



Special Educational Needs & Disabilities Information Report

2021-22

Contents:

Introduction —SEND at The Becket School

Part 1— What kinds of SEND does The Becket School makes provision for?

Part 2— How does The Becket Schools identify and assess students with SEND?

Part 3: How does The Becket School make provision for students with SEND?

Part 4: Who is responsible for SEND at The Becket School?

Part 5: What expertise in SEND do Staff have within The Becket School?

Part 6: How does The Becket School secure equipment and resources for students with SEND?

Part 7: How does The Becket School include the views of Parents/Carers of students with SEND?

Part 8: How does The Becket School include the views of students with SEND?

Part 9: What if I have a concern about the provision for a student with SEND at the Becket School?

Part 10: How does The Becket School work with other services when meeting the needs of students with SEND, and in supporting their families?

Part 11: Contact details of local support services for Parents/Carers of students with SEND.

Part 12: How does The Becket School support student with SEND during transition?

Part 13: The Local Offer.

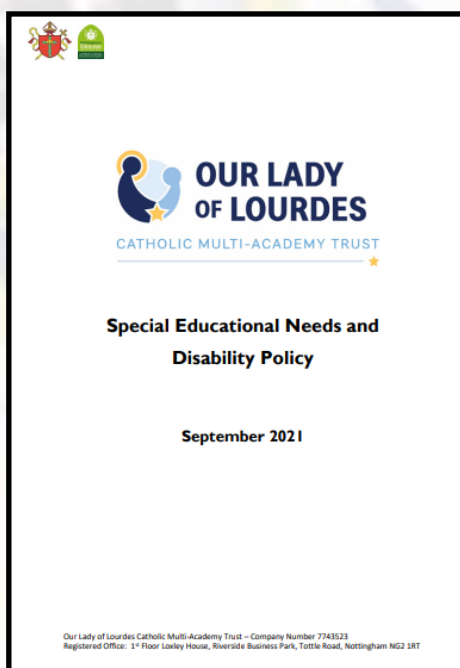
Part 1 - Special Educational Needs and Disabilities at The Becket School

Welcome to The Becket School SEN Information Report which is shared as part of our statutory duty within the Special Educational Needs & Disabilities Regulations (2014).

The SEND Information Report contains information on how The Becket School implements policy with regard to students with Special Educational Needs and Disabilities (SEND). This is published online to meet governing body requirements, set out in the SEN Code of Practice (2015).

The information in this report is for the benefit of students with SEND, their families and our Becket School colleagues; and advises on our graduated response to SEND as well as advice on how to access local information and support services.

The Becket School follows the SEND Policy set out by the Our Lady of Lourdes Multi-Academy Trust. This can be found by clicking on the image below:



Document Control:

Date Issued	17/03/2022
SEND Governor Lead	Mr A Solomonsz
Nominated Lead Member of Staff	Mr P Mullins & Mr P Greig
Review Cycle	Statutory – Annually
Next Statutory Review Date	March 2023
Author	Mr P Mullins

Part 1: What kinds of SEND does The Becket School make provision for?

The Becket School is a Catholic Voluntary Aided which provides an inclusive learning environment to students with a diverse range of needs. The Becket School provides provision for students with a range of SEND shown in the table below:

Category of Need	Examples of SEND within category
Cognition & Learning	<ul style="list-style-type: none">• Specific Learning Difficulties (Dyslexia, Dyscalculia and DCD)• Moderate Learning Difficulties
Communication & Interaction	<ul style="list-style-type: none">• Speech language and Communication Needs• Autistic Spectrum Disorders
Physical & Sensory Needs	<ul style="list-style-type: none">• Physical Disability• Visual Impairment• Hearing Impairment
Social, Emotional & Mental Health	<ul style="list-style-type: none">• Attention Deficit Hyperactivity Disorder (ADHD)• Attention Deficit Disorder (ADD)• Tourette Syndrome• Anxiety

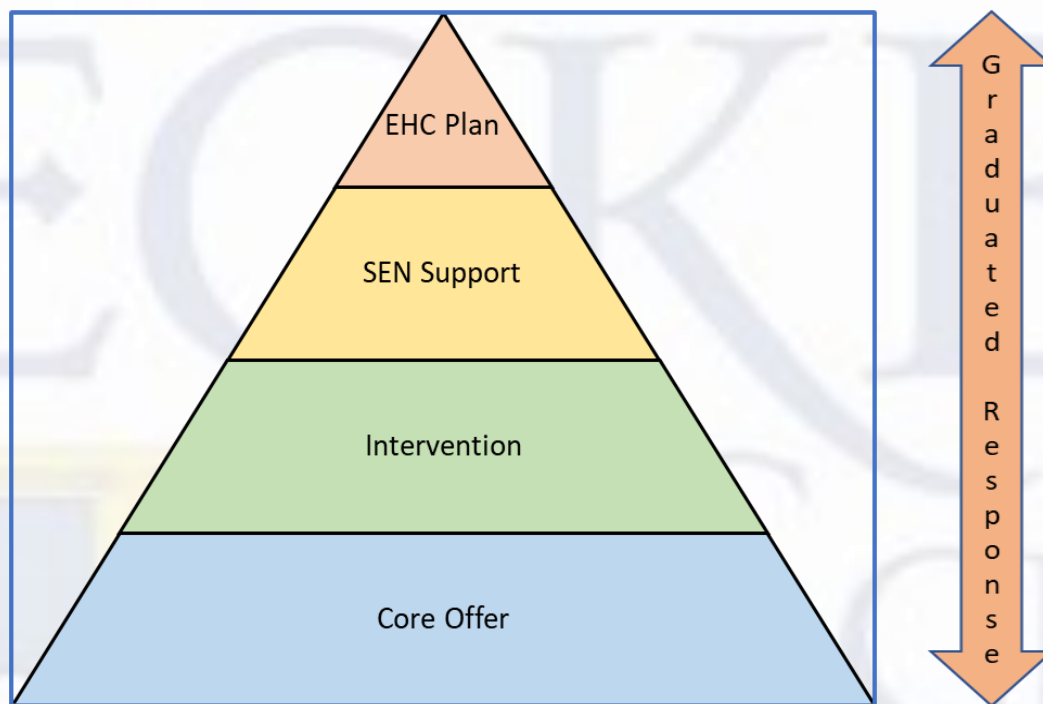
As of the January 2021 census, the current proportion of students who receive SEND provision within secondary schools nationally is 13.5% . At The Becket School, this is lower with 4.7% receiving SEND provision. The most common SEND experienced by students at The Becket School is Moderate Learning Difficulties.

