



Beddington Infants' School

SEND Information Report 2019-20

The vision for our school is rooted in an understanding of, and respect for, the incredible capacity of every child.

With a focus on basic skills and strong academic achievement our curriculum has evolved to enable each child to engage at a high level and therefore to achieve to his/her personal best. Our provision is inspired by the Italian *Reggio Emilia Approach*. It is an experiential provision for both children and adults.

'Tell me and I forget. Teach me and I remember. Involve me and I learn.' Benjamin Franklin

Children

- are respected as individuals with something valuable to say
- have a genuine input into the direction of their learning
- are empowered to engage fully with the learning process, to take personal responsibility and to develop skills for life.
- are given a variety of opportunities to explore the world in which they live, indoors and outside, developing positive attitudes to all weathers
- are supported in developing positive relationships with children and adults across the school
- are given regular, meaningful opportunities to express themselves

Our holistic approach is reflected in our aim that children leave Beddington Infants' School with the following seven gifts:

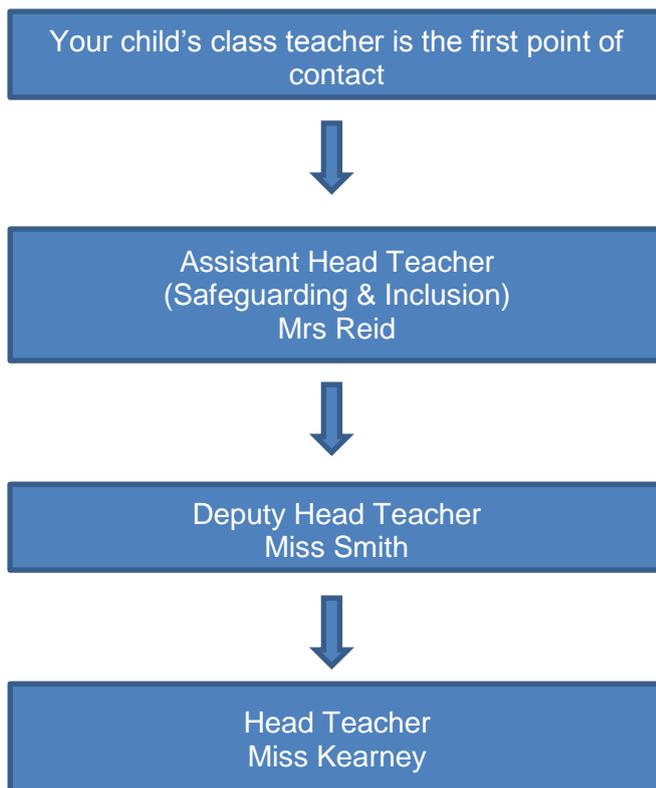
The Seven Gifts of Beddington Infants' School where every child will:

be a well-rounded child 	be a good communicator 	be respectful and polite 	enjoy learning 	have strong core skills 	be a full member of the community 	be ambitious 
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Our holistic approach is reflected in our aim that, through genuine partnership with families, children leave Beddington Infants' School with these Seven Gifts.



Who should I contact to discuss my child's needs?



We know that parents know their children best and we do all that we can to support both the child and their parents by:

- Keeping parents informed about the support available for their child.
- Working with parents in identifying appropriate and personalised strategies to support with their child's learning and in accessing the curriculum.
- Liaising with outside agencies who can offer advice and support to help pupils to overcome any difficulties.
- Providing specialist advice and facilitating training to ensure that all staff members are skilled and confident in meeting a range of needs.

Assessment, Planning and Review/Partnerships for Progress

How does the school know how well my child is doing?

How will I be kept informed about how well my child is doing?

How regularly will I be updated on my child's progress?

Will I know if my child is not making progress and what will happen?

