

Beech Hill Primary School

Special Educational Needs and Disability Information Report



School Vision:

Our vision for Valour Academy is that all children will feel loved, happy and safe.

We will provide each child with many and varied opportunities to develop their character to feel accepted;
to develop a sense of belonging; to be driven and resilient and to be inspired and be inspiring.

The SEN Information Report should be read in consultation with the SEN policy, Accessibility Plan and Annual SEN Report. Together they include details of:

- The school's admission arrangements for pupils with SEN or disabilities
- The steps school have taken to prevent pupils with SEN or disabilities from being treated less favourably than other pupils
- The facilities provided to assist access to the school by pupils with SEN and disabilities.
- (Children and Families Act 2014, Part 3)

At Beech Hill Primary School every child is equal, valued and unique. We are a fully inclusive school who ensures that all pupils achieve their potential personally, socially, emotionally and academically in all areas of the curriculum (regardless of their gender, ethnicity, social background, religion, sexual identity, physical ability or educational needs). We strongly believe that a focus on early intervention, removing barriers to learning, raising expectations, preventative work and integrated services for children, will deliver real and lasting benefits to children with SEN and their families. This document is intended to give you information regarding the ways in which we ensure we support all of our pupils, including those with SEN, in order that they can realise their potential. These are continually developed and used to modify our provision to meet the changing requirements for individual pupils.

When children are identified as having SEN we use specific plans and resources which help support their development, address areas of concern and speed up progress. Beech Hill is committed to providing an education that enables all pupils to make progress so that they achieve their best, become confident individuals living fulfilling lives and make a successful transition into adulthood. Children with SEN at Beech Hill make good progress and achieve in line with other schools nationally. Other useful documents such as our SEN and Inclusion policy are available on the school website www.beechhill.newcastle.sch.uk/ If you would like further information about what Beech Hill can offer, then please do not hesitate to contact Mrs. Lisle or Mrs Kemp, the SENCOs, directly on **0191 267 8113** or **e-mail:**

Jennifer.lisle@beechhill.newcastle.sch.uk

Julie.Kemp@beechhill.newcastle.sch.uk

Parents can also contact their local **Newcastle Special Educational Needs and Disabilities Information, Advice and Support Service** for free, impartial information, advice and support in relation to their pupil's SEN and/or disability. You can access this service by visiting their website (<https://www.newcastlesendiass.co.uk/>), by phone **0191 211 6255** or by email: SENDIASSadmin@newcastle.gov.uk

Beech Hill Primary School
Special Educational Needs and Disability Information Report

School entitlement offer to pupils with additional needs

For all pupils at Beech Hill Primary School who have an additional need (SEN):

- We set pupil-friendly termly targets and needs-based plans which clearly state the pupil's area(s) of need, their targets and the provision and resources to be implemented to support them in meeting the targets set for them. We involve pupils, parents and staff to write, review and implement them.
- We deliver high quality teaching, differentiating the curriculum and our resources to meet the needs of individual pupils and to promote pupil progress.
- We seek support and advice from outside agencies to ensure any barriers to success are fully identified and responded to.
- We operate a graduated response based upon need; assess, plan, do, review which is monitored by the SENCO.
- We ensure there is access to teaching and learning for pupils with SEN, monitored through the schools self-evaluation process.
- We use strategies to reduce anxiety/promote emotional wellbeing.
- All school-related activities are evaluated in terms of their positive impact on the learning success and inclusion of pupils with SEN.
- Support staff are placed where they are needed throughout the school to ensure pupil progress, independence and value for money.
- We have two fully qualified SENCOs who can provide advice and guidance to staff.
- All staff have completed, and will continue to receive, on-going training in relation to meeting pupils' needs in the classroom.
- Support is offered to families and they are signposted to services and organisations which may offer appropriate support or advice via the Local Offer.
- We offer Primary to Secondary transition support for pupils and parents.

