



BEECHEN CLIFF

# Special Educational Needs and Disability Report to Governors

September 2023

**Name of School:** Beechen Cliff School

**SENDCo:** Joanna Blair

**Date of report:** September 2023

**Chair of Governors:** Helen Eastwood

**SEND Governor:** Gabby Akbar

*As part of their statutory duties, Governing bodies must publish information about and report on the school's policy on Special Educational Needs. The full version of this report has been shared with Governors and this abridged version is shared on the school's website.*

## **Our Ambition for SEND/Pupil Premium Learners at Beechen Cliff School**

Provision for pupils with SEND is coordinated and monitored by the school's SENDCo, Joanna Blair.

At Beechen Cliff School we are ambitious for all our students and strive to support them so that they can achieve their aspirations and become well-rounded, confident and compassionate individuals who go on to live fulfilled lives and make a positive contribution to society. In order to do this, many steps are taken to support them through their learning journey. Quality teaching is vital; however, for some students there are occasions when additional support may be needed to help them fully access the learning environment and achieve their potential.

Our aim in the Learning Support Centre is to remove any barriers to learning and equip students with the skills to become confident in the management of their special educational needs; to become independent learners and to achieve their potential.

The vast majority of pupils and students on the SEND register will study the same curriculum as their peers. Where a student has significantly greater difficulty in learning, a modified curriculum may be put in place to help pupils to close any learning gaps and prepare for and succeed in their GCSEs. In addition to this, students may receive other personalised interventions linked to their particular needs. We aim to:

- To use a breadth of data and monitoring systems to identify SEND needs and monitor the progress of SEND/PP pupils.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all pupils.
- To support teachers to effectively unpack the learning effectively through adaptations to learning such as scaffolding.
- To foster a love of reading through enhanced support for pupils who are identified as having difficulties in this area. This includes the teaching of phonics.
- To provide regular SEND training and support for staff and monitor the impact of this through learning walks, pupil voice and data collection.
- To establish good home school communication and involve the pupil and parent/carer(s) in the planning and target setting of their personalised support.
- To monitor and review individual needs regularly, and to maintain clear records of any action taken.
- To ensure all SEND pupils have access to and, where needed, are supported to engage with the school's rich extra-curricular offer.

**This report is structured as follows:**

SEND Register Data	4
SEND Register Data by Category	5
Identification Process	6
SEND Support and Interventions	7
SEND Progress	10
SEND Attendance	14
Exam Access Arrangements	15
Continuing Professional Development for SEND	17
SEND Budget	19
Priorities for 2023/34	20
Links to Other Policies	22

## SEND Register Data 2023/24

Year	Roll	% SEN					
		SEN K	BCS % (national)	EHCP	BCS % (national)	Total SEN	% SEND
	(PAN - 05.09.23)						
7	162	20	12	4	3	24	15
8	162	28	17	4	3	32	20
9	162	30	19	3	2	33	21
10	162	29	18	2	1	31	19
11	162	20	12	4	3	24	15
<b>Total Yr 7-11</b>	<b>810</b>	<b>127</b>	<b>15.6% (12.4%)</b>	<b>17</b>	<b>2.1% (2.4%)</b>	<b>144</b>	<b>18%</b>
12	200	10	5	1	0.5	11	6
13	200	13	7	3	2	16	8
<b>Total Yr 7-13</b>	<b>1210</b>	<b>150</b>	<b>12</b>	<b>21</b>	<b>2</b>	<b>171</b>	

### Comparing the national picture in England to Beechen Cliff School:

Beechen Cliff's SEN statistics are broadly in-line with the national picture for mainstream pupils.

- o Beechen Cliff has 3.2% more than the national figure for SEN within school at 15.6% compared to the \*national figure of 12.4%. It should be noted that boys make up 63.5% of all pupils with SEN support and therefore if the whole country was made up of boys then there would be 15.1% SEN.
- o Beechen Cliff has fewer than the national figure for EHCPs within the main school at 2.1% versus a national figure of 2.4%. Given that 72.8% of all pupils with an EHC plan are boys, Beechen has arguably fewer than average boys with EHCPs. If the \*national figure were made up of boys only, it would be 3.2%.