	Number	% of Becket roll
Students who have an EHC Plan	4	0.4%
Students identified as SEND Support	48	4.3%
Student population with SEN Provision	52	4.7%
Students who are monitored for potential SEND	131	11.6%

(Data accurate as of 18th April 2022)

Part 2: How does The Becket School identify and assess students with SEND?

The Becket School is committed to its duty for early identification of SEND as set out in the SEND Policy. We follow a graduated response to SEND which is set out below:



Core Offer:

The Core Offer is what The Becket School provides all students within the classroom. The SENCo, alongside the Leaders of Learning, have developed a departmental approach to SEND. This sets out the reasonable adjustments classroom teachers can make for all students to support their participation and progress in the classroom. This includes those students who are diagnosed with conditions such as Autism and ADHD or identified as having a specific learning difficulty such as dyslexia. The SENCo also shares additional resources to support the inclusion of students with more specific SEND needs within the classroom.

For each year group, progress is measured on a termly basis as part of our assessment cycle. Our school data manager then produces a report which will identify those students who are not making the expected progress in each subject area.

This information is shared with Parents/Carers. If you have any concerns about your Child's progress in a specific subject area, this should be discussed with the class teacher in the first instance. If there are concerns about your Child's progress across a range of subjects then these concerns should be discussed with your Child's Tutor and Progress Leader in the first instance. Contact details for these members of staff can be found on The Becket School [website](#).

Intervention:

Class teachers are at the forefront of our process for identifying students with SEND. If a student is not making expected progress in the classroom, the class teacher may choose to provide some form of intervention within that subject. As subjects have different requirements of students in terms of the knowledge and skills they need to show, interventions may vary from subject to subject. The SENCo may be consulted during the intervention stage to discuss possible approaches to intervention for students with SEND.

Pastoral Intervention:

Any student, including those with SEND, having difficulty in meeting the social expectations set out in The Becket Way, may be placed on Pastoral Monitoring with the Form Tutor to explore the reasons and any patterns.

Any student who does not show sufficient improvements whilst on pastoral monitoring may be placed on a higher Pastoral Report to their Progress Leader. Again, this includes students with SEND.

Members of the Inclusion Team can be consulted for advice on the specific needs of a student during any stage of pastoral intervention. The Inclusion Team consists of:

Mrs A Bradshaw	Education Welfare Officer
Mr P Mullins	Special Educational Needs Co-ordinator
Mrs B Nicholls	Director for Inclusion
Mrs C Parnell	Lead Personal Care Assistant
Mrs C Radford	School Counsellor
Mrs E Roberts	Pupil Premium Champion
Mrs Z Virgo	Lead Teaching Assistant

SEN Support:

6.15 A pupil has SEN where their learning difficulty or disability calls for special educational provision, namely provision different from or additional to that normally available to pupils of the same age.'

[Special Educational Needs Code of Practice \(2015\)](#)

If your Child continues to show difficulty in making progress across the curriculum, in spite of the reasonable adjustments set out in the core offer and subject interventions, then they may be provided SEND Support.

At this stage, teachers and the tutor will be asked to share their views on your Child's engagement and progress within school. You and your Child will also be asked to share your own views on the strengths and areas of development experienced by your Child. The same applies if your Child continues to show difficulty in managing the social expectations set out in The Becket Way.

You will then be invited to a meeting to discuss these views. At the end of this meeting, either:

1. We will identify a specific need which requires additional or different provision for your Child. Any specific interventions will be identified and your Child will be placed on the Special Educational Needs Code of Practice Register.
2. Your Child will not be placed on the SEND Code of Practice register but there will be further recommendations shared for you, your Child and/or their teachers. This may include further assessments, access to short term interventions or referrals to external support services. Your Child may be placed on the SEND Monitoring list.

If your Child is at Primary school, and already on the SEND Code of Practice register, please view our transition information in [Part 12](#).

SEN Support:

SEN support follows the assess, plan, do and review cycle.



Assess - Progress data, pastoral information and the views of the student, caregivers and school colleagues will be used to find any barriers that may be preventing progress in school.

Plan - Any SEN Support provision will be identified and agreed based on the views of the student, caregivers and school colleagues. The views of external professionals will be sought where involved.

Do - The SEN Support Provision will be implemented. Subject teachers will be responsible for the implementation of provision in their classrooms. The SENCo and Director for Inclusion will be responsible for provision delivered away from the classroom.

Review - This will explore how successful the SEN Support provision has been in meeting the needs of the student and whether any adjustments need to be made. Again, the views of the student, caregivers and school colleagues will be sought.

A minimum of three SEND Reviews will take place per academic year. These will normally take place once per term. If the review shows a student is making good progress, it may be agreed the SEN support and provision is not needed.

Other students will require SEN Support for a longer period of time.

EHC Plan:

On occasion, the Special Educational Needs of a student require provision which is significantly additional or different to that which is normally available in the school setting. If this is the case, an EHC needs assessment from the local authority may be discussed. Most children and young people with SEND will have their needs met in local mainstream settings and will not require an EHC Plan.

Whilst Caregivers can request an EHC Plan, it would be appropriate to discuss this with the SENCo to ensure that sufficient evidence of need exists. For this purpose, the following is considered:

- * Academic attainment and rates of progress
- * Information about the nature, extent and context a student's SEN
- * SEND Reviews of provision which has been available to the student in school.
- * Whether gains by the student could be made without significant support which is above what is normally available.
- * Evidence of the student's physical, emotional and social development and health needs — this will include evidence from health professionals.
- * Evidence of what has been done by health professionals and other agencies to meet these needs.

Further questions on the EHC Process can be found for each local authority below:



If your Child is not currently accessing SEN Support, the need for this must be discussed first ([Page 7](#)).

If your Child has an EHC Plan, they will follow the graduated response set out on [Page 8](#). One of the three SEND reviews will be an annual review. The date for this will be discussed and agreed with the SENCo.

If your Child is at Primary school, and already has an EHC Plan, please view our transition information in [Part 12](#).

Please direct any questions about the EHC Process to the SENCo.

