

Cherish, Nurture, Achieve



Becket Primary School SEND Information Report

Author of Report: Mrs R Varley

Date of review: 13 September 2017

Date of next review: September 2018

Policy review dates and changes

Review date	By whom	Summary of changes made	Date implemented
22/10/16	SENCo SEND Governor Head Teacher	<ul style="list-style-type: none">- Information re: LA Local Offer included- Information re: Admissions arrangements- Details of support for children who are 'Looked After'- Link to Equality Statement- Comments by parents & carers	October 2016
13/9/17	SENCo	Additional information re: <ul style="list-style-type: none">- IEPs/IBPs- Access Arrangements- Removal of information re: Derby City KS1 Nurture Group & Shared Placement- Information re: In-school KS1 Nurture Group ('The Nest')- Updated information re: provision (Sections 2, 3, 4, 5)- Removal reference to Statement of SEN	September 2017

Becket Primary School is an inclusive school which celebrates diversity. We aim to “develop the full potential of every child to thrive in a changing world.” To achieve this vision we will:

Cherish: We value all members of our school community. We will treat every child as an individual and recognise that they are all starting their school life with different needs, cultures and attitudes.

Nurture: Whatever the starting point of each child, we will help them to grow and develop their skills academically and socially across a broad curriculum within a safe environment.

Achieve: Working in partnership with parents/carers, each child will make progress to achieve the highest level of understanding and skill of which they are capable.

RELATED WEBSITES:

www.derby.gov.uk/sendlocaloffer (see page 1)

www.derby.gov.uk/sendiaass (see page 21)

INTRODUCTION

This SEND Information Report describes Becket Primary’s “offer” for children with SEN. SEND stands for Special Educational Needs and/or Disability.

Please also refer to the leaflet “A Parents’/Carers’ Guide to Special Educational Needs at Becket Primary School” which summarises our “offer”.

Please also refer to the Derby City Council’s ‘Local Offer’ which provides a wide range of information about what support services for children with special educational needs and disabilities are available in Derby. This can be found at www.derby.gov.uk/sendlocaloffer

The Code of Practice 2014 states that:

“A student has SEND where their learning difficulty or disability calls for special educational provision that is different from or additional to that normally available to children and young people of the same age.”

Approximately one in five children will have a SEND at some time during their school career. This means they may have difficulty with:

- Reading, writing, spelling, mathematics
- A speech or communication need. They might be struggling to make themselves understood (expressive language) or to understand others (receptive language)
- Organising themselves
- Coordination
- Sensory perception, sensory processing or physical mobility
- Managing their behaviour
- Making friends and/or relating to adults

These difficulties cause barriers to learning. Having a child with SEND can be worrying. At Becket we believe strongly that parents and carers have as much information as possible.

At Becket Primary School we aim to:

- Ensure a whole school approach
- Meet the needs of the whole child
- Remove barriers to learning
- Raise pupil self-esteem
- Build pupil confidence
- Develop pupil independence
- Provide a relevant tailored curriculum where necessary
- Work closely with parents and/or carers

Becket “continues to be good...School values embody the high-quality nurture and support which lie at the heart of your school. This ensures that your pupils feel cared for and provides a strong platform upon which to build for their future success. Your school is a very caring school, where pupils feel safe and every aspect of their personal development and welfare is given a high priority...Pupils clearly enjoy learning and speak with confidence and enthusiasm about how teachers make lessons interesting.” OFSTED, 2017.

In 2014, Becket Primary School was awarded the Inclusion Quality Mark. Our work in inclusion is again being externally re-assessed in October 2017.

STRUCTURE OF REPORT

This SEND Information Report is divided into 6 sections.

Section 1 explains what is meant by the Graduated Approach and Quality First Teaching which **all** children can access, including children who are Looked After by the Local Authority.

Sections 2-5 explain how at Becket, we meet the needs of children within the 4 areas of SEND:

- Communication and Interaction
- Cognition and Learning
- Social, Emotional and Mental Health Difficulties
- Sensory and/or Physical Needs

Section 6 comprises Frequently Asked Questions.

SECTION 1: Quality First Teaching and The Graduated Approach

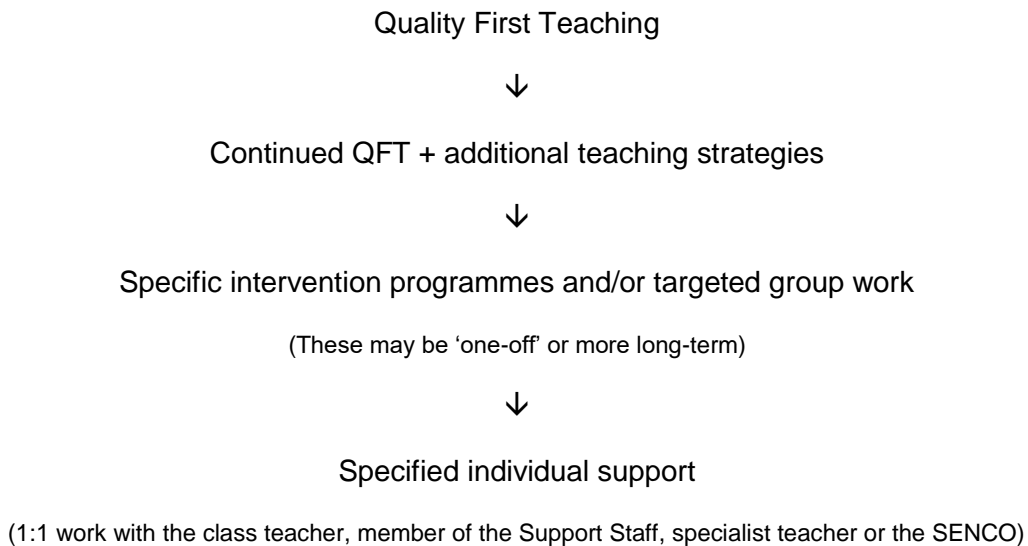
Quality First Teaching (QFT) means high quality inclusive teaching together with our continuous whole school processes for assessing, planning, implementing, tracking, monitoring and reviewing your child’s progress.

- The teacher has the highest possible expectations for your child and all pupils in their class
- All teaching builds on what your child already knows, can do and understand

- Lessons are appropriately differentiated, which means different ways of teaching are in place so that your child can access the lesson and is fully involved in their learning. Some examples of differentiation are: additional resources to support their learning, opportunities for paired work or small group work, different ways of presenting their work
- Specific strategies (suggested by the SENCo) to support your child to learn
- On-going assessment within the day-to-day framework of the classroom of your child's progress to identify any gap or gaps in their understanding/learning

The **Graduated Approach** means that provision for a child with a SEND is a continuum between whole class QFT at the one end and highly personalised 1:1 teaching at the other.

