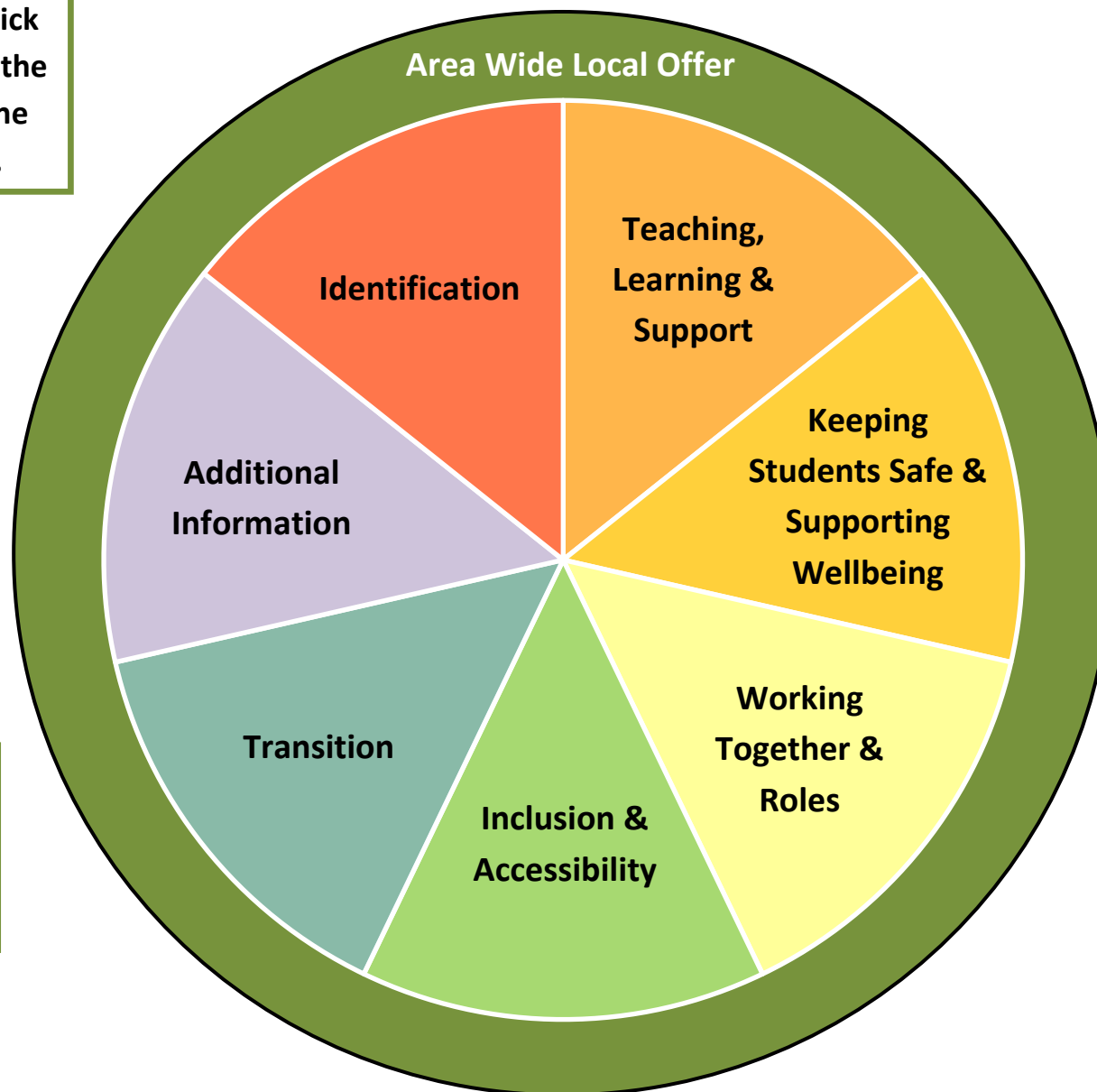


Beresford Memorial First School Information Report for Special Educational Needs and/or Disability



Please press ctrl and 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



Beresford Memorial First School Information Report for Special Educational Needs and/or Disability



