



BEECHWOOD

Primary School

INCLUSION
POLICY DOCUMENT
SEN INFORMATION REPORT

JANUARY 2019

Approved by: **Learning & Outcomes Committee** Date:

Last reviewed on: **January 2019**

Next review due by: **January 2020**

INCLUSION

1. Rationale:

The Headteacher, staff and governors of Beechwood School aim to provide the best education we can for all our pupils in a happy and caring environment. We are committed to giving all children every opportunity to achieve the highest of standards, regardless of age, gender, ethnicity, attainment, ability or background.

Our curriculum is stimulating and challenging and success is achieved in partnership with pupils, parents, carers and other members of the community.

2. Aims:

We aim to be an inclusive school. This means that equality of opportunity is a reality for all our children. We achieve this through the attention we pay to each individual's needs, coupled with close monitoring of the achievements of groups within the school, for example:

- ✓ Girls and boys.
- ✓ Pupil Premium/Non-Pupil Premium children.
- ✓ Minority ethnic and faith groups.
- ✓ Children with special educational needs.
- ✓ Most Able children.
- ✓ Children at risk of disaffection or exclusion.

We aim to achieve inclusion through continually reviewing what we do, asking ourselves key questions:

- ✓ Do all our children achieve as much as they could?
- ✓ Are there differences in achievement of different groups of children?
- ✓ What are we doing for those children who we know are not achieving their full potential?
- ✓ Are our actions effective?

We aim to give all our children the opportunity to succeed. Therefore, when planning teaching and learning opportunities, teachers take into account the abilities and learning styles of all children and respect the fact that they:

- ✓ have educational aspirations and behavioural needs;
- ✓ require different strategies for learning;
- ✓ acquire, assimilate and communicate information at different rates;
- ✓ need a range of different teaching approaches and experiences.

When attainment of a child falls significantly below the expected level, teachers enable the child to progress by planning work that meets the child's individual needs and which is different from, or additional to, normal differentiation.

When a child's attainment significantly exceeds the expected level, teachers use materials that are sufficiently challenging to match the ability of the child and to extend their development. This approach aims to enrich and broaden learning opportunities.

The Foundation Stage is the starting point for planning a curriculum that meets the needs of specific pupils and groups of children.

We do this through:

- ✓ Offering home visits for all pupils new to our Foundation Stage
- ✓ Holding Action for Inclusion Meetings for those with identified additional needs or considered to be vulnerable.
- ✓ Carefully tracking progress against Development Matters.
- ✓ Early Intervention where an additional need is identified

Starting in Foundation Stage through until the end of Year 6, all staff ensure that all children:

- ✓ Feel secure and know that their contributions are valued;
- ✓ Appreciate and value the differences they see in others;
- ✓ Take responsibility for their actions;
- ✓ Are taught in groupings that allow them to experience success;
- ✓ Use materials that reflect a range of social and cultural backgrounds without stereotyping;
- ✓ Have a common curriculum experience that allows for a range of different learning styles;
- ✓ Have challenging targets, which they are enabled to succeed;
- ✓ Are encouraged to participate as fully as possible, regardless of disabilities or medical needs; and
- ✓ Build on what the child can do.

3. Partnership with Parents:

We aim to encourage all parents to make an active contribution to their child's education and aim to keep them fully informed of their child's progress at all stages of their development. We achieve this through:

- ✓ Open and regular contact, whenever requested by a parent or felt necessary by the teacher;
- ✓ Termly progress reports;
- ✓ Termly consultation evenings;
- ✓ Half-termly class newsletters and termly whole school newsletters;
- ✓ Come and join us sessions every half term (KS1 & KS2); and
- ✓ FS1/2 'Stay and Play' sessions.

4. Access to the Curriculum:

All children have an entitlement to a broad and balanced curriculum. This is differentiated to enable children to:

- ✓ Understand the relevance and purpose of learning activities; and
- ✓ Experience levels of understanding and rates of progress that bring feelings of success and achievement.

