

Beehive Lane Primary School

Special Educational Needs Information for Parents

At Beehive Lane Primary School we strive to ensure all pupils achieve their potential through a caring, supportive and exciting learning environment. Our aim is to develop in pupils the motivation, independence and resilience they need to be successful on their learning journey.

Our inclusive ethos means that we are committed to ensuring that all pupils be given the opportunity to achieve their potential. High quality teaching provided by the class teachers is essential; but we recognise that some pupils may require additional support in order to achieve their best.

How does the school identify pupils with Special Educational Needs?

The definition of Special Educational Needs as outlined in the SEN Code of Practice 2014:

A child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for them. A child of compulsory school age or a young person has a learning difficulty or disability if they:

- (a) have a significantly greater difficulty in learning than the majority of others of the same age; or
- (b) have a disability which prevents or hinders them from making use of educational facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions.

These are some of the processes the school uses to identify pupils with SEN

Discussion with pupils and parents.	Information from medical professionals	Monitoring of pupil's learning.
Observations of pupils.	Liaison with other schools and pre-schools.	School data

If you think your child may have Special Educational Needs your initial point of contact is your child's class teacher.

Who is responsible for SEN in the school?

We have a whole school approach to inclusion, with every staff member playing their part in meeting the needs of pupils with SEN.

Below is outlined some of the main roles and responsibilities for SEN within the school.

The Special Educational Needs Co-ordinator (SENCO)

Mrs Helen Coote, has been responsible for SEN at the school since 2007. She has achieved a number of qualifications in this area including the National Award for SEN Co-ordination. She is responsible for co-ordinating the provision for pupils with SEN. This includes-

Ensuring all staff are aware of their roles and responsibilities towards implementing the school's SEN policy.	Advising, supporting and liaising with staff.	Ensuring parents and pupils are well informed and included in the planning of additional provision.	Liaising with external agencies.
Supporting transition for pupils with SEN; working closely with local pre-schools and high schools.	Working closely with the headteacher to ensure resources are deployed to meet needs effectively.	Monitoring the effectiveness of additional provision.	Ensuring that records for pupils with SEN are maintained.
The Head Teacher	The Governing Body	Class Teachers	Learning Support Assistants (LSAs)
Mr Paul Sully, headteacher, is responsible for the management of the day to day implementation of the SEN policy.	Mr Paul Wehren is the named governor for SEN. He meets regularly with the SENCO and takes a particular interest in the provision the school provides for pupils with SEN. He is responsible for reporting to the full governing body on all issues regarding SEN. The governing body reports to parents on the school's policy for SEN.	Class teachers are responsible for the progress and development of pupils in their class with SEN. They provide high quality teaching, differentiated to meet the needs of the pupils in their class.	Our team of experienced LSAs provide access support to pupils in the classroom. They also lead intervention programmes. They are responsible for discussing pupil progress with class teachers and the SENCO.

You can contact the SENCO through the school office or via email-

hcoote@beehivelane.essex.sch.uk,

What types of special educational needs do we provide for?

The SEN Code of Practice 2014 identifies four broad areas of need. We recognise that many pupils with SEN have needs in more than one area.

Communication and interaction	Cognition and learning	Social , emotional and mental health difficulties	Sensory and/or physical needs
This includes pupils with speech, language and communication needs and pupils with Autistic Spectrum Disorders.	This includes pupils with moderate or severe learning difficulties where pupils learn at a slower rate than their peers. Some pupils may have a specific learning difficulty such as dyslexia, dyscalculia or dyspraxia.	This includes pupils with social and emotional difficulties, mental health difficulties or disorders such as attention deficit hyperactive disorder or attachment disorder.	This includes pupils with a disability such as a physical disorder, vision, hearing or multi-sensory impairment.

How do we meet the needs of pupils with SEN?

If pupils are identified as having SEN they receive special educational provision known as SEN Support. We offer different types of support according to the individual needs of pupils.

Class teacher quality first teaching.

Class teachers provide excellent targeted classroom teaching also known as Quality First Teaching.

For pupils this means:

- That the class teacher has the highest possible expectations for all pupils in their class.
- That all teaching is based on building on what pupils already know, can do and can understand.
- Different teaching strategies are in place so that pupils are fully involved in learning in class. This may involve things like practical learning, targeted questioning, adult support or the use of specific resources.
- Specific strategies (which may be suggested by the SENCO or outside staff) are in place to support pupil's learning. This may involve specialist equipment such as a writing slope, visual aids, special seating arrangements or adult support with targeted needs.
- Class teachers will carefully monitor pupil's progress and will have to decide if they have a gap in their understanding/learning and need some extra support to help them make the best possible progress.

Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class.

Intervention Groups

All pupils who receive SEN Support will take part in specific small group sessions known as intervention groups. This type of support is available to pupils who have specific gaps in their understanding/area of learning.

These groups:

- Take place outside the classroom in small teaching areas.
- Are led by the SENCO, an outside professional, or a LSA who has had training to run the group.
- Are monitored closely by the class teacher and the SENCO.

Specified Individual Support

Where, despite high quality class teaching and targeted intervention, a pupil has not made expected progress it may be appropriate for that pupil to have specified individual support. This is usually provided via a Statement of Special Educational Needs or an Education, Health and Care Plan (EHCP).

For pupils this means:

- The school (or parents) can request that the Local Authority carry out a statutory assessment of your child's needs. This is a legal process which sets out the amount of support that will be provided for the pupil.
- The Local Authority will decide if the pupil's needs are severe, complex and lifelong and if they need more support than the school can provide with their budget to make good progress. If this is the case they will write a Statement of Special Educational Needs or an EHC Plan. If this is not the case, they will ask the school to continue with the SEN support and also set up a meeting in school to ensure a plan is in place to ensure the pupil makes as much progress as possible.
- The Statement or EHC Plan will outline the long and short term goals for the pupil and the resources and support needed to achieve those goals.
- A learning support assistant may be used to support pupils with whole class learning, run individual programmes or run small groups including the pupil.