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Name of Setting	
Type of Setting	<input checked="" type="checkbox"/> Mainstream <input type="checkbox"/> Resourced Provision <input checked="" type="checkbox"/> Special <input type="checkbox"/> Early Years <input type="checkbox"/> Primary <input type="checkbox"/> Secondary <input type="checkbox"/> Post-16 <input type="checkbox"/> Post-18 <input type="checkbox"/> Maintained <input type="checkbox"/> Academy <input type="checkbox"/> Free School <input type="checkbox"/> Independent/Non-Maintained/Private <input type="checkbox"/> Other (Please Specify) <input type="text"/>
Specific Age range	
Number of places	
Which types of special educational need do you cater for? (IRR)	<div> <input checked="" type="checkbox"/> We are an inclusive mainstream setting catering for children and young people with a wide range of needs who are able to demonstrate capacity for accessing the mainstream curriculum with differentiation and support. </div> <div> <input type="checkbox"/> We are an inclusive setting that offers a specialism/specialisms in <div style="border: 1px solid black; height: 150px; width: 100%; margin-top: 10px;"></div> </div>

Each section provides answers to questions from the Parent/Carer's Point of View. 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).

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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)	
<p>Our staff have a wealth of experience and children with SEND are identified as soon as possible in our school. Initial identification is usually through comments and concerns brought by parents, the pupil's previous school, or school staff working directly with the child. In addition, if pupil observation indicates that they have additional needs in one of the four areas - 1. Communication and Interaction 2. Cognition and Learning 3. Social, Emotional and Emotional Health 4. Sensory/Physical. Initial concerns are raised internally with the school's SENCO who would discuss them with the staff 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. The SENCO keeps a register of pupils requiring additional support in order to monitor progress of the pupils, and to plan for provision across the school.</p>	
What should I do if I think my child or young person needs extra help?	
<p>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 longer discussions. The class teacher may then seek the involvement of the school SENCO. Alternatively, the school SENCO can be contacted directly, again either at the end of the school day or by making an appointment should a longer discussion be required.</p>	
Where can I find the setting/school's SEND policy and other related documents? (IRR)	
<p>The school's SEND policy and other relevant policies can be found on the school website www.beresford.staffs.sch.uk</p>	



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Teaching, Learning and Support

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

Class teacher input via outstanding classroom teaching.

- The teacher will have the highest possible expectations for your child and all pupils in their class.
- All teaching is based on building on what your child already knows, can do and can understand.
- Putting in place different ways of teaching so that your child is fully involved in learning in class. This may involve things like using more practical learning or providing different resources adapted for your child.
- Putting in place specific strategies (which may be suggested by the SENCo and/or staff from outside agencies) to enable your child to access the learning task.
- TA's are used to support groups and individuals with the aim to build independence.

Where additional levels of support are required, a Learning Passport is created, which outlines the provision available to the child. Parents are fully involved in planning the support for their child and will have the opportunity to discuss it at regular review meetings with the class teacher. There is also the opportunity to contact the school SENCO to discuss the child's needs in more detail if needed.

The school has a range of intervention programmes to support children, which go beyond class based approaches. Some are published or commercially available packages, such as: Rapid Phonics. Others are bespoke/personalised approaches based on best practice guidance, for example: nurture groups.

For those with significant or complex needs, the school seeks the advice of specialists, for example: speech and language therapists, occupational therapists, education psychologists, autism team. In some cases these specialists might work in school with the child, or school staff might observe sessions in order to gain specific skills from these specialists. These specialists may also deliver training to school staff.

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

Class Teachers plan lessons according to the specific needs of all groups of children in their class, and will ensure that learning tasks are adjusted in order to enable your child to access their learning as independently as possible. Where pupils have SEND, class teachers will know the pupil's strengths and areas for development, and will make every effort to provide for these. Their work may be further differentiated by the class teacher to remove barriers to learning and enable them to access the curriculum more easily. Specially trained support staff can implement the teachers modified/adapted planning to support the needs of your child where necessary. Specific resources and strategies will be used to support your child

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Teaching, Learning and Support

individually and in groups. Planning and teaching will be adapted on a daily basis if needed to meet your child's learning needs and increase your child's access to what is on offer.

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

The SEN budget is allocated each financial year. The money is used to provide additional support or resources dependant on an individual's needs. Provision may include:

- Teaching assistant support in every classroom
- SEN Teaching assistant support in each Key Stage
- Small group support from teaching assistants e.g. nurture groups
- Bought in support from external agencies e.g. speech and language support, SENSS
- Provision of specialist resources e.g. writing slopes
- CPD relating to SEND for staff

Additional funding would be sought through the SEND processes in the local authority when sustained school provision was unable to make progress towards the desired outcomes on the child's plan within an agreed time-scale. These children are likely to have complex, specialist high needs.

