Hello and welcome to our Local Offer. My name is Jeanette Ashwin and I am the Executive Head Teacher of Beaufort and Langley Schools. Please click on the tabs above to find out what our schools can offer your child. Beaufort and Langley schools cater for primary aged pupils with cognition and learning difficulties, who have an Education, Health and Care Plan (EHC).
All pupils at Beaufort and Langley Schools have an Education, Health and Care Plan (EHC).

All admissions to both schools are coordinated by the Local Authority’s Special Educational Needs Assessment and Review Team (SENAR).

As a first step, if you would like to visit either school, please contact us by telephone:

Beaufort: 0121 675 8500, option 3
Langley: 0121 675 2929

If you would like to read our Admissions Policy, please click here.

Parents visit prospective schools
Parents express a preference of school to SENAR
SENAR send paperwork to school governors for consideration
Admission based on pupil need, school capacity and provision
Our schools support children whose primary need is cognition and learning. In addition, our pupils may also have difficulties in the following areas:

- Communication and Interaction
- Sensory and/or Physical Needs
- Autistic Spectrum Conditions
- Social, Emotional and Mental Health Difficulties

Due to the buildings, class sizes and facilities, Langley School caters for pupils with moderate learning difficulties and Beaufort School caters for children with severe, profound and multiple learning difficulties.
Open and Honest Communication

It is essential that home and school communicate effectively with each other, in order to ensure consistent support. Both schools communicate with parents/carers in the following ways:

• Home-school books
• Telephone
• Text messages/emails
• Newsletters
• School website

Both schools also have an ‘open door policy’ and provide the following opportunities for parents/carers to visit:

• Annual Review meetings
• Coffee mornings/open mornings/afternoons
• Special assemblies
• School productions
• Workshops
• Parents’ evenings
• Transition evenings
• Sports days and other special events
Annual Reviews

Once annually, pupils have an Review of their EHC. These are meetings that take place with each pupil’s parents/carers and their class teacher. Sometimes a member of the senior leadership team and other relevant professionals may attend.

This is a legal requirement and therefore it is essential that parents/carers attend the meeting. The purpose of the meeting is to share information and ensure the statement is a true reflection of the child’s current profile. It is also an opportunity to write the child’s annual outcomes.

Complaints Procedure

If parents/carers have any major concerns the Complaints Procedure can be found on the website: Parents information/Policies and Documents.
All school staff will receive appropriate training so they have the knowledge and confidence to support children’s needs.

Regular staff meetings are used to ensure staff have up-to-date knowledge to teach children with a range of needs. Sometimes training is run by specialists e.g. medical training or training by an Occupational Therapist or a Speech and Language Therapist.
Teaching and support staff assess the level children are working at and differentiate the curriculum accordingly.

We use a range of criteria and evidence to help us identify the level children are working at. This helps teachers to plan work for all children to make progress. The work and support will be different for individual children.

The school will provide high quality teaching for your child and give extra support where needed.

We use a range of strategies to monitor the progress of children to ensure that high quality teaching is in place for all pupils. We do this through:

• Tracking your child’s progress through at least termly progress review
• Work scrutiny for all classes and constructive feedback to teachers
• Classroom observations and learning walks, including monitoring the learning environment
We offer support through a variety of interventions that are matched to your child’s needs.

For example:

- Whole class differentiation
- Small group support
- 1:1 intervention
- Adapted tasks and resources

The effectiveness of these interventions are continuously evaluated and reviewed.
A range of resources and approaches are used across school to support learning for children operating at different levels.

- **Symbols** are used to support the written word through each school
- **Makaton signing** is used, as required to support written communication
- Key concepts are taught in **practical** ways, enabling the pupils to be part of and lead their learning
- Our **reading books** are **banded** so that they are at the right level for your child to make progress.
- We have a range of **ICT equipment** which is used to support children across the whole curriculum
- **Classroom management and organisation** keep the children’s individual needs at their heart
- Our curriculum includes **Early Years or National Curriculum** entitlement and a range of **skills for life**
- **Hydrotherapy** and **Rebound Therapy** (Beaufort)

Where specialist resources are required these will be secured.
The school provide support for those children with social, emotional and mental health difficulties.

We work with Outside Agencies to provide appropriate support for those pupils identified.

We sometimes run social skills groups as appropriate across the school to support children who can find social situations difficult.

The Social and Emotional Aspects of Learning Curriculum is integrated into our teaching. The school makes links to this aspect of the curriculum through assemblies and PSHE.

