



De Beauvoir Primary School

SEND information Report 2018-2019



Our School

De Beauvoir Primary School has a mixture of one and two form year groups with approximately 241 pupils, ranging from Nursery to Year 6. De Beauvoir is situated in a quiet residential area, close to vibrant Dalston. Our school is ethnically, culturally and socially diverse where many languages are spoken.

At De Beauvoir we create a caring, stimulating and inclusive environment in which learning can flourish. We encourage every pupil to strive for excellence and we promote high levels of achievement for all pupils through effective teaching and high expectations. We also provide a broad, balanced and differentiated curriculum to enable all children to achieve their full potential.

What Should I Do If I Have Concerns about My Child?

It is best to speak to your child's class teacher about any concerns that you have. Often, those concerns can be easily addressed and a quick resolution found. Our class teachers and support staff know the pupils well; and therefore should be able to answer most of your questions. If staff members are not quite sure about a particular issue they will take advice from the SENDCo, INCo or other senior members of staff and then get back to you as soon as possible.

If you feel that you would like to speak to a senior member of staff, ask to arrange an appointment with the SENDCo (Special Educational Needs Co-ordinator: Robin Spencer). Appointments can be arranged in person, by phone or by email.

The school has one full time Learning Mentors who work very closely with the SENDCo. Appointments can be arranged to meet the SENDCo and / or a Learning Mentor at a mutually convenient time

How Does The School Know If My Child Needs Extra Help?

De Beauvoir Primary School has well established processes for identifying pupils who may have additional needs. All staff, in both teaching and support roles, have training in the identification of pupils with additional needs and there is an open door policy to the SENDCo and other senior staff.

Staff conduct rigorous assessments of pupils' academic attainment and progress each term and the results are analysed both by class teachers and senior staff.

Pupils who have not made expected progress are identified and possible reasons are discussed. Staff, then consider whether additional support is needed and pupils are allocated places on support programmes individually or in small groups. These programmes may be delivered in or out of the class, for short periods of time. Most support programmes are needed for a short time only and pupils' progress often returns to match or exceed expectation.



Class teachers work closely with support staff both in terms of the direct teaching and learning which takes place within class and in the planning of work suitable for the wide range of abilities and aptitudes present within each class. Close partnerships are very important in the process of identifying pupils who may have additional or special needs which are not immediately obvious.

The areas of SEND we provide for are:

Communication and Interaction

Pupils with these needs may have difficulty:

- saying what they want to;
- understanding what is being said to them;
- using social rules of communication.

Some pupils with ASD, including Asperger's Syndrome and Autism, are likely to have particular difficulties with social interaction and how they relate with others.

Learning and Cognition

Pupils with these needs learn at a slower pace than their peers, even with appropriate differentiation. They require support with their learning which could be:

- moderate learning difficulties (MLD);
- severe learning difficulties (SLD);
- Specific learning difficulties (SpLD).

Social, Emotional and Mental Health

- Pupils and young people may experience a wide range of social and emotional difficulties which show themselves in different ways:
- Withdrawn
- Isolated
- Challenging behaviour
- Disruptive behaviour

These behaviours may reflect underlying mental health difficulties such as anxiety.

Sensory and Physical

Pupils may require special educational provision because they have a disability such as:

- *Physical;*
- *Hearing impairment (HI);*
- *Visual impairment (VI).*

Identification, assessment and provision for all pupils with special educational needs

Identification

De Beauvoir uses the Hackney SEND approach, as set out in the new Code of Practice – January 2015. Children are identified as having SEND (Special Educational Needs and Disabilities) through a variety of ways, usually a combination, which may include some of the following:

- Liaison with previous school or pre-school setting*
- *Child performing below 'age expected' levels or equivalent (e.g. percentile rankings)*
- Concerns raised by a parent*
- *Concerns raised by a teacher: for example, if behaviour or self-esteem is affecting performance*
- Liaison with external agencies e.g. for a physical/ sensory issue, speech and language*
- Children with a Statement / EHCP (Education Health and Care Plan) already have many of their needs clearly identified.*

