

SCHOOL SEND INFORMATION REPORT

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What is the requirement for SEN information reporting?

The SEND Code of Practice (section 6.79 on pages 106 and 107 of the Code) states that the following information must be made available in an information report:

*6.79 The governing bodies of maintained schools and maintained nursery schools and the proprietors of academy schools **must** publish information on their websites about the implementation of the governing body's or the proprietor's policy for pupils with SEN. The information published should be updated annually and any changes to the information occurring during the year should be updated as soon as possible. The information required is set out in the Special Educational Needs and Disability Regulations 2014 and **must** include information about:*

- *the kinds of SEN that are provided for*
- *policies for identifying children and young people with SEN and assessing their needs, including the name and contact details of the SENCO (mainstream schools)*
- *arrangements for consulting parents of children with SEN and involving them in their child's education*
- *arrangements for consulting young people with SEN and involving them in their education*
- *arrangements for assessing and reviewing children and young people's progress towards outcomes. This should include the opportunities available to work with parents and young people as part of this assessment and review*
- *arrangements for supporting children and young people in moving between phases of education and in preparing for adulthood. As young people prepare for adulthood outcomes should reflect their ambitions, which could include higher education, employment, independent living and participation in society*
- *the approach to teaching children and young people with SEN*
- *how adaptations are made to the curriculum and the learning environment of children and young people with SEN*
- *the expertise and training of staff to support children and young people with SEN, including how specialist expertise will be secured*
- *evaluating the effectiveness of the provision made for children and young people with SEN*

- *how children and young people with SEN are enabled to engage in activities available with children and young people in the school who do not have SEN*
- *support for improving emotional and social development. This should include extra pastoral support arrangements for listening to the views of children and young people with SEN and measures to prevent bullying*
- *how the school involves other bodies, including health and social care bodies, local authority support services and voluntary sector organisations, in meeting children and young people's SEN and supporting their families*
- *arrangements for handling complaints from parents of children with SEN about the provision made at the school*

6.80 The above should include arrangements for supporting children and young people who are looked after by the local authority and have SEN.

*6.81 Schools should ensure that the information is easily accessible by young people and parents and is set out in clear, straightforward language. It should include information on the school's SEN policy and named contacts within the school for situations where young people or parents have concerns. It should also give details of the school's contribution to the Local Offer and **must** include information on where the local authority's Local Offer is published.*

6.82 In setting out details of the broad and balanced curriculum provided in each year, schools should include details of how the curriculum is adapted or made accessible for pupils with SEN.

6.83 Schools should also make data on the levels and types of need within the school available to the local authority. This data will be required to inform local strategic planning of SEN support, and to enable the local authority to identify pupils who have or may have SEN. Such data, collected through the School Census, is also required to produce the national SEN information report.

The Trust's approach to SEND is clearly laid out in the sections of this Information Report and in the following policies and other documents:

- Inclusion Statement (which sets out our vision for inclusive practice)
- Inclusion Policy (setting out our policy, practice and procedures)
- Equalities Duty Action Plan
- Equalities Policy (Students)
- Accessibility Plan (Beccles)
- First Aid Policy (including the management of medicines in school)
- Anti-Bullying Policy
- Complaints Policy

All these documents are available on the school website or from the school.

Leadership of SEND in School:

The Deputy Headteacher (Pastoral), Mr Ward, is also the Inclusion Leader (SENCO) for the school. Mr Ward is the member of the Senior Leadership Team responsible for the implementation of the SEND Code of Practice at Beccles Free School as well as all aspects of inclusion for Able, Gifted and Talented (A,G&T) students and those who are looked after

(LAC).

A member of the governing body, Mrs Chenery-Morris, is responsible for monitoring inclusion from a governance perspective.

As a new school, Beccles Free School was first inspected in May 2014. You can read the report written by the inspection team by clicking on the web link below:

<http://www.ofsted.gov.uk/inspection-reports/find-inspection-report/provider/ELS/138274>

The kinds of SEND that we cater for:

The SEND Code of Practice states that children have special educational needs (SEN) if they have a learning difficulty which calls for special educational provision to be made for them. Provision is that which is additional to or different from that made for others of the same age. The Trust implements support for students in three "waves of intervention", with Quality First Teaching as the first wave, followed by the second wave of small group intensive intervention led by a qualified teacher or HLTA and a third wave of intervention drawing on specialist additional support, often involving the support of external agencies.

Beccles Free School supports students with a variety of SEND, within each of the four broad areas of need, including communication and interaction; cognition and learning; social, emotional and mental health; sensory and / or physical needs.

