



## **Beechview Academy SEND Annual Report 2022-23**

At Beechview we aim to provide an inclusive education in which all children are encouraged to reach their full potential. Quality teaching is an essential element in this, along with the recognition that some children will require additional or adapted provision to minimise barriers to learning and maximise progress.

The school's Special Educational Needs and Disability (SEND) Policy can be found at:  
<https://beechviewjuniorhighwycombe.secure-primariesite.net/policies/>

### **Responsible Persons:**

Governing body  
SEND Governor  
Headteacher  
Deputy head teacher  
Designated Safeguarding Lead  
Special educational needs coordinator  
Class teacher

The named SENCO for our school is Farah Ahmad, with Corrina Byiers and Alice Reeve-Parker as part of the SEND team. A member of the Governing body who takes a special interest in SEND is Rhian Williams, although the Governing body as a whole is responsible for making provision for pupils with special educational needs. The progress of all children is the responsibility of the class teacher; with the support of the SENDCo and Senior Leadership Team.

### **1. Types of SEND Provision at Beechview Academy**

When providing provision for SEND we cater for all four areas of need as outlined in the SEND Code of Practice 2015. This includes Communication and interaction, cognition and learning, social, emotional mental health and sensory and physical needs. We do this through the following:

- Quality First Teaching
- • 1:1 or small group in-class support
- • Specific interventions tailored to individual needs (1:1 or in small groups) led by either teachers, learning support assistants or other outside agencies
- • Adaptations to the learning environment
- • Access arrangements for exams (when a specialist report identifies a need)
- • For children with additional medical needs, a care plan is drawn up in consultation with parents/carers, the child and appropriate medical professionals

### **2. Ways Used to Identify Children as Having Special Educational Needs or Disability**

- Investigations following concerns raised by a teacher or parent/carer (Record of Concern forms filled out evidencing concerns)
- Limited or inconsistent progress identified through routine assessments and on entry
- Limited or inconsistent progress identified through tracking data
- Assessments from other professionals e.g. doctor, educational psychologist, occupational therapist etc.

- Information passed on by a previous school prior to transfer

### **3. Monitoring Provision**

- PiXL, containing termly data, is used to identify progress patterns over time on an individual, group and cohort basis.
- Whole Class Provision maps identify children who are not on target and children who have specific needs, so that intervention can be tailored specifically.
- SEND Support Plans are reviewed termly. They identify short-term targets which can be measured against pre- and post-support assessments, to analyse the effectiveness of an intervention or teaching strategy.
- Lessons and interventions are routinely observed to ensure the curriculum is differentiated appropriately to support all learners.
- The governor for SEND meets regularly with the Special Educational Needs and Disability Coordinator (SENDCo) to discuss provision and the general progress of SEND children.

### **4. Approach to Teaching and Learning**

- We support the inclusion of children with SEND through a broad, balanced and differentiated curriculum.
- TAs support differentiation and specific interventions by working with individuals and small groups on specified tasks; and, for short periods, by working with the majority of the class, while the teacher focuses on individuals or small groups.
- Children are involved in the assessment of their individual targets, given through pupil conferencing and verbal feedback, relevant to the child's age and stage of development.
- For children with an Education, Health and Care Plan (EHCP), a yearly review meeting will take place with parents and external consultants may be involved.
- Risk and access assessments are carried out and the school will put in place reasonable adjustments and procedures to enable all pupils to participate in all activities, including school trips.
- Teaching staff are given training on strategies to use in the classroom with pupils who have particular needs.
- Emotional and social development is supported through the PSHE curriculum. Where more targeted support is needed, it is delivered on a personalised basis, and may also involve following advice from outside agencies. For any issues relating to this, our wellbeing team can be contacted on [office@beechview.org.uk](mailto:office@beechview.org.uk).

All children are able to attend clubs outside the lessons and school trips - risk assessments are completed and appropriate provision is put in place.

### **5. Staff Training to Support Children with SEND**

- All teaching staff have regular and continuous training on how to support pupils with individual needs from the SENDCO, specialists or external training courses.
- At times, specialist training and advice for teachers and TAs is accessed through the Specialist Teaching Services, Cognition and Learning and other outside agencies to support specific individual needs.

