



# **Beechen Cliff School**

## **Special Educational Needs and Disabilities Information Report 2026/7\***

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*\*Updated July 2026*

*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 every student, striving to support them in becoming well-rounded, confident, and compassionate individuals who lead fulfilled lives and contribute positively to society. To achieve this, we foster a whole-school culture where inclusion is at the heart of everything we do, ensuring every student feels valued, supported, and able to thrive. We believe that inclusion is not an 'add-on' but the fundamental standard for our teaching, environment, and ethos. While high-quality teaching remains the cornerstone of our practice, we are steadfast in our commitment to identifying and meeting the specific needs of all learners, particularly those with SEND and those requiring additional support, so that every student can fully access the curriculum and achieve their full 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 students and students on the SEND register will study the same curriculum as their peers and manage with in-class adaptations to the learning where needed. Where a student has significantly greater difficulty in learning, they will receive additional, personalised interventions linked to their particular needs. For those with the greatest level of need, a modified curriculum may be put in place to meet the student's needs.

### **In Learning Support, we aim to:**

- Use a breadth of data and monitoring systems to identify SEND needs as early as possible and track the progress of SEND/PP students.
- Provide equal access to the National Curriculum by planning and providing a curriculum which is accessible to the needs of all students.
- Train staff in adaptive teaching strategies and how to unpackage the learning effectively through adaptations to learning such as scaffolding.
- Foster a love of reading through enhanced support for students who are identified as having difficulties in this area. This includes the teaching of phonics.
- Provide regular training and support for all staff on supporting the learning for SEND students and to monitor the impact of this through learning walks and data collection.
- Establish good home school communication and involve the student and parent/carer(s) in the planning and target setting of their personalised support.
- Monitor and review individual needs regularly, and to maintain clear records of any action taken.
- Ensure all SEND and PP students 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:

- 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 students with similar prior attainment
- Catch-up any gaps in knowledge caused by their SEND

### 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 97% and above
- attend at least one extra-curricular club from the schools wide extra-curricular offer
- Have good parental engagement and for the parent/carers, student and school to work together towards agreed outcomes
- Have ambitions and knowledge of how to realise their ambitions through high quality careers support and wider engagement opportunities
- Move on to (and complete) their desired next stage of education, employment or training

## **Inclusion at Beechen Cliff School**

The Learning Support Centre is based centrally in the school and consists of a KS3 Inclusion Room, A KS4 Inclusion Room, a small intervention room and an 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 students to access as needed.

The SEND team works closely with all academic departments and Pastoral support services within the school. We believe that the timely and accurate sharing of information and a coordinated approach will ensure the best outcomes for our students. We strive to ensure that barriers are removed for students with SEND needs and that they have full access to the curriculum, as well as Beechen Cliff's diverse extra-curricular offer, ensuring that their experience at Beechen Cliff School is as positive as it is for learners without Special

## **How do we identify and support students who have Special Educational Needs and Disabilities (SEND) at Beechen Cliff School?**

The Special Educational Needs from the Code of Practice 2015 states that "a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- Has a significantly greater difficulty in learning than the majority of others of the same age, or
- Has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions."

These students 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 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, wherever possible, families meet with the Special Educational Needs Coordinator (SENDCo) and complete their child's Beechen Cliff Support Plan ahead of their child starting in September. During the transition, students sit Cognitive Ability Tests (CATS), a standardised reading test (ART) and a timed piece of written work which further help identify any needs.

Students 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 Beechen Cliff Support Plan and ensure a smooth transition and successful journey thereafter.

Students 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 parents/carers.
- Concerns raised by the teacher/Head of House.
- Concerns raised by the students themselves.
- Concerns raised by external services working with the school.

- Data such as end of term tests of standardised assessments.
- Lesson observations and learning walks.

### **How are students recorded on the SEND Register?**

All students who have been identified as having Special Educational Needs or Disabilities are recorded on the school SEND register as School Support (K) or as having an EHCP (E). Information recorded includes the student's SEND category of need.

Parents/carers are contacted and consulted before their son/daughter is added to or removed from the SEND register.