All children have access to quality first teaching, but where a potential SEND has been identified, the approach to your child's teaching and learning becomes increasingly personalised as our understanding of your child and his/her need grows. Thus, support becomes more targeted as outlined in the flow diagram below:



Within each section of this continuum, a cycle of assessing, planning, doing and reviewing is ongoing. This cycle can become more individualised if your child's needs become more complex. The cycle is driven by your child's needs.

A few children with complex SEND will move through the graduated approach towards more specified individual support. In reality, many children will have a mixture of support and, depending on the lesson, can be placed at any point on this continuum. Similarly, a child who has received a great deal of 1:1 support can move the other way on the continuum as they begin to need less 1:1 support and can manage their learning more independently in the classroom.

We do not assume that a child who receives 1:1 support will always need 1:1 support. All provision is subject to regular review and parents/carers are invited and expected to contribute to this review process by attending meetings, talking to your child's class teacher and SENCo and ensuring school are kept informed of any changes to your child's needs.

SECTION 2: “My child has difficulties with Communication and Interaction.”

There are a number of reasons why children have communication and/or interaction difficulties. It may be because:

- They have difficulty understanding what is being said to them (referred to as receptive language difficulties)
- They have difficulty saying what they want to (referred to as expressive language difficulties)
- They do not understand how to use the social rules of communication
- Your child may be diagnosed with an identified condition such as Autistic Spectrum Disorder (ASD), Asperger’s Syndrome, Attachment Disorder, Foetal Alcohol Syndrome which affects the development of communication and interaction language skills
- Your child has a speech sound disorder or delay e.g. stammering (sometimes referred to as dysfluency)

The profile for every child with communication and interaction difficulties is different and their needs change over time. They may have difficulty with one, some or all of the different aspects of speech, language or social communication at different times of their lives. Children with ASD or Asperger’s are likely to have particular difficulties with social interaction and this can affect how they relate to others and the development of their friendships.

Provision and Support: What can Becket offer?

Quality First Teaching

- All pupils can access quality first teaching
- Specific speech and communication strategies as outlined in the Becket Top 10 teaching strategies implemented by all teaching staff in all classes
- Additional teaching strategies may be implemented as the teacher’s knowledge of your child’s need becomes more detailed
- Visual aids such as timetables (class and individual), signs, symbols, gestures, cues to support key vocabulary, concepts and instructions
- Access to additional in-class Teaching Assistant support
- Each term, your child will have a pupil progress meeting with their class teacher in which they can discuss their progress, their difficulties and agree new targets
- Access to assessment for identification of a special need
- During the autumn term in Reception, all children are screened using the Language Link Profile. This is an assessment which helps identify children who may have a delay in their language development and provides programmes of support
- A further Language Link assessment is undertaken in the summer term to assess progress of those children who accessed support programmes. Further assessments can be undertaken in Year 1 if necessary.

Support for targeted groups of pupils may include...

- More detailed assessment and identification of a child's speech, language and communication need
- Small time-limited group work following one of a range of interventions available in school delivered by a member of the teaching staff
- Pre-teaching i.e. preparing a child for a lesson/task so they come to it already knowing the key vocabulary and concepts
- Involvement of the SENCO to help determine the most appropriate intervention programme and/or if your child has not made the progress expected and a SEND is looking increasingly likely
- Additional focused TA support in class

Targeted individual support may include...

- Involvement of the SENCo to monitor, advise, assess, review, liaise with external agencies and coordinate the child's support plan
- External agency advice and assessment where needed e.g. Local Authority services such as STePS (Specialist Teachers and Educational Psychology Services) which includes ASD specialist teachers; Health services such as the School Nurse and Speech and Language Therapists; referral to the Single Point of Access (SPOA) for consideration of onward referral to a range of more specialist Health professionals (Community Paediatrician, SCODAS)
- 1:1 sessions* with a Speech and Language Therapist (SLT)
- Treatment Plan/intervention programme written by the SLT or an Individual Education Plan agreed in school with the SENCo, class teacher and parent/carer
- 1:1 sessions* with other teaching staff in school often following a Treatment Plan or intervention programme which outlines specific targets as advised by the SLT or by the more in-depth assessments being used to inform the support
- Individual TA support in class for some or all lessons (if the support was in all lessons, the child would have a Statement of SEN or an Education, Health, Care Plan (EHCP))
- Implementation of very specific teaching strategies designed to support your child's needs
- Exam access arrangements for KS2 SATS
- On-going monitoring and additional specific assessment to inform target-setting
- Termly reviews with the SENCo, staff and parents/carers at which the child's progress and provision can be discussed and modified

*Children are usually withdrawn from class for their 1:1 support sessions. The amount of time a child spends out of the class is monitored by their class teacher and care is taken to avoid the same lesson being missed all the time.

SECTION 3: “My child has difficulties with Learning and Thinking.”

This can include difficulties with:

- Reading, writing and spelling
- Learning new information and concepts (processing difficulties)
- Working with numbers
- Working memory (being able to hold information in their memory while doing something with it)
- Concentration
- Organising themselves
- Specific identified conditions which include – specific literacy difficulties, dyslexia, dyscalculia, dyspraxia, moderate learning difficulties, global developmental delay, Attention Deficit Disorder (ADD), Attention Deficit Hyperactivity Disorder (ADHD)

Support for learning difficulties may be required when children learn at a slower pace than their peers even with appropriate differentiation.

Provision and Support: What can Becket offer?

- All pupils can access quality first teaching
- Specific teaching and learning strategies as outlined in the Becket Top 10 teaching strategies implemented by all teaching staff in all classes
- Additional teaching and learning strategies may be implemented as the teacher’s knowledge of your child’s need becomes more detailed
- Visual aids such as timetables (class and individual), signs, symbols, gestures, cues, illustrations to support themes, key vocabulary, concepts and instructions
- A whole-school programme of assessment ensuring that your child’s progress in Maths, Reading and Writing is regularly assessed, monitored and tracked
- Each term, your child will have a pupil progress meeting with their class teacher in which they can discuss their progress, their difficulties and agree new targets
- Access to additional in-class Teaching Assistant support
- Homework for all children in Years 1-6
- Access to After-school Homework Clubs for children in KS2
- A very few lessons e.g. Phonics, Year 1 and 2 (daily), are grouped according to a child’s ability. These groups are reviewed every half-term
- During KS2 SATS week, children in Y6 attend Breakfast Club to ensure a good start to their day with a nourishing breakfast
- Access to assessment for identification of a special need
- Dedicated and caring staff who value all pupils regardless of their ability

Support for targeted groups of pupils may include...