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 agreed. School is usually best placed to suggest and direct the nature of the support needed, but occasionally the school seeks the support of other agencies to advise on this. Parents and pupils will be fully involved in discussions about support and provision which is different or additional to that received by the majority of children and decisions will be made together. If there are differences of opinion about the nature of support, the school may seek the advice of external agencies to support and clarify the decision making process.

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

Our facilities and equipment are regularly evaluated in relation to the needs of the students we have in school.

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Teaching, Learning and Support

Should it be necessary to have specialist equipment these are generally met through the use of the school budget e.g., writing slopes, ear defenders etc.

For more specific equipment there is a number of outside agencies who can be contacted to provide this equipment on a loan basis i.e. specific wheelchairs.

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)*

- Your child's progress is continually monitored by his/her class teacher.
- His/her progress is reviewed formally every term in Reading, Writing and Maths, using age related expectations, as well as progress in other areas, as appropriate, such as attendance, engagement in learning and behaviour.
- At the end of each key stage (i.e. at the end of year 2) all children are required to be formally assessed using Standard Assessment Tests (SATS). This is something the government requires all schools to do and are the results that are published nationally.
- The progress of children with an EHC Plan is formally reviewed at an Annual Review with all adults involved with the child's education.

A range of ways will be used to keep you informed, which may include:

- Home/school link book
- Letters/certificates sent home
- Additional SEN consultation meetings as and when required
- School Reports

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

We value and celebrate each child being able to express their views on all aspects of school life. This is usually carried out through the School Council, which discusses issues or viewpoints which are raised. There is an annual child questionnaire where we actively seek the viewpoints of all children as well as a termly SEND Pupil Voice for SEND pupils. If your child has an EHCP their views will be sought before any review meetings.



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Teaching, Learning and Support

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 views of all stakeholders are gained regularly through questionnaires, formal and informal discussions. This can be discussed during the PLP or EHCP review meetings, parents' evenings, via email or parents can arrange a meeting with the Head teacher, class teacher or the SEND Co-ordinator.

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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?

There are a number of ways that we aim to keep your child safe outside of the classroom. We want all children to be able to take part in all areas of the curriculum and aim for all children to take part in school trips.

- Risk assessments are carried out regularly within school and prior to any off site activity to ensure nobody's health & safety will be compromised.
- If a health and safety risk assessment suggests that an intensive level of 1:1 support is required a parent or carer may also be asked to accompany their child during the activity in addition to the usual school staff.
- We also ensure that your child will be safely handed over to a member of staff at the door each morning and dismissed to the nominated adult in person at the end of the day.
- Where a child may require additional support during break/lunch or transitional times, a nominated member of staff will be allocated.

What pastoral support is available to support my child or young person's overall well-being?

The Pastoral Lead and all school staff work hard to know the children and families exceptionally well and build supportive and nurturing relationships throughout school. In addition to a whole school focus on emotional well-being through the taught SCARF programme, we have a range of support available e.g. nurture. The school is also a KIVA anti-bullying school.

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Keeping Students Safe and Supporting Their Wellbeing

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

If required, and in agreement with parents/carers and the Head teacher, prescribed medicines are administered by a First Aider in school where a signed medication form is in place. All medicine administration procedures adhere to the LA policy and DfE guidelines included within Supporting pupils at school with medical conditions (DfE) 2014.

Pupils having a medical or intimate care need may require a detailed Care Plan which is compiled by the school in consultation with the school nursing service and parents/carers. These are discussed with all staff who are involved with the pupil. Pupils will be supported with their intimate care and personal needs, including dietary, where necessary.

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

Personal, social and emotional well-being is at the heart of our curriculum and school life. For pupils requiring further support, the school uses emotional coaching techniques when required and a child may work in a small group to develop the skills they need to work on. This work is supported through regular discussions by class teachers, teaching assistants, the Head Teacher and families. We use the Boxall profile to help identify specific areas of development and measure progress towards them. For more complex needs, the school may seek the services of other agencies e.g. MHST or Child and Adolescent Mental Health Services (CAHMS).

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

The school has a clear behaviour policy which is implemented consistently through school. We work flexibly in response to pupil behaviour, and aim to find the best strategies to support them in managing their behaviour. It is very rare that we consider exclusion for any pupil. A copy of the school's behaviour policy, which also includes information about exclusion, can be found on the school website. Attendance is monitored by the Head Teacher regularly and there are a series of procedures based on working closely with families should a concern about attendance arise. This may involve the Education Welfare Officer.