Diagnosing SEND:

‘...schools should have arrangements in place to draw on more specialised assessments from external agencies and professionals.’

[Special Educational Needs Code of Practice \(2015\)](#)

The Becket School will not make formal diagnoses of medical conditions which can contribute to Special Education Needs or Disabilities (For example, Autism, ADHD and dyslexia).

Diagnosing Medical Conditions:

Dependent on whether you live in Nottingham City or Nottinghamshire County, there are different systems of referring into health care services.

More information about the different agencies and services which can be referred into can be found in [Part 10](#).

Diagnosing dyslexia:

The Becket School uses the definition of dyslexia given in the Rose Report of 2009 which is endorsed by Nottinghamshire County Council:

‘Dyslexia is a learning difficulty that primarily affects the skills involved in accurate and fluent word reading and spelling’

We do not formally diagnose students as having a specific learning difficulty such as dyslexia. This can only be done by a specialist assessor who has a Level 7 Qualification in assessing for Specific Learning Difficulties.

According to the Rose Report of 2009, ***“A good indication of the severity and persistence of dyslexic difficulties can be gained by examining how the individual responds or has responded to well-founded intervention.”***

We are currently working alongside the local authority to review our approach to identifying and supporting students who demonstrate difficulties which might be considered consistent with dyslexia. This will be added to the SEND Information Report at the start of the 2022-23 academic year.

Exam Access Arrangements:

These are reasonable adjustments, as part of our Core Offer, which can be made for students in formal exam conditions. Whilst this list is not exhaustive, it includes:

- Reading Support
- Additional Time
- Use of a Word Processor or Scribe

During GCSE courses, all Exam Access Arrangements are overseen by a national body called the JCQ (Joint Council for Qualifications) and must be formally applied for. Year 9 is the earliest time students can be formally assessed for Exam Access Arrangements. Essentially, any formal application for an Exam Access Arrangement is dependent upon:

- Evidence that the use of the Exam Access Arrangement is part of the students normal way of working (This will be seen during Year 7 & 8).

And

- Needs identified through a specialist assessment, conducted by the schools specialist assessor (This is the SENCo)

Or

- Medical Evidence outlining a students medical needs and the impact this has on their learning (This will be through a specialist consultant).

Please note that whilst private assessments conducted outside of school will be considered, any recommendations for Exam Access Arrangements will not be agreed unless there is evidence that these are part of the students normal way of working in school as indicated above.

Please direct any further questions regarding exam access arrangements to the SENCo.

Part 3: How does The Becket School make provision for students with SEND?

The Becket School views SEND as a 'golden thread' throughout the school community. Therefore, the first priority we consider is how we can best make the classroom accessible for all students; this forms our Core Offer as discussed in [Part 2](#).

We review our Core Offer and Departmental interventions annually to ensure they meet the needs of the majority of our students. This is then used to identify the SEND provision we require for our students.

What is The Becket Schools' approach to teaching students with SEND?

As mentioned in [Part 2](#), The Becket School has developed a Departmental Approach to SEND (Part of our Core Offer) which identifies reasonable adjustments that can be made across all subject areas. Departments also have their own interventions which can be used to provide short term boosts for those students who need it.

In addition, the SENCo shares additional guidance to advise on approaches to including students with more specific needs in the classroom.

Where a student has more significant needs, they will take part in agreed SEND provision. Students who are receiving SEND Support may have an Individual Student Passport created. This will provide teachers with strengths, difficulties and specific strategies which can support that student in school. Individual Student Passports are generally created for those students who receive specific SEND Support or have an EHC Plan.

What are the arrangements for assessing and reviewing the progress of students with SEND within The Becket School?

The progress of all students is monitored firstly by the subject teacher, including those with SEND. Each subject will then identify those students who are not making expected progress and initiate intervention at subject level.

The Becket School uses a platform called Go4Schools to record Student attainment across all subjects. This enables Senior Leaders and each year groups Progress Leader to analyse the performance of their students across the whole curriculum.

The SENCo uses Go4Schools to monitor and review those students on the SEN Code of Practice Register who are being monitored, receiving SEN Support or have an EHC Plan. Steps will then be considered to support any student who is not making expected progress across a range of subject areas.

Part 3: How does The Becket School make provision for students with SEND?

What adaptations are made to the learning environment for students with SEND within The Becket School?

The Equality Act (2010) requires that reasonable adjustments be made to enable students with SEND to participate in the school environment. The Becket School will consider any reasonable adjustment to enable students with SEND to be active participants in the school community. Our [Accessibility Plan](#) can be found on the school website.

How does The Becket School enable students with SEND to take part in activities alongside those who do not have SEND?

The Becket School has a wholly inclusive Catholic ethos which all students engage with; this includes opportunities to engage with a range of collective worship activities and liturgies. These acts of worship take place within tutor groups which all students with SEND are assigned to alongside their peers.

A variety of extra-curricular clubs and activities are available to students. Where necessary, members of the SEND Department will liaise with activity organisers, parents/carers and students to ensure students with SEND have access to extra-curricular activities, trips and residential visits. Students with SEND at the Becket School have been enabled to:

- Join extra-curricular clubs (including sports)
- Participate in school productions
- Attend residential trips both within the UK and mainland Europe
- Engage in work experience
- Participate in Sports Leadership programmes

The Becket School recognises the importance of students working alongside their peers in the classroom. Every effort is made to support students with SEND in working with their peers and becoming independent learners within the classroom.



(Walesby Residential)



(Inclusive Sports Team)

Part 3: How does The Becket School make provision for students with SEND?

What support is available for improving the emotional, mental and social development of students with SEND within The Becket School?

Alongside our Catholic Ethos, all students with SEND have access to a comprehensive PSHCE and RSE curriculum. This aims to develop the social and emotional awareness of our students which contributes to good mental health. If a student needs additional support in improving their social, emotional or mental health, The Becket School has a referral system which can offer:

- Two Lay Chaplains offer daily drop in sessions at lunchtime
- The Damascus Centre which offers a place for students to visit if they have concerns or need a quiet space at lunch or break — this is staffed by the student engagement officers



(Damascus)



(Joe and Ruth are our Lay Chaplains)

If a student requires more specific SEND support, we may offer:

- A team of skilled student engagement officers who offer small group and one to one support and mentoring.
- Two qualified talking therapy workers who can offer specific one to one support

The Becket School also has a number of trained mental health first aiders; these include progress leaders and members of the Inclusion team.

