



BEECHEN CLIFF

# Special Educational Needs and Disability

## Report to Governors

September 2024

**Name of School:** *Beechen Cliff School*

**SENDCo:** *Joanna Blair*

**Date of report:** *September 2024*

**Chair of Governors:** *Sonya Butters*

**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. An abridged version of this report 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.

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## SEND Register Data 2023/24

Year	Roll	% SEN					
	(PAN - 05.09.23)	SEN K	BCS % (national)	EHCP	BCS % (national)	Total SEN	% SEND
7	169	20	12	3	2	23	14
8	147	22	15	5	3	27	18
9	169	25	15	5	3	30	18
10	169	33	20	5	3	38	22
11	175	27	15	3	2	30	17
<b>Total Yr 7-11</b>	829	<b>127</b>	<b>15</b>	<b>21</b>	<b>2.5%</b> (2.7%)	<b>148</b>	<b>17.8</b> (12.9%)
12	200	20	10	4	2	24	12
13	200	14	7	1	0.5	15	7.5
<b>Total Yr 7-13</b>	1,229	<b>161</b>	<b>13</b>	<b>26</b>	<b>2.1</b>	<b>187</b>	

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

Beechen Cliff's SEN statistics are above that of the national picture for secondary school K mainstream pupils and just below the national figure for EHCPs.

- Beechen Cliff has 4.9% more than the national figure for SEN within school at 17.8% compared to the \*national figure of 12.9%. It should be noted that boys make up 72% of EHCP pupils and 62% of those on SEN K, SEN support and therefore if the whole country was made up of boys then Beechen Cliff would come closer to the national average for K and would be below national average for EHCP.

\*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									
	Total SEND	SEMH	%	SPLD	%	MLD	%	SLCN	%	PD/VI	%
7	23	7	30	6	26	3	13	4	17	3	13
8	27	12	44	5	19	2	7	5	19	3	11
9	30	11	37	11	37	3	10	5	17	0	0
10	28	18	47	7	18	8	21	4	11	1	3
11	30	10	43	10	33	4	13	6	20	0	0
<b>Total</b>	<b>138</b>	<b>58</b>	<b>42</b>	<b>39</b>	<b>28</b>	<b>20</b>	<b>14</b>	<b>24</b>	<b>17</b>	<b>7</b>	<b>1</b>
12	24	8	33	11	46	1	4	4	17	1	4
13	15	7	47	8	53	0	0	0	0	0	0
<b>Total</b>	<b>177</b>	<b>73</b>	<b>41</b>	<b>58</b>	<b>33</b>	<b>21</b>	<b>12</b>	<b>28</b>	<b>16</b>	<b>8</b>	<b>5</b>

\*National in order of prevalence: SLCN (26%), SEMH (22%), MLD (16%)

\*\*Beechen Cliff in order of prevalence KS3-4: SEMH (42%), SPLD (28%), SLCN (24%)

\*\*\*Beechen Cliff in order of prevalence all: SEMH (41%), SPLD (33%), SLCN (16%)

### 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%, rising to 9% of those awaiting assessment are diagnosed. 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 Progress

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
- Other professionals such as Occupational Therapy, paediatrics, GP, SpLD assessor.

## SEND Support Interventions

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:

### Cognition and Learning:

- TA support in class
- YEAR 7 Achieve phonics intervention programme, Read Write, Fresh Start
- Year 8-11 Achieve/Support Eng/Ma
- Lexia online literacy programme
- Librarian led reading support/buddy reader
- Specialist Dyslexia Tutoring in small group
- Numeracy Support in am registration
- Tutoring in Core (English, maths, science)
- Homework Club

### Speech, Language and Communication Need:

- Speech and Language Specialist Assessment
- Speech and Language Intervention
- Autism Mentor
- Supported Break and Lunch/HAVEN Pass
- Social use of Language support with trained SALT

### Social Emotional and Mental Health:

- Managing ADHD Booklet
- Emotion Coaching Booklet
- Mentoring Plus (6th Formers)
- Sports Mentoring
- On Site Alternative Provision (AM, JCU)
- Grow for Life Gardening Project (Mental Health)

