

SEND Information Report 2022 - 2023



Bluecoat Beechdale Academy

Date of report: July 2022

Review date: July 2023

Approved by:

Chair of Academy Advisory Board - Janet
Doar

SENCo - Lauren Cassady

Bluecoat Beechdale Academy

SEND Information Report 2022 - 2023

Welcome to Bluecoat Beechdale Academy's SEN Information Report for students with Special Educational Needs and Disabilities (SEND).

Bluecoat Beechdale Academy recognises and celebrates the individuality and diversity of our students. We are an academy sponsor led secondary school, committed to working together with all members of our school community. There are no restrictions on entry. Every student has an entitlement to a broad, balanced, relevant and differentiated curriculum. The academy is committed to giving all students every opportunity to achieve the highest standards. We have an inclusive ethos with high expectations where everyone can achieve their full potential. We seek to engender a sense of belonging to the academy and to boost self-esteem, self-confidence and motivation.

This report aims to:

- Set out how our school will support and make provision for students with special educational needs (SEN)
- Explain the roles and responsibilities of everyone involved in providing for students with SEN

Bluecoat Beechdale Academy is part of the Archway Learning Trust which has a comprehensive SEND Policy, which can be found on our website. This policy is regularly reviewed and incorporates advice and procedures recommended by Nottingham City Local Authority (LA). We are proud of the relationships that we have with our LA and work closely with them to ensure positive outcomes for students with a special educational need and/or disability. The provision that we describe below is consistent with recommended good practice within the LA's Local Offer.

All governing and advisory bodies of academy schools have a legal duty under the revised Code of Practice (2014) to publish information on their website about the implementation of their policy for Students with SEND. We would welcome your feedback and future involvement in its review, so please do contact us.

What kinds of Special Educational Needs does the academy make provision for?

Bluecoat Beechdale Academy is proud of its diversity. It places great emphasis on its unique and varied community of students. Everyone, regardless of faith, ability, ethnicity or background is valued and nurtured.

We cater for students with needs in the four broad areas of SEN:

- Communication and interaction, for example, autistic spectrum disorder, Asperger's Syndrome, speech and language difficulties
- Cognition and learning, for example, dyslexia, dyspraxia, moderate learning difficulties
- Social, emotional and mental health difficulties, for example, attention deficit hyperactivity disorder (ADHD)
- Sensory and/or physical needs, for example, visual impairments, hearing impairments, processing difficulties, epilepsy

Total number of students on roll: 892

Number of students with EHCP's: 28

Number of students at SEN support: 209

Percentage of academy population with SEN provision: 26.6%

The most prevalent needs in the academy are moderate learning difficulties and social, emotional and mental health difficulties.

Identifying students with SEND and assessing their needs

Bluecoat Beechdale Academy is committed to early identification of students with special educational needs. The Learning Support Faculty works closely with the academic, achievement, pastoral and Student Support teams to ensure that students who may have special educational needs are identified, monitored and assessed so their learning needs are more fully understood.

The Special Educational Needs Co-Ordinator (SENCo) will look at a range of data to build a picture of need. This includes: subject progress and attainment data, attitude to learning (ATL) grades, reading tests, cognitive ability tests (CAT's), Pupil Attitudes to Self and School (PASS) and other specialist screeners. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

Key staff meet to discuss student's needs in regular meetings around subjects, pastoral concerns or Learning Support teams. Teachers and other members of staff can refer students to the Learning Support team if they have concerns about a student's learning, behaviour or well-being. If there is a need for extra help, support will be discussed and a support plan put in place if deemed necessary.

If a parent is concerned about a child's progress this should be raised with the subject teacher, Year Leader and/or the SENCo. We will have an early discussion with the student and their parents which will make sure that:

- Everyone develops a good understanding of the student's areas of strength and difficulty
- We take into account the parents' concerns
- Everyone understands the agreed outcomes sought for the child
- Everyone is clear on what the next steps are

When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and then consider staff feedback, student voice and the views and the wishes of their parents. We will use this to determine the support that is needed and whether we can provide it by adapting our core offer, or whether something different or additional is needed.