\*Statistics above taken from:

<https://explore-education-statistics.service.gov.uk/find-statistics/special-educational-needs-in-england>

## SEND Register Data by Category 2023/24

Year	SEND	SEN Codes									
		SEMH	%	SPLD	%	MLD	%	SLCN	%	PD/VI	%
7	24	10	42	8	33	0	0	4	17	2	8
8	32	13	41	12	37	1	3	6	19	0	0
9	33	15	45	7	21	7	21	3	9	1	3
10	31	12	39	10	32	3	10	6	19	0	0
11	24	7	29	9	38	2	8	5	21	1	4
<b>Total</b>	<b>144</b>	<b>57</b>	<b>39</b>	<b>46</b>	<b>32</b>	<b>13</b>	<b>9</b>	<b>24</b>	<b>17</b>	<b>4</b>	<b>3</b>
12	11	6	55	5	45	0	0	0	0	0	0
13	16	7	44	5	31	1	6	3	19	0	0
<b>Total all</b>	<b>171</b>	<b>70</b>	<b>41</b>	<b>56</b>	<b>33</b>	<b>14</b>	<b>8</b>	<b>27</b>	<b>16</b>	<b>4</b>	<b>2</b>

\*National in order of prevalence: SLCN, SEMH, MLD, SPLD

\*\*Beechen Cliff in order of prevalence: SEMH, SPLD, SLCN

### Analysis of results

The number of pupils with Social, Emotional and Mental Health Difficulties is most prevalent. This may be a result of the higher than average % of pupils with a diagnosis of ADHD. Nationally 3-5% of people have a diagnosis, at Beechen Cliff the % is 6%. Specific Learning Difficulty at Beechen Cliff is higher than that nationally for secondary age, mainstream pupils. This is possibly due to the socio-economic background of a large number of pupils at the school who have a privately obtained diagnosis of dyslexia and a number of others with evident dyslexic type difficulties but no diagnosis. Furthermore, boys are 2-3 times more likely to have dyslexia than females.

## **Identification Process**

The majority of students with SEND needs are identified before joining Beechen Cliff School. We work closely with our feeder primary schools to ensure SEND information is shared ahead of transfer and, where possible, families meet with the Special Educational Needs Coordinator (SENDCo) and complete their child's Support Plan ahead of their child starting in September. During the transition, students sit CAT tests and a standardised reading test (NGRT) which further help identify any needs.

Pupils who make in-year transfers are also identified in the same way; we work collaboratively with their previous school to transfer SEND documents and provide additional visits to agree a personalised Support Plan and ensure a smooth transition and successful journey thereafter. CATs and the NGRT are also used.

Pupils can also be identified as having SEND needs at any point in their educational journey at Beechen Cliff School. This identification may come from any of the following:

- Testing of reading, spelling and cognitive ability on entry to the school.
- Concerns raised by parent/carers
- Concerns raised by teacher/Head of Year
- Concerns raised by the pupils themselves
- Data such as end of term tests of standardised assessments
- Lesson observations and learning walks

## SEND Support

All students who are placed on the SEND register at Beechen Cliff School have a personalised Support Plan. This plan is created in collaboration with the SENDCo, the student, parents/carers and any other relevant staff or professionals. The plan identifies the student's strengths, support needs and current interventions. This plan is reviewed at least twice each year with a member of the SEND Team.

The interventions offered by the SEND Team and other supporting professionals can vary depending on the needs of the pupils on roll. Below is a list of some of the interventions which are currently available:

### Literacy

Intervention	Year Group	Time	Intended Outcome	Lead
Phonics	7-9	Minimum of 3 sessions per week until phonics are secure.	Competence in use of phonics to decode unfamiliar words. Reading age at chronological age.	J. Blair, SENDCo
Lexia Power-Up	7-10	90 minutes per week (60 at school and 30 at home) until reading age is reached.	Reading age at chronological age.	J. Blair, SENDCo A. Petrie, TA
Reading Support	7-10	30 minutes per week until reading age is reached.	Secure reading fluency and comprehension.	L. Bridge, Librarian
Achieve English	7-9	Year 7 - 3 hrs per fortnight Years 8-9 - 2 hrs per fortnight	Secure reading, writing and spelling.	J. Blair, SENDCo English Department
English Support	10-11	3 taught hours per fortnight.	Grade 4 or above at GCSE.  Competence in functional English.	J. Blair, SENDCo English Department