Statutory provision as specified in a an Education Health and Care Plan (EHCP) in addition to all the above, we provide:

- Very detailed planning and monitoring of progress.
- Individualised programmes in several areas.

Beech Hill Primary School
Special Educational Needs and Disability Information Report

- Arranging the provision specified in section F of the EHCP plan
- Arranging the annual review of an EHC Plan and submitting recommendations to the LA.

Beech Hill Primary School
Special Educational Needs and Disability Information Report

Type of SEN for which provision is made at Beech Hill Primary School	Type of support/provision made at Beech Hill Primary School
<p>Communication and Interaction Needs: e.g.</p> <ul style="list-style-type: none"> • Autistic Spectrum/Social Communication Disorders • Speech, Language and Communication Needs 	<ul style="list-style-type: none"> • We use visual timetables and additional resources such as recordable whiteboards, ear defenders, sensory cushions, pop-up learning barriers, fiddle toys etc. according to need. • We have areas of low distraction/stimulus. • We offer support and supervision at unstructured times of the day e.g. break and lunchtime. • We offer social skills support including strategies to enhance self-esteem and nurture groups. E.g, social stories, • We use strategies/programmes to support speech and language development. • We provide speech and language interventions in accordance with speech therapy programmes. • We provide small group or 1:1 targeted intervention programmes delivered to pupils to improve skills. • We have designated well-being (formerly Thrive) practitioners to work with children individually and in small groups. • We deliver a programme called Early Talk Boost to develop speech and language skills. This is a 9 week programme aimed for children in EYFS. • In Nursery all children take part in a speech and language screen assessment in order to identify any speech and language difficulties. Internal/external support is then put in place for these children. • We seek support and advice from the Local Authority Speech, Language and Communication Teachers where appropriate. • We will be taking part in the NELI (Nuffield Education Language Intervention) project which is an intervention for Reception children to improve their language skills.

Beech Hill Primary School

Special Educational Needs and Disability Information Report

<p>Cognition and Learning Needs:</p> <p>e.g.</p> <ul style="list-style-type: none"> • Moderate Learning Difficulties (MLD) • Specific Learning Difficulties (SpLD) 	<ul style="list-style-type: none"> • We use strategies to promote and develop literacy and numeracy such as multi-sensory teaching approaches, talk for learning activities, moving maths etc. • We support access to the curriculum and to develop the skills for independent learning. • We use small group targeted intervention programmes to improve skills in a variety of areas, e.g. Memory skills, Sound Linkage, streamed comprehension, streamed reasoning and mental maths groups, catch-up phonics, 1:1 reading etc. • We use ICT to reduce barriers to learning where possible. • Each class has a range of SEN resources to support learning and reduce barriers to learning e.g. coloured whiteboards and overlays, recordable whiteboards and ICT resources, ergonomic pencils, writing slopes, Numicon etc. • We seek support and advice from SENTASS to ensure any barriers to success are fully identified and responded to. • Provision of table top resources to promote independence and ensure that learning is multi-sensory and practical • Alternative approaches to recording promoted. • Opportunities for repetition of key learning. • Additional processing/thinking time for responding to questions, completing tasks, sharing ideas • We assess pupils regularly and report progress to parents and staff. • We assess pupils for access arrangements for assessments. • We offer support before and after school for revision, catch-up and homework e.g. breakfast club, Kangaroo club, booster classes. • Relevant staff qualifications • Multi-agency involvement with the family as required • Advice and support from outside agencies.
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Beech Hill Primary School
Special Educational Needs and Disability Information Report

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Beech Hill Primary School
Special Educational Needs and Disability Information Report

