

SEND School Information Report

Updated June 2024



Beacon View Primary Academy

The best in everyone™

Part of United Learning

At Beacon View Primary Academy, we believe that all pupils should be respected and valued in accordance with our school values. We strive to ensure that all children with Special Educational Needs and Disabilities feel supported, confident and happy in school and achieve the best possible outcomes. This is achieved through a mix of quality first teaching and personalised provision. We are a needs-led school and respond to need rather than diagnosis. We work alongside external agencies to access expert advice and support.

Currently, approximately 23.4% of children have SEND at Beacon View Primary Academy. (June 2024). This includes Pre-school.

This document specifies all the provision for our pupils with additional and special educational needs and disabilities and is in line with the SEND Code of Practice. It should be read alongside the school's SEND policy.

Who has responsibility for SEND at Beacon View?

SEND - Key people at Beacon View Primary Academy	
Class Teacher	Your child's class teacher has responsibility for the learning of all pupils, including those with SEND. It is their responsibility to inform you if your child has SEND and if they are on the SEND register. The class teacher is responsible for writing SEND Support Plans (SSPs). These are personalised plans that document the small, targeted areas that your child will be working on, with support. Your child's class teacher should be the first person that you approach if you should have concerns about your child's needs.
Teaching Assistant	Teaching assistants, who are class based, work with all pupils, including those with additional and special educational needs. They may deliver interventions to small groups or to individual children. Some teaching assistants may work on a 1:1 basis with a particular pupil.
Inclusion Team	The inclusion team support children with SEMH and other needs. They also work with families to ensure that they get the support they need.
SENDCO	Mrs Rosie Higson is the SEND coordinator. She has day-to-day responsibility for the operation of the SEND policy and coordination of specific provision made to support individual pupils with SEND, including those who have EHC plans. If you have any queries regarding SEND provision at Beacon View, please contact Mrs Higson via school@beaconviewprimary.co.uk
School Governor	Mrs Marianne Harris-Bridge is the SEND Link Governor. She reports to the Governing Body regarding the SEND provision at

	Beacon View. The Governing Body is responsible for ensuring the school is carrying out its duty as stated in the SEND Code of Practice.
Principal	Mrs Sally Hodgson is the Principal. Alongside the SENDCO, she determines the strategic development of the <u>SEND</u> policy and provision in the school in order to raise the achievement of children with SEND.
The Local Authority	
Portsmouth City Council	Beacon View is part of the authority of Portsmouth City Council. Portsmouth City Council publishes its Local Offer which details the information, support and services that Portsmouth City Council expects to be available in the local area for children and young people aged 0-25 with special educational needs or a disability (SEND). The Portsmouth Local Offer can be found by following this link: https://portsmouthlocaloffer.org/

How do we consult with parents/carers of children with SEND?

At Beacon View, we believe that the parents/carers of children with SEND have a vital and unique knowledge about their children's needs and it is essential that we work in partnership to secure the best outcomes for your child. We will endeavour to:

- Contact you to share any initial concerns we may have.
- Invite you to parents' evening and other meetings to discuss your child's progress and to share your views.
- Inform you if your child is on the SEND register (or if they have been taken off)
- Provide termly SEND Support Plans (SSPs) that detail short-term targets that your child is working towards.
- Signpost you to external agencies and organisations that might give you additional support.
- Provide additional workshops/drop-in sessions in school to provide further information about different SEND matters.

What should you do if you think your child might have SEND?

In the first instance, contact your child's class teacher. If you require more information, contact the SENDCO, Mrs Higson.

How do we identify children with SEND?

Children may be identified as having SEND through a variety of ways including the following:

- Liaison with previous nursery/school
- Child is performing below age-expected levels
- Concerns raised by a parent
- Through termly Pupil Progress meetings held between teachers, members of the senior leadership team and the SENDCO
- Concerns raised by a teacher
- Liaison with external agencies, eg Educational Psychologist, CAHMS etc

- Health diagnosis through a paediatrician or doctor

This will all be done in consultation with parents/carers.

How do we deliver an SEND appropriate curriculum?

Through the following:

- Adaptive teaching and learning that seeks to enable all children to reach age-appropriate learning objectives.
- Providing relevant adaptations and scaffolds to support children's learning (e.g. writing frames, sentence starters, mind maps, concrete resources etc.).
- Adjusting the learning environment where needed, this might be, for example, through seating a pupil in a particular area of the classroom, providing ear defenders or enabling a pupil to have their own workstation.
- Providing additional adults to work with groups of children or, on occasion, individual children.
- Providing some pre-teaching or post-teaching.
- Seeking specialist advice to help support children with SEND, when needed
- In some cases, it may be necessary to modify the curriculum to suit the needs of particular children.
- Providing specialist interventions by trained TAs/Inclusion officers.