### Numeracy

Intervention	Year Group	Time	Intended Outcome	Lead
Times Table Rockstars	7-9	60 minutes per week until fluency is achieved.	Automaticity in times tables	J. Wall, Deputy SENDCo Maths Department

Numeracy Ninjas	7-9	60 minutes per week until fluency is achieved.	Fluent recall in basic numeracy concepts	J. Wall, Deputy SENDCo Maths Department
Achieve Maths	8-9	2 taught hours per fortnight.	Close gaps in mathematical knowledge identified through MET	J. Wall, Deputy SENDCo Maths Department
Maths Support	10-11	3 taught hours per fortnight.	Grade 4 or above at GCSE. Competence in functional mathematics.	J. Wall, Deputy SENDCo Maths Department

### **Speech, Language and Communication Needs**

Intervention	Year Group	Time	Intended Outcome	Lead
Speech and Language Therapist Led Support	7-11	As set out in EHCP.	Close speech and language gaps.	J. Blair, SENDCo SALT
Autism Mentor	7-11	Weekly, 25 minutes.	Increased attendance and social confidence.	C. Hartmann (external commission)
Social Communication Group	7-11	Termly 60 minutes.	Increased attendance and social confidence.	J. Blair, SENDCo SALT
Vocabulary Support	7-10	Weekly, 30 minutes.	Competent use of academic language.	L. Bridge, Librarian
D of E in the Curriculum	9	1hr per week (38 weeks)	Increased attendance and social confidence.	J. Blair, SENDCo

### **Social, Emotional and Mental Health**

Intervention	Year Group	Time	Intended Outcome	Lead
Solution Focused Therapy	7-13	Weekly, 30 minutes (blocks of 6-10 sessions)	Improved mental health and wellbeing reflected in attendance.	T. Gretton, Therapist
Off the Record	7-11	Weekly, 30 minutes (blocks of 6-10 sessions)	Improved mental health and wellbeing reflected in attendance.	External Agency



Educational Psychology	7-13	3 hr assessment plus review.	Identification of need and action planning.	J. Stephenson (EP)
Understanding ADHD Manual	7-13	6 x 30 minute sessions.	Improved understanding of self.	J. Blair, SENDCo
Emotion Coaching	7-11	6 x 1 hr session.	Improved understanding of self/strategies to regulate emotions.	J. Ballard (TA)
VI Form mentor	7-9	4 terms x 30 mins weekly.	Improved mental health and wellbeing reflected in attendance.	J. Wall (Deputy SENDCo)
Grow for Life	7-9	10 x 2hr sessions over two terms	Improved mental health and wellbeing reflected in attendance.	J. Cumpson (Conduct Support Officer)

### **Physical Needs**

Intervention	Year Group	Time	Intended Outcome	Lead
Touch-Typing	7-11	2 x 30 mins weekly until speed/accuracy reached.	30 WPM with a 95%+ accuracy.	D. DaSilva (TA)
Handwriting	7-11	1 x 30 mins weekly until speed/accuracy reached.	Speed of legible handwriting at 16 WPM+.	S. Jones (TA)
Occupational Therapy	7-13	3 hr assessment plus review.	Identification of need and action plan.	E. Puttock (external commission)

### **Exams Access Arrangements**

Intervention	Year Group	Time	Intended Outcome	Lead
Revision and Memory Support	7-13	1hr pre mocks/exams.	Competence in revision.	J. Blair, SENDCo
Reader, scribe, extra time, small room, laptop.	7-13	90 minute assessment.	Access to exams.	J. Blair, SENDCo

## SEND Progress

### Years 7-10

With the exception of Yr9 sci/math and Yr10 maths, all SEND core progress in Years 7-10 2022/23 is strong.

### GCSE 2019-23

	2019	2022	2023
<b>P8</b>	0.12	0.31	0.48
<b>SEND*</b>	-0.06	0.22	-0.49
<b>Disadv**</b>	-1.10	-0.53	-0.06
<b>LPA</b>	0.2	0.54	0.67
<b>MPA</b>	0.0	0.10	0.51
<b>HPA</b>	0.18	0.43	0.38

\*\*National disdv. -0.57 in 2023  
\*National E/K: -1.12/-0.45 in 2023

For 2023, SEND progress for K pupils has dipped but efforts to boost progress between the November mocks and final exams clearly had a positive impact with clear evidence of progress between November, March and June. The performance of two key outliers who were both SEND and disadvantaged (PP) has impacted the overall result significantly. Given the challenges some pupils faced, completing Year 11 was a huge success - see case studies.

