

SEND Information Report 2023-24

*Reviewed – September 2023*

*Next Review Date – September 2024*

Beck Row Primary Academy



## #TransformingLives

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## **Our Vision**

### **We have one core purpose:**

To have the biggest positive impact in the varied communities we serve through ensuring top level education for our learners. #TransformingLives

### **How do we ensure this across our trust?**

#### In all we do we are:

1. Ethical to the core, ensuring that education is always front and centre
2. Futures focused system leaders – never simply followers
3. Collaborative in every endeavour
4. Resolutely learner centred.

### **What does this look like across our trust?**

#### Education

We are:

1. Ruthlessly ambitious for all who learn and work with us
2. Unwaveringly inclusive – determined on eradicating barriers to educational success
3. Committed to excellent teaching
4. Determined upon academic excellence for all in our communities
5. Compassionate, ethical and caring advocates for all in our communities
6. Outwardly facing and globally conscious

#### Operations

We are:

1. Committed to the very best people development and empowerment
2. Determined to shout loudly and share proudly our successes
3. The best professional and technical experts (supporting education) in the sector
4. Committed to the very best understanding and management of risk

#### Financial

We are:

1. Providing the best possible public service for the best possible value
2. Determined to supplement our public income with shrewd income generation
3. Building financially sustainable models of educational improvement in our communities

#### 4. Demonstrably efficient in all we do

##### **Our values**

- We will work inclusively within our communities, embracing the varied localities we serve while sharing our common vision and values.
- We will develop the very best leaders of the future, working to improve education and transform lives.
- We will adhere unwaveringly to the 'Nolan Principles' of Public Service, which is made clear in our commitment to Ethical Leadership.

##### **Statement of intent**

We are committed to taking positive action in the light of the Equality Act 2010 with regard to the needs of people with protected characteristics. These are age, disability, pregnancy and maternity, religion and belief, race, sex, sexual orientation, gender reassignment and marriage and civil partnership.

We will continue to make reasonable adjustments to avoid anyone with a protected characteristic being placed at a disadvantage.

We strive to significantly improve the quality of learning and life experiences of pupils in all of our academies, particularly those pupils who have a special educational need or disability. We are committed to offering an inclusive curriculum to ensure the best possible progress for all our pupils whatever their need or disability.

Our academies make provision in accordance with the statutory guidance for Special Education Needs and Disability (SEND) Code of Practice (2015) and the following legislation:

- [Part 3 of the Children and Families Act 2014](#), which sets out schools' responsibilities for pupils with SEN and disabilities
- [The Special Educational Needs and Disability Regulations 2014](#), which set out schools' responsibilities for education, health and care (EHC) plans, SEN coordinators (SENCOs) and the SEN Policy

Our academies recognise that a child or young person has SEN if they have a learning difficulty or disability which calls for special educational provision to be made for him or her.

A child of compulsory school age or a young person has a learning difficulty or disability if he or she:

- has a significantly greater difficulty in learning than the majority of others of the same age, or

– has a disability which prevents or hinders him or her from making use of facilities of a kind generally provided for others of the same age in mainstream schools or mainstream post-16 institutions

Children must not be regarded as having a learning difficulty solely because their home language is different from English.

Where a child or young person has a disability or health condition which requires special educational provision to be made, they will be covered by the SEN definition.

**Who parents can contact for further information at our academy:**

Name	Role	Contact Details
Ryan Thomas	Assistant Principal - SENDCO & DSL	01638 713001 07756 771510 <a href="mailto:ryan.thomas@attrust.org.uk">ryan.thomas@attrust.org.uk</a>
Sarah Shayler	Principal	01638 713001 <a href="mailto:Sarah.shayler@attrust.org.uk">Sarah.shayler@attrust.org.uk</a>
Richard Ratcliffe	Assistant Principal	01638 713001 <a href="mailto:richard.ratcliffe@attrust.org.uk">richard.ratcliffe@attrust.org.uk</a>
DfE Number – 935/2200		

**Contact details of support services for parents of pupils with Special educational needs:**

SENDIASS

<https://suffolksendiass.co.uk/contact-us/>

A free confidential and impartial information, advice and support service on issues related to Special Educational Needs and disability.

