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# Beormund Primary School

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## SEND Information Report



## **Special Educational Needs and Disability (SEND) Information Report**

Beormund Primary School is a special school in the London Borough of Southwark for children aged between 7-11. Our children have a range of Special Educational Needs and Disabilities (SEND) and each child has an Education, Health, and Care Plan (EHCP). Our school currently provides provision for a range of needs, including:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia,
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)

Our expectations are high. We aspire for children to flourish and succeed – socially, emotionally and academically. We personalise the curriculum and strive for children to make accelerated levels of academic progress. We build upon their interests, their strengths and learning styles whilst acknowledging what motivates them to learn.

Our SEND Information Report:

- Sets out how our school supports and makes effective provision for all of our children with special educational needs and disabilities (SEND)
- Explains how we work in close partnership with parents/carers and children, keeping them informed of all aspects of school life and removing barriers to achievement
- Explains the roles and responsibilities of everyone involved in providing for our children with SEND

The information below details the offer within the school and ways in which parents/carers and children may access the support required.

## **PEOPLE IN OUR SCHOOL WHO SUPPORT CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES:**

### **Who are the best people to talk to in the school about your child's difficulties with learning/ Special Educational Needs and Disabilities (SEND)?**

For all general issues please contact our Family Liaison Officer in the first instance.

She is responsible for:

- In partnership with the Class Teacher and Leadership Team, making sure that all staff working with your child in school are aware of their individual needs and/or conditions, and what specific adjustments need to be made to enable them to be included and make progress.
- Supporting the social, emotional and wellbeing of your child in school.
- Maintaining contact with you as necessary with regard to your child's progress and wellbeing.
- Monitoring your child's behaviour and attendance.

Contacted by: telephoning the school or see the school website for relevant email address.

### **Class Teacher**

He/she is responsible for:

- Making sure that all children have access to good/outstanding teaching and that the curriculum is appropriately adapted to meet your child's individual needs (also known as personalisation or differentiation).
- Checking on the progress of your child in their learning and identifying, planning and delivering any additional help they may need (this could be things like targeted work, additional support, adapting resources etc.)
- Preparing and reviewing your child's termly Personal Learning Plans (PLPs) in line with school policy, and sharing and reviewing these at least once a term.
- Contributing towards your child's Annual Review
- Making sure that the school's SEND Policy is followed in their classroom.

Contacted by: arrange an appointment by telephoning the school.

### **SENDCo**

She is responsible for:

- Coordinating all the support for children and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Making sure that you are:
  - Fully involved in supporting your child's learning
  - Kept informed about the support your child is receiving
  - Fully involved in reviewing how they are progressing
  - Fully involved in planning your child's support.
  - Liaising with all the other people who may be coming into school to help support your child's learning e.g. Speech and Language Therapy, Educational Psychology etc.
  - Updating the school's Provision Map (a system for ensuring all the special educational, physical and sensory needs of pupils in this school are known and understood) and making sure that there are excellent records of your child's progress and needs.
  - Providing specialist support for teachers and support staff in the school so they can help all children to achieve their potential.
  - Supporting your child's teacher in writing Personal Learning Plans (PLPs) that specify the targets set for your child to achieve.
  - Overseeing the cycle of Annual Reviews.
  - Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

Contacted by: telephoning the school to make an appointment.

### **Teaching & Learning Assistants (TLAs)**

TLAs are allocated to teaching groups or may be a specialist in a particular type of support or intervention. Some children, due to their particular needs may require 1:1 support if this is agreed with the relevant Local Authority.

Whilst TLAs play a very valuable role in your child's education, we would prefer that questions regarding support for your child's learning and progress be directed to our Family Liaison Officer or Class Teacher. A child may receive support from a number of adults, and a conversation with the class teacher, our Family Liaison Officer or Leadership Team will give you a fuller picture than may be obtained from a single supporting adult. Of course, as a school we welcome regular dialogue between parents/carers and all staff on how a child's day has been and we do actively encourage this continued feedback.

## **Headteacher**

She is responsible for:

- The day-to-day management of all aspects of the school which includes the support for pupils with SEND. She delegates responsibility to the Deputy Headteacher, the Family Liaison Officer, Class Teachers and the Behaviour Support Manager, but is still responsible for ensuring that your child's needs are met and that they make the best possible progress.

She must make sure that the Governing Body is kept up to date about all issues in the school relating to SEND.

Contacted by: telephoning the school for an appointment.

## **Governing Body**

They are responsible for:

- Making sure that the school has an up to date SEND Policy
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school
- Making sure that the school's funding is appropriately spent.
- Making sure that the necessary support is made for any child who attends the school.
- Making visits to understand and monitor the support given to children in the school and being part of the process to ensure your child achieves his/her potential in school.

Contacted by: writing to the Governing Body via the school office.

## **SUPPORTING YOUR CHILD IN SCHOOL:**

### **The different types of support available for children in the school:**

Children in school will get support that is specific to their individual needs. This may be provided by the class teacher or may involve staff who visit from outside agencies. We work in partnership with Southwark Local Authority (LA) and other schools in the area in order to share our resources and expertise.