At Langley, a teaching assistant has specific responsibility for Pastoral Support, working closely with children and their families where needed.

A Senior Learning Mentor, who works across both schools, supports parents/carers where needed.
The school will make sure that children’s individual needs are taken into account to enable them to be part of school life.

This may be done through:

- School trips
- Social events
- Clubs
- School performances and assemblies

School work closely with parents to ensure that specific needs are met so that children have a wide and varied range of experiences that are fully accessible and enjoyable.
A Partnership Approach

How we work with you to support your child’s needs.

• We involve you in all decisions and listen to your views
• We involve your child in decisions about their learning where appropriate
• We ask for your permission to involve other professionals to work with your child. The content of their involvement is confidential and is only shared with you and relevant staff
• We can support you in contacting organisations who can give advice and support
• We provide training based on your child’s needs so that you can update your own skills and share experiences with other parents
A Partnership Approach

The school will involve you in all decisions and listen to your views.

- The child is allocated a place at school based on pupil need, school capacity and provision.
- Teachers and other professionals use their knowledge of the child and the EHC to write annual outcomes.
- Outcomes addressing the needs are discussed with parents/carers and pupils (where appropriate) through annual reviews, resources and teaching approaches are identified.
- Outcomes are assessed and reviewed with parents/carers and pupil at parents evenings, and annual review meetings.
- Teaching supports outcomes with appropriate interventions. Progress is monitored.
A Partnership Approach

The school will try to involve your child in decisions about their learning wherever possible.

Here are some of the things we do to make sure your child is listened to and are involved in decision making:

- **Home visits**
- **Circle time**
- **Our voice!**
- **Child Centered Reviews**
  - Children can speak to any member of staff as well as their class teacher.
- **Children are involved in reviewing their progress.**
- **School Council**
  - Children are involved in self assessment.
How we support you and your child with transition whilst they are in our care.

If your child has additional needs and is in a pre-school setting, we liaise with the relevant staff to find out as much information as possible about your child’s needs. This may include any outcomes, paperwork or agencies which might have been involved in supporting your child. We may arrange for additional meetings and visits.

During your child’s education at our school their annual transition will be supported by all staff/parents and carers/outside agencies involved with your child.

When your child moves to a new school, we ensure that all information regarding your pupil’s special educational needs are passed on to the new staff. Extra visits to the school may be arranged and sometimes the a member of the new school will come to review meetings held at our school.

Our Senior Learning Mentor supports pupil transition moving into and out of our schools.
Responsibilities of our Governing Body with regards to SEN

Our Governing Body has a duty to ensure that the school adheres to the new Code of Practice under the Children and Families Act 2014 and also has a responsibility to ensure that appropriate safeguarding procedures are in place for all pupils, including those who have SEN.

A governor is specifically responsible for SEN to ensure that the school carries out their duties. If you have a concern about the provision provided for your child please follow our complaints procedure.

Our governor for SEN is Linsey Robatham

One of the key responsibilities of our Governing Body is to make sure that the school’s policy for children with disability and Special Educational Needs (SEN) is published on the school website. The information on the school website must be reviewed annually by the Governing Body.
A Partnership Approach

Contact details for organisations who can give advice and support for you and your child.

Local Authority Support Services:

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<tr>
<th>Organisation</th>
<th>Phone</th>
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<tbody>
<tr>
<td>SENAR</td>
<td>Tel: 303 1888</td>
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<tr>
<td>Birmingham City’s local offer</td>
<td><a href="http://www.mycareinbirmingham.org.uk">www.mycareinbirmingham.org.uk</a></td>
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Educational Psychology
Tel: 303 1792

Health Services:

<table>
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<tr>
<th>Organisation</th>
<th>Phone</th>
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</thead>
<tbody>
<tr>
<td>School Nurse Service</td>
<td>Tel: 465 2622</td>
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<tr>
<td>Physiotherapy</td>
<td>Tel: 465 5421</td>
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<tr>
<td>Speech and Language Therapy</td>
<td>Tel: 465 2393</td>
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Social Services and voluntary organisations:

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<tr>
<th>Organisation</th>
<th>Phone</th>
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<tr>
<td>Social Services</td>
<td>Tel: 303 1888</td>
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<tr>
<td>Barnardos</td>
<td>Tel: 303 1888</td>
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<tr>
<td>MASH</td>
<td>Tel: 303 1888</td>
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<tr>
<td>SENDIAS</td>
<td>Tel: 303 5004</td>
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