If agreed between Parents/Carers and school, The Becket School can refer to more specialist health and social care services. Please refer to

[Part 10](#).



(Claire and David are our talk therapists)

Further information about our approach to mental health in The Becket School can be found in our [Mental Health First Aider Policy](#). Additional information, advice and resources are available on our school website [here](#).

[Return to Contents](#)

Part 3: How does The Becket School make provision for students with SEND?

How does The Becket School evaluate the effectiveness of its provision for SEND?

The effectiveness of SEND provision is measured by the impact it has had on the student/s who are accessing it. This is discussed during SEND reviews where students and parents/carers are also able to share their views.

The SENCo is required to submit an annual report to the Governing Body which:

- Outlines the progress of students with SEND across the curriculum
- Outlines the impact of any SEND Provision (including TA deployment)
- Compares the attendance of students with SEND with the school population
- Compares the number of sanctions/rewards received by students with SEND with the school population

The Governing Body is invited to share questions related to this report.

The next SEND annual report is due to be submitted in March 2023.

The SEND Governor will also meet with the SENCo at least once a term to discuss SEND provision and any matters relating to the implementation of the SEND Policy.

Part 4: Who is responsible for SEND at The Becket School

Mr P Mullins, is the Special Educational Needs Co-ordinator (SENCo) and responsible for the day to day implementation of the SEND Policy. This includes:

- Working with the Head teacher and SEN governor to determine the strategic direction and development of SEN policy and provision in the school to ensure the school meets its responsibilities towards the Equality Act (2010) in providing reasonable adjustments and access arrangements.
- The provision of professional guidance to colleagues on matters of SEND
- Working closely with colleagues, parent/carers and external professionals
- Having an awareness of the Local Offer
- Advise and develop the graduated approach to SEND to ensure that students with SEND receive high quality teaching
- Advise and develop the graduated approach to SEND to ensure that students requiring SEND Support receive high quality provision

Mr P Greig, as Head teacher, will:

- Work with the SENCO and SEN governor to determine the strategic direction and development of SEN policy and provision in the school
- Have overall responsibility for the provision and progress of learners with SEN and/or a disability

Mr A Solomonsz, as The Becket School SEND Governor Lead, has specific oversight of The Becket Schools arrangements for SEN and Disability. He will:

- Help to raise awareness of SEN issues at governing board meetings
- Monitor the quality and effectiveness of SEN and disability provision within the school and update the governing board on this
- Work with the headteacher and SENCO to determine the strategic development of the SEN policy and provision in the school



Mr Mullins (SENCo)



Mr Greig (Headteacher)



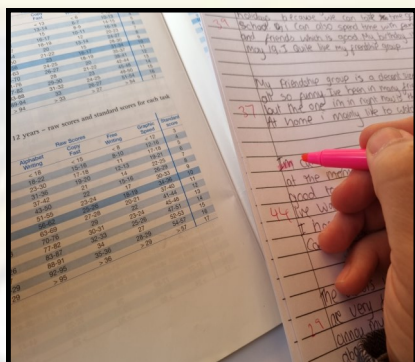
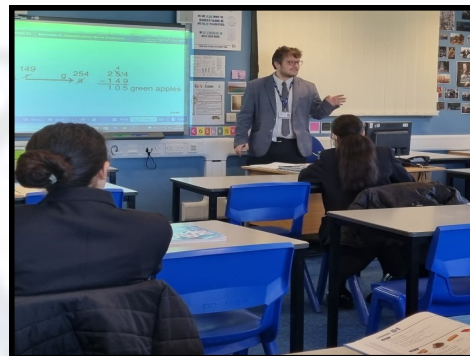
Mr Solomonsz (SEND Governor)

Part 5: Staffing expertise within SEND at the Becket School

The Becket School is fortunate to have a range of experienced colleagues within the SEND Department with a wealth of expertise.

Special Educational Needs Co-ordinator:

Mr Mullins is a qualified teacher who completed his PGCE with a specialism in teaching learners with disabilities. He has 16 years experience in both teaching and supporting the teaching and learning of students with SEND across three secondary schools and is also a member of the maths department.



Mr Mullins liaises with external professionals across education, health and social care to support the inclusion of students with SEND within The Becket School. He is a qualified specialist assessor enabling him to assess those students who might require exam access arrangements. He is currently undertaking the NASENCo Award (National SENCo Award) through Nottingham Trent University.

Lead Teaching Assistant:

Mrs Virgo is the Lead Teaching Assistant and Senior Safeguarding Officer with a vast experience of the Becket School over 15 years. Her thirteen years as a Lead TA has been spent supporting the SENCo in liaising with external professionals, parent and carers and developing the 'amazing' team of teaching assistants within school.

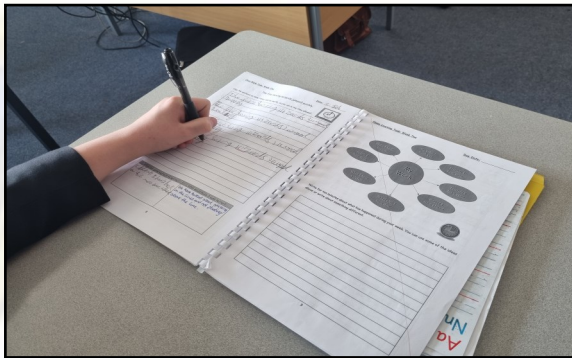
Mrs Virgo also has 10 years experience as a school safeguarding officer requiring her to work closely with external agencies in social care. She is trained in a vast range of SEND needs and has up to date First Aid and Manual Handling training.



Part 5: Staffing expertise within SEND at the Becket School

Teaching Assistants:

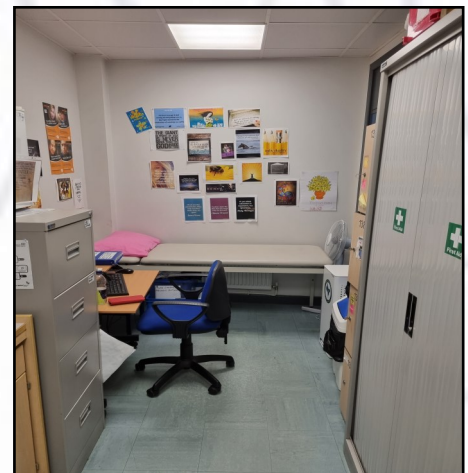
The Becket School has a skilled team of seven teaching assistants who provide appropriate support to specific students with SEND. Our aim is for students with SEND to develop independence in the classroom and have access to the classroom teacher. This means that the Becket School will not provide exclusive one to one support in class unless deemed necessary. The work of the TA in the classroom is discussed with and directed by the class teacher.



