



The Beeches Pre-School and Milborne Port Primary School

SEND information report

Issued on September 2024

At The Beeches Pre-School and Milborne Port Primary School, we believe in the value of teaching our children to be good citizens. All of these elements combine to contribute towards our main school aim, which is '*Building a Foundation for Life.*'

At The Beeches Pre-School and Milborne Port Primary School we are committed to working collaboratively to provide the best opportunities for our children. We have the highest expectations of our children's achievement and see every child as an achiever. We are always striving for excellence in everything we do. We are an inclusive school who will provide broad and balanced learning opportunities for all of the pupils within our setting. Our aim is to ensure that our children develop independence and are confident life-long learners.

We are proud to use the Statutory Early Years Framework and Development Matters at The Beeches Pre-School, and the Early Learning Goals and National Curriculum at Milborne Port Primary School as a starting point that will include wide and varied learning experiences for our children. We enrich this with our strong ethos based on respect for ourselves and others, equality and a sense of wonder at the world we live in. We are committed to developing the whole child. All of our children will have the opportunity to be creative, to be physically active and to be academically challenged. We are continually reviewing and improving the learning opportunities we offer to our children. The curriculum at The Beeches Pre-School and Milborne Port Primary School is evolving according to the needs of our children and to the aspirations of the staff and community.

SEND we provide for:

The Special Educational Needs and Disability (SEND) information report is written in line with the requirements of the Children and Families Act 2014 and the SEND Code of Practice 2015. We cater for all of the broad areas of need discussed in the SEND Code of Practice.

These are:

- Communication and interaction
- Cognition and learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs.



Current needs within the pre-school and school:

At The Beeches Pre-School and Milborne Port Primary School we cater for a variety of special educational needs. Please find below a breakdown of the current additional and different needs which our children have. Please note that the majority of pupils will have a combination of these difficulties rather than just one category or special educational need.

<i>Type of SEND</i>	<i>Percentage of SEND children with an EHCP</i>	<i>Percentage of SEND children on SEND support (Information taken in Jan. 2023 from the school census)</i>
Communication & Interaction	N/A	28%
Cognition & Learning	N/A	36%
Social, emotional and mental health difficulties	N/A	35%
Sensory and/or physical needs	N.A	1%

Identifying, Assessing and reviewing children with SEND:

“We want to... support better life outcomes for young people; give parents confidence by giving them more control; and transfer power to professionals on the front line and to local communities”

(DfE, Support & Aspirations document)

The SEND Code of Practice highlights the rights of all children and young people to receive an appropriate education, with opportunities to achieve their goals and aspirations. Therefore, the SEND Code of Practice makes it clear that children are only identified with SEND that do not make adequate progress once they have received interventions and adjustments alongside personalised teaching that we provide.

At The Beeches Pre-School and Milbrone Port Primary School we believe in High Quality Teaching (H.Q.T), where every child is included within the classroom and targeted learning is used to meet the needs of all children. High quality, inclusive teaching is about meeting the needs of everyone in the classroom and having high-expectations for all pupils, this includes those with SEND needs.

Assessment and review:

Below is the model used to demonstrate the assessment and reviewing system at The Beeches Pre-School and Milborne Port Primary School. This system is set out in the school teaching and learning policy and is used to assess children appropriately at defined periods throughout the school year.



1. **Teaching & Learning- high-quality teaching** (informal teacher assessment is carried out throughout this process)
2. **Formalised assessment**
3. **Pupil progress meetings** (Formal meetings carried out by the school head-teacher, SLT and SENCo- analysis of data and tracking pupils is completed)
4. **Interventions set** (used if needed)

If a child's progress has been accelerated during this time, intervention(s) will stop and support will change. Children who do not make expected or accelerated progress during high quality teaching or while they are on an intervention, will be monitored and assessed by the school SENCos, which could lead to them being added to the SEND register (SEND support).

The progress that a child must show in order to be categorised as SEND is as stated below:

- significantly slower than that of their peers, starting from the same baseline
- fails to match or better the child's previous rate of progress
- fails to close the attainment gap between the child and their peers
- widens the attainment gap

If a child is identified as needing SEND support the key workers or class teacher, working collaboratively with the SENCo, will carry out a clear analysis of the child's needs.

This draws on:

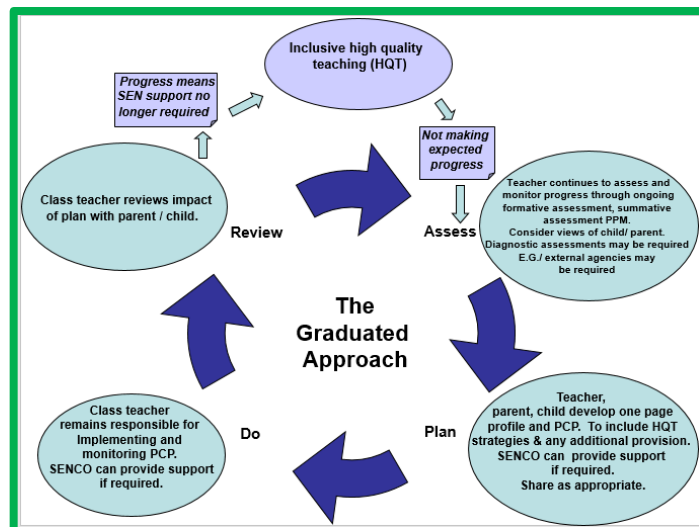
- Key worker/ teacher assessment, their experience of the pupil, previous attainment and behaviour.
- The child's development in relation to peers and nationally agreed outcomes.
- Parents' views and experiences.
- Pupil views and experiences.
- Advice from external support agencies.