All students who are on the SEND register have a personalised Bechen Cliff Support Plan.

### **What is the role of staff in supporting students with SEND?**

#### **Headteacher**

The Headteacher is responsible for the day to day management of all aspects of the school, this includes the support for students with SEND. 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 students with SEND.
- Coordinating all the support for students with SEND and developing the school's SEND Policy to make sure all students get a consistent, high quality response to meeting their individual 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 student (assess, plan, do, review).
- Identifying staff training needs, and coordinating and delivering Continuing Professional Development (CPD) to ensure staff have the knowledge and confidence to meet the needs of all students.
- Ensuring that parents/carers 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 students' learning.
- Updating the school's SEND record of need, (a system for ensuring all special educational, physical and sensory needs of students in this school are known and understood).
- Providing specialist support for teachers and support staff in the school so they can help students to achieve their potential.
- Liaising with the relevant staff and agencies to create Support Plans that specify supportive, evidence-based interventions to enable SEND students to achieve their targets.
- Organising training for staff so they are aware and confident about how to meet the needs of all students within the school.
- Keeping the SEND Register up to date and staff informed of any changes.

Ensuring that parents/carers 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 students 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 students 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 students who have significant difficulties and a higher staff to student ratio is required to enable students to access

learning.

- Work with several students in the classroom and are encouraged to support students in becoming confident and independent learners.
- Remove a small group of students 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.
- Provide specific support to a student with an EHCP as outlined in Section F of their plan.

## **Teachers**

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

The Code of Practice says that class teachers should make 'regular assessments of progress for all students 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 student has SEND and requires support above and beyond that of Quality First Teaching.

Teachers are made aware of which students are on the SEND register and what support is required for access to learning. Teachers consider each student'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 students and parents/carers, explore the staff concern and identify if the student 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 students in the school.

- Understanding and monitoring the support given to students 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 students moving from KS2 to KS3. The SENDCo and SEND Transition Lead are fully involved in this primary liaison programme, to ensure that all relevant information is successfully transferred for students with special educational needs and/or disabilities.

The SENDCo and SEND Transition Lead contact all the main feeder primary schools to discuss individual needs with relevant primary staff. This information contributes to the support arrangements for all new students in Year 7.

There are several opportunities for Year 6 students to experience life at Beechen Cliff School before the September start date. Students with any additional needs are invited to attend additional transition visits and participate in a structured transition programme during Term 6 which include opportunities to meet key staff and become familiar with the school's routines and site layout.

Transition arrangements for students between key stages 3-4 and 4-5 are based on each individual's needs. Additional careers support is given to SEND students when making KS4 option choices; when planning for post-16 education and post-18 education.

Students 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 or other external agency supporting them, all relevant professionals are involved in supporting the transition process.

### **What support is available for students with Special Educational Needs and Disabilities at Beechen Cliff School and how will I know if my son is accessing support?**

All students who are placed on the SEND register at Beechen Cliff School have a personalised Beechen Cliff 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 each

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 will vary depending on the needs of the student.

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

Regular reviews of a student'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 student, 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 from the Specialist Autism Advisory Service (SASS)
- Autism Mentoring (Paul Ford - commissioned by the school)
- Child and Adolescent Mental Health Service (CAMHS)
- Solution Focused Therapy (SfT - commissioned by the school)
- Children Missing Education Service (CMES)
- Community School Nursing Team
- Paediatricians and GPs
- Compass Project
- Educational Psychology
- Hospital Education and Reintegration Service (HERS)
- Occupational Therapy (OT)
- Parent Partnership Service (each LEA has their own one of these, in BANES this is the

Parent Career Forum (PCF)

- Physiotherapy Services
- Social Care teams
- Speech and Language Therapy and Assessment
- Speech and Language Inclusion Support

### **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. Current adaptations include:

- Achieve Curriculum at KS3 (this allows for additional literacy and numeracy support in a small group).
- Support English and Maths at KS4 (this takes the place of an option and allows students to study Functional Skills Level 1 and 2 in Year 10. Once Level 2 is achieved, the focus moves to revision skills and exam technique for GCSEs).
- Creative Craft at KS4 (this is a practical option subject providing a NCFE Level 1 Certificate).
- Music Technology at KS4 (this is a practical, vocational qualification focused on the production, creation, and engineering side of the music industry providing a Level 1/ Level 2 qualification).

