



The following details Beech Hill School's Individual Local Offer (SEN Information Report as required in Schedule 1 of Regulation 51) and should be read in conjunction with the Core Offer found set out in Calderdale's Local Offer <https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send> which details the provision available in all Calderdale schools and academies.

*Highlighted in yellow are some activities that are subject to COVID-19 restrictions and may not go ahead as planned in previous years. Some activities/meetings may go ahead but via a different method.

School Name	Beech Hill
Headteacher	Mrs Shameem Hussain
Special Educational Needs Co-ordinator (SENCo)	Mrs Samantha Bowling – Deputy Head for Inclusion Miss Fiona Walker – SENCO
SEN Governor	Sofia Loren
School Address	Mount Pleasant Avenue Halifax HX1 5TN
Email (admin)	admin@beechhillschool.co.uk
Email (SENCo)	fwalker@beechhillschool.co.uk sbowling@beechhillschool.co.uk
Telephone – School office	01422 345004
Age range	2 – 11
Funding	Community primary
	We've tried to answer all the questions parents have asked us about the provision we have for children with special educational needs. We hope this is clear and easy for you to understand. If you would prefer to talk to one of our friendly, highly skilled and experienced staff, please just phone school and we'd be really happy to talk to you.

Below are frequently asked questions that parents/carers may ask about provision for children and young people who have special educational needs. The information aims to be clear and easy to understand however if you prefer to talk to a member of staff, please use the phone number and or the email addresses above to contact school.

How will Beech Hill support your child?

Please click on the link to see our [SEND policy](#), which outlines how we identify children and young people with SEND, how we assess their needs, how we review children and young people's progress towards their outcomes and evaluate the effectiveness of the provision made.

- School rated as 'Good' by OFSTED, June 2019
- Access to a broad, balanced curriculum which is well differentiated and takes into account the different learning styles and interests of our children.
- A wide variety of high quality enrichment activities effectively extend the curriculum and provide memorable experiences for all pupils.
- Targeted teaching which ensures rigorous target setting.
- Well-staffed classrooms – at least one teacher and one support assistant (full time in every classroom or two part time sharing am and pm) in each class.
- Quality teaching and learning, which is well monitored by highly experienced leaders.
- Out of hours provision with an out of school club from 7.30am until 8.45am each morning; and from 3.10pm until 5.30pm each evening.*
- 2 Specialist Leaders in Education in various areas of provision.
- Resident artist, dance specialist and poet who work with all year groups throughout the year.
- Two Year Old provision.
- Individualised targets for all SEND children.
- Rigorous pupil tracking system which ensures all children are monitored.
- SEND specific tracking system to track small steps of progress for SEND children.
- Professional dialogue about every child in school takes place every term which ensures any difficulties are identified early and suitable provision is put in place.
- Dedicated SENCo time, 2 afternoons per week.
- The SENCo is part of the Middle Management Leadership Team.
- Detailed programme of reviews with parents and professionals: 2 parent's evenings per year, half termly curriculum information sheets, termly reviews for all children on the SEND register, comprehensive annual reviews.*
- All SEND children have an Individual Education plan on Edukey, with individual targets which are reviewed every term.
- We have an active student voice. This has been recognised through successfully gaining the 'Investors in Pupils Award' and children are invited to parent's evenings, SEND reviews, they help to formulate one page plans, active Rights Respective Council, Junior Inspectors, Year 6 Prefects, Eco Council etc.
- Carefully devised behaviour steps chart, with weekly, termly and annual rewards for positive behaviour.
- Zero tolerance policy for bullying.

