



Beechen Cliff School

Special Educational Needs and Disabilities Information Report 2023/24*

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**Updated September 2023*

A link to the B&NES Local Offer can be found on page 17 of this document

Our Ambition for SEND Learners at Beechen Cliff School

At Beechen Cliff School we are ambitious for all our pupils 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 pupils 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 pupils 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 pupils on the SEND register will study the same curriculum as their peers. Where a pupil 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, pupils may receive other personalised interventions linked to their particular needs.

In addition, we aim:

- 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 raise staff awareness of the need to unpackage 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 training and support for all staff on supporting the learning for SEND pupils and to monitor the impact of this through learning walks 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 and PP pupils have access to and, where needed, are supported to engage with the school's rich extra-curricular offer.

Our Intended Outcomes at Beechen Cliff School

Academic Outcomes:

- Catch-up any gaps in knowledge caused by their SEND or the Covid-19 pandemic
- Have access to a broad and balanced curriculum with adaptations to this only where necessary
- Achieve progress in line with or above that of their target grade in subjects studied
- Achieve progress in line with or above that of pupils with similar prior attainment

Well-being Outcomes:

- To have a good understanding of themselves, their strengths and difficulties and ways to overcome any challenge
- Be confident, happy and well-rounded young people who have good mental health and well-being and prompt access to the school's wide range of mechanisms to support mental health and well-being

Wider Outcomes:

- Have attendance that meets or exceeds the school target of 96% and above
- Attend at least one extra-curricular club from the schools wide extra-curricular offer
- Have good parental engagement and for the parent/carer, pupil and school to work together towards agreed outcomes
- Have ambitions and knowledge of how to realise their ambitions through high quality careers support and opportunities
- Move on to the most appropriate next stage of education, employment or training for them

Inclusion at Beechen Cliff School

The Learning Support Centre is based centrally in the school and consists of a classroom, small intervention room and open plan office. This acts as the heart of Special Educational Needs and Disabilities (SEND) support at Beechen Cliff School and provides a nurturing and friendly space for pupils to access as needed.

The SEND team works closely with all academic departments and pupil support services within the school. We believe the sharing of information and a coordinated approach will give staff the knowledge needed to personalise the learning for SEND pupils to ensure their needs are met. We strive to ensure that barriers are removed for pupils with SEND needs and that they have full access to the curriculum, as well as Beechen Cliff's diverse extracurricular offer, ensuring that their experience at Beechen Cliff School is as positive as it

is for all learners.

How do we support pupils who have Special Educational Needs and Disabilities (SEND) at Beechen Cliff School?

Pupils with special educational needs or disabilities are those who experience significantly greater difficulty in learning, or accessing learning, than the majority of their peers and whose educational progress is thus hindered and may be limited. These pupils require special consideration in terms of physical access, curriculum and teaching provision above that which might normally be expected to be available.

The majority of pupils 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, pupils 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.

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 House
- Concerns raised by the pupils themselves
- Data such as end of term tests of standardised assessments
- Lesson observations and learning walks

How are pupils recorded on the SEND Register?

All pupils who have been identified as having Special Educational Needs or Disabilities are recorded on the school SEN register as School Support (K) or as having an EHCP (E).

Information recorded includes the pupil's SEND category of need.

Parents are notified before their son/daughter is added to or removed from the SEND register.

All pupils who are on the SEND register have a personalised Support Plan.

What is the role of staff in supporting pupils with SEND?

Headteacher

The Headteacher is responsible for the day to day management of all aspects of the school, this includes the support for pupils with SEN and/or disabilities. They give responsibility to the SENDCo, class teachers and TAs but have an overall responsibility for ensuring that your child's needs are met.

The SENDCo

The SENDCo is responsible for:

- Managing the support for pupils with SEN and/or disabilities.
- Coordinating all the support for pupils with special educational needs (SEN) and/or disabilities and developing the school's SEN Policy to make sure all pupils get a consistent, high quality response to meeting their needs in school.
- Liaising with the Senior Leadership Team and ensuring that the Governing Body is kept up to date about SEND.
- Oversight of the Graduated Approach to the needs of the individual pupil (assess, plan, do, review).
- Ensuring that parents are involved in supporting their son/daughter's learning; kept informed about the support their son/daughter is receiving; involved in reviewing how their son/daughter is doing and taking part in planning ahead for them.
- Liaising with external agencies who may come into contact with the school or help support pupils' learning.
- Updating the school's SEND record of need, (a system for ensuring all special educational, physical and sensory needs of pupils in this school are known and understood).
- Providing specialist support for teachers and support staff in the school so they can help pupils to achieve their potential.
- Liaising with the relevant staff and agencies to create Support Plans that specify supportive, evidence-based interventions to enable SEND pupils to achieve their targets.
- Organising training for staff so they are aware and confident about how to meet the needs of all pupils within the school.
- Keeping the SEND Register up to date and staff informed of any changes.