Teaching Assistants also deliver specific one to one and small group intervention sessions. Examples include reading, handwriting, numeracy and alternative courses such as The Prince's Trust. These are delivered from our Intervention Base in B6.

Medical & Personal Care Assistants:

Mrs Parnell is our Medical Care Assistant and the Lead First Aider in school. She is qualified in First Aid, Manual Handling and has completed additional training on specific medical needs as they arise (e.g. catheterisation, oxygen dependency and epilepsy). She also liaises with health services to deliver programs of physiotherapy in school. Mrs Parnell has additional expertise in issuing medication as well as the creation of intimate care plans, personal care plans and Personal Emergency Evacuation Plans. Mrs Parnell also organises training events for staff based on medical and personal care needs.



Mrs Parnell directs the work of our team of four Personal Care Assistants who are experienced in providing personal care needs and delivering pre-planned programs of physiotherapy. Each of our Personal Care Assistants are Manual Handling and First Aid trained.

Part 6: Staffing expertise within SEND at the Becket School

Opportunities for Continual Professional Development:

The intention of the Becket School is to enhance our knowledge and expertise so that we are best able to support any students who experience SEND.

The Becket School views every teacher as a teacher of SEND—Our SENCo provides information to teaching colleagues to best support them in meeting student needs in the classroom. This information is shared, via our SEND Google Drive, through a range of resources including:

- SEND In a Nutshell—Summary of Need released every half term
- SEND Code of Practice Register—Updated and shared half termly
- SEND Bulletin—Released Fortnightly
- Individual Student Passports (For those students on the SEND Code of Practice Register)

Colleagues in school also have access to training from a variety of sources including the OLOL Multi-Academy Trust, the local authority and health and social care services.

SEND CPD Events —2021-22

Date	Training	Attended by
Sep 21	REAL Training: Update training Exam Access Arrangements - This training is used to inform how we identify, assess and support those students needing Exam Access Arrangements.	SENCo
Sep 21	NHS: Epi-pen & Allergies Training - This training provided an awareness amongst school staff of students who experience allergies and how to use an Epi-pen.	All Colleagues
Nov 21	Schools & Families Specialist Services: Building schools' confidence in Identifying and Managing Dyslexia— This course has prompted a review into how we identify, assess and support those students who may be experiencing dyslexia. (Review will take place over the 21-22 academic year)	SENCo
Nov 21	ISE Day: 'What is our approach to teaching students with SEND?' - The SENCo introduced a 'Departmental Approach to SEND' containing reasonable adjustments which can be made within lessons. This forms part of our core offer.	Teaching & Educational Support Colleagues

Part 6: Staffing expertise within SEND at the Becket School

SEND CPD Events — 2021-22

Date	Training	Attended by
Nov 21	Schools & Families Specialist Services: Working with Pupils with Down Syndrome - Although this session had a primary focus, it did provide information on Down Syndrome which has been used to develop our own staff guidance in school.	SEND Department
Nov 21	Our Lady of Lourdes MAT: The Role of the Teaching Assistant - This session enabled Teaching Assistants to consider their role and the current research on supporting teaching and learning in the classroom.	SEND Department
Dec 21	Schools & Families Specialist Services: Morphology: Understanding the Morphological Strategies to Improve Reading and Spelling for Dyslexic Learners - This session provided insight into how whole words can be broken down into their phonic sounds to help students to read accurately.	SEND Department
Dec 21	Physical Disability Support Service: Manual Handling Training - Training has provided all Personal Care Assistants. This enables them to support students with physical needs and disabilities throughout the school day.	SEND Department
Jan 22	‘SEND within The Becket School’ - The SENCo introduced the systems for SEND provision within school; including, the different SEND needs which exist in school, where to access student information and the adjustments which can be considered to support their access to the curriculum.	Trainee Teachers
Mar 22	Schools & Families Specialist Services: How Should we Screen for Dyslexia? - This session has further informed our review into how we identify, assess and support students who experience dyslexia (Procedures for identification to be prepared during the Summer term)	SENCo

Part 6: How does The Becket School secure equipment and resources for students with SEND?

The Becket School intends to ensure access to the school community for all students as per our [Accessibility Plan](#); sometimes this requires us to secure more specialised equipment and resources as per the needs of individual students.

Physical Needs:

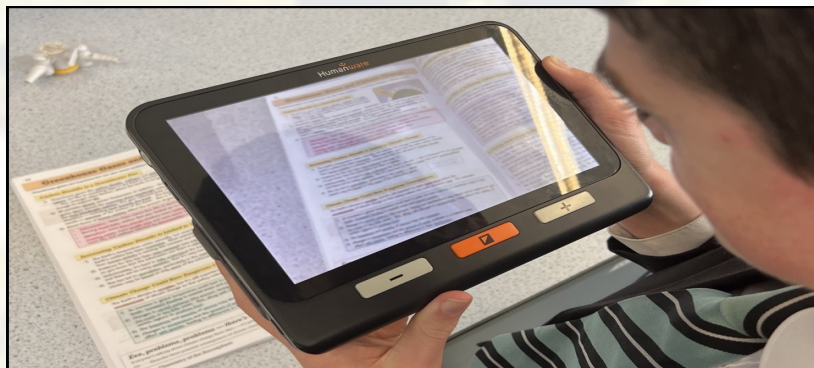
The Becket School has a physio room for those students who require physiotherapy during the school day. Equipment for this room is sourced through external agencies and using the schools SEND budget.



The Becket School also has access to specific equipment which can support a students physical engagement with the curriculum including adjustable furniture and ICT based resources; including speech to text software.

Sensory Needs:

Students who experience Hearing and Visual Impairments will have resources provided through the Schools and Families Specialist Service. These can be kept in school, in our medical base, when not in use.



Part 6: How does The Becket School secure equipment and resources for students with SEND?

