

Special Educational Needs
Information Report 2024
Beech Hyde Primary School
and Nursery



Beech Hyde Primary School and Nursery values the abilities and achievements of all its pupils and is committed to providing the best possible learning environment for each child.

We pride ourselves in creating a stimulating environment that helps our children to progress academically, socially, emotionally and physically to their maximum potential.

THE PURPOSE OF OUR REPORT

The purpose of our SEN Information Report is to inform parents and carers about how we welcome, support, and make effective provision for children with special educational needs and disabilities – SEND.

1. How does the school know if children need extra help and what should I do if I think my child may have special education needs?

The SEND Code of Practice, which is the statutory guidance for organisations working with special needs and disabilities, states:

- A pupil has SEND if they have a learning difficulty or disability, which calls for special educational provision to be made for them.
- They have a learning difficulty or disability if they have:
 - a significantly greater difficulty in learning than the majority of others of the same age, or
 - a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools.

For children to reach their full potential it is imperative that any SEND needs are identified early. At Beech Hyde Primary School and Nursery, we:

- Use a baseline assessment as children enter in Nursery or Reception to identify their needs and barriers to learning.
- Use lesson observations and marking to continually assess children in all year groups.
- Observe children on the playground to assess social and physical ability.
- Use a rigorous tracking system to continually monitor children's attainment and progress in all subjects and in particular English and Maths.

Teachers and the Senior Leadership Team (SLT) meet regularly to review children's attainment and progress and any concerns are discussed in school and with parents at the earliest opportunity.

We recognise that parents know their children best of all, so please speak to class teachers or the SENCo if you have any concerns.

2. How will Beech Hyde support my child?

Class teachers are responsible for the progress of children in their class and will:

- Provide 'high quality teaching' for all children including those with SEND.
- Identify barriers to learning.

- Provide 'reasonable adjustments' in the form of adaptive teaching to overcome barriers to learning. Adaptation could be in the form of: adult support from the teacher or TA, additional resources, scaffolded activities etc.
- Provide interventions within the normal day's timetable.
- Seek support and guidance from the SENCo.

SEND children will be identified on the SEND register, as well as, where appropriate, being identified on the Class Provision Map. They will have their own Support Plan, following the Assess, Plan, Do Review, format and a Spotlight Profile which highlights their strengths and barriers to learning.

Where children have complex needs, the SENCo will seek guidance from outside agencies. In addition, and in conjunction with parents, they may seek an Education, Health and Care Plan (EHCP).

Class teachers, SENCO and SLT meet regularly to discuss all children identified as needing any of the additional support listed above.

3. How will I know how my child is doing?

Beech Hyde believes in an 'open door' policy and encourages parents/guardians to:

- Firstly, communicate freely with class teachers.
- If appropriate, then meet with the SENCo or the Headteacher.
- Contribute to spotlight profiles of their child.
- Collaborate on support plans at least termly, following internal pupil progress meetings.
- Attend the two learning review evenings and open evening.
- Read the end of year report.
- Attend regular meetings for children who have complex needs and/or an EHCP.

4. How will the learning and development provision be matched to my child's needs?

Beech Hyde recognises that all children develop in different ways and at different speeds. It is the class teacher's responsibility to deliver 'high quality teaching', adapted and tailored to their needs, wherever appropriate for all children.

Class teachers will:

- Decide on the need and type of differentiation required, based on their observations and by using informal and formal assessments.
- Will adapt teaching and learning to meet the needs of the children in their class.
- Decide if support in lessons and/or in addition to lessons is most appropriate.
- Liaise with the SENCo, who in turn will liaise with outside agencies where appropriate.
- Take feedback from children and parents which will feed into the cyclical (Assess, Plan, Do Review) structure of support.

5. What support will there be for my child's overall wellbeing?

Good wellbeing is vital for children to succeed in school. Beech Hyde has many tools to promote wellbeing and identify when it is not where it should be.

Beech Hyde is a 'Positive Minds' school and all staff encourage children to develop a positive attitude to all things.

We have:

- An emotional check-in system in each class.
- PSHE lessons, where children learn to express their own feelings and recognise those of others.
- Play leaders on the playground at lunchtime.
- A buddy system for children in KS1 by children in KS2
- Clubs at lunchtime and after school.
- A homework club.
- A school council where pupils are able to address issues they are concerned about.
- Access to therapies and counselling through Outside Agencies
- Access to in-house nurture and support groups
- Regular staff training on First Aid, medical conditions and safeguarding and will support children with individual health needs.
- Regular staff training and updates on: Autism, ADHD, Attachment, Hertfordshire STEPS.....amongst others
- Thorough transition meetings at the end of and beginning of each academic year to discuss children's individual needs with previous and new class teachers and the SENCo.
- A thorough record keeping of each child's individual needs, which are stored securely but are accessible via the SENCo.
- A thorough Behaviour and Anti-Bullying Policy and stance in the school.