The school uses a variety of formal and informal techniques to assess achievement and monitor progress:

- All children are assessed against the Early Years Foundation Stage (EYFS) National Curriculum in Nursery and Reception and against the Key Stage 1 National Curriculum in Years 1 and 2. In addition, children in Year 1 will take part in the Year 1 Phonics Screening Check. Results of all statutory assessments are shared with parents in the end of year school report, alongside a comparison with the National Average.
- Assessment for Learning is used throughout lessons to monitor progress and address misconceptions. Planning is consistently evaluated for next steps.
- Class teachers monitor children's progress throughout the academic year and have termly meetings with the Senior Leadership Team to discuss the children's progress, set targets and evaluate the impact of interventions.
- Parents of children on the Special Educational Needs and Disabilities (SEND) Register are invited to attend Individual Education Plan (IEP) meetings termly to discuss targets for their children.
- Teaching Assistants work with identified groups of children to support progress across the school. This will be shared by the class teacher at Parents' Opening Evenings. The interventions are evaluated by the Senior Leadership Team for impact and progress.
- Parents' Open Evenings are offered each term, where class teachers share information with parents about their child's progress and attainment. Appointments with the SENDCo are also available.
- Informal verbal feedback about your child's progress at school may be provided by the child's teacher on an ad hoc basis, either at your request, or in relation to a particular activity or aspect of learning your child has been doing.
- A detailed school report is provided annually, at the end of the summer term, and parent feedback is invited.
- Meetings are arranged with the SENDCo as necessary.

If tracking and monitoring suggests that the child is not making expected progress, additional support may be provided via additional resources after discussions with key staff, parents/carers, pupils and possibly other professionals.

Curriculum and Teaching Methods (including groupings / interventions)

What is the curriculum and how is it taught?

How will the curriculum be adapted to meet the needs of the child?

How flexible are teachers in meeting the needs of the child?

Is there any additional support available to help the child reach his/her expected outcomes?

We teach the National Curriculum following a creative and thematic approach to learning through Imaginative Learning Projects (ILPs). ILPs provide a rich menu of exciting and motivating learning activities that make creative links between all aspects of our children's learning. We offer clubs, trips, outside speakers and other planned opportunities for enrichment which are all carefully chosen to enhance the children's learning experience.

We believe children learn better when they are encouraged to use their imagination and apply their learning to engaging contexts. Our curriculum provides learning challenges throughout the academic year that will require children to solve problems, apply themselves creatively and express their knowledge and understanding effectively across the curriculum. It is relevant to our local surroundings, drawing on the resources available in our community and is multi-cultural, promoting the skills needed by individuals to be successful in the 21st Century.

Our curriculum provides a rigorous essential skills framework that outlines the end of year expectations in all subjects. These essential skills are tied to activities and are age related so that staff can track children's progress and identify their individual learning needs.

Teachers plan to meet the needs of all pupils by ensuring learning is focused on individual pupils' needs and abilities. Outcomes from assessment of learning enable teachers to set targets which reflect individual pupils' skills, abilities and potential.

Access to Learning and the Curriculum

Are there any special features or strategies to help children learn?

How do I know my child's particular need will be met?

Teaching and learning is focused on individual pupils' needs and abilities and by setting targets which reflect individual pupils' skills, abilities and potential. The school has interventions for children experiencing difficulties in their learning and for accelerated learners. Barriers to learning are carefully identified and specific support is put in. The school has a commitment to make reasonable adjustments to ensure access to the curriculum for all.

Support for pupils with SEND may include:

- Different or additional learning materials or special equipment.
- Small group or individual support led by trained support staff.
- Extra adult time to deliver a planned intervention and to monitor its effectiveness.
- External support is sought for children continuing to experience significant difficulty in accessing the curriculum despite a range of interventions, this may involve an application for an Educational Health Care Plan (EHCP) assessment. This would always be done in consultation with the parent/carer and the SENDCO. Parents of children with an EHCP have an additional yearly review meeting with the SENDCO.

Please **visit our website** to see our SEND Policy.

Access Arrangements for Tests and Assessments

What arrangements are available for pupils to access tests and assessments?

How will I know if my child qualifies for additional support or time to access tests?

We consider each child's individual case and their specific needs to decide if any adjustments are necessary to enable them to access tests. Any adjustments would be shared with the parent/carer in advance of testing.

Adjustments that may be made include:

- Additional time to complete the test.
- A break during the test.
- Large print versions of the test.
- An adult to help the child to stay focused.
- Making a transcript of the test if the child's writing is difficult to read.

Social and Emotional Support

How does the school help my child to feel comfortable and safe and manage social situations?

How does the school help develop my child's social and emotional skills?