	<ul style="list-style-type: none"> • Long established, acknowledged and celebrated ethos of inclusion and equality – ‘Learning without Limits’. • Young Carers Award – Bronze • Well-being Council • Rights Respecting Level 2
<p>How do we involve parents, children and young people?</p>	<ul style="list-style-type: none"> • Year group parents meetings.* • EYFS and Key Stage group parent meetings.* • Year 2 and Year 6 SATs Meetings.* • Phonics Picnics, Times Tables tea parties and workshops.* • Coffee Mornings.* • Eid Events.* • Parents’ Evenings.* • Gold Book Assembly.* • Rights Respecting Council. • Arts Council. • School Improvement Plan meetings. • Charity work for Alzheimer’s Society. • Working with local Care Home’s for the Elderly.* • Seesaw. • All about me sheets – completed by children prior to their IEP reviews and EHCP annual reviews • Parents comments box/sheets – completed by parents/carers as part of the assessment and review process for IEP and EHCP annual reviews. • Minimum of 3 IEP review meetings (1 per term, this may be linked to parents’ evening meetings, depending upon a child’s needs, they may be more frequent)* • Annual review meetings for EHCPs* <p>Please click on the link to see Parental Involvement policy , which includes how we work in close cooperation with families, and in regular consultation between the home and the school to enhance learning experiences for all pupils.</p>
<p>How do we help a child with physical needs?</p>	<ul style="list-style-type: none"> • New entrance and 2 year old area completed September 2020. • Year 6 block with lifts to all floors completed in August 2017. • Year 4 and 5 block completed in August 2014. • Nursery and Reception Units updated in August 2013. • Extension 2011 and 2012 – fully compliant with the Disability Discrimination Act. • Disabled toilets and changing area. • Lift to access various parts of the school building. • Access to a variety of pens and other writing apparatus and range of computing equipment. • A learning mentor trained in ‘Jump Ahead’ and other motor skills schemes. • Variable height of tables and chairs available.

<p>How do we help a child with speech and language needs?</p>	<ul style="list-style-type: none"> ● 'The WellComm' assessment tool for screening EYSF children and recording progress. ● Sulp (Social Use of Language) trained teaching and support assistants. ● 'Language Steps' trained teaching and support assistants. ● 'Lets Talk' trained teaching and support assistants. ● Use of 'Black Sheep Narrative' when advised by NHS SALT. ● Delivery of programmes devised by speech and language therapists where appropriate.
<p>How do we help a child with sensory impairment?</p>	<ul style="list-style-type: none"> ● Nurture room. ● Makaton. ● Use of visual timetables in all classrooms. ● Close liaison with audiology and cochlear implant service.
<p>How do we help a child who has social and emotional difficulties?</p>	<ul style="list-style-type: none"> ● Nurture room. ● 5 full time learning mentors. ● Termly SEALs Groups run by learning mentors. ● Attendance Officer. ● Breakfast Club.* ● Links to Noah's Arc.* ● ASD aware and use appropriate strategies to support children with ASD's learning. ● 'Social Stories' trained staff. ● Access to specialist support for children with ASD and their families. ● Trained members of staff to deliver 'Forest School' scheme. ● Rights Respecting School Award – Level 2 ● Young Carers Bronze Award ● Student Led Well-being Council ● Bullying awareness and prevent assemblies <p>Please click on the link to see Anti-Bullying policy, which includes how we support listening to the views of children and young people with SEND and measures to prevent bullying.</p>
<p>How do we help a child who has behavioural difficulties?</p>	<ul style="list-style-type: none"> ● Full time behaviour learning mentor. ● Trained members of staff to deliver 'Forest School' scheme. ● Behaviour policy using positive reinforced strategies. ● Individual Behaviour Plans. ● Personalised visual timetables. ● 'Behaviour for Learning' sessions in EYFS. ● Use of Strength & Difficulties Questionnaire to monitor and access progress. ● Use of Boxall Profile to monitor and assess progress. <p>Please click on the link to see our Positive Behaviour policy, which includes how we promote positive attitudes, reward positive behaviour and create a climate in which all feel secure and everyone is aware of their obligations regarding acceptable behaviour.</p>