- More detailed assessment and identification of a child’s learning needs
- Small time-limited group work following one of a range of literacy and/or maths interventions available in school delivered by a member of the teaching staff

- Pre-teaching i.e. preparing a child for a lesson/task so they come to it already knowing the key vocabulary and concepts
- Involvement of the SENCO to help determine the most appropriate intervention programme and/or if your child has not made the progress expected and a SEND is looking increasingly likely
- Additional focused TA support in class

Targeted individual support may include...

- Involvement of the SENCo to monitor, advise, assess, review, liaise with external agencies and coordinate the child's support plan
- Implementation of very specific teaching strategies designed to support your child's needs
- External agency advice where needed e.g. Local Authority services such as STePS (Specialist Teachers and Educational Psychology Services) which includes ASD specialist teachers and Health services such as the School Nurse, Occupational Therapists or Physiotherapists and Speech and Language Therapists
- Referral to and assessment by the Educational Psychologist.
- Individual Education Plan agreed in school with the SENCo, class teacher and parent/carer
- 1:1 tuition* with other teaching staff in school following an Individual Education Plan or intervention programme which outlines specific targets
- Individual TA support in class for some or all lessons (if the support was in all lessons, the child would have a Statement of SEN or an Education, Health, Care Plan (EHCP))
- Exam access arrangements for KS2 SATS
- Y6-Y7 transition support
- On-going monitoring and additional specific assessment to inform target-setting
- Termly reviews with the SENCo, staff and parents/carers at which the child's progress and provision can be discussed and modified

*Children are usually withdrawn from class for their 1:1 support sessions. The amount of time a child spends out of the class is monitored by their class teacher and care is taken to avoid the same lesson being missed all the time.

SECTION 4: “My child has difficulties with their social and emotional development.”

Children may experience a wide range of social and emotional difficulties which manifest themselves in many ways. These may include becoming withdrawn or isolated as well as displaying challenging, disruptive or disturbing behaviour. These behaviours may reflect underlying mental health difficulties such as anxiety, depression, self-harming, eating disorders or physical symptoms that are medically unexplained.

This section includes all pupils who experience short but significant periods of

- high anxiety, stress, distress or anger
- difficulty managing their thoughts, feelings and behaviour
- difficulty making friends or relating to adults

which affect their learning and education.

It also includes pupils who have a range of recognised mental health conditions e.g. obsessive compulsive disorder (OCD) and pupils with other diagnoses (e.g. ASD, Asperger’s Syndrome, Attachment Disorder, Foetal Alcohol Syndrome, ADHD, ADD, Conduct Disorder) who present with social and/or emotional health difficulties which can be explained by and understood within the context of their primary condition/need.

For all of these pupils issues can include:

- forming and maintaining friendships
- bereavement
- attitudes to attainment
- attendance
- self-esteem
- life outside school

Provision and Support: What can Becket offer?

- All pupils can access quality first teaching
- Specific behaviour strategies as outlined in the Becket Top 10 teaching strategies implemented by all teaching staff in all classes
- Each term, your child will have a pupil progress meeting with their class teacher in which they can discuss their progress, their difficulties and agree new targets
- Visual aids such as timetables (class and individual), signs, symbols, gestures, cues, to support key vocabulary and instructions
- Access to Learning Mentor (LM) support
- Access to The Base (a room staffed by the SENCO and LM (on a part-time basis) which is specifically set up and designed to support children when their emotions mean they cannot manage the classroom environment and/or learn effectively)
- Access to The Rainbow Room (sensory room)
- Access to assessment for identification of a special need
- Whole school Behaviour Policy

- Each class has an Attitude Ladder (known as the “peg chart”) which is central to in-class behaviour management and both rewards and sanctions behaviour
- Organised playtime and lunchtime activities
- Breakfast Club and After-school clubs
- Dedicated staff who value and care for all pupils and are aware of the barriers to learning that can develop as a result of social and emotional difficulties

Support for targeted groups of pupils may include...

- Additional behaviour strategies may be implemented as the teacher’s knowledge of your child’s need develops
- More detailed assessment and identification of a child’s learning needs
- Small time-limited group work following one of a range of behaviour/social skills/self-esteem/anger management interventions available in school delivered by a member of the teaching staff
- Involvement of the SENCO to help determine the most appropriate intervention programme and/or if your child has not made the progress expected and a SEND is looking increasingly likely
- Additional TA or LM support in class for some lessons or interventions
- Support from Social Care teams
- A 2 term part-time placement in the Key Stage 1 Nurture Group (known as ‘The Nest’) - see FAQ15

Targeted individual support may include...

- Involvement of the SENCo to monitor, advise, assess, review, liaise with external agencies and coordinate the child’s support plan
- Implementation of very specific teaching strategies designed to support your child’s needs
- External agency advice where needed e.g. Local Authority services such as STePS (Specialist Teachers and Educational Psychology Services) which includes ASD specialist teachers, Educational Welfare Officer, Health services such as the School Nurse, Community Paediatrician, Specialist Children’s Services, CAMHS, SCODAS and Speech and Language Therapists and Social services
- Referral to and assessment by any of the above specialists
- Support from Social Care teams (Child In Need; Child Protection Plans)
- Involvement of the Virtual School Team if a child is ‘Looked After’
- A graduated approach that becomes increasingly personalised if your child’s needs increase in their complexity
- Support from a LM
- Individual Education or Behaviour Plan agreed in school with the SENCo, class teacher and parent/carer
- 1:1 mentoring/support* with a LM or other teaching staff in school following an Individual Education or Behaviour Plan or intervention programme which outlines specific targets

- Individual TA or LM support in class for some or all lessons (if the support was in all lessons, the child would have a Statement of SEN or an Education, Health, Care Plan (EHCP))
- Additional 'Talk Time'
- 'Meet and Greet'
- Social Stories
- Independent work stations
- Worry Bag and anxiety scaling activities
- Playtime and lunchtime support is put in place if needed
- Flexible and/or part-time timetables (see FAQ7)
- Exam access arrangements for KS2 SATS
- Transition support as your child moves from one year group to another and especially preparation for secondary transition
- On-going monitoring and additional specific assessment to inform target-setting
- Termly reviews with the SENCo, staff and parents/carers at which the child's progress and provision can be discussed and modified

*Children are usually withdrawn from class for their 1:1 mentoring/support sessions. The amount of time a child spends out of the class is monitored by their class teacher and care is taken to avoid the same lesson being missed all the time.