How we involve parents / carers and students in their education:

The Trust appreciates that parents / carers have a wealth of information on their children that can positively inform our practice. Using the PEP as the vehicle for sharing information, tutors and members of the Inclusion team liaise with parents / carers who are invited to regularly discuss targets and appropriate strategies for overcoming barriers to learning. This forms part of the formal reporting cycle. The Inclusion Leader (SENCO) is the primary liaison for families and external professionals working with students with SEND. All planning for students with additional educational needs will be 'person-centred' ensuring that parents / carers and students are consulted and collaborated with throughout the process.

Students with an Education, Health and Care (EHC) plan will have their provision monitored and reviewed, with a review of the Education, Health and Care plan taking place annually. Parents and carers will be made aware of how to access support from SENDIASS who will provide impartial advice, information and support to parents / carers in relation to SEN. Selected tracking and assessment data can be accessed through the school's termly reporting structure. Their feedback is encouraged and such qualitative data forms part of the overall analysis of student performance.

Our arrangements for assessing and reviewing progress of students with SEND:

The SEND Code of Practice states that in identifying a student as needing SEN support, the subject teacher, working with the SENCO, should carry out a clear assessment of the student's needs. Teachers who have identified a student as not making adequate progress,

despite high-quality teaching targeted at their areas of weakness, can record their concerns, observations and any individualised assessments that may have been made and share this information with the SENCO. The SENCO will then collate assessments from other teaching staff, the student and parents / carers and may refer to external agencies for support. For students requiring SEN support, there are two areas that we consider when planning provision: quality first teaching and targeted provision. Targeted provision is provision that is additional to or different from that made for the majority of students in school. The SENCO's role here is to support the subject teacher in determining the kind of adjustments to the teaching that would be most effective.

All students are expected to make above expected levels of progress from entry at the end of Key Stage 2 to exit at the end of Key Stage 4, relative to their starting points. All students within the school are set an expected progress range. This is calculated by using the student's Key Stage 2 average points score and using national progress data, student's expected minimum Attainment 8 score and an aspirational Attainment 8 score which creates the progress range for each individual student. At each PCP students are assessed against their knowledge, skills and understanding for each subject area and teaching staff report if students are Above, Within or Below the expected level of attainment at that given point, based on the individual student's progress range. More information is available in the Trust's "Assessment Guide for Parents / Carers".

Green = Above School/Trust target and making above nationally expected progress;
Amber = Within School/Trust target and making at least nationally expected progress;
Red = Below School/Trust target and making below expected progress;

Tutors are responsible for mentoring students on a regular basis. All students with SEND have their individual targets identified on their PEP as well as strategies for helping them achieve these targets. The PEP is a working document and as such is regularly updated by the tutor, Pastoral Leader or Inclusion Leader following contact with either the student or the student's parent / carer. More formal updating of the PEP takes place each term and is documented by the tutor in discussion with the student and the student's parent / carer. The PEP is then distributed to parents and carers throughout the year.

How the school supports transition of students with SEND (from Year 6 to 7, in-year and into post-16 institutions):

The Trust believes that transition should be an ongoing process throughout the academic year. The Inclusion Leader works closely with Pastoral Leaders to ensure that feeder schools are visited on a regular basis; sharing good practice and vital student information. It is important that students become familiar with their potential new surroundings and indeed the staff within. Students from local Primary Schools are invited to visit Beccles Free School to take part in a wide range of activities during the year, as outlined in our Transition Plan. Such sessions range from masterclasses for A,G&T students, to social interaction workshops for SEND students, including additional activities for students with SEND. In addition to this, there are opportunities for our teachers to visit, observe and work with staff at our local Primary Schools.

Students with SEND in Years 10 and 11 receive support with their post-16 pathway. The Inclusion and Pastoral teams liaise with post-16 education providers to ensure that all key

inclusion information is shared and relevant support is in place to give students the best chance of succeeding in post-16 education or training. Support is provided to students via the Tutor programme and PSHE lessons to ensure that they are enabled to make informed choices about their future.

Our approach to teaching students with SEND, including any adaptations to the curriculum or learning environment:

We aim to raise aspirations and provide all our students with the opportunity to succeed, and to reach the highest level of personal achievement. To do this, we will:

- Aim high and set a target above a grade higher than the national expected level of progress for all students;
- Use the Inclusion Register to improve the ways in which we provide support to individuals and groups of students;
- Refer to the Inclusion Handbook to inform planning and implement necessary teaching strategies for individuals;
- Monitor achievement data by SEND, EAL, A,G&T, LAC and action any gaps;
- Take account of the achievement of all students when planning for future learning and setting appropriate and challenging targets;
- Ensure equality of access for all students and prepare them for life in a diverse society;
- Promote attitudes and values that will challenge derogatory and discriminatory behaviour or prejudice;
- Make reasonable adjustments to ensure student's with SEND have full access to a broad and balanced curriculum;
- Provide opportunities for students to appreciate their own individuality and celebrate the diversity of others;
- Promote independence at every level;
- Seek to involve all parents / carers in supporting their child's education;
- Encouraging classroom and staffroom discussion of students' differences to raise awareness;
- All teachers are made aware of a child's learning needs through the school's SEN list and Inclusion Booklet.

