

Beverley St Nicholas Community Primary School Local Offer



Contact Details

	Special Educational Needs Coordinator (SENDCo)	SEN Governor	Who to contact if you have a complaint about your school
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The Ethos Of Beverley St Nicholas Primary Regarding Children With Special Educational Needs And Disabilities (SEND)

- High quality first class teaching, providing a broad and balanced curriculum for all children
- Staff are committed to providing for each pupil the best possible environment for learning
- Teachers set suitable learning challenges and respond to children's diverse learning needs
- Children with SEN are inclusively educated where appropriate with their peer group
- Teaching and resources are differentiated within the classroom to ensure children are able to achieve the objectives
- Class room and table top displays support children's independence
- If additional support is identified as necessary, children take part in planned, evidence-based intervention and are provided when needed
- Support is personalised and targeted

Any child may have special educational needs either throughout or at any time during their school experience. Beverley St Nicholas ensures that curriculum planning and assessment for children with special educational needs takes account of the type and extent of the difficulty experienced by the child.

*"Every child has an entitlement to personal, social and intellectual development and must be given the opportunity to achieve his/her potential in learning".
NASEN (National Association of Special Educational Needs) Mission Statement*

Our Definition Of SEND

Special educational needs and disabilities (SEND) has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn or access education than most children of the same age.

Children have special educational needs if they have a learning difficulty, which calls for special educational needs provision to be made for them.

Children Have A Learning Difficulty If They:

1. Have a significantly greater difficulty in learning than the majority of children of the same age; or
2. Have 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 of the LEA

How Your Child Might Be Identified And Put On The SEND Register:

- The teacher identifies a concern with a child. This can be due to a lack of progress, poor levels of attainment, lack of performance or a behaviour concern. These can be in one area or several. The child will be tested with a variety of tests. If their standardised score is below 85 and a special need is recognised, then the child will be put on the register as requiring support.
- A child may come from a previous school on the register with a certain level of support. After a couple of weeks to settle, these children are tested to ensure the appropriate level of provision and support is in place.
- School has a graduated response to deal with identified needs. Some children may require a referral to an external agency for professional recommendations to be made.
- If children are referred to external agencies but are responding well to quality first teaching and do not need additional intervention; then these pupils may not be placed in the SEND register but they will be monitored closely,
- Early intervention is vital at Beverley St Nicholas so in Early Years Foundation stage we identify children through the EYFS profile baseline assessment and our ongoing assessments. Some children may need targeted support in specific areas of their development and therefore an action plan will be decided and focussed targets of smart steps are set and worked towards.
- Children with a recognised difficulty will be set a termly support plan and interventions are put in place. If progress is not made then these children may require additional support with referrals made to external agencies.

Links To School Policies:

SEND Policy

Anti-Bullying Policy

Positive Behaviour Policy
Health and Safety Policy
Safeguarding Policy

What Is The Standard Admissions Numbers(October 2022)

Number of children on the school roll: 312

Number of children with SEND at support level: 22

Number of children with EHCPs: 6

How Beverley St Nicholas CP School Identifies And Assesses Children With SEND

Identification of SEND is made through individualised assessment through observation, on-going classroom assessment and diagnostic assessment. Consultations in pupil progress meetings, parent meetings and intervention reviews contribute to identifying children who need additional support.

Codes Of Learning Difficulties

- Cognitive and learning **CL** (this includes: *Dyslexia, Dyscalculia, MLD, poor processing skills, poor auditory or visual memory, low cognitive ability*)
- Communication and interaction **CI** (*Speech & Language, ASD*)
- Social, emotional and mental health **SEMH** (*Behaviour, ADHD*)
- Sensory and Physical **SP** (*Hearing Impaired, Visually Impaired, Physical, Dyspraxia, Medical*)

Evidence is needed of the specific areas of need, in the form of Standardised Scores/ percentile ranks obtained from recognised, published tests.