How do we ensure accessibility for all children with SEND?

We provide the following:

- A lift to access the first floor.
- Two Evacuachairs (one at the top of each flight of stairs).
- Specialist furniture, such as chairs or tables.
- Writing slopes.
- Modified equipment, such as pens, pencils, scissors etc.
- All extra curriculum activities are accessible to children with SEND, including school trips.
- When needed, medication can be administered on site. Where necessary, a 'Health Care Plan' may be put in place.
- Risk assessments are used when deemed appropriate.

What does support for SEND actually look like at Beacon View Primary Academy?

At Beacon View, we use the 'Graduated Approach' to support our children with additional needs and SEND:

Graduated Steps		
Stage of Support	What does this support look like?	What happens if this support isn't successful?
Step 1: Universally Available Provision – Quality First Teaching	All children receive: <ul style="list-style-type: none"> • High quality teaching and learning in class • Adaptations and scaffolds to meet all learning needs 	The pupil will move on to Step 2 if limited or no progress is made. Pupils and parents/carers are informed and consulted. Additional support will be provided.
Step 2:	<ul style="list-style-type: none"> • Children may receive a short intervention programme 	The pupil will move on to Step 3 if, despite the additional support and intervention, they

Targeted – Additional interventions	<ul style="list-style-type: none"> • Their progress will be measured through a baseline and exit assessment • Children and parents will be informed of the programme and the progress made <p><i>Your child may be added to the SEN register or monitoring list</i></p>	continue to make little or no progress. This may involve a referral to an external agency to receive specialist advice.
Step 3: Specialist Intervention	<ul style="list-style-type: none"> • Children may be referred to external specialist provision • A request for an Education, Health and Care Plan may be requested 	
	EHC Needs Assessment (EHCNA)	EHC Plan
Step 4: Directed, specific individual support	<p>Once an EHC Needs Assessment (EHCNA) has been approved by the local authority:</p> <ul style="list-style-type: none"> • Outcomes will be devised (in consultation with the parents/carers) • Specific resources, budgets and interventions will be named by the local authority 	<p>Once the plan has been issued:</p> <ul style="list-style-type: none"> • All staff working with the pupil, will have the EHCP paperwork shared with them • Short term targets will be set and shared with parents/carers and pupil • Where directed, an additional member of staff may be appointed or directed to work with the pupil on a 1:1 or small group basis • An annual review meeting will be scheduled

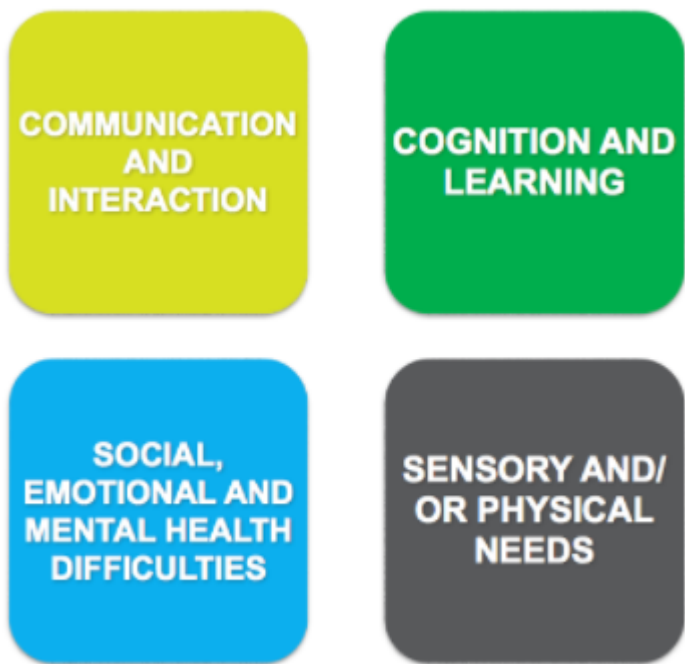


The graduated approach

How do we measure what level of impact the specific support for children with SEND is having?

- Most children on the SEN register will have an SSP (SEN Support Plan). This will have short term targets that will be regularly reviewed and updated. These are shared with parents/carers at three different points of the academic year (mid-October, mid-February and mid-May).
- The impact of all interventions will be measured by an entry and exit assessment.
- If progress is not made, the SENDCO will seek more specialised support.
- Parents and carers will be kept informed about any interventions and their impact. You may be asked to assist in helping your child reach their targets through doing some additional practice at home.