Ensuring that parents are:

- Aware of how to seek support from the school
- Involved in supporting their child's learning
- Kept informed about the support their child is getting
- Involved in reviewing how their child is doing
- Confident in how to support their child at home (where possible)
- Included in any decisions related to their child's learning/SEND

Teaching Assistants

The primary role of the teaching assistant is to work with teachers, the SENDCo, parents and other outside agencies to raise the learning and attainment of pupils while also promoting their independence, self-esteem and social inclusion.

Teaching assistants are an integral part of the school workforce representing a substantial investment of school funding. Teaching assistants give assistance to pupils so that they can access the curriculum, participate in learning, close a learning gap and experience a sense of achievement.

A Teaching Assistant may:

- Be allocated to support in a classroom where there are pupils who have significant difficulties and a higher staff to pupil ratio is required to enable pupils to access learning.
- Work with several pupils in the classroom and are encouraged to support pupils in becoming confident and independent learners.
- Remove a small group of pupils from the lesson to teach an agreed aspect of learning, under the direction of the class teacher.
- Lead a focused intervention for which they have been trained to deliver. This may take the form of a 1:1 lesson or small group intervention. These sessions are overseen by the SENDCo and Heads of Faculty.

Teachers

The Special Educational Needs Code of Practice (2015) says that teachers are both 'responsible and accountable for the progress and development of all pupils in their class, including those pupils who access support from teaching assistants or specialist staff. Where support staff work with pupils with SEN, the teacher has overall responsibility for those pupils and must ensure

that they make appropriate progress’.

The Code of Practice says that class teachers should make ‘regular assessments of progress for all pupils and that where concerns are identified and that teachers should work with the Special Educational Needs and Disabilities Co-ordinator (SENDCO) to assess whether the pupil has SEND and requires support above and beyond that of Quality First Teaching.

Teachers are made aware of which pupils are on the SEND register and what support is required for access to learning. Teachers consider each pupil’s Support Plan when planning lessons and SEND needs are identified on classroom seating plans. Staff also know the mechanism for reporting concerns to the SENDCo. At Beechen Cliff staff may contact the SENDCo at any time with concerns and the SENDCo will engage with the pupils and parent(s), explore the staff concern and identify if the pupil has SEN needs which require intervention.

SEND Governor

The SEND Governor is responsible for:

- Making sure that the school has an up to date SEND policy.
- Making sure that the school has appropriate provision and has made necessary adaptations to meet the needs of all pupils in the school.
- Understanding and monitoring the support given to pupils with SEND in the school and being part of the process to ensure your child achieves his/her potential in school.
- Reporting to the full governing body.

How will Beechen Cliff School support my child’s transition to and from school?

The school has a well-established transition programme for pupils moving from KS2 to KS3. The SENDCo is fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for pupils with special educational needs and/or disabilities.

The SENDCo contacts all the main feeder primary schools to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new pupils in Year 7.

There are several opportunities for Year 6 transitional pupils to experience life at Beechen Cliff School before the September start date. All pupils with SEND are fully included in this

programme, which includes a taster day during the summer term.

Additional visits to the school to meet key staff or become familiar with routines and layout may be arranged by the SENDCo. This is done in liaison with parents and the primary school and is tailored to suit individual needs.

Transition arrangements for pupils between key stages 3-4 and 4-5 are based on each individual's needs and support is given to SEND pupils when taking KS4 option choices, and when planning for post-16 education and future employment opportunities or interests.

Pupils at KS4 who have SEND needs or who are Looked After are prioritised to meet with the school's careers adviser, to ensure that a clear plan is in place to enable them to move on to an appropriate post-16 educational or employment-based training opportunity.

If a child has a social worker, all relevant professionals are involved in supporting the transition process.

What support is available for pupils with Special Educational Needs and Disabilities at Beechen Cliff School?

All pupils 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 pupil, parents/carers and any other relevant staff or professionals. The plan identifies each pupil's strengths, support needs and current interventions. This plan is reviewed at least twice each year with a member of the SEND Team.

Interventions

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.	J. Blair, SENDCo

			Reading age at chronological age.	
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	7-9	4 terms x 30 mins weekly.	Improved mental health	J. Wall (Deputy

mentor			and wellbeing reflected in attendance.	SENDCo)
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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

Parents and pupils are always at the heart of what we do. Staff will always engage with pupils and parents before any referrals are made or support is agreed.