Teachers use a range of strategies to meet all children's needs. Lessons have clear, differentiated success criteria in the form of 'Chilli Challenge', work is differentiated appropriately and assessment informs the next stage of learning.

We support all children in a manner that acknowledges their entitlement to share the same learning experiences that their peers enjoy. There are times though, when, to maximise learning opportunities, we ask the children to work in small groups or in a one to one setting outside their classroom.

5. Special Educational Needs (SEN):

Children may have SEN either throughout, or at any time during their school career. Our school SEN Information report (Appendix 1) ensures that curriculum planning and assessment takes account of the type and extent of the difficulty experienced by the child. This report provided by school indicates how school identifies, plans for and reviews SEN. It also identifies what help is made available to children and their families.

Special Educational Needs are categorised according to the Code of Practice (2014) as:

- Communication and interaction
- Cognition and learning
- Social, mental and emotional health
- Sensory and/or physical

Where class teachers feel children may have additional needs, a discussion with class teachers will take place, this will be recorded and shared with the school Inclusion Manager, who is also the school SENCo. These children may be added to a school SEN support register and advice from the local authority using the Cheshire East Toolkit will be used. Parents will be informed of this and discussions will take place on the most appropriate provision for the child. If the school feels that the level of need is high, an Education Health Care plan may be requested from the authority to ensure we can meet the needs of the child.

6. Children with Disabilities & Medical Needs:

If a child has a disability, they may require additional resources. We are committed to providing an environment that enables all children full access to all areas of learning.

Teachers modify teaching and learning for all children, as appropriate and may give additional time to pupils with disabilities to complete certain tasks. In their planning, teachers ensure that pupils with disabilities are given opportunities to develop skills in areas of the curriculum for which they have a particular aptitude or interest.

Teachers ensure that work for children with SEND:

- takes account of their pace of learning and the equipment they use;
- takes account of the effort and concentration needed in oral work or when, for example, using vision aids;
- adapts, or offers alternative activities in those subjects where pupils are unable to manipulate tools or equipment or use certain types of materials;
- allows opportunities for pupils to take part in educational visits and other activities linked to their work;
- includes approaches that allow hearing impaired children to learn about sounds in science and music, and visually impaired children to learn about light in science and to use visual resources and images, in both art and design and in design technology;
- uses assessment techniques that reflect their individual needs and abilities.

Where a child has specific medical conditions, class teachers will hold discussions with parents to ensure school is aware of the needs and can make provisions for the child.

7. Most Able Children:

Most Able children have a broad range of achievement at a very high level and may excel in one or more specific skill, but not necessarily across all areas of learning.

We plan to meet the needs of our most able children by:

- Early identification;
- Enrichment activities that broaden a particular skill or area of knowledge;
- Homework activities that further extend learning.

The Inclusion Manager is responsible for:

- Supporting staff in the identification of most able children;
- Liaising with parents in their identification and support;
- Providing support and advice on teaching and learning strategies for most able children.

8. Children with English as an Additional Language:

At Beechwood, we are very fortunate to experience a high level of diversity, having a range of languages spoken in our school community. We are wholly committed to ensuring that our pupils who have EAL, experience full access to a broad and balanced curriculum, as well as having their culture and language valued and respected.

In order to plan for the diverse needs of our children with EAL in our school, we:

- Informally assess children in their first language and English language on entry into school where possible;
- Ensure that there are opportunities for children who speak the same language to engage in activities together;
- Where possible, ensure that children have access to literature in their home language;
- Ensure that children who have EAL and are identified as having SEN are assessed in their home language;
- Seek advice from the EAL resource base, when necessary.

9. Cared for Children:

At our school, we are wholly committed to ensuring that our pupils who are cared for experience a broad and balanced curriculum that takes their experiences into account in a sensitive manner.

