

# **Meeting the Needs of Children with Special Educational Needs and Disabilities**

## **SEN Information Report 2020-21**

### **Beechwood Junior School – A member of the Edwin Jones Partnership**

If you have any questions about any information in this report please contact:

Jill Gardner – Deputy Head (Inclusion) [jillgardner@beechwoodjuniorschool.co.uk](mailto:jillgardner@beechwoodjuniorschool.co.uk)

Lucy Baker – SENCo [lucybaker@beechwoodjuniorschool.co.uk](mailto:lucybaker@beechwoodjuniorschool.co.uk)

For further information about the Southampton City Council local offer please follow the link below:

<http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page>

#### **Abbreviations used in this report:**

SEND – Special Educational Needs or Disability

SENCo – Special Educational Needs Coordinator

### **At Beechwood we believe that**

- All children should be valued regardless of their abilities and behaviours.
- All children are entitled to a broad and balanced curriculum which is matched to meet each individual's needs.
- All teachers are teachers of children with special educational needs.
- All children can learn and make progress.
- Effective assessment and provision for children with SEND will be secured in partnership with parents, children, relevant outside agencies and other partners.

### **Education Framework**

The following table demonstrates how we put support in place for all pupils with SEND (including the areas of need below)

- Learning difficulties
- Communication difficulties
- Autism spectrum disorder
- Specific learning difficulties
- Physical difficulties and medical needs
- Sensory difficulties
- Behaviour, emotional and social difficulties including mental health

	<b>Whole school response Universal Quality First teaching</b>	<b>Targeted support for individuals or small groups, short/medium term</b>	<b>Specialised individual support, medium/longer term</b>
<b>Teaching approaches</b>	<p>The staff at Beechwood have very high expectations for every child. Each lesson starts from the premise that every child will make progress. Each class teacher is responsible for the progress of all the children in their class and the aim is that every child will spend most of their time in class being taught by their teacher. Your child's progress will be regularly monitored and if they are finding it difficult to learn new skills and grasp new concepts then additional support will be put in place to help them. A predictable, appropriate learning environment is provided in all classes.</p>	<p>Assessment for learning is used to identify children who need additional time and practice in order to master the skills and concepts they are being taught. These children may be put into small groups within the class and supported by either the class teachers or by Learning Support Assistants as appropriate. Occasionally children might be withdrawn from the class to take part in a particular intervention strategy in order to help them close the gap between them and their peers. The effectiveness of any intervention strategy is regularly monitored to ensure that it is working.</p>	<p>For a few children the work needs to be adapted to meet their individual needs. There is careful targeting of individual support for these pupils. These children will have an Individual Education Plan or and Education Health and Care Plan which is regularly reviewed and updated to ensure that the children are making progress.</p>
<b>Learning/ Curriculum</b>	<p>Children will have full access to the school curriculum. The curriculum will be adapted to take account of each child's particular needs and will be modified to suit each child's academic and personal development.</p>	<p>The school identifies children with special educational needs in a number of ways, primarily by the class teacher monitoring the work in their books and their contributions in class on a daily basis. Children are assessed regularly and parents are always informed of any concerns regarding their children's progress.</p>	<p>The school responds to any concerns raised by parents. A range of assessments can be used to help identify the particular difficulty which is causing a barrier to learning. Targets are written and reviewed by the pupil, class teacher, SENCo and parents as appropriate.</p>