*In addition to these specific SEND interventions above, the school also works with other professionals to support mental health such as Off the Record and a Solution Focused Therapist.*

**Physical Disability:**

- Enlarged text/text to speech software
- Occupational Therapy Assessment/Input
- Handwriting Intervention
- Nessy Fingers/ Touch Typing
- Loan of a laptop

*Further support is available to any pupil with a particular physical disability.*



## SEND Progress

### Years 7-10 Progress

Year 7						
Subject	No	All		Disadvantaged		SEND
<u>P8</u>	<u>145</u>	<u>0.90</u>	<u>20</u>	<u>0.97</u>	<u>26</u>	<u>0.79</u>
<u>English</u>		<u>-0.67</u>		<u>0.37</u>		<u>-0.58</u>
<u>Maths</u>		<u>0.94</u>		<u>0.47</u>		<u>0.28</u>
<u>A8 average score</u>		<u>59.08</u>		<u>47.25</u>		<u>50.5</u>
<u>VA</u>	<u>145</u>		<u>20</u>		<u>26</u>	
<u>Science</u>		<u>0.64</u>		<u>0.38</u>		<u>0.37</u>
<u>Language</u>		<u>1.15</u>		<u>0.56</u>		<u>0.43</u>
<u>Humanity</u>		<u>1.12</u>		<u>0.61</u>		<u>0.95</u>

#### Commentary:

The progress of Year 8 SEND pupils in **English** is a focus area for the academic year 2024/25.

There are 7 pupils who are SEND and whose grades fall at least 0.5 of a grade or more below their flightpath.

These pupils will be tracked and supported next year.

Year 8						
Subject	No	All		Disadvantaged		SEND
<u>P8</u>	<u>169</u>	<u>1.26</u>	<u>22</u>	<u>0.74</u>	<u>31</u>	<u>1</u>
<u>English</u>		<u>0.65</u>		<u>0.17</u>		<u>-0.38</u>
<u>Maths</u>		<u>1.37</u>		<u>0.59</u>		<u>1.04</u>
<u>A8 average score</u>		<u>62.67</u>		<u>46.05</u>		<u>49.35</u>
<u>VA</u>	<u>168</u>		<u>22</u>		<u>31</u>	
<u>Science</u>		<u>0.9</u>		<u>0.289</u>		<u>0.81</u>
<u>Language</u>		<u>1.14</u>		<u>-0.54</u>		<u>0.67</u>
<u>Humanity</u>		<u>1.27</u>		<u>0.81</u>		<u>1.05</u>

#### Commentary:

The progress of Year 9 SEND pupils in **English** is a focus area for the academic year 2024/25.

There are 9/28 pupils whose grades fall at least 0.5 of a grade or more below their flightpath.

These pupils will be tracked and supported next year.

<u>Year 9</u>						
<u>Subject</u>	<u>No</u>	<u>All</u>		<u>Disadvantaged</u>		<u>SEND</u>
<u>P8</u>	<u>169</u>	<u>0.95</u>	<u>17</u>	<u>0.62</u>	<u>36</u>	<u>0.51</u>
<u>English</u>		<u>0.33</u>		<u>-0.04</u>		<u>0.02</u>
<u>Maths</u>		<u>0.34</u>		<u>0</u>		<u>-0.42</u>
<u>A8 average score</u>		<u>63.49</u>		<u>50.47</u>		<u>48.64</u>
<u>VA</u>	<u>169</u>		<u>17</u>		<u>36</u>	
<u>Science</u>		<u>0.468</u>		<u>-0.355</u>		<u>-0.635</u>
<u>Language</u>		<u>0.85</u>		<u>-0.31</u>		<u>-0.42</u>
<u>Humanity</u>		<u>1.19</u>		<u>1.05</u>		<u>0.90</u>

Commentary:

The progress of Year10 SEND pupils in **maths** is a focus area for the academic year 2024/25. There are 13/20 pupils who are SEND and whose grades fall at least 0.5 of a grade or more below their flightpath.

These pupils will be tracked and supported next year.