Some tests we refer to are:

- MAT non-verbal cognitive reasoning ability test
- BPVS British Picture Vocabulary Screener (non-verbal language test)
- Turner-Ridsdale Auditory Memory test
- PhAB processing speed test for pictures and digits
- GL Assessment Dyslexia and Dyscalculia Screening

Evaluating The Effectiveness Of Provision For Children With SEND

- Senior leaders hold Pupil Progress Meetings to review and adapt interventions.
- Termly senior leader learning walks/observations to review effectiveness of provision where monitoring of planning and differentiation are done.
- Regular meetings with the SENDCo and the Headteacher to discuss the effectiveness of provision.

Assessing And Reviewing The Progress Of Children With SEND

- **Pupil Progress meetings are held every term with members of the SLT. Whole class progress against National Curriculum objectives are reviewed. Within this, specific groups, such as SEND children and underachieving pupils are reviewed.**
- **SEND interventions - staff review this provision weekly / half termly**
- **Every term the SENDCo discusses progress with staff and reviews the provision in place for SEND children who are not making agreed progress.**

What should I do if I think my child has special educational needs?

There are a number of different circumstances, which may lead to the suggestion of special educational needs.

- You may feel there has been a problem of some kind for a while, though you may not be able to identify what that problem is.
- A difficulty may have been suggested by a health visitor, doctor or other health professional.
- Your child's class teacher may speak to you with a concern that they have about your child's progress, or with a specific difficulty.

It is very important that parents and the school work together, so if you have any concerns, please come in and talk to us. At BSN Primary School we pride ourselves on building positive relationships with parents. We are open and honest with parents and hope that they are able to do the same with us. The school operates an "open door policy" and welcomes the opportunity to meet with you to discuss any specific issues regarding your child's progress at an appropriate time. Please contact the school to arrange to speak to your child's class teacher or the school SENCo at a mutually convenient time.

How will the school decide if my child needs extra support?

The decision that your child needs extra support will be made by the class teacher, but only in consultation with yourself, and the SENCo. This decision will be made on the basis of

- Liaison with parents/carers prior to the child starting school
- Liaison with other schools prior to the child transferring to our school
- Daily assessment of learning in class (a child may also express their concerns in a particular subject)
- Concerns raised by parents
- Concerns raised by adults in school
- Liaison with external agencies (which may also involve different assessments. This information will be shared with you at a follow-up meeting)
- Health diagnosis through a paediatrician

The decision to place a child on the school's SEN register is not taken lightly and takes into account the quality and quantity of the evidence. Your child cannot be placed on the SEN register without your permission.

Types Of Support Available For Children With SEND At Beverley St Nicholas Primary

- High quality differentiated class based teaching

- Class-based TAs work alongside the class teacher to support children through small group work or 1:1 support.
- Adapted and differentiated resources e.g. visual timetables, working walls, table displays
- Intervention team provision (1:1 or very small groups). Specialist staff deliver specific interventions/programmes e.g. Speech Therapy, Social Communication Groups and Talk Boost.
- Nurture and ELSA provision alongside specialised trained practitioners.
- Support from outside agencies

Specific intervention programmes: see provision table below.

Pastoral support

The school offers a range of support for children with emotional and social needs. Support will always include the opportunity for children to meet on a regular basis with our Nurture Manager Miss Hamlyn or Nurture TA Mrs Galbraith, to discuss any concerns the child may have and ideas for how they can be enabled to help themselves.

Some children will benefit from having the opportunity to work with them on a weekly basis to discuss their progress over the previous week and aims for the week ahead. The aim here will be to ensure that they feel good about themselves and their learning, and will take steps to ensure that this attitude is maintained and supported.

Where further advice is needed from a qualified professional, relevant referrals will be completed.