Healthy Suffolk

[Home - Healthy Suffolk](#)

The work we do involves health behaviours, like diet and exercise, socio-economic factors like work and education, quality of care, environment and much much more.

National Autistic Society

[www.autism.org.uk](http://www.autism.org.uk)

An organisation that provides support, guidance and advice, as well as campaigning for improved rights, services and opportunities to help create a society that works for autistic people.

#### Young Minds

[www.youngminds.org.uk](http://www.youngminds.org.uk)

A charity that supports children and young people with mental health problems, advising and supporting them to understand their child's behaviour and secure the right help.

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#### Family Action

<https://www.family-action.org.uk/what-we-do/children-families/send/>

Offering practical, emotional and financial support to those who are experiencing poverty, disadvantage and social isolation across the country.

#### SENSE. Support for children and parents with complex SEN:

<https://www.sense.org.uk/getsupport/support-for-children/send/>

Helping to overcome barriers with communication working on ways to help people to communicate and express themselves.

#### Foundation Years

<https://www.foundationyears.org.uk/files/2015/05/Guide-for-working-withparents-ofchildren-with-SEND.pdf>

Information about SEND in young children.

#### British Dyslexia Association

[www.bdadyslexia.org.uk](http://www.bdadyslexia.org.uk)

Aims to promote a dyslexia friendly society, that enables dyslexic people of all ages to reach their full potential

#### Government Information

<https://www.gov.uk/children-with-special-educational-needs/specialeducational-needssupport>

#### National Deaf Children's Society

[www.ndcs.org.uk](http://www.ndcs.org.uk)

A charity that provides expert support on childhood deafness, raise awareness and campaign for deaf children's rights, so they have the same opportunities as everyone else

#### **Information on where the local authority's offer is published:**

Suffolk's local offer can be accessed via the link below. This provides information on services that may support children with SEND.

<https://infolink.suffolk.gov.uk/kb5/suffolk/infolink/localoffer.page?localofferchannelnew=0>

## **Beck Row's Academy's Local Offer**

### **1. The kinds of special educational needs provided for:**

#### **Refer also to Appendix A – Academy Needs Analysis**

In line with the Equalities Act 2010, Beck Row Primary Academy provides support for pupils within the four areas of special educational needs and disability identified in the SEND Code of Practice 2015. These areas are:

- **Communication & Interaction**

Pupils with speech, language and communication needs (SLCN) experience difficulties in communicating with others. This may be due to finding it difficult to say what they want to, difficulty understanding what is being said to them or difficulty understanding or following the social rules around communication.

- **Cognition & Learning**

Pupils may need support where they learn at a slower pace than their peers. These learning difficulties cover a range of needs including moderate learning difficulties (MLD), severe learning difficulties (SLD) and profound and multiple learning difficulties (PMLD). Pupils may also have Specific learning difficulties (SpLD) which affect specific aspects of learning; this may include conditions such as dyslexia, dyscalculia and dyspraxia.

- **Social, Emotional and Mental Health Difficulties**

Pupils may experience a range of social, emotional and mental health difficulties (SEMH). This may manifest itself through challenging behaviour or becoming withdrawn.

- **Sensory and/or physical**

Some pupils may require additional support due to a disability or physical need that prevents them from accessing all educational resources. Pupils with vision or hearing impairment will require support to access the curriculum.

We can provide support for every kind of frequently occurring special educational need, with or without and EHCP. We will work with outside agencies where there is a need for further specialist advice and support.

### **2. How the special educational needs of pupils are identified and assessed:**

Special education needs are identified through formative assessments by the class teacher. Summative assessments are used three times a year to monitor progress and drive Pupil Progress discussions.

Where there are concerns over progress or other SEND related issues, staff are encouraged to follow the graduated approach to SEND in the school, using referral processes and identifying issues, as well as outlining what is already in place.