<u>Year 10</u>						
<u>Subject</u>	<u>No</u>	<u>All</u>		<u>Disadvantaged</u>		<u>SEND</u>
<u>P8</u>	<u>175</u>	<u>-0.16</u>	<u>18</u>	<u>-0.83</u>	<u>32</u>	<u>-0.32</u>
<u>English</u>		<u>-0.12</u>		<u>-1.11</u>		<u>0.07</u>
<u>Maths</u>		<u>-0.24</u>		<u>-0.74</u>		<u>-0.59</u>
<u>A8 average score</u>		<u>53.96</u>		<u>46.92</u>		<u>41.02</u>
<u>VA</u>	<u>175</u>		<u>18</u>		<u>32</u>	
<u>Science</u>		<u>-0.525</u>		<u>-1.107</u>		<u>-0.835</u>
<u>Language</u>		<u>0.018</u>		<u>-0.569</u>		<u>-0.365</u>
<u>Humanity</u>		<u>0.177</u>		<u>-0.416</u>		<u>-0.002</u>
<u>Basics</u>						
<u>9-4 inc En Ma</u>	<u>143</u>	<u>81.71%</u>	<u>14</u>	<u>77.78%</u>	<u>17</u>	<u>53.13%</u>
<u>9-5 inc En Ma</u>	<u>109</u>	<u>62.29%</u>	<u>9</u>	<u>50.00%</u>	<u>11</u>	<u>34.38%</u>

## Commentary:

The progress of Year 11 SEND pupils in **maths** is a focus area for the academic year 2024/25. There are 11/32 pupils who are SEND and whose grades fall at least 0.5 of a grade or more below their flightpath.

These pupils will be tracked and supported next year.

The progress of Year 11 SEND pupils in **science** is also a focus area for the academic year 2024/25. There are 14/32 pupils who are SEND and whose grades fall at least 0.5 of a grade or more below their flightpath.

These pupils will be tracked and supported next year.

## **Year 11 GCSE Progress Data**

	2019	2022	2023	2024
<b>P8</b>	0.12	0.31	0.48	0.50
<b>SEND*</b>	-0.06	0.22	-0.49	0.50 (E) 0.25 (K)
<b>Disadv**</b>	-1.10	-0.53	-0.06	-0.27
<b>LPA</b>	0.2	0.54	0.67	0.55
<b>MPA</b>	0.0	0.10	0.51	0.50
<b>HPA</b>	0.18	0.43	0.38	0.48

\*\*National disdv. -0.57 in 2023

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

<b>Improvement Priority</b>	<b>Actions to be Undertaken</b>
<u>KS4</u> Yr10 science Year 10 maths and science	Targeted am registration boosters for Yr11 in place by middle of Term 1. Bigger picture here to look at cognitive load in science.
<u>KS3</u> Yr7 Achieve reading support for least able readers. Yr8 English Yr9 N/A	Underachievers in SEND to be shared with HOFs and actions in place for September. To be reviewed in December.

## Sixth Form

### Year 12

	<i>Disadvantaged</i>				
	<i>Entries</i>	<b>Students</b>	<b>VA</b>	<b>Av Grd</b>	<b>Av Pts</b>
<b>Qual Type</b>					
A level	23	8	-0.25	C+	33.48
Academic	23.5	8	-0.21	C+	33.83
Applied General	1	1	0.14	Dist*-	42
Tech Level	-	0		-	-
L3 Overall	24.5	8	-0.19	C+	34.16
	<i>SEND</i>				
	<i>Entries</i>	<b>Students</b>	<b>VA</b>	<b>Av Grd</b>	<b>Av Pts</b>
<b>Qual Type</b>					
A level	14	5	-0.21	C+	33.57
Academic	14.5	5	-0.15	C+	34.14
Applied General	-	0	-	-	-
Tech Level	21	7		Merit+	29.52
L3 Overall	35.5	12	-0.15	C=	31.41

#### Commentary:

Although results are below target, the results average remain above that of the rest of the cohort. A new VI Form SEND Lead has been recruited for 2024/25 and bespoke plans will be put into place for any learners working below target.

There are 3 learners for whom this applies.

