



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://wwwcalderdalegovuk/v2/residents/education-and-learning/local-offer/send> which details the provision available in all Calderdale schools and academies.

School Name	Beech Hill
Co-Headteachers	Mrs Samantha Bowling and Mrs Sara Cockroft
Special Educational Needs Co-ordinator (SENCo)	Mrs Samantha Bowling – SEND & Inclusion Lead (Holds SEND Award) Miss Fiona Walker – SENDCo – Years 3 to 6 (Holds SEND Award) Miss Emily Waddington – SENDCo – EYFS, Years 1 and 2
SEN Governor	Huma Akhtar
School Address	Mount Pleasant Avenue Halifax HX1 5TN
Email (admin)	admin@beechhillschoolcoulk
Email (SENCo)	sbowling@beechhillschoolcoulk fwalker@beechhillschoolcoulk ewaddington@beechhillschoolcoulk
Telephone – School office	01422 345004
Age range	3 – 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
- Sanctuary School
- Access to a broad, balanced curriculum which is well adapted 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 8am until 8.35am each morning; and from 3.10pm until 5.30pm each evening
- 2 KS2 Moderators
- 1 KS1 Moderator
- Dingley's Promise Kitemark School - Trained staff across EYFS and members of SLT
- 1 Member of staff with NPQ Early Years Leadership
- 1 member of staff with NPQ Leading Literacy
- 1 member of staff with NPQ Leading Behaviour and Culture
- Resident artist, dance specialist and poet who work with all year groups throughout the year
- 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 pupils with SEND
- 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
- The SENCos are part of the Middle Management Leadership Team
- Detailed programme of reviews with parents and professionals: 2 parents' evenings per year, half termly curriculum information sheets, termly reviews for all children on the SEND register, comprehensive annual reviews
- All children with SEND 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

	<p>plans, active Rights Respective Council, Junior Inspectors, Year 6 Prefects, House Captains, etc</p> <ul style="list-style-type: none"> ● OPAL (Outdoor Play and Learning) ● Carefully devised behaviour steps chart, with weekly, termly and annual rewards for positive behaviour ● Zero tolerance policy for bullying ● Long established, acknowledged and celebrated ethos of inclusion and equality – ‘Learning without Limits’ ● Young Carers Award – Bronze ● Rights Respecting School Silver Award
<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 6 SATs Meetings ● Phonics Picnics, Times Tables Tea Parties and Family Learning Workshops ● Stay and Read Sessions ● Religious Events ● Coffee Mornings ● Parents’ Evenings ● Gold Book and Values Assemblies ● Sporting Events ● Rights Respecting Council ● Residential Meetings ● School Improvement Plan meetings ● Charity work for Alzheimer’s Society, Overgate Hospice and the Community Fridge ● Working with local Care Home’s for the Elderly ● Working with Calderdale College for ESOL ● Working with Verd de gris ● Working with 51st Pellon Scouts ● Working with other schools within the Family of Learning Trust ● 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"> ● Fully compliant with the Disability Discrimination Act ● Disabled toilets and changing area

	<ul style="list-style-type: none"> • Lift to access various parts of the school building • Access to a variety of pens and other writing apparatus and range of computing equipment • Variable height of tables and chairs available
How do we help a child with speech and language needs ?	<ul style="list-style-type: none"> • LINGO Speech and Language Assistant in school once a week • Colourful Semantics • See and Learn Vocabulary • Use of Widgit • EYFS Chatterbox intervention • KS2 Language Legends intervention • Sulp (Social Use of Language) trained teaching and support assistants • 'Language Steps' trained teaching and support assistants • 'Let's 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 • Dingley's Promise Trained staff
How do we help a child with sensory impairment ?	<ul style="list-style-type: none"> • Sensory room • Sensory circuit • Wobble cushions and fidget equipment • Slipping boards • Ear defenders • Makaton • Use of visual timetables in all classrooms • Close liaison with audiology and cochlear implant service • Dingley's Promise Trained staff
How do we help a child who has social and emotional difficulties ?	<ul style="list-style-type: none"> • Sensory room • Sensory circuit • School counsellor • 3 learning mentors • 1 member of staff with NPQ Leader Behaviour and Culture • Dingley's Promise Trained staff • Attendance Officer • Breakfast Club • 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 Silver Award • Young Carers Bronze Award • 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"> • School counsellor • Behaviour learning mentor • Dingley’s Promise Trained staff • 1 member of staff with NPQ Leader Behaviour and Culture • Use of Widgit • Sensory room • Sensory circuit • 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 <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 • 1 member of staff with NPQ Leading Literacy • 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 ‘The Five Minute Box’ scheme • 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 • Talking Postcards • Recording work via Seesaw
<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 • Use of ‘White Rose’ maths • Use of ‘Times Tables Rock Stars’ • Use of ‘Number Stacks’ intervention programme • 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 • Use of Widgit • 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 • 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 <p>We are also part of the Central Halifax Cluster where expertise is shared between schools.</p>

	The SEND Team access sessions held at Highbury Special School on a half termly basis.
How will we include children in activities outside the classroom?	<ul style="list-style-type: none"> • Teaching assistants are deployed to support children, including those with SEND, 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 and Year 6 Residential, including nights away • Year 4 Adventure World Trip • Year 5 London Trip • Year 5 Swimming sessions • Parents and carers are consulted prior to trips for advice and guidance • OPAL (Outdoor Play and Learning) • Choir • Orchestra • Forest School • Play Rangers • Breakfast Club • Out of Hours Wrap Around Club
How do we prepare and support a child for joining school and transferring to secondary school?	<ul style="list-style-type: none"> • Home visits by Reception staff • Stay and play sessions • Stay and read sessions • 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 • Year 6 Independent Travel Training • Year 6 LINGO Transition booklets • Social Stories
How will we meet a child's personal care needs?	<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
How will we develop social skills throughout	<ul style="list-style-type: none"> • OPAL (Outdoor Play and Learning)

<p>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 ● Social Interaction groups ● Midday supervisors trained in developing children’s social skills
<p>How do we allocate resources?</p>	<ul style="list-style-type: none"> ● One to one support can be given by either one or a number of Support Assistants over the day as specified in a child’s EHC Plan of SEND ● Our school employs a Teaching Assistant for each class – time is allocated on a daily basis for individual/ small group work on IEP targets ● Learning Mentors are deployed through the school ● School Counsellor accepts referrals from teachers but also pupils themselves ● 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"> ● One of the Head Teachers and one of the SENDCos holds the National Award in Special Educational Needs ● Dingley’s Promise Accredited School ● EYFS and SLT staff trained in Dingley’s Promise Training ● 1 Member of staff with NPQ Early Years Leadership ● 1 member of staff with NPQ Leading Literacy ● 1 member of staff with NPQ Leading Behaviour and Culture ● Commitment to maintain levels of training if members of staff leave ● Induction programme for new members of staff ● Access to National College ● 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, on Seesaw and other public documents ● We hold drop-in sessions for parents of children ● Parents Workshops ● Half termly newsletters ● Website specific section
<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</p>

	<p>education, health and social care Contact details: Contact: 01422 266141 Website: wwwcalderdalesendiassorguk</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 instead work with anyone who feels they need our help Contact 01422 343090 Website: wwwuniquewaysorguk</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://wwwcalderdalegovuk/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://wwwcalderdalegovuk/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.

Updated September 2024