We aim to:

- Identify, through very close monitoring, the impact of any change in the child's situation in their ability to access the curriculum;
- Ensure that the child has the opportunity to talk/play with a designated adult on a regular basis;
- Closely monitor the rates of progress made by our Cared for Children;
- Ensure that staff have a full understanding of the impact of being a cared for child and work closely with the Virtual School for Cared for Children;
- Ensure that we work closely with Social Care, including attending all meetings held by Social Care, where appropriate to meet the needs of the whole child;
- Liaise with Social Care and the Virtual School to complete PEPs;
- Ensure that communication between school and parents is continued, where appropriate;
- Support carers of our Cared for Children through regular and open contact, either face to face or through a diary system;
- Identify appropriate ways in which to use Pupil Premium in order to meet needs;
- Ensure that our cared for children have full access to enrichment activities, such as after school clubs and residential visits;
- Provide opportunities for sibling contact within school, where appropriate; and
- Liaise with other external agencies involved.

10. Gender Identity and Sexuality:

The school is committed to ensuring that children and their families are fully included in all aspects of school life, irrespective of gender identity or sexuality.

We aim to:

- Promote positive relationships and diversity through carefully planned lessons linked to SMSC development;
- Seek support for LGBT pupils through external agencies, where appropriate;
- Ensure zero tolerance of the negative use of the word, "gay" or similar vocabulary.

The SLT keep a record of any incident of homophobic or transphobic bullying in order to closely monitor occurrence.

11. Disapplication and Modification:

The school can, where necessary, modify or dis-apply the National Curriculum and its assessment arrangements. Our policy is to do this only in exceptional circumstances. The school makes every effort to meet the learning needs of all children without recourse to disapplication or modification.

If disapplication is considered to be appropriate, we would only do this after detailed discussion with the parents/carers and the local authority. We will also ensure that every effort is made to provide the necessary support from within the school's resources before considering such action.

12. Exclusion:

Beechwood Primary School is wholly committed to the inclusion of every pupil. Where behaviour has resulted in a significant sanction being necessary, a pupil will receive a fixed term exclusion. Please refer to the Behaviour Policy for further information.

In very extreme and rare cases, whereby it is felt that a child's needs can no longer be met at our school or that the impact of the child's behaviour has become too significant on other pupils or on staff, the decision to permanently exclude a pupil is made. The Headteacher will liaise very closely with the parents/carers, the chair of Governors and the local authority in order to ensure that the process and decision are carried out correctly and fairly, and that the pupil's future educational provision is fully considered.

13. Monitoring and Evaluation:

This policy is monitored by the Headteacher and the Inclusion Manager.

This policy is reviewed annually and amended where applicable. The Inclusion Manager reports to the Governing Body on this review and any amendments that have been made

INCLUSION POLICY

This policy was adopted at a meeting of Learning and Outcomes Governor sub-committee, held on _____

Date to be reviewed: January 2020

Signed:

Name of signatory:

S. Harper

D. Reed

Role of signatory:

Headteacher

Chair of Governors

SEN Information Report

APPENDIX 1- BEECHWOOD SEN INFORMATION REPORT

Please click the relevant words on the wheel to be taken to the corresponding section.



Please see the following page for information on this setting's age range and setting type

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Name of Setting	Beechwood Primary School
Type of Setting <i>(tick all that apply)</i>	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input type="checkbox"/> Special <input type="checkbox"/> Early Years <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input checked="" type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> FreeSchool <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify)
Specific Age range	2-11
Number of places	350 Main school 67 Nursery
Which types of special educational need do you cater for? (IRR)	Cognition and Learning Social, Emotional and Mental Health Communication and Interaction Sensory and Physical

Each section provides answers to questions from the Parent/Carer's Point of View. The questions have been developed using examples from Pathfinder authorities, such as the SE7 Pathfinder Partnership, in conjunction with questions from Cheshire East parent carers. The requirements for the SEN Information Report have been incorporated into this document, based on the latest draft version of *the Special Educational Needs (Information) Regulations* (correct as of May 2014). Questions providing information required as part of the Information Report Regulations are shown using the letters **IRR** (Information Report Regulations).