Discussions will be held with parents to discuss identified concerns and decide what will happen next, through the Assess, Plan, Do, Review (APDR) process, with a subsequent One

Plan. Parents may also raise with the class teacher and SENDCO if they feel their child has special educational needs or requires further support.

Each child will have a School One Plan where individual targets are identified and the required support is mapped out to achieve these targets. These targets are discussed with parents and regularly reviewed. Each child will also have a SEND tracker.

All children with an Educational Health Care Plan (EHCP) will have an annual review to make sure the EHCP is fit for purpose and has the correct recommendations to help the child continue to make progress and receive the most appropriate support. Each plan will have SMART outcomes to ensure that measurable progress can be made towards meeting their specified needs. Parents, school staff, any outside agencies, a representative from Suffolk Family Services and, if appropriate, the child are invited to attend.

### **3. Our academy's approach to teaching pupils with special educational needs:**

Quality First Teaching is important for good progress for all pupils. Leaders within the academy work with all teachers to ensure that this happens and provide support, training and strategies for high quality adaptations and interventions, increasing both confidence and progress for all learners. Pupils are predominantly taught in their classes where possible. Ability groups are on occasion used within upper KS2 classes where required and where specific support allows.

Pupils who require additional interventions to support their learning do so in small groups or individually. This may be with a trained teaching assistant, teacher, SENDCo or through ICT software. Pupils are also supported by both TA's and specialist SEND TA's where appropriate.

Our aim is to ensure all learners have access to a broad and balanced curriculum that enables progress for all abilities. Our provision aims to offer inclusive practice within this and be able to ensure and evidence progress for all pupils within the academy.

### **3. How we adapt the curriculum and learning environment for pupils with special educational needs:**

Our curriculum has been designed to provide an engaging and progressive learning experience for all and all pupils have full access to the National Curriculum. Our staff are highly skilled in moving the learning on for each child by differentiating the learning challenges. This means the learning challenges across the curriculum are adapted to meet pupils' differing abilities and can be achieved in a variety of ways, such as:



- Different learning intentions to extend or reduce the challenge.
- Providing adult support
- Explaining the challenge in a different way: visually, practically, orally, and aurally.
- Using Quality First Teaching.
- Providing different resources to complete the challenge.
- Providing targeted support and interventions for any child that has a gap in their learning.
- Use of specialist equipment in line with individuals needs.
- Using adaptive seating plans.

#### **4. Additional support for learning available to pupils with special educational needs:**

Children may also receive support in interventions run by teaching assistants, the class teacher or SENDCo. They may also have access to a wide array of specific programmes. They may have access to emotional support from ELSA trained staff.

All students that require specialist adaptations to their learning will receive all appropriate support through the school and external professionals, to ensure inclusivity. Pupils, where appropriate, will have specialist equipment in line with their needs, catered for and adapted to within classroom settings.

#### **5. How we enable pupils with special educational needs to engage in the activities of the academy (including physical activities) together with children who do not have special educational needs:**

Our aim is for all pupils to be included in all areas of the curriculum, the academy grounds and all activities. Through Quality First Teaching, staff will adapt all lessons to include all pupils, irrespective of any educational needs, disability or medical condition. Risk assessments are made for any trips, which include ensuring accessibility for all pupils and any resources or measures are implemented during the trip. We guarantee 100% inclusivity for all pupils on trips. We liaise with parents to ensure everyone is happy with the arrangements made. All clubs and enrichment activities are offered to all pupils and where necessary additional support or adaptations are put in place.

The school actively seeks to engage and include all students in every aspect of the curriculum, wider curriculum and extra-curricular activities.

As a school we encourage SEND learners to participate and actively engage in all aspects of the school, both curricular, extra curricular and around the school site. All students have access to the student council and have an active pupil voice. SEND pupils have a voice on all school matters.

The school will ensure that all aspects of trips and sporting events are 100% accessible.