Regular reviews of a pupil's progress are held where the EHCP and/or Support Plan are reviewed. These will usually follow the format of the Graduated Approach. The first part of this meeting is to look at the provision for the child and make decisions about the progress that the child is making. The second part is to make new plans and adjust the provision as necessary.

If a specialist professional works with a pupil, there may be recommendations that are made, which can include:

- Making changes to the way a child is supported in class e.g some individual support or

changing some aspects of teaching to support them better.

- Support to set targets which will include their specific professional expertise.
- Involvement in a group run by school staff under the guidance of the outside professional.
- Additional group or individual work with an outside professional.

What specialist services can the school access?

At Beechen Cliff School, we have access to a very wide range of specialist services, including local authority services. Some of these services are listed below:

- Autism Outreach (Fosse Way, Now, Next and Then or other LEA equivalent)
- CAMHS (Child and Adolescent Mental Health Service)
- Children Missing Education Service
- Community School Nursing Team
- Paediatricians and GPs
- Compass Project
- Counselling Services: Off The record and Mentoring Plus
- Solution Focused Therapy
- Educational Psychologists
- Hospital Education and Reintegration Service
- Occupational Therapists (NHS and Now, Next and Then)
- Parent Partnership Service (each LEA has their own one of these)
- Physiotherapy Services
- Social Care teams
- Speech and Language Inclusion Partnership

How will the curriculum be matched to my child's needs?

Our curriculum is designed to match the needs of the learners on roll and can therefore change from year to year. Teachers adapt the classroom lessons according to the ability and learning styles of the pupils in their class. The classroom environment may also be adapted to suit individual needs. Where a child has been identified with SEND, their work will be adapted or differentiated as needed by the class teacher to enable them to access the curriculum more effectively.

Regular meetings also provide opportunities for parents/carers to discuss the curriculum with key staff within the school.

How will my child be included in activities outside the classroom including school trips?

Activities and school trips are available to all pupils. For all activities out of school, a risk assessment is carried out and procedures, or reasonable adjustments, put in place to enable all pupils to participate. If it is considered that additional 1:1 support is required to support a pupil, on the grounds of disability, needs or safety, an additional staff member may be asked to accompany a pupil during the activity/trip.

If, on the basis of the risk assessment, it is considered that a pupil poses a health and safety risk to themselves or others which cannot be reasonably managed, it may not be possible for a pupil to access a trip. The Head Teacher will take this decision, balancing carefully the school's responsibilities to provide reasonable adjustments and fair access alongside health and safety needs.

What support will there be for my child's wellbeing?

The school offers a range of pastoral support for pupils who are encountering emotional difficulties and to help resolve everyday pastoral issues of concern. This could be through 1:1 discussions with members of the school's pastoral or Inclusion Support team, Off the Record, Mentoring Plus, Solution Focused Therapy or small group interventions (e.g. Social Skills support, developing friendships, managing anger or bullying issues) or may include a specific resource or referral to support the pupil.

The school may request support from an external service, for example the community School Nurse. Where necessary, referrals may also be made to CAMHS (Child and Adolescent Mental Health Services) or the Specialist Family Intervention Team.

For some pupils, it may be appropriate for an EHA (Early Help Assessment) to be used to support the wellbeing of a child and their family. An EHA essentially creates a plan for the pupil and family and is written by a 'Lead Professional' in consultation with other professionals that are working with the family. This is an entirely voluntary process but is a useful way of accessing overall needs and the type of service or provision that may be beneficial.

For pupils with medical or sensory needs, the school can access the disability team at the RUH in Bath as well as the Physical and Sensory team in BANES or other LEA equivalent depending on the pupil's home postcode. This may lead to the assessment or support of an Occupational Therapist, Disability Nurse or additional resources being made available at

home or at school.

Where appropriate, homework tasks may also be adapted to suit the needs of individual pupils.

What support is there for behaviour, avoiding exclusions and increasing attendance?

Beechen Cliff School has a system of interventions to avoid exclusions and increase attendance for pupils. These include the services of an Attendance Officer, School Nurse, Mentors and a range of different Counsellors. The tutor/SENDCo/Head of Year meets regularly with the parents of pupils in danger of exclusion or with attendance concerns. Plans are put in place to support them and are reviewed regularly. The school's Behaviour Policy outlines its systems for managing behaviour and seeks to encourage good behaviours through appropriate support and rewards.

How will Beechen Cliff School allocate resources to support my child's needs?

The school's budget includes money for supporting pupils with SEND, referred to as the 'notional SEN budget'. The school's Senior Leadership Team, in conjunction with the School Finance Manager, decides on the allocation of the total budget for special educational needs in consultation with the school governors.

