

### **SET Beccles SEN Information Report**

Welcome to our SEND information report, part of the Suffolk County Council Local Offer for learners with Special Educational Needs (SEND).

The Children and Families Act 2014 requires governing bodies of or the proprietors of schools to publish and keep information on their website about the implementation of the Governing Body's or the proprietor's policy for students with SEND.

This SEND information report is kept under review and updated regularly.

We would welcome your feedback and comments on our offer, so please do contact us.

<b>Name of School/College/Setting</b>	SET Beccles School
<b>Type of School</b>	Mainstream Free School
<b>Name of SENCO</b>	Jade Reeve
<b>Name of Assistant SENCO</b>	Joanne Barber
<b>Address</b>	Castle Hill, Beccles, Suffolk NR34 7BQ
<b>School Phone Number</b>	01502 718850
<b>Email of SENCO</b>	<a href="mailto:jreeve@seckfordeducation.org.uk">jreeve@seckfordeducation.org.uk</a>
<b>Email of Assistant SENCO</b>	<a href="mailto:j.barber@seckfordeducation.org.uk">j.barber@seckfordeducation.org.uk</a>
<b>Website</b>	<a href="https://www.becclesschool.org.uk">https://www.becclesschool.org.uk</a>
<b>Link to Suffolk County Council's Local Offer</b>	<a href="https://infolink.suffolk.gov.uk">https://infolink.suffolk.gov.uk</a>

#### **Our Mission Statement**

We aim to 'provide a foundation for life' for our students by inspiring them with a love of learning and by ensuring that they have the appropriate skills and qualifications to help them move forward confidently into further education, training and their careers when they leave our schools.

#### **1. How will both you and I know how my child/young person is doing and how will you help me to support my child's/young person's learning?**

What opportunities are there be for me to discuss my child's progress with the staff? How does the school know how well my child/young person is doing? How will I know what progress my child/young person should be making? What opportunities will there be for regular contact about things that have happened at early years setting / school / college eg a home school book? How will you explain to me how his or her learning is planned and how I can help support this outside of the setting / school / college? How and when will I be involved in planning my child's/young person's education? Do you offer any parent training or learning events?

- Current attainment levels are collected from, and verbal information shared with, respective feeder schools.
- All students are assessed before and on entry to school; baseline tests are conducted including reading, English and maths.
- Regular quizzing and assessments are conducted by subject teachers.
- Current attainment grades are communicated regularly to parents.

- Any child who has, or is suspected to have, additional SEND will be assessed further to identify and henceforth cater for specific needs.
- Every child meets with form tutor daily in form groups.
- In addition, where a child receives extra support, a key worker is allocated and is happy to liaise with student and parents as and when needed.
- There are two parent evenings a year where additional SEN meetings are encouraged for those students whose needs are surpassing Wave Two support.

## 2. How accessible is the setting / school / college environment?

Is the building fully wheelchair accessible? Have there been improvements in the auditory and visual environment? Are there disabled changing and toilet facilities? How does the setting /school / college communicate with parent carers whose first language is not English? How will equipment and facilities to support children and young people with special educational needs be secured?

- There is a lift in the building (which has four floors) for wheelchair access
- There is a disabled toilet on the ground floor
- If communication is difficult for parents then the school will strive to overcome the barrier, for example by finding a translator or conducting home visits if necessary

**Please note the school sits on a busy site in the middle of town and surrounded by roads which have heavy traffic; it is strongly advised that students should have mature road safety awareness.**

## 3. How does the school know if children/young people need extra help and what should I do if I think my child/young person may have special educational needs?

How do you identify children/young people with special educational needs? How will I be able to raise any concerns I may have? If the setting / school / college is specialist which types of special educational need do you cater for?

We will assess each student's current skills and levels of attainment on entry, which will build on previous settings and Key Stages, where appropriate. Class teachers will make regular assessments of progress for all students and identify those whose progress:

- Is significantly slower than that of their peers starting from the same baseline
- Does not match or better the child's previous rate of progress
- Shows (ongoing) difficulty developing literacy or numeracy skills
- Presents with persistent emotional and behavioural difficulties
- Has sensory or physical problems, which continue despite the use of specialist equipment (or may require additional specialist equipment or advice)
- Has communication and/or interaction problems which continue despite curriculum differentiation (or may prevent the development of social relationships, or hinder learning)

This may include progress in areas other than attainment, for example, social needs. Slow progress and low attainment will not automatically mean a student is recorded as having SEN.

- Concerns may be raised in the first instance with a student's Tutor, Class teacher, Key Stage lead, member of the Student Support Team or SENCo. The SENCo and the Student Support Team will then liaise with the appropriate member of staff.
- Interventions will be triggered through concern that, despite receiving Wave One support through Quality First Teaching within class the student is still struggling to make progress.
- A referral is raised and submitted to the Student Support Team.
- When deciding whether special educational provision is required, we will start with the desired outcomes, including the expected progress and attainment, and the views and the wishes of the student and 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.

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

The class or subject teacher 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

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The assessment 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.

