



## Beamont Primary School SEND Report 2022/2023

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SENCO: Mrs A Titchner (currently on Maternity leave)  
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This is the school SEND information and responses to questions from Warrington LA Local Offer. Beamont Primary School is a primary academy working in Warrington Primary Academy Trust, catering for children between Nursery to Year 6 (age range: 3 – 11). We value the individuality of all children and are committed to giving all our children every opportunity to achieve their full potential. We actively seek to remove the barriers to learning and this means equality of opportunities must be a reality for all our pupils.

### Answers to Parent and Carer Questions

1.	How does our school know if children/ young people need extra help?	<ul style="list-style-type: none"> <li>- Information may be received from previous settings, parents/ carers or other professionals in external agencies;</li> <li>- Ongoing assessment and tracking of pupil progress, including regular Pupil Progress meetings, may identify possible areas of need;</li> <li>- Concerns are raised by parents/ carers which may lead to additional assessment or referrals to other professionals;</li> <li>- Staff or parents/carers identify a change in the pupil's behaviour;</li> <li>- Concerns raised through family services and social care which may lead to further assessment or referral to other professionals;</li> <li>- A pupil may ask for help if they find an area of learning more difficult – this would be explored further by the class teacher, in collaboration with parents/carers.</li> </ul> <p>Please refer to the SEN policy on the website.</p>
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2.	What do I do if I think my child has special educational needs?	<ul style="list-style-type: none"> <li>- parents should raise concerns, in the first instance, with the child's class teacher.</li> </ul> <p>If further advice is required, parents can also request to speak to our Special Educational Needs Coordinator (SENCo) or a member of the Welfare team.</p> <ul style="list-style-type: none"> <li>- If your child has not yet started at Beamont, a discussion with the school SENCo would be beneficial before they start, to discuss any concerns.</li> </ul>
3.	How will the staff support my child/ young person?	<p>All of our teachers are teachers of special educational needs and the school embraces an inclusive approach to whole school learning.</p> <ul style="list-style-type: none"> <li>- Teachers consider the needs of all learners when planning learning activities, providing scaffolding to support children's access to the curriculum;</li> <li>- Pupil Passports are created, in collaboration with parents and children, which provide a snapshot of the of children's strengths and areas of need. These enable the right support to be provided by all adults working with the child;</li> <li>- If a pupil has additional needs related to more specific areas of their education, then an 'Individual Education Plan' (IEP) may be implemented following discussion with parents. IEP's will be shared with parents. This document will provide specific targets that will be reviewed termly;</li> <li>- Evidence based interventions may be introduced, to promote accelerated progress in English, maths and/or speech and language, following discussion with parents. These interventions will be monitored and evaluated to ascertain the impact of the provision and to inform next steps;</li> <li>- Interventions are recorded on a digital provision map;</li> <li>- Occasionally, a pupil may need expert assessment or support from an outside agency; such as the Educational Psychologist (EP). If the child is likely to meet the criteria for referral, this is discussed with parents and a referral form is completed. That agency may conduct a series of assessments, and provide a programme of support to the school and/ or parents/ carers. The recommendations from professionals will be included within the IEP targets and interventions;</li> <li>- Training is provided throughout the year to teachers, support staff and whole school staff to ensure that all are up to date with the latest SEN policies and practices.</li> </ul>

