



SEND Information Report Beaufort Primary School



What kinds of SEND are provided for at our school?

Beaufort is an inclusive school that is committed to meeting the needs of children with Special Educational Needs and Disabilities (SEND) through Quality First Teaching, so children benefit from learning in the classroom alongside their peers, with additional support if necessary. We aim to provide an abundance of experiences and activities for all children to access so that by the time they leave our school they are independent, confident learners who are well prepared academically, emotionally and socially for the future.

Beaufort currently provides additional and/or different provision for all four areas of need:

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

How can I let the school know I am concerned about my child's progress?

If you have any concerns about your child, the school encourages parents/carers to speak to the class teacher initially, and if necessary a meeting could be arranged with the Inclusion Leader for further advice.

Key Contacts:

Headteacher – Mrs Emily Ferris – head@beaufort.surrey.sch.uk
Deputy Headteacher – Mrs Hannah Piper hpiper@beaufort.surrey.sch.uk
Inclusion Leader – Mrs Samantha Jaycock sjaycock@beaufort.surrey.sch.uk
Family Link – Mrs Maria Fry – mariafry@beaufort.surrey.sch.uk

School Address:
Beaufort Primary School
Kirkland Avenue
Goldsworth Park
Woking
GU21 3RG

School Phone Number – 01483 474986

Key Information

Beaufort's SEND policy is available on our website

[SEN Policy \(beaufort.surrey.sch.uk\)](https://beaufort.surrey.sch.uk)

Surrey's Local Offer, which contains information for parents can be found at:

<https://www.surreylocaloffer.org.uk/kb5/surrey/localoffer/home.page>

Surrey SEND Information Advice and Support Service (SENDIAS) can be found at:

<https://sendadvice.surrey.org.uk>

How does the school know if a child needs extra help?

A child's individual SEND needs may be identified prior to starting school or may be identified whilst at Beaufort. Pupil's progress and well-being are regularly and systematically monitored by class teachers, subject leaders and senior leaders, with pupil progress meetings being held termly. At the meetings, progress of all children is considered, including identifying those children who are not making the expected progress. Where necessary, appropriate support may be put in place, including further assessment if required.

When deciding if special educational provision is required, the views of the parents and child (if age appropriate) will be considered and following this, the child may be placed on the SEND register. If necessary, more in-depth assessments may take place by outside agencies as agreed with all parties involved, who can offer advice and support to ensure effective provision is put in place to meet the child's individual needs.

If a child has a sensory or physical disability, the school will work with parents and outside agencies to ensure that the learning environment is accessible. Please see the school's Accessibility Plan [Accessibility-plan.pdf \(beaufort.surrey.sch.uk\)](#)

If a child has medical needs, the appropriate documentation will be completed in accordance with our Medical Conditions Policy [Support-Children-with-a-medical-Condition-including-allergies-Policy-Summer-2023.pdf \(beaufort.surrey.sch.uk\)](#)

How will school staff support your child?

The achievement, attitude and well-being of every child matters and inclusion is the responsibility of everyone in our school.

Every teacher is a teacher of every pupil including those with SEND as set out in the Special Educational Needs and Disability Code of Practice (2015). <https://www.gov.uk/government/publications/send-code-of-practice-0-to-25> Teachers are responsible and accountable for the progress and development of all the pupils in their class and Quality First Teaching is our first step in responding to pupils who have SEND. We adopt a graduated response to meeting a child's needs using the assess, plan do, review cycle in meeting needs, through quality first teaching our staff make reasonable adjustments to include all children, not just those with special educational needs. All interventions we put in place are based on best practise and evidence based. We take a holistic approach to supporting learners; therefore, some interventions support emotional and social wellbeing. These are measured to monitor impact & attainment against the expected rate of progress. Advice from external agencies may also be sought to identify more specific support if required.

The nominated governor responsible for overseeing the school's provision for pupils with SEND meets with the Inclusion Leader regularly and reports back to the Governing body on the impact of provision.

How will the curriculum be matched to the needs of your child?

Our philosophy at Beaufort is one of personalised learning, where we aim to provide, for each child, appropriate 'next steps' in their learning journey. Teachers assess children daily through observation, monitoring what children have achieved and marking, according to our marking policy, to provide positive feedback and challenging 'next steps' in learning. Work is carefully planned, differentiated and matched to the pupils' needs and is embedded in our curriculum and practice for all pupils, ensuring progression in learning. All our teachers are clear on the expectations for classroom provision and this is monitored regularly by the leadership team. Best practice is shared across the school and assessment of pupil's learning is used to inform ongoing provision. Provision is based on individual need using a graduated response including adaptations to the environment, use of specific resources, interventions, either within or outside the classroom, or additional support from an adult.