Subject teacher input via good/outstanding classroom teaching

- The teacher will have the highest possible expectations for your child and all children in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Small group teaching supported by at least one TLA.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve practical learning or providing different resources adapted for your child.
- Putting in place specific strategies to enable your child to access the learning task. This may include support from a TLA to help with a particular difficulty.
- Daily support from the school's Family Liaison Officer and Behaviour Support Manager.

Interventions (these groups may be run in the classroom or outside)

- Interventions may include small group work or individual sessions on a specific theme such as phonics, maths or behaviour. Where small group sessions are put in place they will be run by a TLA/teacher/or another specialist such as an Art Therapist or an Emotional Literacy Support Assistant (ELSA).

### Specialist professionals

Your child may require further specialist support in school from professionals outside of the school. Support will be provided by:

- The Speech and Language therapy (SALT) Service
- Educational Psychology Service
- School Nurse

all of who will work with your child using recognised programmes.

Specialist professionals working with your child may:

- Make recommendations to class teachers, suggesting changes to the way in which your child is supported in class e.g. receiving some individual support or making changes to some aspects of teaching to support them better
- Set targets which will include their specific professional expertise

You will always be involved in decisions about how the support will be used and what strategies will be put in place.

Contact details for the support services can be found on the school website.

### **How you can let the school know if you are concerned about your child's progress in school:**

If you have any concerns we recommend you speak to your child's class teacher or the Family Liaison Officer initially, and at the earliest opportunity. If you are not happy that the concerns are being managed and feel that your child is still not making progress, you should speak to the Deputy Headteacher or Headteacher. If you are still not happy you can speak to the school's Governing Body.

### **How we will let you know if we have any concerns about your child's learning in school:**

We have regular meetings with all staff in the school to ensure all children are making good progress. If your child is identified as not making progress, the school will make a decision regarding the type of intervention to put in place and will inform you. The teacher will discuss your child's progress with you at our PLP and Annual Review Meetings, when you will be informed of their progress and any additional support being given (interventions). These interventions may take place for a short period or over a longer period of time. If your child is still not making expected progress the school will discuss with you:

- Any concerns you may have
- Any further interventions or referrals to outside professionals to support your child's learning
- How we could work together, to support your child at home and school.

### **How adults in the school are supported to work with pupils with SEND and what training they have:**

We invest heavily (both time and resources) in professional development to ensure that staff maintain a high level of expertise. The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of all pupils. We offer induction training for all staff when they start and teachers receive on-going coaching and mentoring to improve their teaching practice. Teachers also attend termly moderation sessions and take part in joint moderation exercises with other schools

All staff within the school have specialist training. There is a rolling programme of whole school internal and external training on SEND issues to support identified groups of learners in school, such as:

- ASD, SLCNs etc.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for pupils with a SEND.
- Individual teachers and support staff attending training courses run by outside agencies that are relevant to the needs of specific pupils in their class e.g. from the ASD Outreach service, SaLT service
- Individual training for identified staff members linked with the needs of a child or identified through the school's performance management process.

All staff receive Annual training in safeguarding and training in Team Teach techniques for safe physical intervention. We have two Team Teach trainers on the staff team.

If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher.

#### **How the teaching will be adapted for your child with SEND:**

- Children are taught within small class groups (maximum 8 children in each class) and there are 2 Teaching Assistants supporting each class in addition to the teacher.
- Our Speech and Language Therapist works alongside our teachers to address communication needs.
- We ensure a visually rich environment throughout the school with support where possible from symbols and pictures.
- We teach the National Curriculum with an emphasis on meeting the unique needs of each child.
- All lessons and activities are differentiated to maximise learning for every child, and all children's work towards SATs.
- Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adapted to enable your child to access their learning as independently as possible.
- Specially trained support staff can implement the teachers modified/adapted 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 and in the classroom so that they can learn most effectively. These will be included in your child's personal learning plan.
- Planning and teaching will be adapted on a daily basis if needed, to meet your child's learning needs and increase their access to what is on offer.
- Children are encouraged to take reading books home and to read them with their parents.

#### **How we support and improve your child's emotional and social development**

We provide good pastoral support and all children know who to go to with concerns. The management team have an open door policy for children where they are welcome to come and speak to members of the SLT about concerns at any time.

The following practices are in place to support the health and well-being of our children:

- Fresh fruit is provided to all children in all classes every day as a mid-morning snack
- Staff eat with the children at lunch time and encourage them to make appropriate choices and to eat salads and vegetables with their school dinner
- All children participate regularly in a range of physical activities
- Children have at least two hours of PE each week.
- Bikes, scooters, climbing equipment, access to the sports hall and outdoor exercise machines encourage exercise at break time
- Children take part in inter-school sports activities, such as football tournaments and athletics events
- Our PSHE curriculum has a significant emphasis on healthy lifestyles
- A specialist teacher supports the school in sex and relationship education
- Our school nurse monitors the health of our children and is instrumental in helping us implement a fitness programme tailored for children that need extra support in keeping healthy or losing weight
- We have regular School Council meetings with an elected representative from each class. The representatives come to the School Council meeting with a list of suggestions that arises from class discussion.
- The school has an excellent enrichment programme
- We have a mini-bus and have regular community visits.
- Children can also make their views known through the Annual Pupil Survey and their contribution to Annual Review / EHCP meetings. They can also make suggestions via the suggestion box in the reception area.

