

# Beckfoot Upper Heaton School Report to The Trust Board on Special Educational Needs and Disability (SEND) October 2022

## Statement regarding the overall quality of provision for pupils with SEND

Year	All Students	SEND K	EHCP	Total SEND	% SEND (K and EHCP)	% EHCPs
7	147	38	3	42	28.6	2.0
8	140	48	7	55	39.3	5.0
9	150	49	3	53	35.3	2.0
10	142	40	3	42	29.6	2.1
11	137	41	4	45	32.8	2.9
<b>Total</b>	<b>736</b>	<b>216</b>	<b>20</b>	<b>237</b>	<b>32.2</b>	<b>2.7</b>

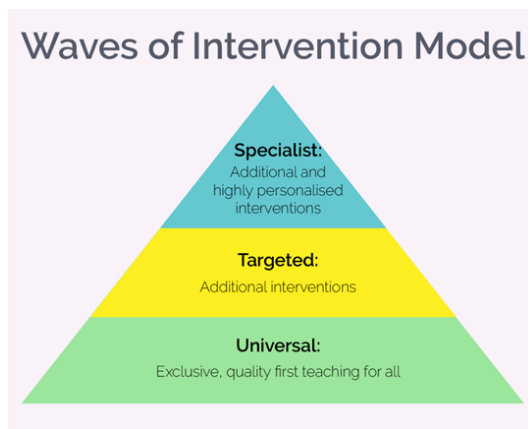
Current Data (as of 29<sup>th</sup> September 2022)

### Effectiveness of leadership and management for SEND

Below are the key areas of development.

- The development of a meaningful and mutually supportive understanding of the community context of the school, with a particular focus on the locally predominant Pakistani Muslim Community and the range of Eastern European community groups the school also serves
- Continued excellent teamwork with Children’s Social Care, Educational Psychology Team, Specialist Teaching Team, community groups and all other agencies who support students in the school, ensuring that we are in compliance with the Children and families Act (2014)
- Systems in place to track learning progress/outcomes of all vulnerable learners including SEND.
- Systems in place to ensure the accurate assessment of vulnerable learners who are not felt to be making expected progress - using a range of appropriate additional assessment tools.
- A range of robust, assessment led interventions are in place to support vulnerable learners who are not making expected progress.

- The development of a whole school understanding of the waves of provision the school has in place to support the inclusion of all students, with all colleagues understanding their various roles.
- The development of a whole school understanding of the waves of provision the school has in place to support the inclusion of all students, with all colleagues understanding their various roles so that we are fully compliant with the SEND Code of Practice (2015).



- The continued development of Harbour (Wave 4) provision as a model of hub support for the most socially/emotionally complex and vulnerable students in school who require careful assessment and bespoke small group and 1/1 support across the week to ensure their full inclusion.
- The regular review of the SEND Register to ensure that It is up to date.
- Learning Plans are available for all students on the SEND register. They are easily accessible, informative, and supportive for staff and their understanding of how the curriculum can be scaffolded to ensure that it is fully inclusive and accessible.
- Alignment with the school Pupil Premium Plan, which reflects all of the above, encompassing achievable and measurable objectives to support the fullest possible inclusion of our most disadvantaged and vulnerable students.

### **Quality of teaching, learning and assessment for pupils with SEND**

- The AHT Access/Inclusion and Co-SENDCos plan effectively to make the best possible use of the valuable time of the specialist professionals who support the vulnerable students in our school ensuring a professional and cooperative approach to ensure the best possible outcomes for students and their families