### Year 13

	<b>2019</b>	<b>2022</b>	<b>2023</b>	<b>2024</b>
No. of Pupils	177	197	217	188
No. SEND	12	8	16	15
A Level Value Added	-0.07	-0.13	N/A*	N/A*
SEND Value Added	-0.3	0.16	N/A*	N/A*
SEND vs ALL VA Gap	+0.23	+0.29	+0.1	N/A*

\*Not able to report VA at this stage due to inflated grades in 2022. The DfE will provide this in October 2024.

**Commentary:**

The number of pupils identified as SEND has increased. This is due to better mechanisms for identification and visibility of SEND support in the VI form. We have now appointed a SEND Lead Teacher for 23/24 to support SEND in the 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. SENDCo and new VI form SEND Lead Teacher to work with the Head of VI to identify gaps in adaptive teaching provision and support staff to improve this.

## Reading Age 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 Table

	July 2021-2022 % at RA	Reading Support 2022-2023	July 2022-2023 % at RA	Gains 2022-2023	Reading Support 2023-2024	July 2023-2024 % at RA	Gains 2023-2024	Reading Support 2024-2025
Class of 2029 (7s)						81%	+3%	25
Class of 2028 (8s)			80%		43	90%	+10%	19
Class of 2027 (9s)		38	86%	+8%	41	89%	+3%	25
Class of 2026 (10s)	78%	38	88.4%	+8%	38	91%	-2.6%	22
Class of 2025 (11s)	84%	24	87.6%	+4%	30	92%	+4.4%	24

### 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

## Attendance Analysis

End of Year 2023-24								
	Overall %	FSM6	PP Gap V All	EHCP %	E Gap V All	SEND - K %	K Gap V All	P A %
Year 7	94.1	85.2	-8.9	91.9	-2.2	89.6	-4.5	15.0
Year 8	94.4	91.1	-3.3	94.5	0.1	92.0	-2.4	14.0
Year 9	91.7	84.7	-7.0	65.4	-26.3	87.4	-4.3	24.0
Year 10	93.0	86.7	-6.3	91.5	-1.5	91.1	-1.9	18.0
Year 11	92.4	84.4	-8.0	83.0	-9.4	89.8	-2.6	18.0
All	93.1	86.6	-6.5	86.1	-7.0	90.0	-3.1	18.0
National	91.3	85.6	-5.7	81.9	-9.4	85.7	-5.6	26.0
<b>National Diff</b>	<b>1.8</b>	<b>1.0</b>		<b>4.2</b>		<b>4.3</b>		
End of Year 2022-23								
	Overall %	FSM6	PP Gap V All	EHCP %	E Gap V All	SEND - K %	K Gap V All	P A %
Year 7	94.2	89.5	-4.7	94.8	0.6	91.8	-2.4	17.0
Year 8	92.9	88.9	-4.0	88.7	-4.2	88.9	-4.0	24.0
Year 9	92.0	86.2	-5.8	87.2	-4.8	89.9	-2.1	27.0
Year 10	91.8	83.5	-8.3	86.2	-5.6	90.7	-1.1	23.0
Year 11	93.1	84.9	-8.2	84.8	-8.3	85.7	-7.4	20.0
All	92.8	86.6	-6.2	87.9	-4.9	89.7	-3.1	22.0
<b>National</b>	<b>90.6</b>	<b>85.3</b>	<b>-5.3</b>	<b>82.9</b>	<b>-7.7</b>	<b>85.9</b>	<b>-4.7</b>	<b>28.0</b>
<b>National Diff</b>	<b>2.2</b>	<b>1.3</b>		<b>5.0</b>		<b>3.8</b>		

Although SEND attendance remains above the national figures for this vulnerable group, there continues to be a gap between SEND learners and all learners and further work will be undertaken next year to close this gap.



