



## De Beauvoir Primary School

### SEND information Report 2020-2021



#### Our School

De Beauvoir Primary School has a roll of approximately 167, with classes from Nursery to Year 6. We are a one form entry school in all year groups with a combined Nursery and Reception class. The school is situated close to Dalston, in the centre of Hackney. This is a diverse area with a mixture of privately owned homes and densely populated high-rise estates. Our school is ethnically, culturally and socially diverse. 52% of our pupils receive Pupil Premium funding and 53% speak English as an additional language.

At De Beauvoir we create a caring, stimulating and inclusive environment in which learning can flourish. We encourage every pupil to strive for excellence and we promote high levels of achievement for all pupils through effective teaching and high expectations. We also provide a broad, balanced and differentiated curriculum to enable all children to achieve their full potential.

#### What is a Special Educational Need/Disability?

According to the **SEND Code of Practice (2015)** there are four broad areas of SEND:

##### **Communication and Interaction**

*Pupils with these needs may have difficulty:*

- *Saying what they want to;*
- *Understanding what is being said to them;*
- *Using social rules of communication.*

*Some pupils with ASD, including Asperger Syndrome and Autism, are likely to have particular difficulties with social interaction and how they relate with others.*

##### **Learning and Cognition**

*Pupils with these needs learn at a slower pace than their peers, even with appropriate differentiation. They require support with their learning which could be:*

- *Moderate learning difficulties (MLD);*
- *Severe learning difficulties (SLD);*
- *Specific learning difficulties (SpLD).*

##### **Social, Emotional and Mental Health**

- *Pupils and young people can experience a wide range of social and emotional difficulties which may result in:*

- *Pupils being withdrawn or isolated;*
- *Challenging or disruptive behaviour (including but not exclusive to ADHD)*

These behaviours may reflect underlying mental health difficulties such as anxiety.

### **Physical, Sensory and Medical**

*Pupils may require special educational provision due to a disability which is:*

- *Physical;*
- *Hearing impairment (HI);*
- *Visual impairment (VI);*
- *Other medical needs.*

*De Beauvoir adheres to the aims and objectives of the school's SEND policy, which can be found here:*

<http://debeauvoir.pa.creativeschools.co.uk/wp-content/uploads/sites/4/2019/04/Special-Educational-Needs-and-Disability-Policy.pdf>

### **What should I do if I am concerned my child may have SEND?**

*It is best to speak to your child's class teacher about any concerns that you have. Often, those concerns can be easily addressed and a quick resolution found. Our class teachers and learning coaches know the pupils well and should be able to answer most of your questions. If staff members are not quite sure about a particular issue they will take advice from the SENDCo, INCo or other senior members of staff and respond to you as soon as possible.*

*If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Sheila Baez). Appointments can be arranged in person, by phone or by e-mail.*

### **How does De Beauvoir School know if my child needs extra help?**

*De Beauvoir Primary School has well established processes for identifying pupils who may have additional needs. All staff, in teaching and support roles, have training in the identification of pupils with additional needs and there is an open door policy to the SENDCo and other senior staff.*

*Staff conduct rigorous assessments of pupils' academic attainment and progress each term and the results are analysed by class teachers and senior staff. Pupils who have not made expected progress are identified and possible reasons are discussed. Staff then consider whether additional support is needed, meeting with parents and arranging SENDCo*

observations where appropriate. Pupils are allocated to interventions individually or in small groups. These interventions may be delivered in or out of the class, for short periods of time. Most interventions are needed for a short time only and pupils' progress often returns to match or exceed expectation.

Class teachers work closely with support staff, sharing the planning / objectives for teaching and learning and the expectations for support. In this way, we can cater for the wide range of abilities and aptitudes present within each class. Close partnerships are very important in the process of identifying pupils who may have additional or special needs which are not immediately obvious. In some cases, where progress is still a concern following in school intervention, the SENDCo may consult with parents regarding additional assessment to external agencies such as educational psychology, speech and language therapy and Hackney Ark. If the school decides to apply for an Educational, Health Care Plan assessment, parents and children will be involved in this process from the outset.