We will formally notify parents when it is decided that a student will receive SEN support.

All of this information is contained within our early monitoring process.

Inclusive Education Register (IER)

We currently have 237 students recorded on our IER.

Of those;

- 87.8% (208) are registered as School Support (K coding)*
- 11.8% (28) have an EHCP in place *

Students on roll at Bluecoat Beechdale Academy with Special Educational Needs/ Disabilities (SEND) are recorded on the school's IER. The register identifies individual students and highlights their specific needs.

The register is the responsibility of the SENCo. The SENCo has the responsibility of updating and sharing information from the register with parents and those professionals working within the academy.

Parents are informed in writing if their child is placed on the IER and can expect regular feedback from class staff and more formal discussions through parent's evenings and/or reviews.

All Educational, Health and Care (EHC) Plans are reviewed annually. This gives the opportunity to consider whether the EHC Plan is still appropriate and to review the progress the student has made over the previous period. Other relevant professionals will be invited to these meetings to provide an external view on a student's progress and to provide advice and guidance if necessary.

*Correct at time of report publication

Our approach to teaching students with SEN

In the spirit of the SEND Code of Practice and latest research, we support the idea that high quality teaching, differentiated for individual students, is the first step in responding to students who have or may have SEND. Teachers are responsible and accountable for the progress and development of all the students in their class.

Teachers differentiate their planning to enable all students to access the curriculum at a suitable level. Teaching assistants offer support to specific individuals and small groups

We make the following adaptations to ensure all students' needs are met:

- Differentiating our curriculum to ensure all students are able to access it, for example, by grouping, 1:1 work, teaching style, content of the lesson, etc.
- Adapting our resources and staffing
- Using recommended aids, such as laptops, coloured overlays, visual timetables, larger font, etc.
- Differentiating our teaching, for example, giving longer processing times, pre-teaching of key vocabulary, reading instructions aloud, etc.

Occasionally it is appropriate to offer separate group or one to one interventions away from the classroom.

We also provide the following interventions:

- Literacy and numeracy
- Life Skills
- Art therapy
- Switch on reading
- Ruth Miskin phonics
- Girls/boys group
- Social stories
- Key worker tutorials/mentoring
- ELSA sessions
- Zones of regulation
- 5 point scale
- Lego therapy

Additional support for learning

We have 23 teaching assistants (TAs) who are trained to deliver interventions as above. Teaching assistants will support students on a 1:1 basis when this is identified within their EHC Plan and we feel that providing a 1:1 will be beneficial to the individual.

Teaching assistants will support students in small groups when there has been an identified need through either data analysis (including attendance data), student voice, behavioural patterns or external recommendation.

We work with the following agencies to provide support for students with SEND:

- SaLT
- CAMHS
- Early Help
- Autism Team
- Learning Support Team
- Education Psychology

- Community Paediatricians and specialist nurses e.g. ADHD nurses
- Occupational therapists
- Physiotherapists

Assessing and reviewing students' progress towards outcomes

We will follow the graduated approach and the four-part cycle of **assess, plan, do, review**.

The class/ subject teacher and other professionals across school will work with the SENCO to carry out a clear analysis of the student's needs. This will draw on:

- The teacher's assessment and experience of the student
- Their previous progress and attainment, or behaviour
- Other teachers' assessments, where relevant
- The individual's development in comparison to their peers and national data
- The views and experience of parents
- The student's own views
- Advice from external support services, if relevant

The data will be reviewed regularly.

All teachers and support staff who work with the student will be made aware of their needs, the outcomes sought, the support provided, and any teaching strategies or approaches that are required. We will regularly review the effectiveness of the support and interventions, and their impact on the student's progress. All student on the SEND register will have an Individual Education Plan (IEP) in place. Some students may also have a Passport to success which gives additional information and strategies.

Supporting students moving between phases and preparing for adulthood

We recognise that transitions can be a challenging time for children with SEND and we take steps to ensure that any transition is as smooth as possible. All children with SEN are highlighted during transition periods. Arrangements will depend on the type and complexity of their needs.