We have a zero tolerance approach to bullying.

**How we measure the progress of your child in school and how we will let you know about this:**

Regular home/school contact is encouraged.

Your child's progress is continually monitored by his/her class teacher

- His/her progress is reviewed formally every term and a National Curriculum level given in reading, writing, maths and science as well as progress in other areas, as appropriate, such as attendance, engagement in learning and social and emotional development.
- Your child's progress is formally reviewed at an Annual Review of his/her EHCP with all adults, including parents, involved with their education. The child is also very involved in this process.

A range of ways will be used to keep you informed, which may include:

- Face to face conversation at the end of the school day
- Home/school diary
- Letters/certificates sent home
- Emails
- Telephone calls
- Text to parents
- Additional meetings as required

**How we support you as a parent/carer of a child with a SEND:**

We would like you to talk to our Family Liaison Officer and class teacher regularly so we know what you are doing at home and we can tell you about what we are doing in school. This is to ensure that we are doing similar things to support your child both at home and school and can share what is working in both places. Our web-site includes ideas of ways in which you can support your child with learning; these are often practical ideas and we will be happy to discuss and consider any ideas or necessary adaptations in order to support your child.

All information from outside professionals will be discussed with you by the person involved directly, or where this is not possible, in a report. The Family Liaison Officer will also arrange to meet with you to discuss any new assessments and ideas suggested by outside agencies for your child.

PLPs will be reviewed each term and your child will also be involved in these reviews. The PLPs will include ideas for how you can support your child at home

We regularly hold coffee mornings for parents/carers of all children in the school.

External professionals involved with your child will be happy to meet with you on request.

**Additional support for parents/carers:**

**The Local Authority Local Offer** - [www.localoffer.southwark.gov.uk](http://www.localoffer.southwark.gov.uk)

Southwark LA's local offer sets out information about the specialist services, schools, colleges and organisations that can provide support for families of children and young people with SEND. You will also find information about:

- Where to go for advice and guidance on SEN and Disability matters
- Arrangements for resolving disagreements and mediation.

SIAS (Southwark Information Advice and Support Team) previously known as Parent Partnership - [www.localoffer.southwark.gov.uk/information-advice-and-support](http://www.localoffer.southwark.gov.uk/information-advice-and-support) email: [sias@southwark.gov.uk](mailto:sias@southwark.gov.uk)  
Tel: 0207 525 3104

Contact a Family - [www.cafamily.org.uk/southwark](http://www.cafamily.org.uk/southwark) email: [southwark.office@cafamily.org.uk](mailto:southwark.office@cafamily.org.uk) Tel: 020 7358 7799

Parent Carer Council - [www.southwarkpcc.org.uk](http://www.southwarkpcc.org.uk) email: [info@southwarkpcc.org.uk](mailto:info@southwarkpcc.org.uk) Tel: 0207 525 1106 or 07944 107019

Southwark Carers Website - [www.southwarkcarers.org.uk](http://www.southwarkcarers.org.uk) email: [info@southwarkcarers.org.uk](mailto:info@southwarkcarers.org.uk) Tel: 020 7708 7799

Family Information Directory - <http://cypdirectory.southwark.gov.uk> email: [family.info@southwark.gov.uk](mailto:family.info@southwark.gov.uk) Tel: 0800 013 0639



### **How the school is made accessible to pupils with SEND:**

We ensure that no child is restricted from a full education due to issues around physical access. All of our classrooms and specialist rooms are located on ground floor level.

We also make the following adaptations to ensure that all children's' educational needs are met:

- Differentiating our curriculum to ensure all pupils are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

### **How we support your child when they are leaving this school or moving to a new class:**

We recognise that 'moving on' can be difficult for a child with SEND and take steps to ensure that any transition is as smooth as possible.

If your child or young person is moving to another school:

- We will talk with your child to identify how they are feeling about the move and discuss with them how to make it as positive an experience as possible.
- We will contact the new school and ensure that they know about any special arrangements or support that needs to be made for your child.
- Where possible we will support a visit to the new school in advance of the move.
- We will make sure that all records about your child are passed on as soon as possible.

When leaving our school at the end of Year 6:

- We will have spent a lot of time with you and your child planning and agreeing the next steps.
- Preparation visits and meeting will have taken place.
- Your child will have met the new adults they will be working with.
- Wherever possible we will continue to have contact with your child during the settling in months in their new school.

When moving classes within school:

- You will be invited to meet with the new class teacher before the move takes place.
- Information will be passed on to the new teacher in advance and in all cases a planning meeting will take place with the new teacher.
- All PLPs will be shared with the new teacher.
- If your child would be helped by a book to support them understand 'moving on' then it will be made for them. We often use 'Communicate in Print' to do this.