In addition to the above curriculum adaptations, teachers adapt the classroom lessons according to the ability and needs of the students 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. They may also be supported by a Teaching Assistant in the lesson.

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?**

All students are encouraged and supported to participate in school activities and trips. The school will consider and make reasonable adjustments, where required, to enable students with SEND to participate as fully as possible.

Where an individual assessment identifies that additional support, including one-to-one support, may be required to facilitate a student's participation and ensure their safety, the school will consider the appropriate arrangements on an individual basis. This will include consideration of the student's needs, the nature of the activity, relevant risk assessments and the reasonable adjustments available.

The school will work with the student and their parents/carers, where appropriate, to identify suitable arrangements, with the aim of enabling the student to participate alongside their peers wherever reasonably possible.

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

The school offers a range of pastoral support to help students experiencing emotional difficulties and to address day-to-day pastoral concerns. Depending on the student's individual needs, this may include one-to-one discussions with members of the pastoral team, solution-focused therapy, or small-group interventions. These may focus on developing social skills, building and maintaining friendships, managing emotions and accessing appropriate resources or further support.

Where appropriate, the school may seek advice or support from external services, such as the community school nursing team. Referrals to specialist services, including Child and Adolescent Mental Health Services (CAMHS) or relevant family support services, may also be considered where additional support is needed.

For some students and families, an Early Help Assessment (EHA) may be appropriate. This is a voluntary, collaborative process designed to identify a child's and family's strengths and support needs and to coordinate appropriate help. Where agreed, a lead professional works with the family and relevant professionals to develop a plan and review progress.

For students with medical, physical or sensory needs, the school may seek advice from relevant specialist services. Depending on the student's needs and eligibility, this may include the Royal United Hospitals (RUH) Bath disability team, the Bath and North East Somerset

(B&NES) Physical and Sensory Support Team, or equivalent services in the local authority where the student lives. Advice may be provided by professionals such as occupational therapists or disability nurses, and recommendations may help inform support and adjustments at school or at home.

Where appropriate, homework tasks and arrangements may also be adapted to take account of individual students' needs.

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

The school aims to identify and address difficulties with behaviour and attendance as early as possible, helping students to feel supported, remain engaged in their education and achieve their potential.

A range of support may be available depending on the individual student's needs. This may include support from the Attendance Officer, School Nurse, mentors and counselling services, alongside pastoral support and other appropriate interventions.

Where a student is experiencing persistent absence, difficulties engaging with school or escalating behavioural concerns, the school will work in partnership with the student and their parents/carers to understand the underlying difficulties and identify appropriate support. Where helpful, relevant external professionals or services may also be involved.

Individual support plans may be developed to set out agreed strategies, identify responsibilities and monitor progress. These plans are reviewed regularly and adjusted in response to the student's needs and progress.

The school's Behaviour Policy sets out its expectations, rewards, support strategies and procedures for responding to behaviour concerns. The school aims to promote positive behaviour, recognise improvement and provide appropriate support to help students make positive choices and remain engaged in learning. Where concerns persist, the school will consider appropriate next steps in accordance with its policies and statutory responsibilities.

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

The school uses funding from its overall budget to support students with special educational needs and disabilities (SEND). This includes a notional Special Educational Needs (SEN)

budget, which helps guide decisions about the resources needed to support students with additional needs.

The Senior Leadership Team works with the SENCO, School Finance Manager and, where appropriate, the governing body or trust to plan how resources are allocated. Decisions take account of the needs of students across the school and the support, staff training, specialist advice, equipment and interventions required.

The school aims to identify and respond to students' needs as early as possible. Support is considered on an individual basis and may be provided through adjustments to teaching, targeted interventions, additional adult support, specialist advice or other appropriate resources. Students do not need to have an Education, Health and Care Plan (EHCP) to receive SEND support.