SECTION 5: My child has Sensory and/or Physical Needs

Some children will require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided. These difficulties can be age-related and may fluctuate over time. Many children with a vision impairment (VI), hearing impairment (HI) or a multi-sensory impairment (MSI) will require specialist support and/or equipment to access their learning. Some children with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers.

This section covers pupils who have difficulties with their

- vision
- hearing
- gross motor coordination (large body movements)
- fine motor coordination (small body movements)
- self-organisation skills
- sensory perception and/or sensory processing
- physical mobility
- identified conditions which can include cerebral palsy, physical injury, dyspraxia (developmental coordination disorder), Meares-Irlen Syndrome

Provision and Support: What can Becket offer?

- All pupils can access quality first teaching
- Specific teaching and learning strategies as outlined in the Becket Top 10 teaching strategies implemented by all teaching staff in all classes
- Each term, your child will have a pupil progress meeting with their class teacher in which they can discuss their progress, their difficulties and agree new targets
- Visual aids such as timetables (class and individual), signs, symbols, gestures, cues, to support key vocabulary, concepts and instructions
- Access to additional in-class Teaching Assistant and/or Learning Mentor support
- Access to The Rainbow Room (sensory room)
- Access to Disabled Toilet, changing table and shower
- Access to assessment for identification of a special need
- Organised playtime and lunchtime activities

Support for targeted groups of pupils may include...

- Medical Care Plans
- Access to special dietary provision e.g. coeliac, diabetes
- More detailed assessment and identification of a child's needs
- Involvement of the SENCO to help determine the most appropriate support/intervention programme and/or if your child has not made the progress expected and a SEND is looking increasingly likely
- Additional TA support in class and/or at break times

Targeted individual support may include...

- Involvement of the SENCo to monitor, advise, assess, review, liaise with external agencies and coordinate the child's support plan
- Implementation of very specific teaching strategies designed to support your child's needs
- Individual Medical Care Plans and/or Toilet/Intimate Care Plans (in line with Derby City LA Policy)
- External agency advice where needed e.g. Local Authority services such as STePS (Specialist Teachers and Educational Psychology Services) which includes sensory support services such as hearing and visual impairment specialist teachers, physical impairment specialist teachers and Health services such as the School Nurse, Community Paediatrician, Occupational Therapists, Physiotherapists, Speech and Language Therapists and specialist hospital based medical teams.
- Referral to and assessment by any of the above specialists
- Individual Education or Behaviour Plan agreed in school with the SENCo, class teacher and parent/carer
- 1:1 tuition* with other teaching staff in school following an Individual Education Plan which outlines specific targets
- Targeted TA support for complex medical needs including practical support
- Individual TA support in class for some or all lessons (if the support was in all lessons, the child would have a Statement of SEN or an Education, Health, Care Plan (EHCP)
- Exam access arrangements for KS2 SATS
- Provision of identified specialist equipment and materials including assistive technology as required
- Transition support as your child moves into another year group
- On-going monitoring and additional specific assessment to inform target-setting
- Termly reviews with the SENCo, staff and parents/carers at which the child's progress and provision can be discussed and modified

*Children are usually withdrawn from class for their 1:1 support sessions. The amount of time a child spends out of the class is monitored by their class teacher and care is taken to avoid the same lesson being missed all the time.



FREQUENTLY ASKED QUESTIONS: What parents/carers want to know

Question1: What should I do if I think my child may have a SEN or disability? Who can I contact for further information?

All staff are responsible for providing support for children with SEND and are accountable for their progress. There are a number of staff you can talk to about your concerns - class teacher, support staff (TA/LM), SENCo, Head Teacher or SEND Governor.

In the first instance, it is best to have a chat with your child's **class teacher**. Your child's class teacher is responsible for:

- Checking on the progress of your child, identifying, planning and delivering any additional help your child may need and ensuring the SENCo is informed as necessary
- Having high aspirations for every pupil, setting clear progress targets for each child and being clear about how the child is going to achieve their targets
- Managing any support the TA provides for your child
- Ensuring that you (the parent/carer) is involved in supporting your child's learning and informed about how your child is getting on (including any concerns)
- Being aware of the procedures for identifying, assessing and supporting children with SEND

You can also have a chat with a member of the **support staff** (TA/LM). Support staff are employed at Becket to support individual and groups of children with SEND.

- Support staff work in partnership with, but also under the direction and management of the class teacher and SENCO
- The support they provide is focused
- They form a crucial part of the package of support available for your child, but are never a substitute for your child's teacher.

You can also talk to the SENCo, Mrs R Varley. The SENCo is responsible for:

- Developing and reviewing the school's SEND Policy
- Coordinating all the support for children with SEND
- Providing specialist support and advice for teachers and support staff in the school so that they can help children with SEND in the school to achieve the best progress possible
- Advising on resources
- Ensuring that you as parent/carer are involved in supporting your child's learning, kept informed about the support your child is getting and involved in reviewing how they are doing
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. Educational Psychology
- Liaising with other educational settings if your child is leaving or joining Becket to ensure that information is passed on

- Updating the school's SEND Register (a system for ensuring that all the SEND needs of pupils in Becket are known)
- Ensuring that records of your child's progress and needs are kept

You are very welcome to talk to our **Head Teacher**, Mrs S James who is responsible for:

- The day-to-day management of all aspects of the school, including support for children with SEND
- Ensuring the SEND Policy is implemented throughout the school
- Ensuring resources are available to support the implementation of the SEND Policy within the overall budget constraints
- Keeping Governors informed about SEND together with the SENCo
- The Head Teacher gives responsibility to the SENCo and class teachers, but is still responsible for ensuring that your child's needs are met

The **SEND Governor** is Mr C Wynn. As the SEND Governor, he takes a special interest in SEND. The SEND Governor's responsibilities are

- To keep the Full Governing Body informed of the provision for children with SEND at Becket
- Monitor this provision, ensure that legal duties are fulfilled and that pupils' needs are met
- Regularly review our SEND Policy

Question 2: What do I do if I am concerned about my child's progress in school?

- Initially you should speak to your child's class teacher
- If you continue to be concerned and your child is receiving SEND support, speak to the SENCo
- You can also talk with the Head Teacher or contact the SEND Governor

Question 3: How do Becket identify whether a child has a SEND?

