



Bean Primary School SEND Annual Report

Questions	School response
What is a local offer?	<p>Local authorities have set out a local offer of all services available to support children who are disabled or who have SEN. The local offer will help families understand what services they can access and what support they can expect from a range of local agencies including health, schools and leisure. The offer will include provision from 0-25.</p> <p>Bean have an inclusive approach to meeting the needs of pupils with SEND. The following questions and answers provide an overview of the procedures and support available to meet the additional needs of our SEND pupils.</p>
1. How does the school know if young people need extra help, and what should I do if I think my child may have special educational needs?	<ul style="list-style-type: none">• We have a rigorous monitoring system in place that tracks the progress and attainment of our pupils.• Our staff are vigilant at supporting and raising any concerns identified through this monitoring or through classroom observations.• We use data and other forms of assessment to identify additional needs and celebrate achievement.• Parents/carers are encouraged to speak to the class teacher about any concerns they have.• Parents/carers are also able to contact the SENCo in school to raise any concerns they have about how their child's additional needs are being met in school. The SENCo/Deputy Head is Mrs F Carney.• All provisions are recorded on class provision maps.• Bean has a graduated approach to SEN that follows an Assess, Plan, Do, Review cycle.



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2. How will school staff support my child?

- Bean is a mainstream, inclusive school that fully complies with the requirements outlined in the Special Educational Needs Code of Practice (2014).
- Our governors play an active role in monitoring the quality of our special educational needs provision. Mr K Golding-Williams is the link SEN governor and he makes regular visits to the school. He monitors the effectiveness of the provision in place for pupils with SEND.
- Mrs F Carney is the Deputy Head and SENCo; she monitors all the SEN provision and reports back to the Governors.
- Class provision maps show the range of interventions in place in each class when it has been identified that additional support is required.
- All interventions which we put into place are research informed and evidence based. They are measured to monitor the impact against expected rates of progress for your child.
- Where we feel something is not working, we are quick to respond and find alternatives through talking to parents, the teacher and child. All our additional support programmes are overseen by the SENCo.
- We pride ourselves on providing quality first teaching in the classroom which includes differentiation, high quality teaching, active learning and effective feedback, ensuring the majority of children's needs are met within the classroom environment.
- For those children who are identified as needing some extra support, we run support programmes which are closely matched to their needs. This could range from social skill groups to Maths interventions and will depend on the child's needs and the resources available.



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<p>3. How will the curriculum be matched to my child's needs?</p>	<ul style="list-style-type: none">• Quality first teaching ensures that the pupils are able to access the curriculum.• Differentiation is embedded in our curriculum and practice. As a school we ensure we tailor our teaching to the needs of the pupils. We regularly assess the quality of our teaching to ensure that all students are receiving a high standard of teaching and learning.• All teachers, higher level teaching assistants and teaching assistants are clear about the levels of provision available in school and regular meetings between staff, SENCo and teaching assistants ensure that children's needs are identified early and appropriate interventions are put in place. All staff use differentiated approaches and resources so as to support access to the curriculum.• Through termly tracking and identification we can identify children who would benefit from extra support.
<p>4. How will both you and I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none">• We regularly share progress and attainment with our pupils and their families. All year groups have two parent's evenings a year and an annual report with a report consultation meeting. Parents/carers are also able to make appointments to meet with the class teacher and/or SENCo when required. At these meetings you will have the opportunity to share your child's progress and discuss ways in which you and the school can further support your child's learning.• The school website, www.bean.kent.sch.uk, contains webpages for each year group which contains information about the curriculum your child will be studying and additional resources.• We host a number of curriculum and learning events to help families understand what learning is expected and how they can best support their child at home.• Should more regular contact be required, our staff will make suitable



