



Beaminster St Mary's Academy

## **SEND Information Report 2024-25**

Throughout the past year, Mr Marklew and Mrs Jones have been responsible for Special Educational Needs and Disabilities (SEND). To find out more about SEND at Beaminster St Mary's, browse through the report below, have a look at our SEND Policy or contact Mr Marklew via the school office.

**What does SEND look like at Beaminster  
St Mary's?**



**How are pupils identified as possibly having Special Educational Needs (SEND)?**

Teaching staff and parents are generally the people who initially raise concerns that pupils are not making the progress that they were expecting. Following this, Mr Marklew and/or Mrs Jones monitor the pupils' progress through our tracking system (where teachers record an assessment of pupils every term) and use formal assessments in reading, spelling and maths or screeners to look into this further. Sometimes a pupil came from another school with information to explain how this pupil needed further support to be successful and we could build on that. A few pupils had been to see the doctor who had referred them to see other professionals and they send reports to help us in school.

**What happened if your child was found to have a Special Educational Need?**

Here is what happened to Francesca (based on a real pupil at school) over the past two years to explain what has happened to our pupils identified

Francesca was working really hard at school but not always being successful. At home she was finding doing home work very difficult and getting upset in the process.

Francesca had a meeting with her class teacher and her parents to talk about her home work and how school could help. It was decided that sometimes it would be better for Francesca not to do homework and just concentrate on her school work.

Francesca was happy at home but was still finding school work very tricky and her class teacher was concerned that although she was working hard she was not making progress, so the class teacher spoke to Mrs Culy.

SENDCo went to see Francesca in her classroom and talked to her about her learning. She made some suggestions of things the class teacher could try (writing the tasks down in little steps, asking the TA to talk to her about what she needed to do to check she understood).

The specialist teacher met with Francesca and completed some assessments (these were little tasks to do) to see if they could find better ways to help Francesca.

SENDCo decided with Francesca's parents that although school were helping, they needed some more help for Francesca. She referred Francesca to see a specialist teacher.

At the end of the next term the plan was reviewed. Francesca had made some progress but not enough. Her parents and the class teacher were getting concerned that she was falling behind.

Francesca and the teacher tried these things for a term, but it wasn't really helping. They had another meeting with Francesca's parents and completed an Support Plan. This helped them focus on a few things and shared out how everyone was going to help Francesca.

The specialist teacher wrote a long report about what they had found out and said they thought that Francesca was Dyslexic. They explained some things that would help in school and key areas school needed to help Francesca in.

Francesca and her parents met with the SENDCo and her teacher and they wrote a support plan (For an example see appendix one of this report) to plan for some of these things. At the end of the term the plan is reviewed and a new plan is written.

At the moment Francesca is making progress and beginning to catch up with her peers as well as seeing the effort that she puts in rewarded.

SENDCo continues to check that she has a plan written that will help her and going in to check that the class teacher (who has changed now) is providing what Francesca needs.

## How much did SEND support help in 2023 – 2024?

Part of Mr Marklew and Ms Jones' role is to think about what worked well for pupils with SEND, what didn't work so well and what we need to change. Below you will find some of these things and a plan of things that need to change in 2024-2025.

### What was great and need to stay the same?

- ✓ Quality First teaching in every class.
- ✓ Teacher's knowing their pupils and making sure they plan carefully for them.
- ✓ Mr Marklew meeting with experienced SENDCOs within our DSAT Trust
- ✓ Working with other professionals.

### What we have developed and why?

- ✓ Teacher led pre-teaching, children get the opportunity to have the maths/English learning prior to lessons which ensures confidence in class input. Children who have struggled with concepts within a lesson can be picked up for a re-teach session to address misconceptions after a lesson. This approach has been shown to have more impact on learning than discrete formal interventions.
- ✓ Use of a Speech and Language approach called colourful semantics. This approach encourages a wider vocabulary; makes sentences longer and develops the use of nouns, verbs, prepositions, and adjectives.
- ✓ To ensure teaching always matches the needs of some pupils with SEND.

### What we plan to do in 2024-2025

- ✓ A narrowing the gap sheet has been developed to highlight those children who are at risk of slipping through the net and for ensuring SEN pupils are supported to prevent widening the gap.
- ✓ Working with the DSAT SENDCO's to make sure that assessment for our pupils is effective and relevant.
- ✓ Using data to support aspirational targets being set for pupils with SEND.
- ✓ All teaching has been reviewed to ensure that small steps are measured and appropriate scaffolds are in place.
- ✓ Interventions closely monitored so that we can make sure your child receives the absolute best support available.

