

1. What kinds of special educational needs does the school/setting make provision for?

At Beardall Fields we are able to support pupils with cognitive and learning difficulties, physical needs, communication difficulties and emotional and behavioural needs. We currently support pupils with autism, ADHD, hearing difficulties, dyslexia, CDC (dyspraxia), hyper mobility, speech and language difficulties and learning difficulties.

2. How does the school/setting know if pupils/ people need extra help and what should I do if I think that my child may have special educational needs?

Speak to your child's teacher if you think your child has special needs, who will have a discussion with the SENDCo. Where children have complex needs, the SENDCo will meet with the class teacher and parents. In school, we use formal assessments, informal observations, discussions with parents, pupil interviews, age-related expectations, progress reports and class work to identify initial concerns that a child may need additional support.

3. a) How does the school/setting evaluate the effectiveness of its provision for pupils with special educational needs?

The SENDCo monitors targets and provision, progress and attainment termly. Progress is also measured annually and over key stages. Target reviews are held with parents termly for children on the SEND register. Formal discussions and observations also feed into evaluations.

b) How will both the school/setting and I know how my child/young person is doing and how will the school/setting help me to support their learning?

Target review meetings are held with parents of pupils with SEND termly. At Beardall Fields, we operate an 'open door' policy, where you are always welcome to pop in and chat to staff about your child. You are also welcome to make an appointment to see the class teacher if you would like a formal meeting, and the class teacher will consult or invite the SENDCo as appropriate. You may be invited to meet with outside agencies if they are involved with your child. School will give advice about how you can support your child at these meetings and discussions.

c) What is the school's approach to teaching pupils with special educational needs?

After the pupil's needs have been assessed, targets will then be set and discussed with the pupil and parents. Most pupils' targets are reviewed termly. Pupils with more complex needs, or speech and language difficulties, may have targets lasting for shorter or longer periods of time following outside agency advice.

Pupils with physical disabilities may not need targets. In this case, their needs will be recorded alongside interventions, strategies and resources required to meet their needs.

All pupils have some time working independently, including those pupils with severe and complex needs. Some pupils will have some 1:1 support with a teaching assistant for some of the time. Some pupils will be taught in a small group by a teaching assistant; this will be dependent upon the needs of the child. The class teacher is responsible for ensuring the needs of all pupils are met, and will be involved in the provision of all pupils in their class.

d) How will the curriculum and learning be matched to my child/young person's needs?

The curriculum will be scaffolded to meet the needs of all pupils. Some pupils with complex needs will require an individualised curriculum; this will be supported by the SENDCo or outside agencies where needed. For our pupils with the most complex needs, where it is not appropriate for them to be in class full time, there is access to nurture provision and the SENDCo will meet with parents to discuss this.

e) How are decisions made about the type and amount of support my child/young person will receive?

The senior management team make staffing decisions before the start of each school year. Staffing is reviewed regularly and may be amended to better meet the needs of pupils.

The class teacher is responsible for deciding on the amount and type of support a pupil needs and this is agreed with the SENDCo. Support and interventions are discussed with parents at target setting meetings and reviews. Developing independence for your child will be a key priority, and provision will be designed to support this. If your child has complex needs, requiring more than 10 hours of

intensive support, the SENDCo may apply for additional funding through a bidding process, and will agree on the amount of support with the class teacher.

f) How will my child/young person be included in activities outside the classroom, including school trips?

Wherever possible, all pupils will have access to: the breakfast club, after-school club, lunch time clubs, after school activities, educational visits and residential opportunities. (Numbers of places available for breakfast club and after school club are limited and determined by staff ratios.)

School staff will consider whether reasonable adjustments are required to ensure needs are met and pupils with additional needs and disabilities are fully able to engage with activities outside the classroom. Additional and specific risk assessments may be carried out. This will be dependent upon the needs of the pupil and activities they wish to access.

g) What support will there be for my child/young person's overall well-being?

At Beardall Fields we pride ourselves on our nurturing environment, where pupils are encouraged to be emotionally literate. Support for emotional needs and well-being is provided by your child's teacher and TA as needed. ELSA (Emotional Literacy) trained TAs in school are available to advise class teachers in TAs in how best to support our pupils. Some pupils may benefit from planned interventions around their well-being. If further support is appropriate, we may signpost you to outside agencies or make a referral in consultation with parents. The SENDCo or designated lead for safeguarding may support parents or carers to complete a 'Getting to know me' form and develop a plan of action, which may include a referral to outside agencies.