The effectiveness of intervention and support and their impact on pupil progress is reviewed regularly. When evaluating the impact on pupil progress the SENCo works closely with the group/class, alongside the parent(s)/carer(s) and pupils to revise support for the child in light of changes in need and development. This review is a continuous process, but termly meetings occur. In the instance that a child has an Education Health and Care Plan (E.H.C.P), we as a school accept responsibility to review the plan every 12 months and involve parents, the child, professionals and the class teacher alongside the SENCo that is carrying out the review and implement revised or additional strategies of support. If we feel the review needs to be carried out sooner, we will.

The Graduated Approach to SEND:

Alongside the pre-school and school assessment system, we follow the Somerset 'Graduated Approach' to SEND.

Where a child has been identified as SEND support or has an EHCP, the school will implement the four-stage cycle of 'Assess, Plan, Do, Review' as part of the graduated approach. We believe that the emphasis in the SEND Code of Practice is on every teacher being responsible for every pupil and therefore this system of support ensures that there is flexibility around the implementation of provision for each child.



1. **ASSESS**: Draw on information from high quality teaching, views of the child and parent(s)/carer(s), external services etc. Assess against SEND criteria.
2. **PLAN**: Key worker/ teacher, SENCo, parent(s)/ carer(s), child agree interventions and support/expected outcomes. Record using EHCP or SEND Support targets. These are completed half-terminly (October, February & May).
3. **DO**: Implement EHCP or SEND Support targets. Class/group key worker/ teacher remains responsible for working with the child on a daily basis and assessing the impact of the plan.
Parents(s)/ carer(s) are responsible for completing set reading, timetables, spelling and homework set weekly.
4. **REVIEW**: Impact assessment, along with views of parent(s)/carer(s) and child used to review overall impact of support. Revise plan in light of the outcomes.

We also ask for pupil and parent(s)/ carer(S) perception to support us to improve the quality of practice we provide to the children. We have SEND governors who liaise with the SENCo to monitor the attainment and progress of pupils with SEND on a termly basis. The rest of the governing body monitors the impact for children with SEND as part of the school population. Regular evaluation and monitoring arrangements promote an active process of continual review and improvement of provision for all pupils.

What do we offer in terms of Additional Curriculum/ Extended Provision?

To enhance the learning opportunities that we create at The Beeches Pre-School and Milborne Port Primary School we also carry out a range of interventions to support the individual needs of the children we teach. Each of our interventions are chosen based on the child's specific needs. Some of these include:

- Pre and post teaching, which is a bespoke and targeted small group intervention
- 1:1 tuition (where available)
- Read Write Inc. phonics intervention

- Time to Talk speech intervention
- Precision teaching: Speed skill tests
- Speech and language therapy, which has been supported and assessed by a qualified speech and language therapist or by our private speech therapy team
- Number Detectives
- Number Sense
- Zones of Regulation (Social and emotional intervention)
- Emotional Language Support Assistants (ELSA)
- Talk Time/ Bubble time etc.
- Rapid Readers, Story Seekers etc.
- Finger gym, Squiggle while you Wiggle and Dough Disco
- Bucket Time (Attention Autism) etc.

Extra social and emotional needs:

At The Beeches Pre-School and Milborne Port Primary School, we understand that an important feature of the pre-school and school is to enable all pupils to develop emotional resilience and social skills, both through direct teaching, for instance during circle time, PSHE lessons, class time and indirectly with every conversation an adult has with pupils throughout the day. However, for some pupils with additional emotional needs we can also provide the following:

- Access to a county counsellors
- Bereavement counsellor referrals
- Child and Adolescent Mental Health Services referrals
- Emotional Language Support Assistants (E.L.S.A) time
- Learning Mentor support and intervention.
- Mentor time with a member of senior leadership team (S.L.T)
- External referral
- Time-out space for pupil to use when upset or agitated (in the inclusion room)

The E.L.S.A provides support on an individual and group basis. Those pupils who are in need of some time to discuss issues or need additional support in lessons, due to particular short term difficulty, can be referred to this team. The additional support is for emotional and social development. Following referral from the head teacher, senior leadership Team (S.L.T) & SENCo or class teachers, the ELSA run both 1:1 and small group interventions and discuss progress with the relevant members of staff. They will regularly work alongside the key worker, class teachers and Teaching Assistants (T.As), supporting them with effective strategies to use in the classroom or on the playground. Our E.L.S.A is pro-active in seeking knowledge and understanding of new concepts and regularly review their own practice, ensuring that the best support is given to our pupils.