The academy works closely with its feeder primary schools to ensure that any information about student's special educational needs is known in advance of their arrival in Year 7. A member of staff from the academy's transition team will visit each feeder school to gather information about children. This knowledge is used to build a full and detailed profile of the new year 7. Staff from the Learning Support team will visit students with an EHC Plan in their primary school to explore the support they will need when they transfer to the academy. They will also work in close collaboration with primary school SENCo's and the LA's Autism Team around transition for high level need students with ASD.

Students in Year 6 who accept a place at Bluecoat Beechdale Academy for Year 7 are invited to 2 Induction days in June. These days give a taste of secondary school life, involve experience of lessons, information about how the academy runs and provides an opportunity for students to meet their new classmates and teachers. Students with SEND may be offered additional transition visits where needed and in liaison with parents/carers and primary school staff.

Learning Support staff will be available to meet with parents/carers and students at the Induction evening.

Support will be given to students and parents when making positive choices about curriculum options in year 9 where appropriate.

Additional efforts are directed at Year 10 Work experience for SEND students, with the aim for all students having a real and challenging work experience placement secured with support as and when needed.

All SEND students with complex needs receive 1:1 careers advice to help them plan possible routes for training or education.

Additional meetings in KS4 support students to make positive choices about Post 16 education and training. This may include visits to open days and further education fairs.

With the consent of the student, we will share information with the school, college, or other setting the student is moving to, to ensure a smooth transition. We will offer transition days and supportive resources when a student is moving between phases of their education.

Expertise and training of staff

The SENCo is an experienced member of staff with a SEND background and relevant qualifications, who is supported by a deputy SENCo and a range of other professionals across the academy as well as SEND specialists within the Trust.

We have a team of 23 teaching assistants, including higher level teaching assistants (HLTAs) who are trained to provide specialist support, guidance and deliver interventions as required. We have a trained ELSA practitioner.

We have a team of health care TA's who access additional specific training who are responsible for supporting the health care needs of our students including administering medications, monitoring conditions and responding to medical events.

A small team of staff are trained annually in de-escalation and positive intervention techniques.

An on-going programme of Continuing Professional Development (CPD) training is in place to ensure that all teachers and support staff have appropriate skills and knowledge to support provision for students with SEND. Our SENCo actively engages in a range of opportunities to share best practice and keep abreast of current local and national initiatives and policy to support students with SEND. Teaching staff seek support and guidance from the SENCo as required

Our teaching staff have all received training in:

- The areas of SEND need and how to ensure early identification
- The SEND Code of Practice and what this means for classroom practice
- SEND Assess, Plan, Do Review Cycle
- Differentiation and Quality First teaching strategies
- Autism and supporting student
- Dyslexia
- Supporting SEMH needs

Evaluating the effectiveness of SEND provision

We are fortunate to belong to a Trust that has 'Inclusion' at the heart of its ethos. To ensure that we are continuously developing our practice we evaluate the effectiveness of provision for students with SEND by:

- Reviewing students' individual progress towards their goals each term
- Reviewing the impact of interventions and making adaptations if and when required
- Using provision maps to measure progress
- Holding annual reviews for students with EHC plans and listening to external recommendations
- Using student questionnaires to understand what is working well and areas for development
- Monitoring of the SEND Provision by the SENCo, SLT, Principal, Trust staff. This includes carrying out learning walks on a regular basis, book trawls as well as an annual deep dive SEND review led by our Trust SEND Consultant.

Including students with SEND in activities outside the classroom, including school trips

Wherever possible we will endeavour to include all students in all activities regardless of whether they take place in or out of school. The benefit of the activity to the student, and adult-child ratios focusing on student safety will be considered at all times in any decision making processes regarding this.

There are student specific risk assessments carried out linked to individual students with SEND. In addition to this, in all we do, we consider the needs of our students with SEN alongside all students e.g. visits, trips, access to additional activities/experiences. In this way we attempt to ensure that students with SEND are not treated less favourably than others.

All of our extra-curricular activities and school visits are available to all our students, including our before-and after-school clubs.