How will you know how your child is doing and how will we help you support their learning?

At Beaufort we share information about the curriculum on our website, through our Newsletters and more specific information about the child's current topic in our Family Learning Information provided for all children/families. Topic webs and ideas for home/family learning are sent home termly, or more frequently where there is a change of topic, to advise parents how best to support their child through relevant additional activities at home.

We host a number of curriculum learning events, to help families understand the expectations for learning and how they can best support their child's needs in different areas. For example, on transition to our Early Years Foundation Stage class, there are also reading and writing workshops for parents.

Pupil voice is important to us and through use of an All About me profile support us to understand the pupil's own perspective of how they learn best. We also allow pupils to express their views in School Councils and these views are listened to and acted upon.

We hold Parent Consultation Evenings twice a year, where parents/carers can discuss their child's progress and well-being. At these meetings (and through other means), we share where your child is in their learning and also how families at home can further support the learning in school. An Annual Report goes home to parents at the end of the summer term with details of attainment, progress and next steps.

All children on the SEND register have a Surrey Support Plan (SSA), which clearly states the individual targets and strategies in place to meet their needs. These are updated termly and shared with parents/carers via e-mail. For children with an EHCP, an annual review of their plan is held at least yearly. Should more regular contact be required, our staff are happy to discuss possible arrangements to facilitate. Where external agencies are involved, parents/carers may be invited to attend meetings to discuss their child's progress and the support in place. All copies of reports are sent to parents/carers.

We also have a 'Family Link' who works closely with our parents to provide advice and support. We believe in supporting the development of parenting skills and as such, deliver workshops on site and work in collaboration with other agencies.

What support will there be for the overall well-being of your child?

All our members of staff care about all children in our school and pupil's well-being is important to us and, through our Learning for Life (PSHE) curriculum, we promote healthy lifestyles and well-being. We are a values led school and use these as a focus termly to install these values within our school community. These include;

- Responsibility
- Compassion
- Aspiration
- Integrity
- Respect
- Creativity
- Community
- Charity
- Resilience
- Honesty
- Courtesy
- Curiosity

The children exercise on a daily basis and have frequent movement breaks, including a daily mile.

Emotional and social development, including understanding what makes a healthy relationship, is also part of the Learning for Life curriculum. Zones of Regulation are used throughout the school. We work with children keeping themselves safe both personally and online.

Pupil voice is central to our ethos at Beaufort, with School Councils including Eco Councils where pupils have a focus to share with their class, discuss and feedback to implement changes to their school and environment for the better.

Our Behaviour Policy, which includes guidance on expectations, rewards and sanctions, is fully understood and in place throughout the school. Children discuss their rights and responsibilities, and create a class charter which is displayed in each classroom. This is all linked to our beliefs and being part of a 'Rights Respecting School', which fits beautifully into our cohesive, compassionate community, in which children can develop relationship skills, emotional literacy, health and wellbeing. We have a zero tolerance approach to bullying in the school as set out in the Anti-bullying policy, <https://beaufort.surrey.sch.uk/wp-content/uploads/2022/03/Anti-bullying-Policy-March-2022.pdf> , which addresses the causes of bullying as well as dealing with negative behaviours, is updated each year, and ensures the children are involved in helping the school to be a happy and safe environment. Anti-bullying week includes providing the children with life skills to deal with bullying should it occur and these are reinforced throughout the year. There is a huge emphasis on a restorative approach throughout the school. School policies define our expectations regarding behaviour and attendance and we regularly monitor attendance, taking the necessary actions to prevent prolonged unauthorised absence. These policies are reviewed regularly by the governors. The school employs an attendance officer to monitor attendance more closely.

All our staff are regularly trained to provide a high standard of pastoral support as well as training in safeguarding. Pupil's social interactions and emotional well-being are regularly monitored and support is provided as necessary. A 'worry box' is available in all classrooms where a child can confidentially express any concerns affecting their well-being in school to their teacher. We have two ELSAs (specially trained Emotional Literacy Support Assistants) who work with children to discuss different aspects of their well-being and we also have an established Family Support Worker who supports families. We offer a 'Lunchtime Club' for children who may find the playground overwhelming as well as a wide range of lunchtime and after school clubs. Forest Schools takes place across the school, providing opportunities for team-work and the development of communication skills and self-confidence. Advice and support from Mindworks is available where needed.

