

Beckfoot Thornton Academy SEND Information Report

2017 - 18

Beckfoot Academy is a fully inclusive mainstream school where all pupils are valued equally. All students are entitled to have access to a broad, balanced and relevant curriculum, which is differentiated to meet individual needs. Beckfoot Thornton Academy is committed to equal opportunities, with students being encouraged to achieve to their full potential, whatever their academic or physical ability, through the provision of a balanced and challenging curriculum in both content and styles of learning.

Students of all ages and all abilities will:

Be treated as individuals where their individual needs, interests and aptitudes are recognised.

Be entitled to have an emerging or evident special educational need identified and assessed.

Be provided with opportunities for continued growth and development so that they can increase their self-esteem and become confident.

Receive a balanced curriculum in both content and style of delivery which allow them to make informed choices as they progress beyond the Academy.

Be encouraged to achieve their full potential, whatever their abilities.

Be encouraged to learn through a range of enjoyable and stimulating experiences in an atmosphere where students feel valued, encouraged and safe.

Learn to take an increasing responsibility for their own learning and actions so that they will be equipped to deal with life after school.

Be encouraged to see education as a life-long process to the benefit of all aspects of their life.

This SEN Information Report outlines information regarding the ways in which we provide support for all students with Special Educational Needs (SEN), in order to realise their full potential, make outstanding academic and personal progress and grow to be equipped for their future lives. Provision may change and develop over time.

*The information required to be included in this SEND Information Report is stated in **The Special Educational Needs and Disability Regulations 2014 SCHEDULE 1: Information to be included in the SEN information report.***

Regulation	Question	School response
1. The kinds of Special Educational Needs for which provision is made at the school	<i>What kinds of SEND do pupils have in your school?</i>	<p>Children are identified as having SEND when they have a significantly greater difficulty in learning than the majority of children the same age or have a disability which prevents or hinders them from making use of education facilities of a kind generally provided for children of the same age in schools within the area of the Local Authority (SEND Regulations 2014).</p> <p>Students at Beckfoot Thornton Academy have a range of difficulties including Communication and Interaction; Cognition and Learning; Social, Emotional and Mental Health difficulties and Sensory or Physical difficulties.</p>
2. Information, in relation to mainstream schools about the school's policies for the identification and assessment of pupils with special educational needs	<i>How do you know if a pupil needs extra help?</i>	<p>When your child first joins Beckfoot Thornton Academy we use information from a range of sources to help identify SEN and other needs. These include information from parents/carers; primary school teachers; end of key stage 2 levels; base line testing; literacy and numeracy tests; application form information; subject teachers; specialist colleagues and external agencies.</p> <p>Our class teachers, Heads of Department and Achievement Managers closely monitor the progress and attainment of all students, including those who have or may have SEND. The continuous monitoring of students during their time at Beckfoot Thornton Academy will further identify pupils with a special educational need. This identification may come from tutors, subject teachers, support staff, Achievement Managers, outside agencies, parents/carers or the pupils themselves. If your child needs to be assessed we would use a range of assessments depending on the area of need. If it is thought a family needs support, we have good working relationships with outside agencies and a referral can be made to them.</p> <p>We follow a staged and graduated approach to identifying and assessing needs, using the 'Assess, Plan, Do, Review' model. The triggers for intervention could be the teacher's, support colleague's or others concern, underpinned by evidence, about a pupil who, despite receiving differentiated learning opportunities, does not make expected progress.</p> <p>All students with SEND are on the SEN or Additional Needs registers which are accessible to all staff. Staff use this information and more detailed additional needs profiles to inform their lesson planning, teaching and student learning activities. Targeted interventions are planned and delivered where appropriate. This may include small group or individual work across a broad range of activities.</p>