### How will my child's SEND be identified/assessed and what provision is offered at De Beauvoir school through the curriculum?

#### **Identification**

De Beauvoir uses the Hackney SEND approach, as set out in the new Code of Practice – January 2015. Children are identified as having SEND (Special Educational Needs and Disabilities) in a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting;
- Child performing below 'age expected' levels or equivalent (e.g. percentile rankings);
- Concerns raised by a parent;
- Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance;
- Liaison with external agencies e.g. for physical / sensory needs / speech and language;
- Children with an EHCP (Education Health and Care Plan) already have many of their needs clearly identified.

#### **Assessment**

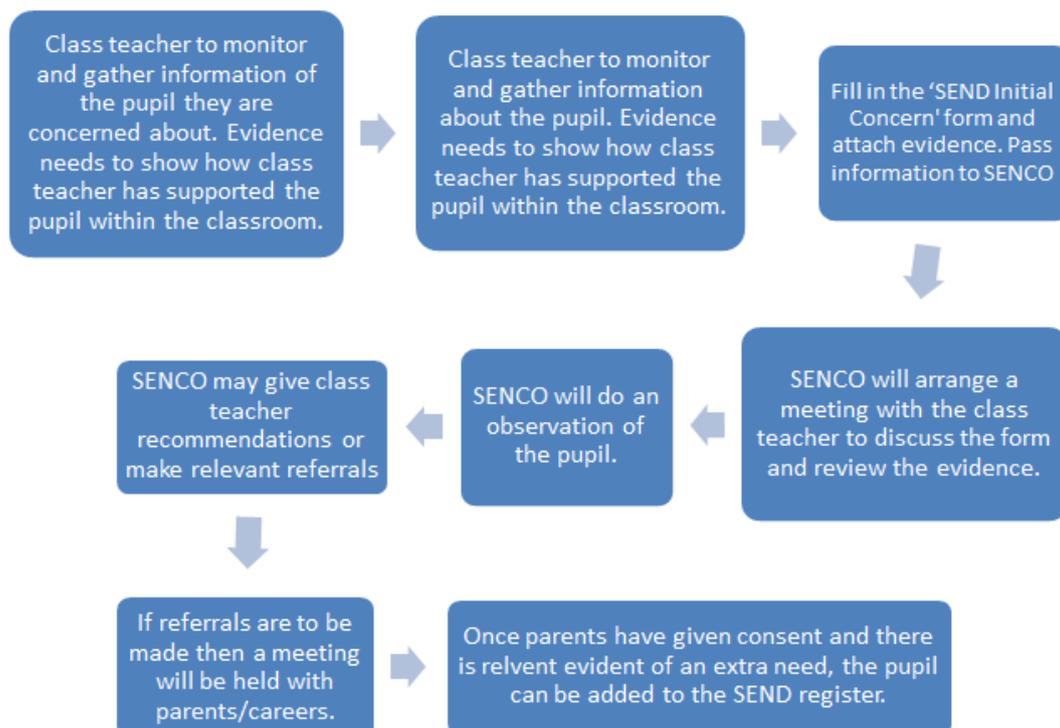
Pupils with SEND are assessed using the school's Primary Fundamentals assessment system. Where progress is more difficult to measure against National Curriculum outcomes, pupils' progress is tracked using BSquared 'Small Steps' assessment. 'Small Steps' identifies the

incremental progress that has been made against the larger goals identified by the National Curriculum.

### **Provision**

At De Beauvoir Primary School, pupils with special educational needs are catered for through differentiation, interventions and, where necessary, more personalised bespoke provision facilitated by a 1:1 adult. In some cases, reasonable adjustments are made to classroom learning environments, including additional resources such as sand timers, low stimulation tables and assistive technology. Where relevant we liaise closely with external agencies in order to inform our practice. This may include health and social care bodies; local authority support services and voluntary sector organisations; educational psychology; speech and language therapy; occupational therapy; CAMHS and specialist provision providers, such as local autism resource bases. The SENDCo and INCo liaise with these services on a regular basis.

