targets on the plan. If a parent is concerned about their child's progress they can arrange to see the class teacher and/or SENCO to discuss this further.

What support will there be for my child's overall well-being?

(Reg 3g: in particular the development of their social and emotional skills)

School offers support for communication and interaction, cognition and learning, social and emotional and physical needs. There are many clubs offered to support children who find social times challenging or who need to consolidate new learning/skills.

How will I be involved in discussions about, planning for, and involvement in, my child's education?

(Reg 7: school arrangements for consulting the parents of children and young people about, and involving them in, the education of their child)

We support parents as partners and empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents are encouraged to discuss their child's progress with the class teacher and, where appropriate, the SENCo. All parents are encouraged to support their child's learning and take an active role. Parent Conferences are held in Autumn and Spring, with a written report during Summer, which parents are invited to discuss at a specific meeting. Parental opinion is also sought with regard to the formal assessment procedure and any Annual Review of a child's EHCP.

How do Beaumont School involve children and young people in their education and in the decision making process?

(Reg 8: school arrangements for consulting and involving children and young people in their own education)

School involves children in their education through the target setting process. The class teacher or relevant staff discuss with children with a special educational need on a regular basis to review their work and discuss what the next steps are. Children then agree targets to work on for the term. These targets are shared with parents and, where necessary, other outside agencies.

Who, outside of school, can I turn to for advice and support?

(Reg 11: contact details of support services/groups for parents of pupils with SEN, for example parent partnership)

The SENCO can recommend outside agencies/support groups for parents to contact for support and advice. Please contact the school SENCO to arrange a suitable time to discuss this matter. The Local Offer also gives details of services, opportunities and access for children and young people with special educational needs and disabilities (SEND) in the area.

In meeting the needs of the children with SEND, the school may involve a variety of outside agencies including:

School Nurse	Speech and Occupational Therapist	Behaviour Support	Ladywood Outreach Service	Children's Adolescence Mental Health Services (CAMHS)	Child Protection Advisers
Education Psychologist	Sensory Support Service	SNUFFs (Special Needs Under Five's Forum) (Nursery)	Parent Partnership	Pupil and Student Services	Referral and Assessment (Social Services)

Where can I find information about Local Authority provision for children and young people with SEN?

(Reg 13: details of where the Local Offer is published)

The Local Offer can be accessed by clicking on the link below. The Local Offer gives details of services, opportunities and access for children and young people with special educational needs and disabilities (SEND) in the area. Please click the link for further details:

Local Directory

How should complaints regarding SEN provision be made and how will they be dealt with?

(Reg 9: detail the arrangements made by the Governing Body relating to the treatment of complaints)

School follows Bolton's Local Authority policy and procedure for dealing with complaints. If parents/carers of a child with SEND have a complaint they should arrange a meeting with the class teacher and/or SENCO who will aim to resolve the issue, if necessary involving the Head teacher. More complex issues may be referred to the Parent Partnership service.

How do I get a copy of the school SEND policy?

The school SEN policy is published on the school website. Paper copies can be requested from the school office or an electronic copy can be emailed by contacting the school office (details below).

Who do I contact for further information?

(Reg 4: contact details of the SENCO)

The SENCO for Beaumont Primary School is:

Mrs. D Sumner (Teaching and Learning Leader: Inclusion)
National Award for SEN
01204 652149

The designated SENCO at Beaumont Primary School works closely with the SEND Governor, the Headteacher, staff and outside agencies on SEND issues and will monitor the effectiveness of provision.

What type of SEND provision is made throughout Beaumont?

All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. Whole school provision is mapped and evaluated termly by the SENCO. Children with an Education, Health & Care Plan work with a designated Learning Support Assistant on bespoke targets, which have been agreed at the Annual Review.

How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

Our Equality Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be

made to meet any additional needs; if appropriate parents/carers are consulted and involved in planning.

How does Beaumont Primary School support pupils with SEND during transition?

We have an Induction programme in place for welcoming all new learners to our setting. New starters with identified SEND in our Reception class are visited in their pre-school settings and then come to school for a 'taster' session before they start school. We have good relationships with our feeder settings and the secondary schools that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to their new setting. Our SENCo forwards all relevant documentation to feeder secondary schools and there is close liaison between all the relevant professionals to ensure transition for each child is smooth.

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