



De Beauvoir Primary School

Special Educational Needs and Disability (SEND) School

Information Report 2022-2023

School Vision & Ethos

De Beauvoir is a highly inclusive school. Every member of staff and child is expected to have a positive and respectful attitude to all pupils, including those with Special Educational Needs and Disabilities (SEND). All teachers are teachers of pupils with SEND. The school environment we create is somewhere where everyone has the right to feel safe, cared for and supported whatever their race, colour, gender, class, physical challenge, faith, sexual orientation or lifestyle. Everyone in the school has full access to our broad and balanced curriculum and the right to learn in a caring, considerate environment where staff and children value their contribution to the life of the school.

Policies for identifying pupils with SEN and assessing their needs

We know your child needs help if:

- Concerns are raised by parents/carers, teachers or the child.
- Limited progress is being made.
- There is a change in the pupil's behaviour or progress.
- Outside agencies inform us of identified needs.

As part of the school's admissions process, home visits or in-school meetings are held with parents/carers and the child before they start the school. This is to discuss any needs that the child may have and to discuss how we can ensure that the child's needs are met.

If a member of staff has a concern about a child's learning need or if they believe that a child needs additional support, they are encouraged to speak to the SENDCO immediately and complete the referral to SENDCO form. Where leaders are concerned about the progress of children's attainment, teachers are asked to discuss progress and explain the support in place in Fundamental Check meetings.

The SENDCO and class teacher will then meet to discuss the child's needs. If it is felt that the child needs additional support and is to be placed on SEN support then a further meeting would be organised with the child's parent/carer, a plan made and any referrals to professionals made.

If the parent or school feels the child requires an education, health & care (EHC) needs assessment, then a request is made.

What kinds of special needs are provided for in this school?

We provide for all kinds of needs at the school, usually grouped into four categories:

- Communication and Interaction
- Cognition (thinking) and Learning
- Physical and Sensory
- Social, Emotional and Mental Health Needs.



Arrangements for consulting parents and children with SEND

Parents are invited to school for a meeting with the SENDCO when SEND has been identified. They are provided with a termly provision map and invited to provide their feedback and contribute to plans. If a parent wants to request an EHC needs assessment and the school is in agreement with this, then the SENDCO will support the parent in completing the request if the school is not yet in a position to make the request (i.e. reports from professionals have not yet been received).

We always involve children in meetings about their progress alongside parents, where appropriate. We regularly ask children about their progress and ensure we incorporate their thoughts and feelings in each progress meeting and annual reviews using an 'all about me' questionnaire.

Arrangements for assessing and reviewing pupil's progress towards outcomes

- The class teacher will work with the SENDCO to discuss individual needs.
- The SENDCO will talk to the child and parents/carers to find out their views and needs.
- The SENDCO will visit lessons and work with the child.
- There may be referrals to outside agencies (consent from parents/carers is always obtained first).

For all children on the SEND register (EHCP and SEND support), SEND support plans are reviewed three times a year in December, March and July. Additional information around the progress of these children is gathered from children in Fundamental check meetings. When a child has an EHC plan in place Annual Reviews of the plan are held annually to ensure that children are progressing as expected. If it is felt that the EHC plan requires a review prior to this schedule, then an emergency annual review is held. Parents and the children are involved in all review meetings, unless it is not considered appropriate to involve the child. The family and child are invited to collaborate at all stages of assess, plan, do review cycle including Annual Reviews and SEND Support Plans. Families are invited to collaborate on reviewing outcomes and targets for their child throughout the year and on request.

Arrangements for supporting pupils moving between phases of education and preparing for adulthood

Careful planning is carried out by the SEND team to ensure that transitions to and from De Beauvoir Primary School are as smooth and stress free as possible for pupils and families. 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 a timely manner 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.



The approach to teaching pupils with SEND

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 liaises 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 adaptations are made to the curriculum and the learning environment of pupils with SENDa

When a pupil has been identified with special needs their work will be differentiated by the class teacher to enable them to access the curriculum and make progress. Members of support staff may be allocated to work with the pupil in a 1:1 or small focus group to target more specific needs.

If a child has been identified as having a special educational need the SENDCo will create a personalised SEND support plan with clear targets. Targets will be set accordingly to their area of need. These will be monitored by the class teacher weekly and by the SENDCO at least three times a year.

If appropriate, specialist equipment may be given to the pupil e.g. writing slopes, concentration cushions, pen/pencil grips.

Additional support for learning that is available for pupils with SEN

The school works with one Place2Be therapist and two speech and language therapists, who attend the school weekly. In addition, a WAMHS worker attends fortnightly and an Educational Psychologist attends to support pupils on their caseload. The school also works with the Re-Engagement Unit (REU) from Hackney Education, who attend on a case by case basis. Other additional support comes in the form of:

- Specific resources to help the learner e.g. sensory aids, assistive technology or visuals support.
- TA adult support in class that promotes independence.
- Precision teaching
- RAG Reading
- Sensory room
- Zones of Regulation
- Interventions provided by either a teacher or teaching assistant e.g. speech and language, phonics, motor skills.
- Social and emotional support.
- Invitation to a particular club.
- Mentoring from a member of the pastoral team/ SLT.

The expertise and training of staff to support pupils with SEND, including how specialist expertise will be secured

Regular INSET is held in school with foci that are identified from the school's development plan. These may be held by the SENDCO, another member of the SLT with a particular expertise or a professional service that



works with the school. If it is felt that there is a need which cannot be met by this group, then an external company would be secured.