Pupils in the early stages of emotional and social development because of their special educational needs will be supported to enable them to develop and mature appropriately. This will usually require additional and different resources, beyond that required by pupils who do not need this support

Pupil involvement:

When a pupil has been identified to have special educational needs because special educational provision is being made for them, the pupil will be consulted about and involved in the arrangements made for them as part of person-centred planning. Pupils on the SEND register will contribute to their own One Page Profiles, which gives them a voice within the pre-school

and school SEND target setting. Parents are likely to play a more significant role in the childhood years with the young person taking more responsibility and acting with greater independence in later years.

Parental involvement:

All parent(s)/ carers (s) at the Beeches Pre-school are invited in termly meetings, have Tapestry to guide their understanding of learning throughout a daily and weekly basis and be given a full pre-school report at the end of the year.

All parent(s)/carer(s) at Milborne Port Primary School are invited to discuss the progress of their children on 2 parent evenings a year and receive a full written report at the end of the summer term. As a parent/carers who has a SEND child within the school, you will also be asked to attend 3 EHCP target or SEND support target meetings to discuss individualised targets.

In addition to this, all parents have the opportunity to communicate with school on a regular basis via:

- Tapestry (pre-school and reception)
- Reading records
- Using the contact email facility
- Pre assigned appointments with relevant members of staff organised by the administrative office team
- Transition meetings for those with EHCPs
- Class introduction meetings
- Parents evenings
- SEND surgeries
- SEND coffee mornings
- Headteacher coffee mornings
- Through parent perception questionnaires
- PTA involvement
- Home/ School communication methods (E.G. / Home/ school books, electronic means etc.)

We take any concerns raised by parents very seriously and we are happy to arrange meetings outside these times, if you so wish.

Working with outside agencies:

As a pre-school and school we work closely with Somerset County Council and the wealth of professionals they employ to assist us in developing our SEND practices; we are continually completing in-house training to ensure the highest quality of provision is given to all. These includes working alongside the following, to name a few:

- School nursing team
- Occupational Therapist
- CISS – County Inclusive Support Service
- Speech and Language Therapist

- Educational Psychologist
- ASD (autism & social communication) specialist
- SLC (speech, language & communication) specialist

Transition:

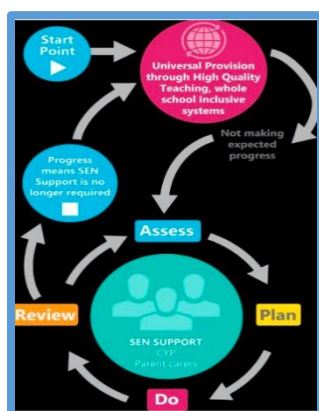
We value our partnerships with preschools, nurseries, primary schools and secondary schools within our locality and therefore we make links with all schools to ensure children are well prepared for their transition. A programme of organised transition activities are implemented as appropriate for pupils with SEND, including additional visits, familiarisation trails, small group work, conversation starters, social stories and photo books. The SENCo will attend review meetings prior to transition and ensure liaison is established when children move on.

Equality of opportunity:

Our approaches to learning and staff training ensure that all pupils are able to engage fully in activities. We make 'reasonable adjustments' within our school, classrooms and setting to ensure that all children achieve to a high standard. Our aim is for each individual in the school community, regardless of SEND, gender, race, culture and background, to reach their full potential in an inclusive environment where happiness and security are a priority. High expectations in teaching, learning and behaviour are reflected in the excellence and enjoyment at the centre of our vision.

All clubs, trips and activities offered to pupils at The Beeches Pre-School and Milborne Port Primary School are available to pupils with special educational needs either with or without an E.H.C.P. Where it is necessary, the school will use the resources available to it to provide additional adult support to enable the safe participation of the pupil in the activity.

Somerset SEND Local Offer:



Somerset SEND Local Offer:

Somerset Graduated Response Tool

Quality first teaching underpins all educational provision. It focuses on inclusive practice and breaks down barriers to learning. For the majority of children this can be achieved by identifying specific barriers, followed by personalisation and differentiation using strategies as identified in the Somerset Graduated Response Tool. The Somerset Graduated Response Tool breaks down SEN into four broad areas of need. This targets specific support for teachers to plan and for any interventions to take place. You can learn more about the

Somerset Graduated Response at: <https://www.somerset.gov.uk/children-families-and-education/the-local-offer/education/what-to-expect-from-education/>

Discover more

at www.somerset.gov.uk/localoffer and www.facebook.com/LocalOfferSomerset

Your school will have the opportunity through the Annual Planning Meetings in the autumn term with your link Educational Psychologist, Advisory Teachers from Access to Inclusion (A2I) to reflect on the outcomes of this audit for your school, and support you with the next steps.

Contact details:

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Next review on: Autumn 2025