If we have concerns about your child and they are not making progress or not progressing as much as expected, the class teacher will initially approach you to have a chat. This will be to inform you of their concerns and find out any information you may have (including whether there are any difficulties at home) that may help to explain their concerns. The class teacher will always give consideration to the particular circumstances of a child and we are mindful of other factors that can affect a child's progress e.g. attendance, punctuality, health, English as an Additional Language.

If concerns continue, the class teacher will discuss this more formally with you and the SENCo. The purpose of this meeting is:

- To ensure you are fully informed
- Listen to any concerns you may have
- Plan any additional support your child may need

- Explain how this will be monitored.

In planning any additional support, staff will work within the framework of a 4-part cycle:

Assess – this stage involves looking in more detail at your child’s needs. To do this, more detailed assessments may be used and outside agencies may be involved.

Plan – a support programme is planned which states clearly what we want to see your child achieve and how they will be supported

Do- the agreed support plan is implemented. Your child’s class teacher remains responsible for working with your child on a daily basis and assessing the impact of the plan

Review – the effectiveness of the support plan is reviewed. Has your child achieved the expected outcomes? Is your child now making progress?

The focus throughout this monitoring process is that any additional support is having the required impact on progress.

If the plan has been successful, then we will continue to monitor your child to ensure progress is being maintained.

If the expected outcomes were not achieved, then we will look more closely at the plan. The Code of Practice is very clear that a child is only identified as having a SEND if they continue to make less than expected progress despite interventions/adjustments and good quality personalised teaching. This means their progress:

- Is significantly slower than that of their peers starting from the same baseline
- Fails to match/better the child’s previous rate of progress
- Fails to close the attainment gap between the child and their peers or the attainment gap is widened.

In these circumstances, a child will be formally placed at SEND Support. The Assess-Plan-Do-Review cycle will be repeated and becomes more individualised informed by the knowledge of the previous cycle. Most pupils at this stage will have an Individual Education or Behaviour Plan.

The aim is always to work with you and your child throughout this process.

Question 4: How is SEND support allocated to children?

The school is allocated a budget by Derby City LA. This budget includes money for supporting children with SEND.

The Head Teacher decides on the deployment of resources for SEND in consultation with the school governors on the basis of needs in the school.

The Head Teacher discusses all the information about SEND in the school with the SENCO. This discussion includes which children currently receive additional support, which children need extra support, which children have been identified as not making as much progress as

expected, what the school already has in place to meet these needs and what resources and training are required.

Resources, training and support are reviewed regularly and changes made as necessary.

Each class has a Provision Map which identifies those children receiving additional support, what that support is and the resources involved in that support.

If your child's needs become more complex and meet certain criteria, additional funding can be applied for via the Derby City SEND Funding Pathway.

Question 5: Which other people support children with SEND at Becket?

School Provision

- Class teachers working with individual children or small groups
- Teaching Assistants working with individual children or small groups
- The SENCo
- 1 Support Teacher working with individual children or small group
- 1 Support Teacher who works with small groups and supports children with English as an Additional Language
- Learning Mentor and Positive Play TA working with individual children or small groups
- Parent helpers and Governors may work with individual children in Reception and KS1 to support reading

Local Authority provision accessed by school when needed

- STePS (Specialist Teachers and Educational Psychology Services) comprising:
 - Educational Psychology Service
 - Specialist Support Teaching Service
 - The Early Intervention Team
- Educational Welfare Officer
- Derby City SEND Funding Pathway
- Primary Placement Panel (if a Managed Move becomes necessary)
- Newton's Walk Pupil Referral Unit
- 0-25 Vulnerable Learners' Service
- New Communities Team supporting families with English as an Additional Language
- SENDIASS (Derby SEND Information, Advice and Support Service)
- Social Services

Health provision accessed by school when needed

- Speech and Language Therapy
- School Nurse
- Occupational Therapy (Lighthouse Team)
- Physiotherapy (Lighthouse Team)
- Community Paediatricians
- CAMHS (Child and Adolescent Mental Health)

- Children's Specialist Support Services (Specialist Behaviour Nurse)
- Diabetes Team (Derby Royal Hospital)

The voluntary sector may also be involved depending on the needs of the child e.g. Umbrella (see Derby City Local Offer for further details of voluntary organisations who can support families with children with SEND)

Question 6: How are teachers supported to work with children with SEND and what training do members of staff have?

Part of the SENCO's role is to support the class teacher in planning for children with SEND.

- The school provides training and support to enable all staff to improve the teaching and learning of all children, including those with SEND. The training may be whole school or targeted at a specific key stage
- All staff are expected to undertake a range of training as part of their ongoing professional development
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of their year group and specific children in their class
- The SENCo has worked specifically in this role since 2007, has a Master of Education in Special Needs and Inclusive Education, regularly attends training, courses, local SENCo Network meetings and national conferences about SEND, is a Derby City Autism Champion. Becket Primary is a member of NASEN (The National Association for Special Educational Needs)
- Examples of specific training undertaken by the SENCo, teaching and support staff include basic training in ASD, Signs and Symbols, Communicate in Print, Learn to Read (small group reading intervention), Precision Teaching, Reading Recovery and Switch On (1:1 reading support programmes), Developing Comprehension through Inference Training, Success@Arithmetic, First Class at Number and First Class at Number2 (3 mathematics small group interventions), Speech and Language support, Talk, Learn and Communicate, Language Link and Speech Link programmes, Talk Boost, First Aid Paediatric Training, Compliance Training, The Philosophy and Practice of Nurture Groups, Positive Play, Attachment and Trauma, Circle of Friends, Getting on Well, Friends for Life, Learn the Child: helping Looked After Children to Learn.
- Some TAs are specifically trained to work with individuals who have a physical disability or specific medical need and as such have received very specific training from specialist teachers and outside agencies
- All staff have been trained in de-escalation behaviour management strategies.
- Some staff members (the SENCO, LMs and Nurture Group staff) are trained specifically in physical intervention strategies. These are only used as a last resort and in line with school policy which adheres to national guidelines and advice.

Question 7: What are the different types of support available at Becket for my child?

Teachers have the highest possible expectations for all children at Becket. A constant cycle of monitoring, observation and review of teaching and learning is planned and forms a core theme of the School Improvement Plan to ensure standards are as high as they possibly can be.

There are 5 main types of support and ways in which teaching is adapted for all children at Becket – classroom based, interventions, adaptations to the curriculum or learning environment, involvement of outside agencies and very specific, individual and personalised support.