6. What specialist services and expertise are available at or accessed by the school?

Where children need additional support within school, Beech Hyde has:

- Special Educational Needs Co-ordinator
- Specialist Early Years Practitioners
- High quality first teaching by well qualified teachers
- Academic support from a class TA - either 1:1 or in small groups
- Social and emotional support through either 1:1 or in small groups
- Access to specialist Outside Agencies including (but not limited to):
 - The Educational Psychologist Team (telephone consultation)
 - Speech and Language Therapy Team
 - Speech, Language, Communication and Autism Team
 - Child and Adolescent Mental Health Service (CAMHS)
 - Health Visitors
 - Community and School Nursing Team
 - Occupational Therapy Advice
 - LINKS outreach
 - Cedars Primary Support Base
 - Collett School Outreach
 - Harpenden Plus School Family Workers
 - Harpenden Plus Crisis Counselling (6 sessions)

7. How will you help me to support my child's Learning?

Beech Hyde endeavours to build a collaborative relationship with parents/carers by pro-actively seeking their involvement in:

- The creation and review of spotlight profiles and support plans at least termly following internal Pupil Progress Meetings.
- Attending regular meetings for children who have complex needs and/or an EHCPs.
- Attending the two Learning Review evenings and Open Evenings.
- Attending 'New to Year Group' meetings at the beginning of each academic year.
- Reading the end of year report.
- Attending training evenings on English, Spelling and Maths to explain how concepts are taught.

Beech Hyde has weekly home-learning which may include: reading, writing spellings in sentences, learning tables and an activity which will enable parents/carers to support their child's learning.

Where additional or tailored support is needed, class teachers and/or the SENCo will liaise with parents/carers and they are welcome to meet with teachers for regular updates.

8. How will I be involved in discussions about and planning for my child's education?

As the person who knows your child the best, we will proactively look for your involvement in decisions about your child as outlined in sections 3 and 8.

In addition, Beech Hyde operates an 'open door' policy and welcomes parents/carers input and feedback on their child's experience in school.

Permission will be sort from parents/guardians prior to any referral to an outside agency. Any advice, strategies or feedback will be passed to parents/carers as soon as possible.

Parental feedback on all statutory policies and documents on the website are welcome. Appointments can be made with Class teachers, the SENCo and Headteacher at any time.

9. How will my child be included in activities outside the classroom including school trips?

As an inclusive school, Beech Hyde will proactively endeavour to make all reasonable adjustments, to include all children in all school activities whilst keeping the health and safety of the child at the forefront of all adjustments.

Where appropriate:

- Tailor made adjustments will be made.
- Risk assessments will be completed.
- The advice of experts will be sort.
- The medical, physical and mental needs of the child will be considered.
- Additional adult support will be sort.

10. How accessible is the school environment?

- Beech Hyde school is on one level and is fully accessible to all.
- It has ground floor access to all areas and slopes on a couple of external door access.

- There is a unisex wheel chair access toilet with appropriate furnishings within.
- All classes have visual prompts such as number lines, the alphabet, visual timetables, etc
- Class teachers provide teaching and learning appropriate for all children in their class to access.
- Home school communication will be appropriate to a family's needs. This may mean adjustments made to the size of print, language etc.

11. Who can I contact for further information?

- Always contact your child's class teacher in the first instance.
- If they are unavailable or you are not satisfied with their response, contact the SENCo
- If neither of the above are available or you are not satisfied with their response, then contact the Head teacher.

Also

- Refer to links on The Beech Hyde website for links to:
 - Herts County Council offer
 - DSPL7 offer
 - Additional support groups and networks for parents

[SEN/D - Beech Hyde Primary School & Nursery](#)

[SEND Information - Beech Hyde Primary School & Nursery](#)

12. How will the school prepare and support my child to join the school, transfer to a new school or the next stage of education and life?

- We will always offer to meet parents/guardians of new children joining our school to collate information about their needs and welcome them to Beech Hyde.
- See also section 8 regarding how to support my child's learning.
- Whenever joining the school, in Nursery, Reception or in later years, children will always be invited to visit and look around the school.
- We will contact a child's previous setting to collate information about their needs and speak or meet with the SENCo whenever possible.
- During the summer term, there are internal transition activities preparing all children for their move to the next year group. These transition activities may be differentiated and extended for vulnerable children (those needing it).
- Children identified as needing additional transition support, will be invited into school a day or two before the start of term in September to re-familiarise themselves with their new classroom environment and to meet again their new class teacher.
- We will contact any previously used specialist services to collate information about their needs.
- We work closely with receiving schools when children move on from KS2 to KS3 or before the end of the key stage.
- At the end of KS2, transition activities are completed with class teachers and specialist agencies for all children. These transition activities may be differentiated and extended for those children who need it.
- Additional visits to a new setting will be arranged for those children that need them.

13. How are the school's resources allocated and matched to children's special educational needs?

The SEND budget is allocated to meet the needs of all the children on the SEND register. This may be to:

- Provide adult support 1:1 for short periods, in small groups or within whole class teaching
- Purchase additional equipment and resources.
- Make differentiated resources or materials
- Provide specialist training for individuals, groups or all staff.
- Ensure that all children have access to the same opportunities and activities as the whole school.

14. How is the decision made about how much support my child will receive?

- Pupil progress meetings are held termly with class teachers and the Senior Leadership Team. The progress of all pupils is tracked and those who are not making the expected progress are identified.
- All additional support children receive is recorded on the class provision map through an Assess, Plan, Do and Review system. The impact of this is regularly reviewed by the class teachers, the SLT and the SENCo.
- External agencies can be consulted for advice on adjustments, strategies and support.
- Parents and carers will be involved if it is felt an intervention is needed or if advice from an external professional should be sought.

How can I find information about the local authority's offer of services and provision for children and young people with special educational needs and disability?

You can access information about Hertfordshire's local offer at:

<https://www.hertfordshire.gov.uk/microsites/local-offer/about-the-local-offer.aspx>

You can access information about DSPL7's local offer at:

<http://www.dspl7.org.uk/support-for-parents-settings/local-offer/>