



Special Educational Needs & Disabilities (SEND) Provision

The Beeches Primary School



SENCo: Miss A. Smith & Ms H. Marsden

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Click here : [SEND Information Hub \(Local Offer\) | Peterborough Information Network](#)

How does The Beeches identify children with special educational needs and/or disabilities (SEND)?

It is the responsibility of all class teachers to provide high quality first teaching, which is differentiated to meet the needs of all pupils. With reasonable adjustments, all children will fulfil their potential.

Concerns can be raised by parents/carers, teachers, or the pupil's previous school relating to:

- Lack of progress
- Poor test scores
- Change in the pupil's behaviour
- A pupil asks for help

If a child is not making adequate progress despite reasonable adjustments through a differentiated curriculum, intervention and personalised learning targets, the class teacher will then make a referral to the **Special Educational Needs and Disabilities Coordinator (SENCo)**.

SENCo: Miss A. Smith & Ms H. Marsden

Together they will collate information about the pupil's progress and consider whether special educational provision is required. If regular meetings with parents/carers and children are required, they will take place and other agencies may become involved with consent of parents/carers.

How can I raise concerns about my child's progress?

You should talk to the child's class teacher as a first point of contact who will, if necessary, arrange for you to speak with the SENCo.

Appointments can be made by emailing office@beeches.peterborough.sch.uk or ringing 01733 209877.



*FAIR ISN'T EVERYONE GETTING THE SAME THING...
FAIR IS EVERYONE GETTING WHAT THEY NEED TO BE SUCCESSFUL.*

How do we support pupils with Special Educational Needs?

What kinds of needs can The Beeches provide for?

At The Beeches we want to include all children and support pupils with a range of special educational needs, with varying degrees of complexity.

We support children with the following areas of need:



* **Communication and Interaction** (such as: Speech and Language difficulties and Autistic Spectrum Disorders)

* **Cognition and Learning** (such as specific literacy/ numeracy difficulty and conditions such as: dyslexia, dyscalculia, and dyspraxia)

* **Social, Mental and Emotional Health** (such as anxiety or depression, eating disorders or disorders such as: attention deficit disorder or attachment disorder)

* **Sensory and/or Physical** (such as: visual or hearing impairment and children with medical needs).

Who will explain my child's SEND support to me and my child?

The class teacher and the SENCo.

Which school staff will work with my child?

- Class teacher,
- Teaching assistants,
- Family support worker,
- SENCo,
- In some instances, after attaining parental consent, professionals from outside agencies.

How does the school monitor the effectiveness of its provision?

- Meetings between SENCo and teachers (individually and in teams)
- Progress meetings with the senior leadership team
- Observations in classrooms
- Data analysis

- Discussions with the named SEND governor
- Discussions with parents/carers

What role do governors play in monitoring the school's SEND provision?

The SEND governor's role is

- To ask questions about what we do and how effective it is
- To monitor school practice, impact and procedures relating to SEND

How do we adapt/differentiate our curriculum to suit pupils with SEND?

All teachers differentiate the curriculum using reasonable adjustments to meet the needs of every child in their class. Activities can be differentiated by small groups and/or individually, when required.

Individual approaches and strategies are employed when necessary to support learning for specific children. Teaching assistants work alongside the class teacher to support children individually or in small groups and to facilitate the class teacher working with specific children.

Children who require further support are supported by the class teacher, with support from the SENCo. If external specialist support is required, staff will be supported to implement the recommendations and programmes suggested by specialists.

How can parents/carers give feedback?

- Speaking to your child's class teacher
- Attending parent/carers evening
- Parent questionnaires
- During Annual Reviews
- SEND Coffee afternoons
- Making an appointment with the SENCo

When will I be able to come into school to discuss my child's progress?

Parents/carers are welcome, at any time, to speak with their child's class teacher or to make an appointment with the SENCo.

How can parents become involved in planning for their child?

We strongly believe in working in partnership with parents/carers and children.

- Parents/carers are invited into school for termly parents/carers evening, during these meetings the class teacher will share progress, attainment and progress
- As a school, we actively seek parental advice and views on how best to support your children
- During planning and review meetings
- Making an appointment to meet with their child's class teacher and/or SENCo.

What opportunities will my child get to contribute their views?

- School council
- Discussing their progress and needs with their class teacher
- Sharing their views with the leadership team during observations
- Speaking with school governors during their regular visits
- Pupil voice interviews with SENCo termly
- Use of One Page Profiles
- SEND Coffee sessions

How do we support pupil's general health and wellbeing?

What pastoral, medical and social support is offered to children and their families?

- A whole school ethos which supports and understands pastoral, social and medical needs
- Access to the School Nursing Service
- Personal, Social and Health Education in the classroom and through assemblies
- Access to a Family Support Worker
- School behaviour and anti-bullying policies
- Early Help Assessments
- Qualified first aiders
- Extracurricular clubs and activities
- Access to Emotional Literacy Support intervention
- Access to Forest School provision
- Regular adapted Sports events
- Care plans for children requiring medical support
- Access to counselling from Kooth (Year 6 only)
- Play Therapist

Children can contribute their views through:

- School council
- Pupil voice interviews
- One Page Profiles



Which specialist provision is available for my child?