What are the broad areas of need?



How do we support children’s different needs at school?

Children with SEND will have different needs. The first way of supporting them is through quality first teaching in the classroom. This means that teachers ensure that their pupils’ needs are met within the classroom through making reasonable adjustments. In addition to this, we may implement an intervention or provide a specific resource to help support some pupils.

How we support children with COMMUNICATION AND INTERACTION	
Speech and Language	Speech and Language interventions focus on specific targets set by a speech and language therapist. These will focus on communication and language development. They will usually

	delivered by a TA who has had additional speech and language training.
NELI	NELI is an early years intervention that target's children's language and early literacy skills. It is delivered by a trained TA to small groups over the course of 20 weeks.
Social Stories	Social stories are a communication tool. The stories are short description of a particular situation, event or activity, which includes specific information about what to expect in that situation and why.
Visual Supports	Visual supports are used as a communication tool. These are things like a visual timetable or a Now and Next board. They help to provide structure and routine and to ease anxiety and frustration.
Social Communication groups	We have small group session using programmes such as Talkabout and Socially Speaking to address issues such self-esteem, assertiveness, body language, social skills etc.

How we support children with their **COGNITION AND LEARNING**

Precision Teaching	Precision Teaching is a 1:1 intervention that works to achieve high levels of fluency and accuracy in specific areas of reading, spelling or maths through over-learning. This is done daily on a 1:1 basis with an adult.
NESSY – reading and spelling	NESSY is an interactive computer programme that is used for pupils with dyslexia or dyslexic tendencies and will target specific areas of need in reading and spelling. Children usually do four NESSY sessions a week. This can be done independently or with adult supervision lower down in the school.
Phonics interventions	All children in Year R, 1 and 2 have daily phonics lessons. If a child is not making sufficient progress in phonics or is found to have gaps in their phonics knowledge, they will take part in small catch-up sessions targeting specific sounds or phases of the phonics programme. Children in KS2 may also be assessed to see if they have any phonics gaps and will either be part of the daily phonics groups or 'Fresh Start'.
Educational Psychologists	If a child continues to make limited or no progress, we may make a referral to the educational psychology service. The EP will do an observation and assessment and then have a consultation with the parent/carer and representative from the school.

How we support children with their **social, emotional and mental health**

ELSA	An ELSA intervention is a short term, individualised programme designed to address the emotional needs of a pupil. Programmes are delivered by a trained ELSA (Emotional Literacy Support Assistant) and will usually take place over approximately six sessions.
Mental Health Support Team (MHST)	The MHST will work with children and their families to support those children suffering from mild to moderate mental health issues.

Multi-Agency Behaviour Support Team (MABS)	Sometimes we may do a referral to MABS. This would be used to access specialist support and advice. We will then implement their recommendations.
Zones of Regulation	This is a proven whole school programme to support children to self-regulate during difficult situations. Strategies for regulating emotions are developed and children learn to identify difficult situations and how to react appropriately. Every class has a regulation kit.
Drawing and Talking Therapy	Drawing and Talking is a child-centred, one-to-one intervention focusing on supporting the social and emotional wellbeing of children and helping them to process emotional pain or trauma they may be experiencing.
Other interventions	We use a whole range of other interventions and resources to support the SEMH of pupils. This includes: Worry Blobs, Circle Time, Cards Against Anxiety, 1:1 Zones of Regulation work, Scenario cards and other bespoke 1:1 and group work (please see SEMH BV Pathway for additional information).
Inclusion Team	The inclusion team is a team of four staff who focus specifically on SEMH needs. They deliver interventions to individual and groups of children and support pupils in class.

How we support children with PHYSICAL and SENSORY needs	
Sensory Circuits	Children with sensory processing issues may be taken to do a sensory circuit. We also have a sensory circuit group that runs twice a week before school. Children are invited to attend this.
Sensory Room	We have a small sensory room that can be used. This is used for timetables sessions or to help children who may be dysregulated.
Fine Motor Skills groups	Some children will take part in a fine motor skills group. This may focus on strengthening grip, using scissors or cutlery or handwriting, for example
Risk Assessments	Children with medical needs or disabilities will have risk assessments. These are done in consultation with parents/carers and are reviewed regularly.
School Nurse	The school nurse is often in school to screen the health of our pupils. We may also refer individual pupils to the school nurse to seek specialist support with issues such as toileting, sleep or diet.
Other	If directed by a physiotherapist or OT, children may have individualised exercise programme that will be delivered by a member of staff.

See SEND Pathways in Appendix to see additional interventions and support.

