

SEND Information Report

How we support children with special educational needs or disabilities



This policy covers many of the articles from the UN Convention on the Rights of the Child. Some key ones are listed below.

Article 3

All organisations concerned with children should work towards what is best for each child.

Article 12

Children have the right to say what they think should happen when adults are making decisions that affect them and to have their opinions considered.

Article 18

Both parents share responsibility for bringing up their children and should always consider what is best for each child.

Governments should help parents by providing services to support them, especially if both parents work.

Article 28

Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Welcome

At Becontree Primary School, we welcome everybody into our community. Our staff, governors, children and parents work together to make our school a happy, welcoming place where children can achieve their full potential and develop as confident individuals. Our core purpose is to provide highly effective teaching and learning within a culture of challenge, nurture and support. This enables all children to make the greatest possible progress and achieve their full potential in a caring, supportive and fully inclusive environment.



My name is Bernadette Reilly (Ms Reilly) and I am the school SENCo. My job involves organising the SEND provision across the school, helping teachers and support staff to provide the best care and education for our SEND children, working in partnership with care givers and outside agencies and working with the amazing children within our school.

I currently work on Monday, Tuesday, Wednesday and Thursdays. If you would like to talk to me, please call via the office on 0208 270 4900 or email office@becontreeprimaryschool.com

What type of school are we?

We are a Local Authority primary school within the London Borough of Barking and Dagenham.

We have a nursery for children aged 3-4 years which currently offers 52 part-time places.

We are a two-form entry school. We admit 60 children into each year group in our school from reception to year 6.

We have an Alternative Resource Provision (ARP) for ASC called The Four Seasons. Places are allocated by the Local Authority. Our ARP is currently full to capacity.

Quality Assurance

We have a number of external agencies who quality assures our SEND provision.

OFSTED 2023 stated, **'The support in place for pupils with SEND is exceptional.'**

'The curriculum is ambitious for all, including pupils with SEND'

We have achieved the **Inclusive School Award** with **Centre of Excellence** status.' **Becontree Primary School demonstrates exceptional practice, where the strength of the community, the commitment to inclusive education and the dedication of staff combine to create a learning environment where every child is valued, supported and inspired to achieve their best.'**

BDSIP are commissioned by the LA to carry out a whole school SEND Review annually.

How do we know if a child has Special Educational Needs or a Disability (SEND)?

We refer to the term “Special Educational Needs” if a child:

- a) has a significantly greater difficulty in learning than the majority of children of the same age; or
- b) has a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for children of the same age in schools within the area or the local authority

Children must not be regarded as having a learning difficulty solely because the language or form of language of their home is different from the language in which they will be taught or if they are underachieving, caused by poor early experiences of learning.

Special educational provision means:

Educational provision which is additional to, or different from, the educational provision made generally for children of their age.

“A person has a **disability** if they have a physical or mental impairment which has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities.”

A relatively high percentage of the school’s population may have trouble at some time that may be defined as a special need, e.g. an emotional difficulty due to close bereavement, physical difficulty after an accident resulting in serious but short-term injury, social difficulty caused by loneliness or academic difficulty after a long absence when key concepts are unclear to the child. Most of these needs are short term and children experiencing them will be supported through high quality teaching within their class.

Children who experience significant and potentially long-term need are those children who will be added to our SEND register. The support they will be offered will follow a wave model of assess, plan, do and review.

At the **assess** stage, we gather evidence relating to the need of a child, this may include a discussion with the child’s care givers. At the **plan** stage, we create a plan tailored to that need. It may be an intervention, a particular resource to support their learning or additional support in class. During the **do** stage, the intervention, resource/s or additional support is used. After a set period of time, we **review** the plan to see if it was successful and if further support is needed.



How do we assess and identify SEND?

We use a graduated approach to assessing, identifying and providing for children's special educational needs. This approach follows a model of action and intervention to help children make progress and successfully access the curriculum. It recognises that, specialist expertise is sometimes necessary.

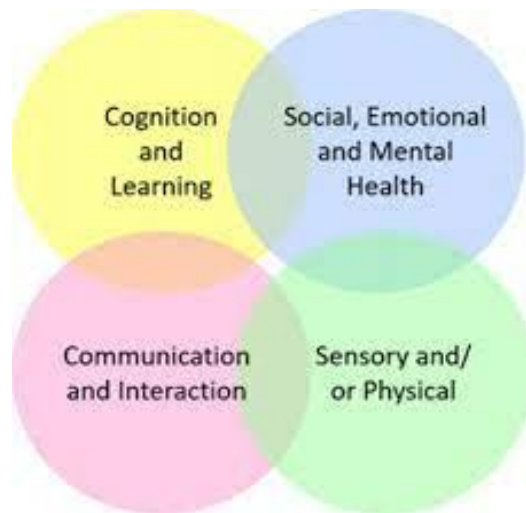
Throughout the Early Years Foundation Stage, Key Stage 1 and Key Stage 2 all children are assessed regularly to check their progress and to support the teachers planning. This progress is tracked and reviewed so any children who are not making expected progress are identified quickly. All members of staff play a vital role in raising concerns about barriers to learning, such as, social and emotional, communication matters. If a child does not make expected progress, we will use school-based intervention and/or outside agency involvement to support them. We incorporate these procedures into our normal working practice.