Accessibility of the school environment/ equipment and facilities to support students with SEND

At Bluecoat Beechdale Academy there is levelled access to all areas of the school on the ground floor, with a lift alongside the stairs to access the first and second floor. There are several accessible toilets on all floors, and one on the ground floor with hoist and changing facilities. We currently have five disabled parking space on school grounds in front of the schools main entrance and the accessible entrance to the front of the school building.

Our accessibility plan can be found on our website or by contacting the school office.

Support for improving emotional, mental and social development

The academy has a variety of ways of supporting your child's wellbeing and improving emotional, mental and social development. These include:

- a safe and calm learning environment with a range of in class strategies used to support with mental health
- opportunities for student voice to be heard, with a range of reporting/communication opportunities.
- mental health first aiders or the senior mental health lead may offer additional support to specific individuals or small groups
- behaviour support strategies including in-class support or advice from SENCo and/or student support team
- signposting to external agencies to support the wellbeing of the child, such as a referral to CAMHS, MHST, SaLT or OT.
- Referral to in-house support from School Counsellor
- Referral to in-house ELSA programme to support emotional and social skills difficulties
- Pupils who have specific medical needs will have an Intimate Care Plan or Health Care Plan as appropriate

We recognise that parents and/or carers know their child the best and encourage you to contact the class teacher, SENCo or Principal if you have any concerns.

We have a zero tolerance approach to child on child abuse and bullying.

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We have a zero tolerance approach to bullying.

Working with other agencies

We seek advice and work with a range of external agencies to ensure that we are providing our students with the best opportunities to succeed. The agencies we work with are specific to the student and their level of need.

- Educational Psychology Service
- Sensory Service for children with visual or learning needs
- Ask Us Nottinghamshire, Parent Partnership Service
- Learning Support Team
- Autism Team
- Behaviour Support Service Health Provision that can be accessed through school:
- SALT (Speech & Language Therapy Service)
- School Nurses
- Occupational Therapy
- Physiotherapy
- CAMHS (Child and Adolescence Mental Health Service)
- MHST (Mental Health Support Team)
- BEMHS (Behavioural, Emotional and Mental Health Support)

Complaints about SEND provision

We will always be here to listen with an open door policy, however we are aware that in rare circumstances a complaint will be made. Any complaints received are dealt with in a confidential and sensitive manner and we will work with you to address your concerns and resolve where possible. We all want the best for the students at Archway Learning Trust.

Complaints about SEND provision in our school should be made to the SENCO Lauren Cassady (lcassady@bluecoatbeechdale.uk.com) and/ or the Principal Sarah Bailey (sbailey@bluecoatbeechdale.uk.com) in the first instance. Any complaint will follow the trusts complaints policy.

The Complaints Policy can be found on the school website or please contact the school office.

Who can I contact for further information or if I have concerns?

If you have any concerns around your child's progress, attainment or a possible SEND need then speak to your child's form tutor/ Head of Year/ Pastoral Lead in the first instance as they will know your child the best.

Should you need to contact the SENCo please use details below:

SENCo Name: Lauren Cassady

Contact Number: 0115 9135211

Email address: lcassady@bluecoatbeechdale.uk.com

Where can I access further information?

Information on Nottingham City's LA's Local Offer can be found on the local authority's website: <https://www.asklion.co.uk/kb5/nottingham/directory/localoffer.page?directorychannel=7>

The SEND Local Offer is a resource which is designed to support children and young people with special educational needs and/or disabilities and their families. It describes the services and provision that are

available both to those families in Nottingham that have an Education, Health and Care Plan and those who do not have a plan, but still experience some form of special educational need. The SEND Local Offer includes information about public services across education, health and social care, as well as those provided by the private, voluntary and community sector

Other useful links:

National Association of SEN: www.nasen.org.uk

Department for Education: www.dfe.gov.uk

Review of this report

Our SEND information report will be reviewed by the SENCO **every year**. It will also be updated to reflect any significant changes made during the year.

It will be approved by the governing board.

Links with other policies and documents

Our SEND Information Report sits alongside the following policies:

- SEND Policy
- Accessibility plan
- Behavioral Policy
- Equality information and objectives
- Supporting students with medical conditions

All of the above policies can be found on our website or by contacting the main reception.