



SEN Local Offer

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Beckstone Primary School is an inclusive school. We ensure that pupils are included in all aspects of learning and school life throughout their time at our school. Indeed this is explicit and implicit within our vision statement:



School Vision

" Where children come first"

At Beckstone Primary School we aim to:

- have a happy, friendly, caring environment, where children feel secure and valued
- foster in each child an eagerness to learn, strive and achieve at a level appropriate to his/her abilities
- nurture the academic, creative, practical, sporting and personal development of each child
- develop self-discipline and mutual respect for each other and for all people and cultures
- create an atmosphere that promotes learning and excellence, enabling children to fulfil their true potential
- promote the development of an understanding, appreciation and respect for the local community and surrounding environment
- consistently seek community involvement in a partnership that enhances the children's education, welfare, economic and social awareness

Many children will have special needs of some kind at some time during their education. The term 'special educational needs' has a legal definition, referring to children who have learning difficulties or disabilities that make it harder for them to learn than most children of the same age.

Help will usually be provided in school, sometimes with the help of specialists. If your child has special educational needs, they may need extra help in a range of areas, for example:

- schoolwork
- reading, writing, number work or understanding information
- expressing themselves or understanding what others are saying
- making friends or relating to adults
- behaving properly in school
- organising themselves
- some kind of sensory or physical needs which may affect them in school

The decision to organise extra help and support for a child is made by the school, following discussions with parents, and is based on a variety of factors including academic progress, and/or assessments carried out by teaching staff or other professionals. It may also be based on ensuring children have a smooth transition into school or require support when going through significant change either at home or school. Parents/carers will be informed when this happens.

Some children will require support for a longer period of time to ensure they can access the curriculum effectively and be included fully in classroom learning and school events. Support will be planned by school staff and where appropriate by external professionals. Parents/carers will be kept informed about this support

Our Local Offer describes the range of provision and support available to support identified children as and when appropriate. Being an inclusive school means that your child will have the same access and opportunities to experience all school has to offer similarly to any other school. As a result your child will be able to access the school's care services such as 'Breakfast Club' or 'Beckstone Xtra' and indeed any learning led after school club that is appropriate for them.

We have set out the school's offer to families of children with Special Educational Needs or Disabilities (SEND) in the form of questions to aid understanding. There is also a list of 'Frequently Asked Questions' SEND and the changes from September 2014 at the end of this document. If you still have questions then please get in touch with the school and make an appointment to see either our Educational Support Manager, Mrs Debbie Cook or our SEND Co-ordinator, Mrs Alison Needham. Both staff members are ready to give advice and support families of children with SEND.

The School Offer – Questions and Answers

Question	Prompt	Answer
How does the setting know if children/young people need extra help and what should I do if I think a child/young person may have special educational needs?	<ul style="list-style-type: none"> • How do you identify children with special educational needs? 	<ul style="list-style-type: none"> • Parental referrals. Every new child has a home visit from trained staff. • Health information prior to starting school. • The expertise of a highly trained and informed staff with expertise in identifying additional / special educational needs or disabilities (SEND). • Excellent tracking systems where lack of progress is quickly acted upon