Different members of staff have received training related to SEND, these have included:

- How to support children with speech and language difficulties.
- How to support children on the autistic spectrum.
- How to support children with behavioural, social and emotional needs.
- How to support children in Maths and English

Occasionally a pupil may need more expert support from outside of school such as educational psychology or input from CAMHS. Where this is the case a referral will be made with your consent and forwarded to the most appropriate support agency. If appropriate a pupil will undergo a number of assessments and support is usually provided to the school and parents/carers.

Expert services are accessed depending on the level and type of need, which can change on a regular basis.

- Educational Psychologist
- Speech and Language Therapy
- First Steps (CAMHS)
- CAMHS (Child and Adolescent Mental Health Service)
- Social Services
- Occupational Therapy
- Hackney Ark (sometimes referred to as MARS – Multi Agency Referral Service)
- Re-Engagement Unit
- PRU (Pupil Referral Unit)
- School Nurse
- School Doctor

How equipment and facilities to support children and young people with SEND will be secured

The SENDCo will apply for additional support where appropriate although currently there are no additional needs requiring specialist equipment at De Beauvoir. Where this is required (e.g. Soundsfield equipment) the SENDCo would apply for and facilitate the installation and training for all relevant staff.

How the effectiveness of the provision made for pupils with SEND is evaluated

Provision for all pupils is observed during regular learning walks and through book looks. There is a focus on SEND on a regular basis and this is evaluated by the SLT. During Fundamental check meetings, teachers are asked to discuss the effectiveness of intervention.

How are pupils with SEN enabled to engage in activities available with those in the school who do not have SEN?

All children are encouraged to participate in a wide range of activities. Where it is felt that a child with SEN is a challenge to participate in a particular activity then adjustments are considered. This may be in form of assistive technology, additional adult support. This would be facilitated on a case by case basis.

What is the support for improving emotional and social development?

Emotional and social development are promoted across the curriculum and particularly in the PSHE curriculum. Where there is a concern around a children emotional or social development then a plan to provide additional support is devised. This will consider the particular needs of the child in question, their relationships and how these can be met. Support may include but is not limited to:

- Support from the Place2Be therapeutic worker.



- Inclusion in a WAMHS group.
- Creating a circle of friends for the child.
- Social skills group.
- Checking in regularly with a member of staff.
- Invitation to attend a particular club after school.
- A referral to Young Hackney.
- A pastoral support plan.
- A referral to the REU and a bespoke plan.

In some cases, the emotional and social development may meet the threshold for the SEN register. Circle of friends has been very successful in improving the relationships between a few children with SEN and their peers. The views of children with SEND are always sought, through conversations with the SENDCO or their class support where appropriate. All adults are aware of which pupils are particularly emotionally vulnerable and provide additional support, guidance and check ins.

How the school involves other bodies, including health and social care bodies, local authority (LA) support services and voluntary sector organisations, in meeting pupils' SEND and supporting their families

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 a school nurse who also acts as safeguarding nurse. The school nurse acts as a source 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. The school WAMHS worker supports pupils and families with emotional well-being.

Arrangements for handling complaints from parents of children with SEND about the provision made at the school

If you have concerns about your child's progress you should speak to your child's class teacher. If you have further questions or are not happy that the concerns are being managed and that your child is still not making progress, you should speak to the SENCO.

Formal complaints should be made to governors@primaryadvantage.hackney.sch.uk The school follows Primary Advantage federation's complaints procedure, which is available here: <https://primaryadvantage.co.uk/about-us/governance/primary-advantage-policies/>

Contact details of support services for parents of pupils with SEND

If you wish to discuss your child's educational needs, please contact the school office to arrange a meeting with the class teacher or the SENDCO: Rebecca Mackenzie

LAB link member for SEND: Bridget Fagan

Federation link governor for SEND: Alice Wilson

If you have any other questions, please contact the school on: 0207 254 2517



The school's contribution to the local offer and where the LA's local offer is published

The Children and Families Act 2014 requires the publication of a local offer of all services available to support disabled children and children with SEND and their families. This easy to understand information will set out what is normally available in schools to help children with lower-level SEN as well as the options available to support families who need additional help to care for their child.

Hackney Education will allow the local offer to provide parents/carers with information about how to access services in their area, and what they can expect from those services. With regard to education, it will let parents/ carers and young people know how school and colleges will support them, and what they can expect across the local settings. The Local Offer Steering Group has developed questions for schools, and trialled them with a small number of settings.

You can find the local offer website here: <http://www.hackneylocaloffer.co.uk>

There are 17 questions, devised in consultation with parents/carers and other agencies, which reflect their concerns and interests. These will be answered by agencies, schools and colleges to provide information to parents and carers to enable them to make decisions about how to best support their child's needs.

The arrangements for the admission of disabled pupils

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.

The steps we have taken to prevent disabled pupils from being treated less favourably than other pupils

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

The facilities we provide to help disabled pupils access our school

As a school we are happy to discuss individual access requirements. Facilities we have at present include:

- Low level access to all school buildings.
- The school's accessibility policy can be requested via the school office
- Transport can be organised to and from school by the Hackney Learning Trust via the following details: Phone 0208 558 4283, Fax 0208 8532 8926, or via the local offer: <https://education.hackney.gov.uk/content/help-home-school-trave>

How to find our school's accessibility plan

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



Appendix 1

Useful Websites



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



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



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



Bringing Families Together
OFFERING FRIENDSHIP & SUPPORT

<http://www.specialkidsintheuk.org>



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



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



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



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



IPSEA
Independent Parental Special Education Advice

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



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



COUNCIL
FOR DISABLED
CHILDREN

<https://councilfordisabledchildren.org.uk>



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



all about people

(British Institute of Learning Difficulties) <http://www.bild.org.uk/>

**Dyslexia
Action**

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

Taking Action • Changing Lives



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



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



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