<b>Improvement Priority</b>	<b>Action</b>
Improve progress for SEND pupils, particularly those with an EHCP	Tutor time intervention sessions in En/Ma/Sc. Attendance reward schemes. Year 10 summer revision work. Yr 11 Easter revision conference In-school summer revision programme. Developing quality and consistency of adaptive teaching in lessons. Year 11 SEND Parents Revision Evening - Jan 24

## **Reading Progress**

At Beechen Cliff our ambition is for all of our pupils to be reading at or above their chronological age by the end of Year 9. This will allow pupils to confidently access their Key Stage 4 curriculum and GCSE exams. Further, confidence in reading will lead to pupils reading regularly, which will increase their cultural capital, enhance their vocabulary and develop their imagination. A good grounding in reading is essential for pupils' acquisition of knowledge and their ability to develop schema (making connections between the things that they know, both within and across their subjects). The average reading age required to access GCSE level texts and examination papers is 15 years and 8 months. We therefore have a comprehensive and rigorous approach to reading, which ensures that our pupils develop the knowledge, vocabulary and reading fluency to access the curriculum and their exams, and that they leave school with sufficient reading skills for future learning and employment.

### **Interventions are as follows:**

- Achieve Curriculum (Year 7) or English Support Group (Years 8-11) taught by the SENDCO or qualified English teachers
- Completing online reading intervention, Lexia, during two tutor time sessions a week and one homework (90 minutes per week)
- Taking part in small group reading sessions with a Librarian
- If the pupil is EAL, having one to one sessions with our EAL lead teacher, Mrs Thorn
- If the pupil is SEND, having one to one sessions with the Learning Support Team
- Being a priority for reading with their teacher, 6th form reading buddy or librarian during reading lessons
- Sixth Form Buddy Programme - A select group of our Sixth Form students buddy up with weaker readers in KS3. It's a time where KS3 pupils spend 15-30 minutes a week reading with their 'buddy' who has volunteered to support this programme. This either takes place one to one or in small groups. Importantly, its aim is to enthuse the younger pupils, engender confidence and encourage more frequent reading. In addition it's a time for the Sixth Form students to recapture their own imagination and enthusiasm for reading alongside the younger students, as well as developing their leadership skills

### **Achieve (7) and English Support (8-11)**

In Year 7 the focus is on phonological processing and fluency in reading. This is a specialist lesson taught by the SENDCO. In Years 8-9 this is taught by English teachers and allows more time for literacy to be added to the English curriculum. In Years 10-11 this is a bespoke curriculum, constructed to support students to acquire the skills needed for a secure grasp of the fundamentals of English so that they can access the GCSE curriculum and achieve a GCSE English Grade at 4 or above.

## **Reading Age Progress**

	2021-22	2022-23	2023-24 (Tested in July 2023)	Number of pupils who participated in a reading support intervention 2022/23	Gains over the year 2023/24	Number of pupils scheduled to participate in a reading support intervention 2022/23
Class of 2028 (7s)			80%			37 (+ Achieve x6)
Class of 2027 (8s)		78% Sep 22 85% Feb 23	86%	38	+8%	35 (+ English Support x 12)
Class of 2026 (9s)	78%	80% Sep 22 85% Feb 23	88.4%	38	+8%	31 (+ English Support x 12)
Class of 2025 (10s)	84%	85% Feb 23	87.6%	24	+4%	14 (+ English Support x 21)
Class of 2024 (11s)			92%	12	N/A	(English Support x 20)

What this shows:

- Our identification is robust
- Our interventions are working well
- Our students are making great progress towards our target of all pupils to have a reading age of 14 by the end of Year 9.