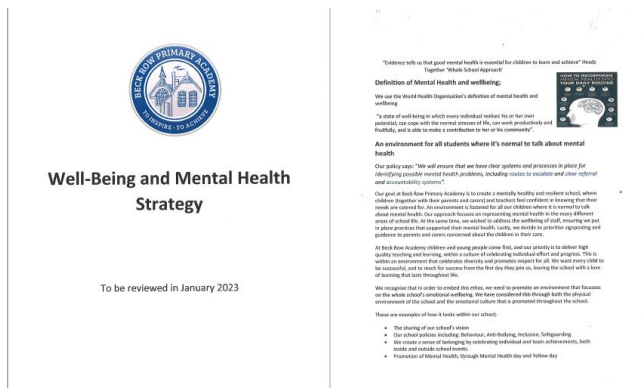
#### **6. What support is available for improving the emotional, mental and social development of pupils with special educational needs:**

We believe that all children need the opportunities to learn how to develop emotional resilience, social skills and support with promoting positive mental health. This is built into

our PSHE and SMSC offer. We use the Jigsaw PSHE curriculum and ensure that we embed the skills learnt in the lessons through a whole school approach.

We recognise that at times some pupils may need extra support with their emotional, mental and social development. We have three ELSA qualified members of staff and also work closely with the West Suffolk Mental Health support team, who directly signpost towards appropriate resources or external agencies to utilise to help each individual. We use the Jigsaw Resilience and Engagement Scale Toolkit as an intervention as well as Zones of Regulation/Colour Monsters to support children with regulating their emotions.

The school also has a Wellbeing and Mental Health strategy which can be found on our website.



## 7. How we assess and review the progress of pupils with special educational needs:

Class teachers make regular formal and informal assessments of pupils' learning. We use FFT to track progress of all pupils throughout the year. For pupils with SEND they will have additional targets that are reviewed more frequently.

As an academy, we provide parent teacher meetings twice a year and an annual report. For students on the SEND register the parent teacher meetings last 30 minutes. In addition to this, those children receiving extra support will be reviewed per half term to decide on whether the intervention needs to be changed or whether your child has made sufficient progress and can stop the intervention.

All children on the SEND register have a school-based One Plan which is reviewed every half term. We use Provision Map and subsequent One Plans to track objectives and progress towards these. Parents will also have printed access to these. Such half term reviews will assess progress made, as well as reflections on adaptations, continuations or removing the pupil from a plan if all outcomes are achieved. All pupils on the SEND register have a SEND

tracker to show progress that can be monitored even when working out of year group, which can also show how the gap is being closed, with evidence.

All children with an Educational Health Care Plan (EHCP) will have an annual review to make sure the EHCP is fit for purpose and has the correct recommendations to help the child continue to make progress and receive the most appropriate support. Parents, school staff, any outside agencies, a representative from Suffolk Family Services and, if appropriate, the child are invited to attend.

#### **8. The expertise and training of staff in relation to pupils with special educational needs:**

SEND training for staff occurs during the year. Training for supporting students with SEN is considered essential and is ongoing. At times specific training is implemented to address a particular need.

Current staff qualifications/training relating to SEND/Pupil progress include:

- SENDCo award
- Specialist ASD teacher
- 4 Safeguarding awarded staff
- 3 ELSA practitioners
- Dyslexia strategies
- All TA's Lego Therapy trained
- Emotion Coaching training from Educational Psychologist
- Mental Health awareness
- Weekly creative education assignments
- Memory activities
- Wellcomm
- YARC
- Supporting children with autism
- Positive behaviour management
- Asthma, EpiPen and diabetes
- First Aid Training
- Manual Handling Training
- Adverse Childhood Experiences
- Attachment theory

Academy Transformation Trust has a development process for all members of staff called ATT Institute, this includes course such as TA development pathways, in which staff will access this year.