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	<p>arrangements to ensure this is put in place.</p> <ul style="list-style-type: none">• The first point of contact should you have any concerns about your child's progress is your child's class teacher.• We believe in supporting families as well as the children, we have an onsite Wellbeing Manager, Mrs Lisa Packham, who is contactable to discuss any issues parents/carers may have.• Parents of children with special educational needs are encouraged to be involved with the setting of targets on their child's personalised plan and these are reviewed regularly.
<p>5. What support will there be for my child's overall well-being?</p>	<ul style="list-style-type: none">• As a school pupil's well-being is our primary concern. Staff are regularly trained to enable them to provide a high standard of pastoral support• Risk assessments and/ or Health Care plans are in place.• In the first instance every child has a class teacher who they can talk to in order to share any concerns.• We have a Wellbeing Manager, Mrs L Packham, who is undertaking training to become a children's counsellor. Our leadership team is also very supportive ensuring that your child will always have someone to talk to if there is something concerning them.• Relevant staff are trained to support medical needs and are trained to use epi-pens. We have a medical policy in place which ensures all pupils with medical needs are fully supported.• Our behaviour policy; which includes guidance on expectations, rewards and sanctions is fully understood by all staff and pupils. We follow the Bean Primary School code of conduct which is displayed in all areas of the school.• SLT regularly monitors attendance and take the necessary action to prevent prolonged, unauthorised absence.



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	<ul style="list-style-type: none">• Our School Council (Rights Respecting Ambassadors) meet regularly and discuss the issues that are important to them and as well as ways in which we can improve the running of school. They are democratically voted onto the school council by their class.• A nurture club is run by our Wellbeing Manager, Mrs L Packham, at lunchtimes, this provides children with time to share their worries and concerns and engage in therapeutic play.• Our Wellbeing Manager, Mrs L Packham, also runs social skills groups with pupils during the day. In addition she schedules one to one counselling sessions with the children that require it.
<p>6. What specialist services and expertise are available at or accessed by the school?</p>	<ul style="list-style-type: none">• Our staff receive regular training and our teachers all hold qualified teacher status.• We have a number of established relationships with professionals in education, such as the specialist teaching and learning team, educational psychologists and outreach services.• All external bodies we work with are linked to Kent County Council. When we buy in additional services we monitor the impact of any intervention to ensure it is meeting its objective.• We work with a number of external partners depending on the needs of the pupils. These include the specialist teaching and learning service (STLS), Kent Educational Psychology Service (KEPS), Early Help Team, Parents Consortium, SALUS (including troubled families), Homestart, Speech and Language Therapy service, School Nurse Team and Outreach Services.• We work with social services from many local boroughs.



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7. What training are the staff supporting children and young people with SEND had or are having?

- Our Special Needs Co-ordinator, Mrs F Carney, is a qualified teacher and holds the National SENCo accreditation.
- We regularly invest time and money in training our staff to improve quality first teaching and develop skills and knowledge of delivering specific interventions.
- Teachers, higher level teaching assistants and teaching assistants often attend specialist training run by KCC to support the needs of specific children within the school.
- At staff meetings, staff are kept regularly informed about special education needs changes and given specific advice on interventions.
- We focus on effective provisions in the classroom including differentiation of resources and teaching strategies.

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

- Our school ethos and SEN policy promote involvement of all our pupils in all aspects of the curriculum including activities outside the classroom. All pupils have the opportunity to participate in educational visits.
- Members of staff always complete a preliminary visit and carry out a risk assessment for any school trips, to ensure that the venue is suitable and fully inclusive. Where there are concerns of safety and access, risk assessments/care plans are in place to ensure that needs are met. Where applicable parents/carers are consulted and involved in the planning of the trip. Any barriers to learning or engagement are reviewed with discussions on what can be done to overcome these. The school will make reasonable adjustments so that learners can join in with activities regardless of their needs. If necessary additional adults accompany school trips and residential visits to support the needs of learners with SEND.