Questions from the Parent/Carer's Point of View:

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Identification

How will you know if my child or young person needs extra help? **(IRR)**

Children with SEND are identified as early as possible within our setting. Initial identification is usually through comments or concerns brought by parents, or school staff working directly with the child. These concerns may be based on the pupil's general wellbeing, their emotional or behavioural presentation, their progress in comparison to their peer group, or their profile against recognised characteristics of specific forms of SEND. Early identification is paramount, and therefore staff working in school monitor the children's progress carefully on a termly basis through regular pupil progress meetings which are led by the Senior Leadership Team. Teachers have the opportunity to discuss issues raised at the pupil progress meeting with the Inclusion Manager.

After initial identification has taken place and support given, any further concerns are discussed with the school Inclusion Manager. The Inclusion Manager and teaching staff will then discuss these concerns with those working with the pupil, the pupil's family and the pupil themselves. This discussion focuses on the desired outcomes for the child, and looks at what provision might be necessary to enable the child to reach those outcomes. Advice via the Cheshire East SEN Toolkit will be taken. Depending on the level of the child's needs, the decision might be made to offer class based support approaches, for example advice might be offered to the class teacher in order to support differentiation for the pupil. For some pupils, in addition to the class based support approaches, a package of out of class interventions might be offered. Those pupils with the highest levels of need might be referred to other agencies for further advice and support. The Inclusion Manager keeps a record of pupils requiring additional/SEND support in order to monitor the progress of these pupils, and to plan for provision across the school.

What should I do if I think my child or young person needs extra help?

If you have concerns about any aspect of your child's education the first port of call should be your child's class teacher. Class teachers are usually available at the end of the school day and are happy to make appointments if you require a longer discussion. The class teacher may then seek the involvement of the school Inclusion Manager, Rachel Geary. Alternatively, the Inclusion Manager can be contacted directly, either at the beginning or the end of the school day. Appointments can be made via the school office or through email admin@beechwood.cheshire.sch.uk

Where can I find the setting/school's SEND policy and other related documents? **(IRR)**

The school's Inclusion policy and other relevant policies can be found on the school website (www.beechwoodprimary.org).

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Teaching, Learning and Support

How will you teach and support my child or young person with SEND? **(IRR)**

The school teaches pupils with SEND in accordance with the Cheshire East Area Wide Offer.

It is our aim that all children are given the opportunity to access appropriate learning opportunities in an inclusive manner. Our priority is the provision of high quality class teaching which is differentiated to meet the needs of all our learners. Class based approaches might include alternative forms of recording work, visual prompts, small group or individual teaching etc. Class teachers and support staff are supported through regular professional development opportunities to support them in differentiating learning opportunities for the learners in their class.

The school has a wide range of intervention programmes available to support children who require support which goes beyond class based approaches. Some of these intervention approaches are published or commercially available packages of support, such as the CARP programme, Early Literacy Support Programme etc. Others are personalised approaches based on best practice guidance, for example social skills groups and maths boosters. For those with significant or complex needs, the school seeks the advice of specialists, for example Speech and Language Therapists and Occupational Therapists.

Where high levels of additional support are required, a School Support Plan is created, which will outline the provision available to each child and will be available to parents. In addition, parents will be involved in the support for their child and will have the opportunity to discuss their child's progress at regular parent- teacher meetings. There is also the opportunity to contact the school Inclusion Manager to discuss pupil's needs in more detail.