## Who helps Mr Marklew & Ms Jones' help you?

Everyone at Beaminster St Mary's wants to be able to make school as positive an experience for the pupils and the parents as possible from the fabulous lunchtime supervisors to our amazing administration team. Below are a few more people who help children identified as have additional needs:



**Outside Agencies:** Sometimes we need some help from people outside of school. This year we have worked with an EP (Educational Psychologist), a specialist teacher and a speech therapist. We have also worked with some people from CAMHS as well as some organisations to help parents at home.

**Teaching Assistants:** All of our team of TAs have received special training on how to ask questions to make sure you really understand. Many of our staff have had extra training in specific interventions to help children make progress.



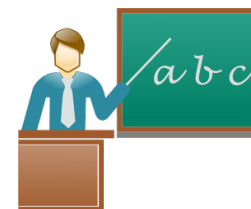
**Parents:** Parents know more about their child than we will ever know and are the best source of information and insight we have.



**Pupils:** If we want to understand how to help best, we need to be talking to them, which is why they are asked to come to every review (if they can).



**Teachers:** They are working with the pupils every day and are the people in school who know them best and can most effectively put things in to help.

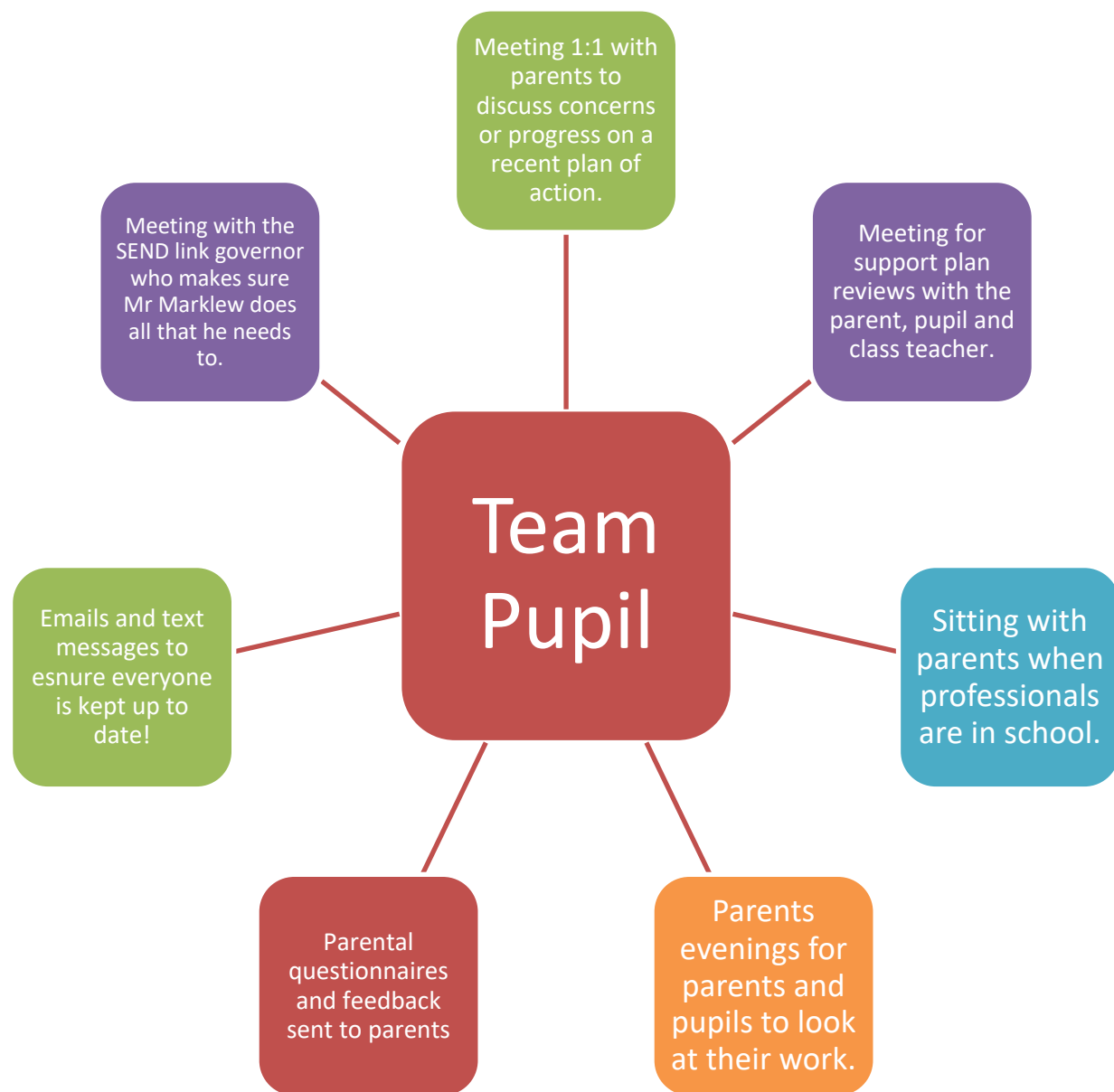


**ELSA's:** Mrs Whelan is our trained ELSA. her training involves helping pupils know how to best handle any problems they have about their feelings.



## How do we work as a team?

Mr Marklew and Mrs Jones cannot do their job of SENDCo without being part of a team. To work as a team, we have to do lots of talking. Here are just a few times talking has happened this year.



## What else does Mr Marklew and Mrs Jones do to help SEND at Beaminster St Mary's?

**Transition:** Working with other schools and secondary schools to ensure that all our pupils, particularly those with SEND transition as well as possible. Arranging to see them in their own settings first and organising extra visits for the pupils and for staff to ensure that all relevant information is passed on. Where possible, the SENCo from the secondary school comes to all year 6 annual reviews to support this. This also applies on a smaller scale when pupils transition between classes at school.