4.	How will the curriculum be matched to my child/ young person's needs?	<p>Beamont is a mainstream school which is committed to ensure an ambitious curriculum for all pupils. The curriculum is adapted in different ways according to a child's needs and recorded on the school's Provision Map. The 'Waves of provision' approach is taken:</p> <ul style="list-style-type: none"> <li>○ WAVE 1 Quality First Teaching (QFT) – class teachers routinely use their knowledge of pupil's levels and learning styles to make reasonable adjustments and provide scaffolding, to match children's needs;</li> <li>○ WAVE 2 – If pupils have been identified with specific needs, their work may need to be further scaffolded, to remove barriers to learning and enable them to access the curriculum more easily.</li> <li>○ WAVE 3 – At times, specialist equipment, resources or learning programmes may be made available to meet a child's needs.</li> </ul> <ul style="list-style-type: none"> <li>- Teaching Assistants (TAs) in school provide support across all Wave provisions.</li> <li>- Pre and post learning opportunities and support may be offered if appropriate.</li> <li>- If the child has received support from outside agencies such as an Educational Psychologist or Speech Therapist, these programmes and recommendations will be incorporated into the child's daily learning.</li> </ul>
5.	How will we all know how my child is doing and how will you help me to support my child's learning?	<ul style="list-style-type: none"> <li>- School carefully track pupil progress and regular meetings are held between teachers and senior leaders to discuss progress and how children will be supported to make optimum progress; this may include interventions or referrals to outside agencies</li> <li>- Teaching staff are usually available at the end of the day for short informal discussions; longer appointments can be made with the class teacher, or the SENCo, through the school office;</li> <li>- Parents' Evenings are held twice a year, one in the Autumn term, and one in the Spring term;</li> <li>- A full written report will be sent home near the end of the academic year. An option to meet class teachers after the end of year report is also available. Additionally, 'parent data sheets' are sent home twice a year to support parent/ carers understanding of how well their child is doing against age related expectations and in terms of their effort and progress;</li> <li>- The class teacher may occasionally make extra notes in a home school link book or reading record;</li> <li>- Individual Education Plans are drawn-up in consultation with parents/ carers and children and will be reviewed with them termly;</li> <li>- Annual Review(AR) meetings are held for children with an Education &amp; Health Care Plan (EHCP). External agencies may request to meet with you, in school, to discuss your child;</li> <li>- If a child has specific medical needs, staff will always meet with you and a health worker (if involved) to write a medical care plan.</li> <li>- Parents are invited into school for Learning Walks.</li> </ul>

		<ul style="list-style-type: none"> <li>- Home learning/homework activities are sent home regularly.</li> </ul>
6.	What support will there be for my child's overall emotional health and wellbeing?	<ul style="list-style-type: none"> <li>- All staff offer pastoral support for children.</li> <li>- Staff have had Growth Mindset training and we use these strategies as a whole school approach to support the emotional health and wellbeing of our pupils.</li> <li>- British values and emotional concerns are addressed through circle time activities; Personal, Social, Health, Citizenship and Economic Education (PSHCE)</li> <li>- The school's behaviour policy supports children in making good behaviour choices; fosters self-respect and respect of others and encourages them to become active members of the school and wider community. Staff consistently refer to the school rules: Be Ready, Be Respectful, Be Safe.</li> <li>- Within our Safeguarding team, we have a full time and two part-time, dedicated Safeguarding Coordinators, known as the 'Children's Champions' and a Learning Mentor (part-time). The school's SENCo is also part of this team. This team works closely with our families and pupils to offer support when needed.</li> <li>- Dependent on needs identified, some specific nurture work/ programmes may be implemented by support staff with support from the school's safeguarding team or SENCo.</li> <li>- Our Safeguarding Team attend regular training, to ensure they follow the most up to date policies and practices. We have comprehensive policies to deal with medical issues, based on current good practice and accepted guidelines.</li> <li>- If all school support has been exhausted, the school has access to external agencies and professionals, to support with behaviour, attendance and emotional wellbeing. Currently external agencies used in school include Play therapy from Child In Mind, and Art therapy.</li> <li>- School provide additional support, for those children who need it, at times of transition – to enable a smooth start to the next phase of their education.</li> <li>- Looked after children, with SEND, are supported by the Welfare team. Personal Education Plan (PEP) targets are assessed and monitored termly. Regular Child in Care (CIC) meetings are held with carers and children's services. PEP money is used to support children on an individualised basis; purchasing specialist equipment or allowing them to access therapies.</li> </ul>
7.	What specialist services and expertise are available at or	We are supported by a range of professionals who we can access support from as appropriate; some of these specialist services and experts are provided through the Local Authority, and some are independently resourced. The