We regularly monitor attendance and take the necessary actions to prevent prolonged unauthorised absence. If a pupil is absent due to long-term illness, arrangements are made to support their education at home. The school has an up-to-date medical policy in place and staff are trained to meet the requirements of children with medical needs. We follow the Surrey Young People's Health and the Administration of Medicine Guidelines so procedures are in place for the safe administration of medicines.

What specialist services and expertise are available at or accessed by the school?

We have a number of established relationships with external agencies who we can refer to, including;

- Educational Psychologists
- Speech and Language Therapists
- STIPS (Specialist Teachers in Inclusive)
- Physical and Sensory Support Services (PSS) – to support visually impaired, hearing impaired and physical impaired children
- Freemantles School Outreach Service (for pupils on the Autistic Spectrum)
- REMA (Race Equality and Minority Achievement)
- School nurse and community paediatrician
- Physiotherapy
- Occupational Health Services

- Surrey Young Carers
- Family Support Services/Early Help
- Child Well Being Practitioner
- Primary Mental Health Worker – Mindworks
- Early Years Advisers
- SEES (Surrey Early Education Services)

Regular meetings are held with external professionals to discuss individual cases where it is felt that further support beyond what the school is able to offer is necessary. Where it is deemed that external support is necessary, we discuss any referral with parents first and gain full consent. Many of these external partners also provide relevant training for staff.

We have a particular duty in ensuring that Looked-after children are given the appropriate support and care to ensure their progress and engagement with the learning environment. Our Designated Teacher (Mrs E Ferris) meets with Social Services and the Virtual School to ensure the child's wider needs are being met. A Personal Education Plan (PEP) is produced termly to help support the child with realistic and aspirational targets.

What training have the staff supporting children with SEND had or are having?

We aim to ensure that all staff working with our vulnerable learners including those with SEND possess a knowledge of the child's needs to help them in supporting access to the curriculum.

Our Inclusion Leader, Mrs Samantha Jaycock, has completed the National SENDCo Award and is a qualified teacher.

All teachers have Qualified Teaching Status and many of our Teaching Assistants have completed qualifications to enhance their knowledge and skills, some having specialised in the Early Years.

We regularly invest time and money in training our staff to improve classroom provision for all pupils and develop enhanced skills and knowledge through delivery of interventions. We also have several members of staff trained in Forest schools and trained ELSAs (Emotional Literacy Support Assistant) who have undertaken the Surrey training with regular updates. Our Pastoral and Family Support Worker and Relational Support Worker have attended training in methods to help families to develop strategies to support their children's social and emotional needs.

At staff training, our staff are regularly updated on matters pertaining to Special Educational Needs and Disability. We aim to ensure that all staff working with learners including those with Special Educational Needs, possess a working knowledge of the needs, to help them in supporting access to the curriculum.

How will your child be included in activities outside the classroom including school trips?

We have a whole school approach to inclusion and believe that all children should have equality of opportunity as outlined in our School Equality Policy and Single Equality Scheme in line with the Equality Act 2010. [Single-Equality-Policy-Aut-2020.pdf \(beaufort.surrey.sch.uk\)](https://www.beaufort.surrey.sch.uk/wp-content/uploads/2020/09/Single-Equality-Policy-Aut-2020.pdf).

Any barriers to learning or engagement are reviewed, with discussions on what can be done to overcome these. As far as possible, we make reasonable adjustments so that children can access activities regardless of their needs. Risk assessments are carried out for all out of school trips and visits. The needs of vulnerable pupils, such as those with SEND, are considered as part of the process and appropriate arrangements made wherever possible. Where applicable, parents/carers are consulted and involved in planning, which may include additional staff or parents accompanying children on trips or residential.

How accessible is the school environment?

An Accessibility Plan <https://beaufort.surrey.sch.uk/wp-content/uploads/2022/11/Accessibility-plan.pdf> is in place and as such we consider our environment to be fully accessible to all pupils. We have wheelchair access, and disabled toilet facilities as well as a disabled parking space if required. We make reasonable adjustments, where possible, and continually review the needs of children.

Our policy and practice adheres to The Equality Act 2010. We value and respect diversity in our setting and do our best endeavours to meet the needs of all our learners. We work with a variety of outside agencies, such as PSS, to provide specialist equipment and facilities where possible for children with SEND, to ensure that they have full access the curriculum. We can access support from REMA services for those whom English is an additional language and can access translators if necessary.

