



Form submission for:

Name of School	Beddington Park Academy
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Name of contact person	Leanne Leeder
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Email	office@beddingtonparkacademy.org
Website	www.beddigtonparkacademy.org
Contact to discuss child needs	<ul style="list-style-type: none"> ● Your first point of contact should usually be your child's Class Teacher. ● He/she may refer you to the SENCo (Special Educational Needs Co-ordinator), Mrs L Leeder. ● If the matter is not resolved to your satisfaction please arrange to see the Acting Head Teacher, Mrs N Arnold via the school office ● SEN Governor, Mrs Muir-Nelson ● For safeguarding concerns contact The Designated Safeguarding Lead-Mrs N Arnold or Deputies; Mrs L Leeder and Mrs K Saunders

<p>Assessing children</p>	<ul style="list-style-type: none"> ● Children are kept informed; they receive regular feedback about their work and/or social development and are able to say what their personal outcome targets are. Children respond to their green marking comments indicating their next steps. ● Ongoing, daily (formative) assessments by the class teacher ● “Early Years Outcomes” assessments for pupils in the Early Years and Foundation Department (EYFS) ● “Learning Journeys” (EYFS) A folder showing the child’s progress, achievements and attainment through Nursery and Reception classes. ● Standard Assessment Tasks (Y1-Y6) ● “Provision Map” recording additional assessments before, mid-term and after every intervention. ● Termly Assessment meetings with SLT and class teacher to review class achievement, progress and make strategic plans in meeting individual needs.
<p>Informing parents and carers</p>	<ul style="list-style-type: none"> ● If your child is receiving special educational needs support, you will meet termly to review the additional support your child receives and set new personal outcomes. ● Annual School Reports are sent home in July for parents ● Opportunities for parents/carers to be governors or a “Friend of Beddington Park” ● Informal meetings by appointment ● Termly Parents Evenings ● Additionally if your child has an EHCP you will meet every six to twelve months with all the professionals involved in your child’s care.
<p>Updates on progress</p>	<ul style="list-style-type: none"> ● Parents are invited to parents’ meetings termly to discuss progress, achievements and next steps for their child. ● Personal Outcomes are shared with the parents and children. ● Annual School Reports are sent home in July for parents.
<p>If a child is not making progress</p>	<ul style="list-style-type: none"> ● Continuous progress meetings will take place for children who are making less than expected progress. ● Additional school interventions/boosters targeted at focused areas. ● Possible referral to external agencies (see later) and where appropriate, parent meetings with the agency.
<p>Curriculum</p>	<ul style="list-style-type: none"> ● The National Curriculum implemented for all pupils from September 2014 for Key Stage One and Two. ● The Early Years Foundation Stage curriculum sets out the anticipated learning for Nursery and Reception children. ● Year groups plan together to ensure learning is accessible to all learners. ● The subject leader ensures coverage of the National Curriculum across the school. ● Where possible cross curricular links are explored through the

	<p>curriculum.</p> <ul style="list-style-type: none"> ● Children have the opportunity to an educational visit every term linked to the child's learning in class.
Adapting for child needs	<ul style="list-style-type: none"> ● Differentiation within planning and delivery to take account of individual pupil needs and learning styles. ● Grouping arrangements organised carefully to maximise learning opportunities for all “additional and different “ support for those with SEND. ● Intervention/booster groups providing additional support may be used with individuals and groups. ● Additional adults may be used to support groups, with independence as the prime outcome ● External agencies where appropriate (see later).
Teacher flexibility on child needs	<ul style="list-style-type: none"> ● Teachers have a good understanding of the needs and learning styles of individuals. ● Teachers are supported by well qualified teaching assistants in each class. ● Beddington Park Academy applies a range of teaching styles and approaches such as ‘learning partners’ and will willingly make reasonable adjustments to meet the needs of individuals within the classroom.
Additional support	<ul style="list-style-type: none"> ● Beddington Park Academy has access to a wide number of specialist services. These are all subject to their own access criteria, time limits and in some cases, age restriction. Written parental consent is required in most cases and many agencies invite parents to meet with them at the outset of their involvement and produce a report at the end. ● Strategies and advice from agencies such as Educational Psychology, Speech, Language and Communication, Special Educational Needs Team, School Nurse ,Speech and Language Therapy, Occupational Therapy, Child and Adolescent Mental Health Service, Sensory Impairment and Autism Spectrum Disorder.
Learning strategies	<ul style="list-style-type: none"> ● Lessons are differentiated by the class teacher to meet the needs of all individual learners. ● Learning tasks are introduced with an ‘excite start’ , modelled for the pupils and teaching points are addressed in the lesson. ● Success criteria generated by the learner is always encouraged by teachers. ● Teachers use ‘next step marking’ to support and give individual feedback to the children. ● The use of technology can be used to support and enhance learning.