How are staff trained to deal with the needs of children with SEND?

Staff Members	Who trains them?	Knowledge and Skills obtained
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SENDCO	Institute of Education In-house training from United Learning Courses run by local authority agencies – eg Educational Authority, Inclusion Outreach, MABS etc	National SEN Award Training Qualification Understanding the complex needs of children with SEND and strategies that promote inclusivity. As above
Class Teachers/Teaching Assistants	Senior Leadership team/SENDCO Courses run by local authority agencies – eg Educational Authority, Inclusion Outreach, MABS, Children's Therapy services etc – external and in-house	As above
Link Governor	Local Authority	SEN Code of Practice Understanding of responsibilities to support SEND pupils in school.

How do we involve children with SEN in their education?

- When referrals to external agencies are made, children are often asked to fill in a 'This is Me' document. This asks them to share what is going well and what areas they would like support in.
- Children on the SEND register have a 'Pupil Passport' (different to our Year 6 Passport) that is done in collaboration with children with SEND. Here, children get an opportunity to express their opinions about their strengths and to identify what assists their learning.
- All children take part in an annual United Learning survey where they can share their opinions about school.
- Children who have Special needs Support Plans (SSPs) discuss their targets with an adult in their class.
- If your child has an EHCP or an Annual Review of their EHCP, then their views will be obtained before any meeting.

How do we listen to the views of pupils with SEN?

- When we make a referral to an outside agency, pupils are encouraged to complete a 'This is Me' document that gives their views about school.
- Any allegations of bullying are taken very seriously. All information about this can be found in the Beacon View Bullying Policy which is available on our website.
- Staff reflect on the findings of the pupil survey, and make changes where possible
- Pupil voice is considered when staff do subject reviews.

How do we manage transition into school and between year groups?

If your child is joining us in Reception or another school:

- Your child's new teacher/SENDCO will arrange a time to discuss the best ways to support your child prior to them starting at school.
- Your child's new teacher/SENDCO will endeavour to speak to your child's former teacher/SENDCO at their previous nursery/school to gather as much information about your child as possible prior to them starting at school.
- The new class teacher will monitor your child's transition. They may carry out some assessments or diagnostic work to identify additional ways to support your child
- If your child has an EHCP, our SENDCO will arrange a meeting with you to develop an individualised transition plan.

If your child is already at Beacon View, when he or she moves up to the next year group:

- Your child's new teacher will meet with their previous teacher to pass on relevant information and resources that might have been helpful.
- Scheduled check-ins and visits to the new classroom will be planned to meet the new teacher.
- At the start of the year, your child might be invited to visit on an INSET day to help remove any anxiety.
- Some children will have additional transition resources, such as a social story.

If your child is moving to a secondary school or another primary setting:

- Your child's teacher/SENDCo will meet with the new school's SENDCO or a representative from the new school.
- Visits to the new school may be arranged, along with additional visits where appropriate.
- A representative from the new school may visit your child at Beacon View.
- Any relevant documentation will be sent to your child's new school.

Admissions for children with an EHCP

If you have named our school as one of your preferred choices in your child's plan:

- The Local Authority will send the school copies of your child's most recent EHCP which will outline your son/daughter's needs.
- The Local Authority will consult with the school to see if the school can meet your child's needs.
- You will be invited to meet with the SENDCO to discuss any concerns you may have, or to ask any questions. This will help you to determine whether you feel that this is the most appropriate school for your child.

How do we evaluate the effectiveness of the provision made for young children with SEN?

- A self-evaluation tool is used annually by the school to evaluate the quality of SEND provision and to inform the SEND action plan.

- The school receives regular support and monitoring visits from a United Learning SEND advisor.
- Regular monitoring of classroom practice is carried out by the senior leadership team, this includes provision for SEND.
- The delivery of interventions is regularly monitored by the SENDCo.
- The progress of all children is measured against Age Related Expectations (ARE).
- Progress is tracked through a number of different ways, such as termly tests using PIRA and PUMA test papers (from Rising Stars), SATs and Baseline Assessments in Year R.
- Children's ongoing progress is reviewed through termly pupil progress meetings. This is where class teachers, the SENDCo, phase leaders and a member of the senior leadership team will identify where progress is not being made and what additional support can be put in place.

If you have concerns about provision for your child with SEN

- In the first instance, please make an appointment to meet with your child's class teacher as this will be the person who knows your child best in school.
- If this does not resolve things, please contact the SENDCo. The SENDCo will make the Principal aware of any involvement at this stage.
- If you are still unhappy with the outcome, please refer to the school's complaints policy which can be found on the school website.