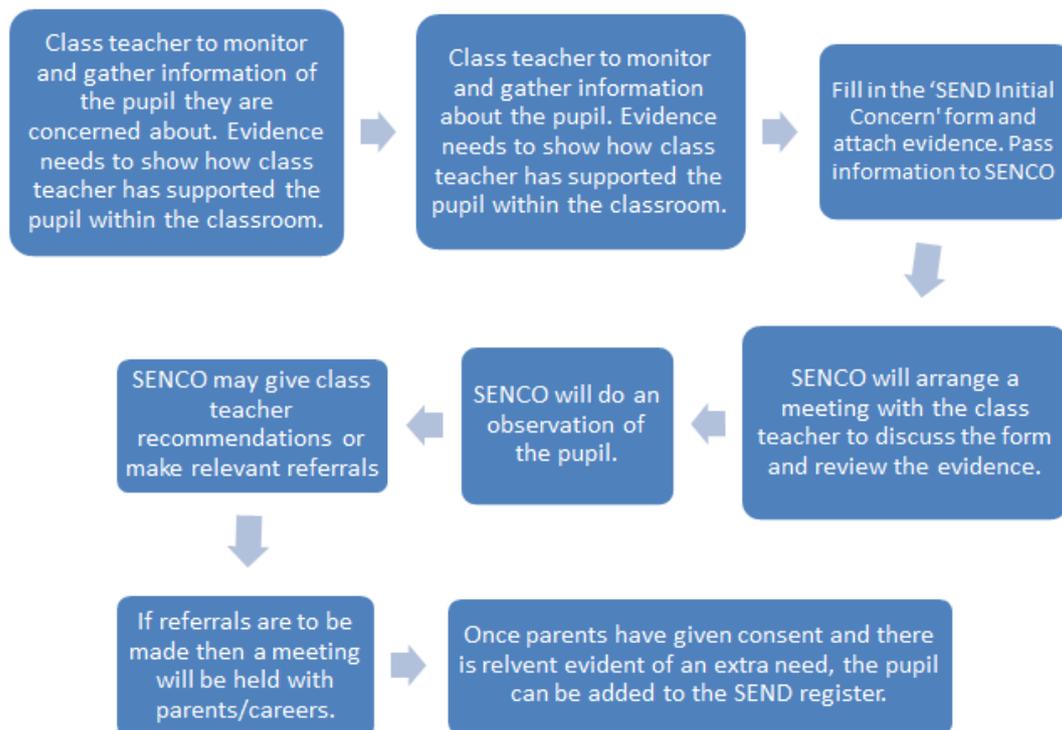
Assessment

Pupils with SEND are assessed using the school's Primary Fundamentals assessment system. Where progress is more difficult to measure against National Curriculum outcomes, pupil's progress is tracked using BSquared 'Small Steps' assessment. 'Small Steps' identifies the incremental progress that has been made against the larger goals identified by the National Curriculum.

Provision

At De Beauvoir Primary School pupils with special educational needs are catered for through differentiation, interventions and, where necessary, a personalised timetable. Where relevant we liaise closely with external agencies in order to inform our practice. This may include educational psychology, speech and language therapy, occupational therapy, CAMHS and specialist provision providers, such as local autistic resource bases.

All pupils listed on the SEND register have their progress reviewed every term. Parents/Carers, teachers, support staff, SENDCO and pupils participate in the setting of short term My Education Targets (METs). These targets are then reviewed every half term during Pupil progress meetings or as and when necessary. This is a gradual approach where we assess, plan, do and review.



How will I know how the school is supporting my child?

Many parents and carers have frequent and informal contact with the class teachers and support staff working with their children and a great deal of information is conveyed in these informal meetings. Parent teacher meetings take place each term and all parents and carers are strongly encouraged to attend. If additional support is required the SENDCo or Learning Mentor will contact you to discuss the support before it is implemented.

'My Educational Targets' (METs) are drawn up to address specific targets. The targets are drafted jointly by members of staff who work with the child and the SENDCo and then submitted to the parent for agreement and amendment. The targets are reviewed termly. We will always consult with parents and may ask for input from home. Any child who has a Statement of Educational Need or an Educational Health Care Plan will have their attainment, progress and needs reviewed in an additional meeting, at least annually, to which parents and carers and all those who work with the child will be invited or to which they will be asked to report. The level of support needed to ensure the progress and well-being of the child will be considered and a suitable recommendation made to the local authority within which the child lives.

Children who currently have a statement of special educational needs will soon become Education Health and Care Plans (EHC Plans). The nature of EHCPs differs from statements in several important ways but one key change is the increased emphasis on parental involvement and choice. Other key changes are the intention to unify provision for the child, especially those who have support from a range of agencies and professionals. An Educational Health Care Plan will support a young person in education up to the age of twenty five.

How Does The School Help Parents to Support Learning and Progress?