All pupils within the SEND register have their progress reviewed every term. Parents / carers, teachers, support staff, SENDCO and pupils participate in the setting of short-term targets set within group or individual SEND Support Plans. These targets are reviewed every term during pupil progress meetings or as and when necessary. This is a gradual approach where we assess, plan, do and review.



## How are pupils with SEND involved in their provision and education?

Pupil Voice is valued at De Beauvoir. Pupils with EHCPs complete *All About Me* booklets as part of the EHCP process and again as part of their annual review of their provision. All pupils with SEND have opportunities to share their views with parents, class teachers, SENDCo and Place2Be.

## How will I know how the school is supporting my child?

*Many parents and carers have frequent and informal contact with the class teachers and support staff working with their children and a great deal of information is conveyed in these informal meetings, which are currently taking place virtually or via telephone. Parent teacher meetings take place each term and all parents and carers are strongly encouraged to attend. If additional support is required the SENDCo or INCo will contact you to discuss the support before it is implemented.*

***‘SEND Support Plans’** are bespoke plans which identify specific targets to help pupils to meet outcomes that are not usually captured by national tests. These might relate to learning, sensory, medical, social or emotional needs. Outcomes are identified by members of staff who work with the child, the SENDCo and external agencies such as speech and language therapy, the educational psychology service, occupational therapists and our school Place2Be practitioner. SEND Support plans are shared with parents / carers for agreement and amendment and outcomes are reviewed termly. Any child who has an Educational Health Care Plan will have their attainment, progress and needs reviewed in an annual review, to which parents and carers and all those who work with the child will be invited or for which they will be asked to report. The level of support needed to ensure the progress and well-being of the child will be considered and suitable recommendations made to the local authority where the child lives. An Educational Health Care Plan will support a young person in education up to the age of twenty-five years.*

## How does the school help parents to support learning and progress?

*There is frequent contact between teachers, support staff and parents or carers. Progress and attainment are monitored constantly but there are regular assessment weeks which provide detailed and specific information about each pupil. Intervention programmes are tailored to address any identified needs. School staff meet regularly with parents and carers - currently virtually - to update them on progress and to identify ways in which they can work together to support the pupil. If appropriate, a home / school book is introduced, in which daily comments are made by a member of staff and which someone from home can respond to. Work is also shared in this way. Our staff also support parents to ensure they feel secure in what is expected of them to support to progress of their child.*

## What support is in place for my child’s social and emotional development?

All pupils are valued at De Beauvoir school, reflecting our core values of Inclusion, Respect, Tenacity and Confidence. The school provides a wide variety of pastoral support for pupils.

Pupils can access Place2Be therapeutic intervention through weekly sessions with a therapist (by referral); small group interventions or *A Place to Talk*. All staff are available for pupils who wish to discuss issues or concerns and receive regular training related to the PSHE curriculum. Where necessary, a referral to CAMHs may also be made.

### How are children who have medical or health needs supported?

*Children who have medical or health needs which can be met within a mainstream school will be invited to meet staff who will be directly involved in the education and welfare of the child. De Beauvoir Primary School has both a school nurse and a safeguarding nurse, who act as sources of advice for parents and staff and can facilitate referrals to outside agencies as necessary. Staff training is provided in accordance to pupils' needs and is mostly delivered by the school nurse to ensure medical needs are being met. Considerable numbers of pupils have allergies, some of which have the potential to be extremely serious, and staff seek to work closely with parents and carers to identify and manage risks. Staff contact parents and carers immediately if there are any doubts about the nature or severity of an accident, allergy or illness. Staff will also call for emergency aid if that seems appropriate.*

