



BEECHEN CLIFF

Special Educational Needs and Disability

Report to Governors

September 2025

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SENDCo: *Joanna Blair*

Date of report: *September 2025*

Chair of Governors: *Sonya Butters*

SEND Governor: *Sarah Romain*

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 students 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 students 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 students 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 students.
- To provide equal access to the National Curriculum and to plan for and provide a curriculum which is accessible to the needs of all students.
- 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 students 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 students have access to and, where needed, are supported to engage with the school's rich extra-curricular offer.

This report is structured as follows:

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SEND Register Data 2025/6

| Year | % SEN | | | | | |
|-------------------|------------|---------------------|-----------|---------------------|------------|-----------|
| | SEN K | BCS % (national) | EHCP | BCS % (national) | Total SEN | % SEND |
| 7 | 27 | 15% | 12 | 7% | 39 | 22% |
| 8 | 25 | 15% | 3 | 2% | 28 | 17% |
| 9 | 26 | 17% | 7 | 5% | 33 | 22% |
| 10 | 27 | 16% | 6 | 3% | 33 | 19% |
| 11 | 31 | 18% | 9 | 5% | 40 | 23% |
| Total 7-11 | 136 | 16% | 37 | 4% (3.1%) | 173 | 21% (14%) |
| 12 | 20 | 10% | 1 | 0.5% | 21 | 11% |
| 13 | 25 | 13% | 4 | 2% | 29 | 15% |
| Total 7-13 | 181 | | 42 | | 223 | |

Comparing the national picture in England to Beechen Cliff School:

Beechen Cliff's SEND statistics are above that of the national picture for secondary school mainstream students. However, boys make up a greater % of the national figures than girls as below:

K: boys 61.2%

E: boys 71.5%

Even after taking this gender imbalance into consideration our numbers are above national. Beechen Cliff has gained a good reputation locally for provision, support and progress for students with SEND and is being recommended by local families and professionals. This is reflected in the EHCP numbers for the new Year 7 intake in 2025.

SEN is increasing nationally. Over 1.7 million students in England have special educational needs (SEN)

This is an increase of 93,700 (5.6%) students since 2024. This includes the number of students with an education, health and care (EHC) plan and the number of students with SEN support, both of which continue the trend of increases since 2016.

The percentage of students with an EHC plan has increased to 5.3%, from 4.8% in 2024.

The percentage of students with SEN support (no EHC plan) has increased to 14.2%, from 13.6% in 2024.

*Statistics above taken from: [Special educational needs in England, Academic year 2024/25 - Explore education statistics](#)

SEND Register Data by Category 2024/25

- Note that students may have more than one key area of need and as such % do not add up to 100

| Year | SEND | SEN Codes | | | | | | | | | |
|--------------|------------|-----------|----|------|----|-----|----|------|----|-------|---|
| | Total SEND | SEMH | % | SPLD | % | MLD | % | SLCN | % | PD/VI | % |
| 7 | 39 | 21 | 54 | 11 | 28 | 2 | 5 | 13 | 33 | 2 | 5 |
| 8 | 28 | 9 | 32 | 10 | 36 | 3 | 11 | 5 | 18 | 1 | 4 |
| 9 | 33 | 18 | 55 | 12 | 36 | 4 | 12 | 4 | 12 | 3 | 9 |
| 10 | 33 | 15 | 45 | 12 | 36 | 2 | 6 | 4 | 12 | 0 | 0 |
| 11 | 40 | 20 | 50 | 7 | 18 | 8 | 20 | 4 | 10 | 2 | 5 |
| Total | 173 | 83 | 48 | 52 | 30 | 19 | 11 | 30 | 17 | 6 | 3 |
| 12 | 21 | 7 | 33 | 11 | 52 | 1 | 5 | 9 | 43 | 0 | 0 |
| 13 | 29 | 11 | 38 | 12 | 41 | 1 | 3 | 5 | 17 | 2 | 7 |

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

**Beechen Cliff in order of prevalence KS3-4: SEMH (48%), SPLD (30%), SLCN (30%)

***Beechen Cliff in order of prevalence KS5: SPLD, SEMH, SLCN

Analysis of results

The number of students with Social, Emotional and Mental Health Difficulties is most prevalent in the main school. This may be a result of the higher than average percentage of students with a diagnosis of ADHD. Nationally 3-5% of people have a diagnosis, at Beechen Cliff the percentage is 7% and rising each year. Specific Learning Difficulty at Beechen Cliff is higher than that nationally for secondary age, mainstream students. This is possibly due to the socio-economic background of a large number of students at the school who have a privately obtained diagnosis of dyslexia and a number of others with evident dyslexic type difficulties but no diagnosis. Furthermore, boys are 2-3 times more likely to have dyslexia than females.