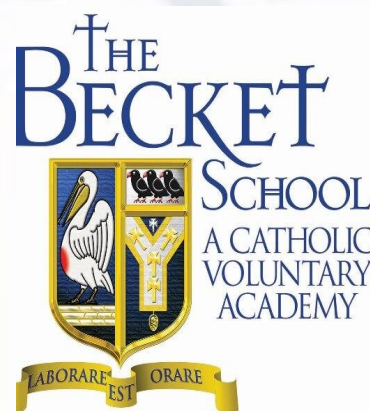
Funding:

Initial funding for students with SEND is secured through the Notional SEND Budget within school. This 'Place' funding can be used to provide appropriate support and provision to support students to access the curriculum and the wider school environment. At the Becket School, we want students to develop their independence and social skills. Therefore funding is not intended to be used to provide one to one in class support to a specific child.

The Becket Family of Schools:



St Edmund Campion Catholic
Primary School



The Becket School

Local Authority:



Where a student requires more specific, intense and/or specialised support, additional funding may be available through the Becket Family of Schools or through the Local Authority. The SENCo will discuss this with you if they feel your Child may require access to such funding.

Part 7: How does The Becket School include the views of Parents/Carers of students with SEND?

The opinions of parents/carers are essential to the development of appropriate provision and successful outcomes for students with SEND. The Becket School intends to gather these opinions in the following ways:

Contact with teachers:

Parents/Carers have opportunity to contact their Child's teacher or form tutor via the [Teacher/Staff list](#) on the school website and through parents evening.

SEND Reviews:

If your Child is receiving SEND provision, there will be three opportunities per academic year, to review this provision. Your opinions will be gathered during or before the meeting to ensure you can contribute to discussions and are involved in any decisions made.

Surveys:

The SENCo will create and share a Parent/Carer survey in the Summer term (2022) to gather views on matters of SEND.

Parent Voice Events:

The SENCo intends to establish opportunities for Parents/Carers to share their opinions about SEND Provision within school. Your views are important and will contribute to the future development SEND provision in school; and this report.

Please e-mail Mr Mullins if you are a parent/carer who would be interested in participating in one of these sessions or have a suggestion on what can be discussed. Mr Mullins can be contacted via:

P.Mullins@becketonline.co.uk

Part 8: How does The Becket School include the views of students with SEND?

The views of our students are also an important influence on how we develop our SEND provision and achieve successful outcomes for students accessing it. Students at The Becket School have opportunity to share their views in the following ways:

During tutor time:

All students are assigned to a tutor group which they attend at the start of every morning. During this, students will participate in acts of collective worship and share their views on range of topics. Students are encouraged to share concerns with tutors at the start of the day so that any issues might be addressed.

In the classroom:

Students are encouraged to contribute their views on topics and respond to verbal and written feedback within lessons.

Stop The Clock:

A key part of our PSHE curriculum; Stop The Clock Sessions occur half termly and provide students an opportunity to discuss key topics in their personal and social development.

SEND Reviews:

If you are receiving SEND provision, or have an EHC Plan, there will be three opportunities per academic year to share your views on this. Your opinions will be gathered during or before a review meeting to ensure you are involved in any decisions made about your education.

Student Voice Events:

The SENCo intends to establish opportunities for students with SEND to share their opinions about SEND provision in school. These will be through surveys and focus groups. Your views are important and will contribute to the future development of SEND provision within the school; and this report.

Please contact Mr Mullins if you are a current student who would be interested in participating in one of these sessions, or have a suggestion on what can be discussed.

Part 9: What if I have a concern about the provision for a student with SEND at the Becket School?

If a Parent/Carer has a concern about the SEND provision which is being provided for their Child, they can contact Mr P Mullins (SENCo) to share the details of their concern.

An arrangement can then be made for a telephone conversation or meeting to take place where the specific concerns can be discussed and actions can be agreed to manage these.

Mr P Mullins (SENCo) can be contacted via e-mail: P.Mullins@becketonline.co.uk

If these concerns persist then Mr Mullins can also advise on how to proceed with making a complaint inline with the [Complaints Policy](#) found on our school website.

Part 10: How does The Becket School work with other services when meeting the needs of students with SEND, and in supporting their families?

The Becket School has the opportunity to collaborate with a range of external colleagues to support a student with SEND. Please click on your local council to learn about the teams within your local authority.



Nottingham
City Council

Students will not necessarily need to access these services, or all at the same time. These can be referred to as part of the Graduated Response.

Whilst Parents/Carers can refer directly to Health Services, it would be appropriate to discuss this with your Child's Progress Leader or the Inclusion Team as Health professionals are likely to request information about how your Child engages with Education.

Part 10: How does The Becket School work with other services when meeting the needs of students with SEND and in supporting their families?

The Becket School has the opportunity to collaborate with a range of external colleagues to support a student's needs.

Areas of Support	Team(s) or Service(s)	Accessed Via
Education	SFSS (Schools & Families Specialist Services) <ul style="list-style-type: none">Cognition & Learning TeamCommunication & Interaction TeamSpecialist Teacher for Hearing ImpairedSpecialist Teacher for Visually Impaired Educational Psychology Service	School Based Referrals completed in agreement and with consent from the Parent/Carer. These are then discussed at a 'Springboard' to decide what the level of involvement required.
Health	Small Steps: Provide support and interventions to families of children and young people displaying behaviours that cause concern or challenge. Support will be available for families who have concerns which may indicate ASD/ADHD but have no diagnosis. Support is also available for families of children and young people diagnosed with ASD and/or ADHD.	Getting to Know Me Form completed by the school alongside Parents/Carers. This is sent to the NHS Small Steps Team. Further information and advice about the Small Steps Process can be found here .
Social Care	Early Help Unit provides a direct contact point for professionals and families requiring early help services. The Unit acts as a signposting and referral point for Early Help Services but does not directly deliver them.	The completion of an EHAF form by the school alongside Parents/Carers. Further advice on the Early Help Unit and an online version of a referral form can be found here .

Students will not necessarily need to access these services, or all of them at the same time. These can be referred to as part of the Graduated Response ([Part 2](#)).

Whilst Caregivers can refer directly to Health Services, it would be appropriate to discuss this with your Child's Progress Leader or the Inclusion Team as Health professionals are likely to request information about how your Child engages with Education.

