

SEND Report to Governors

Academic Year: 2026/27	Date of Report: September 2026
Chair of Governors: Sonya Butters	SEND Governor: Sarah Romain
Report created by SENDCo: Joanna Blair	Report authorised By: Tim Markall

Statement of Intent

At Beechen Cliff School, inclusion is fundamental to our teaching, environment, and ethos. We hold high ambitions for every student, supporting them to become confident, fulfilled, and active contributors to society.

Operating alongside our Inclusion Strategy (2026–2029) and School Improvement Plan (SIP), SEND support relies on early intervention, high-quality adaptive teaching, strong partnerships, and an inclusive culture. Inclusion is driven at the highest level, with the SENDCo sitting on the Senior Leadership Team (SLT) to integrate SEND priorities across all operational areas, reporting directly to the Headteacher.

This report provides the Governing Body with a comprehensive evaluation of provision, progress, attendance, and outcomes for SEND and Disadvantaged cohorts for the 2025–26 academic year. Key headlines include:

2025/26 KS4 Progress & Attainment (Above National)

- Average Attainment 8 (A8): 42.50 (K) and 23.50 (E) against national in 2024 of 33.10 (K) and 14.20 (E).
- % achieving a strong pass in basics (5+): 43.3% (K) 20% (E) against national in 2024 of 21.60% (K) and 7% (E).
- % achieving a strong pass in basics (4+): 50% (K) 30% (E) against national in 2024 of 37.7% (K) and 13% (E).

2025/26 KS5 Progress & Attainment (Above National)

- SEND Average Points Score: 36.8 compared to 37.2 for cohort average.
- SEND Value added: 0.19 compared to 0.01 for cohort average.

2025/26 Attendance Performance:

- Whole-school attendance stood at **94.0%** (Decile 2 nationally, Ranked 1st in Bath & North East Somerset LA). SEND attendance improved to **90.9%** (Ranked 3rd in Bath & North East Somerset and Decile 2 nationally).

2026/27 Cohort Profile:

Mainstream SEND roll totals **189 pupils in 7-11** (17% SEN Support, 4% EHCP), reflecting a small increase on last year which is also reflected nationally and explained in the table below.

Provision Type	Year(s)	Number of Students (%)	National Comparison
SEN Support (K)	7-11	140 (17%)	N/A
	12-13	49 (11.7%)	13.1% (<i>note that this reduces to 5.2% for A Levels</i>)
Education, Health & Care Plan (E)	7-11	35 (4%)	2.7% (<i>note that nationally 72% are boys</i>)
	12-13	4 (0.9%)	1-2% (<i>0.5% for A Levels</i>)
Total SEND	7-11	175 (20.8%)	17.6% (<i>up from 16.5% last year. Nationally boys make up 61% of K and 71% of E. </i>)

Primary Need Profile

- **SEMH & ADHD:** Social, Emotional and Mental Health remains the largest category of need. Diagnosed ADHD stands at **8%** (against a national rate of 3–5%). All staff continue to receive ADHD training as part of their CPD.
- **Specific Learning Difficulties (SpLD):** High prevalence of dyslexic-type needs, supported through specialist and targeted interventions. SENDCo recently qualified as a Specialist Teacher of Dyslexia and is competing for the award for dyslexia assessors (AMBDA).
- **Speech, Language & Communication Needs (SLCN):** Group supported through dedicated Speech and Language Therapy (SALT) and Autism Mentor both commissioned for a half day each week.

CPD Programme for 2026/27

Continuing to upskill staff in meeting needs within the classroom remains a key priority. CPD for 26/27 is as follows:

New starters

- All new teachers (including trainees) have a 1hr session with the SENDCo

September 2026

- INSET Day 1: Training for all staff on the SEND register, Teaching and Learning Adaptive Teaching Basics along with Lowest Learners for Numeracy and Reading.

October 2026

- INSET Day 3: Trust wide CPD focused on Adaptive Teaching and SEND to be attended by all teaching staff and teaching assistants.
- INSET Day 3: Teaching assistants are also being trained in Sensory Circuits on Day 2.

November 2026

- Neurodivergence and Autism training (twilight) open to staff and parents.

December 2026

- Neurodivergence and Dyslexia training (twilight) open to staff and parents.

January 2027

- Teaching and Learning Briefing on adaptive teaching on supporting learners with low prior attainment in numeracy.
- Neurodivergence and ADHD training (twilight) open to staff and parents.

February 2027

- Teaching and Learning Briefing focused on supporting learners with low prior attainment in reading.

May 2027

- Teaching and Learning Briefing focused on the use of phonics and key words as strategies to support reading and spelling.

In addition to the above there is ongoing CPD for Teaching Assistants throughout the year provided by the BANES Specialist Autism Service and BANES Inclusion and SEND Service alongside Trust CPD.

Funding for 26/27

- Total top-up from EHCPs: £304,277
- Total notional budget (£6,000 per EHCP): £234,000
- Inclusive Mainstream Fund: £36,000

Planned Spend

- Teaching Assistants: £356,000 (*initially 13.3 TAs increased to 14.4 due to additional two EHCPs conformed at the start of the academic year*)
- Maths Specialist Teaching Assistant: £24,000 (0.8)
- Autism Mentor: £8,100 (½ day per week)
- Speech and Language Therapist: £7,272 (½ day per week)
- Educational Psychologist: £4,230 (6 days)
- Lexia online literacy intervention £2,100
- Maths, science and English intervention teachers: £50,000

Inclusive Mainstream Fund (IMF) and Priorities for 2026/27

For the 2026/27 academic year, the school has been allocated £36,000 via the Inclusive Mainstream Fund (IMF) to directly target barriers to learning alongside core budget allocations.

Through routine diagnostic profiling, data analysis, and Ofsted inspection feedback, seven primary barriers have been identified across our vulnerable and SEND student population:

1. **Attendance to School:** While SEND attendance remains above national averages, it continues to lag behind non-SEND peers at Beechen Cliff.
2. **Insecure Prior Knowledge:** As highlighted by Ofsted, some students with additional needs struggle to access core concepts because foundational prior knowledge is not secure.
3. **Literacy Difficulties:** Weaknesses in reading, spelling, and handwriting present barriers to accessing Key Stage 3 and 4 curriculum.
4. **Numeracy Difficulties:** Gaps in basic mathematical fluency, number sense, and times tables hinder independent problem-solving.
5. **Emotional Regulation & Mental Health (SEMH):** Anxiety, emotional dysregulation, and behavioural challenges disrupt classroom engagement and can lead to elevated

suspensions.

6. **Accessing Information in the Classroom:** Information is not always presented in a way that all students with additional needs can easily process and understand (as identified in the school's last OFSTED report).
7. **Parental Engagement & Support:** Sustaining strong, collaborative home-school partnerships is essential for consistent support across environments.

To address the areas above we have used the IMF funding to recruit a Specialist Maths Teaching Assistant and a Numeracy Lead. In addition to this we now have two dedicated SEND Inclusion Rooms, one for KS3 and another for KS4. See images below. These spaces allow us to withdraw individuals and/or small groups as needed to provide planned interventions. These rooms also enable us to provide a fit for purpose environment for responsive support as needed such as catching up on issued work due to absence or provisioning a temporary low sensory space for learners with SEMH needs. The full IMF Strategy can be found on the website: [LINK](#)

Improved Parental Collaboration for 2026/27

After the success of our SEND Coffee Morning in Term 6 of last year, we have scheduled termly coffee mornings for 26/27 which include local SEND specialists such as Parent Carers Forum, SENDIAS, BANES SEND and Inclusion Service and Paul Ford Autism Mentor.

We have also created a schedule of CPD for families to empower them in their support of their children at home.

Details can be seen in the posters below which have been shared with our families:



BEECHEN CLIFF

SEND Coffee Mornings

SUPPORT • SHARE • EMPOWER

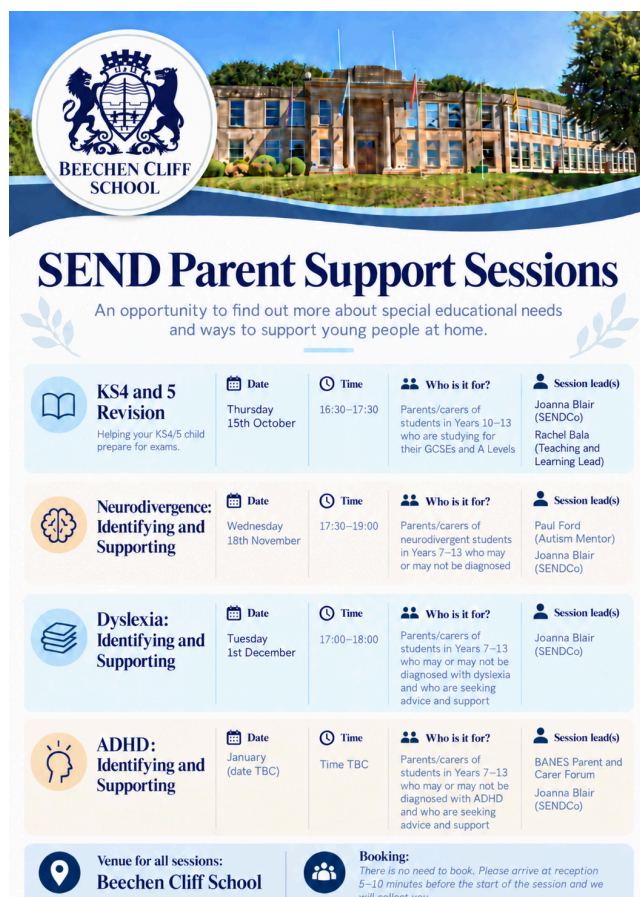
A friendly and welcoming space for parents and carers of children with SEND to connect, share and learn together. Find out more about SEND support at Beechen Cliff School and at home, and pick up practical ideas to help your child thrive.

- Connect with other parents
- Learn strategies that help at home and school
- Enjoy a cuppa in a relaxed and welcoming space
- Feel supported every step of the way

All sessions are hosted by Joanna Blair, SENDCo on a Thursday, 08:30–10:00

DATE	TERM
17 September 2026	Term 1
15 October 2026	Term 1
3 December 2026	Term 2
28 January 2027	Term 3
18 March 2027	Term 4
13 May 2027	Term 5
1 July 2027	Term 6

No need to book, just head to reception and sign in. We look forward to welcoming you.



BEECHEN CLIFF SCHOOL

SEND Parent Support Sessions

An opportunity to find out more about special educational needs and ways to support young people at home.

Topic	Date	Time	Who is it for?	Session lead(s)
KS4 and 5 Revision Helping your KS4/5 child prepare for exams.	Thursday 15th October	16:30–17:30	Parents/carers of students in Years 10–13 who are studying for their GCSEs and A Levels	Joanna Blair (SENDCo) Rachel Bala (Teaching and Learning Lead)
Neurodivergence: Identifying and Supporting	Wednesday 18th November	17:30–19:00	Parents/carers of neurodivergent students in Years 7–13 who may or may not be diagnosed	Paul Ford (Autism Mentor) Joanna Blair (SENDCo)
Dyslexia: Identifying and Supporting	Tuesday 1st December	17:00–18:00	Parents/carers of students in Years 7–13 who may or may not be diagnosed with dyslexia and who are seeking advice and support	Joanna Blair (SENDCo)
ADHD: Identifying and Supporting	January (date TBC)	Time TBC	Parents/carers of students in Years 7–13 who may or may not be diagnosed with ADHD and who are seeking advice and support	BANES Parent and Carer Forum Joanna Blair (SENDCo)

Venue for all sessions: Beechen Cliff School

Booking: There is no need to book. Please arrive at reception 5–10 minutes before the start of the session and we will collect you.