



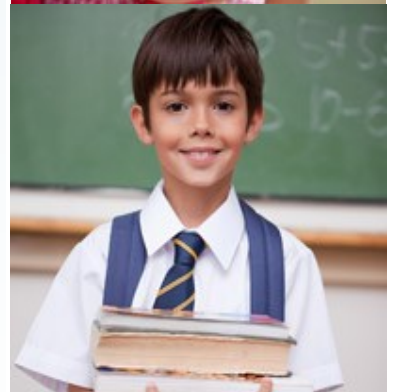
Special Educational Needs and Disabilities: Parent/Carer Information

At Beacon Rise Primary School we believe it is essential to provide a well balanced, challenging curriculum for all children. We are committed to ensuring that all children, including those with Special Educational Needs or Disability (SEND), receive their right to a high quality, accessible and balanced curriculum.

We believe it is important that children acquire skills, knowledge and confidence that can be applied to all future learning experiences, including social, physical and spiritual development. We believe this to be important to allow each individual child to develop into a responsible member of the community. To achieve this we strive to provide a school environment that is secure, stimulating, supportive and memorable, whereby each child feels valued as part of our community and encouraged to achieve their full potential.

At Beacon Rise Primary School we aim to provide an environment in which members of the school and wider community are accepted, understood, safe, secure, welcomed and challenged. We believe that each person has a unique and valuable contribution to make in enhancing and enriching our community.

We are committed to promoting equality of opportunity regardless of issues of race, belief, disability, sexuality, gender or class and to provide equality of access for all. We have very high expectations of both adults and young people.





How can I let the school know if I am concerned about my child's progress in school?

Talk to us.

If you have concerns about your child's progress or needs you should speak to your child's class teacher initially.

If you are not happy that the concerns are being managed and that your child is still not making progress you should speak to our SENDCO.

If you are still not happy you can speak to the Principal.

Who are the best people to speak to if I think my child may have Special Educational Needs or Disability (SEND)?

The SENDCOs— Miss Chambers and Miss Morecroft

Responsible for:

- *Co-ordinating all the support and progress for all our children with special educational needs or disabilities (SEND) and developing the school's SEND policy to make sure all our children get a consistent, high quality response to meeting their needs in school.*
- *Ensuring that you are:*
 - * *involved in supporting your child's learning;*
 - * *kept informed about the support your child is getting;*
 - * *involved in reviewing how they are doing.*
- *Liaising with other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology.*
- *Updating the school's SEND register (a system for ensuring all the SEND needs of pupils in our school are known) and making sure that there are excellent records of your child's progress and needs.*
- *Providing specialist support or professional development for teachers and support staff in school so they can help children with SEND in our school achieve the best progress possible.*



South Gloucestershire Council's Local Offer can be found by visiting www.southglos.gov.uk/localoffer



Class Teacher

Responsible for:

- *Checking on the progress of your child and identifying, planning and delivering any additional intervention your child may need (this could be things like targeted work and/or additional support) and letting the SENDCO know as necessary.*
- *Ensuring that all staff working with your child in school are helped to deliver the planned intervention/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.*
- *Ensuring that the school's SEND policy is followed in their classroom and for all the pupils they teach with any SEND.*
- *Working in partnership with the child's parents to develop a cohesive teams.*

Principal —Mr Thomas

Responsible for:

- *The day to day management of all aspects of the school, this includes the support for our children with SEND.*
- *Giving responsibility to the SENDCO and class teachers and responsible for ensuring that your child's needs are met.*
- *Making sure that the Governing Body is kept up to date about any issues in the school relating to SEND.*
- *Strategic planning to continually improve the provision for all children with SEND.*

SEND Governor— Mrs Box

Responsible for:

- *Meeting regularly with the SENDCO and reporting to the Governors to keep everyone informed.*
- *Making sure the children with SEND are fully involved in all school activities.*
- *Ensuring the provision for children with SEND promotes high standards and is accessible.*
- *Ensuring the SEND provision is monitored regularly.*
- *Ensuring the school adheres to the Code of Practice 0-25 2014.*

How will the staff at Beacon Rise know how well my child is doing?

- Your child's progress is continually monitored against age related national expectations.
- If your child is in Year 1 and above, but is not working at national expectations, a more sensitive assessment tool is used which shows their level in more detail and will also show smaller but significant steps of progress.
- At the end of each key stage (i.e. at the end of Year 6) all our children are required to be formally assessed using Standard Assessment Tests (SATs). This is something the government requires all schools to do and the results that are published nationally.
- Children who are on the SEND register will be part of an intervention group which will be reviewed with your involvement, every term and the plan for the next term made.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.
- Our SENDCO will also check that your child is making good progress within any individual

'The school has equally high expectations of pupils with special educational needs and/or disabilities (SEND). Staff know pupils' needs well and carefully consider the support they require.' Ofsted December 2023

What opportunities will there be for me to discuss my child's progress?