#### **4. How will school staff support my child/young person?**

Who will oversee and plan the education programme and who will be working with my child/young person and how often? What will be their roles? Who will explain this to me? How are the setting / school / college governors or trustees involved and what are their responsibilities? How does the setting / school / college know how effective its arrangements and provision for children and young people with special educational needs are?

Teachers are responsible and accountable for the progress and development of all the students in their class.

High-quality teaching is our first step in responding to students who have SEN. This will be differentiated for individual students.

We will also provide the following interventions:

- The SENCO, Subject Teachers and The Learning Support Team will plan and oversee any individualised education programme which may deviate from the normal curriculum.
- For the most part, the subject teachers will be teaching any child according to a mainstream timetable. Some students may occasionally be taken out of timetabled lessons for an 'intervention' class which endeavours to accelerate progress in areas where a student may have gaps in his or her knowledge. This will be discussed with a parent usually by the student's keyworker or SENCO.
- Students are formally assessed half termly by all their teachers. Any student who has additional SEND and as a result has a keyworker or is taking part in an intervention, will have their progress carefully monitored by the member of staff leading the support. If progress is not being made despite the additional intervention lessons, then the intervention will be reviewed and altered accordingly.

#### **5. How will the curriculum be matched to my child's/young person's needs?**

What are the setting's / school's / college's approaches to differentiation? How will that help my child/young person? How does the school adapt the curriculum and learning environment?

All staff are regularly briefed on the different learning needs of the students. The SENCO, Assistant SENCO, Subject Teachers and Learning Support Team will consider appropriate strategies if needed. However, through Quality First Teaching we aim to enable true inclusion;

- Tight structures and routines that lead to a very calm and secure school e.g.
  - Exceedingly high behaviour expectations
  - Clear expectations
  - Routines
  - Prescription on how to enter/exit a class
  - Seating plans
- All teachers are teachers of SEN, they will use techniques such as:
  - 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.
- Use of Google Classrooms: –
  - helps students who have difficulty writing down their homework and access classwork.
- Our Extended school day:
  - Allowing for additional Tutor time daily and enrichment opportunities.
- A dedicated Student Support Team and area in school

## 6. What support will there be for my child's/young person's overall well being?

What is the pastoral, medical and social support available in the setting / school / college for children with SENDD? How does the setting / school / college manage the administration of medicines and providing personal care? What support is there for behaviour, avoiding exclusions and increasing attendance? How will my child/young person being able to contribute his or her views? How will the setting / school / college support my child / young person to do this?

- Form tutor for all students.
- Dedicated Student Support Team (SST).
- Key members of staff have safeguarding training and there is a wide skill set amongst the learning support team which leaves us confident to deal with initial social support and to know where to signpost and/or refer to external agencies.
- Access to 1:1 tutoring and small group interventions in preparation
- There are several staff who have first aid at work training.
- There are several staff who have SEMH first aid training.
- Dedicated medical room where basic medicines are stored and can be accessed with permission and under adult supervision. Whilst we are happy for students to take medicines at school, the student must have the levels of independence to be able to self-administer, and signed consent.
- We have a dedicated Attendance Officer who liaises with staff, parents and external agencies where considered necessary.
- Young people are at the heart of everything we do and are therefore always encouraged to be a part of any processes or decision making which involve them.

## 7. What specialist services and expertise are available at or accessed by school?

Are there specialist staff working at the setting / school / college and what are their qualifications? What other services does the setting / school / college access including health, therapy and social care services?

- The SENCo has a degree in Education, a Masters in Teaching and Learning and the National SENCo Award for Special Educational Needs. She has over ten years teaching experience in mainstream schools throughout Essex and Suffolk. She is fully briefed in the new (2015) SEND code of practice. The SENCO is supported by the Assistant SENCo.
- There is a dedicated team of Learning Support teaching assistant, higher level teaching assistants and pastoral assistants. With experience in a range of interventions including Bereavement Training, Theraplay Practitioner, Counselling Skills, Attachment and Trauma Training and Sensory Processing
- Behaviour management
- There are helpful links with external agencies, SET Beccles School will always seek outside advice or support if strategies and support has been exhausted within our own setting.

We have 11 members of our Student support team, within which 6 are teaching assistants who are trained to deliver interventions such as Mathletics, Lexia, Fresh Start, Beat Dyslexia and a wide range of other SEMH interventions. Within the team we also have a dedicated pastoral team who deliver a wide range of SENH interventions.

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

- County Inclusive Services (CISS)
- SENDAT
- Dyslexia Outreach
- School Nurse
- School Counsellor

### **8. How will my child/young person be included in activities outside the classroom including school trips?**

Will he or she be able to access all of the activities of the setting/ school/ college and how will you assist him or her to do so? How do you involve parent carers in planning activities and trips? Do you welcome all children to breakfast and afterschool clubs? What plans have you in place to support children with special educational needs at these clubs?