- Other agencies and professionals report positive and professional links with the school
- DHT curriculum, AHT Access/Inclusion, Co-SENDCos and Faculty Leads meet regularly to track and highlight vulnerable learners who are not making expected progress and to plan next steps to improve outcomes
- Vulnerable learners who are not making expected progress and/or whose school inclusion is at risk are quickly and effectively identified by staff and referred to the CO-SENDCos via a well understood and well managed assessment referral system
- Impact of interventions is monitored/reviewed regularly, and interventions adjusted in response
- Staff receive ongoing training to support the development of their understanding of the waves of provision and how best to support students and meet their needs.
- Teachers understand and implement Q1st inclusive teaching, underpinned by minimum operating standards and know how to ensure W1 provision in their classrooms
- Wave 3 and wave 4 provision has continued to mature and develop, nurture, specific learning interventions are all in place and felt to have impact. This includes Nurture and Vulnerable Learners Centre provision
- Students are fully assessed, EHCP assessment process has begun for students where evidence suggests this would be supportive. Specialist places requested for those students where evidence suggests that barriers to inclusion remain.
- All recent, relevant student documentation is linked to the register – to include the most recent Annual Reviews. Relevant and easily accessible SEND documentation is to also be linked to Class Charts.

### **Personal development, behaviour and welfare of pupils with SEND**

- The continued development of nurture group provision at wave 3/4 to support student both social and emotional development.
- All SEND students are encouraged to be part of wider school life
- The school resilience mentor and pastoral teamwork with pupils with mental health issues and resilience
- Youth in Mind have been commissioned to work with pupils with mental health issues.
- Students with SEND and/or EHCPs attend careers advice sessions. Parents are encouraged to also attend these sessions with their child/children
- Students with SEND and/or EHCPs are encouraged to join the Student

# 1. Update on the school's implementation of the SEND system

- SEN Information Report on the school's website: This document follows the template set out by the **Disability Regulations 2014 SCHEDULE 1**.
- All decisions made regarding students with SEND and also students with EHCPs are fully in alignment with the SEND Code of Practice (2015) and the children and Families Act (2014)
- The Graduated approach model is currently being revised and robustly implemented throughout school via CPD. Teachers are continually assessing, planning, implementing, and reviewing their approach to teaching via appraisals and self-reflections. Teachers are responsible for the teaching and learning in their classroom. To support this all faculties have directed planning time once a week after school on a Monday. Lessons and schemes of work are continually updated and amended to suite the students' needs. The teaching and learning team within Leadership work alongside staff to develop effective practice.
- All staff who teach and support pupils with SEND have the highest aspirations for them
- All staff who lead and manage provision/interventions demonstrate an ambitious vision and plan of action to enable this to happen.
- At Beckfoot Upper Heaton all EHCPs are reviewed annually with students and families. We work closely with Bradford SEND and very closely with families. There is an annual timetable of reviews calendared from September for all EHCP reviews
- There are regular SEND network meetings scheduled throughout the year, led by the Beckfoot trust SENDCo Tonia Pugh. Local Authority SEND network meetings are also regularly attended.

## 2. Identifying pupils with SEND

- The school identifies children with SEND through a number of established practices. Firstly, the common transfer files from Year 6 identifies those already with a need. The Co-SENCOs/Assistant Head in charge of transition and Head of Year visit and/ or discuss the child needs with Primary SENDCo for Primary school feeders
- Beyond this, teachers will send an in house SEND referral form to the Co-SENDCos regarding any concerns. The Co-SENDCOs will follow up with a range of assessments depending upon need.

### 3. SEND funding

- Funding to support the majority of SEND pupils is delegated to the school's budget. It is the expectation that mainstream schools provide support to their pupils with SEND, from their notional SEND budget. Where the school is not able to meet the needs of a pupil from its budget, we will seek top-up funding from the local authority via application for an EHCP
- Where a pupil is in receipt of additional funding allocated via an EHCP the school will use its best endeavours to ensure it is spent effectively to meet the needs of the pupil and to deliver the outcomes as set out in the EHCP. If the funding attached to the EHCP is not adequate to meet needs, we would request that the local authority review and increase the funding.
- The Code of Practice states that Education, Health and Care plans are required by those pupils:
  - Where the resources required to meet their special educational needs cannot reasonably be provided from the resources normally available to mainstream providers
  - Who have a significantly greater difficulty in learning than the majority of others of the same age
- Low attainment does not automatically indicate a need for an Educational, Health and Care Plan assessment of needs.