The Senior Leadership Team discusses all the information they have about SEND in the school to decide the level of resources, training and support required. SEND funding is usually allocated to employ staff and outside specialists and to purchase resources and equipment.

Where a pupil has significant needs that the school feels it is unable to meet within the available school budget, a local authority Request for a Statutory Assessment may be made for the pupil.

This may lead to the implementation of an Education, Health and Care Plan (EHCP) leading to recommendations for provision, further support and possibly additional funding being provided by the local authority. The local authority SEND team makes the final decision over additional funding allocation for pupils with EHCPs.

Parents can also request that the local authority carry out a Statutory Assessment of their child's needs. Where a pupil has an Education, Health and Care Plan and additional funding, the school will provide support or resources as required to meet the objectives of the EHC plan. The use of this additional funding is monitored throughout the year and amended, if

necessary, at the pupil's Annual Review meeting. The local authority also monitors the effective and efficient use of these additional financial resources.

How is the decision made about what type and how much support my child will receive?

Each child is assessed individually and a personalised package of support put into place dependent on need. If these needs change, support is adjusted as necessary. Additional assessments from outside agencies will sometimes mean an increase of support and/or resources. Regular review meetings are held between parents and key members of staff, which may include the SENDCo, Head of House, Tutor and/or subject teachers to discuss the pupil's progress and any additional needs which require support.

If a pupil joins from another school, information provided by the feeder school, along with any standardised assessment on entry, will inform the effective allocation of resources/support for the pupil.

What training opportunities are there for staff supporting pupils with SEND?

It is an important part of the SENDCo's role to support subject teachers in planning for pupils with SEND and to provide in-house training where appropriate. The school has a school improvement plan, which includes identifying training needs for all staff to improve the teaching and learning of pupils including those with SEND.

Beechen Cliff School is committed to providing high quality continuing professional development to its staff team. This may include whole school training or individualised training on SEND issues or provide a focus on particular issues such as dyslexia, ASD, ADHD or other specific learning difficulties. Individual teachers and support staff attend training courses run by outside agencies that are relevant to the needs of specific pupils in their class or their own professional development.

How can I be involved in discussions about and planning for my child?

All parents are encouraged to contribute to their child's education. This happens through:

- Discussions with the subject teacher – either formally at Support Plan meetings, Parents Evenings and other parent/teacher consultations. This helps to make sure we are applying a consistent approach across school and home, and that we can share what

is working well at home and in school

- Discussions with other professionals e.g. the SENDCo, Speech & Language Therapist, Educational Psychologist. Information from outside professionals is shared with parents/carers (either verbally or written reports or both)
- Some pupils may have on-going input from various support agencies. For these pupils, a regular Team Around the Child (TAC) meeting will be convened to discuss and review progress and set appropriate targets.

How will I know how well my child is doing?

In addition to the usual school reporting processes, all reports from outside agencies are passed to parents/carers, along with their ideas for support or resources that may be used at home. Subject teachers and the SENDCo are happy to discuss how well a pupil is doing; these discussions do not need to be limited to the regular Provision Plan meetings.

Parents/carers can contact the SENDCo by telephoning or by arranging an appointment. The SENDCo email for the school is: jblair@beechencliff.org.uk

How accessible is the school environment?

We will always do our best to meet individual needs, and make reasonable adjustments. We are always happy to discuss individual access requirements. As part of the annual review of school premises, accessibility issues are always considered in light of any individual need.

A copy of the school's accessibility policy can be found on the school's website:

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

Who are the best people to talk to at Beechen Cliff School about my child's educational difficulties and/or Special Educational Needs?

Parents who think that their son/daughter may have a learning difficulty should, in the first instance, raise it with the pupil's form tutor who will seek advice from the learning support team.

Parents whose son/daughter is already on the SEND register should contact the SENDCo, Mrs Blair:

jblair@beechencliff.org.uk

What should I do if I have a complaint about my child's SEND support?

It is our aim to support a free flow of information between pupils, home and school but we recognise there may be times when misunderstandings arise. If you are concerned about any aspect of your child's support, it is important that you do not keep a problem or concern to yourself but approach the SENDCo so that the problem can be resolved as quickly as possible: jblair@beechencliff.org.uk

If you have not be able to reach a resolution through your discussions with the SENDCo, please contact the Headteacher: headteacher@beechencliff.org.uk

A link to the Trust's full complaints procedure can be found here:

<https://www.beechencliff.org.uk/wp-content/uploads/2022/11/Complaints-Procedure-ST-1.pdf>

Where can I find the local authority's Local Offer?

Link for B&NES Local Offer:

<https://livewell.bathnes.gov.uk/special-educational-need-or-disability-send>

The School Information report will be reviewed annually.

Next review: Term 6 (July 2024)