<u>Cognition and Learning Interventions</u> <ul style="list-style-type: none">• 1:1 support with TA within class• Smaller targeted core subject groups• First Class Number• Precision Teaching	<u>Sensory and Physical Interventions</u> <ul style="list-style-type: none">• Sensory circuits• Occupational Therapy• Physiotherapy• Fine motor skills including Write from the Start
<u>Social, Emotional and Wellbeing Interventions</u> <ul style="list-style-type: none">• Family Support Worker• Play Therapy• Forest Schools• Emotional Literacy Support• You are Awesome	<u>Communication and Interaction Interventions</u> <ul style="list-style-type: none">• Speech and Language Interventions• Social skills group• Forest Schools• PECS

What specialist staff are employed by the school?

Our staff are regularly trained in the following areas:

- Safeguarding
- First Aid
- Specific training for individual needs, e.g. Speech and language difficulties

Some staff have training in the following areas:

- Emotional Literacy Support
- Specific Speech and Language support
- Forest Schools
- Autism



What services does the school access?

Provided by the Local Authority

- Autism Advisory Teachers
- Parent Partnership Officer
- Pupil Referral Service
- Children's Social Care
- Early Help Team
- Local Authority SEND team
- Sensory Support
- ADHD outreach

Provided by the Cambridgeshire and Peterborough Health Trust

- Speech & Language Therapy
- Physiotherapy
- Occupational Therapy
- School Paediatrician
- School Nurse

Provided by Independent/Private Services

- Behaviour Support
- Educational Psychology
- Play Therapy
- Families First
- Kooth counselling



What do we do to help pupils access our school and its facilities?

To ensure that all children can access our school we will provide:



- Activities planned to suit individual needs
- Disabled toilets
- Wheelchair access at every entrance and lift to first floor
- Resources such as sloping boards, pencil grips, etc
- Adaptations to the curriculum and support provided to suit individual needs
- [Accessibility policy](#) which can be found on The Beeches Primary School website

Activities and school trips are available to all, including residential trips, by ensuring risk management considerations are undertaken and procedures are put in place to include all children. If a health and safety risk assessment suggest that an intensive level of 1:1 support is required, a parent/carer may also be asked to accompany their child.

How do we support transition to and from our school?

The following arrangements help children and their parents/carers to make successful transitions:

- Transition meetings for the current setting, new setting, SENCo and parents/carers
- School staff visits to see child in preschool setting
- Home visits before children start school
- School staff to visit secondary schools with individual or groups of children
- Secondary school staff to visit our setting to meet with children
- Multi agency transition meets are arranged for children with high needs
- Annual Reviews ensure that parents/carers are involved in planning their children's education
- At least 3 meetings, termly, between class teacher, key adults, parents/carers in person
- Regular communication by telephone

*A CHILD IS LIKE A BUTTERFLY, SOME CAN FLY HIGHER THAN OTHERS. WHY COMPARE ONE TO THE OTHER?
EACH ONE IS DIFFERENT. EACH ONE IS SPECIAL. EACH ONE IS BEAUTIFUL.*

How do we allocate resources to SEND pupil at our school?

How is the SEND budget allocated?

By the current needs in the school which is approved by governors.

How is funding matched to SEND?

- Resources needed for the needs of the current cohort
- Cost of providing adults for 1:1 support and interventions
- Individual needs of the child.



How can parents/carers become involved in making decisions about resource allocation?

Meetings to consider whether needs are being met including attending Annual Reviews and SEND coffee afternoons.

Who can I contact for information, including making complaint?

If you wish to discuss your child's educational needs or are concerned, please contact one of the following:

First point of contact is your child's class teacher. These concerns will be shared with the appropriate SENCo either Ms Marsden or Miss Smith.

Other people at The Beeches who might be contacted include:

- Deputy Head teacher – Mr Fisk
- Head Teacher - Mr Smith

If you still feel your matter has not been resolved, you can make an appeal to the school governors by [clicking here](#).

External services:

- **SEND Information Advice Support Service** – Tel; 01733 863979 Email; pps@peterborough.gov.uk
- **The Parent Partnership Officer (PPO)**, provides information, advice and support to parents/carers of children and young people with special educational needs. The PPO is keen to ensure that parents/carers' views are taken into consideration and will support parents/carers to enable this to take place
- [Local Offer](#)
- **Educational Psychology Open Access Consultation Service** – Tel. 01733 863689 please call for an appointment.

Support Groups that our families have found useful

- [Little Miracles](#)
- [Family Voice Peterborough](#)
- [National Autistic Society](#)

Community Voice



'I am very happy with the support from school. My child has improved, and the school is providing good help for us as parents.'

Reception parent



'I like Sensory Circuits because I enjoy jumping on the trampoline, balancing on the bench and going in the tunnel. It helps me wake up!' **Year 4 pupil**

'My TA helps me with reading. She has helped me to learn how to work on my own more.' **Year 5 pupil**

'I enjoy attending the coffee mornings at school with Family Voice because we get information about local charities that can support. It is useful because Family Voice offer holiday trips as well as providing details of sensory sessions at the cinema and soft play.'

Reception parent



'I love learning outside in the forest. This helps me to make friends.' **Year 4 child**