#### **9. Equipment and facilities to support pupils with special educational needs:**

We have an ever expanding array of resources within the school setting for our pupils with special educational needs. Students have access to sensory toys and items for sensory stimulation during the school day. The school is currently creating a small sensory garden with resources in a small area outside. In line with working with specialist organisations, the school aim to expand the variety of resources to individually meet the needs of learners with specialist educational needs. Pupils with Specialist teacher input also have bespoke equipment to enable them to access the full and inclusive offer within the school, as well as specific written information adaptations for our learners, for example larger fonts and screen mirrored iPads. Technology is used across the school through interactive whiteboards, iPads, laptops and other appropriate and bespoke items.

#### **10. How we consult with parents of pupils with special educational needs about, and involve them in, the education of their child:**

We believe a positive partnership between parents/carers and the academy is essential for pupils to achieve well. Parents are always encouraged to arrange meetings with their child's class teacher and/or SENDCo. All parents and carers are invited to a meeting to discuss their child twice a year and receive progress reports. Parents are actively involved in discussing targets and progress towards targets. Any work undertaken with external agencies is also shared with parents. Any child on a One Plan, will be invited in at least once a term to meet with class teachers to discuss progress and next steps. All work with our SEN students is a collaborative measure between the pupil, parent, class teacher, SENDCo and where appropriate, external professionals.

Parents are given contact details of their child's class teacher, as well as the SENDCo, for ongoing and transparent communication.

The academy pride themselves on their open door approach for parents meeting the SENDCo and ensure that transparency is at the forefront of all SEND matters. Parents are offered a direct route to the teacher and SENDCo through class dojo, email, phone calls, face to face and Teams video calls.

#### **11. How we consult pupils with special educational needs about, and involve them in, their education:**

We consult with pupils who have EHCPs as part of the annual review process. Teachers will consult with pupils each time a school-based plan is written to share successes and to decide new targets. Pupils will be asked about what helps them to learn to ensure that any barriers to learning are addressed. Depending on the impact on the pupil, we actively encourage all our SEN pupils to be as present as possible in all plans. Pupils are encouraged

to complete their 'All About Me' sections for an EHCP review. All pupils with a One Plan, including those on the APDR process, will have details within their plans on their likes and interests, as well as relevant cues and triggers.

## **12. How we support pupils with special educational needs in transferring between phases of education and/or in preparation for adulthood and independent living:**

We follow our local authority's admissions policy. Parents are encouraged to visit the academy with their child before they start to meet staff and see their classroom, toilets and ask any questions. Any identified resources from these discussions will, wherever possible, be put in place prior to the pupil starting. We will, where possible, talk to the school/setting a pupil is transferring from to share information prior to the pupil starting. This prevents any delay in getting things in place and supports a smooth transition.

In the EYFS our teachers visit the local nurseries to meet staff and, where possible, spend time with the children. For Nursery either a home visit or a visit to the Nursery ahead of starting are conducted. In the summer term new Reception parents and children have the opportunity to visit once a week and play in their new classroom. Parents are also invited to a welcome meeting held by the Early Years staff and SLT to give them more information about what Early Years looks like in our school. If a child at nursery has SEN, the EYFS teacher and SENDCo will meet with them and the parents to discuss any reasonable adjustments that need to be put in place, as well as anything that will help the child to settle, such as likes, dislikes, routines etc. If a child has any diagnoses prior to EYFS, the EYFS teacher and SENDCo will also liaise with all relevant personnel and plan accordingly.

All children visit their next year group before the end of the summer term. This gives them the opportunity to get to know their teacher and peers. If a child has SEN, an individualised transition plan will be in place.

The SENDCo and support staff from the receiving secondary School will be invited to attend Year 6 EHCP Annual Reviews of students. This gives an opportunity to discuss any concerns the student and parent may have, as well as preparing for the best possible support required for each individual pupil where required. Our SENDCo will also meet with the SENDCo from the receiving school(s) to ensure a smooth transition is in place for all learners. Where necessary, extra transition activities are arranged with the receiving secondary school.

