

SPECIAL EDUCATIONAL NEEDS AND
DISABILITIES (SEND)

INFORMATION REPORT

Bealings School



Autumn
2019



At Bealings we value everyone equally, freely giving to our community and supporting one another.

SPECIAL RIGHTS

At Bealings, as in the Reggio Emilia pre-schools of Northern Italy, we refer to our children as having 'Special Rights' rather than 'Special Needs'



KEY CONTACTS FOR SEND AT BEALINGS...

- School Leader – Duncan Bathgate and Kelly McLoughlin
- Special Educational Needs Coordinator (SENDco) – Rebecca Burch

Both can be contactable through the school office:

- Telephone: 01473 622376
- Email: bealings_school@yahoo.co.uk
- Postal Address: Bealings School, Sandy Lane, Little Bealings, Woodbridge, IP13 6LW

WHAT KINDS OF SEND ARE PROVIDED FOR AT BEALINGS?

- Special Educational Needs and Disability (SEND) can take many forms and require varying degrees of support or reasonable adjustments. Broad areas of needs could include communication and interaction; cognition and learning; social, emotional and mental health difficulties; sensory and/or physical needs.
- Here at Bealings we believe that all children are unique and that this uniqueness should be celebrated and nurtured. We also believe that all children have the right to access equally rich and meaningful experiences, and that our job is to create **an inclusive, happy and encouraging environment where every child can thrive and be free to 'be'**.

WHAT SHOULD I DO IF I THINK MY CHILD HAS SEN?

- Firstly, share your concerns with the class teacher. They may be able to put your mind at ease, or help you to take next steps.
- If you continue to be concerned about your child, please contact Rebecca Burch (SENco) or Duncan Bathgate/Kelly McLoughlin (Headteacher).

HOW WILL I KNOW IF MY CHILD HAS SEN?

- Termly parent/teacher consultations, annual written reports, and informal chats with the class teacher will always inform you of your child's progress and so any issues will be highlighted when they occur.
- However, should difficulties be more prolonged or present as more severe, your child may be identified as being in need of SEN support.

WHAT HAPPENS WHEN MY CHILD IS IDENTIFIED AS HAVING SEN?

- The class teacher will invite you in to meet with them and the Special Educational Needs Coordinator (SENco).
- At this meeting you will have the chance to talk openly about any concerns you may have, as well as hear the views of members of staff working with your child.
- Together we will discuss and agree the best steps forward and a structure of support will be created.
- You will be given written details of the support in place, along-with any targets set.
- Termly reviews will take the form of a meeting with the class teacher and SENco. These meetings will focus on progress made, review targets and the impact of interventions, and allow for discussion and agreement surrounding the aims for the following term.

HOW WILL MY CHILD BE INVOLVED IN THEIR SEND PROVISION?

- Pupil voice is central to our philosophy here at Bealings.
- Teachers form meaningful and open relationships with all children, allowing us to more quickly identify what is working well, or not.
- Children are encouraged to reflect on their learning and be involved in conversations about how they learn best, and what they require to help them. This is not exclusive to those with SEN.

HOW ARE SEN CHILDREN SUPPORTED AT IMPORTANT TRANSITION TIMES?

- Being in our Bealings family we are able to truly know all of our children.
- All teachers have weekly contact with all children allowing us to get to know them as they move through the school.
- Teachers hold formal transition meetings each summer, where information can be passed on as children change year groups.
- Teachers work as a close unit to share expertise and experiences, meaning that we will know your child and how best to support them well before they enter our classrooms.

WHAT HAPPENS WHEN MY CHILD MOVES ON TO SECONDARY EDUCATION?

- The year 6 teacher will share information (written and/or verbal) with key members of staff at the child's high school, ensuring the feeder school is aware of support needed before your child enters year 7.

HOW DOES THE BEALINGS APPROACH TO LEARNING SUPPORT CHILDREN WITH SEN?

- At Bealings the children and teachers co-create rich contextualised learning experiences based on the running of fictional organisations (Mantle of the Expert).
- Children with SEND play a full and vital part in the organisations.
- All learning at Bealings is contextual and for a purpose, meaning all children are able to be clear about what they are learning and why.
- A more full explanation of our pedagogy can be found in the Curriculum section of our website:
<http://www.bealings.net/about-us/curriculum/>

WHAT EXTRA PROVISION IS MADE FOR CHILDREN WITH SEND?