A Special Educational Needs Passport for children at School Support level and a One Plan for children with Education Health Care (EHC)

Plans are devised with targets in collaboration with the child, care giver, class teacher and when necessary, the SENCo.

On occasions, we may require additional meetings with specialists from within the borough and/or medical professionals to help us identify and plan for a child's specific need. Review meetings take place 3 times per academic year.

What are the 4 areas of SEND?



There are 4 broad areas of Special Educational Needs. These are:

Cognition and Learning: This includes children with Specific Learning Difficulties, Moderate Learning Difficulties, Severe Learning Difficulties and Profound and Multiple Learning Difficulties.

Communication and Interaction: This area of need includes children with Autism Spectrum Condition and those with Speech, Language and Communication Needs.

Social, Emotional and Mental Health: This includes any children who have an emotional, social or mental health need that is impacting on their ability to learn.

Sensory and/or Physical: This area includes children with hearing impairment, visual impairment, multi-sensory impairment and physical difficulties.

A child's needs may fall into more than one category.

How do we support SEND children?

At Becontree, we are committed to meeting the needs of all of our children through Quality First Teaching. Class teachers adapt lessons to ensure that all learners make good progress from their starting points. We acknowledge that children with SEND may need some personalised learning through planning and resources and we ensure that this is provided when necessary.

Admissions

At Becontree, we are committed to meeting the needs of our pupils through Quality First Teaching. The teachers adapt lessons to ensure that learners of different abilities make good progress from their starting points. We acknowledge that children with SEND may need some personalised learning through planning and resources and we ensure that this is provided when necessary. For example, visual resources to support children with SEND to access a set task.

The Governors and Strategic Leadership Team at the school have identified a budget for SEND which

- provides time for the SENCo to co-ordinate support and liaise with agencies and teaching staff.
- provides a team of learning support assistants who support pupils in working towards their individual targets and needs.
- is used to purchase additional equipment and resources to support pupils and enabling them to achieve their full potential.

This provision is used to

- promote inclusive practice across the curriculum for all pupils with SEND, including adaptation;
- provide intensive support for pupils with a higher level of need than others (This may include withdrawal for more focused work on the basic skills of literacy and numeracy, speech and communication and other areas of need.)

Class Teachers

Class Teachers have responsibility for enabling all pupils to learn. To achieve this they:

- plan appropriate work / activities for their pupils
- ensure that support is available for all children (inclusive 'quality first teaching')
- adapt the curriculum to take account of different learning styles, interests, abilities etc
- ensure that all children can be included in tasks / activities
- monitor individual progress
- celebrate achievement
- identify those children who require additional or different support in order to make progress
- be part of the graduated approach when identifying those children who may need additional support
- set SMART targets on the SEND Passports or One Plans and discuss these with the SENCo, parents and pupils

Learning Support Assistants

We have Learning Support Assistants (LSAs), Specialist Learning Support Assistants (SLSAs) and Higher-Level Teaching Assistants (HLTAs) who work with our SEND, Pupil Premium and CIC pupils. Our support staff have high expectations of all pupils, and use their subject knowledge to enable all pupils to achieve their potential in lessons and interventions. Teaching staff plan lessons to make effective use of support staff, therefore their impact is significant in contributing to their learning and achievement in our classrooms.

All our support staff attend training to continue their professional development some areas that they have covered are:

- Speech and Language
- Attention Autism
- Colourful Semantics
- Intensive Interaction
- Child Protection
- Variety of reading interventions
- Positive handling and de-escalation strategies

Each year group has a designated LSA with them in the morning. LSAs then use the afternoon to withdraw SEND pupils to carry out specific interventions either as part of a group or individually. Some examples are:

- Nurture Group
- Speech Link
- Speech and Language target work
- Living Language
- Additional phonics/numeracy
- English as Additional Language support
- Laurel
- Lego Therapy
- Self-Esteem sessions

Frequency and timing of support

This is arranged and timetabled by the SENCo. Provision can either be delivered by class teachers, group teacher, learning support assistants or outside agencies. They can either be delivered as a whole class or within a small group. Provision at Becontree is generally not delivered on a 1:1 basis unless it is for a specific need e.g. Speech and Language target work, Sensory Room sessions or Counselling. In the first instance, provision in the classroom is delivered via Quality First Teaching. If a child requires additional support after Quality First Teaching, this is generally delivered in a small group.

Who do we work with to support children with SEND?

At Becontree we know that positive relationships with families / care givers are vital for the success of all our children, including those with SEND. We encourage care givers to work closely with the school in order for each pupil to achieve their learning potential. Care givers are responsible for communicating effectively with the school and SEND professionals in order to support their child's education. They should alert the school to concerns and share relevant information relating to their child's needs. Care givers will be invited to attend meetings to discuss their son/daughter's progress. These meetings will give them the chance to discuss the current provision that is in place to make sure that it is still appropriate for the child.

