

Special Educational Needs and Disabilities (SEND) Local Offer and School SEN Information Report



Beech Lodge School

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| Name of Headteacher: | Lucy Barnes |
| Name of SEN Co-ordinator (SENCO): | Lucy Barnes |
| Name of SEN Governor: | Daniela Shanly |
| School address: | Beech Lodge School Stubbings Lane Henley Road Berkshire SL6 6QL |
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| School website: | www.beechlodeschool.co.uk |
| Type of school: | Independent Special School |

1. Identifying special educational needs and disabilities (SEND)

a. What kinds of special educational needs and disabilities does the school provide for?

Beech Lodge is an independent co-educational special school for children aged 7-18 whose needs cannot be met in a mainstream setting. We currently have 40 pupils on roll and are opening our new Lionheart provision in September 2019 which will increase our capacity to 96 pupils.

We have 3 provisions at Beech Lodge;

Nelson - for children with Emotional & Social difficulties primarily but not exclusively as a result of early trauma and attachment difficulties.

Lionheart - for children with Specific Learning Difficulties (Dyslexia and Dyscalculia);

Meadow - for children who may have been out of school for a while and require a therapeutic environment before transitioning into the main school.

Staff are trained to support needs such as OCD, Anxiety, ADHD, Autistic Spectrum Conditions and Dyspraxia. All staff have extensive experience of working with children and young people with a range of children with SEND.

We do not cater for children with violent or aggressive behaviour or who need continual 1-1 support.

- <https://www.beechlodeschool.co.uk/our-approach/>

b. How does the school know if children and young people have special educational needs and disabilities and need extra help?

Pupils typically come to Beech Lodge because their needs cannot be met through the provision they have experienced to that point, so indicating SEND is consistent with the definition in the Code of Practice 2014. All of the children that attend the school have a diagnosis of a special need, many of whom have an EHCP.

The school's suitability for each child is carefully assessed, including consideration of already identified SEND. When pupils start at Beech Lodge further assessment is undertaken as required. This always includes assessment of key academic skills, and assessments with Specialist Teachers, Speech and Language Therapist (SALT), Occupational Therapist (OT) and Educational Psychologist if necessary.

We use Fagus (www.fagus.org.uk) a framework for social & emotional development to monitor, review and support social and emotional development.

<https://www.beechlodgeschool.co.uk/key-information/admissions/>

c. What should I do if I think my child or young person may have special educational needs or disabilities?

Parents are encouraged to speak with their child's class teacher or the Head teacher in relation to any concerns they may have.

A close working relationship is maintained between school staff and parents. This involves informal communication by telephone or face to face discussion in addition to more formal communication such as through school reports.

2. Support the school provides for children and young people with SEND

a. What teaching strategies do you use to support children with special educational needs and disabilities?

Teaching is differentiated in relation to each pupil's needs. Curriculum differentiation includes by outcome, providing different activities or by varying the nature of support provided. Staff know the children they are working with well and use this knowledge to ensure they provide work that is within each pupil's capability while ensuring they make progress. Equipment is provided to support learning including laptops, ball chairs and fiddle toys.

All pupils work in classes of up to eight children in which two adults are present. Additional staff involvement is planned in relation to the particular demands of activities in relation to the needs of each child. Staff ensure that the social and emotional needs of every child are considered to ensure that these do not act as a barrier to learning.

Specific teaching to overcome particular, identified needs is provided by a Dyslexia/Dyscalculia specialist, Speech and Language Therapist and Occupational Therapist who work with teachers to integrate work across different sessions. Teachers are well qualified and the small groups enable high quality individualised programmes to be delivered. A high staff to pupil ratio ensures that pupils receive the support and feedback they need.

b. What additional support is available to help my child with their learning including specific interventions provided and adaptations to the curriculum and learning environment?

Dyslexia and Dyscalculia one to one lessons are provided. Individual therapy from Speech & Language Therapist, Occupational Therapist and Clinical Psychologist. Individual sessions of Social communication approaches such as "Social Stories", First/ Then visual timetables. Positive behaviour management such as "catching the child being good", reinforcement of appropriate behaviour, education in relation to inappropriate behaviour.

Each pupil is allocated a Key Worker who is not their class teacher or TA but who supports the child outside of the classroom. Work to develop self esteem, confidence, growth mindset and a positive outlook.

A general whole class visual timetable is used. No pupils currently require individual visual timetables or 2 workstations. We also use appropriate specialist software to support pupil's learning. Informal peer support currently operates.