	<ul style="list-style-type: none"> • How will I be able to raise any concerns I may have? 	<ul style="list-style-type: none"> • If you have a concern about your child's development please raise this with the class teacher in the first instance. • Should you have further concerns or wish further advice then please make an appointment to see our Educational Support Manager, Mrs Debbie Cook or our SENDCO, Mrs Alison Needham. It is highly likely the class teacher will have already discussed your child's needs with them • If you have further concerns than please speak to the Deputy/Headteacher and if then unresolved they will inform you about the school's complaints procedure
<p>How will setting staff support my child/?</p>	<ul style="list-style-type: none"> • Who will oversee and plan the education programme and who will be working with my child and how often? • What will be their roles? • How are the Settings' Governors or Trustees involved and what are their responsibilities? 	<ul style="list-style-type: none"> • Class teachers are responsible for the education of all the children in their class. They plan the education programme for children who have or may have SEN with support from the school's SENDCO. • Your child's class teacher will work directly with your child as will other school staff, every class has at least one Senior Teaching Assistant. They may be supported in class; in a small group outside the class or one-to-one as appropriate. • The SENDCO will liaise closely with any adult working with your child to develop targets and seek external support/advice when necessary • Depending on need your child may also have access to external specialists • Each adult will strive to ensure that an appropriate curriculum is delivered to your child at a differentiated level • Exact roles will vary for each child and be dependent on identified need. • Specialists will provide reports to help the school meet your child's needs. Copies of the reports will be sent to you. Generally small targets for development are identified and these are then incorporated into the support plan for your child and reviewed at parents' evenings. • The school has a nominated governor for Special Educational Needs who is responsible for developing policy and procedures. They receive reports from the school's SENDCO and report to the Governing Body.

<p>How will the curriculum be matched to my child's/young person's needs</p>	<ul style="list-style-type: none"> • What are the settings approaches to differentiation? • How will that help my child? 	<ul style="list-style-type: none"> • High quality teaching, differentiated for individual pupils, is the first step in responding to pupils who have or may have SEN. • All children's development is carefully planned and tailored to need as all children have different needs from SEND to children who are gifted and talented. • All lessons are planned and appropriately differentiated with an emphasis on personalised learning. • Differentiating lessons may involve using specialist resources or equipment, alterations to the timetable, additional adult support, group or individual work. Learning objectives within the lesson are set appropriate to need but with a challenge. • Your child will be working at an appropriate level and have targets for improvement. They may be working within the National Curriculum but not necessarily at average age expected levels • You will be regularly informed of your child's progress towards their targets via the school's report system and you will also be set targets to support your child's learning at home
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<p>How will I know how my child is doing and how will you help me to support my child's learning?</p>	<ul style="list-style-type: none"> • In addition to the normal reporting arrangements what opportunities will there be for me to discuss his or her progress with the staff? • How does the setting know how well my child/young person is doing? 	<ul style="list-style-type: none"> • All parents are welcome to make appointments with their child's class teacher outside normal parents' evenings • Often parents will receive verbal updates before or after school as appropriate and when necessary, indeed we have an "open door" policy to enable more informal and frequent conversations with you and your child. • The Annual Review process also allows additional opportunities to discuss your child's individual progress. • In addition parents are welcome to make appointments to discuss progress with the school's Education Support Manager or SENDCO • The progress of each child is carefully monitored and tracked on a regular basis and summative assessments are recorded on a half termly basis. This, along with other information gathered informs staff on the next steps for your child. • Assessments made by specialists will also be shared with you
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	<ul style="list-style-type: none"> • How will I know what progress my child should be making? • What opportunities will there be for regular contact about things that have happened at the setting? • How will you explain to me how his or her learning is planned and how I can help support this outside of the setting? • How and when will I be involved in planning my child's education? • Do you offer any parent training or learning events? 	<ul style="list-style-type: none"> • Targets for progress are published in the termly report and there is an 'on track' RAG rating to let you know how your child is doing • Expectations of progress will be set by the class teacher following guidance from other specialists • In some cases, your child may require an individual support plan or behaviour management plan which will be drawn up in consultation with you and your child and reviewed regularly. For some children with profound and lifelong needs an Education Health and Care Assessment may be requested with advice and support from external agencies. And progress against this will be closely monitored. • In addition to the 'open door' and daily informal opportunities described above all children have a home/school book where a written dialogue can take place. Indeed a daily support book may be part of the plan for your child. • Where there is a need for ongoing dialogue the Education Support manager may set up regular 'Team Around the Child' (TAC) meetings • The school hosts a curriculum evening at the start of the year to explain the curriculum studied. • Curriculum plans are shared with parents via our web site • IEP's and work planned are shared with parents as appropriate • Homework is sent home regularly relating to work in school. • Additional support guidance for parents is available through our newsletters and in the 'Parenting and Information Zone' of our web site. • The termly reports include a section for parental support targets • You will be consulted at all the various meeting points as described above. • Parental input is part of the IEP process • Parental input is also part of the termly report process for all children • Parents are welcome to come into school and work alongside their child • There are curriculum events at the start of the school year to which all parents are expected to attend
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What support will there be for my child's overall well-being?