The SEND Code of Practice stresses that schools should work in partnership and be supported by a number of individuals and agencies in addressing the special needs of children within the school. Becontree works in a collaborative partnership with many different agencies. This means that a supportive and comprehensive plan can be developed to meet the child's needs both in and out of school.

Listed below are some of the outside agencies with whom we work collaboratively:

- Barking and Dagenham Special Educational Needs Team
- Child and Adolescent Mental Health Service (CAMHS)
- Educational Psychologists (EPs)
- Family Support Workers
- Portage

What is an Education, Health, Care (EHC) Plan?

Where a child's SEND is significant, an EHC may be required. An Education, Health, Care assessment can be requested by the care givers, an agency connected with the child or the school.

'The purpose of an EHC plan is to make special educational provision to meet the special educational needs of the child or young person to secure improved outcomes for them across education, health and social care.'

(Code of Practice 9.2)

If it is agreed at the review stage of the 'assess, plan, do and review' cycle that progress remains inadequate then, with parental agreement and permission, it may be decided to request the local authority undertake an assessment of the child's needs. This may lead to the issuing an EHC plan which will identify additional support that the child has the right to receive. Once a child is granted an EHC plan, it is reviewed annually and can stay in place until the person is 25.

What is our Additional Resource Provision (ARP)?

Becontree Primary ARP is a local authority-maintained provision for children aged 4 -11 which caters for children with autistic spectrum condition (ASC). All ARP children have an EHC plan and are placed in the ARP through consultation with the borough's Special Needs Panel. The school cannot place children within the ARP. There is no direct route into the ARP from mainstream school.

The ARP accommodates 12 primary phrase children.

Staffing consists of:

- an ARP lead teacher
- full time class teacher
- Learning Support Assistants and Specialist Learning Support Assistants



The staff have a range of expertise and have been trained in a number of different interventions and approaches. Some of these are: TEACCH structured teaching methods, Intensive Interaction, PECs, Communication tables, Social Stories, SCERTS and Autism awareness. All Learning Support Assistants are experienced with children with autism and hold at least a Level 2 GNVQ.

The physical space consists of two learning rooms, a sensory room, an intervention space, toilets and an outside play area.

Follow this link for more information about the ARP <https://www.becontreeprimaryschool.com/four-seasons-arp-1/>

SEND/Children in Care (CIC)

We work closely with Social Workers and Carers involved with the Children In Care (CIC) children, as we recognise that school plays a significant role in providing a source of stability in a child's life and having an inclusive ethos is fundamental.

What if a child is also EAL?

Minority ethnic children come from a variety of cultural, religious and linguistic backgrounds. Some speak English as their first language and others speak English as an additional language (EAL). Children who have EAL, should not automatically be identified as having a Special Educational Need. Additional resources and support can be provided from our EAL lead, and/or outside agencies.

How do we support children and staff with physical disabilities?

The school is on one level with easy access double doors. There are disabled toilets, changing facilities and ramps. We ensure, wherever possible, that equipment used is accessible to all children and adults regardless of their needs.

Advice is sought from outside agencies e.g. Occupational Therapists and other appropriate outside agencies to provide staff with information about making 'reasonable adjustments'. Some of these adjustments are:

- Structured supportive playtime and lunchtime activities with buddies to provide support.
- Ensuring all adjustments to current buildings are DDA compliant.
- Disabled toilets with changing facilities.
- Additional support provided, if necessary, either small group or 1:1 support.
- SEND passports are revised termly and both targets and progress will be reported to care givers.

How do make a complaint?

We hope that complaints about SEND provision will be rare, however, if there should be a concern then please set up an initial meeting with your child's class teacher or the Leadership and Management Team to discuss the concern. If you feel it has not been resolved sufficiently then please make an appointment to speak to the SENCo. Alternatively, follow the school complaints procedure, which you can find on the school website. <https://primarysite-prod-sorted.s3.amazonaws.com/becontree/UploadedDocument/5e377e92-7dab-4b5f-8157-20b746aa1029/complaints-procedure.pdf> If you feel the complaint has not been resolved adequately, please complain to the local authority.

What is the Local Offer?

You can also find lots of information about how different services in Barking and Dagenham provide help and support to children and their parents. Barking and Dagenham's Local Offer can be obtained from their website:

<https://www.lbdd.gov.uk/children-young-people-and-families/local-offer>

Where can I find SEND policies?

The SEND policy also provides additional information about Special Educational Needs at Becontree Primary School. Copies of this can be found on the school website <https://www.becontreeprimaryschool.com/policies/> or we can provide you with paper copies at school.

Key Documentation

The following documents have informed this report, which you may find helpful:

Special Educational Needs and Disability Code of Practice (0-25 years)

<https://www.gov.uk/government/publications/SENDd-code-of-practice-0-to-25>

Special Educational Needs and Disability: A guide for Parents and Carers

<https://www.gov.uk/government/publications/SENDd-guide-for-parents-and-carers>

Keeping Children Safe in Education

<https://www.gov.uk/government/publications/keeping-children-safe-in-education>