What is the school's policy on bullying?

We have a strong ethos of pastoral care; reflected through our offer of a high level of social and emotional support within our school for every child and their family/carers. We have highly trained teaching assistants who deliver a range of social and emotional interventions, including the use of social stories, to explicitly teach children about social situations and support them to develop their social skills and self-esteem.

The school works in partnership with parents and carers to encourage good behaviour by:

- Promoting a positive approach with clear boundaries of acceptable and unacceptable behaviour.
- Offering an age-appropriate learning experience
- Maximising effective teaching and learning through the establishment of a purposeful working atmosphere.
- Providing role models of good behaviour with an emphasis on politeness and a positive self-image.
- Encouraging children to be responsible and aware of the effect of behaviour on others.

Please **visit** our website to view our Behaviour and Welfare Policy which includes our Anti-Bullying Policy.

Accessibility to Premises and Facilities

What facilities are in the school to assist children with disabilities move around the building and take part in lessons?

How do I know my child will be able to access all lessons?

We consistently look at the effectiveness of our provision; reflecting and reassessing our provision to ensure we are effectively supporting all learners to be the best they can be. We aim to meet every child's needs within mixed ability, inclusive classes. It is a core value of the school that all children are enabled to participate fully in the broader life of the school. Consequently, all children, if appropriate, are permitted to attend after school clubs and educational visits.

We hold the Equalities Award which is awarded to schools who effectively promote equality, diversity and inclusion and is in recognition of the commitment the school makes to equality. Our Accessibility Plan is embedded across the school and we will make reasonable adjustments to assist all children and their parents/carers with disabilities in consultation with parents/carers.

The school is spread over a single storey with wheelchair access throughout. The front entrance is ramped and there are 3 wide access toilets available.

Please [visit our website](#) to view our Accessibility Plan.

Working with others

Who does the school work with?

How are these parties accessed?

What are our criteria for referrals?

The school works closely with a variety of external agencies including the following:

- Educational Psychology Service
- Speech and Language Therapists
- Autism Spectrum Disorder Service
- Special Educational Needs Team
- Occupational Therapy
- Early Years SEND Team
- School Nurse
- Child and Adolescent Mental Health Service
- Child Welfare Practitioners Service
- Social Care
- Play based therapists
- Voluntary services e.g. reading partnerships, Jigsaw4U

This is not an exhaustive list and the school would engage with any agency or professional as necessary to support the needs of the children.

The school would follow the criteria and referral procedure as set out by the individual agency/professional. Any referral to be made would be in consultation with the parent/carer through a discussion with the SENCO.

Transition

How will the school help my child settle with confidence and manage change as they move between schools and year groups?

New starters to Beddington Infants'

Moving schools can create understandable concerns for children and their parents. If your child is joining Beddington Infants', you and your child will be offered the chance to tour the school in advance. New children will also be allocated a 'buddy' - another child to spend time with, help them settle in and find their way around.

Our team are sensitive to the implications of joining a new peer group, joining the school mid-year, or moving to a completely new location. They are experienced at supporting these transitions and will be keen to offer help and reassurance to ensure your child integrates well and is happy at their new school.

Moving to a new year group

Children are invited to meet their new teacher and new learning environment up to three times during the summer term. Teachers prepare social stories to support the children's understanding of the transition and the children are given 'buddies' from their new year group who will accompany them on their first visit to their new learning environment. Parents/carers are also invited during the summer term, alongside their children, to meet the new teacher and visit their new classrooms. All children are given transition booklets with photos of their new teachers, all adults in the year group and the learning environment.

Moving to a new school at the end of Year 2

We work closely with our colleagues at Holy Trinity Junior School, where many of our pupils continue their education from Year 3-6, to ensure a smooth and happy transition from Key Stage 1 to Key Stage 2. This involves similar strategies to those applied for transition between year groups, as well as; visits from their new teachers at Holy Trinity to meet the children in their current classes at Beddington Infants', opportunities for the children to visit their new school, classroom and teacher during the summer term and meetings with current teachers and new teachers for discussion about individual pupils, their needs and abilities. Visits continue in the autumn term as children settle in to the new year group.

Please [visit our website](#) to view our [Transition Policy](#)