

Beccles High School

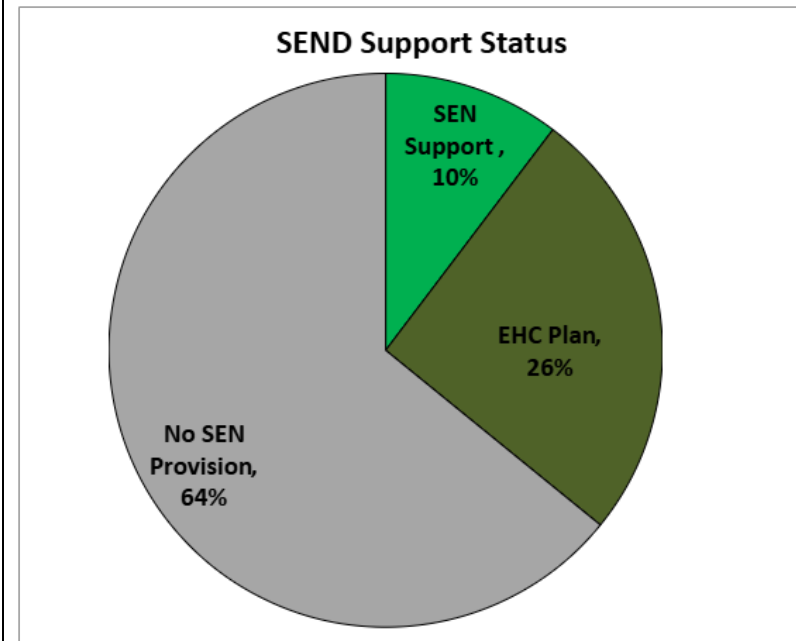
SEND Information Report May 2026

1. Variety of Special Educational Needs that are provided for at Beccles High School

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):

- Communication and Interaction
- Cognition and Learning
- Social, emotional and mental health difficulties
- Sensory and/or physical needs

Beccles High School mainstream school currently has 36% of students are identified with SEND, with 26% of students having an EHCP. (May 26)



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	<p><i>The Cognition and Learning Unit at Beccles High School has 100% of all students with an EHCP. Please note our admission to our Specialist Cognition and Learning Unit is via Suffolk Local Authority’s Specialist Placements Team and only available to pupils with an EHCP, and a primary need of cognition and learning.</i></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 from 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 indicators • Catch-Up interventions indicators • 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 • Team Around the Child discussions
<p>3a. The school’s approach to teaching pupils with SEND</p>	<p><u>Teaching and learning at Beccles High School.</u></p> <p>Our SEND strategy at Beccles High School is ‘Every Teacher is a teacher of SEND and every leader is a leader of SEND., underpinning our approach to appropriate and effective adaptive teaching.</p> <p>To support learning in our classrooms and beyond, Beccles has a clear framework of expectations developed by, and shared with, teaching staff.</p> <p>Our systems, processes and supporting documentation are rooted in research, notably – though not exclusively – Rosenshine’s ‘Principles of Instruction’. Our experience, discussions and research have directly shaped our protocols and documents. Together, they form the backbone of a clear and shared understanding of what ‘quality education’ is at our school.</p>

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Essentially, quality education in the classroom is divided into the following stages:

Stage 1: Planning (curriculum snake, long term plan, lesson plan)

Stage 2: Delivery (the Beccles Standard Lesson & the Standard lesson powerpoint template)

Stage 3: Quality Assurance (as evidenced in student books and the QA document completed during lesson observations and Trust learning walks. It mirrors what is expected of lessons as described in the Standard Lesson).

Teaching and Learning at Beccles High School and Supporting SEND learners.

Part of Teacher Standards focuses on a teacher's ability to meet the needs of all learners in the classroom. That doesn't mean 'running three lessons at the same time' – it means ensuring that any barriers that individuals have to learning are taken into consideration and support to overcome them is provided. That can mean sitting students in a particular row so that they can see the board or providing printouts in different colours. It could mean that you check on some students to determine they've understood instruction or ask them more questions to see whether they've really understood what you have just covered in a learning activity.

All staff have a 'blue folder' that you have that contains the SEND Support Plans (SSPs) outlining student SEND needs, an up to date 'blue folder' will form part of school lesson QA.

Provision for SEND pupils within Beccles High School includes:

- High Quality Teaching, with appropriate and effective "scaffolding to support" in place;
- Beccles 15 – strategies to support vulnerable student including those with SEND within the classroom.
- Additional adult support in classrooms where appropriate to form Teaching Teams with Learning Support Assistants
- SEND 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, guided reading, touch typing, ELSA, Beat Dyslexia, Brick Therapy, Precision Teaching and Getting the Picture and Daily check ins.
- Personalised intervention programmes led by trained Support Staff
- Dual Centre provision (Specialist Cognition and Learning Unit & Mainstream school)
- The sourcing of additional specialist support via external agencies e.g. SES
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Provision for SEND pupils with the Cognition and learning Unit at Beccles High School includes:

- *Chapel Green School Specialist Curriculum is used across the Specialist Cognition and Learning Unit. The curriculum has been developed with a focus on aspirational, destination led learning, preparation for future learning and life beyond school. To provide the best possible education for all of our pupils and aim for every*