- We offer an open door policy where you are welcome to make an appointment to meet with either your child's class teacher or the SENDCO to discuss how your child is getting on.
- We believe that your child's education should be a partnership between parents and teachers, therefore we

How will the curriculum be matched to my child's needs?

Class teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that your child's needs are met.

Specially trained support staff can adapt the teachers planning to support the needs of your child where necessary.

Specific resources and strategies will be used to support your child individually and in groups.

Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs.



What are the different types of support available for children with SEND in Beacon Rise?

Class teacher input via excellent targeted classroom teaching also known as quality first teaching.

For your child this would mean:

- *That the teacher has the highest possible expectations for your child and all pupils in their class.*
- *That all teaching is based on building on what your child already knows, can do and can understand.*
- *Different ways of teaching are in place so that your child is fully involved in learning in class. This may involve things like using more practical learning.*
- *Specific strategies (which may be suggested by the SENDCO or outside staff) are in place to support your child to learn.*
- *Your child's teacher will have carefully checked on your child's progress and will have decided that your child has gap in their understanding/learning and needs some extra support to help them make the best possible progress.*
- *All children in school should be getting this as a part of excellent classroom practice when needed.*

Specific intervention work with smaller groups of children.

Intervention groups:

- *Run for academic, social, emotional or behavioural needs.*
- *Run in or outside the classroom.*
- *Run by a teacher, or most often a Teaching Partner, who has received training.*

Stage of SEND Code of Practice:

SEND Support

This means they have been identified by the class teacher as needing some extra support in school.

For your child this would mean:

- *He/ She will engage in group sessions with specific targets to help him/her to make more progress.*
- *A teacher/Teaching Partner will run these small group sessions using the teacher's plan.*

This type of support is available for any child who has specific gaps in their understanding of a subject/area of learning.





Which intervention groups are running at Beacon Rise?

Speech Groups
Language Groups
Time to Talk
Socially Speaking
Narrative Therapy
Smartmoves
Unlocking Letters and Sounds
Reading Support
Maths Support
Writing Support
Sensory Sessions
Handwriting Support
Emotional Literacy
Support Assistant

Specialist groups run mainly by school following advice and programmes from outside agencies .

For example:

- Speech and Language Therapy
- Occupational Therapy
- Sensory Support
- Educational Psychologist

This means they have been identified by the class teacher/SENDCO as needing some extra specialist support in school from a professional outside the school.

For your child this would mean:

- Your child will have been identified by the class teacher/ SENDCO (or you will have raised your worries) as needing more specialist input instead of or in addition to quality first teaching
- You will be asked to come to a meeting to discuss your child's progress and help plan possible ways forward.
- You may be asked to give your permission for the school to refer your child to a specialist professional e.g a Speech and Lan-



guage Therapist or Educational Psychologist. This will help the school and yourself understand your child's particular needs better and be able to support them more in school.

- The specialist professional will work with your child to understand their needs and make recommendations, which may include:
 - ◇ Making changes to the way your child is supported in class e.g some individual support or changing some aspects of teaching to support them better
 - ◇ Support to set better targets which will include their specific expertise
 - ◇ A group run by school staff under the guidance of the outside professional e.g a social skills group
 - ◇ A group or individual work with outside professional.
- The school may suggest that your child needs some agreed individual support in school. They will tell you how the support will be used and what strategies will be put in place.
- This type of support is available for children with specific barriers to learning that cannot be overcome through quality first teaching and intervention groups.
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'The school works with external agencies to provide this support. Consequently, pupils with SEND make strong progress throughout the curriculum and participate fully in school life.' - Beacon Rise Ofsted report December 2023.

Stages of SEND Code of Practice:

Education Health Care Plan—Specified Individual support

This is usually provided via an Education, Health and Care Plan (EHCP).

- If your child requires an EHCP, it means they have been identified as needing a higher level of individual or small group teaching which is 'additional to and different from' their peer and at a level above the financial budget available to the school.
- Your child may also need specialist support in school from an external professional such as; Educational Psychology or Sensory Service (for students with a hearing or visual need) or outside agencies such as the Speech and Language Therapy or Occupational Therapy.