Where a student's needs may require provision beyond that ordinarily available through the school's resources, the school may request that the local authority carries out an Education, Health and Care (EHC) needs assessment. Parents/carers can also request an assessment directly from the local authority.

An EHC needs assessment considers a student's education, health and care needs. Following the assessment, the local authority decides whether an EHCP is necessary. Where an EHCP is issued, it sets out the student's special educational needs, the outcomes sought and the special educational provision required. Additional funding may be provided by the local authority in accordance with its funding arrangements.

Where a student has an EHCP, the school works with the student, their parents/carers, the local authority and relevant professionals to implement the provision specified in the plan. Progress and the effectiveness of support are reviewed through the school's usual SEND review processes and the statutory annual review of the EHCP. Support and resources are considered in light of the student's changing needs and progress.

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

Each student's needs are considered individually to identify the most appropriate support. Decisions take account of the student's strengths, needs, progress, views and the information available from parents/carers and school staff. Support may include adjustments to teaching, targeted interventions, additional resources or specialist advice, depending on individual circumstances.

The effectiveness of support is monitored and reviewed regularly. Where a student's needs or

circumstances change, the school will consider whether adjustments to the support provided are necessary. Advice or assessments from external professionals may help inform these decisions, but support can also be put in place in response to identified needs without waiting for an external assessment or diagnosis.

The school works in partnership with parents/carers and students to discuss progress, identify any emerging concerns and agree appropriate next steps. Review meetings may involve the SENCO, Head of Year, tutor, subject teachers and other relevant staff, depending on the student's needs.

When a student joins the school, information from their previous school, parents/carers and the student themselves, together with relevant assessments and observations, helps the school understand their needs and plan appropriate support. The school continues to monitor the student's progress after admission and adjusts support where necessary.

### **What training opportunities are there for staff supporting students with SEND?**

The SENCO plays an important role in supporting and advising staff on how best to identify and meet the needs of students with special educational needs and disabilities (SEND).

The school provides ongoing training and professional development for staff to develop their understanding of SEND and inclusive teaching approaches. Training is informed by the needs of students within the school, identified areas for development and changes in guidance or good practice. It may include whole-school training, specialist advice, individual guidance and opportunities to share effective practice.

SEND-related training forms part of the school's continuing professional development (CPD) programme and contributes to the school improvement plan. Where appropriate, the school also works with external professionals to develop staff knowledge and understanding of specific needs and effective support strategies.

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

The school values the knowledge and views of parents/carers and recognises the importance of working in partnership with families to support each student's learning, progress and wellbeing. Parents/carers are encouraged to share their views, raise concerns and contribute to decisions about the support their child may need.

The SENDCo runs termly SEND Coffee Mornings for parents/carers, providing opportunities to connect with the school, share experiences and discuss SEND-related topics. The school also offers parent/carer CPD sessions covering topics such as revision strategies, ADHD, autism and dyslexia. These sessions aim to develop understanding, share practical strategies and help families feel better equipped to support their child.

Other opportunities to be involved include:

- Meetings with teachers and school staff: Parents/carers can discuss their child's progress, strengths and needs with subject teachers, tutors and other relevant staff. This may take place through Beechen Cliff Support Plan meetings, parents' evenings and other planned or informal consultations. These discussions help school and home work together, share what is working well and identify strategies that may support the student in both settings.
- Discussions with the SENDCo and other professionals: Where appropriate, parents/carers may meet with the SENDCo and relevant professionals, such as speech and language therapists or educational psychologists, to discuss assessment findings, recommendations and possible support strategies. Relevant information and reports will be shared with parents/carers, subject to applicable confidentiality and information-sharing requirements.
- Team Around the Child (TAC) meetings: Where a student is receiving support from several services, a multi-agency meeting may be arranged to bring together the family, school staff and relevant professionals. These meetings provide an opportunity to share information, review progress, agree priorities and coordinate support.