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	<p><i>child to access a bespoke curriculum that meets their needs and allows them to develop their communication, independence skills and cultural capital, to allow for the best possible progress so all students are fully prepared to make positive choices for their future.</i></p> <ul style="list-style-type: none"> • All pupils have access to a range of learning experiences that reflect and meet their needs. Particular emphasis is placed on the key skills of communication/reading, writing, speaking and listening, cognition/maths and problem solving, personal, social and relationship understanding and skills and physical development and health. While providing a broad and balanced curriculum. • Use of the Chapel Green School Specialist Curriculum Skills Assessment Strands. • Chapel Green School Specialist Curriculum and Skills Assessments used within the Cognition and Learning unit. Students in the Cognition and Learning unit have access not only to mainstream curriculum but also the SU uses a bespoke approach to curriculum utilising the new Chapel Green Specialist Curriculum across the Specialist Unit.
<p>3b. Evaluating the effectiveness of the provision made for pupils with SEND</p>	<ul style="list-style-type: none"> • Impact tracking is completed at least termly and adaptations to provision made in light of the findings. • Annual Parent Survey • 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. • Suffolk Specialist Education Services (SES) support through CPD, support lines, forums, individual and group referrals, Inclusion support meetings, consultation/solution circles Section F EHCP support and school visits. • SES bespoke support for Suffolk specialist unit settings, including bespoke pupil work or whole school bespoke training. • Specialist Cognition and Learning Unit quality assurance is carried out during an annual Providers Review Meeting by Suffolk local authority annually • Visits from specialist SEND services to support QA of the specialist unit and main school provision in relation to individual pupils and groups and pupils including Chapel Gren Special School.

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	<p>Visits from specialist SEND services to support QA of SU and main school provision in relation to individual pupils, groups of pupils and specialist units etc, including Chapel Green Special School. Yearly provisions visit is conducted by Suffolk LA SEND team, and as a school we submit termly reports to them.</p>
<p>3c. Arrangements for assessing and reviewing pupil progress towards outcomes, including opportunities available to work with parents and pupils as part of this assessment and review</p>	<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. • 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>Within the mainstream school 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;

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Additional, targeted support will be provided in the classroom, based on individual learner' needs. These are known as The Beccles 15.

1. Scaffolding tasks to support learners - Activities are carefully scaffolded where appropriate, for example to reduce the writing pressure e.g. gap fills, matching activities.
2. Modelling - "I do, We do, You do" to help students understand tasks.
3. Variety – Short learning activities within a lesson/maintain interest/keep on task
4. Seating Plan- Allows staff to support students, enabling regular check ins/next to a positive peer/ support anxiety.
5. Clear Instructions and explanations- Teachers always use short, clear instructions and explanations.
6. Check understanding of tasks - Some vulnerable students may need to be asked to repeat back instructions.
7. Additional process and take up time.
8. Use of Now and Next.
9. Subject specific vocabulary and key words are explicitly taught and practiced during the lesson.
10. Presentations are printed to provide a handout or sent to student laptop as required.
11. Supportive resource available- as detailed in SSP laptops/overlays/ear defenders/Loops
12. Supporting students with change- where possible prepare students around changes in your classroom or the school day.
13. Use of Zones of Regulation language.
14. Building positive relationships – Find the hook.
15. LSA's and additional adults- Planning for the additional adult in your room, clear instructions are provided to additional adults in the room, to allow them to support the learning.

[The Cognition and Learning Unit the curriculum/learning opportunities and adaptations](#)

- Implementation of the Chapel Green School curriculum within the Specialist Cognition and Learning Unit.
- All pupils have bespoke learning package, with adaptations to the curriculum or school environment that need to be put in place.
- All pupils have bespoke curriculum packages and timetable which reflect the needs of the pupil and appropriate and bespoke learning opportunities, as well as enabling them to access lessons within the mainstream school.

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	<ul style="list-style-type: none"> • The school ensures that any specialist needs are met by training and accessing professional expertise through partnership with SES, Trust CPD and Chapel Green School. • All pupils have personalised Student Support Plans (SSP's) • Students have access to additional bespoke interventions including..... <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, School Nurse and 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 Please contact Mrs Poll PA to the Head teacher: S.Poll@beccleshighschool.org</p> <p>Jade Reeve – SENDCO j.reeve@beccleshighschool.org</p> <p>Claire Jackson – Deputy SENDCo c.jackson@beccleshighschool.org</p> <p>Trust SEND Trustee: Roger Margand. Contact Email: ea@setrust.co.uk</p> <p>School Telephone Number: 01502 718850</p>

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<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 SENDCo qualification (National SENCO Award) • 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. • SES Essential training CPD offer 25-26 for SEN department – <i>Inclusive Classrooms (Secondary) Inclusive Practice to support C&L Needs (Secondary), Making use of Assistive technology., Strategies to support dyslexia / literacy difficulties in the classroom, Dyscalculia and maths difficulties, Adaptations to support students with Working Memory Difficulties, Emotional regulation, Building Language for life and learning (KS3), Sensory Processing awareness and strategies to support, Transition planning into Year 7 SEND, Girls and ASC</i> • Norfolk STEPS Training • All staff have been trained & refreshed in the differentiated Graduated Approach – September CPD 2025 • Sapientia Education Trust CPD Programme 2025-26 • Steplab is a coaching and learning tool used by all staff.
<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

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	<ul style="list-style-type: none"> • 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.</p> <p>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 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>The Sapientia 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 Beccles High School.</p> <p>This can include:</p> <ul style="list-style-type: none"> • Attendance services • Family Support • Medical eg. School Nurse • 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>Education - Suffolk SEND Local Offer</p>