

Beckfoot Upper Heaton School

Summary of Provision for students with SEND

The Local Offer or Summary of Provision for students with special educational needs or disabilities (SEND)

Beckfoot Upper Heaton School works to promote the inclusion of all its students through its policies and practice. Our building is fully accessible and we seek to make a wide range of provision available for students with additional needs by providing as much help and support as possible so that all of our students are fully included and able to enjoy, learn and succeed.

We are committed to meeting the requirements of the Children and Families Act 2014 and the Disability Discrimination Act. Our aim is to prepare our students for opportunities, responsibilities, and experiences in the wider world.

Children with special educational needs are understood to be those students, with or without an Education, Health and Care Plan (EHCP), who require adjustments that are additional to and different from students who have no identified SEND needs in order to support them reach their potential as learners. They will include young people with Cognition and Learning needs, Social, Emotional or Mental Health needs, Communication and Interaction needs (including ASC) or students with Physical or Sensory Difficulties.

People who support children with Special Educational Needs and Disabilities at Beckfoot Upper Heaton:

Staff	Summary of Responsibilities
Headteacher: Biman Dey	Responsible for: <ul style="list-style-type: none">• The day-to-day management of all aspects of the school, this includes the support for children with SEND• Ensuring the Local School's Committee is kept up to date about any issues in the school relating to SEN
Co-Special Educational Needs Coordinators (Co-SENDCos): Laura Newcombe Tracy Ward	Responsible for: <ul style="list-style-type: none">• Coordinating all the support for children with special educational needs and disabilities (SEND)• Developing the school's SEND Policy to make sure all children receive a consistent, high-quality response to meeting their needs in school• Ensuring that parents and carers are involved in the child's learning and progress• Liaising with the outside agencies who support the children with Special Needs, for example, Speech and Language Therapist, Educational Psychologist, Physiotherapist, Specialist Teachers

	<ul style="list-style-type: none"> Updating the school's Special Needs Register (a system for ensuring all the individual needs of pupils and strategies to support their learning in this school are known) Providing specialist support for teachers and support staff in the school so they can help pupils with individual needs
SEND HLTA/Admin: Donna Drew	<ul style="list-style-type: none"> Responsible for the provision of admin support for the Co-SENDCos and working as a higher-level teaching assistant able to teach within small group settings under the guidance of the Co-SENDCos
Nurture Lead: Hassina Gumus	<ul style="list-style-type: none"> Responsible for the coordination and implementation of small group nurture provision (Boxall model) under the guidance of the SENDCo
Tutors/Subject Teachers	Responsible for: <ul style="list-style-type: none"> Checking on student progress and identifying, planning and delivering any additional help which may be needed Using the individual needs information when planning lessons Ensuring that the school's SEND Policy is followed in their classroom
Named SEND Governor: TBC	<ul style="list-style-type: none"> Responsible for making sure that the necessary support is made for any student with additional needs

Students can be identified as having SEND when progress is slower than their peers and where a gap in learning increases.

Students with SEND will be categorised into one of the following three ranges:

School Support (K) - This provision may include additional interventions from within the school resources.

School Support + (K+) - This provision may include additional interventions from within the school resources and specific support from outside agencies, some students within this range may be under assessment for an Education, Health, Care Plan.

Education, Health & Care Plan (EHCP) students (E) - This provision is likely to be highly bespoke, including additional interventions from within the school resources and specific support from outside agencies, students at this range will have an EHCP (Education Health and Care Plan) .

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School Support (K) Provision

All students will be based in mainstream classes and have access to Quality First Teaching, in addition, those at School Support (K), may also have the following in place:

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Use of eye contact when communicating with students encouraged
Visual Impairment	<ul style="list-style-type: none"> • Increased font size/coloured overlays for classwork and textbook work as/when required
Physical	<ul style="list-style-type: none"> • Seating plan to accommodate needs • Access to a lift • Hygiene room available • Care Plan as appropriate
Medical	<ul style="list-style-type: none"> • Individual Health Care Plan detailing student needs • Medication stored and dispensed securely • Healthcare Assistant to manage systems and student support
Communication & Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Access to quiet area at lunch and break times
Speech, Language and Communication needs	<ul style="list-style-type: none"> • Literacy intervention programme • EAL small group intervention
Cognition and Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Literacy intervention programme • Reading intervention • Quality First teacher

Behaviour, Social & Emotional Development

Behavioural Needs	<ul style="list-style-type: none"> • 1:1 mentoring • Adapted timetable • Boxall Nurture Group provision • Vulnerable Learner Centre
Emotional, mental Well-being	<ul style="list-style-type: none"> • Boxall Nurture Group provision • Year Leader interventions • Vulnerable Learner Centre
Social Needs	<ul style="list-style-type: none"> • Access to break and lunchtime clubs • Access to a range of sport and performing arts activities which develop self-esteem

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School Support + (K+) Provision

All students at School Support + (K+) will access the provision detailed above and may also have the following additional interventions and support.