- What is the pastoral, medical and social support available in the setting for children with SEND?

- How does the setting manage the administration of medicines and providing personal care?

- There is an extensive 'Parenting Information and Guidance' zone on our web site
- The school issues booklets to support parents in helping their child to learn in phonics, reading and maths and these are issued regularly or are signposted in the school newsletter.
- The monthly newsletter has regular sections on parental support
- The school works closely with Workington Children's Centre and offers a wide range of parent/child courses over the school year.
- Specific training requests are managed by our Education Support Manager who would be happy to broker bespoke training according to need.
- The school was graded excellent for its pastoral support at its last Ofsted.
- The staff are highly trained and all have a minimum of Safeguarding Level 1 training and have first aid certificates and strategic people have other qualifications such as 'Team Teach' or Speech
- The Education Support Manager provides a raft of services to children and families to support them pastorally and medically and she liaises closely with a wide range of external agencies to ensure needs are met
- A wide range of small group interventions are used to support the wellbeing of children with SEN and to promote positive behaviour. For example, Nurture groups, family groups, circle time, peer reading and playtime buddying.
- The school follows statutory guidance in the administration of medicines and provision of personal care.
- The school regularly reviews its medicine and intimate care policies
- The school has facilities for changing such as an hydraulic changing bed
- Where there are distinct medical needs your child will be subject to a 'Health Care Plan' drawn up by school, health and parents
- The Education Support Manager and the business manager have had recent training on administration of medicines and the law.
- If your child has asthma you will be required to complete an 'asthma card' and undertake to ensure they are in date and not empty

	<ul style="list-style-type: none"> • What support is there for behaviour, avoiding exclusions and increasing attendance? • How will my child person be able to contribute his or her views? • How will the setting support my child to do this? 	<ul style="list-style-type: none"> • The school has an agreed and effective behaviour management policy that was developed by our 'Behaviour Intervention Group' consisting of staff, pupils and relevant outside agencies. • The school was the first in North West England to receive a National Award for its behaviour management. Ofsted described behaviour as 'exemplary' and the behaviour of the pupils at the school is often praised by visitors. • Where there are concerns the school intervenes early and action plans/behaviour management plans are drawn up, parents are informed and involved and the Education Support Manager becomes involved. • In extreme cases the school operates an internal exclusion policy prior to school exclusion, you will be informed if this affects your child • Attendance is closely monitored and reported on termly. Where attendance is becoming a concern the school intervenes early and you will be called to a meeting to agree actions for improvement. • The school celebrates all pupils with good behaviour and good attendance and pupils receive rewards, stickers and certificates and parents also termly receive certificates in the post. • The school readily seeks the views of its pupils through: <ul style="list-style-type: none"> ▪ An active School Council ▪ Pupil Questionnaires ▪ Family Groups ▪ Kidsafe sessions ▪ Circle times ▪ 'Debbie's drop ins' or 'post box' where the Education Support Manager listens to children's views ▪ A well planned and coherent PSHE Curriculum • The school has an ethos of listening to children and lives up to its tag line of 'Where Children Come First' • All pupils attend parent's meetings with their parent • By providing the opportunities described above • By providing adult or peer support to ensure access to these where necessary •
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<p>What specialist services and expertise are available at or accessed by the setting?</p>	<ul style="list-style-type: none"> • Are there specialist staff working at the setting and what are their qualifications? • What other services does this setting access including: health, therapy and social care? 	<ul style="list-style-type: none"> • There is a wealth of experience and expertise in the school staff including those trained in Counselling, Kidsafe, CAF, SEN, the Eklan Speech and Language course, Makaton, Autism, Downs, Team Teach , Paediatric First Aid and in specific medical needs e.g. Epipen, Diabetes, Epilepsy & Asthma. This is not an exhaustive list of expertise and staff are trained and developed continually. • The school has very close links with health with the school nurse and speech therapists visiting regularly and the Education Support Manager in regular contact with GP's, health visitors and paediatric consultants • There is access to counselling and family support services through referral to the Minto Centre, the Child and Adolescent Mental Health Service (CAMHS), the Educational Psychologist and the Specialist Advisory Teacher Service. • The school also liaises closely with Social Care and hosts TAC meetings, Core Group meetings and also refers into Triage wherever and whenever there is a concern.
<p>What training is the staff receiving or have completed to support children with SEND?</p>	<ul style="list-style-type: none"> • Detail staff development and access to training and when this is reviewed and refreshed • Do you have any specialist staff and what do they specialise in? • Do any other services work closely or in conjunction with your service? 	<ul style="list-style-type: none"> • Staff share expertise through collaborative training opportunities organised by the school as well as local and national training. Individual staff development needs are identified and met as part of the formal appraisal process at least annually. • There is a wealth of experience and training held by staff and this is continually updated. Furthermore our SENDCO receives regularly updated training. Please refer to the third bullet point in this column on the previous page. • Under the effective management of our Education Support Manager (ESM) the school acts as a multi-agency hub to ensure children and their families receive the most appropriate and effective support. To do this requires the ESM to work closely with agencies representing health, police, social care, mental health, welfare, children's centre (where she is a Board member) and many others. Again this is not an exhaustive list and links with other agencies are continually being developed dependent on need.