How will the school prepare and support your child to join the school and transfer to a new school?

Induction is important to us and we invest time in welcoming our learners in a way that makes them feel a part of the Beaufort community. Our induction procedures for reception children are rigorous and include a detailed induction pack, a meeting for parents, induction sessions for pupils with several information sessions for parents, home visits, liaison with feeder nurseries/preschools, an induction booklet for children and a staggered entry in September.

We have good relationships with feeder nurseries and local secondary schools, where children move on to, and share all relevant information to ensure a smooth transition. Within school, we arrange a handover meeting at the end of the year to ensure that the new class teacher is aware of individual needs, targets and any additional support required. Children are prepared for transitions by meeting their new teacher and visiting their new classroom and are provided with a 'Transition Booklet' - these include photographs of their new teacher and teaching assistant to support the transition. Some children are offered more support through small group visits and social stories. For transfer to KS3, all children are prepared for the transition, using a transition programme (EIKON), and visits to Secondary schools are arranged. Parents are provided with transition information and for some children, extra transition arrangements are put in place. We ensure that all relevant information is shared, including discussions with the SENDCo if necessary. For children with EHCPs or Personal Education Plans (PEPs), the SENDCo or Designated Teacher of the transfer school would be invited to attend the Annual Review or PEP meeting in the summer term.

How the school's resources are allocated and matched to the SEND needs of the children?

The head teacher, School Business Manager and Trustees oversee all matters of finance. Our finances are monitored regularly and we utilise resources to support the strategic aims of our setting as well as individual learner needs. Our entire Special Educational Needs and Disabilities budget and a significant additional sum from the main school budget, is spent on meeting the needs of those children identified as having Special Educational Needs or Disabilities. This is spent on both resources and staffing, providing children with suitable interventions and support. We review the needs of the learners within the school and endeavour to put in place provisions in order to be able to cater for those needs. The Special Educational Needs Co-ordinator carries out observations and learning walks which include reviewing how the provision is delivered and helps in maintaining standards through rigorous quality assurance. Intervention Trackers look at the impact each intervention has had on the progress of each learner. Decisions are made as to whether specific interventions are proving to be effective both in terms of the time spent on them and the finance used in providing the intervention.

How is the decision made about what type and how much support your child will receive?

Quality First teaching is central to the ethos of our school and teachers plan appropriate support within the classroom to meet individual needs. Following assessments and pupil progress meetings, pupils who require additional support are discussed and, as part of the graduated response, appropriate support is put in place to meet the specific needs of the child. This may include group, paired or individual support. Interventions are monitored for impact and expected outcomes are defined at the start of any intervention. Following this referrals to external agencies may be made according to need and with parental consent.

All About Me profiles are produced in consultation with learners, so that teaching staff have a clear overview of the whole child in regards to both strengths, challenges & resources required. We feel that it is important to have the views of the learner and their family so that they feel fully involved in the learning process.

How are parents/carers involved in the school?

At Beaufort, we wholeheartedly believe in working in partnership with parents, in a twoway dialogue, to support each child's learning needs and aspirations. We welcome the involvement of parents in school in a variety of roles. This includes in-class support, playing games, individual reading, small group learning and helping on School trips. We have parent representatives on our Governing Body. Parents also form part of the School fund raising committee 'Friends of Beaufort'. The Deputy Head teacher meets volunteers to welcome them and outline what volunteering involves. This involves sharing safeguarding details. We have an open door policy and regularly involve parents and families in discussions about their child's learning. For children who have an Education Health Care Plan, we hold an Annual Review to discuss the pupil's progress with parents/carers and set targets. External specialists may be invited where appropriate. We welcome feedback and continually aim to strengthen dialogue with parents, this includes the use of parent questionnaires which help provide an opportunity to provide feedback to the school.

What should I do if I have a concern?

In the first instance, parents/carers are encouraged to talk to their child's class teacher.

Further information and support can be obtained from the school Special Educational Needs Co-ordinator, Head teacher, or Deputy Head teacher, who can be contacted by telephone via the school number 01483 474986.

[Surrey Local Offer](#) website offers a great deal of information and advice for families.

The school's Complaint Procedure outlines the formal steps the school will take in handling a complaint. [SWAN-Complaint-Procedure-Autumn-2023.pdf \(beaufort.surrey.sch.uk\)](#)