		Foundation	Y1	Y2	Y3	Y4	Y5	Y6	
Wave 1 COULD Whole school intervention ideas	Literacy Speaking and Listening	Talk Boost Time to Talk (Ginger Bear) CLLD (Communication Language and Literacy Development) Programme							
	Reading	RWI 'keep up' interventions. Daily 1-1 reading	RWI 'keep up' interventions Lexia			Fresh Start – runs parallel to Literacy but targets underachievers (PPMs) Lexia			
	Writing	1-1 Developmental Writing							
			Differentiated guided writing in small groups (modelled writing)			Language and Literacy Scheme			
		Correct Letter Formation (using different mediums)	Pre and Post RWI Groups		Speed Up Literacy				
		Handwriting programme (individual targeting as need)							
	Numeracy	Times Tables Rockstars Numbots				Times Tables Rockstars Numbots			
	Behaviour	Positive, consistent approach (based on School Behaviour Policy and INSET) Good To Be Green (Traffic Lights) Growth Mindset Whole School House Points (Termly reward)							
		Specific Behaviour Plans to meet current need (ideally short term strategies)							
Other	Home-School Liaison (VG)								
Wave 2 SHOULD <i>Borderline, concern, catch up children</i>	Literacy		Track back to Foundation Stage Objectives						
		Small group (ability) focused games							
	Speaking and Listening	Talk Boost							
		Daily Reading							
	Reading	1-1 Reading	Book Blog						
			Set 1&2 RWI catch up groups					Fresh Start	
Writing	Developmental Writing						Fresh Start		
	Continuous Provision Opportunities								

	Numeracy	Track back practical maths							
		Small group (ability) focused games							
	Numicon and practical maths resources.	Numicon and practical maths resources.	Maths Flex Numicon	Maths Flex Numicon		Maths Flex Numicon			
	Behaviour strategies (under EPBST guidelines)								
	Behaviour								
	Other	Home-school liaison worker							
Wave 3 <i>SEND Support, EHCP</i>	Literacy	SALT							
		Multi-sensory approach							
	Speaking and Listening	SALT (including friendship groups) Talk Boost							
		Daily Reading	RWI 'keep up' interventions						
	Reading		Library Small Group	Book Blog					
	Writing	1-1 mark making							
	Numeracy	CaTS (small groups)	RM Maths Making Maths Magic		RM Maths		RM Maths		
			1-1 / Small Group Interventions		TA supported interventions (1-1 / paired work)				
Other	Auditory and Visual Memory Games								
	In class TA support: small group and individual								
	Differentiated smart step programmes in small groups								
	Behaviour Intervention Groups: social skills; self-esteem; self confidence, ELSA (DH)								
	Teacher for the Deaf 1-1 interventions (Specialist TA support provided)								
	Physical Therapy (SaPTs)								
	Keyboard Interventions								
	Home-school liaison worker (VG)								

How We Make Sure ALL Staff Are Aware And Understand The Needs Of A Child With SEND

- Class SEND folders have all the relevant information about the children with SEND in that class
- Medical Needs Plans (MNP)
- A copy of Medical Needs Plans are kept in the office
- Changes in need are emailed to staff

- SEND staff meetings are held termly to ensure all staff are updated and have chance to reflect on the children with SEND needs
- Staff training involving outside agencies are organised as appropriate to meet current needs e.g. Team Teach / Autism Training

How Will School Let You, The Carer/Parent, Know If They Have Any Concerns About Your Child's Learning

- Your Class Teacher will contact you regarding any concerns they may have
- Termly Parent consultation meetings
- The SENDCo may phone or send a letter to ask to speak to you regarding any concerns
- Parents will be contacted to discuss the results from any testing that has taken place. Parents will be invited to come in and talk to the class teacher/ SENDCo / Inclusion Assistant Head
- The SENDCo is available at every parent's evening for parents to discuss concerns
- All TSPs are reviewed alongside parents / carers. If parents / carers are unable to attend review meetings, TSPs are sent home so parents know their child's targets

How Support Is Allocated To Children

- Once a specific need is identified then provision is planned to meet their need.
- Interventions are set up and monitored.
- Termly reviews of provision maps ensure high quality teaching in class, appropriate interventions and access to external agencies.
- Advice from external agencies informs support.
- Intervention groups are facilitated by specialist trained TAs whose training is regularly updated.