In terms of staffing, each class is supported by a Teaching Assistant. Beech Lodge may not be suitable for a pupil who needs full time one to one support. Our specialist Dyslexia and Dyscalculia teachers use a variety of programmes depending on the needs of the child.

Our Educational Psychologist works with children at the school two days per week.

c. How is the decision made about what type and how much support my child or young person will receive?

The school's admission's process involves an initial meeting with parents/carers to discuss the child. If the school feels that they may be able to meet the child's needs a visit is made by school staff to observe the child in their current setting to help gain a fuller picture of their needs. If the staff feel that there is a good match, the child will then spend time at Beech Lodge with their potential cohort. During these times a good understanding of the support required can be obtained. During the visit, some formal testing may take place at Beech Lodge depending on what assessments the child has already had and how recent these are.

Provision Mapping is used by the school to keep track of how resources are being used.

All Classes have a named Teaching Assistant to support the pupils. In addition, we have an additional Therapies Assistant who supports our Speech and Language Therapist and Occupational Therapist in delivering individual and group programmes

d. How will I (the parent) be involved in planning for and supporting my child's or young person's learning?

Regular formal and informal meetings are held to involve parents in the plans for their child. Many of our pupils have Education, Health and Care (EHC) Plans. Parents are invited to contribute to the Annual Review Process. Parent Coffee Mornings take place each half-term and provide a valuable support network for parents. Teaching and Pastoral Staff communicate regularly face to face or by telephone/ email with parents.

e. How will my child be involved in their own learning and decisions made about their learning?

Staff are trained to understand relationships in the context of attachment theory and child development which supports staff to listen and respond to children appropriately. Staff listen to children and reassure them that they have been listened to.

The school adopts a person centred approach to all support arrangements for children. Children are informed of goals set for them or involved in setting their own goals, both for the curriculum and their social/ emotional development. They are involved in recognising their progress towards and their achievement of goals. To support their transition toward adulthood a person centred planning session is held involving the child, family and school staff.

3. Children and young people's progress

a. How do you check and review my child or young person's progress?

Beech Lodge has developed Fagus (www.fagus.org.uk) a framework to monitor social and emotional development and support staff in setting appropriate goals. This is used alongside observation, discussion with pupils and discussion with parents to understand children's wellbeing and development. Academic and social and emotional targets are set and reviewed on a half-termly basis. This information feeds in to the Annual statement/EHC Plan review cycle.

b. How do you involve my child or young person and parents in those reviews?

Parents attend the reviews and if appropriate their child. Children and young and their parents are invited to contribute prior to the review. Parents are also able to bring other people (e.g. other professionals or family friends) to their child's review meetings and are given a record of the meeting. If the child or young person is looked after by the Local Authority we would review the Personal Education Plan at the Annual Review and invite a representative from the Virtual School.

c. How do you know if the provision for children and young people with SEND at your school is working?

Regular monitoring and review against targets set Feedback from class teacher, assessment data, Fagus data Programmes are modified, if required

4. Support for overall wellbeing

a. What support is available to promote my child or young person's emotional and social development?

Emotional and social development is our area of expertise and our approach reflects this wholeheartedly. The whole school ethos is nurturing and child-centred and this is reflected in the curriculum, building design, the staffing ratios and the way in which pupils interact with staff. We do not have any formal Nurture Groups or Buddy systems. All staff are trained to support the emotional wellbeing of our pupils. Pupils have good relationship with staff and the staff know the pupils very well. They are with the pupils all day, throughout playtime and lunchtime. Bullying is discussed regularly, the children are taught to identify bullying and how to report it. Pupils all have a Key Worker to whom they can go if they have a concern.

<https://www.beechlodgeschool.co.uk/wp-content/uploads/2013/02/Healthy-eating-policy-2016.pdf>

<https://www.beechlodgeschool.co.uk/wp-content/uploads/2013/02/PSHE-Policy-June-2016.pdf>

5. Preparation for new and next steps

a. How will you help and prepare my child to join your school?

- School staff visit the pupil in the current school and a series of transition visits are planned if required. Close liaison with the feeder school takes place to ensure all relevant paperwork is received. Transition arrangements are highly individualised according to the needs of the pupil. Informal buddy arrangements are in place to support a new pupil.
- A close working relationship is established between parents and the school from the outset. For more information see www.beechlodgeschool.co.uk/key-information/admissions/

- We prepare children carefully with well planned transition visits according to the requirement of the child. A transition plan is put in place, and if necessary time spent in our Transition Hub may be recommended. This is managed on a case by case basis as required by level of support

b. How will you prepare my child young people to join their next year group, school, college, stage of education or life?