### Is the school accessible for children with physical needs/disabilities?

*De Beauvoir School is committed to enhancing access and participation in the curriculum for disabled pupils and those with Special Educational Needs through effective provision management and consultation. However, the school has four floors and many stairs. Unfortunately, we do not have a lift. However, we have a disabled toilet on the ground floor and a wide entrance to the main office of the school. Where pupils have hearing or visual impairments, the school SENDCo liaises with specialist teachers at the local authority to ensure appropriate provision is in place, including assistive technology or radio aids. A copy of the school's Accessibility Plan can be found on the school website: [www.debeauvoir.hackney.sch.uk/about-us/school-policy/school-policies](http://www.debeauvoir.hackney.sch.uk/about-us/school-policy/school-policies)*

### How are children with SEND included in curriculum activities in school, after school and on trips?

*All children are included in all parts of the school curriculum and we aim for all pupils to be included on school trips, including all disabled pupils on roll. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs. The school is currently adhering to Government guidelines and not participating in school trips although virtual workshops are taking place, for which all pupils with SEND are included.*

*A risk assessment is carried out prior to any planned off site activity to ensure that health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, alternative activities that will cover the same curriculum areas will be provided within the school environment.*

*A variety of after school clubs are provided after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Our Learning Coaches (LCs) support the children during lunchtimes and any further support is considered on an individual basis. We also offer a 'quiet' outdoor provision at lunchtime, which consists of drawing, reading and Lego. Our 'Playground Buddies' (specially trained pupils) offer further support where needed.*

### **What happens when children join or leave the school?**

*Great efforts are made to ensure that transitions to and from De Beauvoir Primary School are as smooth and stress free as possible for pupils, families and staff. We liaise closely with staff when receiving and transferring pupils to and from different schools, ensuring that all relevant paperwork is passed on and all needs are discussed and understood. Where appropriate school visits to the new setting are organised by De Beauvoir staff to facilitate a phased and supportive transition for pupils. Where pupils join our school from another setting, staff ensure that contact is made with the previous setting in good time so that information regarding the child is shared and any particular needs are clearly identified. Where appropriate and possible, staff visit the previous setting in order to meet the pupil, parents or carers and support staff to begin building a working relationship. Whenever a child with SEND is preparing to leave our school, we seek to arrange additional visits for the child in question to support a smooth transition. Handover meetings take place between the SENDCo and the secondary school inclusion team, which may also include tours of the new school and opportunities to meet key staff, where appropriate. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education. Transition between year groups and key stages within the school is carefully managed as part of our annual programme of transition and handover to the next class teacher. Pupils with more complex needs receive tailored support for transition between year groups, including an individual Transition Plan containing social stories, transition information and pupil voice.*

### **Who are the school's SEND team?**

**De Beauvoir SEND team:**

#### **SENDCo**

**(Special Educational Needs and Disabilities Co-ordinator)**



**Mrs Sheila Baez**

#### **INCo**

**(Inclusion Co-ordinator)**



**Ms Daniela Rader**

- Special Educational Needs and Disabilities co-ordinator (SENDCO), Sheila Baez.
- The Special Educational Needs and Disabilities (SEND) designated governor is Bridget Fagan.
- Learning Coaches - adults who provide learning support for individuals and small groups of pupils within the classroom.
- SEND Learning Coaches – adults who work with students on the SEND register leading targeted interventions in and out of the classroom.
- 1:1s - are adults who work 1:1 with pupils who have EHCPs.

### **How are staff developed to support pupils with SEND?**

At De Beauvoir we are committed to providing the best support for pupils within the SEND framework. Increasing the SEND expertise, skills and knowledge of our staff is central to this.

Training is provided to all staff during INSET days, staff meetings and Learning Coach training. This includes training regarding target setting; social and emotional needs; personalisation of learning; speech and language needs; autism and sensory needs. Learning coaches also receive training focusing on phonics, Read Write Inc; EAL; maths and behaviour management.