Classroom-based:

Class teachers adapt their planning according to the specific needs of all groups of children in their class

- Teachers will use a variety of teaching styles and cater for different learning styles to enable all children to access the curriculum
- Teachers and other adults in the classroom work together to give targeted support according to your child's needs and maximise your child's involvement in their learning
- All teachers and support staff are expected to implement the Becket Top 10 Quality First Teaching Strategies all of which represent high-quality SEND provision
- Additional and more specific strategies which may be suggested by the SENCo or other professionals working with your child will be put in place to support your child to learn
- A 'Managed Approach' for behaviour difficulties which outlines targets, desired outcomes and agreed behaviour management strategies
- Your child will be encouraged to work as independently as possible and to develop a 'growth mindset' i.e. to think of themselves as an effective learner and if a task is hard, to reframe their thinking from "This is hard. I can't do it" to "I haven't learnt how to do this...yet."

Interventions:

These are specific small group work or 1:1 programmes delivered in or outside the classroom or during social or less structured times (play and lunchtimes)

- All interventions are time-limited
- The objective of any intervention is either to 'boost' your child so they can 'catch up' with their peers OR to 'narrow the gap' between your child and his/her peers
- A wide range of interventions are available covering reading, comprehension, writing, spelling, maths, social skills and coordination skills
- These interventions can be delivered by a teacher, a TA, the SENCo, a Support Teacher or a Learning Mentor
- All interventions are expected to have the following information:
 - The entry data point of your child taking up the intervention
 - The expected outcome as a result of 6, 8, 10 or 12 weeks on input. What do we expect your child to be able to do?

- The exit data – what your child can actually achieve on completion
- Additional information - attendance, attitude and any other observations
- If the exit data does not match the expected outcome or the outcome has exceeded expectations, the following questions are asked:
 - Was it the right intervention?
 - Was it delivered in the right way?
 - Did we have high enough expectations?

Adaptations to the curriculum and/or learning environment

There are a wide range of adaptations that can be made. Examples are:

- sitting at the front of the classroom
- using enlarged resources
- specific use of ICT
- use of colour overlays or specific coloured paper
- individual visual timetable
- use of signs and symbols
- special pencil/crayon grips
- special weighted resources
- **movement breaks**
- **use of “fiddlers” to aid concentration**
- **special periods of ‘Talk Time’**
- resources designed to support a specific lesson e.g. writing frames, learning mats

Access Arrangements

Some children require additional support in order to be able to achieve their potential in the Key Stage 2 SATs. It is the responsibility of the SENCo to assess likely children (identified by the class teacher) and apply for the appropriate access arrangement.

Access arrangements that can be applied for are:

- additional time (25%)
- a reader
- a scribe (amenuensis)
- a prompter
- arrangements for pupils with visual impairment
- rest breaks

Outside agencies

You may be asked to give permission for your child to be referred to a specialist professional e.g. Educational Psychologist. This will help the school and you to understand your child’s needs better and so support them more effectively.

The specialist may work directly with you and your child and may make recommendations on support strategies to be used at home and school.

Specific individual support

- Individual Education Plans/Individual Behaviour Plans

These plans are the most common format of individual support. They can also be referred to as Multi-Element Plans. They specify individual targets that match the child's needs and **are additional to or different from** the differentiated curriculum already in place. These plans contain the following information:

- Your child's current learning levels and, if relevant, specified personal, social and emotional development levels
- Short-term targets which are 'SMART' – specific, measurable, achievable, realistic, timely
- The range of QFT strategies and additional provision to be put in place
- Help expected from home
- A date for the next review
- Outcomes and progress recorded at the review

Plans are reviewed termly with the relevant teacher, support staff and parents/carers. We endeavour to hold these reviews in an informal relaxed manner.

Prior to the review, the pupil's views are sought and they assess their own progress towards their targets. Parents/carers are invited to submit their views through a questionnaire in addition to attending the review.

- Education, Health, Care Plan (EHCP)

Some children's SEND needs are very complex and meeting these needs requires an approach over and above SEND Support provision. An EHCP is a legal document outlining very clearly the child's needs, short and long-term outcomes together with an outline of the provision education, health and/or social care must have in place to support the child's needs. An EHCP is put in place following a Needs Assessment undertaken and coordinated by the LA; all professionals working with your child are involved in this process. Specific targeted 1:1 support may be outlined in the child's EHCP together with additional funding that has been agreed with the LA. An EHC Plan is reviewed annually.

Further information about this process can be found on the Derby City website (Local SEND Offer) or by talking to the SENCo.

- Part-time timetable

For some children, a part-time timetable may be a short-term, appropriate provision. This is suggested only in extreme circumstances with the support of the parents/carers, the Educational Psychologist and advice from the LA. Part-time schooling is always time-limited, subject to regular review and a reintegration plan in place.

- Managed Move

Again, these are rare, considered only in extreme circumstances and a significant amount of work will have been undertaken to support both the child and family. Managed Moves are primarily seen as an early preventative intervention to avoid permanent exclusion and/or to

provide a fresh start. Schools work in partnership with each other and the LA and the LA have very clear criteria that must be met for a school to consider requesting such a move. Such a request will not be made without parental knowledge and agreement.

Question 8: How will we measure the progress of your child in school?

- Your child's progress will be continually monitored by his/her class teacher
- Class teachers have 2 pupil progress review meetings a term. One with the Head Teacher in which progress of the whole class in Reading, Writing and Maths is analysed and discussed; the second with the SENCo which focuses on the progress of pupils on the SEND Register and during which the class teacher can also raise any other pupil causing concern
- For children in Year 1 or above and who are working below National Curriculum expectations, a more sensitive assessment tool (B Squared) is used which breaks their learning down into smaller steps.
- For pupils with an Individual Education/Behaviour Plan (IEP/IBP) or an EHCP, a 30-45 minute meeting is arranged each term with the SENCo, the child's class teacher, relevant support staff and the child's parents/carers to review progress. Prior to the review, the child's views are obtained and they will also have assessed their own progress towards their targets
- For all children with an EHCP, a Statutory Annual Review will take place with all relevant professionals involved with the child to review their progress, needs and determine whether the current level of support they are receiving is appropriate and adequate. The decision will also be made as to whether the child continues to need a Statement or EHCP
- The SENCo will also check the progress your child is making through lesson observations (class and small group) and via the Class Provision Map
- Regular book scrutiny and lesson observations are carried out by members of the Senior Leadership Team and subject coordinators to ensure that the needs of all children are met and the quality of teaching and learning is high
- Other more specialised and specifically focussed assessments may be used on occasion, to provide more detailed information about a child's needs/developmental level which then helps to determine more finely tuned targets and outcomes.