	<ul style="list-style-type: none"> ● Some classes/identified children may be allocated support staff and have access to guided group work-subject to funding.
Meeting child needs	<ul style="list-style-type: none"> ● External agencies can provide advice and may offer individual or group tuition depending on a child's individual need. ● Class teachers attend an assessment meeting with the headteacher, Inclusion manager and assessment coordinator four times an academic year to discuss the progress of each child. The children's progress are monitored closely and those children not making expected progress are identified. Strategies, interventions or boosters will then be put into place to assist the child to make accelerated progress. ● These strategies, interventions or boosters will be identified on the child's personal outcomes and shared with the parent/carer. ● Each child on the SEN register will have their own individual Pupil Passport (PP) . The PP will identify the child's interests, approaches, challenges and how the school can best support the child with their learning. ● Some children have a visual timetable which details the daily planned activities. ● Personal workstations can be available to learners. ● The whole school learning environment is current and supports learning. Learning walls in classrooms support children with their learning, showing a learning journey throughout the week. ● Reasonable adjustments are made to support individual children with their learning. For Example, pencil grips, writing slants or wobble cushions.
Access to exams	<ul style="list-style-type: none"> ● Pupil are assessed using formative and summative assessments. ● Reception children are baselined during the first few weeks of school to establish their starting points. ● For startuary assessments children generally access them in their classrooms. Some children may require an alternative learning area such as the library or our intervention rooms in smaller groups with a higher number of staff to support them.
Additional support or time for exams	<ul style="list-style-type: none"> ● Some pupils may meet NCA criteria at Key Stage 2 SATs for additional time, a scribe or a reader ● Children with sensory impairments may meet NCA criteria at Key Stage 1/2 SATs and receive additional concessions. ● Some pupils may require rest breaks or smaller groups
Comfort, safety and socialising	<ul style="list-style-type: none"> ● School's Council empowers pupils and gives them a say in the way their school is run. ● Pupil interviews which gain their views including on safety issues. ● Children are taught about fundamental British values, what these are and how these shape our community.

	<ul style="list-style-type: none"> ● 'Rights Respecting' develops children's understanding of human rights and their responsibilities. Each class has displayed a class charter relating to the children's rights. ● Strong ethos of pastoral care ● Anti Bullying Policy and procedures ● Focus on and awareness of vulnerable groups ● Staff presence at breaks and lunch, before and after school ● Use of CCTV ● Whole Staff commitment to safeguarding
<p>Developing social & emotional skills</p>	<ul style="list-style-type: none"> ● PSHCE lessons delivered. Teachers facilitate 'circle time' when needed to incorporate social and emotional aspects of learning. Each class has a 'worry box' which may scaffold the topic during circle time. ● Welfare Officer available on site ● Social skills groups run if appropriate to learners who need additional support in understanding theirs and others' emotions. ● School motto "Learning, Sharing & Growing Together as Friends." ● E-safety and cyber bullying is addressed at age appropriate level. All classes have an E-safety display in their classroom. ● Access to specialist support e.g. Behaviour Support Team ● Access to a wide variety of school clubs during lunch time and after-school e.g. football/cooking/reading/choir ● Good home/school liaison: Homework/Communication book/Class reports ● Lunchtime supervisors are trained to facilitate play and have an understanding of the range of learning needs. ● Visual timetables/cues to support more anxious pupils ● Preparation for high school through meetings, visits, transition books and intervention where appropriate
<p>Early Help Support in the Community (Tier 2)</p>	<ul style="list-style-type: none"> ● We recognise that sometimes family's may require support; we can approach a range of charity based groups and if necessary complete a CAF referral. As a result a team of professionals work with the family to decide what would be beneficial to the child primarily and to the family. ● We feel we are quick to identify challenges that children may face that impact on their emotions and self-image. A range of support can be in place to meet their needs.