**Helping teachers:** Where possible as school the class teacher leads the SEND process for a pupil in their class as they are the people working with the parents and pupils everyday. It is Mr Marklew's role to support them in this and to provide help signposting staff to ideas, resources and professionals who might help this further.

**Complaints:** If someone has a complaint regarding the SEND process, Mr Marklew would like to talk to them about it first, however if they can not come to an agreement then he would work through the official complaints process with them outlined on our website. It is also part of his role to make complaints to outside agencies if he feels that the other professionals are not providing the best support for the Beaminster St Mary's pupils.

## **What's next?**

As a small school, we do not always have need to talk to all the possible professionals and support services out there but we hope that the report highlights that because of our small size, we are able to put our pupils first and we will investigate every possible avenue to help provide them with the support that they need.

Mr Marklew would always be happy to talk to you about any concerns or questions you have about the information in this report or about a child you have. His contact details are on the front of this document.

Please have a look at the appendixes that follow the report for further information or support.

## **What else is in this report that might be helpful?**

- Appendix One: A copy of a blank Support Plan form.
- Appendix Two: A copy of an Identification of learning support needs

## **Who can you contact if you have a complaint about SEND support and provision at Beaminster St Mary's?**

We would suggest you first speak to either the SENDCo, Mr. Darren Marklew and/or Ms Kirsty Jones. If this doesn't satisfy you the nominated governor for SEND is Claire Bowditch. She can be contacted through the school office. As an academy, you are also able to contact DSAT CEO who is Mr. Mark Lacey.



## Appendix One



### Success Plan

<b>Name:</b>	<b>Desired Outcomes (end of EYFS, KS1, LKS2, UKS2: highlight as appropriate)</b>  1) To confidently and consistently read the first 150 HF words and to sound out all of the set 3 special friends.  2) To form my letters correctly by the end of the year.  3) To engage with sessions designed to develop anxiety management strategies.
<b>Year Group:</b> Year 2	
<b>Class Teacher:</b> Miss Gadsby	
<b>School Support</b> or EHCP	
<b>Nature of child's special education need:</b> Autism Spectrum Disorder.	