Question 9: How will you help me as a parent/carer of a child with SEND?

At Becket, we operate an 'open door' policy. We are happy to talk with parents/carers at any time and will always arrange a mutually convenient time.

- Your child's class teacher is always your first point of contact and is available to discuss your child's progress or any concerns you may have. Simply ask them when you see them e.g. first thing in the morning or at home-time if they have time to see you then or arrange a convenient time. Alternatively phone the school (01332 347595). If they are not available, the class teacher will call you back as soon as convenient.

- The SENCo is available to meet with you to discuss your child's progress or any concerns/worries you may have. The SENCo does not have a classroom based teaching role and therefore has some flexibility with time.
- The Learning Mentor is also available to talk to you as is the Head Teacher
- Two Parent's Evenings are held each year. The first in the autumn term (which gives you the opportunity to find out how your child is settling into their new class) and the spring term (which provides the opportunity to talk about your child's progress and look at their schoolwork). In the summer term, a 'Meet the Teacher' evening is held at which you meet your child's new teacher for the following year and find out about the curriculum and expectations.
- Individual Education/Behaviour Plans are individually reviewed every term and you will be invited to attend. If you are unable to attend, the SENCo will make every effort to re-arrange the meeting. If this is not possible, the SENCo will arrange another time with to discuss the outcome of the meeting and obtain your views
- If your child has an Education, Health, Care Plan (EHCP) there will also be an Annual Review meeting with all professionals involved with your child
- All information from outside professionals will be discussed with you with the person involved directly or, where this is not possible, in a report.
- For some children a home-school contact book may be used to support communication with you if this has been agreed as appropriate for your child's needs
- The Derby SEND Information, Advice and Support Service (SENDIASS) are also available to offer impartial advice in confidence (Tel: 01332 641414 or email: SENDIASS@derby.gov.uk)



Question 10: How will Becket support my child if they have a medical condition?

This support is outlined in our policy "Supporting pupils at School with Medical Conditions."

The SENCo, Head Teacher or class teacher will meet with you as parents/carers to discuss in more detail the condition of your child and how best to support your child in school.

Some children will require an Individual Medical Care Plan which is regularly reviewed.

Staff are updated on relevant medical conditions and medication affecting children in school and receive training, where needed, so they are able to manage medical situations.

We also expect you, as parents/carers, to update school as soon as there is any change or information we need to know. This includes updating contact details in the event of a situation in school that requires us to get hold of you as soon as possible.

Question 11: How is Becket Primary School accessible to children with SEND?

- Becket is fully compliant with the Disability Discrimination Act (DDA) requirements
- We have a disabled toilet with a shower and changing table

- We have a sensory room called “The Rainbow Room”
- Teaching resources and equipment used are equally accessible to all children
- The Breakfast Club and After-school provision is accessible to all children
- All children have an equal opportunity to go on all school visits. Extra support is provided if required. Risk assessments are always carried out in line with health and safety legislation
- Simple adaptations can be made for specific needs e.g. organisation of classroom furniture, specific seating arrangements for children who are hearing impaired
- We can access the support of the Physical Impairment Advisory Teachers via STePS and the Occupational and Physiotherapy Team should we require any specialised equipment e.g. sloping boards, adapted chairs etc.

Question 12: How does my child get a place to Becket Primary School?

Nursery: Children begin Nursery in the term after their 3rd birthday. They are entitled to 15 hours of a funded placement. This place is flexible, either every morning, every afternoon or a more flexible offer over 2 days (which currently is available on a Monday, Tuesday and Wednesday morning). From 2017, these 15 hours of funding will be increased to 30 hours. Application forms can be obtained from the school office.

School: All admissions to school are made through the Local Authority procedures. Information on this process can be obtained from:

Admissions, Children and Young People’s Directorate, Derby City Council, Council House, Corporation Street, Derby DE1 2FS (Tel: 01332 642730; Email: primary admissions@derby.gov.uk)

For children starting in Reception Class, all applications must be submitted to the Local Authority by their prescribed application date.

Question 13: How will we support you child when they are joining Becket Primary? Leaving Becket Primary? Moving to another class?

Transition can be a difficult, anxious and unsettling time for some children with or without SEND. We aim to ensure that any transition is as smooth as possible.

If you child is moving classes in school:

As there is only one class per year group and the staff numbers relatively small, most children at least recognise the staff in school. As the year progresses, a number of arrangements occur which help to ease transition worries:

- Within each Key Stage, trips and events are shared between classes giving children and the teachers the opportunity to get to know each other
- Classes work together to provide opportunities for peer support e.g. Paired Reading
- Teachers may choose to team-teach in a particular curriculum subject to develop and transfer skills

- Transition sessions “Moving Up Day” are organised at the end of the summer term in which children move into their new class and work with their new teacher
- Teachers will also meet with each other to share all relevant information

If you child is joining us from another school:

- The Head Teacher will meet with you, as parents/carers during which any difficulties or concerns can be discussed prior to your child starting
- You and your child will be shown around school
- If your child is starting in Nursery, play visits are arranged
- If your child is starting Reception, you will be invited to attend an information meeting
- Class teachers make arrangements to ‘buddy’ your child with a member of the class whilst thy become familiar with the routines
- Your child will immediately be placed on the Learning Mentor Cohort List as “New to School” which alerts the Learning Mentor to your child. The LM will introduce himself to your child, monitor how your child is settling and ensure your child is included during social times e.g. playtimes
- The SENCo will be informed if your child has or may have a SEND
- The EAL Support Teacher will be informed if your child has English as an Additional Language and arrange to meet with you
- Your child’s records will be sent from their previous school and, if necessary, that school will be contacted
- If your child would be helped by a book/passport to support them in understanding moving on, then one will be made for them containing photos of their class and teachers to help familiarise

If your child is moving to another school:

- We will contact the school’s SENCo to ensure he/she knows about any special arrangements/support your child needs. Your child’s new SENCo is very welcome to visit Becket to observe and meet your child prior to moving on
- We will ensure that all records about your child are passed on as soon as possible

In Year 6:

Our Year 6 pupils move to a range of secondary schools. During this transition process, events take place during the summer term organised by the secondary schools themselves.