Please also be aware Health Services have significant waiting lists at this moment in time. Contact with a Paediatrician can take up to two years.



**Nottinghamshire
County Council**

[Return to Contents](#)

Part 10: How does The Becket School work with other services when meeting the needs of students with SEND, and in supporting their families?

The Integrated Children's Disability Service (ICDS) was created in September 2016 in response to the SEND reforms from the Children and Families Act 2014. ICDS brings together colleagues from Education, health and social care to support children and young people with disabilities aged 0 to 25 years. The service consists of five teams. Find out what each team offers by clicking on it below:

Physical Disability
Specialist Service

Occupational Therapy
Team

Specialist Support
Team

Short Breaks
Assessment Team

Education, Health & Care
Assessment Team

Further information on the wider range of support services which are available to young people with SEND and their families can be found on the SEND Local Offer ([Part 13](#))



**Nottinghamshire
County Council**

[Return to Contents](#)

Part 10: How does The Becket School work with other services when meeting the needs of students with SEND, and in supporting their families?

The Becket School has the opportunity to collaborate with a range of external colleagues to support a Student's needs.

Areas of Support	Team(s) or Service(s)	Accessed Via
Education	<p>SFSS (Schools & Families Specialist Services)</p> <ul style="list-style-type: none">• Cognition & Learning Team• Communication & Interaction Team• Specialist Teacher for Hearing Impaired• Specialist Teacher for Visually Impaired <p>Educational Psychology Service</p>	<p>School Based Referrals completed in agreement and with consent from the Parent/Carer.</p>
Health	<p>CAMHS (Child & Adolescent Mental Health Service)</p> <p>A service to improve the mental health of children and young people who present with issues/symptoms of a severe or complex mental nature and require a multi-disciplinary approach that offers a mix of professional skills.</p> <p>Behavioural & Emotional Mental Health Team BEMHS is a service which can be accessed via an online referral. This is for students who present concerns with behaviour , emotional wellbeing or mental health OR present concerns about possible ASD or ADHD.</p>	<p>CAMHS can be accessed via the GP without a school referral.</p> <p>Further information and advice on the CAMHS pathway can be found here:</p> <p>Via a referral completed by the school alongside Parents/Carers.</p> <p>Further information and advice on the BEMHS pathway can be found here:</p> <p>Referrals into these services may lead to support from health professionals.</p>
Social Care	<p>Targeted Supported (Nottingham City)</p> <p>Targeted Family Support delivers Extensive Services to children and young people, 0-19 and their families. They work with families to find strengths and difficulties and provide support at the right time in the right place.</p>	<p>Contact details for Targeted Support can be accessed here.</p>

Students will not necessarily need to access these services, or all at the same time. These can be referred to as part of the Graduated Response. ([Part 2](#)).

Whilst Caregivers can refer directly to Health Services, it would be appropriate to discuss this with your Child's Progress Leader or the Inclusion Team as Health professionals are likely to request information about how your Child engages with Education.



Nottingham
City Council

[Return to Contents](#)

Part 11: Contact details of local support services for Parents/Carers of, and students with SEND.



Ask Us is a service which provides confidential and impartial information, advice and support on special educational needs and disability matters for parents/carers of children/young people with SEND.

Ask Us also provides the same service for children/young people with SEND.

You can access Ask Us by clicking on the image above or using the details below:

Contact: Catherine Connolly (Manager)

Telephone: 0800 1217772

E-mail: enquiries@askusnotts.org.uk

This service is available to residents of both Nottingham City and Nottinghamshire County.

There are a number of additional support services for Parents/Carers of children/young people with SEND. These can be found in the Local Offer in [Part 13](#).

Part 11: Contact details of local support services for Parents/Carers of, and students with SEND.



Parentline is aimed at parents and carers in Nottinghamshire. Trained healthcare professionals ranging from Health Visitors to School Nurses can give you advice and support as a first line of intervention via text messaging.

The service runs from 9am-4.30pm, Monday to Friday. Messages outside of these times receive a bounce back message advising on where to contact for urgent support and will be responded to the next working day.

Text: 07520 619919

There are a number of additional support services for the families of and children/young people with SEND. These can be found in the Local Offer in [Part 13](#).

Mental Health & Wellbeing:

The Becket School Website has a dedicated section of the school website which provides information, advice and resources related to mental health and wellbeing. This information can be accessed [here](#).

Part 11: Contact details of local support services for Parents/Carers of, and students with SEND.

Health for Kids:



This website links parents and young people aged 5-11 to appropriate health and wellbeing services, supporting parents and young children to manage their health and wellbeing, as well as providing fun educational activities for young people.

Health for Teens:



The website links young people aged 11 and over to appropriate local health and wellbeing services. It supports young people to manage their health and wellbeing with advice and information.

There are a number of additional support services for the families of and children/young people with SEND. These can be found in the Local Offer in [Part 13](#).

Part 11: Contact details of local support services for Parents/Carers of, and students with SEND.



ChatHealth is a secure NHS approved text messaging service that is run by the Healthy Family Teams (School Health).

The service is available between 9am-4.30pm, Monday to Friday. Professionals are on hand to respond to questions, worries or concerns from young people.

Text: 07507 329952

Messages that are sent outside of these hours receive an automated response informing the young person they will reply within working hours and signpost to other services for immediate responses.

There are a number of additional support services for the families of and children/young people with SEND. These can be found in the Local Offer in [Part 13](#).

Part 11: Contact details of local support services for Parents/Carers of, and students with SEND.



Be U Notts is a new service available in Nottingham (April 2022) to help support young people with low to medium mental health concerns. By visiting the link above, both students, and parents can self-refer for support.

There are a number of additional support services for the families of and children/young people with SEND. These can be found in the Local Offer in [Part 13](#).

Part 12: How does The Becket School support students with SEND during transition?

Year 6—Year 7

For the 2021-2022 academic year, information which explains the transition process can be found on the school website—this will be shared during the Summer term.

Our SENCo attends the Year 6 Open Evening where they are able to provide Parents/Carers with general information about SEND within The Becket School. Please note the SENCo will not discuss arrangements or provision for a specific Child until a place has been allocated.