Pupils with a statement of SEN or EHCP will also need specialist support in school from a professional outside the school. This may be from:

- Specialist Teacher Team
- Outside agencies such as the Speech and Language Therapy (SALT) Service.

Statements of SEN and EHCP are reviewed annually at the annual review meeting. This will include the pupil, parents, school staff and any outside specialists involved with the pupil.

The progress of all pupils is reviewed each half term by class teachers, the SENCO and the senior leadership team. At these times support may be adjusted to meet identified needs.

Interventions used at Beehive Lane

Literacy and Language Interventions

Additional Phonics / Spelling Groups	Catch Up Reading Programme	Project X Reading Programme
Precision Teaching	Additional Group Reading	Toe by Toe
Individual Speech Therapy following plans devised by the Speech and Language Therapist.	Narrative Therapy	Booster Groups.

Maths Interventions

Numicon Maths Programme	Power of 2	Basic Maths Skills Group
Springboard Maths Group	Booster groups	

Interventions to support Social, Emotional and Mental Health needs

Friendship Formula Social Skills Programme	Socially Speaking Social Skills Programme	Time to Talk Social Skills Programme
Talking About Primary School Programme	Cognitive Behaviour Therapy	Lunchtime Social Interaction Group.
Chatter Groups	Key Stage 2 Play leaders support play on the Key Stage 1 playground	Volcano in My Tummy Anger Management Programme
Circle Time and Bubble Time Groups	Visual timetables	Transition books to support pupils as they move from one year group to another.

Fine and Gross Motor Skills interventions

Gym Trail	Physiotherapy- following programmes devised by the physiotherapist.	Finger Gym
Tedeorescu Handwriting Programme	Sensory interventions as outlined by the occupational therapist.	Letter Join Handwriting programme.

Parents are informed of the intervention groups that their child attends at the termly review meetings.

Meeting the needs of pupils with disabilities and medical needs

At Beehive Lane school we strive to ensure that all pupils, including those with disabilities, are able to access the full curriculum and extra-curricular clubs to the best of their abilities. We work closely with parents, specialist teachers and medical professionals to ensure this is the case.

Beehive Lane School is on one level with no stairs or steps inside the school or in the grounds. This makes the school particularly accessible to pupils with physical difficulties. Our classrooms are small and there are no interconnecting corridors which may access arrangements difficult for some pupils. We have a disabled bathroom with Closomat toilet and washing facilities.

Pupils with medical needs have a care plan devised by the community nursing team. This specifies the type and level of support required to meet their needs. Staff receive full training on how to deliver the support outlined in the plan.

How do we communicate with parents?

Pupils make the best progress when parents and school work closely together. As the people who know their child best, the views and ideas of parents are important to us. Parents help us to gain valuable insight into their child's strengths and difficulties.

Parents of pupils with SEN receive a learning chart on a termly basis for their child. This documents their child's short term targets, strengths and difficulties, planned provision and outside agency involvement. It will also advise parents of what they can do at home to support pupil's learning.

Some of the ways we involve parents

Annual school report.	Termly review meetings.	Annual review meeting for pupils with an Education and Healthcare Plan.
Multi agency meetings	Home school diaries or communication books.	Parent questionnaires.
Home visits for pupils entering EYFS.	Parent workshops.	Communicating good progress through praise pads, text messaging, brilliant books.

How do we involve pupils with SEN?

At Beehive Lane we believe that pupils should have a say in their education and should be given the opportunity to play an active role in decisions that affect their learning. We value their ideas and opinions and try to involve them as much as possible.

Some of the ways we involve pupils in their education

Learning Charts to help pupils monitor their own progress.	Pupil views questionnaires are completed prior to termly review meetings and annual review meetings.	Pupils are encouraged to attend review meetings and annual review meetings. They are involved in planning future targets.
School Council.	Self assessment of their own work.	Pupils are taught to select their own resources to support their learning.

What transition arrangements do we make for pupils with SEN?

We work closely with local preschools and secondary schools to ensure pupils are well prepared for transition from one educational phase to another.

Some of the ways we support prepare pupils for transition

Visiting pupils in their preschool setting.	Discussion with teachers and SENCOs in other settings.	Meeting new parents.
Extra visits for pupils with SEN to their new setting.	Transition support materials- Arfur Moe Talking About Secondary School. Going Up	Sharing of data between settings

What outside agencies do we liaise with?

Where pupils have a medical condition or continue to make less than expected progress, despite provision in school, we may involve specialists. They can support us in early identification of SEN and advise us on effective support and interventions.

These are some of the specialists we work closely with

Speech and language therapist	Child and Adolescent Mental Health Services (CAMHS)	Counsellor
Specialist Teachers	YMCA Family Support Worker	Children's Medical Services
Physiotherapist	Occupational Therapist	School Nurse
Educational Psychologist	Play Therapist	Family solutions

Parents are always involved in any decision to involve specialist services.

Complaints procedure.

We recognise that parents do have concerns and welcome enquiries from parents. The usual format is to speak to the child's class teacher in the first instance, or to contact the school office to arrange an appointment to discuss your concern with the appropriate person. At all times the staff will help to resolve a problem. If occasionally parents feel they must state their concern formally, this too is not a problem as the school has defined procedures for handling complaints.

For more information about the complaints procedure please see the Complaints Policy on the website.