<p>3a. How the school evaluates the effectiveness of its provision for such pupils</p>	<p><i>How will I know that my child is making progress?</i></p> <p><i>How do you evaluate provision?</i></p>	<p>All students, including those with SEND, are assessed on a regular basis, in accordance with the Academy's Assessment Policy. Teachers formally assess and review progress and attainment 3 times a year, which is communicated to parents/carers by a report that is sent home. Additionally, parents evenings are held once a year when there is an opportunity to discuss progress, attainment and next steps. All students with a Statement or Education, Health & Care Plan have an Annual Review. SEND students who are on the SEN register will also have a termly review.</p> <p>The school has a Quality Assurance process that assesses the effectiveness of Teaching and Learning for all students, including those with SEND and the outcomes of these evaluations are used to create and implement development plans for all aspects of school life. Additionally, progress and attainment data for students is analysed for effectiveness and value for money.</p>
<p>3b. The school's arrangements for assessing and reviewing the progress of pupils with special educational needs</p>	<p><i>How do you check and review the progress of my child and how will I be involved?</i></p>	<p>The school will send home 3 reports each year which will provide information on your child's progress, attitude to learning and homework. Heads of Department, Achievement Managers and support staff will monitor and review your child's progress and where concerns are identified an appropriate intervention will be put in place.</p> <p>We welcome the involvement of parents/carers and want to keep you up to date and involved with your child's progress. We do this through parent's evenings; notes in planners; email; telephone calls; appointments made with individual teachers and annual and termly reviews.</p> <p>The school provides information for parents through newsletters; information on the website and Learning Gateway; Open/Information days; Parent's Evenings and letters home.</p>
<p>3c. The school's approach to teaching pupils with special educational needs</p>	<p><i>How do teachers help pupils with SEND?</i></p>	<p>Our teachers have high expectations of all students, including those with SEND. All teachers will be told about your child's individual needs and will adapt their lessons to meet these requirements. Teachers have experience and/or are trained in doing this. This may involve using different strategies, more practical/adaptation of resources and activities. This means your child can access the lessons fully.</p> <p>Within school there are a variety of staff roles to help us fully support your child. Where it is felt it is the right thing to do a student may be offered additional help and support, in which case you would be informed. There are a range of interventions and additional subject support which are available and should your child need this, it would be discussed with you.</p> <p>When your child begins courses which are externally examined, if we think it is needed, we will assess and apply for exam Access Arrangements according to the Joint Council for Qualifications exam regulations.</p>

<p>3d. How the school adapts the curriculum and learning environment for pupils with special educational needs</p>	<p><i>How will the curriculum be matched to my child's needs?</i></p> <p><i>How accessible is the school environment?</i></p>	<p>Most of our students follow a traditional curriculum, however a small number of learners have a more personalised curriculum to match their individual needs, interests and abilities. This may include option choices; additional literacy; nurture groups; intervention groups and number of qualifications studied.</p> <p>Due to the age and layout of the building there are some areas of the school where accessibility may be difficult for some students with mobility issues but we do our best to make it a safe and welcoming environment and any reasonable adjustments will be made. All safeguarding procedures and risk assessments are in place and adhered to by all staff. We have a range of different facilities to help SEND students throughout our school including a lift to access all floors in the new block; a disabled toilet; ramp access and wide corridors in the new building and equipment to help with reading and writing to assist students with physical difficulties or visual impairment.</p>
<p>3e. Additional support for learning that is available to pupils with special educational needs</p>	<p><i>Is there additional support available to help pupils with SEND with their learning?</i></p> <p><i>How are the school's resources allocated and matched to children's special educational needs?</i></p> <p><i>How is the decision made about how much/what support my child will receive?</i></p>	<p>We have a wide range of staff to support pupils and address any additional needs they may have, including pupils with SEND. This includes the SENCo; Learning Support Assistants; Achievement Managers; Pastoral Support Officers and Behaviour Support staff.</p> <p>Resources are allocated based on evidence of need and effectiveness. Students with a Statement/EHCP have resources allocated as outlined in their statement or EHCP. Teaching Assistants are allocated, where resources allow, to support students in lessons. Staff liaise closely with them to ensure maximum effectiveness. They have a huge range of skills to offer in supporting students directly and indirectly, assisting staff and helping parents/carers.</p> <p>Students with Statements/EHCP's will have targets and strategies set by the SENCo, support staff and subject teachers. Annual Reviews involving the student, parents/carers, subject staff and other professionals evaluate these targets and strategies and assess their impact. The decision is based on evidence of need and impact.</p>
<p>3f. How the school enables pupils with special educational needs to engage in the activities of the school (including physical activities) together with</p>	<p><i>What social, before and after school, and other activities are available for pupils with SEND?</i></p>	<p>A large range of academic and hobby/interest clubs are available at Beckfoot Thornton Academy. They are open to all students, including students with SEND. Details of these clubs are available on the school website.</p> <p>Additionally we run a wide range of activities to support SEND students including sports activities, Homework Club, Lunch and Break clubs. We also run coursework/revision sessions for older students as and when required.</p>