<p><b>Support</b></p>	<p>Instructions are simplified and may be supported with visual aids as needed. The school uses activities to develop skills in other areas, for example problem solving and memory, growth mindsets and critical thinking. A variety of approaches to learning are used throughout the school. Tasks are tailored to the needs of the child where possible.</p>	<p>Children develop an understanding of a variety of skills through small group and individual work. A structured, personalised programme of work to develop cognitive skills and literacy and numeracy skills with plenty of opportunities for overlearning and consolidation of concepts. Teachers and support staff are trained in a variety of different areas to support this.</p>	<p>Children with SEND in school may also be supported by external agencies and parents are always consulted. As part of the Edwin Jones Trust the school employs an Educational Psychologist and a Speech Therapist. They are able to assist the teachers in identifying the particular areas of need that a child may have and to set appropriate targets to help to move the child on. They are also on hand to train individual members of staff to deliver effective intervention programs. The primary contact for these agencies is the SENCo and Deputy Head (Inclusion) although class teachers and Learning Support Assistants are also involved. Once a child has been identified as having a Special Educational Need they will be placed on the schools SEN register. They will have an Individual Education Plan which will be reviewed half-termly as part of a Plan, Do, Review cycle in accordance with the SEND code of practice. It is the responsibility of the SENCo to organise external support and maintain records.</p>
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<p><b>Environmental and physical resources</b></p>	<p>Beechwood Junior School is an inclusive setting that welcomes all children regardless of their abilities. Reasonable adjustments are made to include all members of the school community. Outdoor areas are used to support learning and enhance the curriculum. Parents are welcomed and encouraged to visit the school to discuss individual needs prior to application.</p>	<p>The learning environment can be adapted where possible for targeted support for individuals and small groups. Some children will be invited to join a sensory circuits intervention for the first 15minutes of every morning.</p>	<p>The SENCo co-ordinates multi-agency working to support children with disabilities which includes providing any specialist equipment or adaptations that may be needed. Teachers and support staff receive specialist training as required to support the medical needs of individual children. Some children may have an additional occupational therapy or physiotherapy programme where they will be supported in school to work on targets set by professionals.</p>
<p><b>Behaviour and emotional</b></p>	<p>Beechwood Junior School works hard with parents to meet the needs of all pupil’s social, emotional and behavioural development. The school uses a variety of social and emotional learning materials and real –life experiences. Behaviour difficulties are dealt with fairly and consistently in line with the school’s behaviour policy (available to view in the policy section of the website).</p>	<p>The school runs a number of intervention groups led by trained support staff to help children to develop their social skills. After an initial assessment the children are grouped according to their needs and they work through a structured program to help them develop their self-awareness, self-esteem, friendship skills and social skills. Their progress is monitored termly to determine how long they need to be part of the groups and how well they are transferring the skills they are learning back into the classroom.</p>	<p>We have a Pupil Support team of 15 staff who work with children on an individual basis both in and out of class. They support children in a variety of ways such as: helping them to manage their emotions; working with them to improve their self-awareness and social skills and supporting them to improve their communication difficulties. They may also support them with coming to terms with a home situation such as a bereavement or family break up. The adults in the Pupil Support team have received additional training from educational psychologists on a variety of aspects of emotional literacy</p>

		<p>Two members of staff have been trained to deliver Play Therapy groups. Children will be assessed at the start of the year to identify which children might benefit from this approach as a way of helping them to regulate their emotions. The progress the children are making is regularly monitored.</p>	<p>including emotional awareness, self-esteem, anger management, social and friendships skills, social communication difficulties, loss and bereavement. The team are on duty in the playgrounds at breaktime and lunchtime. They are there to help children to improve their play skills and teach them how to resolve conflicts. There are two nurture rooms available for children who need some time away from the sensory demands of a busy classroom. In addition to the Pupil Support team the Trust have employed a family support worker who is available one day a week at Beechwood to work with families to support them with behaviour and attendance issues.</p>
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**Frequently asked questions from the parent/ carer's point of view.**

<b>Question</b>	<b>Answer</b>
<p>How do you know if my child needs extra help? What should I do if I think my child may have special educational needs?</p>	<p>The staff at Beechwood Junior School are committed to early identification of special educational needs. A range of evidence is collected through the usual assessment and monitoring arrangements: if this suggests that your child is not making the expected progress, the teachers will decide whether additional and / or different provision is necessary. If you are concerned please contact the school to make an appointment to speak to your child's class teacher or contact Jill Gardner the Deputy Head (Inclusion) or Lucy Baker the SENCo.</p>