<p>How accessible is the settings environment?</p>	<ul style="list-style-type: none"> • Is the building fully wheelchair accessible? • Have there been improvements in the auditory and visual environment? • Are there disabled changing and toilet facilities? • How does the setting communicate with parents/carers whose first language is not English? 	<ul style="list-style-type: none"> • Being a 'new build' in 2005 it is fully compliant with the DDA act and wheelchairs can access on the level to the rear of the building or alternatively the small internal chairs can be managed with our wheelchair lift. • Extra sound proofing between the Hall and Nursery. The school has not had a specific need to alter the environment for a special need yet. • The school has 2 disabled toilets and one is equipped with an hydraulic changing bed. • The school currently does not have a parent in this category however when such a need arises the school will ensure it contacts the County specialist and will put measures in place to enable effective communication.
<p>How will the setting prepare and support my child to join school or to transfer to a new school or the next stage of education and life?</p>	<ul style="list-style-type: none"> • What preparation will there be for both the school and my child before he or she joins the school? • How will he or she be prepared to move onto the next stage (transition)? 	<ul style="list-style-type: none"> • The school will organise a 'home visit' prior to your child starting this school • You will receive a pack of useful information, a prospectus and an invitation to 'taster' sessions and a parents' meeting • The learning environment will be planned to ensure your child's needs are met • When necessary a multi-agency meeting may be called to ensure your child's needs will be met prior to starting the school • We also have strong links with the local nurseries and will also liaise closely with them when applicable. • • The school works closely with the Secondary sector, particularly the catchment school. • A range of transition strategies are put in place to support children at the end of the Primary phase e.g. transition plans, extra visits, holiday activities. • In addition the Education Support Manager in conjunction with the local Secondary runs a 'PACT' group where weekly visits and activities take place once a week across Year 6 to ease transition for pupils that have been identified as vulnerable