Next Steps:

- Continue to use robust and varied assessments to identify needs
- Continue to plan bespoke packages of support to meet individual needs
- Continue to train staff on 'teaching reading' in the wider curriculum
- SENDCo to complete Post Graduate Certificate in Specific Learning Difficulties to further enhance specialist teaching for students with dyslexia

## A Level

	2019	2022	2023
No. of Pupils	177	197	217
No. SEND	12	8	16
A Level Value Added	-0.07	-0.13	N/A*
SEND Value Added	-0.3	0.16	N/A*
SEND vs ALL VA Gap	+0.23	+0.29	+0.1

\*Not able to report VA due to TAG in 2021.

### **Commentary:**

SEND progress remains greater than the cohort's overall progress. Numbers of pupils identified as SEND has increased. This is due to better mechanisms for identification and increased support available. Two new KS5 Lead Teaching Assistant roles have been created in 2023 to further enhance SEND support in VI form.

<b>Improvement Priority</b>	<b>Action</b>
Further improve progress for SEND pupils through enhanced adaptive teaching.	Further development of schemes of learning to ensure differentiation/adaptive teaching is planned for effectively. Develop quality and consistency of adaptive teaching in lessons. Implementation of a more coordinated revision programme for Sixth Form subjects – similar to GCSE. Year 13 SEND Parents Revision Evening - Jan 24

## SEND Attendance

End of Year 2022-2023								
	Overall %	National	FSM6	FSM6 National	EHCP %	National	SEND - K %	National
Year 7	94.2	92.8	89.5	88.7	94.8	86.7	85.2	89.5
Year 8	93	91.2	88.9	86.2	88.7	83.7	84.9	86.5
Year 9	92	90.1	86.2	84.2	97.2	82	91.2	84.7
Year 10	91.8	89.6	83.5	83	86.2	80.5	85.1	83.6
Year 11	93.1	89.4	84.9	82.9	84.8	80	85.7	83.7
All	92.8		86.6	85.3	87.9	82.9	86.6	85.9
National	90.7	90.7	85.3		82.9		83.8	
Difference	2.1		1.3		5		3.3	

SEND/PP outperform all sub-groups nationally

### Next steps:

close internal gap through use of MacAttendance and other attendance support and reward initiatives.

End of Year 2021/22								
	Overall %	National	FSM6	FSM6 National	EHCP %	National	SEND - K %	National
Year 7	92.6	92.5	88.4	89	86.6	87	90.9	89.4
Year 8	91.6	91.2	87	86.6	71.7	85	88.6	87.2
Year 9	92.4	90.2	86.7	84.9	89.3	83.3	91.3	85.4
Year 10	92.1	89.7	84.6	83.9	80	81.8	84.5	84.6
Year 11	87.2	89	77.5	83.5	91.8	81.2	82.1	84.1
All	91.4		84.5	85.8	84.5	84	87.5	86.4
National	90.6	90.6	85.8		84		86.4	
Difference	0.8		-1.4		0.5		1.1	

## **Exam Access Arrangements (EAA)**

Candidates who have EAA at KS2 are added to the school's internal EAA spreadsheet and given these arrangements for assessments in school. They are then screened for formal EAA at KS3 and KS4. Although they may have received EAA at KS2, it does not necessarily mean that they automatically receive it at KS3 or KS4 because their needs may have changed. For example, a candidate who had Extra Time for KS2 may not qualify for this at KS4 because their speed of working has improved to the extent it does not meet the exam board criteria of a standardised score of 84 or below. Formal assessments for Exam Access Arrangements take place in Year 9, during the Autumn term or when a student first commences our school, if this is after the start of Year 9.

All students in Year 7, 8 and 9 who have a reading age below their actual age are assessed using the NGRT Reading Test and/or the Access Reading Test at least twice annually. These tests can help identify learning difficulties. The Learning Support Team will contact parents where this is the case, complete further testing, and if necessary put an appropriate intervention into place for them to access exam access arrangements as needed. This evidence will form the basis for Section A of the Form 8 required to seek formal access arrangements.

Parents can contact the school to ask for advice about EAA testing if they have concerns with the progress and learning of their child regardless of which year group they are in. Once contact has been made, the Exams Officer and Learning Support Team will investigate their concerns through feedback from the student's teachers to gain information. Following this, a decision will be made as to whether it is appropriate to test a student.