4. Who is the school/setting's special educational needs co-ordinator (SENDCO) and what are their contact details.

Mrs Debbie Menevse, Beardall Fields Primary and Nursery School, Kenbrook Road, Hucknall, NG15 8HY Tel: 0115 9638845

5. a) What training have staff supporting special educational needs had and what is planned?

We aim to keep all school staff up to date with relevant training and developments in teaching practice in relation to the needs of pupils with SEND. We undertake a rolling programme of SEND in-house training during INSET days and staff meetings. Staff expertise is shared within school through peer observations and learning conversations. The training plan is dependent upon the training needs of staff in relation to pupils they are working with year on year. The SENDCo attends termly Springboard meetings where training events are discussed.

b) What specialist services and expertise are available or accessed by the setting/school?

The following services may be involved as and when necessary:

School Nurse / Health Visitor / GP / Paediatrician

Schools and Families Support Service

Educational Psychology Service

Family Centre Support

Child and Mental Health Service

Speech and Language Therapy

Physical Disability Support Service

Small Steps Autism and ADHD support

Specialist speech therapist

Occupational therapy

Physio therapy

Early Help Unit

Whilst these are the main support services involved with our pupils, the SENDCo may refer pupils to other outside agencies or voluntary organisations as appropriate. Parental views and consent will be sought before referrals are made.

6. How will equipment and facilities to support pupils with special educational needs be secured? How accessible is the school/setting?

Beardall Fields was newly built in 2014, and complies with all building legislation regarding disabilities. The site has good wheelchair access. There is a hygiene suite in the foundation area, and a separate closomat disabled toilet.

There is an annual SEN budget for resources managed by the SENDCo. Resources and advice for pupils with physical disabilities may be provided by the Physical Disability Support Service, occupational therapist or physio therapist if appropriate.

7. What are the arrangements for consulting parents of pupils with special educational needs? How will be I involved in the education of my child/young person?

Parents are invited to meet formally with their child's teacher termly. In addition to this, you may meet with school staff informally or request further formal meetings as appropriate.

8. What are the arrangements for consulting young people with SEN and involving them in their education?

When new targets are set, and at each target review, pupils are consulted and their views taken into account. This can sometimes be difficult for pupils with complex needs, and staff will use other methods, such as using symbols and pictures and observations to gather their views. Pupils with an EHC plan will also have an annual review and their views will be clearly recorded as part of the review.

9. What do I do if I have a concern or complaint about the SEN provision made by the school/setting?

Speak to your child's teacher if you have any concerns or complaints about the SEN provision. If you are still concerned, make an appointment to meet the SENDCo. If you are not satisfied, follow the school complaints procedure - available on the school website.

10. How does the governing body involve other organisations and services (e.g. health, social care, local authority support services and voluntary organisations) in the meeting the needs of pupils with special educational needs and supporting the families of such pupils?

Pupils are referred to other agencies in consultation with parents. Parental consent and views will always be gathered before a referral takes place, unless the school feels that the pupil is in danger of being harmed.

11. How does the school/setting seek to signpost organisations, services etc who can provide additional support to parents/carers/young people?

Sometimes parents are able to self-refer to organisations and school will pass on information in this case. Sometimes school will need to make a referral.

12. How will the school/setting prepare my child/young person to:

i) Join the school/setting?

They will be offered a transition visit prior to starting school. Pupils with complex or emotional needs may be offered additional visits. Upon being allocated a place, the SENDCo will gather information from parents, other agencies involved and current settings if applicable. A transition plan will be agreed with parents where needed. For

pupils with complex needs, this may involve a graduated transition. They may be offered a transition book if appropriate.

ii) Transfer between phases of education (e.g. early years to primary, primary to secondary etc)?

They will be offered a transition visit prior to starting the new school / class. Pupils with complex or emotional needs may be offered additional visits. The SENDCo and class teaching team will meet with new staff and pass on SEND information about your child, including any information in the class SEND file. A transition plan will be agreed with parents. For pupils with complex needs, this may involve a graduated transition. They may be offered a transition book if appropriate.

iii) Prepare for adulthood and independent living?

All pupils at Beardall Fields are encouraged to develop independent skills at an appropriate level. They may be given responsibility within school. When appropriate, they will be encouraged to take responsibility for preparing and collecting resources at home and school. Pupils are involved in food technology, and learn about money and shopping. Pupils are supported to become independent in personal care skills through their time at Beardall Fields. Social skills are an integral part of all SEND provision, alongside sensory activities, where children learn to self-soothe and manage emotions.

13. Where can I access further information?

The special needs policy, on the school website, has more detailed information. Should you require further information, or wish to discuss specific needs of your child, please contact your child's teacher.