Once a Child, including those with SEND, has been offered a place at the Becket School the following will happen:

- Transition Forms will be sent to all schools. Primary School Teachers will use these to share information about a Child which includes information on SEND.
- The SENCo will liaise with Primary School SENCos to discuss students with specific SEND Needs.
- The SENCo or a member of the SEND Department may attend a SEND Review Meeting.
- The SENCo will attend EHC Annual Review Meetings.
- The Becket School transition team (Progress Leader / SENCo / Pupil Premium Champion and Lead TA) will visit the main feeder Primary Schools to meet all students and the Year 6 teachers.

Information gathered from this process will be used to allocate each student to a tutor group and plan for any SEND Provision which will be needed to support transition.

Transition Days:

Year 6 students are invited to two whole school transition days. Dates for these will be shared with Primary Schools and our school website during the Summer term. If a student requires SEND Support during these transition days, this will be agreed beforehand.

If required, extra visits for individual or small groups of students with SEND can take place alongside their Primary TA and/or Parents/Carers. This will provide extra opportunities to become familiar with the school site and key member of the school team.

A Summer scheme will be made available to all new students. This will be overseen by our Lead TA and staffed by Teaching and Teaching Support Colleagues. If a student has SEND which requires support, this will be planned for in advance of the Summer scheme taking place.

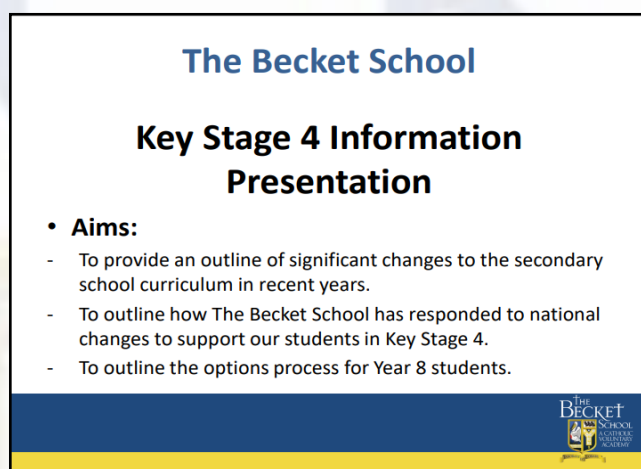
Information on the Summer can be found in starter packs once a place has been allocated.

Part 12: How does The Becket School support students with SEND during transition?

Year 8—Year 9 (KS3—KS4)

Students choose their GCSE options subjects in Year 8 ready start studying these in Year 9.

The 2021-2022 academic year, further information and videos which explain the options process can be found on the school website by clicking the link below:



Our Curriculum Lead will approach the SENCo to discuss students with SEND and identify an appropriate pathway for each individual. Parents/Carers will have the opportunity to discuss this with an appropriate member of staff in school.

Students with SEND will continue to receive support during GCSE's in line with our graduated response ([Part 2](#)).

For those students who are receiving SEN Support, a review meeting will take place in the Summer term which will:

- Discuss the subjects taken
- Identify any potential support needs (*including exam access arrangements*)
- Agree targets and provision to support these needs

Likewise, students who have an EHC Plan will have their options choices discussed in their Annual Review. During this review, changes may be made to a student's EHC Plan (including the outcomes and provision) to reflect what is agreed in the meeting. Referrals will be made to external professionals as required.

Part 12: How does The Becket School support students with SEND during transition?

Year 11—Year 12 (Post-16)

All students and their Parent/Carers are invited to a sixth form open evening at the start of Year 11; this is usually in September. During this, a presentation is given which provides an overview of the sixth form and application process. Subject teachers are also available during the open evening discuss specific aspects of their subject area.

Assemblies are also delivered to advise students on identifying and applying for alternative Post-16 destinations, based on their own curriculum interests and aspirations.

For the 2021-2022 academic year, further information about the Becket School Sixth Form can be requested by e-mailing s.form@becketonline.co.uk

Students with SEND, who join Becket Sixth Form will continue to receive support during GCE's in line with our graduated response ([Part 2](#)).

There is also an extensive programme within PSHE curriculum which supports all students in exploring and selecting Post-16 option including assemblies and interviews.

Regardless of if a student with SEND is choosing to join The Becket Sixth Form, the SENCo will discuss Post-16 options with Parents/Carers to find an appropriate course for when they leave school.

For those students who are receiving SEN Support, a review meeting will take place in the Summer term which will:

- Post-16 destination (Sixth Form / College etc.)
- Discuss the subjects taken
- Identify any potential support needs (Transition and within the chosen courses)
- Agree targets and provision to support these needs

Likewise, students who have an EHC Plan will have their options choices discussed in their Annual Review. During this review, changes may be made to a student's EHC Plan (including the outcomes and provision) to reflect what is agreed in the meeting. Referrals will be made to external professionals as required.

Part 12: How does The Becket School support students with SEND during transition?

Year 13 to Higher Education (Post-18)

All students begin to prepare for higher education during Year 12; this takes place during enrichment week where information is made available on the following:

- Careers
- Universities
- UCAS Process
- Alternative Courses
- Student Finance

This is part an extensive programme within our PSHE curriculum to supports our students in exploring and selecting their Post-18 options. The Sixth Form team are available to support with student and parent/carers queries by e-mailing s.form@becketonline.co.uk

The SENCo is available to discuss Post-18 options with Parents/Carers and students with SEND to support them in choosing the next destination in their learning journey.

For those students who are receiving SEN Support, a review meeting will take place in the Summer term which will:

- Discuss the Post-18 destinations being considered
- Discuss the subject(s) taken
- Identify any potential support needs (Transition and within the chosen courses)
- Agree targets and provision to support these needs

Likewise, students who have an EHC Plan will have their options choices discussed in their Annual Review. During this review, changes may be made to a student's EHC Plan (including the outcomes and provision) to reflect what is agreed in the meeting. Referrals will be made to external professionals as required.

Part 13: The Local Offer

Local authorities are required to publish their SEND Local Offer online. This is basically a menu of resources and support services which are available to young people with SEND and their families. Please click on your local authority to see their SEND Local Offer:



Nottinghamshire County Council have produced a video guide for their local offer. This contains a BSL translation.



If you have any questions about the SEND Local Offer or need some help in finding support then please contact:

Mr P Mullins (SENCo)

P.Mullins@becketonline.co.uk

Mrs Z Virgo (Lead Teaching Assistant)

Z.Virgo@becketonline.co.uk

[Return to Contents](#)