As with Parent Referrals, teachers can refer a candidate to Learning Support where they have concerns about the learning and progress of a candidate in their class. All of the candidate's current teachers will be asked to give feedback to gain information, and following this, a decision will be made as to whether to test a candidate for EAA. The Exams Officer and Learning Support Team will then contact the parents if it is appropriate to test the student. Teacher evidence is required to "firmly establish a picture of need" according to JCQ Regulations for Access Arrangements, updated May 2023. This will form part of the pack of evidence alongside the Form 8.

Candidates who are on the SEND register are automatically assessed at the end of Year 9 or start of Year 10, ready to implement/ process any Exams Access Application during Year 10. Evidence of a normal way of working is gathered during formal assessments during year 10 and the autumn term of year 11. Staff are reminded to use formal assessments in Year 9 and 10 as a means of identifying any further pupils who may require testing. All students must be tested by 1st February in the same year for which they will sit public

examinations. Students who join mid-year with prior Exam Access history will be asked to provide evidence of this from their previous schools. We build our evidence to prove the normal way of working in our school over the academic year in order to either formally test or seek approval with historical data.

**The National Picture**

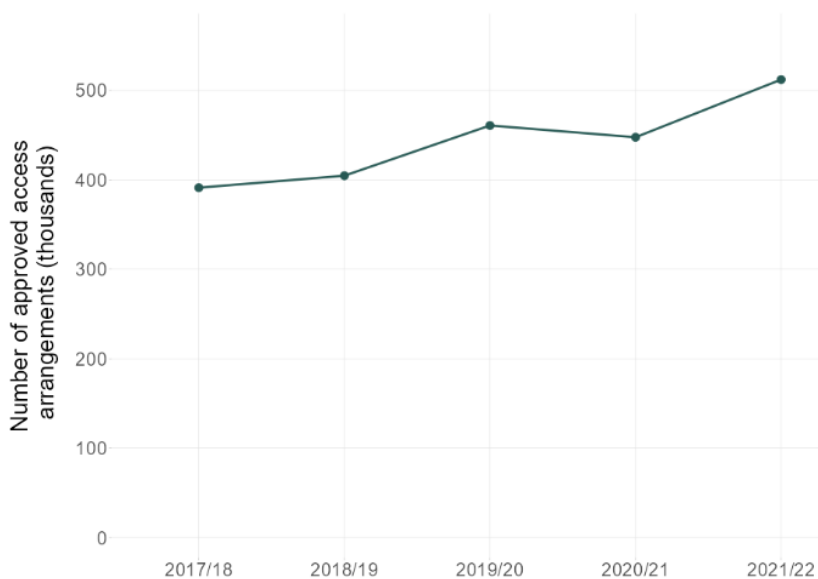
Nationally, use of exam access arrangements is increasing. 25% extra time access arrangements were approved for 26.0% of all candidates taking exams in the 2021 to 2022 academic year, compared to 21.6% in the 2020 to 2021 academic year.

Computer reader or reader access arrangements were approved for 8.9% of all candidates taking exams in the 2021 to 2022 academic year, compared to 7.5% in the 2020 to 2021 academic year.

Scribe or speech recognition access arrangements were approved for 3.6% of all candidates taking exams in the 2021 to 2022 academic year, compared to 3.0% in the 2020 to 2021 academic year.

**Number of Approved Access Arrangements Nationally**

**2. Total number of approved access arrangements**



2017 to 2018	2018 to 2019	2019 to 2020	2020 to 2021	2021 to 2022
391,185	404,600	460,750	447,555	512,085

**Next Steps:**

Purchase Lucid Exact, which is an online screener through GL assessment in order to identify KS5 students who are not being picked up as having an additional exam arrangement through assessment, parental enquiry or teacher feedback.



## Continuing Professional Development (CPD) for SEND

We recognise that our understanding of SEND needs is constantly developing and as such are always adapting and improving our SEND CPD for staff at Beechen Cliff.