	<ul style="list-style-type: none"> • What information will be provided to his or her new school? • How will you support a new school to prepare for my child? 	<ul style="list-style-type: none"> • Where possible new schools are invited to attend transition meetings to share information about your child and to ensure a positive transition. In all cases there will be liaison and communication between the schools. • All reports, assessments, targets and needs are shared at transition • Transfer of information • Staff and pupil visits to new environment • Full parental involvement in transition process
<p>How are the settings' resources allocated and matched to children's special educational needs?</p>	<ul style="list-style-type: none"> • How are the settings' special educational needs budget allocated? 	<ul style="list-style-type: none"> • We aim to allocate resources appropriately to meet the needs of all children with special educational needs. • Expenditure is driven by need with resources being earmarked by the head teacher, class teacher, subject leader or SENDCO for additional staffing, resources, specific items or ICT equipment • The budget is discussed and agreed by the Governing Body and the SEN Governor
<p>How is the decision made about what type and how much support my child will receive?</p>	<ul style="list-style-type: none"> • In the decision-making process who will make the decision and on what basis? • Who will be involved? • How will I be involved? • How does the setting judge whether the support has had an impact? 	<ul style="list-style-type: none"> • The decisions about the type of support your child needs will be based on discussions between all interested parties including you as a parent. • All relevant parties e.g. yourselves (& your child), school staff and the SENDCO and any relevant outside agencies • The support will be reviewed consistently to ensure it is appropriate and effective. Your input will be valued at the wide range of meetings detailed above to ensure your child is receiving the best support possible. • The school evaluates the impact of all its actions on a regular basis. Impact will be measured against progress to targets be they academic &/or social, health or pastoral ones

SEND Reform 2014 - Frequently Asked Questions

What happens to current statements with a value of less than 6,000 e.g. 4 hours per week?

A statement of 4 hours would be funded at £3,000. It is likely that we will move these to a non-statutory plan which will identify how the schools resource will be utilised to support. This will be particularly significant for deaf children where there are specific requirements to be met.

Do provision maps need to include funding? Do we need to prove funding at early help level before applying for EHC Plan – Or – is it enough to prove that you have offered/carried out intervention with assessments?

School will need to evidence how they are utilising funding when they apply for a statutory EHCP assessment. Prior to that point the School will need to ensure that funding is utilised appropriately to meet needs under the framework outlined in the revised Chapter 1 of the SEN handbook.

What happens with IEP's for old SA/SA+ what should be provided now?

IEP's should continue to be used as now.

What will SA/SAT be called. Will this be a SEND Early support?

The Code of Practice doesn't give specific title or other than a single category of SEN, however there will be a differentiation in Cumbria as we would expect a SEND Early Help Assessment to be completed when a school is bringing external specialist advice and support into support a child's learning.

Sensory Needs – As I see it, children who have multiple sensory needs will still not have their needs met e.g a child who has a degree of hearing loss, plus visual impairment the DHI an VI are not on their own severed enough to meet criteria – but together they put the child at a huge advantage – What are you doing for these children?

These children currently may well meet criteria for statutory assessment if the impact on their learning is significant enough. This will not change. The focus of assessment is on the impact that the child's Sen or disability has and the support needed to achieve required outcomes.

How does mediation work when we're dealing with children looking at a school place?

Mediation will always be the first step prior to Tribunal when a local resolution to a disagreement between parents and the local authority. In the case of School places a disagreement and hence mediation is likely to arise if the local authority refuses to name the school preferred by the parents. The mediation process would take a view on the suitability of the school named in the Ehcp and the school preferred by the parents. The issue of the impact on the efficient education of others would also be raised.

+3K – Does that just apply to statemented students?

Schools are required to make provision up to £6000 for children with SEN. This is for statemented (EHCP) and non statemented pupils.

When will we get the Early Help Assessment Form?

By the end of this academic year.

How do the new duties for health fit in with Health Services new way of working (episodic care)?

The fit is a good one. The EHCP will focus on outcomes in the same way as the Care Aims process does. Therefore the concept fixed term involvement which ceases when the outcomes are met is embedded in the EHCP process.

How will children who are not fit enough to be in school be assessed? At current time EP will not assess students who are not fit enough to be in School? The assessment of a child's health in relation to school attendance rightly sits with clinicians rather than educationalists. This will not change with the new procedures. However there will be a requirement to ensure that the special educational needs of children too unwell to attend school are being met.