<p>children who do not have special educational needs</p>	<p><i>How can my child and I find out about these activities?</i></p> <p><i>How will my child be included in activities outside the classroom, including school trips?</i></p>	<p>The Extra-Curricular timetable is available on the schools website and if it is felt appropriate students will be invited to take part in SEND clubs and activities.</p> <p>All children in the school are encouraged to take part in extra activities at break time, lunchtime and after school. Day and residential trips are open to all children and your child's specific needs can be discussed if they wish to join such a trip.</p>
<p>3g. Support that is available for improving the emotional, mental and social development of pupils with special educational needs</p>	<p><i>What support will there be for my child's overall well-being?</i></p>	<p>At Beckfoot Thornton Academy we take our pastoral responsibilities seriously. We pride ourselves on providing a high level of student support and guidance. One way we support our students is by assigning them to a form tutor who will (in most cases) remain with them as they progress up the school. This provides continuity and builds a strong relationship between tutor and students.</p> <p>There are additional members of staff who are able to provide pastoral support, these include: Achievement Managers; Pastoral Support Officers; SENCo; Learning Support Assistants and the Child Protection team. We also have excellent relationships with a number of external agencies, for example: The Educational Psychology Service; the Autism Support Service the Visual and Hearing Impairment teams; the Behaviour Support Service and The Child and Adolescent Mental Health Service.</p>
<p>4. In relation to mainstream schools, the name and contact details of the SEN co-coordinator</p>	<p><i>Who should I contact if I want to find out more about how Beckfoot Thornton Academy supports pupils with SEND?</i></p> <p><i>What should I do if I think my child may have a special educational need or disability?</i></p>	<p>The Assistant Head in charge of Inclusion and SEND is Mrs Nicola Haworth The SENCo is Mr Jim McGough. The lead teacher for The Designated Specialist Provision is Mrs Laura Ashworth</p> <p>Speak to your child's teachers in the first instance. Ongoing concerns can be raised with your child's Achievement Manager or with the SENCo</p>

<p>5. Information about the expertise and training of staff in relation to children and young people with special educational needs and about how specialist expertise will be secured</p>	<p><i>What training have the staff supporting children and young people with SEND had or are having?</i></p>	<p>We have a Learning Support Department which is made up of the SENCo, thirteen teaching Assistants, one Higher Level Teaching Assistant with responsibility for literacy and numeracy, one Higher Level Teaching Assistant with responsibility for EAL provision and an SEN Administrator. The school also has a Designated Specialist Provision for children with learning difficulties which is made up of a lead teacher, a teacher, a Higher Level Teaching Assistant and four teaching assistants. We have staff who have a range of experience and training covering various SEND needs including the National SENCo Qualification; CCET (Certificate of Competence in Educational Testing); NVQ Level 2 & 3 Supporting Learners in Schools; Behaviour Support; Supporting students with ASD; and a wide range of training delivered by the specialist support teams.</p> <p>Training is provided to all staff, including teachers and TA's, as the need arises and there is ongoing training for all staff as well as opportunities to further develop skills. Staff who are new to the school follow an induction programme which includes training and information on SEND.</p> <p>As a school we can call on support from specialist organisations from within the Local Authority as well as Health</p>
<p>6. Information about how equipment and facilities to support children and young people with special educational needs will be secured</p>	<p><i>What happens if my child needs specialist equipment or other facilities?</i></p>	<p>As a school we can access a range of services including Visual and Hearing Impaired and the Physical Difficulties Team.</p> <p>These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs specialist equipment or other facilities please contact Jim McGough or discuss the issue at the next review/parents evening.</p>