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Working Together & Roles

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

He/She is responsible for:

- Ensuring that all children have access to good/outstanding teaching and that the curriculum is adapted to meet your child's individual needs (also known as differentiation).
- Checking on the progress of your child and identifying, planning and delivering any additional help your child may need (this could be things like targeted work, additional support, adapting resources etc.) and discussing amendments with the SENCo as necessary.
- Ensuring that all members of staff working with your child in school are aware of your child's individual needs and/or conditions and what specific adjustments need to be made to enable them to be included and make progress.
- Ensuring that all staff working with your child in school are supported in delivering the planned work/programme for your child, so they can achieve the best possible progress. This may involve the use of additional adults, outside specialist help and specially planned work and resources.
- Ensuring that the school's SEND Policy is followed in their classroom and for all the pupils they teach with any SEND.

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

Senco:

Mr.D.Brown is responsible for:

- Coordinating all the support for children with special educational needs (SEN) and or disabilities, and developing the school's SEND Policy to make sure all children get a consistent, high quality response to meeting their needs in school.
- Ensuring that you are:
 - involved in supporting your child's learning
 - kept informed about the support your child is getting
 - involved in reviewing how they are doing
 - part of planning ahead for them.
- Liaising with all the other people who may be coming into school to help support your child's learning e.g. The Speech and Language Therapy Service, The Educational Psychologist.
- Updating the school's SEND record of need, (a system for ensuring all the special educational, physical and sensory needs of pupils in this school



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Working Together & Roles

are known and understood) and making sure that there are excellent records of your child's progress and needs.

- Providing specialist support for teachers and support staff in the school so that they can help your child (and other pupils with SEN and/or disabilities in the school) to achieve their potential.
- Supporting your child's class teacher to write Learning Passports (Assess/Plan/Do/Review)
- Organising training for staff so they are aware and confident about how to meet the needs of your child and others within our school.

SEN Teaching Assistant (SEN TA)

A SEN Teaching Assistant (SEN TA) may be allocated to a pupil with exceptional special educational needs and/or disabilities and whilst they take a very valuable role in your child's education we would prefer that questions regarding your child's learning and progress are directed in the first instance to the staff members named above. Of course, as a school we welcome daily dialogue between parents and LSAs on how a child's day has been and we do actively encourage this continued feedback.

Headteacher

Mrs.C.Quinn is responsible for:

- The day to day management of all aspects of the school, this includes the support for children with SEN and/or disabilities. She will give responsibility to the SENCo and class teachers but is still responsible for ensuring that your child's needs are met.
- She must make sure that the Governing Body is kept up to date about any issues in the school relating to SEND.

SEND Governor

Mrs.S.Hodgkinson is responsible for:

- Making sure that the school has an up to date SEND Policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all children in the school.
- Making sure that the necessary support is made for any child who attends the school who has SEN and/or disabilities.
- Making visits to understand and monitor the support given to children with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.

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Working Together & Roles

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?

Our school is committed to working in co-operation with all agencies. We regularly call, attend and lead multi-agency meetings to ensure our children are well supported. After these meetings, action plans are formulated to ensure that advice is appropriately disseminated to teachers/ TA's and parents. Should it be necessary, an Early Help Assessment may be suggested to support the understanding and sharing of information about individual children.

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

How are the adults in school helped to work with children with a SEND and what training do they have?

- The SENCo's job is to support the class teacher in planning for children with SEN.
- The school has a school development plan, including identified training needs for all staff to improve the teaching and learning of children including those with SEND. This may include whole school training on SEND issues or to support identified groups of learners in school, such as ASD and dyslexia.
- Whole staff training to disseminate knowledge, strategies and experience, to ensure consistency of the school's approach for children with a SEND.
- Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific children in their class e.g from the ASD Outreach service, and Sensory service or medical /health training to support staff in implementing care plans.
- Training takes place on a regular basis. If you would like to hear about the training which is currently taking place or has taken place by the staff members in the school, please speak to the Headteacher or SENCo.
- SENCo attends updates and keeps up to date with changes to SEND provision.

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 works with a wide range of services that we feel are relevant to individual children's needs. Behaviour Intervention; Health including – GPs, school nurse, clinical psychologist, paediatricians, speech & language therapists, occupational therapists; social and education services including - Locality Teams, social workers and Educational Psychologists.