	<p>accessed by our school?</p>	<p>range includes:</p> <ul style="list-style-type: none"> <li>○ Educational Psychologist</li> <li>○ Specific Learning Difficulties specialist</li> <li>○ Speech and Language team</li> <li>○ Occupational Therapy</li> <li>○ Inclusion teachers for learning</li> <li>○ Sensory Support team (Hearing and Visual Impairment)</li> <li>○ SEN Orthoptist</li> <li>○ School Health</li> <li>○ Social Services</li> <li>○ CAMHs (Child &amp; Adolescent Mental Health Services)</li> <li>○ St Joseph's</li> <li>○ Child protection/ safeguarding team</li> <li>○ Play therapy</li> <li>○ Art therapy</li> <li>○ Physiotherapist</li> <li>○ Medical professionals, such as the epilepsy team</li> <li>○ ASD/ ADHD specialist nurse</li> </ul> <p>Access to these services is prioritised according to need and availability and is dependent on the child meeting required criteria.</p>
8.	<p>What training have the staff supporting children/young people with SEND had or are having?</p>	<ul style="list-style-type: none"> <li>- The SENCo is a qualified teacher, and senior leader, who also has the National Award for Special Educational</li> <li>- Needs Co-ordination and a masters in Inclusive Education (currently on maternity leave)</li> <li>- The Interim SENCO, Mrs J Worrall, is a qualified teacher, who has expertise in supporting children with special educational needs.</li> <li>- Those staff working with children with Speech and Language Difficulties will be supported by the SENCo and are trained in speech and language programmes.</li> <li>- The SENCo attends regular SEND training within the Local Authority and other SENCo clusters to maintain up to date knowledge of SEND practice and to share and develop good practice.</li> <li>- Some staff have had specific recent training related to individual children, for example, to provide physiotherapy programmes, about medical conditions, etc.</li> </ul>

		<ul style="list-style-type: none"> <li>- If a child has been supported by the Visual Impairment team or Educational Psychologist the year group will be supported by these services and the SENCo to implement specific programmes and interventions.</li> <li>- Previously school staff have had Bereavement training from the charity Bereavement UK and Sensory processing difficulties.</li> <li>- Individual staff training, as identified by the Senior Leadership Team, or as advised by professionals.</li> </ul>
9.	How will my child be included in activities outside the classroom including school trips and provision for access to afterschool clubs?	<ul style="list-style-type: none"> <li>o Beamont endeavours to include all pupils in all activities and will work closely with parents/ carers to try to ensure barriers to participation are removed and reasonable adjustments made wherever possible.</li> <li>o A risk assessment will be carried out for individual's participation where required; this will be verbally shared with pupils and families, where appropriate, to ensure the correct provision is in place.</li> <li>o Trips and activities are always available to all.</li> <li>o The child's parent/ carer may accompany their child on a trip or activity to offer support. This would be considered through the risk assessment process.</li> </ul>
10.	How accessible is the Beamont school environment?	<p>Our building is an old one, but we have worked hard to make it more accessible over the years:</p> <ul style="list-style-type: none"> <li>o The main building is fully accessible on the ground level, with ramps outside and an internal platform lift on the ground floor (where the two old buildings were originally joined together).</li> <li>o There are a number of accessible toilets for children and adults situated around the school.</li> <li>o There is a disable parking bay near to the main entrance, from which there is a ramp to access the main building using the automatic door.</li> <li>o There is a lift to the first floor from the junior end of the building. A ramp lift is installed in the conservatory area to make the steps there more accessible.</li> <li>o As a school we are happy to discuss individual access requirements and we will make reasonable adjustments wherever possible. We carefully consider the layout and use of the building in relation to the needs of the individual child in order to meet their needs appropriately.</li> <li>o A copy of the school's accessibility policy can also be found on the school's website.</li> </ul>
11.	How will the education setting prepare and support my child to join Beamont, transfer to a new education setting or the next stage of education and life?	<p>Beamont recognises that times of transition can be an anxious time for children and parents.</p> <ul style="list-style-type: none"> <li>o The SENCo liaises with other settings at the point of transition, both into school in the Early Years, and out of school to secondary education.</li> </ul>