<p>Social, Emotional and Mental Health: e.g.</p> <ul style="list-style-type: none">• Social Difficulties• Mental Health Conditions• Emotional Difficulties	<ul style="list-style-type: none">• Beech Hill Primary School values all pupils.• Our behaviour management systems in school are based on encouraging pupils to make positive decisions about behavioural choices. Please see our school behaviour policy on our school website for further details.• The school's behaviour policy identifies where reasonable adjustments or changes can be made to ensure the need for exclusion is kept to a minimum.• We use risk assessments and take action to ensure the safety and inclusion of all pupils in all activities.• The school provides effective pastoral care for all pupils.• We use small-group targeted or 1:1 support to improve social skills and emotional resilience e.g. Well-being, counselling, social stories• We provide information and support for behavioural, emotional and social needs.• We seek support from outside agencies such as the School Health Advisor and the Children and Young People's Service (CYPS).• The school has clear sanctions and rewards that are followed to offer children structure and routine.• Most staff in school have been trained in THRIVE approach to emotional development in school which develops resilience although we have now adapted this to work within our setting and is now called "Flourishing"• Our school refers families who are in need to the DARE programme which aims to support children who have witnessed domestic abuse.• Our school can also refer families to the Incredible Years programme.
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Beech Hill Primary School

Special Educational Needs and Disability Information Report

<p>Sensory and Physical Needs: e.g.</p> <ul style="list-style-type: none"> • Hearing/Visual Impairment • Multi-sensory impairment • Physical Disabilities • Medical Needs 	<ul style="list-style-type: none"> • Staff work with specialists such as 'The Hearing Impairment Service' or a member of the 'Visually Impaired team' to seek advice and guidance on meeting the needs of individual pupils • We provide support and aids to ensure access to the curriculum and develop independent learning e.g. writing easels, recordable whiteboards, adapted pencils/scissors. • We seek and act on advice and guidance for pupils who have significant medical needs. • We provide access to medical interventions. We seek advice and guidance from the Health Service to ensure barriers to success are reduced or removed. • Additional handwriting support through targeted intervention programmes e.g. Write from the start • We work closely with the Occupational Therapy service to deliver and monitor therapeutic programmes. We adopt many of the principles of Sensational Schools. • We provide support with personal and intimate care if and when needed. • All entrances to our school allow wheelchair access. • Our school has disabled toilets on the ground floor. • Our staff receive training to ensure they understand the impact of a physical/sensory need on teaching and learning. • We have a designated medical officer who regularly checks medical records and ensures staff understand and apply the medicine administration policy. • Our school works hard to ensure that parents/carers are able to work in partnership with us to support their children. • Support is offered to families and they are signposted to services/organisations which may offer support/advice where appropriate, via the Local Offer. • We use Primary to Secondary transition support to ensure pupils make a smooth transfer between phases and prepare
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Beech Hill Primary School
Special Educational Needs and Disability Information Report

	<p>successfully for adulthood.</p> <ul style="list-style-type: none">• We have designated first aid trained staff who work throughout the school.• Alternative ways of recording ideas/writing/investigations
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If you have any concerns about your child's SEN, progress or provision we would urge you to come into school and discuss matters further with your child's class teacher or the school SENCO. Although school complaints procedures are in place, we would always hope to resolve any issues or concerns informally by working in partnership with parents.

Note

Parents can contact their local **Newcastle Special Educational Needs and Disabilities (SEND) Information, Advice and Support Service**, (formerly known as the Parent Partnership Service) for impartial information, advice and support in relation to their child's SEN and/or disability.

Contact details:

Newcastle SENDIASS
Woodlands Children's Centre
Newton Place
High Heaton
Newcastle
NE7 7HD

Phone: 0191 211 6255
sendiassadmin@newcastle.gov.uk
www.newcastlesendiass.co.uk

Parents can access the **Newcastle Local Offer** at [Newcastle SEND Local Offer | Newcastle Support Directory](#)

Family, Advice and Support Team supports families with disabled children/young people from birth to 25 years.

Contact details: 0191 2818737

Family Advice Workers: 0191 281 2255

Email: information@skillsforpeople.org.uk

Beech Hill Primary School
Special Educational Needs and Disability Information Report

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