This type of support is available for children whose learning needs are severe, complex and lifelong and cannot be met through quality first teaching or inter-



Assessment request

- School or parents can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process.

Evidence

- School and/or parents submit evidence of need to the Local Authority. They consider the evidence against two key questions:
 - 'Whether the child has or may have a special educational need'.
 - 'Whether the may need special educational provision to be made through an EHC plan'
- This test is set out in the law (section 36(8) of the Children and Families Act 2014).

Needs assessment

- If Local Authority agree to run a needs assessment they will ask you and all professionals involved with your child to write a report outlining your child's needs.
- If they do not think your child requires a needs assessment, they will ask the school to continue with the support at SEND Support.

Draft EHCP

- After the reports have all been sent in, the Local Authority will decide if your child's needs are severe, complex and lifelong. If this is the case they will write an EHC Plan.
- If this is not the case, they will ask the school to continue with the support at SEN Support and also set up a meeting in school to ensure a plan is in place to ensure your child makes as much progress as possible

Final EHCP

- The final EHC Plan will outline the provisions required to support your child's learning. School must ensure that the outlined provisions are in place, these could include, individual programmes, small groups or support in class.
- An EHCP is to support children whose learning needs are; Severe, complex and lifelong and cannot be met through quality first teaching or intervention over time.

What specialist services and expertise are accessed by the school?

As a school we work closely with any external agencies that we feel are important to meeting an individual child's needs within or outside school. This could include:

Directly funded by school:

- Reading Buddies
- Inclusion Support
- Educational Psychology
- ELSA.

Paid for centrally by the Local Authority but delivered in school:

- Sensory Support Services—for children with visual or hearing needs
- Social Services.

Provided by Health Service but delivered in school:

- School Nurse
- Paediatricians
- Speech and Language Therapy
- Physiotherapy
- Occupational Therapy.

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

- *We are an inclusive school; we welcome and celebrate diversity. All staff believe that children having high self-esteem is vital to a child's well-being. We have a caring, understanding team who look after all our children.*
- *The class teacher has overall responsibility for the pastoral, medical and social care of every child in their class. If further support is required the class teacher liaises with the SENDCO for further advice and support. This may involve working with outside agencies.*
- *The school also has one Engagement Worker who work under the direction of our SENDCO alongside their parents to oversee provision and care of our most vulnerable children.*
- *The administration of medicines and provision of personal care is carried out by our well-trained Teaching Partners. All necessary training will be implemented and regularly updated.*
- *The Vulnerable Pupil Team (Principal, SENDCO, Assistant Headteacher and Engagement Worker) meet termly to discuss all aspects of pupil well-being. All necessary intervention is reviewed, implemented and adjusted as necessary.*



How are the teachers at Beacon Rise helped to work with children with an SEND and what training do they have?

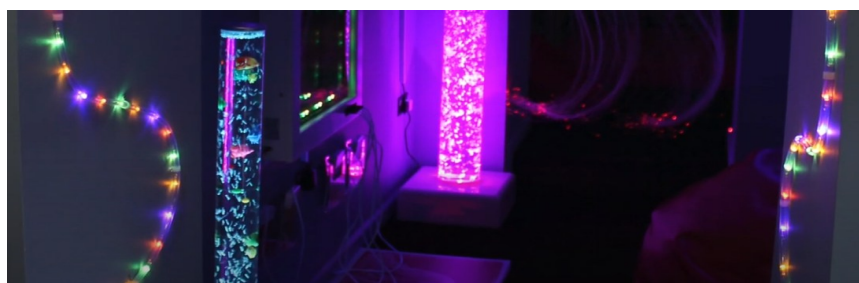
- *Our SENDCO's is responsible for supporting class teachers in planning for children with SEND.*
- *Our school has a training plan for all staff to improve the teaching and learning of children including those with SEND. This includes whole school training on SEND issues such as Autism, Dyslexia, Attachment Disorder and speech and language difficulties.*
- *Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.*
- *All of our Teaching Partners are trained in delivering Unlocking Letters and Sounds.*

How is Beacon Rise accessible to children with SEND?

- The school site is accessible to wheelchairs. Each building is accessible to children with a physical disability via ramps.
- White lines are painted on the edges of all steps to support children with a visual impairment.
- Each building has a disabled toilet big enough to accommodate changing. One of the toilets also has a large changing mat and hoist.
- We also liaise with Ethnic Minority and Traveller Services who assist us in supporting our families with English as an additional language.
- We are a dyslexia friendly school—displays, labels, notices are printed in a dyslexia friendly font, children have access to reading rulers and coloured overlays.
- We ensure that equipment used is accessible to all children regardless of their needs.
- We have a sensory room for our pupils with sensory needs have a sensory plan to meet their needs.
- Extra-curricular provision, including after school clubs, are accessible to all.