How Does Support Move Between The Key Stages

Arrangements are made to ensure appropriate support is carried on between key stages:

Transition phase	Arrangements
Pre-school provision to EYFS (FS1 and FS2)	Multi-agency meetings are held to pass on information that will help support the pupil. Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over the summer holiday period. Home visits by staff are offered to all parents especially for children with high needs. Half day taster day sessions are held (and can be planned appropriately to meet need). Support is put in place the term before to prepare for their start Drop in visits for high need children
EYFS to Year 1	Half day taster day sessions are held

	Transition photo booklets are made and shared with the child to help them become familiar with staff and the environment over holiday periods.
Year 2 to Y3	If appropriate, open afternoons arranged for parents, pupils and staff can meet ELSA sessions for specific support Individual behaviour management plans are written (transition meetings), giving the new teacher detailed information about strategies and triggers to ensure successful transition Moving up transition morning Multi-agency meetings for high need children are held to review and plan for the next year
Year 6 to secondary	Y6 teachers have a meeting with Y7 staff to discuss every child SENDCo has a meeting with the secondary SENDCo, SEND team and Head of Y7 to discuss in detail and hand over files of the children with SEND. Detailed case studies are also passed on to ensure effective transfer of information to set up appropriate provision. 2 transition days spent at secondary school. Extra visits arranged for vulnerable pupils Y7 SEND staff come into the primary class room to observe and work with specific high need children and prepare them for transfer. ELSA and home-school support for children (as appropriate) Transition meetings / multi-agency meetings for children with EHC plans

Which Other People And Organisations Provide Services To Children With SEND At Beverley St Nicholas Primary

External agencies	Key person of contact
School nurse	Through the school
Educational Psychologist	Sophie Cave
Behaviour support	Helen Hatton
Speech therapist	Elizabeth Bell
Sensory and Physical Teaching service (SAPTs) (Visual Impairment & Hearing Impairment)	Michelle Stone
Families Information Service Hub (FISH)	Through the Local Offer

What Training Have Staff Received To Support Children With SEND

Regular staff meetings dedicated to SEN. Recent training:

- Autism (Inclusion Practitioner)
- Attachment disorder
- Achievement For All training
- Effective use of Teaching Assistants
- SEN online training
- Differentiation

How Will Teaching Be Adapted For A Child With SEND

- Class work is differentiated in small groups and individually when required
- Class based TAs work alongside the class teacher to support children on an individual and small group basis and to facilitate the teacher to work with children with SEN
- Provision maps, interventions and targets are evaluated and adapted termly (PPMs)
- Accessing different appropriate programmes supported by outside agencies
- Specialised resources
- Liaison between the class teacher and outside agencies ensure continuity of support

What Support Is Available For Children With SEND

- Differentiated work
- TA group support
- Specialised intervention programmes
- ELSA
- SaLT programmes
- Fine and gross motor skills programmes
- Termly support plans to focus learning
- Provision mapping

How is Beverley St Nicholas Primary's physical environment accessible to children with SEND

- Disabled toilets with supporting rails
- A lift in the main building to support wheelchair access to the first floor
- Specialised equipment obtained on advice

What Facilities Are Available For Children With SEND At Beverley St Nicholas Primary

- Differentiated and specialist resources
- Access to support from outside agencies e.g. CAMHs, Educational Psychologist, Behavioural Support Team, home-school support, Sensory and Physical Teaching Service, Physiotherapy.
- Nurture Rooms – The Ark and The Den
- Intervention/withdrawal rooms for small group work
- Disabled toilets on all levels

How Will Children Be Supported During Transition To Secondary

- Meeting with secondary SENDCo and Head of Year 7
- Meeting between class teacher and Year 7 tutors
- Detailed summary of each child with SEND passed on to SENDCo
- Files with reports and Individual EHCPs passed on to Secondary SENDCo
- Transition meeting for children with EHC plans with all agencies involved, including Secondary
- Secondary teachers and TAs come in to observe children in class
- Extra visits arranged for vulnerable children to go to secondary school as often as they need in the last half term of Primary School