How will the curriculum and learning environment be matched to my child or young person's needs? **(IRR)**

All class teachers take responsibility for meeting the needs of all learners in their class by differentiating the learning. Where pupils have SEND, class teachers will be aware of the pupil's areas of strengths and weaknesses, and will make every effort to accommodate these. Systems are in place to ensure information regarding pupils' SEND and medical needs are shared with all staff, including supply teachers where appropriate. Where learners are working at an attainment level below that of their peer group, class teachers adapt teaching to ensure that gaps in learners' knowledge are covered, for example by re-visiting objectives covered in previous year groups. We aim to encourage independence in all learners and this is promoted by ensuring that independent work tasks are matched as far as possible to the strengths of the learners. For those learners who require a more specialist approach to learning, class teachers are encouraged to discuss approaches to differentiation with specialist staff in school. All additional provision for pupils with SEND is overseen by the school Inclusion Manager, and monitoring pupils' progress takes place regularly throughout the year.

How are the setting, school, or college's resources allocated and matched to children or young people's needs?

In order to ensure that quality first teaching approaches, which are the first wave of provision for learners with SEND, are used fully in each classroom, a proportion of the budget is used towards class based provision. For those requiring provision additional to class based approaches, funding facilitates the school's range of intervention programmes. In some cases it might also be used to provide additional human resource e.g. teaching assistants,

Teaching, Learning and Support

therapists etc. Funding is matched to the provision required to enable pupils to achieve specified outcomes (i.e. outcome identified in discussion with teachers and parents or on EHC Plans). The SEND budget is the responsibility of the head teacher and Inclusion Manager and regular discussion and monitoring takes place to ensure that resources are allocated appropriately and cost efficiently.

How is the decision made about what type and how much support my child or young person will receive?

Who will make the decision and on what basis? (IRR)

When children's needs are initially identified a discussion takes place between teachers, parents and pupils. At this meeting desired outcomes for the pupil will be discussed and the provision or support the pupil needs to meet those outcomes will be agreed. School staff are usually best placed to advise on the nature of the support/provision needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in decisions about support and provision, and any decisions to implement provision which is different from or additional to that received by the majority of children are made in conjunction with parents and pupils. If there are differences of opinion about the nature of support required, the school may seek the advice of external agencies to support the decision making process.

How will equipment and facilities to support children and young people with SEND be secured? (IRR)

The school possesses a range of equipment and facilities to support pupils with SEND and the Inclusion Manager makes decisions about the allocation of these resources based on the needs of pupils. Where more specialist, personalised equipment is required, the Inclusion Manager liaises with the relevant external advisory services (e.g. Autism Team (CEAT), Educational Psychology Team (ET), Community Paediatricians, Speech and Language Therapy Service etc.) to seek advice on the best options. Parents will be involved wherever possible in these discussions.

How will you and I know how my child or young person is doing and how will you help me to support their learning? (IRR)

All school staff have high expectations for all learners. Monitoring of progress takes place on a day-to-day basis by class teachers, as they are often best placed to identify where progress is falling or excelling. Contact takes the form of communication through conversations with a member of staff. Formal monitoring of progress takes place half-termly in the form of a pupil progress meeting held between class teachers and senior leaders. Information about pupil progress is shared with parents at parent-teacher meetings which are held three times a year and via school reports to parents which are sent home each term. For learners with SEND, School Support Plans will be discussed with parents at parent-teacher meetings, and for those with EHC Plans an annual review will be held. Parents are welcome to seek additional appointments to discuss their child's progress as required, and class teachers are usually available for informal discussions at the end of each school day.

How does the setting, school or college consult with and involve children and young people with SEND in planning and reviewing their education? (IRR)

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. For some learners this might mean that they are supported to attend meetings with professionals, for others this might mean enabling them to contribute to meetings without actually attending. Younger or less able children are given the

Teaching, Learning and Support

opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them at any meetings. We recognise that there is sometimes a need to protect pupil's self-esteem, and that it may not always be appropriate to highlight to the pupil the range of their difficulties; in these circumstances, pupil involvement is carefully planned with those who know the pupil best, i.e. families and those working closely with them.