Parental Quote:

“Sense really helps my child to come home a bit more relaxed after a busy day at school. They are able to leave some of the excitement and emotion from their school day in that room meaning less anxiety to be brought home.”



Parental Quote:

‘My child attends SENSE most days and I have noticed a marked difference in his behaviour and mood when he comes home.’

How will my child be included in activities including school trips?

It is important to us to ensure all our pupils are fully included in all parts of the school curriculum and we aim for all children to be included on school trips. We will ensure the necessary support and/or training is in place to support individuals.

A risk assessment is carried out prior to any off site activity to ensure all pupils, staff and parents health and safety is not compromised.

Enrichment activities (clubs) are provided for all children irrelevant of their needs and supported appropriately.



How are the school's resources allocated and matched to the needs of all pupils with SEND?

- The school budget, received from South Gloucestershire, includes money for supporting children with SEND.
- The Principal decides on the budget for Special Educational Needs and Disabilities in consultation with the school governors, on the basis of needs in the school.
- The Principal and the SENDCO discuss all the information they have about SEND in the school, including:
 - ◊ the children getting extra support already
 - ◊ the children needing extra support
 - ◊ the children who have been identified as not making as much progress as expected and decide what resources/training and support is needed.
- We have a team of TPs who are funded from the SEND budget to deliver programmes designed to meet the needs of our pupils.
- All resources/training and support are reviewed regularly and changes made as needed.



Parental Quote:

'Our child has progressed well throughout their time at Beacon Rise due to the dedication and support they have received from staff. Although they've had some tricky times, the help they have received from staff has allowed them to generally be happy and enjoy school. We're so glad we chose BR.'

How is the decision made about what type and how much support my child will receive?

- The class teacher and TP alongside the SENDCO will discuss individual needs and the level of support that would be appropriate.
- Different children will require different levels.
- On-going discussions with parents will take place to inform them of support in place for their child.
- Reviewing your child's intervention regularly will inform us of your child's progress.

Always

Unique

Totally

Interesting

SOMETIMES

MYSTERIOUS



Parental Quote:

'Our daughter and son have had an amazing start to their school life and we will be forever grateful for the wonderful all round experiences and education that BR has given them. Thank you.'

How will Beacon Rise support my child when they are leaving their school or moving on to another class?

If your child is moving to another school:

- We will contact the school SENCO and ensure he/she knows about any special arrangements or support that

When moving classes in school:

- Information will be passed on to the new class teacher in advance and in most cases, a planning meeting will take place with the new teacher. All intervention will be shared with the new teacher.
- If your child would be helped by a book personalised with photos to support them understand moving on then it will be made for them.

In Year 5:

- When it is time to make a decision about secondary transfer we are happy to discuss possible options, offer advice and in some

In Year 6:

- The SENDCO will discuss the specific needs of your child with the SENCO of their secondary school.
- Your child will do focused learning about aspects of transition to support their understanding of the changes ahead.

How will Beacon Rise support my child when they are starting school in Reception?

When your child is starting school in Reception, we recognise you may have concerns. There are a number of people who you can talk to for help and advice:

- Your current nursery staff—they know your child very well and will put your concerns at ease or signpost you to further support.
- Reception teachers—there will be lots of opportunities to meet the class teachers and share your concerns.
- The SENDCO - if your child has additional needs a meeting will be set up to discuss the best way to support your child and a transition plan will be identified, which could include additional visits.



Parental Quote:

'The teachers and TPs know my child and his individual needs really well, which means that he gets the support he requires.'

What support does Beacon Rise have for you as a parent of child with an SEND? How do they establish equal partnerships between parents and school?

- *We strive to work in co-production with children and parents. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.*
- *The SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *All information from outside professionals will be discussed with you with the person involved directly, or where this is not possible, in a report.*
- *Homework will be adjusted as needed to your child's individ-*



Who can you contact for further information?

- *Parent views are very important to us. The class teacher is regularly available to discuss your child's progress or any concerns you may have and to share information about what is working well at home and school so similar strategies can be used.*
- *Our SENDCO is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *Our Vulnerable Pupil Support Worker is available to meet with you to discuss your child's progress or any concerns/worries you may have.*
- *Please contact our SENDCO if you are considering whether your child should join our school. A meeting can be arranged via the school office.*
- *For further information, please see our Parents/Community section of the school website.*