



Special Educational Needs School Offer

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General Information/Frequently Asked Questions

1. What should I do if I think my child has a Special Educational need or Disability?

If you think your child has a special educational need or disability you should meet with your child's class teacher and/or SENCO to discuss your concerns.

2. What is the school ethos/approach to SEN and Disability?

Beaumont School provides a welcoming environment which embraces the diversity of all children who attend, and recognises the enrichment this provides to the whole school.

All children are special and unique and deserve high quality provision for learning according to their individual needs.

Children are at the heart of everything we do.

At Beaumont we aim:

- For each child to feel happy, secure, confident and valued
- For each child to enjoy learning and achieve high standards
- For each child's individual skills and talents to be developed
- For each child's individual needs to be supported
- For each child to value, respect and cooperate with other children and adults
- Give all pupils a curriculum entitlement that is broad, balanced and relevant.

3. How will I know how my child is doing in school?

Children with a special educational need or disability have targets set with them on a termly basis. These targets will be shared with parents/carers so that parents/carers can support their child at home. Class teachers will contact parents to either come into school to discuss these targets or send provision maps home to be signed and returned by parents. School holds regular parents meetings where parents can discuss their child's progress with the class teacher/SENCO. An annual report is sent home to all parents. If a child has an Education and Health Care Plan (EHCP) the SENCO will arrange an annual review where all professionals involved with the child's plan will meet with parents to discuss the progress towards the targets on the plan. If a parent is concerned about their child's progress they can arrange to see the class teacher and/or SENCO to discuss this further.

4. What support will there be for my child's overall well-being?

School offers support for communication and interaction, cognition and learning, social and emotional and physical needs. There are many clubs offered to support children who find social times challenging or who need to consolidate new learning/skills.

5. How will I be involved in discussions about, planning for, and involvement in, my child's education?

We support parents as partners and empower them to:

- recognise and fulfil their responsibilities as parents and play an active and valued role in their child's education;
- have knowledge of their child's entitlement within the SEND framework;
- make their views known about how their child is educated;
- Have access to information, advice and support during assessment and any related decision-making processes about special educational provision.

Parents are encouraged to discuss their child's progress with the class teacher and, where appropriate, the SENCo. All parents are encouraged to support their child's learning and take an active role. Parent Conferences are held in Autumn and Spring, with a written report during Summer, which parents are invited to discuss at a specific meeting. Parental opinion is also sought with regard to the formal assessment procedure and any Annual Review of a child's EHCP.

6. How do Beaumont School involve children and young people in their education and in the decision making process?

School involves children in their education through the target setting process. The class teacher or relevant staff discuss with children with a special educational need on a regular basis to review their work and discuss what the next steps are. Children then agree targets to work on for the term. These targets are shared with parents and, where necessary, other outside agencies.

7. Who, outside of school, can I turn to for advice and support?

The SENCO can recommend outside agencies/support groups for parents to contact for support and advice. Please contact the school SENCo to arrange a suitable time to discuss this matter. The Local Offer also gives details of services, opportunities and access for children and young people with special educational needs and disabilities (SEND) in the area.

In meeting the needs of the children with SEND, the school may involve a variety of outside agencies including:

- ACIS (Achievement, Cohesion & Integration Service)
- Bolton Behaviour Support Service
- *Bolton Children's Adolescence Mental Health Services (CAMHS)

**SENCo can refer only after having a consultation with a practitioner on the Single Point of Access pathway.*

- Bolton Information and Advisory Service SEND (Previously Bolton Parent Partnership Service)
- Bolton Integrated Health and Wellbeing Service

- Bolton Parent Carers
- Bolton Pupil and Student Services
- BSCIP (Bolton Social Communication and Interaction Panel) for autism assessment
- Child and Adolescent Mental Health Services (CAMHS)
- Children with Disabilities Social Work Team
- Early Intervention Service (school attendance)
- Educational Psychology Service
- *Integrated Community Paediatric Services (Previously known as Community Paediatrics and Children's Community Nursing)