Variation and amendment is standard across the formal and enrichment curriculum of the Free Schools. Modifications will be made to the learning environment and specific resources will be obtained to best meet the individual needs of students. Teachers are expected to plan quality first teaching that meets the needs of all students in their classes. Teachers are accountable for differentiation as evidenced in schemes of work and planning. The Inclusion Booklet is a support tool for all teachers and support staff; enabling them to successfully meet the needs of every individual in the classroom.

We liaise with Suffolk County Council to ensure that all aspects of the local offer are made available to students, parents and carers.

How our staff are trained to meet the needs of students with SEND:

The Seckford Foundation Free Schools Trust ensures that staff at Beccles Free School will receive ten days of Professional Development each academic year. As part of this CPD programme we deliver specific training on individual student needs and also look at

broader areas of need and how these can be catered for in all lessons.

The Inclusion Register and Inclusion Booklet are accessible to all colleagues. The register is a working document which informs staff of student's individual needs. Cover / supply teachers are informed of student's specific learning needs for the group they are covering. Subject leaders will monitor the cover work set to ensure it meets the needs of all students.

Teachers and support staff will be required to undertake regular CPD to enhance their skills base for teaching and supporting students with diverse levels of need. The Trust has provided additional PD Days as part of teaching contracts for this purpose.

A cycle of inclusion training sessions for all teaching and support staff will run continuously through the school's CPD programme. Where appropriate these may be led by external professionals and practitioners. Examples of session content are outlined below:

- Individual needs of all on Inclusion register
- Quality First Teaching
- Target setting
- Lesson studies
- Homework
- SEND legislative developments
- TA deployment
- Resources
- Enrichment
- Teaching strategies

How we evaluate the effectiveness of our SEND provision:

At Beccles Free School we evaluate the effectiveness of our SEND provision through an analysis of the Inclusion policy and the extent to which the implementation of the Inclusion policy enables all learners to make four levels of progress and achieve their academic and social potential. The Inclusion Leader (SENCO) liaises with the Governing Body to regularly review the Inclusion Policy in line with national changes.

Analysis takes place at a subject level, with subject leaders analysing attainment and attitudinal data every term following each Progress Check Point (PCP). Pastoral Leaders liaise with Subject Leaders and class teachers to analyse the holistic overview of students' progress, with particular attention to students' attendance and attitude to learning. In addition to analysing the academic progress of students, Subject Leaders are required to analyse the impact of the intervention in place in their subject area, to ensure all students achieve their target grades and make above expected progress from the end of Key Stage 2 to the end of Key Stage 4.

Additional evidence to evaluate the effectiveness of provision is provided through Lesson Studies as part of a coaching programme, using the GROW model which support the Inclusion Team working collaboratively with subject areas to support integration of waves 1-3 intervention in the classroom.

Our practice to ensure the development of the 'whole child':

Every student at our Free Schools will have a PEP. The Trust believes in personalising learning so that every student achieves and develops as a confident, independent learner. In light of this, every PEP is led by the individual student under the guidance of the tutor.

The PEP informs colleagues of individual profiles alongside embedding cohesive and consistent practice. It is intended to be developed throughout the student's time at school; reflecting and reporting on their educational journey.

Beccles Free School offers all students an extensive Enrichment programme, which takes place each week for two hours, in addition to a day at the end of each term and one week towards the end of the academic year.

Our practice to ensure equality of access for SEND students:

At Beccles Free School there is an Accessibility Plan that will ensure SEND students benefit from:

- Increased access to the curriculum;
- Improvements to the physical environment of the school;
- Different ways of making written information accessible;
- Making reasonable adjustments where possible to meet the needs of students.

How we work with other agencies for in order to meet the needs of SEND students:

When required the Trust will liaise / work with / contract external providers, seeking advice on best practice and methods of support. Such professionals may include; Educational psychologists, Speech and Language Therapists, Occupational Therapists, Advanced Skills Teachers, county advisors, social care workers, paediatricians, CAMHS practitioners, Pupil Referral Units, medical needs teams and sensory support.

How we handle complaints:

Should you wish to contact someone to discuss a concern, a student's tutor is the first point of contact. You can also arrange to meet with the Pastoral Leader or Inclusion Leader.

The Trust has a comprehensive Complaints Policy in order to handle any complaints related to SEND provision. Any parent / carer wishing to make a complaint should do so following the procedure outlined in the Trust's Complaints Policy.