The school aims to ensure that parents/carers have opportunities to contribute to decisions and review arrangements as their child's needs change. Students will also be encouraged to express their views and participate in discussions about their support in ways appropriate to their age and understanding.

Parents/carers are welcome to contact the SENDCo or their child's relevant pastoral contact if they have questions or concerns about their child's needs or support. They do not need to wait until a scheduled meeting to raise a concern.

### **How will I know how well my child is doing?**

Parents/carers are kept informed about their child's progress through the school's usual reporting arrangements, alongside opportunities to discuss their child's learning, development

and wellbeing with relevant staff.

Subject teachers and the SENDCo can discuss a student's progress, strengths and areas where further support may be needed. These conversations are not limited to formal Beechen Cliff Support Plan meetings or parents' evenings, and parents/carers are encouraged to raise questions or concerns whenever they arise.

Where a student receives support from external professionals, relevant reports, recommendations and advice will be shared with parents/carers, as appropriate. This may include suggested strategies, resources or activities to support the student's learning and wellbeing at home and in school.

For students taking part in targeted interventions, progress will be monitored throughout the intervention. Where appropriate, an initial assessment will help establish a starting point against which progress can be reviewed. Parents/carers will be kept informed about progress and, where necessary, discussions will take place about whether the support remains appropriate or needs to be adjusted.

If a student is not making the expected progress, the school will consider the information available, discuss any concerns with the student and their parents/carers, and review the support in place to identify appropriate next steps.

Parents/carers can contact the SENDCo by telephone or arrange an appointment to discuss their child's progress or support. The SENDCo can also be contacted by email at:

[joanna.blair@beechencliff.mnsp.org.uk](mailto:joanna.blair@beechencliff.mnsp.org.uk)

### **How accessible is the school environment?**

The school aims to provide an inclusive environment in which students can access learning and participate in school life as fully as possible. We will consider individual needs and make reasonable adjustments to support disabled students and those with additional access requirements.

We recognise that accessibility needs vary from student to student. Parents/carers are encouraged to contact the school to discuss any specific requirements, including access to the school site, classrooms, facilities, learning resources and school activities. Where appropriate, we will work with students, families and relevant professionals to identify suitable adjustments and support.

Accessibility is considered as part of the school's ongoing review of its premises and facilities,

alongside the needs of individual students and planned improvements to the school environment.

The school's Accessibility Plan, which sets out how we aim to improve access to the curriculum, the physical environment and information for disabled students, is available on the school website: [= Accessibility Policy \(ST\)](#)

Parents/carers who have questions about accessibility or their child's individual needs are welcome to contact the SENDCo to discuss appropriate arrangements.

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

We encourage parents/carers to contact the school if they have concerns about their child's learning, progress or special educational needs. Working together helps us to understand a student's needs and identify appropriate support as early as possible.

- If you have concerns about your child's learning or progress: In the first instance, please contact your child's form tutor, who can discuss your concerns and seek advice from the relevant subject teachers and the Learning Support Team, where appropriate.
- If your child is already receiving SEND support or is on the SEND register: Please contact the school's Special Educational Needs Coordinator (SENDCo), Mrs Blair, to discuss your child's needs, current support or any concerns about their progress.

You do not need to wait for a parents' evening or a scheduled review meeting to raise a concern. We welcome communication with parents/carers and aim to work in partnership with families to identify and review the support that may be needed.

#### **Contact details for the SENDCo:**

[joanna.blair@beechencliff.mnsp.org.uk](mailto:joanna.blair@beechencliff.mnsp.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 students, 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:

[joanna.blair@beechencliff.mnsp.org.uk](mailto:joanna.blair@beechencliff.mnsp.org.uk)

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

A link to the Trust's full complaints procedure can be found on the school website or requested by emailing: [headteacher@beechencliff.mnsp.org.uk](mailto:headteacher@beechencliff.mnsp.org.uk)

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

Link for B&NES Local Offer: [Special Educational Need or Disability \(SEND\) Local Offer | Live Well in Bath & North East Somerset](#)

**The School Information report is reviewed annually.**

**Next review:** Term 6 (July 2027)