**SENCO not able to make direct referrals to this service, any concerns should be discussed in full with the public health nurse. The BSCIP pathway is an exception to this.*

- Ladywood Outreach Service (supports the needs of learners from 2 to 19 years with a range of cognition and learning needs, speech language and communication needs and pupils with a diagnosis of Autistic Spectrum Disorder)
 - Ladywood Specific Learning Difficulty (SPLD) Service, (The SPLD service is a fully traded service)
 - Paediatric Learning Disability Service (PLDS)
 - *Paediatric – Neuro-developmental (Neuro) Physiotherapy
- *SENCO can refer but most referrals are made by a health professional given the physical needs of the child*
- Paediatric Occupational Therapy
 - Paediatric Speech and Language Therapy (SALT) team
 - School Nursing Service
 - Thomasson Memorial Sensory Support Service (support for children with a visual, hearing or multi-sensory impairment)

8. Where can I find information about Local Authority provision for children and young people with SEN?

The Local Offer can be accessed by clicking on the link below. The Local Offer gives details of services, opportunities and access for children and young people with special educational needs and disabilities (SEND) in the area. Please click the links for further details:

[Home – SEND Local Offer \(bolton.gov.uk\)](http://bolton.gov.uk)

[My Life in Bolton - a directory of services in Bolton - activities, events, things to do and what's on](#)

9. How should complaints regarding SEN provision be made and how will they be dealt with?

School follows Bolton's Local Authority policy and procedure for dealing with complaints. If parents/carers of a child with SEND have a complaint they should arrange a meeting with the class teacher and/or SENCO who will aim to resolve the issue, if necessary involving the Head teacher. More complex issues may be referred to Bolton Information and Advisory Service SEND.

10. How do I get a copy of the school SEN Policy and Information Report?

The school SEN Policy and Information Report is published on the school website. Paper copies can be requested from the school office or an electronic copy can be emailed by contacting the school office (details below).

11. Who do I contact for further information?

The SENCo for Beaumont Primary School is:

Mrs Dale Sumner

National Award for SENCO

Beaumont Primary School

Wendover Drive

Ladybridge

Bolton

BL3 4RX

Telephone

Tel: 01204 652149

Email: office@beaumont.bolton.sch.uk

The designated SENCO at Beaumont Primary School works closely with the SEND Governor, the Head Teacher, staff and outside agencies on SEND issues and will monitor the effectiveness of provision.

12. What type of SEND provision is made throughout Beaumont?

All teachers are provided with information on the needs of individual pupils so that they can plan the learning within our curriculum to ensure that all pupils are able to make progress. Differentiation is planned for groups and individuals according to need: for example, for a child who has Speech, Language and Communication Needs (SLCN), teachers will use simplified language and/or pictures to support them to understand new vocabulary. Whole school provision is mapped and evaluated termly by the SENCO. Children with an Education, Health & Care Plan work with designated support staff on bespoke targets, which have been agreed at the Annual Review.

13. How does the school ensure the inclusion of pupils with SEND in activities outside of the classroom?

Our Equality Policy promotes involvement of all of our learners in all aspects of the curriculum including activities outside the classroom. Where there are concerns for safety and access, a personalised risk assessment is carried out to consider if reasonable adjustments can be made to meet any additional needs; if appropriate Parents/Carers are consulted and involved in planning.

14. How does Beaumont Primary School support pupils with SEND during transition?

We have an Induction programme in place for welcoming all new learners to our setting. New starters with identified SEND in our Reception class are visited in their pre-school settings and then come to school for a 'taster' session before they start school. We have good relationships with our feeder settings and the secondary schools that most of our pupils move onto; we share information to support pupils' learning and well-being at transition. Further support is provided as necessary for those with SEND including additional visits to their new setting. Our SENCO forwards all relevant documentation to feeder secondary schools and there is close liaison between all the relevant professionals to ensure transition for each child is smooth.