1) To confidently and consistently read the first 150 HF words and to sound out all of the set 3 special friends.		
Mar - Apr	<b>Steps to towards Outcomes</b> To confidently know all my split special friends: This includes segmenting and blending them in words (e.g. like) and alien words (e.g. p <u>li</u> ke).  To confidently read at least 100 of the year 1 high frequency words.  XXXX could read 90 high frequency words. To learn: her, what, there, have, like little, as, no, because, different	<b>Start date &amp; plan of intervention</b> <b>07.03.2022-</b> Part of the year 1 speed sound lessons-Taught straight after Maths before lunchtime.  1:1 reading with teacher/TA 5x per week- within this time XXXX is explicitly taught and tested about the split special friends and words/ alien words.  1:1 reading with teacher/TA 5x per week- Wk1- TA takes it in turns with XXXX to go through the high frequency word list. We will call it ping pong reading! TA to identify which words XXXX needs to practise. Wk2 and onwards- 5 high frequency words per week.
	XXXX has grown in confidence and done fantastically well in his daily interventions. He is now able to read 100 HF words.	
	<b>Steps to towards Outcomes</b> To confidently and consistently read the first 120 HF words and to sound out all of the set 3 special friends.  XXXX will be provided with the 200 high frequency words mat. XXXX new 100 HF words. To learn: Again, Bear, Better, Clothes, Cried Didn't, Different, Dragon, Even, First Giant, He's, Head, Key, Magic	<b>Start date &amp; plan of intervention</b>
May - Jul		



## Appendix Two

Beaminster St Mary's Academy



Pupil's Name:	
Date:	Completed by:
<b>Identification of learning support needs</b>	
Need: <b>Hearing Impairment</b>	
Specific details: Pupils with a hearing impairment range from those with a mild hearing loss to those who are profoundly deaf. They cover the whole ability range. For educational purposes, pupils are regarded as having a hearing impairment if they require hearing aids, adaptations to their environment and/or particular teaching strategies in order to access the concepts and language of the curriculum.	
SEN provision:	
<b>Recommended strategies (ticked if particularly appropriate):</b>	
Give instructions in plain English.	Give clearly sequenced instructions
Summarise key points at the start and end of lesson.	Encourage use of IT.
Display lists of new vocabulary.	Pay attention to your position in relation to the listener.
Use a radio hearing aid	Arrange classroom to maximise eye contact
Student will need to use a spellchecker, thesaurus, dictionary	Ask pupil what support they prefer
Lip/eye contact is needed	Take special provision into account for major assessments
Targets:	
Comments:	
Staff name/signature:	Date:

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Pupil's Name: XXXX	
Date:	Completed by: Mrs Kenway
<b>Identification of learning support needs</b>	
Need: <b>Autistic Spectrum Disorder (ASD)</b>	
Specific details: ASD recognises that there a number of sub-groups within the spectrum of autism. Pupils with ASD find it difficult to: <ul style="list-style-type: none"> <li>➢ understand and use non-verbal and verbal communication.</li> <li>➢ understand social behaviour - which affects their ability to interact with children and adults</li> <li>➢ think and behave flexibly - which may be shown in restricted, obsessional or repetitive activities.</li> </ul>	
SEN provision: <ul style="list-style-type: none"> <li>• Allow use of differing learning approaches.</li> <li>• Encourage flexible thinking as often as possible.</li> <li>• Develop social communication skills and identify emotions.</li> <li>• Develop confidence in physical activities.</li> <li>• Facilitate ELSA 'drop in' sessions.</li> <li>• Use of the 5 point scale to identify emotions and the changes they cause.</li> <li>• Use of a home communication book.</li> <li>• Timetable at home so XXXX knows what to expect in a normal day.</li> <li>• XXXX has access to a key adult in the morning if she needs it.</li> </ul>	
<b>Recommended strategies (ticked if particularly appropriate):</b>	
Give instructions in plain English.	<b>ELSA support</b>
<b>Be consistent.</b>	Needs clear classroom ground rules and reminders.
<b>Share experiences with other relevant staff.</b>	Give clearly sequenced and unambiguous instructions.
Give student a clear role in group work.	Use a visual timetable.
<b>Prepare pupil for change.</b>	<b>Allow student to access a quiet space to work.</b>
<b>Allow pupil "time-out" if needed.</b>	Check learning/understanding regularly.
<b>Avoid sensory overload.</b>	Take special provision into account for major assessments
<b>Agree a "stop" sign to signal inappropriate behaviour.</b>	<b>Ask the pupil what support they prefer.</b>
Targets: <ol style="list-style-type: none"> <li>1) Create a plan if I feel anxious, or for new situations.</li> <li>2) To develop my confidence in adapting to a new school and new teachers.</li> <li>3) To build my self confidence in a variety of lessons and situations.</li> </ol>	
Comments:	
Staff name/signature: Mrs Kenway	Date: