

Beccles High School

SEND Information Report September 2024

<p>1. Variety of Special Educational Needs that are provided for at Beccles High School</p>	<p>The SEND Department provides support for pupils across the 4 areas of need as laid out in the SEN Code of Practice 2014 (last updated May 2015):</p> <ul style="list-style-type: none"> • Communication and Interaction • Cognition and Learning • Social, emotional and mental health difficulties • Sensory and/or physical needs <p>Beccles High School and The Forge currently has 37.2 % of all students identified with SEND including 15.29% of students with an EHCP.</p> <p>Beccles High School mainstream school currently has 31.2% of all students identified with SEND including 7.2% of students with an EHCP.</p> <p>The Forge at Beccles High School has 100% of all students with an EHCP.</p>
<p>2. Information about the school’s policies for identification and assessment of pupils with SEND</p>	<p>Pupils are identified as having SEND with their needs assessed through:</p> <ul style="list-style-type: none"> • Information passed on previous schools or other professionals including from health and social care • KS2 data results, baseline assessments and results including Cognitive Ability Test, progress data • Whole school testing (GL Assessment) - CAT4, NGRT, NGST, Dyscalculia screening, Dyslexia screening and PASS. From this, we identify standardised scores below 85 and unpick low scores particularly those not identified by previous school. • Feedback from teaching staff and observations • Referral from for staff. • Pupil Premium interventions not showing impact • Catch-Up interventions not showing impact • Referrals from parents • Pupil referrals • SEND interventions not showing impact may also lead to further identification of need • Referrals from parents • Actions from primary/previous school – Graduated Approach • Observations in school to look at High Quality Teaching Provision

	<ul style="list-style-type: none"> • Team Around the Child discussions
3a. The school's approach to teaching pupils with SEND	<p>Provision for SEND pupils includes:</p> <ul style="list-style-type: none"> • High Quality Teaching, with appropriate and effective “scaffolding to support” in place; • Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants • Student Support Plans for all SEND pupils, which detail support they require. • Personalised provision through time limited programmes including Zones of Regulation, Circle of Friends Talkabout, Lexia, Power of 2, Toe By Toe, RWI: Fresh Start, guided reading, handwriting , spelling, touch typing, Anger Gremlins, ELSA, Beat Dyslexia, Brick Therapy and Daily check ins. • Personalised intervention programmes led by trained Support Staff • Dual Centre provision (Specialist Unit & Mainstream school) • The sourcing of additional specialist support via external agencies e.g. SES
3b. Evaluating the effectiveness of the provision made for pupils with SEND	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • SEND Parent Voice Survey bi-annually • SEND Pupil Voice Survey bi-annually • Progress and evaluation are reported to Sapientia Trust's Board of Trustees and the Director of Inclusive Learning • Progress and evaluation of SEND is reported to the Education Committee via the Headteacher's report termly • Specialist External Support is provided via the Trust Education Team. • SEND is a priority for all Quality Assurance undertaken by the Trust Education Team. • The Whole School SEND Review Guide is used as a key effectiveness review tool to evaluate the impact of SEND provision. • SEND information Report posted on website • Close collaboration within school-based Team Around the Child (TAC) meetings.
3c. Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents	<p>We use the Graduated Approach. This means that we follow a process of Assess, Plan, Do and Review.</p> <ul style="list-style-type: none"> - Assess: when a learner is identified as having SEND, we establish a baseline. This could include data from assessments and observations as well as discussions with parents/carers, key staff, and the pupil.

<p>and pupils as part of this assessment and review</p>	<ul style="list-style-type: none"> - Plan: together we plan about what actions need to be taken and what support needs to be put in place. A date is set for review. - Do: the plan is put in place as agreed. - Review: the impact of the provision on the pupil is evaluated. The next steps are established. The cycle may begin again. <p>These arrangements include:</p> <ul style="list-style-type: none"> • Data tracking for pupil progress • Pupil progress meetings • Support plan and EHC Plan reviews • Individual, personalised Student Support Plans for all learners with SEND • Observations and follow-up • Parent/Carer's meetings • Pupil Voice
<p>3d. How adaptations are made to the curriculum and the learning environment of pupils with SEND</p>	<p>The curriculum/learning opportunities may be adapted by:</p> <ul style="list-style-type: none"> • Application of EEF High Quality Teaching Strategies including: scaffolding, modelling, flexible grouping, explicit instruction, meta-cognition strategies • Appropriate choices of texts and topics to suit the learner • Access arrangements for tests and other examinations • Additional adult support • Use of technology including reader pens, personalised laptops • Allocation and adaptation of room use • Clear and consistent classroom routines; • Visual aids, checklists, timers and manipulatives; • Graphic organisers, mind maps, spider diagrams; • Writing frames, sentence starters; • Reading text/instructions aloud; • Breaking up longer texts and tasks into manageable chunks.

	<p>Additional, targeted support will be provided in the classroom, based on individual learner' needs. This could take the form of:</p> <ul style="list-style-type: none"> • Specific seating arrangements to accommodate learner needs; • Use of visual timetables; • Use of larger font size; Specific equipment, e.g. wobble cushion, writing slope; • Assistive technology e.g. reader pens, voice to text software; • Rest breaks/movement breaks; • Support from a teaching assistant as a scaffolder / prompt / scribe / note-taker; • 1:1 support; • Extra time to complete tasks; • Reasonable adjustments to rewards and sanctions issued in the context of the learner's special educational needs. • Small group precision teaching, • Daily check ins, • Provision of specific support programmes e.g. RWInc, Lexia, Zones of Regulation & ELSA • Alternative Provision. <p>The School's Accessibility Plan stipulates the increasing extent to which pupils with disabilities participate in the school's curriculum, how the school is improving its physical environment to increase access for students with disabilities and improving the delivery to pupils with disabilities of information which is readily accessible to students without disabilities.</p>
<p>3e. Support that is available for improving the social, emotional and mental health needs of pupils with SEND</p>	<p>Pupils are well supported by:</p> <ul style="list-style-type: none"> • An anti-bullying policy that is supported by Pastoral and Behaviour Managers • ELSA, Adolescent Counselling, Drawing and Talking, Emotionally Available Adult, • Dedicated Pastoral and Key Stage Leaders who are on call throughout the school day who provide support such as self-esteem building, anger management • Targeted support for individual pupils including ELSA • Student Council • Pupil Voice

<p>4. In relation to Mainstream Schools and maintained nursery schools, the</p> <ul style="list-style-type: none"> - Name and Contact details of SEND Coordinator - Name and Contact details of SEND Governor 	<p>Chris Barns– Headteacher c.barns@beccleshighschool.org</p> <p>Jade Reeve – SENDCO j.reeve@beccleshighschool.org</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01502 718850</p>
<p>5. Information about the expertise and training of relevant staff in relation to children and young people with SEND, including how specialist expertise will be secured</p>	<p>Audit of staff expertise in SEND undertaken annually</p> <ul style="list-style-type: none"> • The SENDCO has SENCO qualification (National SENCO Award/MA) • Trust CPD programme for Teaching Assistants running September 2024- 14.2.25 • Termly Trust SEND Strategy Days for SENDCOs led by the Director of Inclusive Learning from September 2024. • Specialist expertise engaged from external services – Point 1, NHS,CAMHS, Suffolk Early Help, • Termly CPD training covering topics including EEF Special Educational Needs in Mainstream Schools Guidance, SEND Code of Practice, High Quality Teaching Strategies to support pupils with SEND • Specialist expertise engaged from external services - Point 1, ADHD Suffolk, Suffolk Early Help, CAMHS. • SES Essential training CPD Offer 24-25 for SEN department- Dyslexia, Supporting Learners with Cognition and Learning Needs (Primary and Secondary), Dyscalculia and Maths difficulties, Understanding and Supporting students with SEMH needs, Emotional Regulation and Autism Awareness. • All staff have been trained & refreshed in the differentiated Graduated Approach – September CPD and November CPD 2024
<p>6. Information about how equipment and facilities support children and young people with SEND will be secured</p>	<ul style="list-style-type: none"> • Support Services including health services • Early Help & Family Support (Suffolk County Council) • Additional specialist SEND agencies as listed above

<p>7 .The arrangements for consulting parents of children with SEND about, and involving such parents in, the education of their child</p>	<p>The views of parents and carers are important to us, and we will involve you in discussions about provision for your child’s SEND both at the point of identification and through their termly review.</p> <ul style="list-style-type: none"> • Break time, Lunchtime support, afterschool clubs • Telephone • Text • Email • Parent View • Parents Evenings • Pastoral & Behaviour Team • SENCO & SEND Team direct contact • Face-to-face meetings • Annual Parent Survey • Online Zoom meetings
<p>8. The arrangements for consulting young people with SEND about and involving them in their education</p>	<p>The wishes and feelings of young people with SEND are central to our provision. We involve them in discussions about the support they receive in an age-appropriate manner. We gather their views as part of the termly review of their support plan as well as through:</p> <ul style="list-style-type: none"> • Pupil Voice • Student Council • Annual Reviews for EHC Plans • Personal Interviews • Wishes and Feelings - signs of safety activity • Pastoral & Behaviour Team and Key Stage Leaders
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with SEND concerning the provision made at the school</p>	<p>Please refer to and use the school’s existing complaints policy and procedure which is available directly from the school or website.</p> <p>enquiries@beccleshighschool.org Complaints - Beccles High School</p>
<p>10 How the Education Committee of the Board of Trustees, who holds delegated responsibility from the Board of Trustees, involves other</p>	<p>The Seckford Education Trust is governed by a Board of Trustees who have statutory responsibility for governance. The Board of Trustees empowers the SEND Coordinator and Headteacher to use the range of support and resources required to benefit the children at SET Beccles and The Forge at SET Beccles.</p>

<p>bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with SEND and in supporting the families of such pupils.</p>	<p>This can include:</p> <ul style="list-style-type: none"> • Family Support • Speech and Language therapy • MAT support and advice • Specialists e.g. Educational Psychologists, School-to-School support, SRBs etc. <p>In its turn, through monitoring and challenge, the Board of Trustees assess the impact, costs and cost effectiveness of the support used and amends the strategy of the school appropriately.</p>
<p>11 The contact details of support services for the parents of pupils with SEND, including those for arrangements made in accordance with section 32.</p>	<p>Suffolk SENDIASS – Telephone 01473 265210 enquiries@suffolksendiass.co.uk https://www.suffolksendiass.co.uk/</p>
<p>12 The school’s arrangements for supporting pupils with SEND in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p>Transfer Transition arrangements</p> <ul style="list-style-type: none"> • Meetings with feeder and MAT schools to ensure all appropriate information is passed on in a timely manner • Contact and handover of information and strategies to and from receiving schools • Extensive Transition programmes for students with SEND over Summer Term • Liaison with Post-16 providers including use of Work Experience allocation for taster sessions at potential post-16 providers • EHCP review format to ensure effective planning for post-16 from Y9 • School curriculum for careers and futures learning
<p>13 Information on where the local authority’s local offer is published</p>	<p>https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0</p>