There is frequent contact between teachers, support staff and parents or carers. Progress and attainment are monitored constantly but there are regular assessment weeks which provide detailed and specific information on each pupil. Intervention programmes are tailored to address any identified needs. School staff meet regularly with parents and carers to update them on progress and to identify ways in which they can work together to support the child. If needed, a home / school book is introduced, in which daily comments are made by a member of staff and which someone from home can respond to. Work is also shared in this way. Our staff also support parents to ensure they feel secure in what is expected of them to support to progress of their child.

How are children who have medical or health needs supported?

Children who have medical or health needs which can reasonably met within a mainstream school will be invited to meet staff who will be directly involved in the education and welfare of the child. De Beauvoir Primary School have a school nurse, who acts as a source of advice for parents and staff and can facilitate referrals to outside agencies as necessary. Staff training is provided in accordance to the needs and is mostly delivered by the school nurse to ensure medical needs are being met. Considerable numbers of pupils have allergies, some of which have the potential to be extremely serious, and staff seek to work closely with parents and carers to identify and manage risks. Staff will contact parents and carers immediately if there are any doubts about the nature or severity of an accident, allergy or illness staff will also call for emergency aid if that seems appropriate.

Is the school accessible for children with special or additional needs?

De Beauvoir has four levels and many stairs. Unfortunately we do not have a lift. However, we have a disabled toilet on the ground floor and a wide entrance to the main office of the school.

Are all children included in activities in school, after school and on trips?

All children are included in all parts of the school curriculum and we aim for all children to be included on school trips. We will provide the necessary support to ensure that this is successful and may discuss this in advance with parents. It might be appropriate for a parent/carer to accompany a child on a school trip, depending upon the child's individual needs

A risk assessment is carried out prior to any off site activity to ensure everyone's health & safety will not be compromised. In the unlikely event that it is considered unsafe for a child to take part in an activity, then alternative activities that will cover the same curriculum areas will be provided within the school environment, wherever possible.

A variety of after school clubs are provided during lunchtimes and after school. We aim for these to be as inclusive as possible and may provide additional staff or sessions in order to achieve this. Our Learning Coaches (LCs) support the children during lunchtimes and any further support is considered on an individual basis, dependent on the specific needs of the child. We also offer an indoor provision at lunchtime, lunchtime club, for children who find the playground overwhelming – this consists of drawing, iPads, table football and shuffleboard, games and Lego.

What happens when children join or leave the school?

Great efforts are made to ensure that transitions to and from De Beauvoir Primary School are as smooth and stress free as possible for pupils, families and staff. We liaise closely with the staff when receiving and transferring children to and from different schools, ensuring all relevant paperwork is passed on and all needs are discussed and understood. Where pupils join our school from another setting, staff ensure that contact is made in good time with the previous setting so that information regarding the child is shared and any particular needs are clearly identified. Where appropriate and possible, staff visit the previous setting in order to meet the pupil, parents or carers and support staff to begin building a working relationship. At any point where a child with SEND is preparing to leave our school, we would seek to arrange additional visits for the child in question to support a smooth transition. Many secondary schools also run programmes specifically tailored to aid transition for the more vulnerable pupils at the end of the primary stage of education.

Transition between year groups and key stages within the school will be dealt with as part of our annual programme of transition and handover to the next class teacher

De Beauvoir SEND team:

SENDCo

(Special Educational Needs and Disabilities Co-ordinator)



Mr Robin Spencer

INCo

(Inclusion Co-ordinator)



Ms Daniela Rader

- Special Educational Needs and Disabilities co-ordinator (SENDCO), Robin Spencer.
- The Special Educational Needs and Disabilities (SEND) designated governor is Bridget Fagan.
- Learning Coaches - are adults who support the class teacher within the classroom and support individuals and small groups of pupils.
- SEN Learning coaches – are adults who work with students on the SEND register leading targeted interventions in and out of the class.
- 1:1s - are adults who work 1:1 with pupils who have EHCPs / Statements.

Developing our staff

At De Beauvoir we are committed to providing the best support for pupils within the SEND framework. Increasing the SEND expertise, skills and knowledge of our staff is central to this.

Training is provided to all staff during INSET days, staff meetings and weekly LC training. This includes training regarding target setting; personalisation; Speech and language; autism and sensory needs. Learning coaches also receive training focusing on phonics, Read Write Inc; EAL; maths and behaviour management.

Arrangements for handling complaints

Where parents are not satisfied with the SEND provision provided by the school all complaints should be made to the SENDCO or the headteacher, who can be contacted at:

De Beauvoir Primary School
80 Tottenham Road
N1 4BS

TEL: 020 7254 2517

Email: admin@debeauvoir.hackney.sch.uk