<p>7. The arrangements for consulting parents of children with special educational needs about, and involving such parents in, the education of their child.</p>	<p><i>How will I be involved in discussions about and planning for my child's education?</i></p> <p><i>How will you help me to support my child's learning?</i></p>	<p>We need you to support us and your child by encouraging them to fully engage with their learning and any interventions offered by:</p> <ul style="list-style-type: none"> Helping them to be organised for their day (including bringing the right equipment and books) Full attendance and good punctuality Completion of homework Checking and signing planner Attending parents meetings Attending any meetings specifically arranged for your child <p>We will support you by making sure that you are aware of the key staff in school with whom you can raise issues or concerns and we will use planners, The Learning Gateway and the school website to make sure you are kept informed. You will also be given guidance and advice by your child's teachers on how you can support their learning when you attend parents evenings or review meetings and staff will be happy to discuss this with you at other times should you wish.</p>
<p>8. The arrangements for consulting young people with special educational needs about, and involving them in, their education</p>	<p><i>How will my child be involved in his/her own learning and decisions made about his/her education?</i></p>	<p>Students regularly evaluate their work in lessons; attend review meetings; contribute to target setting and reviewing and reflect on their learning and achievements at and prior to review meetings. Where appropriate students are assigned a mentor or key worker with whom they meet regularly to review achievement and progress, to acknowledge success and address any concerns.</p>
<p>9. Any arrangements made by the governing body or the proprietor relating to the treatment of complaints from parents of pupils with special educational needs concerning the provision made at the school</p>	<p><i>Who can I contact for further information?</i></p> <p><i>Who can I contact if I have a complaint?</i></p>	<p>Please contact the SENCo for further information.</p> <p>In the first instance contact the subject teacher or your child's tutor who may refer your concerns to a more senior member of staff if needed. Alternatively please contact our Assistant Head Teacher with responsibility for SEND, Mrs Nicola Haworth. The schools complaints procedure is available on the school's website.</p>

<p>10. How the governing body involves 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</p>	<p><i>What specialist services and expertise are available at or accessed by the school?</i></p>	<p>As a school we can access a range of services including Child and Adolescent Mental Health Service (CAMHS); Social Care; School Nurse Service; Educational Psychology Service; Connexions; Speech and Language Service as well as a range of specialist educational support services. These services are contacted when necessary and appropriate, according to your child's needs. If you believe your child needs support from a specialist please contact the SENCo or discuss your concerns at the next review/parents evening.</p>
<p>11. The contact details of support services for the parents of pupils with special educational needs, including those for arrangements made in accordance with section 32.</p>	<p><i>Who should I contact to find out about support for parents and families of children with SEND?</i></p>	<p>To discuss what support is available in school please contact the SENCo, who may also be able to advise you on advice and support services available in the local area.</p> <p>For a comprehensive list of Local Authority and voluntary support services please refer to 'The Guide', which is the Bradford and District Local Offer. This can be found at: https://localoffer.bradford.gov.uk or a printed copy of the booklet can be obtained from Bradford Families Information Services by calling 01274437503</p>
<p>12. The school's arrangements for supporting pupils with special educational needs in a transfer between phases of education or in preparation for adulthood and independent living</p>	<p><i>How will the school prepare and support my child when joining your school or transferring to a new school or post-16 provision?</i></p>	<p>We liaise closely with primary schools and support services and provide additional transition support both before your child starts and afterwards, if it is needed.</p> <p>All children receive advice on careers and are encouraged to visit colleges to explore post-16 courses. If additional support is needed this will be put in place. We work closely with Connexions and local colleges to ensure that post 16 providers are fully aware of a young person's needs and how they might best be supported as well as ensuring that all relevant paperwork is completed for students with Statements/EHCP's.</p>

13. Information on where the local authority's local offer is published	Where can I find out about other services that might be available for our family and my child?	The Bradford and District Local offer can be found at: https://localoffer.bradford.gov.uk or a printed copy can be obtained from Bradford Families Information Services by calling 01274437503
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Key Staff

Headteacher: Mr Jeremy Richardson

Assistant Head with responsibility for SEND / DSP: Mrs Nicola Haworth

SENCo: Mr Jim McGough

DSP Lead Teacher: Mrs Laura Ashworth

SEN Administrator: Mrs Charlotte Heap

You can contact any member of staff by telephoning the main switchboard on 01274 881082