We are a very small school and so joining their next year group is well prepared for. To prepare children to move on we implement the following aims to ensure they are truly ready for the next stage in life:

- Ready to socialise
- Ready to learn
- Ready to move on
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The school prepares its pupils to become effective members of society and provides experiences that bridge the school community and wider society. The school develops key academic and personal skills that promote inclusion and actively develop pupil's resilience to lead an independent life. All staff are involved in developing a positive and nurturing approach which promotes pupil wellbeing and independence.

We offer careers guidance and work placements. Many of our pupils have gone on to further education including Foundation learning, agricultural college, a return to mainstream and art college.

6. Accessibility and specialist equipment

www.beechlodgeschool.co.uk/wp-content/uploads/2018/04/SEN-and-Disabilities-Policy-2018.pdf

- **Is your school wheelchair accessible?**
Yes, all classrooms and facilities are on the ground floor and is accessibly via independent wheel chair access
- **Have adaptations been made to the auditory and visual environment?**
Reduced visual stimuli, hush boarding in teaching spaces, chillout rooms and adjustable classroom digital displays are in use at all times.
- **What changing & toilet facilities does the school have for children and young people with SEND?**
Independent disabled toilets with shower
- **Do you have disabled car parking for parents?**
Yes

a. What if my child needs specialist equipment or facilities?

- We would consult with the parents and LEA to see if we were able to make provision for specialist equipment and facilities.

b. How will my child or young person be included in activities outside the classroom including physical activities, school clubs and school trips?

- We provide lots of off-site activities and learning including UK and overseas school trips, classes at the BCA (Animal Management), Duke of Edinburgh Awards Scheme and outdoor learning activities at which all children are included
- Ratio for offsite activities depends of the student group and activity.
- Parents are not encouraged to attend, however, if it was critical to an individual's wellbeing and participation considerations will be made.

7. Training for staff, specialist services and further support

a. With regard to staff who support children with SEND, what expertise do they have and what training have they undertaken?

- If child entering the setting has a known medical condition that requires support/medication/specific we would seek relevant training, advice and support.
- Ongoing training includes behaviour management, developing early speech language and communication skills, developing early physical skills etc. CPD through INSET provided by external and internal specialist staff
- The School works on a case by case basis and so would encourage staff training for support for an individual child if necessary
- Whole team training includes Team Teach, Developmental Trauma, ASD, SPLD, SALT

b. What other agencies do you involve to meet the needs of my child or young person and how can I access support from these agencies?

- We have internal Speech and Language Therapist, Occupational Therapist, Clinical Psychologist and Educational Psychologist but we work with external agencies such as Adoption Support and the Virtual School.

c. Who should I contact to find out about other support for parents, carers and families of children and young people with SEND?

You can contact the Information, Advice and Support Service for Windsor and Maidenhead who provide impartial information and advice on matters relating to Special Educational Needs and Disabilities for children and young people aged 0-25 and their families

Tel: 01628 683182

Email: IAS@rbwm.gov.uk Website: <http://ias-rbwm.co.uk/>

Please follow this link to the Royal Borough of Windsor and Maidenhead's Local Offer for information about other services that might be available to support your child/young person:

<http://directory.rbwm.gov.uk/kb5/rbwm/directory/localoffer.page>

8. Policies

a. Are you aware or familiar with the requirements of the Disability Discrimination Act 1995 (Special Educational Needs & Disabilities Act 2001) and the Equality Act 2010?

Yes

b. Where can I find other school policies relating to SEND?

<https://www.beechlodgeschool.co.uk/key-information/policies-procedures/>

Copies are available in school and on website please follow link above. All Statutory policies are updated and amended annually.

9. Additional Information

a. Do you provide any other resources for children and young people with SEND?

We consider every case individually. Please make contact to discuss individual needs and requirements as appropriate.

10. Feedback and complaints

a. What do I need to do if I have a concern or complaint about the school and its provision for my child or young person?

The school website has all the required information.

- <https://www.beechlodgeschool.co.uk/wp-content/uploads/2013/02/Complaints-Procedure-2017.pdf>

11. Glossary

| Terms used in this document | Description/explanation of term |
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Define any acronyms

Date of last update of this document: February 2019

Date of next review: February 2020.