Sensory and Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Staff may be required to wear radio microphone / transmitter • Access to support from Hearing Impaired Specialist Teaching Team
Visual Impairment	<ul style="list-style-type: none"> • Additional support in lessons • Specific IT to support • Visual timetable with appropriate font • Access to support from the Visually Impaired Specialist Teaching Team
Physical	<ul style="list-style-type: none"> • Additional support in a range of lessons • Access to support from the Physical Difficulty Specialist Teaching Team • Differentiated PE curriculum • A detailed Health Care Plan detailing student needs
Medical	<ul style="list-style-type: none"> • Emergency procedures in place to support student needs • Access to a lift within school, supported by an adult, as required • A detailed Healthcare Plan detailing student needs • Advice from outside agencies where required
Communication & Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Access to adult support in some lessons • Access to support from the Communication & Interaction Specialist Teaching Team
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Specific activities created to support student needs • Increased access to adult support in lessons • Advice from Speech and Language Team (Health)

Cognition & Learning Needs

Moderate & Specific Learning Difficulties

- Increased access to adult support in lessons
- Access to literacy and numeracy small group support as appropriate

Behaviour, Social & Emotional Development

Behavioural Need

- Access to an alternative / bespoke offer within school and / or in an off-site partner setting via the VLC (Vulnerable Learner Centre).
- Support through pastoral / Year Leader team
- Additional adult support in classrooms as required

Emotional, mental well-being

- Referral to CAMHS (Children, Adult, Mental Health Service)
- Advice/support from Social, Emotional, Behavioural Difficulties Specialist Teaching Team
- Access to a bespoke break / lunchtime offer
- Boxall Nurture Group provision
- Year Leader interventions

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EHCP (E) Provision

All students will access the provision detailed above and may also have the following additional interventions and support, dependent on their specific needs.

Sensory & Physical Needs	
Hearing Impairment	<ul style="list-style-type: none"> • Regular appointments with Hearing Impaired Specialist Teacher within school hours • Access to iPads and specialist software to support teaching and learning if required
Visual Impairment	<ul style="list-style-type: none"> • Regular appointments with Visually Impaired Specialist Teacher within school hours • Access to iPads and specialist software to support teaching and learning if required
Physical	<ul style="list-style-type: none"> • Regular appointments with Physical Difficulties Specialist Teacher within school hours as required • Specific adult support as required • Access to a lift within school, supported by an adult
Medical	<ul style="list-style-type: none"> • Specific specialised training linked to student needs
Communication & Interaction Needs	
Autistic Spectrum Disorder	<ul style="list-style-type: none"> • Specialist support from Communication & Interaction Specialist Teaching Team • Additional Year 6 transition support • Training from professionals from both in and outside school • Specific adult support in school as required
Speech, Language and Communication Needs	<ul style="list-style-type: none"> • Speech and Language referral, sharing of recommendations to teaching and support staff • Educational Physiologist advice given to school SENDCo and parents carers
Cognition & Learning Needs	
Moderate and Specific Learning Difficulties	<ul style="list-style-type: none"> • Additional SEND Learning Support Assistant allocation • Referral to Cognition and Learning Specialist Teaching Team

Behaviour, Emotional & Social Development

Behavioural Need	<ul style="list-style-type: none"> • Access to an alternative / bespoke offer within school and / or in an off-site partner selling via the VLC (Vulnerable Learner Centre) • Personalised timetable • Referral to Educational Psychologist with advice given to school SENDCo and parents/carers
Emotional, mental well-being	<ul style="list-style-type: none"> • Referrals through school nurse • Referral to CAMHS (Children, Adult, Mental Health Service) • Advice/Support from Social, Emotional, Behavioural Difficulties Specialist Teaching Team
Social Needs	<ul style="list-style-type: none"> • Identified additional support in lessons from SEND Teaching Assistant team

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Frequently Asked Questions:	
How can I let the school know I am concerned about my child's progress?	If you have concerns about your child's progress you should speak to your child's tutor, teacher, or Year Leader.
How will the school let me know if they have concerns about my child's learning in school?	When a teacher has raised concerns about your child's progress there will be discussions in school about future strategies to plan any additional support your child may receive.
How are teachers in school supported to work with children with SEND and what training do they have?	Our Co-SENDCos are qualified teachers and are able to support the teachers in planning for children with SEND. In addition, Mrs Ward holds the National Accredited SENDCo Award . The school has a CPD (Continuous Professional Development) Programme for all staff to improve the teaching and learning of children, including those with SEND.
How will the teaching be adapted for my child with SEND?	Teachers plan lessons according to the specific needs of all groups of children in their class and will ensure that you child's needs are met. Support staff may support with your child's learning in the classroom. Specific resources and strategies may be used to support your child individually and in groups.
How is the progress of my child measured in school?	Your child's progress is continually monitored and tracked. Children on the register will be reviewed and monitored on a regular basis. The progress of children with an EHCP is formally reviewed at an Annual Review with all adults involved with the child's education.
Who are the outside agencies providing services to children with SEND?	Directly funded by school: SEND Teaching Assistants Additional Educational Psychology input to provide a higher level of service to the school Attendance Team Year Leader and pastoral team Paid for centrally by the Local Authority to be accessed in school, as needed: Specialist Teaching Team (SCIL) Team Educational Psychology Service Speech and Language Therapy (provided by Health but paid for by the Local Authority) Children's Social Care Police Community Support Officer