### 2022-23 SEND CPD

Date	CPD	Intended Outcome	Attended By
Sep 2022	Trust CPD Pre Adaptive Teaching for SEND Student Engagement Directed Questioning Whole Class Questioning	Consistency across trust schools in meeting the needs of LPAs through adaptive teaching	All teaching staff and TAs
Sep 2022	Supporting learners with Dyslexia Supporting learners with ADHD Using Phonics in the Secondary Classroom	Identify the relevance of phonics to your teaching Identify strategies for supporting learners with dyslexia and ADHD	All teaching staff and TAs
Sep 2022	Framing LOs and engaging with key words	Identify strategies for supporting learners with literacy needs to access learning	All teaching staff
Nov 2022	Upholding high expectations and building good relationships with LPA pupils	To identify ways to build effective relationships and consider the importance of context and relationships alongside consistency in leading to good behaviour	All teaching staff
Jan 2023	Pre-adaptive teaching for SEND	Identify strategies for supporting learners with literacy needs to access learning	All teaching staff and TAs
February 2023	Reading T&L Briefing	Staff understand plans for World Book Day and get involved MyOn online Library promoted to subject teaching staff Tutor clear about KS3 pupils logging reading in planners	All teaching staff
April 2023	Time given to develop unit front sheets and key words and to develop spelling tests as 'Do Now' tasks	Reading, spelling and key word learning is supported in the curriculum	All teaching staff

*\*All PGCE/new staff receive a 1hr sessions with the SENDCo before they work with learners*

## 2023-24 SEND CPD To-Date

Date	CPD	Intended Outcome	Attended By
Sep (1) 2023	Elective sessions at Trust INSET: <ul style="list-style-type: none"> <li>Adaptive Teaching for SEND</li> <li>Effective support for ADHD</li> <li>Incorporating key words in lessons</li> <li>Translating reading ages into learning</li> <li>Reading opportunities in SOL</li> <li>The importance of reading fluency in schools</li> </ul>	Staff are equipped with methods to incorporate reading in SOL Staff are confident with using reading ages to adapt their teaching	Various teaching staff (elective sessions) and Support Staff
Sep (4) 2023	Planning for SEND - Adaptive Teaching led by JLB and SSU	Model process of planning for SEND including new 3 Step Plan	All teachers and TAs
Sep (18) 2023	T&L Folders Clinic led by JLB	All teachers to have secure SEND information prior to teaching classes	All teachers and TAs
Oct (19) 2023	T&L Briefing Ebbinghaus' Forgetting Curve and Planning Revision into Learning	Staff to understand how best to revisit key learning to support long term memory and understanding.	All teachers.
(date TBC) 23	Effective support for ADHD	All staff to have secure knowledge of this neurodiversity and know how to best support individuals with this diagnosis	All teachers and TAs who missed it on INSET day 1

### Key CPD priorities for 23/23

- Supporting parents of pupils with neurodiversity to use the Solution Focused Approach
- Supporting parents of pupils with neurodiversity to understand how best to revise to support long term memory
- ADHD awareness training for ALL staff by the end of Term 3
- ADHD awareness training for parents by the end of Term 4
- SENDSCO to complete SPLD in dyslexia and further improve identification and intervention in this area

## **SEND Budget**

The explanation below of how SEN funding works is taken from:

<https://www.gov.uk/government/publications/pre-16-schools-funding-local-authority-guidance-for-2023-to-2024/the-notional-sen-budget-for-mainstream-schools-operational-guidance>

'Mainstream maintained schools and academies are notified each year of a clearly identified but notional budget, within their overall budget allocation, towards the costs of fulfilling their duty to use their 'best endeavours' to secure that special educational provision for their pupils with SEN. The notional SEN budget is not a budget that is separate from a school's overall budget. It is an identified amount within a maintained school's delegated budget share or an academy's general annual grant. It is intended as a guide for a school's spending decisions, and is neither a target nor a constraint on a school's duty to use its 'best endeavours' to secure special provision for its pupils with SEN. In discharging that responsibility, amongst other expectations set out in the SEND Code of Practice, mainstream schools are expected to:

- meet the costs of special educational provision for pupils identified as on SEN Support in accordance with the SEND Code of Practice; and
- contribute towards the costs of special educational provision for pupils with high needs (most of whom have education, health and care (EHC) plans), up to the high needs cost threshold set by the regulations (currently £6,000 per pupil per annum). This cost threshold is calculated by reference to the additional costs of provision, above the costs of the basic provision for all pupils in the school. High needs top-up funding is provided above this threshold on a per-pupil basis by the local authority that commissions or agrees the placement.