- Our child-centred approaches to learning are usually enough to allow all children to be included. For example: interactive displays; use of technology to support written work; collaborative reflection and evaluation of learning; peer to peer scaffolding etc.
- In most cases reasonable adjustments are all that is needed in order to allow children to access all SEND provision without having to leave the classroom.
- In some cases where specialist intervention is needed (such as speech and language therapy) pupils are required to leave the classroom for a limited time, however careful planning and timetabling ensures that this is not detrimental to the child's learning.

HOW ARE STAFF EQUIPPED TO SUPPORT MY CHILD?

- High quality teaching is central to SEND support and regular teacher training is provided to ensure development
- The SENDco is available four days a week, and the Headteacher everyday, to discuss with staff any concerns surrounding SEN
- The SENDco and Headteacher monitor provision on a daily basis
- Our SENDco is currently training for the National Award for Special Educational Needs Coordination
- Training is shared by the SENDco to teachers, so that good SEN practice is ensured
- Teachers and Teaching Assistants also undergo SEN training externally.

WHAT HAPPENS IF MY CHILD REQUIRES MORE SPECIALIST SUPPORT?

- In some cases specialist expertise is required. The SENDco will arrange for this to take place by either accessing services privately or through the local offer
- Such support could include amongst others: educational psychologists, speech and language therapists or the County Inclusive Support Service (CISS)
- Where referrals are required through a GP the SENDco is able to share information and request support for your child.

WHAT IS THE LOCAL OFFER?



Suffolk Local Offer
Support and services for children and young people with SEND
Contact the Local Offer Advisor for help on 0345 606 1490



www.suffolklocaloffer.org.uk  @Suffolk_LO

- <https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>
- SEN support can be accessed through both the school and other services provided by the county council
- This support is known as the Suffolk Local Offer
- The Suffolk Local Offer website details all support available to families in our region, including how to contact these other organisations
- Please use the link to discover more.



HOW ARE CHILDREN WITH SOCIAL AND EMOTIONAL DIFFICULTIES SUPPORTED?

- By the whole Bealings family: our friends, teachers, guardians, staff and volunteers, governors and everyone on the Bealings team, including our own psychotherapist.

BEALINGS PSYCHOTHERAPIST

- We employ our own psychotherapist two days per week.
- Children see her for varying degrees of time, depending on need.

- “I can share my feelings with her. It helps me not to be worried. It’s someone I can share things with.”

Year 4 child

- “I was struggling. She helped me understand and helped me by being supportive.”

Year 6 child

GUARDIANS

- Year 6 children are given the title of '**Guardians**' and their role is to work with teachers to support the rest of the children in the school
- Each week they run **the school meeting** where every pupil attends and is free to share any problems or suggested improvements they have for the school
- Guardians take their role seriously but also naturally. They look out for the younger children, attending to them when they are upset or hurt, and ensuring everyone feels safe and happy
- Bullying is not tolerated and children share any worries they have with guardians and teachers as soon as they occur, ensuring inappropriate behavior towards one another rarely escalates.

WHAT IF SOCIAL AND EMOTIONAL SUPPORT WITHIN THE SCHOOL IS NOT ENOUGH?

- Should we feel a child or family under our care is experiencing particularly challenging circumstances, then outside agencies will be called upon to offer support
- This may include services such as: CAMHS (Child and Adolescent Mental Health Service), Wellbeing Suffolk, Community and Family Court Advisory and Support Service (CAFCASS), etc.
- We will always notify you before making such a referral.

WHAT SHOULD I DO IF I AM NOT HAPPY ABOUT THE PROVISION PROVIDED FOR MY CHILD?

- Speak to the class teacher who has overall responsibility for your child's learning
- If following this you remain dissatisfied please notify the SENDco or Headteacher (contact details can be found on slide 2)
- Further complaints should be put in writing to the SEND Governor (Min Clough) or Chair of Governors (Richard Gillingham) – Please contact them via the school office.

BEALINGS SCHOOL

Believe in the child.