- We have an enrichment curriculum in which every child in school is expected to take part. This means that clubs and development days (alternative curriculum such as trips, sports days, team building, study skills, community exploration) take place in school hours and are timetabled. This puts us in the unique position of saying that 100% of our students take part in a very wide variety of extracurricular activities over the course of their schooling at SET Beccles School.
- If deemed desirable or necessary, parents are very welcome to join school trips, this is organised on a case-to-case basis.

### **9. How will the school prepare and support my child/young person to join the school then transfer on to a new setting / school / college or the next stage of education and life?**

What preparation will there be for both the setting / school / college and my child/young person before he or she joins the setting / school / college. How will he or she be prepared to move onto the next stage? What information will be provided to his or her new setting / school / college? How will you support a new setting / school / college to prepare for my child/young person?

We will share information with the school, college, or other setting the student is moving to. We will agree with parents and students which information will be shared as part of this.

- There is an annual open evening and morning in September where any prospective students and their family are welcome to look around. All members of staff are available to answer questions.
- Private tours are offered during school open hours.
- The transfer process is initiated directly after successful application to the school.
- Members of staff from SET Beccles School liaise with staff at the child's current school.
- SET Beccles School Student Support Team (SST) will have additional conversations with feeder school SEN teams where deemed necessary (i.e. where a child has been highlighted as having additional needs either by the parent/carer or feeder school)
- Every child is invited to a transition days in July.
- Extra and personal transition days are organised where deemed helpful to aid a settled and calm transition.
- There is a dedicated induction period in September for all of year seven.
- Support is offered at key transition times during the school life such as;
- Year nine options
- Year ten work experience and exploring post 16 opportunities
- Year eleven GCSE results and post 16 route

### **10. How are the setting's / school's / college's resources allocated and matched to children's/young people's special educational needs?**

How is the decision made about the type and how much support my child will receive? Describe the decision making process. Who will make the decision and on what basis? Who else will be involved? How will I be involved? How does the setting / school / college judge whether the support has had an impact? How is the setting's / school's / college's special educational needs budget allocated?

- Resources are allocated according to school budget, the overall profile of the cohort of students in the school at any given time, and to cater for need to enable academic progression of all of our students.

### **11. How are parents involved in the school? How can I be involved?**

Describe the setting's / school's / college's approach to involving parents in decision making and day to day school life including for their own child or young person.

We will have an early discussion with the student and their parents when identifying whether they need special educational provision. These conversations will make sure that:

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

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

### **12. How are children and young people included in the planning for their support and provision?**

How do you involve my child in planning what their education provision and support looks like? How are children and young people supported to ensure that their voice is heard?

- Students will meet and feedback to their Keyworker as often as is needed, the keyworker can then liaise with parent if necessary.
- Students are invited to share any general concerns, worries or suggestions to their tutor or any member of the staff whom they feel they can trust. In the home/school agreement students are asked to read, understand and sign the following;
  - ✓ I will raise my hand and ask questions in class if I do not understand something.
  - ✓ I will complete all my homework and I will ask my teachers if I have a problem with the homework.
  - ✓ I will discuss any problems I am having at school with my parents and teachers.
- Students are always encouraged to be a part of the decision making, their views are taken into account and they will be fully involved and consulted in for example, the drawing up of their Individual Learning Passport, attendance plan, or behaviour meetings.

### 13. Who can I contact for further information?

Who would be my first point of contact if I want to discuss something about my child/young person? Who else has a role in my child's/young person education? Who can I talk to if I am worried? Who should I contact if I am considering whether child/young person should join the school? Who is the SEND Coordinator and how can I contact them? What other support services are there who might help me and provide me with information and advice? Where can I find the local authority's Local Offer.

- The first point of contact should be the child's tutor or keyworker
- Other staff who can support are the Student Support Team, Key Stage Leads, Assistant SENCo or SENCo who will then liaise with other members of staff as appropriate
- SET Beccles School is a comparatively small secondary school therefore most staff would, at some time or other, have a role in each child's education
- Whilst we are a free school, we do buy into and liaise with Local Authority agencies with regards to for example: The SEND Team; Inclusion (Inclusion Support Team); Educational Psychologists; Autism Advisory Service; and Social Care.
- For further information contact Mrs Hawkins-Weeks (Senior Administration Assistant) who can book a tour or advise you who to talk to further.

We are a school that can support young people with:	Please Tick
<b>Autistic Spectrum Conditions</b>	✓ (High functioning, i.e. able to successfully access mainstream education)
<b>Communication Impairment</b>	✓ (High functioning)
<b>Hearing Impairment</b>	✓ (High functioning)
<b>Learning Disability</b>	✓
<b>Mental Health Conditions</b>	✓
<b>Visual Impairment</b>	✓ (High functioning)
<b>Physical Impairment</b>	✓ (High functioning)
<b>Other</b> (please specify)	

If you require more information about what is available locally you can access the Suffolk County Council Local Offer Directory here:-

<https://infolink.suffolk.gov.uk>

*"In here you will find all sorts of fascinating and up-to-the-minute information about what is going on in your area and details on how to access Services, Organisations and Activities that are right for you..."*