		<p>Children entering Nursery:</p> <ul style="list-style-type: none"><li>○ If the child is already known to an agency offering some support, e.g. Speech and Language, the SENCo, or someone designated by them, will liaise with the relevant agency. Additional meetings and observations may be arranged in advance of the child accessing the provision. Social stories and visual aids will also be given to the children to support them with their transition.</li></ul> <p>Child entering Reception:</p> <ul style="list-style-type: none"><li>○ When children enter Reception, there are many transitional visits planned between their nursery setting and primary school setting beforehand. If the child is receiving extra support e.g. Speech and Language therapy, then these programs will be passed on to the new teacher and additional support will be given by relevant agencies. Extra visits and meetings can be set up if required e.g. to discuss medical needs. Social stories and visual aids will also be given to the children to support them with their transition.</li><li>○ Transition within school from one year- group to another is carefully planned with individual pupils needs discussed prior to visiting their new classroom. All teaching staff have handover meetings where they can handover and discuss keys documents and information, such as positive behaviour plans, medical plans, one page profiles, data, record of interventions and Individual Education plan.</li><li>○ To support children with the transition to their new classroom and year group, all children move to their new year group three or four weeks before the end of the school year. This is done help ease the impact of change and provides new teachers with the opportunity to liaise closely with the child's previous teacher and allows the teacher to build positive relationships with their new class before the summer break.</li><li>○ During the transition period, we work with the service Active Hope to provide team building activities to facilitate an opportunity for children and new staff to work closely together and create shared memories outside of the classroom to help build positive relationships.</li><li>○ When a child joins from another setting, the school makes contact with that setting to support transition. Similarly, if a child leaves during school, Beamont staff will endeavour to liaise closely with the receiving setting.</li><li>○ The school endeavours to listen and take account of views of parents and carers regarding the needs of pupils with SEND when they join school. If the child needs a gradual transition into their new provision, we will work</li></ul>
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		with parents/ carers to develop a Pastoral support plan to support the individual needs of their child.
12.	How are Beamont's resources allocated and matched to children's special educational needs?	<p>Children with an Education &amp; Health Care plan (EHCP) will have their own budget to support them to meet the outcomes as outlined in the EHCP. Money is used to provide recommended resources; to deploy staff to offer medical support or specialist intervention, or to access specialist training.</p> <ul style="list-style-type: none"> <li>○ The school's Pupil Progress meetings and provision mapping identifies categories of need on an individual, group, class and whole school basis. Funds are allocated to best meet the needs of all our pupils and spending is regularly reviewed.</li> <li>○ Further support or resources may be allocated to children, following assessments by the SENCo, or outside agencies (e.g. children's Speech and Language Therapy team).</li> </ul>
13.	How is the decision made about what type and how much support my child will receive?	<ul style="list-style-type: none"> <li>○ The head teacher, in collaboration with the senior leadership team, will allocate resources and support based on a child's individual need, following discussions with the class teacher and where appropriate, advice from external professional agencies and parents/ carers. This will be in line with the SEND Code of Practice.</li> <li>○ The allocation of support will be informed by the school's own internal assessment procedures and any external professional reports. Any plans or interventions will be discussed with parents/ carers and reviewed regularly.</li> <li>○ Support will be reviewed and change according to the ongoing review of need which will be discussed with staff, parents/ carers and child termly.</li> <li>○ Through Pupil Progress Meetings and discussions between school based staff around the child.</li> <li>○ For pupils with an EHC plan, further consultation will take place with all stakeholders to determine support is needed to enable children to meet the outcomes outlined in their EHCP.</li> </ul>