How does the setting/school/college assess and evaluate the effectiveness and sufficiency of its arrangements and provision for children and young people with SEND? (IRR)

The school's inclusion manager, along with the Headteacher and other members of the leadership team, undertake regular monitoring of pupil progress and of the effectiveness of provision. The inclusion manager works closely with a cluster of schools and various outside agencies which enables opportunities for consultation and continuing professional development. The success of intervention programmes in school is monitored carefully to ensure they provide high quality outcomes and remain good value for money and this is reported termly to the Board of Governors. For children with EHC Plans, the opinions of pupils and parents regarding the effectiveness of support are sought at annual reviews and collated to inform decisions about future provision.

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Keeping Students Safe and Supporting Their Wellbeing

How do you ensure that my child or young person stays safe outside of the classroom?

Pupil safety is paramount. Information about pupils with SEND is communicated to relevant school staff, and outline any areas which could pose a risk to the pupil. Where risks are identified, measures are taken to limit these. Where a significant risk is identified, a risk assessment would be carried out, and/or outside agency advice sought, and if needed, plans would be put in place, such as a Health Care Plan. If required, additional support will be provided for unstructured times of the day. For any off-site visits, school adheres to Cheshire East offsite risk assessment procedures, and if necessary, individual risk assessments would be carried out and shared with parents.

What pastoral support is available to support my child or young person's overall wellbeing?

PASTORAL

We recognise that pupils with SEND can experience a range of social and emotional issues. In school we have a wellbeing team and three members of staff Miss Geary, Mrs Hargreaves and Mrs Mason are all trained in Mental Health First Aid. We can offer intervention to help support children with additional needs in this area and Mrs Hargreaves is available to support both children and their families.

BULLYING

The school holds a clear position on bullying and is part of the Kiva schools programme. All pupils are taught to distinguish bullying from peer conflict and isolated acts of unkindness. There are a range of assemblies linked to anti-bullying, and class teachers are vigilant in monitoring the children's behaviour for indications of bullying. The schools Anti-Bullying policy can be found on the website (www.beechwoodprimary.org) and the designated lead, Mrs Hargreaves, works with children to resolve conflict and bullying.

How will the setting, school or college manage my child or young person's medicine or personal care needs?

ADMINISTRATION OF MEDICATION

Medicine will be stored safely by staff members. Any medication to be administered must be signed for by a parent or carer.

TOILETING

School would seek in the first instance toilet training programmes in place at home. If there are medical reasons for a child not being toilet trained, staff will work with parents to put support in place for the child.

MEDICAL APPOINTMENTS

Where pupils need to attend medical appointments, school would ask for these appointments to be made out of school hours. Where this is not possible school will work with parents to ensure attendance is not greatly affected.

What support is available to assist with my child or young person's emotional and social development? (IRR)

Personal Social and Emotional wellbeing is at the heart of our curriculum, and class teachers address this through regular sessions in class. Staff promote an environment in which positive personal relationships can flourish, and seek to support children in managing their emotions and relationships on a day to day basis. For those requiring further support, the school employs a Pastoral Lead, Mrs. Hargreaves, who might work individually with children.

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Keeping Students Safe and Supporting Their Wellbeing

or might support pupils in a more holistic way (e.g. family support, peer support etc.). We also have a school counsellor available to work with children and an Educational Psychologist for children with complex needs.

What support is there for behaviour, avoiding exclusions and increasing attendance?

The school behaviour policy is available on the school website (www.beechwoodprimary.org)

BEHAVIOUR

The school has a clear behaviour policy which is implemented consistently. Where pupils are unable to follow this policy or require additional support with behaviour, a range of measures are used to support them in adhering to the school rules. A key focus of the school in supporting pupils whose behaviour is challenging, is to firstly understand this behaviour. We use a system for recording and analysing behavioural incidents in order to try to find patterns in behaviours. When these are identified, we then seek to implement strategies to support pupils in avoiding the repetition of these behaviours. Our focus is on proactively avoiding behaviours, deescalating emotional incidents, and supporting pupils to change their own behaviours. We work flexibly in response to pupil behaviour, and aim to find creative strategies to support pupils in managing their behaviour.