- Transition meetings take place between secondary and Y6 class teachers every year
- The SENCo will discuss the specific needs of your child with the SENCo or other designated member of staff of your child’s secondary school
- Your child will visit their new school and, if needed, additional transition sessions can be arranged as part of the transition
- In some cases, staff from the new school will visit your child at Becket

Question 14: How do we support your child's emotional and social development and their overall wellbeing?*

We recognise that some children have extra emotional and social needs that need to be developed and nurtured. These needs can manifest themselves in a number of ways including behavioural difficulties, anxiety and struggling to communicate effectively.

- We are an anti-bullying school and take any forms of bullying very seriously
- All classes follow a structured PSHE (Personal, Social, Health and Education) and Citizenship curriculum to support this development
- All classes also have a weekly 'R' Time session and Circle Time to enhance their PSHE curriculum
- All staff have a responsibility to support children's emotional and social development and to encourage their overall well-being
- The school employs a Learning Mentor whose role is to help support children who might be struggling with emotional or social needs for whatever reason. Their role becomes more involved if the child's needs become more complex and long-term.
- The LM meets regularly with the SENCo to discuss any concerns they may have and to plan programmes of support
- The Learning Mentor and SENCo are happy to meet with and work with you as parents/carers providing a "shoulder to cry on" and to talk about ideas/strategies to help support at home
- Becket has designated a special room called "The Base" which is staffed by the SENCo and Learning Mentor. This room is set up to provide a "safe and quiet retreat" for all children who are struggling in the classroom for whatever reason. In The Base, your child will be supported with the objective always being to help your child reach a point where they feel able and confident enough to return to the classroom and their learning. The Base is also used for 1:1 and small group teaching. A log is kept of all children who seek support in The Base and the reason.

*Please refer to the section entitled "My child has difficulties with their social and emotional development" for detail about specific provision that can be put in place

Question 15: What is the Nurture Group?

Nurture Groups are acknowledged as an effective and successful early intervention for pupils with behavioural, emotional and/or social difficulties.

Becket has its own Nurture Group (called 'The Nest') for children in Key Stage 1. The Nurture Group is a time-limited intervention for 2 terms and is run for 4 afternoons each week (1.30-3.00pm). The group supports 3 children and is run by a TA who is a highly experienced Nurture practitioner. The SENCo manages the Nurture Group.

All children who attend the group are will be on the SEND Register at SEND Support; they may be undergoing assessment for an EHCP. Parents/carers agree to a placement.

There are a range of reasons why a child may be considered for a placement in Nurture but in general, they will be presenting with a range of social, emotional and/or behavioural difficulties which include:

- Being withdrawn, unresponsive and reluctant to communicate
- Having difficulty forming trusting relationships with others (peers and/or adults)
- Being restless, finding it difficult to listen, behaving impulsively or aggressively
- Attachment difficulties
- A history of having struggled to settle in Foundation Stage and not presenting as 'mainstream ready'
- Having a developmental delay (diagnosed or indicated by Foundation Stage assessments)

You can find out more about the Nurture Group by visiting the relevant part of the school website.

Below are some of the comments parents, carers and visitors have said about our Nurture Group:

Thank you for the wonderful job you do. Your facility is beyond words. From the first visit, you made us feel that you wanted our child and that was such a marvellous feeling. Carry on the good work!

You and Nurture Group are a shining example of all four standards of compassion, attitude, respect and equality (CARE); of course, not forgetting the school as a whole.

My child has learnt how to deal with a classroom environment better than before

The staff have all been great, from the first visit when I saw that they wanted him rather than 'put up' with him.

I can't think of any way the group can improve, short of moving in with them at home!

Question 16: How will my child be able to share their views?

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through regular meetings of the School Council.

Additional ways in which your child can make their views known include:

- Discussions with their class teacher and/or Support Staff, particularly in their progress meetings
- Opportunities to complete questionnaires about aspects of school
- Prior to each Individual Education or Behaviour Plan review, your child has the opportunity to go through their targets with their class teacher and say how they consider they have got on. Three short questionnaires "How am I doing at school?" (Autumn Term), "Me and My Learning" (Spring Term) and "End of Year Review" (Summer Term) give pupils the opportunity to say more about how things are in school for them, what is working, what is not working, what they consider their needs to be and how they consider staff can best support them
- When undertaking more detailed assessment of children to understand their needs and barriers to learning, the SENCo will spend some time talking and working with your child and find out their views, their hopes and aspirations, their worries and what helps them be a successful learner

- If your child has an EHC Plan they will be involved in reviewing their progress and what help and support they would like to see put in place

Question 17: What if I want to complain?

Pupils, staff and parents are expected to listen carefully and respectfully to each other. Where an issue arises, parents should, in the first instance, make an appointment to speak with your child's class teacher and seek to resolve any concerns.

If you consider that your concern has not been resolved to your satisfaction or is of a more serious or sensitive nature, an appointment should be made to see the Head Teacher, who will investigate and report back on the results of the investigation.

Where an issue is not satisfactorily resolved, parents/carers can then refer the matter with the Chair of Governors. A copy of the school's Complaints Procedure is available on request from school and on the school website.

Question 18: What have other parents of children with SEND said about us?

The teachers are excellent and supportive.

School are as supportive as they possibly can be and we thank them for that.

My child has become part of a school that **WANTS** him.

School always make sure I am kept up to speed with how my child is getting on.

In a time where government pressure makes education easily 'results' focused, your commitment to real lives is refreshing.

I cannot thank the school enough for all the help and support my child has been given and to help my child grow into a confident person no matter how much my child struggles.

The understanding between families and school - Becket has been a rock for my child and myself as a parent.

It is nice and very helpful knowing staff are there to talk to especially at times when it feels like you are the only parent experiencing this or you have done something wrong as a parent....I would like to praise the team at school for helping my child so much and helping him find his way.

The staff have been exceptional with my son's individual needs, with the correct support and emphasis on his development, his progress academically and more importantly emotionally and socially.

The staff have been very good with my son and helpful with his special needs. They have made him feel happy and confident and part of his class rather than feel isolated.

Thank you for always being there at the end of a phone or for a quick chat.

Staff are very sensitive, very helpful.

You've got your heart in it.

School Policies related to the information above

Policies accessed on the website	Policies available on request in school
SEND Policy Curriculum Policy Discipline and Behaviour Policy Safeguarding and Child Protection Policy Nurture Group Policy Equality Statement Anti-Bullying Policy	Teaching and Learning Policy Physical Intervention Policy Supporting Pupils at School with Medical Conditions Intimate Care Policy Accessibility Plan Complaints Procedure