14.	How are parents involved at Beamont? How can I be involved?	<p>All parents/ carers are encouraged to contribute to their child's education. This may be through:</p> <ul style="list-style-type: none"> <li>○ Discussions with the class teacher;</li> <li>○ During parent's evenings or other arranged meetings;</li> <li>○ During discussions with the SENCo, or other professionals;</li> <li>○ Parents/ carers are encouraged to comment on their child's 'Individual Education Plan'</li> <li>○ Parents/ carers are warmly encouraged to support and help with school activities, or to volunteer/ help out in the classrooms (subject to DBS);</li> <li>○ We offer concerts, assemblies, sporting events, curriculum workshops to which parents/ carers are invited. In EYFS, parents/ carers are invited to Stay &amp; Play sessions, and are invited to comment regularly on their child's learning through the Tapestry app.</li> <li>○ We hold coffee mornings for all parents to come in and talk to the school staff and to meet other parents.</li> </ul>
15.	Who can I contact for further information?	<p>If you wish to discuss your child's educational needs, please contact one of the following:</p> <ul style="list-style-type: none"> <li>○ Your child's class teacher or the Teaching Assistant who works in their classroom or with your child.</li> <li>○ SENCo – Mrs A Titchner (currently on maternity leave.)</li> <li>○ Interim SENCO - Mrs J Worrall or Mrs V Roach</li> <li>○ Headteacher – Mrs K Morris</li> <li>○ SEND Link Governor</li> </ul> <p>Appointments can be made with any of these people through the school office.</p> <p>There are a number of LA contacts who can provide more information including:</p> <ul style="list-style-type: none"> <li>○ Warrington SEND Information &amp; Advisory Service (SENDIAS) – Parent partnership.</li> <li>○ School Health advisers</li> <li>○ EHC plan officers.</li> </ul>
16.	How can you support my child's medical needs?	<ul style="list-style-type: none"> <li>- We will work closely with you and your child to gain a better understanding of your child's medical needs</li> <li>- The governors will work closely with all school staff to ensure that necessary arrangements are made, where possible, to ensure that your child can access all areas of the school</li> <li>- A medical form will be completed if your child has medical needs that require medication to be taken at school or there are certain procedures that need to be taken place</li> <li>- An individual risk assessment will be completed for your child to assess their medical needs and this will be shared with all school staff to ensure the correct support and procedures take place</li> <li>- The school will work closely with medical professionals, where needed to ensure all working staff</li> </ul>

have a clear understanding of your child's specific needs.

**Answers to Children's Questions**

1.	How does the school know if I need extra help?	<ul style="list-style-type: none"><li>- Through something that you or your parents/ carers have told us.</li><li>- We might have noticed that you are struggling with work in class. Your behaviour or attitude might tell us that you need support. You may not be making the usual progress in your work.</li><li>- Other services working with you or your family may tell us you need extra support</li></ul>
2.	What should I do if I think I need extra help?	<ul style="list-style-type: none"><li>- Speak to your parents/ carers and ask them to talk to your teacher.</li><li>- Speak to your teacher or another adult who works in your class.</li><li>- You can add a comment to your work to tell the teacher you found it tricky or didn't understand.</li><li>- All adults in school will want to help and support you, including other teachers you have worked with, support staff, and including our Children's Champions (on display in your classroom).</li></ul>
3.	How will my work be organised to meet my individual needs?	<ul style="list-style-type: none"><li>- We can adapt your work in different ways to support you.</li><li>- We can give you different resources to help you.</li><li>- We can break your work into smaller chunks.</li><li>- You can monitor your own progress and see your successes.</li><li>- We can give you some extra work, on a new topic, before you start it so that you feel more confident.</li><li>- We may give you help in a small group to help you learn a new skill.</li><li>- We will listen to you and understand what you find difficult so that we can offer the right kind of support.</li><li>- We will give you additional support should you need it.</li></ul>
4.	How will I be involved in planning for my needs and who will explain it and help me?	<ul style="list-style-type: none"><li>- Your class teachers and Teaching Assistants (TA) will speak to you.</li><li>- You will be involved in planning and reviewing targets.</li><li>- You will discuss how you learn best and help us to put together a Pupil Passport which tells adults about you and how you learn.</li></ul>
5.	Who will tell me what I can do to help myself and be more independent?	<ul style="list-style-type: none"><li>- The adults who work with you will support you. You might have a list of what you need to do, written for you, or a visual timetable.</li><li>- Your teacher and TA will set you targets to help you and break big tasks into smaller ones.</li><li>- We do lots of lessons and assemblies in school to develop resilience, risk taking, resourcefulness, reflection and good relationships.</li><li>- We will have lot of resources in the classroom you can use to help you to complete your learning task independently</li></ul>