Identification Process

The majority of students with SEND needs are identified before joining Beechen Cliff School. We work closely with our feeder primary schools to ensure SEND information is shared ahead of transfer and, where possible, families meet with the Special Educational Needs Coordinator (SENDCo) and complete students' Support Plan ahead of their starting in September. During the transition, students sit CAT tests and a standardised reading test (ART) 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 Support Plan and ensure a smooth transition and successful journey thereafter. CATs and the ART are also used.

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 parent/carers
- Concerns raised by teacher/Head of Year
- Concerns raised by the students 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 students on roll. Below is a list of some of the interventions which are currently available:

Cognition and Learning:

- TA support in class
- Small group withdrawal for focused teaching (led by qualified teachers in core subjects)
- Year 7 Achieve (a synthetic phonics intervention programme, Read Write, Fresh Start)
- Year 8-9 Achieve (additional literacy and numeracy lessons taught by subject teachers)
- Year 10-11 English and maths support (additional literacy and numeracy lessons taught by subject teachers)
- Lexia online literacy programme
- Librarian led reading support/buddy reader
- Specialist Dyslexia Tutoring in a 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
- Sixth Form Mentoring (led by Sixth Form students and available to students in Year 7 and 8)

- 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
- Adaptations and alternatives to PE/games as needed

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

SEND Progress

Current Year 8

Positive progress can be seen in both maths and English for students with SEND. However, there is a gap between the progress of SEND and the progress of those without SEND.

Current Year 9

The progress of Year 9 SEND students in **English** is a focus area for the academic year 2025/26.

SEND students who are working below in English will be tracked and supported.

Current Year 10

The progress of Year 10 SEND students in **English** is a focus area for the academic year 2025/26.

SEND students who are working below in English will be tracked and supported.

Current Year 11

End of year exams show the current Year 11s with SEND have a significant gap to close in **English** and **maths**. Interventions have already begun in both subjects.

24/25 GCSE Attainment Data

| Beechen Cliff | Reporting Period: Year 11 Exams 2025 | | | |
|------------------------|--------------------------------------|---------------------|----|----------------------|
| | | | | |
| Subject | No | All | No | SEND |
| | | Summary | | SEND |
| A8 average score | 174 | 55.2 | 34 | 39.3 |
| Ebacc APS | | 5.2 | | 3.3 |
| Basics | | | | |
| 9-4 inc En Ma | 139 | 80% | 17 | 50% |
| 9-5 inc En Ma | 113 | 65% | 10 | 29% |
| 9-7 inc En Ma | 35 | 20% | 1 | 3% |

| Improvement Priority | Actions to be Undertaken in 25/26 |
|---|--|
| 4+ in English Language | Targeted am registration boosters for Yr11 in place by middle of Term 1. School wide focus on literacy and extended writing for all SEND/PP students at GCSE. |
| EBacc SEND Entries to continually be reviewed | Review setting and support in Languages and protocols for taking a language at GCSE |

*The English Baccalaureate (EBacc) is not a qualification, but a performance measure for schools in England. It tracks the number of students who achieve a good GCSE pass (grade 5 or above) in a core set of academic subjects: English, Mathematics, a Science subject, a History or Geography qualification, and a foreign language. Introduced in 2010, the EBacc aims to encourage uptake of these core subjects, which are considered essential for progression to further education and employment.

Commentary

National data is not available as yet for 2025. What the above does show though is that Beechen Cliff SEND Support (K) students have achieved higher than last year's SEND students nationally in all areas.

EHCP students outperformed last year's national statistics in average total attainment 8 Score, percentage achieving a standard pass in basics (4+) and strong pass in basics (5+). However, scores for EHCP students were lower in Ebacc comparisons due to the bespoke nature of their timetables and curriculum in order to meet their needs. All EHCP students have gone on to study at Sixth Form or College.

Sixth Form

24/25 Attainment/Progress Data

| | 2019 | 2022 | 2023 | 2024 | 2025 |
|---------------------|-------|------|------|-------|-------|
| No. of students | 177 | 197 | 217 | 188 | 195 |
| No. SEND | 12 | 8 | 16 | 15 | 12 |
| A Level Value Added | -0.07 | N/A | N/A | -0.06 | 0.28 |
| SEND Value Added | -0.3 | N/A | N/A | -0.05 | 0.96 |
| SEND vs ALL VA Gap | +0.23 | N/A | N/A | +0.01 | +0.68 |

Commentary:

Value added for students with SEND is above that of ALL for the 4th year where this data is available.