ATTENDANCE

We take active steps to improve attendance. Our Pastoral Lead works closely with families where attendance is of concern to find ways to improve the situation.

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Working Together & Roles

What is the role of my child or young person's class teacher?

The class teacher has the overall responsibility for pupil's learning and their day-to-day wellbeing in school. They are the first port of call for pupils and parents, and act as a hub for information about the pupil. Class teachers are expected to plan and deliver appropriate learning opportunities for pupils, and to ensure that any resources in place to support pupil learning are used efficiently.

Who else has a role in my child or young person's education?

The **headteacher** oversees the running of the school, ensuring that all elements of a pupil's education are in place.
The school **inclusion manager** has responsibility for co-ordinating the provision for pupils with SEND. They may work individually with pupils, or carry out assessments where required, and will usually host formal meetings such as annual reviews.
In addition to the class teacher and inclusion manager, pupils may also work with teaching assistants, the Pastoral Lead or the school counsellor. External agencies or specialists may provide additional advice and support. Their involvement will always be with the consent of the parent/carer.

How does the setting, school or college ensure that information about a child's SEND or EHC plan is shared and understood by teachers and all relevant staff who come into contact with that child?

Systems are in place to ensure information regarding pupils with SEND and medical needs is shared with relevant staff including supply teachers. All class teachers and relevant school staff will have access to a copy of support plans, EHC Plans or statements and there are regular opportunities to discuss the content of these.

What expertise is available in the setting, school or college in relation to SEND? **(IRR)**

All school staff have a good awareness of SEND. Meetings are held to enable staff to work with the inclusion manager to develop their practice in relation to the specific needs of the pupils in their classes.
Both the school Inclusion Manager, Rachel Geary, and class teacher, Chloe Moore hold a post graduate certificate in special needs coordination. Teaching Assistants are trained in different intervention programmes and all staff take part in continuing professional development training.

Which other services do you access to provide for and support pupils and students with SEND (including health, therapy and social care services)? **(IRR)**

The school has close links and works with a wide range of outside agencies according to the current needs of pupils within school and the availability of support from agencies; these may include speech and language therapy, occupational therapy, CEAT and social care. We have a good relationship with the school nurse who is available to offer advice and support and can be contacted through the inclusion manager.
We organise where appropriate, multi-agency meetings to discuss pupil's needs.

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Working Together & Roles

Who would be my first point of contact if I want to discuss something?

Your first point of contact should be your child's class teacher. The school Inclusion Manager and the Pastoral Lead are also available to support you in matters relating to SEND or any family issues.

Who is the SEN Coordinator and how can I contact them? (IRR)

The school Inclusion Manager, who coordinates SEND in the school, is Rachel Geary, her contact details can be obtained from the school office. Chloe Moore also works closely with the Inclusion Manager monitoring SEN pupils and their provision.

What roles do have your governors have? And what does the SEN governor do?

The school governors have responsibility for ensuring the quality of provision across the school. There is a designated governor for SEND, Julia Cargill, and regular discussions between the SEND governor and SENCO take place.

How will my child or young person be supported to have a voice in the setting, school or college? (IRR)

Every effort is made to ensure that the opinions, thoughts and feelings of our pupils are an integral part of any plans made about their education. Pupil's opinions are sought at a level which is accessible to the individual. Younger or less able children are given the opportunity to contribute their ideas in discussions which take place with a familiar adult who acts as an advocate for them. There is a group of Future Leaders and a Safeguarding Council, made up of pupils who meet regularly to share their views and, in line with the Code of Practice, school aims to include pupils with SEND where practical.

What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?

Parents are encouraged to take an active role in the setting. There are opportunities to join the 'Beechwood Family Tree' and/or 'Parent Council' who organise events and fundraise on behalf of the school and shape the direction of the school. Parent governors sit on the governing body and when their term of office expires, details of how to stand are advertised.