6.	What should I do if I am worried about something?	<ul style="list-style-type: none"> <li>- Speak to a friend, a parent or carer, or an adult in school – we all care and want to help! If you worry a lot, you may have a worry book/ diary and use that to communicate with adults at home.</li> <li>- Specific strategies may be used as appropriate, e.g. worry boxes may be in place, sensory box.</li> </ul>
7.	How will I know if I am doing as well as I should?	<ul style="list-style-type: none"> <li>- We will talk to you regularly.</li> <li>- When your teachers mark your work, they will tell you.</li> <li>- Your teacher and TAs will give you feedback during lessons.</li> <li>- Adults will review your targets with you.</li> <li>- You can ask your teacher if you are doing well.</li> </ul>
8.	How can I get help if I am worried about things other than my work?	<ul style="list-style-type: none"> <li>- Talk to us about what is worrying you and we will work with you and find people to support you.</li> <li>- You can tell your teacher, Teaching Assistant, or any member of the school staff.</li> <li>- Talk to our Children’s Champion or Learning Mentor.</li> <li>- Use the worry boxes around school to express your worry if you don’t want to say it out loud.</li> </ul>
9.	Are there staff in school who have had special training to help young people who need extra help?	<ul style="list-style-type: none"> <li>- All of our teaching staff have regular training in areas of SEND.</li> <li>- Staff are trained in lots of intervention programmes to help you with your learning.</li> <li>- We have a trained SENCo and our Children’s Champions access a range of training to offer support.</li> <li>- We have lovely Teaching Assistants and Teachers who are trained to help you when you feel sad, worried, and anxious.</li> </ul>

10.	Can school staff get extra help from experts outside the school if they need to? (e.g. advice and training on medical conditions)	<ul style="list-style-type: none"> <li>- We can get help from lots of different professionals to help with your needs as appropriate, including: <ul style="list-style-type: none"> <li>o Educational Psychologist</li> <li>o School Health Adviser</li> <li>o Occupational Therapist</li> <li>o Parent Partnership</li> <li>o Early Help team</li> <li>o CAMHs</li> <li>o Counselling services, such as St Joseph's, NSPCC</li> <li>o Visual and Hearing Impairment team</li> <li>o Speech and Language team</li> <li>o Orthoptist</li> <li>o Physiotherapist</li> <li>o ASD/ ADHD specialist nurses</li> <li>o Play therapy</li> <li>o Art therapy</li> <li>o Medical professionals such as epilepsy team</li> </ul> </li> </ul>
11.	If I have difficulty in taking part in school activities what different arrangements can be made?	<ul style="list-style-type: none"> <li>- We will work closely with you to help you access the school activity you want to take part in</li> <li>- We will make necessary arrangements, wherever possible, to ensure that you are able to access all activities and events in school</li> <li>- We will work closely with your family to get all the information we need to ensure you get the best support</li> </ul>
12.	What help is there to help me get ready to start school?	<ul style="list-style-type: none"> <li>- We will speak to you and your parents/ carers before you start. We will visit you at your nursery or speak to your previous school so that we have lots of information.</li> <li>- We will usually hold a meeting with the people who help you now so that we have everything in place to help you.</li> <li>- We will make sure that you can visit your new classroom and teacher and meet the people who will help you before you start.</li> <li>- We will provide you with a social story to support you with your new transition</li> </ul>
13.	I am coming to school to prepare for employment – how will I be supported?	<ul style="list-style-type: none"> <li>- We will listen to your dreams and aspirations.</li> <li>- We will regularly invite people from the world of work into school to tell you about their jobs, and to inspire you to be prepared for employment.</li> <li>- We will encourage and support you.</li> <li>- We will help you develop social skills, good relationships, resilience, and confidence to take risks, resourcefulness,</li> </ul>

		<p>independence and reflection skills.</p> <ul style="list-style-type: none"> <li>- We will see you as an individual.</li> </ul>
14.	I have specific medical needs; how will I be supported?	<ul style="list-style-type: none"> <li>- Your teacher and school SENCo will work closely with you and your family to gain a better understanding of your medical condition and how to help you.</li> <li>- We will support you to access all school activities and events, making special arrangements if possible.</li> <li>- We will create a special assessment known as a risk assessment with your family and yourself so you know what support you will get in the day and how we will be working together to keep you safe.</li> </ul>