There are robust mechanisms for identifying and supporting SEND in the VI Form.

| Improvement Priority | Action |
|--|--|
| Further improve progress for SEND students 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, HHead of VI and VI form SEND Lead Teacher to continue to work together to identify gaps in learning and progress and support staff and students to improve this. |

Progress in Reading

At Beechen Cliff our ambition is for all of our students to have a reading age standardised score of 100 (average for age) by the end of Year 9. This will allow students to confidently access their Key Stage 4 curriculum and GCSE exams. Further, confidence in reading will lead to students reading regularly, which will increase their cultural capital, enhance their vocabulary and develop their imagination. A good grounding in reading is essential for students' 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 students 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 comprehension sessions with a Librarian/Teaching Assistant or Sixth Form Reading Buddy
- If the pupil is EAL, one to one sessions with our EAL lead teacher, Mrs Thorn are available
- If the pupil is SEND, having one to one sessions with the Learning Support Team
- Being a priority for reading with their teacher, Sixth 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 students 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 students, 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 (7-9) and English Support (10-11)

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 Standardised Scores*

| Year | % of Pupils with Reading Age Standardised Scores at or above age appropriate |
|------|--|
| 7 | 90 |
| 8 | 97 |
| 9 | 91 |
| 10 | 97 |
| 11 | 96 |

What this shows:

- Our identification is robust and shows levels of need (not just those at or above)
- The highest need is in Year 9

Next Steps:

- Continue to Access Reading Test as a screening tool to identify those with reading needs
- Continue to plan bespoke packages of support to meet individual needs
- Continue to train staff on 'teaching reading' in the wider curriculum
- Continue to promote and support reading for pleasure across the curriculum
- SENDCo to complete Post Graduate Certificate in assessment for Specific Learning Difficulties to further enhance specialist teaching for students with dyslexia

Attendance Analysis

| Pupil Group | 2023/24 | 2024/25 | National Average 24/25 |
|-----------------------|---------|---------|------------------------|
| All students | 92.2% | 93.8% | 91.4% |
| students with FSM | 87.5% | 86.6% | 86.4% |
| students with no FSM | 94% | 94.7% | 93.4% |
| students with SEND | 86.6% | 90% | 85.3% |
| students with No SEND | 93.4% | 94.7% | 92.8% |

(Terms 1-6)

Commentary

Attendance for students with SEND is above the national average and has increased when compared to the previous year.

Next Steps:

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.

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.

2025-26 SEND CPD Priorities

- All staff to receive updated ADHD training
- All staff to receive updated Autism training
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to support literacy across the curriculum
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to teach reading and adapt text for learners with reading age standardised scores below 85
- All KS3-4 teachers to receive CPD support to enhance their understanding of how to differentiate learning for the lowest ability students
- All KS3-4 teachers to receive CPD support to enhance their understanding of how the Learning Cycle, when used effectively, can support learner's cognitive load.
- SENDCO to complete Assessment Practising Certificate (APC) in dyslexia to further improve identification and intervention in this area.

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

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 students 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 students 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 students identified as on SEN Support in accordance with the SEND Code of Practice; and
- contribute towards the costs of special educational provision for students 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 students 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 students’ 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) |
|---------|-----------------|--------------------------|
| 2025/26 | £252,000 | £306,000 |

How Funding is Spent at Beechen Cliff

2025/6 - SEND Planned Spend

| Provision | Total Spend |
|---|---------------------------------------|
| Teaching Assistant Staffing | £335,000 |
| Teaching Assistant Leadership Staffing Costs for SEND | £8,500 |
| Commissioned Professionals (OT/EP/SALT) | SALT £7,490 EP £5,750 OT £3,000 |
| Academic Mentors and Core Subject Intervention Leads | £37,000 |
| SENDCo Support/Specialist Teaching | £11,000 |
| Support Classes | £40,000 |
| Sports Mentor | £1,750 |
| Subscriptions (Lexia, Twinkl, Nessy) | £1,170 |
| Photocopying/resources | £1,500 |

*We should now qualify for the High Needs Targeted Support (HNTS) @ £4,000 per pupil for schools whereby their EHCP numbers are greater than 1:26. This will reduce the impact on the school's notional budget if further students join with an EHCP or are awarded an EHCP.

SEND Priorities for 2025/26

| | Outcome |
|---|--|
| 1 | Ensure effective adaptive teaching (<i>and differentiation where needed</i>) so that all students (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 students make good progress . |
| 3 | Further develop reading interventions ensure students' reading fluency and comprehension is at or above their Reading Age Standardised Score |
| 4 | Further develop numeracy interventions ensure students' numeracy is at or above chronological age. |
| 5 | Reduce suspensions of vulnerable groups through further developed post suspension systems |
| 6 | Ensure rapid attendance interventions take place to reduce persistent absenteeism for SEND/PP |

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 2025/6
- Beechen Cliff School SEND Policy and Procedures 2025/6
- SEND Handbook 2025/6
- SEND Information Report 2025/6
- Alternative Provision Policy 2025/6
- Trust Accessibility Policy and Plan 2025/6

**SEND updates are shared with governors throughout the year.*