<p>How will staff support my child?</p>	<p>Your child's class teacher and the SENCo will oversee and plan your child's education programme. Depending on the intervention required, your child may be working in a small group with support during the lesson and occasionally it may be appropriate for your child to have some one-to-one support. However it is very important that your child is able to become a successful independent learner and not become too reliant on adult support. If your child requires support to regulate their emotions and behave appropriately then a member of the Pupil Support Team will support your child to help them become a successful member of the school community. This will all be explained to you by your child's class teacher or the SENCo.</p>
<p>How will the curriculum be matched to my child's needs?</p>	<p>All teachers are teachers of children with SEN. All teachers plan to include everyone in their lessons and work is provided at the appropriate levels for children to access their learning and make good progress. Planning is monitored rigorously by the Senior leadership team.</p>
<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<p>We understand the importance of working with parents. There are scheduled parent meetings in the Autumn and Spring terms and you can always ask for an additional appointment to speak to your child's class teacher or the SENCo at a mutually convenient time. In addition to this, at the end of the Summer term, you will have a chance to meet the teacher your child will be having the following academic year. You will receive two written reports, a main one in the Spring term and a summary one at the end of the school year. We will always ask to see you if we have concerns about your child's progress.</p> <p>If your child has an Education Health and Care plan, an annual review is held according to the guidance in the SEND Code of Practice.</p>
<p>What support will there be for my child's overall wellbeing?</p>	<p>All children have a trusted adult within the school that they can speak to. This will often be their class teacher. Children can also have access to support from a member of the Pupil Support Team if required. This might be in the form of a regular weekly one-to-one session where your child would be able to talk about any difficulties they might be having and learn additional skills to help them to cope with situations they may be struggling with; or it could just be for a one off session as required. The Pupil Support Team are out on the playgrounds at Break time and Lunch time and are able to spot children who don't seem to be thriving.</p>
<p>What specialist services and expertise are available at, or accessed by the school?</p>	<p>We can link with other professionals such as Child and Adolescent Mental Health, Jigsaw, Social Care, Educational Psychology, Occupational Therapy, Physiotherapy and Speech and Language therapy. Outreach support from specialist schools in the city can also be accessed. As part of the Edwin Jones</p>

	Partnership the school employs an Educational Psychologist and a Speech Therapist who are in school one day a fortnight. This means that a greater number of children can be seen.
What training have staff supporting children and young people with SEND had?	<p>The SENCo, Lucy Baker, is in her sixth year of teaching and completed the Masters-level SENCo Accreditation qualification in January 2019. In addition to this, the Deputy Head (Inclusion) Jill Gardner has 9 years' experience as a SENCo and is also a teacher with many years of classroom experience. She has also completed the course for the National Accredited SENCo award and has had regular training to ensure that she is up to date with current thinking on SEN issues.</p> <p>All staff receive regular training and updates from the SENCo, the educational psychology service, local special schools and other outside agencies. Recent training has included Makaton, Play Therapy, autism, bereavement/ loss, speech and language, behaviour management, language of choice, child and adolescent mental health, social stories and working memory difficulties, Growth Mindsets and promoting deeper thinking through 'Philosophy for Children' . The school nurse also provides training as needed on asthma, diabetes and epi-pen use.</p>
How will my child be included in activities outside the classroom including school trips?	We make every effort to include all pupils on school trips and residential visits. However, this is subject to a school risk assessment. If there are concerns we will always seek to make adaptations such as taking additional staff or in some cases asking parents to come along. However in some exceptional cases your child may not be able to attend if it is not possible to put sufficient support in place to keep your child and the other children safe while they are away from the school environment.
How accessible is your school?	The school building is on two floors and currently the Year 3 classrooms are downstairs and all the other classrooms are on the second floor which can only be accessed by a flight of stairs. However we would make every reasonable adjustment possible to ensure that all members of the school community could be included. We have 2 disabled toilets. There is a ramp onto one of the playgrounds to allow access for parents in wheelchairs or with pushchairs. There is a ramp into the reception area to allow access for wheelchairs to the ground floor including the hall. However there are currently stairs down to the dining hall.
How will school prepare and support my child to join the school and then transfer to a new school?	The SENCo, Deputy Head (Inclusion), the Year Leader for Year 3 and Year Leader for Year 6 liaise with infant and secondary teaching staff, support staff and SENCos for all feeder schools. Extra transition visits are arranged for all children joining in Year 3 in addition to the City's transition days. In addition to this, further additional visits can be arranged for Year 2 and Year 6 children as required. These can be arranged for individual children or small groups. Social Stories are written for children who might