## Term 6 T&L Review Feedback

Purpose of T&L review	
<p>To consider a broad spectrum of teaching and learning across all subjects to review the consistency of key elements and the progress in adaptive teaching to inform school improvement work for 2024/25.</p>	
WWW	EBI
<ul style="list-style-type: none"> <li>• Consistent T&amp;L routines- LOs, key words, lesson starter slide. Quality of LO has improved- lots of use of TBAT and Blooms'</li> <li>• Seating plans in place in all lessons</li> <li>• Good teacher presence in lots of exercise books</li> <li>• Lots of evidence of adaptive teaching methods being used- individual prompts on desks, timers used, coloured reading sheets, support website in Computing, pre-highlighted text</li> <li>• Some use of MWB for whole class checking of understanding</li> <li>• Most classrooms were tidy with helpful and pleasant displays- pleasant and productive learning environments</li> <li>• High student engagement in lots of subject areas</li> <li>• Younger students are better equipped and dressed than older ones</li> <li>• TAs working well to support SEND students</li> <li>• Improved use of targeted questioning- this was used in almost all lessons seen</li> </ul>	<ul style="list-style-type: none"> <li>• 'Do Now' tasks need to be clearly recalling prior learning</li> <li>• Seating plans need annotations to remain live and remind staff of key strategies for SEND pupils</li> <li>• Lots of pupils arriving late to lessons</li> <li>• Some teachers are tolerating too much low level disruption and need to issue C1/C2/C3/C3+</li> <li>• Apathy of some students needs addressing</li> <li>• Purple pen work needs to be more extended in places</li> <li>• Marking is limited in some subjects</li> <li>• Some displays need updating</li> <li>• More consistent entry and exit routines needed</li> <li>• Pupils use of rulers to u/l titles etc.</li> <li>• Use of MWB, timers, Now/Next/Then needs to be further embedded</li> </ul>

## 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.

### 2023-24 SEND CPD

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.
Jan (3) 24	Adaptive Teaching Quick Wins	All staff to have secure knowledge of 6 key adaptive teaching techniques at BCS. Linked to EEF best practice guidance.	All teachers and TAs.
Jan (3) 24	Effective support for ADHD delivered to all staff	All staff to have secure knowledge of this neurodiversity	All teachers and TAs who

	(including those who are non-teaching).	and know how to best support individuals with this diagnosis	missed it on INSET day 1
Fortnightly Faculty based T&L briefings	These took place fortnightly in faculty groups and focused on the 6 key Adaptive Teaching Quick Wins	All staff to have confidence in implementing the 6 key adaptive teaching techniques at BCS. Linked to EEF best practice guidance.	All teachers.

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

Key CPD priorities for 24/25

- Further embedding of T&L Quick Wins and the new Learning Cycle to support learener's cognitive load and understanding of why and how they are learning.
- ADHD awareness training for ALL new staff by the end of Term 2
- ADHD awareness training for parents by the end of Term 3
- SENDCO 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.

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.

### Beechen Cliff Notional Budget

	Notional Budget	SEND Top-Up (from EHCPs)
2024/25	£301,042	£168,000

## How Funding is Spent at Beechen Cliff

### 2024/25 - SEND Planned Spend

Provision	Total Spend
Teaching Assistant Staffing	£217,000
Commissioned Professionals (OT/EP/SALT)	SALT £7,272 EP £5,600 OT £3,000
Inreach Support (ASD Mentor)	£6,840
Support Classes	£40,000
Subscriptions (Lexia, Twinkl, Nessy)	£1,170
Photocopying/resources	£2,700
Other SEND staffing (tutoring in core subjects)	£12,100

## Priorities for 2024/25

	Outcome
1	Ensure effective <b>adaptive teaching</b> so that all pupils (including SEND/PP/HAP) can access learning (and make good progress) and embed the new Learning Cycle to support learners' understanding of how they learn.
2	Ensure vulnerable pupils make good <b>progress</b> .
3	Further develop <b>reading</b> interventions ensure pupils' reading fluency and comprehension is at or above ARE
4	Further develop <b>numeracy</b> interventions ensure pupils' numeracy is at or above chronological age.
5	Reduce <b>suspensions</b> of vulnerable groups through further developed post suspension systems
6	Ensure rapid <b>attendance</b> interventions take place to reduce persistent absenteeism for SEND/PP

*A full copy of the SEND Action Plan 23/24 is available to governors.*

## **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 2024/25
- Beechen Cliff School SEND Policy and Procedures 2024/25
- SEND Handbook 2024/25
- SEND Information Report 2024/25
- Alternative Provision Policy 2024/25
- Trust Accessibility Policy and Plan 2024/25

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