EHCP Plan – Where do school's comment on the plan. – can I just e-mail comments to assessment officer e.g. about provision/funding?

Schools will see the draft plan prior to the meeting and will be able to comment then. They will also be able to comment at the TAC Meeting when the plan is finalised.

We are currently preparing for statutory assessment request – what shall we do? Time? Paperwork?

At this point in the cycle a statutory request for assessment under the current framework will deliver a statement/plan in mid-January 2015 (this includes the exceptions for the summer break). A request in September for an EHCP assessment which has a shorter timescale will deliver a Plan in January 2015. It seems beneficial therefore to defer until September and to complete the process under the new framework.

CLA – Can the EHCP also be the PEP (with some additional info)?

They cannot be the same document; however we are exploring how the two processes can work together.

Are more EP's going to be employed? I have waited 12 months for updates I have requested – the child is now moving to secondary without an updated report!

The available budget to the Local Authority remains under acute pressure and therefore there will be no additional staffing. However the EHCP process requires a different approach to working which will make more capacity for face to face work available.

Do we need CAF/PEP if we have EHCP?

The EHCP will be triggered by the outcome of an Early Help Assessment. The CAF and PEP cannot be the same document but the process to complete the two can be streamlined and merged.

Will the boxes in the EHCP be expandable and will the index relate to this, as the pages will alter as the boxes expand.

All the documents will be online with expandable boxes.

Where will any information be recorded regarding CLA; Child Protection plans; MAM; etc?

We will incorporate the suggested change in the EHCP and EH Assessment.

There are examples of EHA plans (simple plans). Why is Cumbria using a process that is not presently working and adds or increases the length of process (CAF)?

The Simpler plans developed in the Pathfinders were deemed not to meet legal requirements by the DfE. The Cumbria plan presented is consistent with the Code of Practice which specifies the sections that must be included in the plan.

The use of an Early help assessment to provide a clear description of needs and outcomes and as a tool to bring in specialist advice and support services is consistent with the EHCP and enables information already available to be dropped directly into the plan. The Early Help assessment also meets the need to consider the child's education, health and care needs.

Secure electronic portal system to share EHCP? (Data Protection)

This is the preferred model and work is currently underway to review the operation of the portal.

What plans are being put in place to ensure that the Authority have the capacity to manage a needs-led approach to SEND? (I imagine that the multi-agency approach that will mean more work).

Additional Statementing Officer capacity has been recruited for September 2014. In addition to, all staff have access to training on person centred planning. Concurrently we are ensuring that there is a clear understanding that there will be a reduction in time spent writing reports and a greater focus on face to face interaction with schools and families

Can you clarify when a student gets an IEP or do they?

IEP's will operate in just the same way as they do now.

When a student is getting additional and different, this can be delivered in class through IEP. How is this to be done? When do you start Early Help Assessment?

An Early Help assessment could be started as soon as the school identifies that a child may have SEN. However the assessment will have to be completed whenever the school is seeking external specialist advice. The early help assessment will have to be completed whenever the school is seeking external specialist advice. The early help assessment will be add to by the external specialist and os will be able to feed into the statutory Education Health Care Plan. Individual schools will need to make the decision as to the point at which they wish to initiate the early help assessment.

Is Cumbria producing a handbook with criteria?

There is no change to the criteria. We will be producing a slimmed down and simplified version of the handbook which we expect to be more accessible.

Clarification MLD was now low achiever? However, it was on list for cognitive?

The point made about MLD being referred to as low achiever was reflection of some of the language being used by DfE about this group of learners. MLD has historically attracted small amounts of non-statutory funding from the LA group of learners. MLD has historically attracted small amounts of non-statutory funding from the LA in Cumbria. The new funding regulations mean that the funding for MLD will reach criteria for statutory assessment under the new system.

How will moves from County to County be supported?

The EHCP is intended to be transportable across LA boundaries. Although there may be differences in funding arrangements between local authorities, the EHCP specifies outcomes, activity and professional involvement. It will therefore be clearer to a receiving LA exactly what provision is required.