	<p>struggle with the transition process. There are regular visits between our feeder schools and our local Edwin Jones Trust schools. Throughout the year, year 6 children are provided with regular opportunities to meet teaching staff from Secondary Schools in preparation for the move to secondary school.</p>
<p>How are the school's resources allocated and matched to children's special educational needs?</p>	<p>The Department for Education provides funding for schools to meet the needs of all children with SEND. This is worked out using the information about the children's prior attainment and the socio-economic make up of our school cohort. We allocate support according to need. Additional interventions are funded to support children's progress. If your child has an Education Health and Care Plan, we will ensure that the provision specified is provided.</p>
<p>How is the decision made about what type and how much support my child will receive?</p>	<p>The leadership team hold regular meetings with each class teacher to discuss pupil progress. If there is a need for some extra support this will be agreed by everyone who is involved in supporting your child.</p>
<p>Who can I contact for further information?</p>	<ul style="list-style-type: none"> <li>• Your first point of contact if you want to discuss something about your child is your child's class teacher. You can email your child's teacher directly to arrange an appointment. All the teachers' email addresses are on the website. Alternatively you can phone the school office (023 8022 7692) or pop in to speak to somebody on reception to make an appointment.</li> <li>• Alternatively you could arrange to meet with Lucy Baker – SENCo or Jill Gardner – Deputy Head (Inclusion) to discuss any concerns you may have regarding your child's Special Educational Needs or the level of support they are receiving. Email: <a href="mailto:lucybaker@beechwoodjuniorschool.co.uk">lucybaker@beechwoodjuniorschool.co.uk</a> <a href="mailto:jillgardner@beechwoodjuniorschool.co.uk">jillgardner@beechwoodjuniorschool.co.uk</a></li> <li>• If you would like to apply for a place at Beechwood Junior School, please contact the school to arrange a visit.</li> <li>• Please see also the Southampton City council local offer: <a href="http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page">http://sid.southampton.gov.uk/kb5/southampton/directory/localoffer.page</a></li> </ul>

**Frequently asked questions from the child's point of view:**

<b>Question</b>	<b>Answer</b>
How do the teachers know if I need extra help?	Your teachers mark your work and track your progress so they will know if you need extra help.
What should I do if I think I need extra help?	You can talk to your teacher and tell them what you feel you are struggling with. You can also talk to someone at home and they can make an appointment to see your class teacher, Mrs Baker, Mrs Gardner or Mrs Marsh.
How will my work be organised to meet my individual needs?	Your teacher will give you work that will allow you to learn and make progress. They will make sure that it is not too easy and not too hard, but it will make you think.
How will I be involved in planning for my needs and who will explain it and help me?	You may have your own Individual Education Plan. It will be shared with you by your teacher, Learning support assistant or member of the Pupil Support Team. You will know what your targets are and the adult who works with you will help you to achieve them.
Who will tell me what I can do to help myself and be more independent?	All the staff can help you become more independent.
What should I do if I am worried about something?	Talk to your teacher or any other familiar adult in the school.
How will I know if I am doing as well as I should?	Your teacher will talk to you about how you are doing and make regular comments about your work in your books. You will have two school reports each year, and your teacher will meet with someone from home to explain to them how you are doing.
How can I get help if I am worried about other things other than my school work?	You can talk to any teacher, Learning Support Assistant or member of the pupil support team.
Are there staff in school who have been trained to help young people who need extra help?	All the staff have regular training to make sure they are able to help you learn. Mrs Baker has an advanced qualification which means she is trained to help children with learning needs. She has also completed a course so that she can help children with mental health issues. Mrs Gardner has

	many years' experience in helping children. Other staff are trained to support you with your emotions and behaviour.
Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	We work with lots of people who can support you too, for example, Educational Psychologists, Speech therapists, the school nurse and social workers.
If I have difficulty in taking part in school activities, what different arrangements can be made?	It depends on what the difficulties are but we will always work hard to make sure that all children are able to be included in all school activities.
Who can I talk to about getting involved in school activities if I need extra help?	You can talk to your class teacher if you would like to be involved in school activities where you may need extra help.
What help is there to help me get ready to start at my new school?	We will talk to your current school and your parents/ carers you are welcome to come and visit the school. We can give you a school prospectus and write you a social story if this will help you. A member of staff or one of the Beechwood children can give you a tour of the school.

**What should you do if you feel that the support outlined in this SEN Information Report is either not being delivered, or is not meeting your child's needs?**

- You should contact your child's class teacher in the first instance and/ or talk to Lucy Baker – SENCO or Jill Gardner – Deputy Head (Inclusion)
- Following this you could make an appointment to see the Head Teacher – Sue Marsh –(email: [head@beechwoodjuniorschool.co.uk](mailto:head@beechwoodjuniorschool.co.uk) or via the school office: 023 8022 7692)
- If you are not satisfied that your concerns have been adequately resolved then please write to:  
Mr Bob Farmer  
Hamwic Trust Offices  
Unit E  
The Mill Yard  
Nursling Street  
Southampton SO16 OAJ