Bullying	<ul style="list-style-type: none"> ● At Beddington Park Academy we encourage the children to be responsible for their own choices they make and that these choices may result in varying outcomes. ● The senior Leadership Team monitor behaviour for learning and support children, staff and families in sustaining high standards of behaviour in school and at home through external support services. ● Inappropriate behaviour is managed working together with school, family and if needed outside agencies. ● ‘Shine a spotlight on Friendship’ is used if a friendship challenge should arise. Children are supported by staff and overcome differences.
Disability support	<ul style="list-style-type: none"> ● Beddington Park Academy is on one level with very few stairs ● Wheelchair lift and ramps ● There is one disabled toilet ● Access to sensory room ● School can refer to specialist services to seek advice regarding areas. ● The school has a strong ethos in including children with SEN and disabilities . We comply with our duties under the Equality Act 2010 e.g. we do not discriminate against children with disabilities.
Accessing lessons	<ul style="list-style-type: none"> ● Reasonable adjustments are made to ensure children with disabilities can access all lessons i.e font styles and colours of text to suit learners. ● Some Occupational therapy equipment is made available such as chew bands, writing slants and wobble cushions.
Who we work with	<p>Beddington Park Academy works with a number of different services including:</p> <ul style="list-style-type: none"> ● Educational Psychology Service ● Behaviour Support Service ● Speech, Language and Communication Needs Service (SLCNS) ● Speech and Language Therapy team ● Autism Spectrum Disorder Service ● Special Educational Needs Team ● School Nurse ● Paediatrics ● Child and Adolescent Mental Health Service (CAMHS) ● Limes college Sutton Primary mental health worker ● Children’s services ● English as an Additional Language Service (EAL)
Working with other agencies	<ul style="list-style-type: none"> ● Referrals to services may be made following meetings with staff, parents. ● Class teacher/SENCo discuss referral to external agency and parent/carers to explain the reason for the referral and the benefits in seeking this support.

Informing parents and carers	<ul style="list-style-type: none"> ● Parents/carers are kept informed as and when referrals are received, accepted or declined by services. ● Next steps and recommendations are shared with parents/carers.
Helping your child settle with confidence	<ul style="list-style-type: none"> ● Between schools-both mid and end of key stages ● Induction days when transferring into Y7 ● Y6-Y7 SENCOs meet to pass on records ● Additional visits may be arranged for particular pupils ● Transition book prepared with some pupils and sent home at the end of term to share with parents/carers ● "Meet the teacher" event pupils meet new staff ● Teachers meet to pass on records and discuss new class.
Extended School Day	<ul style="list-style-type: none"> ● Beddington Park Academy run a breakfast club which opens from 7.20am until the school day starts (8.45am). A healthy, varied breakfast is provided. ● Beddington Park Academy also offer an after school club. Children can stay until 5pm or 6pm and are provided with a snack and lots of activities. ● It is advisable to book a place in advance.
Policies Please ensure the link works!	<ul style="list-style-type: none"> ● School website ● LA Local Offer ● Equalities Policy ● Accessibility Plan ● DfE website <p>www.beddingtonparkacademy.org</p>