## **13. How we involve other bodies, including health and social services bodies, local authority support services and voluntary organisations, in meeting the needs of pupils with special educational needs and in supporting the families of such pupils:**

Where necessary we work with other agencies to ensure that the needs of pupils are met. For children with EHCPs we invite other agencies to contribute to the annual review meeting. We take advice from other agencies on meeting pupils' needs. Some of these organisations include:

- Educational Psychology Service
- School nursing team
- Suffolk Specialist Education Services
- Local charities
- West Suffolk Mental Health Support Team
- Speech and Language Therapists
- Occupational Therapists
- SENDIASS
- Suffolk SEND network
- Local and Trust schools

**14. How we deal with any complaints from parents of pupils with special educational needs:**

Please refer to our complaints policy for details of how we aim to resolve any concerns or complaints.

**15. How we evaluate the effectiveness of our provision:**

<b>This evaluation report reflects academic year beginning September 2023</b>
<p><b>Progress made by pupils with SEND</b></p> <p>All pupils with SEND needs have detailed SEND trackers that highlight their progress on a termly basis, helping to identify gaps in their curriculum. These are evidenced physically and added to by all staff working with the child.</p> <p>Pupils all sit NTS tests on a termly basis and teacher and the SENDCO are responsible for ensuring pupils sit the tests that maximise their abilities and show progress made. Teachers have termly pupil progress meetings where the evidence to SLT the adaptations and progress being made by the individuals. All pupils are expected to make progress and the approach must match the individual to ensure this occurs.</p>
<p><b>Effectiveness of targeted interventions</b></p> <p>This academic year will see the introduction of a wide variety of interventions, inclusive of; Little Wandle Catch Up, Phonics, Theraputty, Lego Therapy, Zones of Regulation, Colour Monsters, Sensory Circuits, as well as staff training and subsequent interventions and support for Speech and Language and Occupational Therapy skills. Our setting is committed to further add specific and targeted interventions that meet the bespoke needs of all learners, on an individualised basis and will be updated accordingly.</p> <p>The effectiveness of these is measured through the aforementioned progress data, as well as pupil voice, behaviour and attendance records.</p>

### **Strategies and interventions that have supported attendance**

- Support from the EWO
- Support from the West Suffolk Mental Health Team for schools
- Interventions with our Family Support Worker
- ELSA support for pupils
- Breakfast club and after school clubs
- DSL open door policy with parents
- Vulnerable list, reviewed weekly with attendance statistics and updates

### **Other initiatives in the last 12 months to improve the quality of SEND provision leading to improved outcomes**

Beck Row Primary Academy has taken an approach to utilise as many services in the local community and external partnerships as possible. The school now has a SEND network with over 10 local schools that helps share ideas and resources, citing the need to improve SEND as a wider picture, than just utilising skills in house.

The school now hosts its own Multi Sports event with other local schools and has significantly increased participation levels at events, giving SEND pupils a further sense of belonging in the school and community.

An improved Educational Psychologist offer has also widened the levels of staff training and individualised outcomes for SEND pupils.

### **Quality First Teaching and our curriculum intent**

We believe that Quality First Teaching is vital for all pupils to succeed and plan our CPD around improving this. All areas of the curriculum can be accessed by pupils with SEND.

Curriculum leaders will be providing documented ways that their area of the curriculum can be adapted for the different areas of SEND.

School based plans will be written for all SEND learners and will be updated, adapted and reviews every half term, with teaching expected to coincide with these.

Our curriculum aims to maximise the potential and abilities of all students, regardless of level and need.

### **SEND Objectives for 2023-24**

- To use Provision Mapping for recording SEN provision and needs, as well as ensuring all learners, parents, staff and SLT are aware of the targets and progress of our SEND learners.
- To identify in each area of the curriculum how SEND pupils can be supported
- To utilise the suite of SEND assessments to support with identifying need and tracking progress.
- To embed the newly formed wider networks of external agencies to support, develop and advance the offer for SEND students.
- To work towards all staff receiving relevant CPD for their specific learners in SEND.

- Further improve wider range of methods to track, measure and evaluate progress for SEND pupils