### 4. Staff deployment and development

- **The SEND Dept** is made up of:
- 2 x Co-SENDCos and 13 support staff.

### 5. Interventions for pupils with SEND

- We follow the graduated response and wave model as above
- The Vulnerable Learners Centre (VLC) has been introduced to meet the needs of students with complex SEMH needs. This provision allows for a thorough assessment of need and also a safe space in which for these assessments of need to happen. Students who access this provision will usually have been assessed through Beckfoot Upper Heaton's graduated approach, though additional student need may emerge during the in-year admission process or occasionally following a crisis
- Year 11 students not on track or at risk of not hitting targets to be invited to focused P6 lessons, to support them to reach their potential by end of year 11, supported by the SEND team where appropriate
- Intervention through partnerships with services in VI, ASD and the MNHES school all to support engagement in learning.

## 6. Pupil voice

- Students with an EHCP, complete their views each year in readiness for their annual review which they are present at and play an active role
- EHCP students' views are included on their learning plans

## 7. Parent/Carer/family voice:

- Families have an opportunity to discuss day to day issues as students arrive at school. They are able to contact Co-SENDCos as needed to discuss any concerns. Co-SENDCos are available at parents evening, open evenings and other school events
- Families of SEND have a voice in the EHCP annual review process
- Transition is an important aspect of family voice and we therefore offer additional support in the shape of tours of the school and additional meetings

## 8. Work with external agencies

Co-SENDCos work closely with and use external agencies and services. Recently this has included:

- SCIL Specialist Teaching Team
- CAMHS
- Early Help
- Educational Psychology team
- Hearing Impaired Support
- Nurse School team
- Occupational Therapist (NHS)
- Physical and Medical team
- Physiotherapist Bradford and Keighley (NHS)
- Careers service
- PTS
- SEN assessment team
- SENDIASS formally Barnardos
- Children's Social Care
- Speech and Language service
- MNHES – Medical needs and hospital education service
- Visual Impairment team
- Virtual School Bradford, Leeds and Calderdale
- Wheelchair services

## 9. Complaints relating to SEND

Any formal complaint should complete the TRUST complaints form on the website.

<https://www.beckfootupperheaton.org/about-us/policies-and-documents/trust-policies/>

## 10. Priorities for the coming year

### Outcomes (2022-2023)

1. Narrow the gaps between outcomes for SEND students in headline measures of 9-5, 9-4, A8 and P8.
2. Share information with staff around SEN strategies to support development of context sheets
4. Ensure good knowledge of targets set for SEND students (Y11) and involvement in progress meetings
5. Be involved in curriculum discussions and development of alternative curriculum pathways at KS4

### Quality of Teaching and Learning, accuracy, and effectiveness of assessment

1. Raise the profile of SEND.
2. Learning Plans to be in place for all students on the SEND register to provide support strategies for all teachers.
3. Review how TAs are used for in-class support and interventions
4. To continue development of the Vulnerable Learners Centre (VLC) and plan for the new external wave 4 building
5. Develop a non-negotiable approach to inclusive classrooms and a nurturing school for all.

### Effectiveness of Curriculum

1. Ensure all interventions are fit for purpose, robust tracking systems are in place and they are reviewed regularly
2. Evidence of robust assessment of SEND students to inform appropriate interventions
3. Exam Access Arrangements in place in good time.

### Effectiveness of leadership and management

1. Ensure teachers / TAs understand their responsibilities towards children with SEND
2. Ensure value for money, through efficient deployment of resources including TAs and interventions. Increase the number of TAs within the department in order to meet the statutory requirements
3. Appropriate training for all TAs in line with the draft standards published by the DFE (not compulsory) and for any specific interventions being delivered
4. Quality assurance of Teaching Assistants (in-class support and interventions)
5. Draw up a list of students who would benefit from an EHCP and seek advice from the EP
6. Review current SEND referral system
7. Regular SEND CPD calendared and delivered. Updates included in regular weekly briefings.
8. Liaise with colleagues from the trust and Local Authority through regular networks and CETs
9. Work with stakeholders to review and improve practice