## **Beechen Cliff Notional Budget**

	Notional Budget	SEND Top-Up (from EHCPs)
2023-24	£391,775.58	£177,128
2022-23	£356,958.02	£176,524

It is important to note that the notional SEN budget is not intended to provide £6,000 for *every* pupil with SEN, as most such pupils' support will cost less than that. Nor is the notional SEN budget intended to provide a specific amount per pupil for those with lower additional support costs, even though the local authority may make reasonable assumptions about what those costs might be for the purpose of ensuring that their schools' notional SEN budget calculation is realistic.

## Priorities for 2023/34

Outcome	Planned Actions
<p>Teachers systematically adapt their teaching to meet the needs of SEND children.</p>	<ul style="list-style-type: none"> <li>● Further CPD on adaptive teaching for SEND (Sept 23 INSET (1st, 4th and 18th))</li> <li>● HOFs to quality assure T&amp;L folders have SEND, SEMH and critical PP support plans in their teaching folders (T&amp;L Clinic 18th Sep)</li> <li>● HOFs Learning walks and book looks to identify where adaptive teaching is strong. Best practice to be shared in T&amp;L briefings (Termly)</li> <li>● SLT Learning walks and book looks to identify where adaptive teaching is strong. Best practice to be shared in T&amp;L briefings</li> <li>● Teachers add TAs to Google Classroom and plan for the role of the TA in lessons (where applicable) through a 3-Step-Plan.</li> <li>● SOL to have planned adaptive teaching (INSET 3, Jan)</li> </ul>
<p>Improved staff understanding of pupils with SEMH issues and improve understanding of self-regulation of PP pupils to improve behaviour and reduce suspensions.</p> <p>Rates of suspensions and exclusions of disadvantaged are brought closer in line with non-disadvantaged</p>	<ul style="list-style-type: none"> <li>● Review exclusions three times a year and ensure they are being used effectively, are having impact and that pupils can move down levels when things improve. (Terms 1, 3 and 5)</li> <li>● Pupils who are at risk or have been suspended are supported in The Hub and/or through reintegration plans to identify ways to reduce potential conflict and successfully engage in learning. (Ongoing)</li> <li>● All schools enrol in LA project to develop Self-Regulation in PP students (Thursday 19 October, Thursday 23 November, Thursday 22 February, Thursday 27 June)</li> <li>● Implement preventative work with targeted support for groups of individuals (utilising counselling, ELSA work and allotment projects)</li> <li>● Counselling provision ongoing</li> <li>● Grow for Life Project at NSL, Each Friday (Term 1/2 Yr 8, Term 3/4 Yr 9, Term 5/6 Yr 7)</li> <li>● Beechen Cliff Allotment Project - through D of E - weekly (Yr9)</li> <li>● Effective use of Report cards, Behaviour support plans, SEND plans, SEMH plans and suspension checklist (Ongoing)</li> <li>● All pupils with SEMH and are at risk of exclusion have either an SEMH Plan or SEND Support Plan</li> </ul>

	<ul style="list-style-type: none"> <li>● ADHD CPD Jan INSET</li> <li>● ADHD Checklist Term 2</li> </ul>
<p>Empower parents to better understand how to support the learning and social and emotional needs of pupils with SEND at home</p>	<ul style="list-style-type: none"> <li>● Solution Focused training for parents of children with neurodiversity. Two sessions: November and January.</li> <li>● Year 11 and 13 SEND parents revision evening - January.</li> <li>● Year 7-9 SEND parents revision evening date TBC.</li> <li>● Year 7-9 SEND parents revision evening date TBC.</li> <li>● Year 10 and 12 SEND parents revision evening date TBC.</li> <li>● ADHD awareness training for parents - Term 4 date TBC.</li> </ul>

## **Links to Other Policies**

Links to the following policies can be found here on the school's website:

<https://www.beechencliff.org.uk/key-information/send-information/>

- Beechen Cliff School Exam Access Arrangements Policy 2023/24
- Beechen Cliff School SEND Policy and Procedures 2023/24
- SEND Handbook 2023/24
- SEND Information Report 2023/24
- Alternative Provision Policy 2023/24
- Trust Accessibility Policy and Plan 2023/24

*\*Additional detail is shared with governors throughout the year.*