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9. How accessible is the school environment?	<ul style="list-style-type: none">• Our policy and practice follow the Equality Act 2010.• We value and respect diversity in our school.• We will always try our best to accommodate the access needs of our pupils and visitors.
10. How will the school prepare and support my child/to join the school/transfer to a new setting or the next stage of education and life?	<ul style="list-style-type: none">• We have an Induction programme in place for welcoming new learners and their families to our setting. This involves an induction day for children and additional days, as and if required. In the EYFS the teachers will make a visit to the nurseries prior to the children starting in September.• We also communicate with nurseries and secondary schools to ensure a smooth transition for all our pupils. We share information to support pupils' learning and wellbeing at transition for children with SEN or EHC plans.• We have a transition programmes in place for pupils that require it from EYFS to KS1 and from KS1 to KS2 and KS2 to secondary school.• Children who require additional support with moving from one-year group to another are also provided with a transition booklet with information about their new class at the end of every academic year.• Children who have a statement/Educational Health Care Plan will meet with the SENCo regularly and have a transition meeting during an annual review to ensure all their needs will be met in their new setting.
11. How are the school's resources allocated and matched to young people's special needs?	<ul style="list-style-type: none">• Our finances are monitored regularly and we utilise resources to support the strategic aims of our school as well as individual learner's needs.• Observations will be carried out by the SENCo if concerns are raised



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about your child.

- A meeting will be arranged with the teacher and parents.
- Interventions and support will be put in place and your child will feature on a class provision map.
- If progress is not made, we will carry out further assessments and possibly add the child to the SEN support register.
- When it is necessary the SENCo will contact outside agencies.
- If required, a formal request for an EHC plan will be submitted.
- All provisions are recorded on provision maps, they are evaluated and updated termly. The SENCo monitors these closely to track SEND pupils and evaluate the impact.
- The SENCo regularly shares updates with the SEND governor and the governing body.
- We endeavour to provide a value for money system and all interventions are continually evaluated for impact and cost effectiveness. Our budget is allocated according to the needs of the children and the impact and cost effectiveness are monitored through our provision management which looks at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention. The needs of the whole cohort are regularly reviewed to see if there is a change in the overall make-up of the school. Decisions are then made as to whether changes need to be made and/or any additional interventions need to be put in place. Some of the funding the school receives may go towards funding so that in-house provision is more targeted at needs.



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<p>12. How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none">• Quality first teaching is clearly defined in our setting and delivered by all staff. The teachers follow the Mainstream Core Standards.• Should additional support be required, this is undertaken after consultation with the class teacher, parents and the child.• All interventions are monitored for impact and outcomes every term.• The SENCo oversees all additional support and regularly shares updates with the SLT.
<p>13. How are parents involved in the school? How can I be involved?</p>	<ul style="list-style-type: none">• We believe it is vital to work with families to support their child's learning, needs and aspirations. It is important that parents feel able to talk to the school if they have any concerns or would like to share positive news.• Parents run the PTA (Parent Teachers Association). They are very active within the school raising funds for the children. They hold termly meetings and welcome any new members.• Our governing body includes parent governor representatives.• Parents/Carers are invited to share views with any member of the SLT. <p>Mrs F Carney - SENCo - Deputy Headteacher Mrs L Packham - Wellbeing Manager You can contact them via the school on: 01474 833225</p>
<p>14. Who can I contact for further information?</p>	<ul style="list-style-type: none">• Once children have started at Bean, parents are encouraged, in the first instance, to talk to their child's class teacher who will listen to their concerns and take appropriate action. Further consultations or actions may involve the teacher seeking advice or consulting with other teachers or the SENCo. If necessary, a meeting with Mrs F Carney will be arranged.



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- The Kent County Council local offer with information on services offered by the council can be accessed at: www.kelsi.org.uk
- The following organisations offer information and support for students with specific SEN:
- The British Dyslexia Association - www.bdadyslexia.org.uk
- The National Autistic Society - www.autism.org.uk
- Kent Parent Partnership Service - www.kenttrustweb.org.uk/kpps