<p>How do we help a child who needs support with literacy?</p>	<ul style="list-style-type: none"> ● Read Write Inc – all staff trained. ● Accelerated Reader used across school for assessment in reading and interventions. ● Staff experienced in the use of ‘Black Sheep Narrative’ scheme. ● Staff experienced in the use of ‘Fresh Start’ scheme. ● Staff experienced in the use of ‘TD Rescue’ handwriting scheme. ● Staff experienced in the use of ‘The Five Minute Box’ scheme. ● Use of ‘Letter Join’ scheme for handwriting. ● Use of ‘Nessy’ programme to support children with dyslexic tendencies. ● Programme of 1:1 reading provided by trained volunteers. ● Teaching Assistants to deliver individualised programmes for children with IEPs. ● Use of Clicker 7 software to provide assistive technology for writing.
<p>How do we help a child who needs support with numeracy?</p>	<ul style="list-style-type: none"> ● Staff experienced in the use of ‘Numicon’ scheme. ● Staff experienced in the use of ‘The Number Box’ scheme. ● Staff experienced in the use of ‘Same Day Intervention’ maths teaching. ● Use of ‘Times Tables Rock Stars’. ● Use of ‘Number Stacks’ intervention programme. ● Use of MyMaths to deliver individualised intervention and support. ● Teaching Assistants to deliver individualised programmes for children with IEPs.
<p>How do we support a child who has medical needs?</p>	<ul style="list-style-type: none"> ● Individualised medical needs plans created by an experienced staff member including the input from the school nursing team, parents and first aid staff. ● Team of first aiders. ● Team of staff who have had manual handling training. <p>Please click on the link to see our Intimate Care policy</p>
<p>How do we support a child who has English as an Additional Language (EAL)?</p>	<ul style="list-style-type: none"> ● Induction programme with children arriving at school – Beginning English Together. ● Staff experienced in the use of ‘Racing to English’ scheme. ● Bi-lingual staff <ul style="list-style-type: none"> ○ members of staff who can speak Punjabi/Urdu ○ members of staff who can speak Bangali ○ members of staff who can speak Czech ● Bi-lingual written translation of important school documents. ● Bi-lingual options for school website.
<p>How do we support a child with complex and multiple needs?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> ● Portage workers. ● Early Years Support Team. ● Local Authority SEND Team. <p>Also see the section below.</p>

<p>Which specialist services do we access beyond the school?</p>	<p>We have current regular contact with the following services who give us support and advice:</p> <ul style="list-style-type: none"> • Specialist Inclusion Service, including ASD and Hearing Impairment Team • Early Years Support Team • Educational Psychologists • Speech and Language Therapy • Occupational Therapy • Physiotherapy • ASD Service • Early Years Support Team • CAMHS • EWO • Behaviour and Attendance Service • School Nursing Team • Play Rangers • Young Carers • Unique Ways • Parents and Toddler Group which feeds into Nursery* <p>We are also part of the Central Halifax Cluster where expertise is shared between schools.</p>
<p>How will we include children in activities outside the classroom?</p>	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children, including those with SEN, in our Friday's out-of-school clubs. • Various after school clubs.* • Extra staff are deployed for trips to meet stringent requirements of our risk assessment. • Year 2, Year 5 and Year 6 Residential, including nights away.* • Years 3/4 and 5 Swimming sessions.* • Parents and carers are consulted prior to trips for advice and guidance. • Trained members of staff to deliver 'Forest School' scheme.* • Choir.* • Forest School.* • Play Rangers.* • Breakfast Club.* • Out of Hours Wrap Around Club.* • Tennis coaching.*
<p>How do we prepare and support a child for joining school and transferring to secondary school?</p>	<ul style="list-style-type: none"> • Home visits by Reception staff.* • Visiting pre-school settings by Reception staff.* • Home visits by Nursery staff.* • Allocation of a support assistant as soon as possible and introduction before child starts school.* • Extended visits to Reception Class planned in summer term before starts.* • Transition plans – extended visits to secondary school with primary school staff.* • Close liaison with all other settings involved in transition – good exchange of information.