### **6. Arrangements for Consultation**

- If parents have a concern, they should contact the class teacher in the first instance, who will liaise with the SENDCO as appropriate. After discussions with the class teacher and the SENDCO and further investigations into the concern they will update the parents as to the next course of action. This may be

a meeting with the class teacher or a meeting with both parents ,class teacher and SENCO.

- Parents of all pupils are invited to termly parent and teacher meetings to discuss progress.
- Each child identified as having a special educational need will have a Support Plan which will be regularly reviewed and discussed with both the child and their parent(s).
- All pupils, and their parents, are welcome to express their views about provision made for them at any point during the year. Their views will be taken into account when decisions are made.
- For children with an Education, Health and Care Plan (EHCP), the Annual Review (AR) is an important part of the consultation process. All relevant professionals who work with the child, plus parents, are invited. The child is also asked to discuss and record their views immediately prior to the AR and these are shared at the meeting. If age appropriate, the child will also attend part of the AR in person. This is to help facilitate a multi-professional approach to supporting children, in which their views, and those of their parents, are listened to and taken into account.

## **7. The School's Partnerships**

As and when the need arises, the school involves other bodies to help meet the needs of pupils with SEND and their families. These include:

- The Specialist Teaching Services to support pupils with Autistic Spectrum Disorder, Down's Syndrome, Hearing Impairment, Visual Impairment, etc.
- Educational Psychology
- Cognition and Learning
- Occupational Therapy
- Speech and Language Therapy
- Physiotherapy
- Community Paediatrics
- School Nursing Team
- Pupil Referral Unit (PRU)
- Bucks Family Resilience Service
- Social Services
- Child and Adolescent Mental Health Services (CAMHS)
- Education and Welfare Officers
- Bucks SEND team

Parents are informed of the contact details of support services or educational providers through 1:1 discussions as appropriate.

## **8. Transferring to a Different Education Provider**

Whenever any child transfers in or out of our school:

- We use our best endeavours to ensure all relevant information is passed between schools as quickly as possible.
- When needed, staff from the previous or following provider are contacted so that key information can be shared.
- Additional transition days may be set, dependent on individual circumstances.
- Additional emotional support may be provided through our Children's Services Co-ordinator.

## **9. Admissions policy for Children with Special Educational Needs**

The admission arrangements for a child with SEND who does not have an EHCP are no different from other children. Children with EHCPs that name Beechview Academy as the school to which the child should be admitted, will not be refused admission where there is sufficient capacity and we are able to meet the needs of the child.

## 10. Accessibility

Beechview Academy site is on a number of different levels with many stairs. See accessibility policy for more detail.

Classroom resources and/or teaching strategies are suitably adapted by teachers and TAs for children with a visual or hearing impairment. In line with the Accessibility Policy, Beechview Academy is committed to improving accessibility, over time and whenever viable, to accommodate children, staff and parents with disabilities. The removal of barriers to learning is part of everyday planning and development. Personal Emergency Evacuation Plans (PEEPS) are drawn up for children with a physical disability and those who would require individual help during an emergency due to a developmental delay. The accessibility policy can be found at: <https://beechviewjuniorhighwycombe.secure-primariesite.net/policies/>

## 12. Key Contacts

SENDCO	Ms F Ahmad	Email: <a href="mailto:sendteam@beechview.org.uk">sendteam@beechview.org.uk</a> Tel: 01494 527113
Headteacher	Mrs L Parry-Woolner	Email: <a href="mailto:office@beechview.co.uk">office@beechview.co.uk</a> Tel: 01494 527113
Governor with responsibility for SEND	Mrs R Williams	Email: <a href="mailto:rwilliams@beechview.org.uk">rwilliams@beechview.org.uk</a>

The school's complaints policy can be found at: <https://beechviewjuniorhighwycombe.secure-primariesite.net/policies/>

The Bucks Local Offer provides information and advice on Special Educational Needs and Disability provision, both inside and outside the Local Authority. Information can be found on the Bucks Family Information site at [www.bucksfamilyinfo.org/localoffer](http://www.bucksfamilyinfo.org/localoffer) . If you wish to contact Buckingham County Council about the Local Offer you can call 0845 688 4944 or email [familyinfo@buckscc.gov.uk](mailto:familyinfo@buckscc.gov.uk) .