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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 would be the class teacher. The school SENCO is also available to support you in matters relating to SEND.	
Who is the SEN Coordinator and how can I contact them? (IRR)	
The school SENCO is Mr D Brown – he can be contacted by telephoning the school or via office@beresford.staffs.sch.uk	
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 school. There is a designated governor for SEND, and regular meetings between the SEND governor and SENCO take place to monitor the provision made for pupils with SEND. The SEND governor is Mrs S Hodgkinson.	
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 them. The school provides opportunities for pupils with SEND to become involved in pupil voice and has Termly SEND Pupil Voice Questionnaires allowing SEND pupils to articulate how the support they have had from the school has made a real difference.	
What opportunities are there for parents to become involved in the setting/school/college and/or to become governors?	
We welcome parent support in school. Parent volunteers come into school to work with groups of children or support with administrative tasks which help the teacher. Parents are encouraged to support their child's learning with regular advice attached to newsletters, information evenings and the opportunity to talk to their child's teacher regularly. Parent governors are part of the governing body and when a term of office expires; details of how to stand are advertised through a letter to parents. We have an open-door policy and encourage parents' active participation in the life of the school.	
What help and support is available for the family through the setting, school or college? (IRR)	
Our staff are here to provide support and do so in a number of ways. The class teacher, SENCO or Head teacher can offer support in school to	

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Working Together & Roles

complete paperwork or act as scribe. There can be an amount of paperwork as a parent of a child with SEND. The SENCO will provide support to the parent as required. This might be completing forms with parents; helping with the wording or signposting them to agencies that can help. Information about parent support groups is shared through school letters and the school website.

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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 all-inclusive school, we ensure that all pupils, regardless of their specific needs, make the best possible progress in school. We seek to ensure that all pupils are able to attend enrichment opportunities such as after school clubs, school trips etc. and work flexibly to make relevant adaptations for pupils with SEND to attend. Each club, activity or residential trip is planned with the children it is aimed at in mind, thus allowing for those children to take part as fully as possible. We ensure Risk assessments are carried out and procedures are put in place to enable all children to participate.

How accessible is the setting/school/college environment?

Is the building fully wheelchair accessible? ☒

Details (if required)

Are disabled changing and toilet facilities available? ☒

Details (if required)

Do you have parking areas for pick up and drop off? ☒

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Inclusion & Accessibility

Details (if required)

Yes

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

Details (if required)

N/A

We have an Accessibility policy in place (available to view on the school's website) and where feasible, make reasonable adjustments to improve the accessibility of our environment to meet individual needs. Pupils with SEND are supported to access the facilities open to their peers, for example additional support for sports sessions. The school makes reasonable adjustments to the visual and auditory environment for learners with sensory impairments. Classroom environments and routines are designed to support pupils with Autism and Dyslexia. Where pupils and families require communication through languages other than English the school would seek the services of a translator for key meetings.

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Transition

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

For information about admission please email the main school office – office@beresford.staffs.sch.uk - who will discuss the admission process with you. The admissions policy is available on the school website. The school complies fully with the Equality Act 2010 and the School Admissions Code 2014 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?

To arrange a visit please email the main 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)

Prior to entry to school, families visit for an informal tour with the Head Teacher. In addition to the transition events for all pupils, for those pupils with SEND, families will be invited to meet with the SENCO to share information about the child's SEND and the provision which may be necessary. For those with a high level of need or an EHC Plan, we would want to hold a multi-agency transition meeting which is an opportunity for families and professionals to share information and for actions to be planned to ensure that the pupil is appropriately supported for transition to our school.

Wherever possible, we prepare pupils for transition to new settings in a manner which is most appropriate for the individual. For some, this means additional visits to the new setting. We work closely with families and the new setting to ensure consistency of information. We have close links to our local Middle Schools (Churnet View Middle School and St Edwards Academy)

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Additional Information
What other support services are there who might help me and my family? (IRR)
The school SENCO or Head Teacher in school can provide details of further support for families: headteacher@beresford.staffs.sch.uk d.brown@beresford.staffs.sch.uk
When was the above information updated, and when will it be reviewed?
We annually update the information provided on this form and our review date is set for September each year.
Where can I find the Staffordshire Local Offer? (IRR)
The Staffordshire Local Offer can be found at https://www.staffordshire.gov.uk/education/Access-to-learning/Local-Offer-SEND-Pathway.aspx
What can I do if I am not happy with a decision or what is happening? (IRR)
We encourage parents to address any concerns or worries promptly initially with the class teacher, and then if they are unable to help, with a senior member of staff such as the SENCO or Head Teacher. However, if after discussing your concerns with these people, you remain unhappy with any aspect of the school's performance our complaints procedure is available on the school website.