<p>How will we meet a child's personal care needs?</p>	<ul style="list-style-type: none"> • Intimate and Personal Care Policy in place which is adhered to by all staff. • All staff sign and adhere to a 'Code of Conduct'. • Children are given as much responsibility for personal care as is possible with staff interventions only coming into force when necessary and following strict procedures. Staff will only call parents in an absolute emergency.
<p>How will we develop social skills throughout the school day, especially break times?</p>	<ul style="list-style-type: none"> • Playtimes/ lunchtimes seen as an important part of the day and included in time for 1:1 support for EHC Plan children if appropriate. • Learning mentors organise activities at break times. • Midday supervisors trained in developing children's social skills. • PSED leader in EYFS.
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> • One to one support given by a Support Assistant as specified in a child's EHC Plan of SEN. • Our school employs a Teaching Assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets. • One Learning Mentor per year group. • All children regularly reviewed (at least once a term) and provision is matched to needs.
<p>How do we ensure all staff are well trained?</p>	<ul style="list-style-type: none"> • The SENDCO is currently undertaking the National Award in Special Educational Needs • Commitment to maintain levels of training if members of staff leave. • Weekly, well planned programme of CPD training session for all teaching staff, accessing both external agencies and in-school support. • All Teaching and Support Assistants are completing a well-planned programme of CPD, accessing both external agencies and in-school support – as recognised by the School Improvement Plan.
<p>How do we raise awareness of special educational needs for parents and the wider community?</p>	<ul style="list-style-type: none"> • Achievements of children with SEND are celebrated in newsletters and other public documents. • We hold drop-in sessions for parents of children. • Parents Workshops hosted by Unique Ways advertised. • Workshops to support parents and children – phonics, times tables.
<p>Contact details of support services for parents of pupils with SEND</p>	<p>IAS - The SEND (Special Educational Needs and Disabilities) Information, Advice and Support Service (formerly Parent Partnership Service) provides legally based, impartial, confidential and accessible information, advice and support for parents of children and young people with Special Educational Needs or Disabilities about education, health and social care. Contact details: Contact: 01422 266141. Website: www.calderdalesendiass.org.uk</p> <p>Unique Ways – Supporting families with disabled children – We provide a broad range of services for parent carers, from training courses and Independent Supporters to social events, focus groups and discounts on family days out! We don't restrict our services based on whether your child has a diagnosis or not, and</p>

	<p>instead work with anyone who feels they need our help. Contact 01422 343090. Website: www.uniqueways.org.uk</p> <p>Independent Support – both the above organisations have also been commissioned by the Department of Education to deliver Independent Support in Calderdale. These will provide advice and support for parents of children with SEN, and young people with SEN, through the statutory assessment and Education, Health and Care Plan (EHCP) processes.</p> <p>Independent Supporters will help to build resilience in families by offering a range of time-limited support such as liaison across different agencies and advice on personal budgets. The level and nature of that support will be tailored to the particular needs of individual families.</p> <p>For full details of the entire support provided for parents please follow the link to Calderdale’s Local Offer: https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send</p>
<p>Arrangements for handling complaints from parents of children with SEND about the provision made at Beech Hill</p>	<p>The school works, wherever possible, in partnership with parents to ensure a collaborative approach to meeting pupils’ needs. All complaints are taken seriously and are heard through the school’s Complaints policy.</p>

Below is a link to Calderdale’s Local Offer where further information can be found:

<https://www.calderdale.gov.uk/v2/residents/education-and-learning/local-offer/send>

Ta informacja jest dostępna w języku polskim w szkole

Tyto informace jsou dostupné v češtině ve škole

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Thank you for taking the time to find out about our local offer at Beech Hill – please do not hesitate to contact us for any further details.

Due to be updated – September 2021