### **What are the school's arrangements for handling concerns?**

Where parents are not satisfied with the SEND provision provided by the school all complaints should be made to the SENDCo or the headteacher, who can be contacted at:

Ms Rebecca Mackenzie  
 Head Teacher  
 De Beauvoir Primary School  
 80 Tottenham Road  
 London  
 N1 4BS

TEL: 020 7254 2517

Email: [admin@debeauvoir.hackney.sch.uk](mailto:admin@debeauvoir.hackney.sch.uk)

### **How can parents access local SEND provision for their child? (The Local Offer)**

The purpose of the local offer is to enable parents and young people to see what services/support related to SEND are available in their area and how to access them.

The Hackney local offer can be accessed here:

<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>

## SEND Glossary of Terms

There are many acronyms used in SEND. Here is a glossary of terms to support parents

ADD	Attention Deficit Disorder
ADHD	Attention Deficit Hyperactivity Disorder
APP	Attendance Advisory Practitioner
ASD	Autistic Spectrum Disorder
AS	Asperger Syndrome
CAF	Common Assessment Framework
CYP	Children and Young People
CAMHS	Child & Adolescent Mental Health Service
CoP	Code of Practice
CP	Child Protection
DCD	Developmental Co-ordination Disorder
EAL	English as an Additional Language
EHCP	Education, Health & Care Plan
EP	Educational Psychologist
EYFS	Early Years Foundation Stage
FSM	Free School Meals
GPM	Group Provision Map
HI	Hearing Impairment
IEP	Individual Education Plan
ISR	In School Review
KS1/2	Key Stage 1/2
LAC	Looked After Child
LEA	Local Education Authority
MLD	Moderate Learning Difficulty
NC	National Curriculum
OD	Oppositional Defiant Disorder
OT	Occupational Therapist/Therapy
PLMD	Profound and Multiple Learning Difficulty
PSP	Pastoral Support Programme
PPG	Pupil Premium Grant
SaLT	Speech & Language Therapy
SDQ	Strengths and Difficulties Questionnaire
SEMH	Social, Emotional and Mental Health
SEND	Special Educational Needs & Disability
SENDCO	Special Educational Needs and Disability Co-ordinator
SLCN	Speech, Language and Communication Needs
SpLD	Specific Learning Difficulty
SLD	Severe Learning Difficulty
ST	Specialist Teacher
TAC	Team Around the Child
TAF	Team Around the Family
VI	Visual Impairment

## Useful Websites



<http://www.netmums.com/parenting-support/special-needs>

**contact a family**  
for families with disabled children

<http://www.cafamily.org.uk/>



[http:// www.hiphackney.org.uk](http://www.hiphackney.org.uk)



Bringing Families Together  
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org/>

**Scope**  
About disability

<http://www.scope.org.uk/support/families/parents-carers>



<http://www.councilfordisabledchildren.org.uk/>



<http://www.youngminds.org.uk/>



<http://www.nasen.org.uk/>



<http://www.ipsea.org.uk/>



<http://www.bibic.org.uk/>



(British Institute of Learning Difficulties)

<http://www.bild.org.uk/>

all about people



Taking Action • Changing Lives

<http://www.dyslexiaaction.org.uk/>



helps children communicate

Since 125 years 1888

Helping vulnerable children for over 125 years

<http://www.ican.org.uk/>



<https://www.gov.uk/children-with-special-educational-needs/statements>



DYSPRAXIA FOUNDATION

Helping the dyspraxic child

<http://www.dyspraxiafoundation.org.uk/>



<https://www.hackneylocaloffer.co.uk/kb5/hackney/localoffer/home.page>



<https://www.homerton.nhs.uk/hackney-ark>



<https://www.parentsinclusionnetwork.org.uk/>



<https://gethackneytalking.co.uk/parents/leaflets-and-ideas/>



<https://cityandhackneycamhs.org.uk/>



<https://www.autism.org.uk/>



(Royal National Institute for the Blind)

<https://www.rnib.org.uk/search/site/children>