What help and support is available for the family through the setting, school or college? (IRR)

Staff in school provide support to parents as required. This might be completing forms with parents, or signposting them to agencies who can help further. If you would like help with any area of SEND please speak with the class teacher or the Inclusion Manager.

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Inclusion & Accessibility

How will my child or young person be included in activities outside the classroom, including trips? **(IRR)**

As an inclusive school setting we seek to ensure that all pupils regardless of need are able to attend enrichment opportunities such as after school clubs, school trips and breakfast club. For children with a higher level of need, any school trips and residential will be discussed and planned for with the parents.

How accessible is the setting/school/college environment?

The school is able to cater for pupils with disabilities and is wheelchair accessible. Pupils are able to follow the Cheshire East admissions policy however an appointment to visit the school and discuss the pupils needs with the Inclusion Manager or the Headteacher is recommended prior to this. We have facilities for access to the main entrance, disabled parking and disabled toilet facilities. The accessibility plan can be found on the school website.

Is the building fully wheelchair accessible? Yes

Details (if required)

Access can be gained through the main entrance.

Are disabled changing and toilet facilities available? Yes

Details (if required)

In the main entrance of the school.

Do you have parking areas for pick up and drop offs? Yes

Details (if required)

There is parking available by the main entrance with one disabled parking space.

Do you have disabled parking spaces for students (post-16 settings)?

Details (if required)

Not applicable

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Transition

Who should I contact about my child/young person joining your setting, school or college? (IRR)

For information about entry please email the main school office admin@beechwood.cheshire.sch.uk or call into school and they will discuss the entry process with you. The school complies fully with the Equality Act 2010 and the School Admissions Code 2012 in relation to the arrangements for the admission of disabled pupils. Where the school is oversubscribed, all children are admitted in accordance with the published oversubscription criteria. Where a child is disabled, the school will make reasonable adjustments and provide auxiliary aids or services where reasonable to ensure that no disabled child is placed at a substantial disadvantage compared to other pupils.

How can parents arrange a visit to your setting, school or college? What is involved?

We offer a range of transition visits for new reception pupils; however we encourage the families of pupils with SEND to arrange a separate visit with the school Inclusion Manager and/or headteacher so that information which specifically relates to your child's requirements can be shared. This can be arranged at the school office.

How will you prepare and support my child or young person to join your setting, school, or college and how will you support them to move on to the next stage, or move on to adult life? (as applicable for setting) (IRR)

ENTRY

Prior to entry to our school, it is usual for families of pupils with SEND to visit for an informal tour of the school with the school Inclusion Manager. Information from this meeting is then shared with the prospective class teacher. Where necessary, transition visits can be arranged that are personalised to meet the needs of the pupil.

TRANSITION TO NEW SETTINGS

Wherever possible we prepare pupils for transition to new settings in a manner most appropriate to the individual. For some pupils this takes the form of additional visits to the new setting, for others this might be working through materials which address key aspects of the new setting. We have good links with our local high schools and work with the staff from those settings.

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Additional Information

What other support services are there who might help me and my family? (IRR)

The school Inclusion Manager and the Pastoral Lead in school can provide details of further support for families.

When was the above information updated, and when will it be reviewed?

The school offer will be reviewed and updated each January alongside the Inclusion policy or throughout the year if changes are required.

Where can I find the Cheshire East Local Offer? (IRR)

From 1st September 2014, the Cheshire East Local Offer can be found at www.cheshireeast.gov.uk/localoffer

What can I do if I am not happy with a decision or what is happening? (IRR)

As a school we encourage parents to address any worries or concerns promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the Inclusion Manager or the Headteacher. In the vast majority of cases we find that by talking things through we are able to find solutions to most problems. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance we can advise you on our complaint procedures. The school complaints policy and procedure can be found on the school website (www.beechwoodprimary.org).